

# Kingsland NS

## Our Self-Evaluation Report and Improvement Plan/ Wellbeing

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

**School Context:** We are a two teacher co-ed rural primary school with 39 pupils, 27 families. We have a shared SET (18 hours and we are not the base school). We also have another 1.98 hours resource shared with another school. The two teachers are new to our school this year. We have an SNA with 4 special needs children having shared access. New Board of management is in place for Dec 2019.

### Outcomes of our last improvement plan from 2014 to 2019

- Literacy and Numeracy Plans ongoing with continued focus on Reading initiatives, Comprehension, Maths Team Teaching and Problem Solving.
- Science and the Skills of working scientifically.

### 1.2 The focus of this evaluation

We undertook self-evaluation of Wellbeing during the period November 2019 to April 2020. We evaluated the following aspect(s) of Wellbeing:

- Culture and Environment
- Curriculum (Teaching and Learning)
- Policy and Planning
- Relationships and Partnerships

## 2. Findings

### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

- We provide a Safe, Healthy and Friendly environment for Parents, Children and Staff.
- We have a Healthy Eating Policy in the school and children are encouraged to eat healthy food.
- Our school is accessible to Parents, Children and Staff.
- The school is effective in preventing and dealing with Bullying issues.
- Children have friends in school.

### 2.2. This is how we know

*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*

- Pupil Questionnaires
- Parent Questionnaires
- Staff Questionnaires
- Parents Teacher Meeting Feedback
- Schools Policies on Bullying, Stay Safe, SPHE Curriculum
- Teacher Observations and Checklists

### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of Wellbeing the school has identified and prioritised for further improvement.*

- Update our School Website to include a Parent Page with links to relevant sites for Parent Information ie: Department of Education and Skills, NEPS, NCSE, NCCA.....
- Set up a Forum for the views of Pupils to be listened to in relation to relevant schools Policies and Activities.
- School Environment Inside to be cleaned professionally at least twice per school year.
- Special Needs Sensory Space/Comfort Space to be put place for when the need arises.

### 3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

**Key Area:** Culture and Environment

**Indicators of Success:**

- Children, young people and staff experience a sense of belonging and feel safe, connected and supported.
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

### Statements of Effective Practice: (Aligned to Our Target Actions)

**Wellbeing Statements of Effective Practice for All:**

- The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people (2)
- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement. (1)
- The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment. (3)

**Wellbeing Statements of Effective Practice for Some & Few:**

- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. (6)

The following are available if applicable: • Sensory room/sensory gardens • 'Safe' room/space for distressed/anxious children and young people (Spare room)

## Our Improvement Plan

Timeframe of this improvement plan is from Feb 2020 to May 2021

| Targets   | Actions  | Persons / groups responsible                   | Criteria for success  | Progress and adjustments   | Targets achieved |
|---|--|--|---|--|------------------|
| 1. Pupil's Views listened to  | Have Suggestion box for children to give views at the end of each Month. A specific Sheet to fill in.            | Principal and Senior Pupils                    | In Place before End of Term 2.  | Senior Room had just done One Month before lockdown-positive feedback from it.   |                  |
| 2. Keep Parents more Informed   | Newsletter per Term/ website page for Parents  | Principal                                      | Parent more aware of school/pupil initiatives   | Newsletter Tab on website used to inform Parents and Children during lockdown- all found it helpful.                                   |                  |
| 3. Cleaner School Environment (Inside)  | Discuss at next Board meeting Contract Cleaner to do cleaning over Holidays to begin with. Ventilation of School | Principal and Board<br><br>Board of Management | Cleaner Classroom for teaching in New Year.<br><br>Clean air, less smells, fresh feel to school, less damp.                   | Covid 19 cleaner employed this year, 10 hrs per week.<br><br>Classroom windows open for ventilation.                                   |                  |
| 4. Have A school Secretary for 1 day a week, try March to June 2020 to see if it is viable. | Board of Management meeting to discuss this.   | Principal and Board                            | Help with the Paper work load for Staff and the Preparation of a New School Information Booklet for all Parents in September. | No school secretary, but Admin day every Fri has been a big help.<br><br>We have a Draft Info Booklet ready for New Enrolment in 2021. |                  |
| 5. Examine Extra Curricular Activities  | Be Active for children in 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> class, for 4 weeks               | Teachers, staff.                               | To take place in March 2020, 4 weeks, 1 day per week 3.20 to 4.00pm.  | Be Active had just begun before lockdown and was successful. 8 pupils took part. (2 weeks)   |                  |

|                                       |   |                 |   |   |  |
|---------------------------------------|---|-----------------|---|---|--|
| 6. Provide a safe area for SEN pupils | Provide for the Sensory Needs of SEN pupils, bean bag, outside safe area, Sensory equipment such as lava lamp to be purchased. SESS advice will be sought | B.O.M and Staff | We have suitable sensory equipment for SEN pupils | Bean bag, Outdoor house for child to go to, contact SESS for advice on Sensory equipment. |  |
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