



# Carns NS Self-Evaluation Report and School Improvement Plan on Wellbeing

## Self-Evaluation Report 2023-2024

### **1. Introduction**

A school self-evaluation of teaching and learning in Carns National School was undertaken for the period from Sep 2023 to June 2024. It was decided that our School Self Evaluation would be used to support the introduction and implementation of the School Well Being Framework, where we will focus on the setting up and embedding of Well Being initiatives in our school.

A whole school evaluation was undertaken regarding the Well Being of the whole community in Carns NS. This report outlines its findings. This document records the findings of our evaluation of teaching and learning focused on the area of wellbeing and our current improvement plan, including targets and the actions we will implement to meet these targets.

#### **Previous School Self-Evaluation:**

We have previously undertaken school self-evaluation in the following areas:

- Literacy- genre writing
- Numeracy- Problem solving
- Visual Arts

#### **1.1 The Focus of this Evaluation**

We undertook self-evaluation of teaching and learning in Carns NS from September 2023 to June 2024. Consensus was reached by the staff that School Self Evaluation would be used to support the introduction and implementation of the Wellbeing Policy Statement & Framework for Practice where we will focus on the setting up and embedding of wellbeing initiatives in the school. We looked at the four-key area; culture and environment, curriculum, policy and planning & relationships and partnerships as part of the wellbeing framework for schools.

#### **1.2 School Context**

Carns NS is a co-educational primary school in an rural setting. Currently we have 36 pupils in mixed classes 2 mainstream teachers, one SEN teacher and one SNA. SEN teaching is organised with a mixture of in-class support and withdrawal from class.

### **2. Findings**

We collected information from parents, pupils & teachers to gather evidence for this report. We created surveys using the DES Wellbeing Guidelines, analysed attendance & test results.

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

The main strengths of the school in teaching and learning are:

- the majority of parents, pupils and staff members are satisfied with the areas of teaching and learning, policy and planning and relationships and partnerships.
- communication between staff and parents/guardians and staff and pupils are highly positive and effective.
- the school space is very welcoming and used effectively to promote children's achievements.

## 2.2. This is how we know

### Student Questionnaire

- 98% of children said the school is friendly and welcoming
- 94 % of children said that the adults in school encourage children to do sports and be active
- 85% of children said they try their best at school
- 92% of children said they have friends at school
- 92% of children said they are proud to be a pupil at Carns N.S.
- 91% of children said that we learn that we are all special and that it is ok when people are different

It is of note that there are inconsistencies in some student responses. In response to the question “The children in our school are friendly and kind to each other”, 50% said yes, 40% said sometimes, 8% said don’t know. In a separate question however, 98% of children said the school is friendly and welcoming.

### Comments from students about What I like best about my school:

- sports days out going outside my friends
- I like that we do lots of activities
- doing laps every day and sports sometimes
- I like that if it is a nice day we can stay out for longer
- I like that we do creative writing and its not just answering questions and that we have people come in most of the time
- It is small and we go on trips and do bigger projects.
- I like that my school is always supportive and I like that we are given time to do fun subjects like drama sports and art. I am very proud to be a student at this wonderful school!
- We can do things that big schools can’t
- The activities like sports 🍌 art and reading.
- My friends /teachers/activitoes/going on trips/having fun outside/trying and doing new things
- PE and home time and the new activities such as tennis basketball etc
- The games are fun and the grading is cool Having fun with friends
- We get to play football
- When we learn about vintage cars
- The teacher are kind.
- it’s fun, small and humble
- I get to play with my friends.
- The teachers and math and students. 🧑🏫
- EVERYTHING!
- Infant: break time and playing with my friends
- Infant: I love when it is raining and I get to play inside
- Infant: playing outside with my friends.
- Infant: playing games and waiting for the bus because that’s when we get to play with what we want.
- Infant: playing with my friends, favourite time in the day is maths.
- Infant: I love the morning and play time. I like Fridays because it is treat day and we can bring in a treat.
- Infant: playing outside at break
- Infant: I like doing maths and Irish.
- I like playing with my friends

## Parent/Guardian Questionnaire

- 100% of parents/guardians agree their child is happy at school
- 100% of parents/guardians agree their child feels safe at school & that the school provides a safe environment for their child.
- 100% of parents feel the school is well led and managed by staff.
- 100% of parents feel the school ensures their child is well looked after
- 100% of parents feel that the school is committed to dealing with bullying and its prevention
- 100% of parents/guardians agree the school encourages their child to work hard and achieve his/her best.
- 100% of parents/guardians agree that they feel connected and part of the school community
- 94% of parents/guardians agree the school responds well to their concerns
- 94% of parents/guardians agree the school keeps them well informed about their child and other important information
- 100% of parents/guardians agree that their child's teacher is helpful and supportive of their child's learning.
- 100% of parents/guardians agree that the school provides a broad and interesting range of approaches and activities to my child across subject areas for curriculum enrichment
- 100% of parents/guardians agree that their child knows who to talk to in school if they have a worry or concern
- 100% of parents/guardians agree that their child gets rewarded appropriately for good effort, good behaviour and good work.
- 100% of parents/guardians agree that their child's teacher is helpful and supportive of their child's learning.
- **Further comments provided by parents in the survey included:**
- Carns School is a vital aspect of my childrens' lives. They are better people for attending the school, and that is due to the school staff and their attitude to education
- I appreciate the effort that goes into arranging the various activities at the school, kids are getting a varied education.
- Excellent quality of education provided. Social/ Play skills and interpersonal skill development well supported.
- We're really happy as a family with how everything is going for our children
- They meet challenges, but they are very well supported in Carns, and they feel safe and happy in school. We feel listened to when we have questions or concerns. There is a great sense of community to all that is undertaken within and around the school. We appreciate all the additional and extra-curricular work done to make their education as holistic and positive as it can be. Thank you all so much!
- My child is very happy and school and is very interested in learning at school. Carns take a very holistic approach to my child's welfare and learning. Parent voices and involvement is valued and plays a key part in the school at all times.
- We are very happy with the school, it is a credit to all involved
- Very happy with the level of support my child receives. It is great to see how well the children all interact with each other across all classes and ages.
- We as a family are very happy at Carns and the children are so lucky to be involved in such a dynamic and exciting school with lots of variety and opportunities to be exposed to so many new experiences and activities.
- Apart from the high standard of teaching, the staff at Carns provide excellent emotional support for my child. Much appreciated!
- Children very happy, trusting and communicating openly to all staff when concerns arise
- It's a nice friendly school

### Teacher Focus Group

- Teachers believe that teachers are preparing lessons that promote a range of learning methodologies including collaborative learning, peer and self-assessment & celebrating sense of achievement.
- In general, the pupils' knowledge and skills about wellbeing and for wellbeing are at a good standard in accordance with the objective, skills and concepts of the SPHE Curriculum as observed by teachers in classes. However, on return from school closures as a result of the Covid 19 pandemic, teachers identified increased levels of anxiety and reduced levels of resilience and in some cases, social competence.
- Teacher use opportunities to promote wellbeing across the curriculum. PE, Music, Drama, Art, STEAM, Gardening.
- Teachers observe the need for work on resilience and coping strategies for children.
- Teachers have observed an increase in the number of children presenting with anxiety.

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

- Explicit teaching of coping skills and building resilience at all class levels
- Increase pupil's confidence and positivity about self
- Explicit teaching of core values through weekly SPHE lessons

### 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** (monitor & evaluate).

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**

	Targets	Actions	Person/Groups Responsible	Monitor & Evaluate
1.	To build pupils' resilience and ability to cope with feelings of anxiety and worry	<ul style="list-style-type: none"> <li>a. The school will adopt the 'Weaving Wellbeing' Programme to assist students in self-regulating, in helping them to manage anxiety and stress and improve overall mental wellbeing. The school will engage with the programme from 3<sup>rd</sup> to 6<sup>th</sup> in the first term of each year. Each year will focus on different strategies to enhance wellbeing and positive mental health.</li> <li>b. Implementation of SPHE programme across all classes- Walk Tall, Stay Safe, RSE</li> <li>c. Being the I in Kind- focus on kindness in school, kindness awards &amp; celebrate kindness week.</li> <li>d. Use of Zones of Regulation programme in SET for specific children</li> <li>e. Social group sessions with class groups as needed.</li> </ul>	All mainstream class teachers and	<p>Staff and pupil discussion at the end of the 10-week programme to reflect on the programme's effectiveness.</p> <p>Pupil consultation, circle time</p>
2	Key area 1- Culture & Environment Cultivate an environment and culture that enhances wellbeing for all who learn, work and visit.	<ul style="list-style-type: none"> <li>● Develop school garden &amp; school environment – to allow children actively participate in cultivation, observe seasonal changes and experience the joy of watching the natural growth of plants and flowers they themselves have planted.</li> <li>● Create sensory areas in outdoor spaces</li> <li>● Establish positive play spaces outside to enhance wellbeing</li> <li>● Provision of relaxation spaces in each classroom</li> <li>● Assembly celebrating achievements, good news, positive engagements of students.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff</li> <li>● Support from Heritage in schools experts</li> <li>● parents</li> <li>● BOM</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil feedback through using a self-assessment activity e.g. a KWL chart or two stars and a wish.</li> <li>● Teacher observations and feedback will be used to evaluate the success</li> <li>● Parent feedback</li> </ul>

	Targets	Actions	Person/Groups Responsible	Monitor & Evaluate
3	Key Area 2 – Curriculum (Teaching and Learning) <b>Promote Wellbeing through</b> all areas of teaching and learning in the curriculum	<ul style="list-style-type: none"> <li>● Provision of a varied curriculum in an inclusive, engaging and differentiated manner.</li> <li>● SPHE- implementation of SPHE curriculum</li> <li>● Promotion of literacy achievement to support wellbeing- DEAR &amp; reading corners in classes, World Book Day, book fair etc</li> <li>● Aistear- engage with activities and role play which foster language, communication and social skills development in junior classes</li> <li>● PE- provision of a vibrant programme for PE which is delivered both by specialist providers and class teachers, participation in competitions in athletics, GAA, sports day, movement breaks for all classes etc.</li> <li>● SESE- active learning approach to SESE subjects, participation in field trips to places of historical and geographical interest, hosts specialist workshops and “STEAM” weeks, science exhibitions</li> <li>● Arts Education: celebrating creativity and fostering the development of the imagination through our Visual Arts, Music and Drama programmes. School musicals, opportunity to perform, learn instruments, singing, seachtain na gaeilge etc</li> </ul>	All staff	<p>Staff evaluation,</p> <p>Teacher observation</p> <p>Childrens’ digital portfolios</p> <p>Childrens’ project work</p> <p>Childrens’ copies</p> <p>Pupil feedback</p> <p>Staff feed back</p> <p>Parental Feedback</p> <p>School assembly</p>

	Key Area 3 – Policy and Planning	<ul style="list-style-type: none"> <li>● Continue to monitor &amp; update policies linked to wellbeing (for example, Anti Bullying Policy, Child Protection Policy, Code of Behaviour, Critical Incident Policy)</li> </ul>	Staff & BOM	Implementation of policies
	Key Area 4 – Relationships and Partnerships	<ul style="list-style-type: none"> <li>● School staff model openness, respect and listening in their interactions with each other, children and young people and parents.</li> <li>● Ongoing positive involvement of Parents’ association in school activities</li> <li>● Promotion of engagement with professional networks for principals and teachers.</li> <li>● Ongoing strong links with Department &amp; support services &amp; external agencies</li> <li>● Mentoring of teachers in school, for NQTs &amp; new staff members</li> <li>● Transition link with early years providers &amp; secondary schools to ensure successful transitions.</li> </ul>	Staff & BOM	BOM meetings Staff meetings Staff feedback Parent feedback

**Assessment of Success/Failure**

The school will implement this plan during the the school year 2024-2025.

To assess the success or failure of our attempt to improve wellbeing of the children in our school, we will complete the following steps;

- Repeat focus group/survey and assess the policy implementation.
- Complete regular observation of play grounds and classrooms throughout school day to assess ongoing wellbeing support for our students
- Gather teacher feedback on the changes which are undertaken.