

School Self-
Evaluation and
School Improvement
Plan

Scoil Bhríde,
Croghan
2023-2026

School Self-Evaluation and School Improvement Plan

Introduction:

The following document sets out the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

The focus of this evaluation:

In the last year, 2022-2023, we have looked at teaching and learning in our school in the area of Physical Education, Wellbeing and the impact of Covid-19 in our school to find out what we are doing well and what we need to do to meet the challenges faced. This is what we discovered:

What we are doing well:

- Pupils enjoy the Physical Education programme provided within the school and are motivated to partake in all activities
- Pupils are motivated to take part in the Active School activities
- There is a strong focus on the strand of 'Games' in the school and with a variety of activities offered throughout the year
- Staff regularly engage in CPD and share their expertise with colleagues
- We have excellent PE facilities in the school i.e. hall, pitch, yards, playground but our basic P.E equipment needs to be upgraded

Challenges faced as a result of the impact of Covid-19:

- Children had increased anxiety levels following the return to school
- There was a loss in learning during the pandemic
- Some pupils found socialising difficult after COVID-19
- A decrease in the competency levels around sentence structure, punctuation, spelling and grammar and layout of writing

We carried out staff consultation and surveys to find out and assess what we could do better in terms of physical education. This is what we found:

- We are very good at providing a variety of physical education activities within the school and all pupils are included in our activities
- Pupils enjoy PE activities in our school
- The whole school community recognises the importance of physical education
- We have teachers with vast expertise in the area of Physical Education
- We need to develop our confidence and competence to teach Gymnastics and Outdoor and Adventure activities within the school
- Pupils need to be taught to accept winning and losing through our teaching of Physical Education

Research:

The whole staff reflected on the teaching and learning in the school and agreed on the necessity to address the area of Wellbeing as a school as part of the school self-evaluation process. We discussed the needs and challenges of the school as a whole and the individual classes. We decided that we would like to adopt an active physical activity each day to give the pupils a brain break/movement break. We decided upon implementing the Daily Mile. We decided as part of this process it would be beneficial to look into completing the Active Schools Flag. We felt this may give us something to work towards as a target and also give us the opportunity to work on and develop other areas of physical literacy in the school. From completing survey as part of the Active Schools Flag with staff, it became evident that teachers across all class levels viewed certain areas of the P.E. curriculum as an area which they find challenging and would like to develop their skills and improve upon.

We discussed areas which posed a challenge and brainstormed ideas which we felt may be useful to improve upon. We discussed individual P.E. strands, resources and current teaching methodologies. We agreed that there was a need for collaboration and the sharing of ideas to help improve upon our teaching and upskill in the areas we found most challenging.

Using the Looking at our School 2016 A Quality Framework for Primary Schools document the staff analysed the four domains of teaching and learning. It was decided that *Teachers' Collective / Collaborative Practice* be our area of focus and the standard chosen was *Teachers value and engage in professional development and professional collaboration*.

This is how we know :

Focus Groups:

A focus group of staff was set up who discussed resources and staff confidences in each area of the PE curriculum, ways to improve upon our teaching of each strand, the need for collaboration between teachers. We also discussed the need for us to address pupil and staff wellbeing as a school. It was decided that an active break, ie. The Daily Mile, would be something which would be beneficial to both pupils and staff. A set of questions to elicit information was designed by all the teaching staff for both the focus groups with parents and pupils. The Parents' Association facilitated with organising parents and the teachers selected pupils from their individual classes for the interviews. The interviews were recorded and scribed and distributed to all teachers in the school. The focus groups highlighted issues around the names of the specific genres of writing. Parents felt that homework can be very structured with few opportunities for free writing. It was also noted that a visit from an author or poet may be beneficial to pupils.

Standardised Tests:

Pupils overall scores on their Micra T exams were compared with national norms and reflected on average or above average across all class levels.

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

We established that there was a need to address the area of teaching in physical education in our school, a need to focus on the area of wellbeing to help address ongoing issues as a result of Covid-19, namely motivation to learn and anxiety and social issues, a concern over the loss of learning in terms of literacy, namely spelling, sentence structure, grammar and writing layout. We assessed there was room for further development in the teaching of certain strands of the P.E. curriculum. Having discussed as a whole school staff we decided to focus on completing the Active Schools Flag, introducing active breaks and the Daily Mile, collaborating and sharing ideas and resources related to the teaching of P.E. strands and focus on the area of writing genres through the use of a collaborated approach to teaching and learning.

Targets:

- To improve upon pupil and staff wellbeing and pupils motivation to engage in learning through the implementation of active initiatives including the Daily Mile, active breaks, structured yard games and completion of the Active Schools Flag

- To improve upon the teaching of the PE strands of Dance, Gymnastics, and Outdoor and Adventure through professional collaboration, a whole school planning approach and the sharing of ideas and resources
- To improve the level of pupils competences in punctuation, grammar, spelling by one progression step of the Primary Language Curriculum through a teacher collaborated approach.
- Teachers to engage in professional development throughout the evaluation period in the area of physical education, literacy and wellbeing
- To facilitate staff with professional collaboration on new materials received
- To refresh and restock physical education resources in our school
- To assess literacy levels in terms of skills of spelling and grammar, sentence structure, use of punctuation and writing in differing genres
- To make improvements to specific areas of need in literacy as identified and implement changes/programmes where necessary

Evaluation Approach:

- Active Schools Flag
- P.E. checklists
- Holistic Scoring Rubric to be used to assess individual pupils at the end of each genre.
- Progression Step 6 (Primary Language Curriculum)
- Portfolios
- Teacher Observation
- Teacher Questioning

Evaluation Tools: a selection of the following evaluation tools will be used:

-Active Schools Flag, checklists, Holistic Scoring Rubric , Portfolio Copies , Primary Language Curriculum, Rubric, standardised tests

Targets/Actions	Actions	Persons responsible	Monitoring and Evaluation	Progress and adjustments	Targets achieved
Continue Active Schools journey and earn an Active Schools flag	Active Committee and Active Schools Co ordinator set out activities for	Active/Wellbeing Committee and Active Schools Co-ordinator	Ensuring that all children were provided with opportunities for activity	23/24 Continued from 22/23	

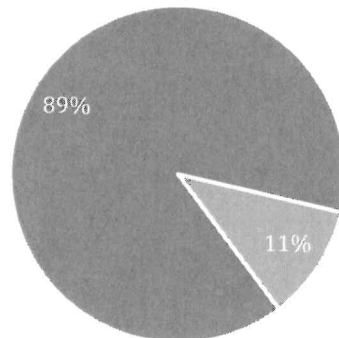
	all students to engage in				
Plan collaboratively for physical education lessons ensuring all teachers are teaching the same strand at the same time of year	Whole school plan for teaching of PE strands. Collaboration of ideas and resources among teachers	Class teachers	Monitor effectiveness and if beneficial	23/24, 24/25	
Set up a wellbeing/ Active Schools committee	Each class to nominate two members to represent them Teacher to act as facilitator	Class teachers	Monitor and discuss effectiveness of work and meetings	23/24	
Provide Wellbeing activities for all pupils	Wellbeing activities and initiatives suggest by committee and school staff to be adopted and implemented	Active/Wellbeing committee	Ensuring that all children were provided with opportunities to engage in wellbeing activities	23/24	
Complete Daily Mile	All classes to take part in daily mile each day for 10 minutes. Walk and talk social element encouraged	Whole school	Monitor activity daily to ensure effectiveness and monitor learning and engagement levels following to gauge effectiveness	23/24 Continued from 22/23	
Prioritise pupils for nurture/social groups	SET and class teachers to assess those in need of support	SET and class teachers	Monitor children's reaction to Nurture group and note progress/findings	23/24	
Complete staff research on whole school	Staff consultation on spelling and a	SET and class teachers	Monitor effectiveness of staff consultations	23/24	

spelling programme	potential spelling programme		and if need for outside support		
Assess and gather evidence regarding literacy area of spelling and grammar, sentence structure, punctuation and layout and writing genres	Class teachers to gather work samples and compile in pupil folders	SET and class teachers	Folders to compile samples	23/24	
Implement whole school programme focused on improving levels of spelling and grammar, sentence structure and layout and writing genres	Following review, assessment of work and consultation on literacy needs, implement plan for the year and any newly adopted strategies and programmes	All staff	Monitoring and compiling work samples to assess any improvements made and adjusting as necessary	24/25, 25/26	
Assess any improvements made and areas for further development	Review impact of years actions and make changes as necessary	All staff	Monitor progress and make changes where necessary	24/25, 25/26	

Teaching of PE strands 23/24	
Term 1	Games
	Athletics
Term 2	Aquatics
	Dance
Term 3	Gymnastics
	Outdoor and Adventure

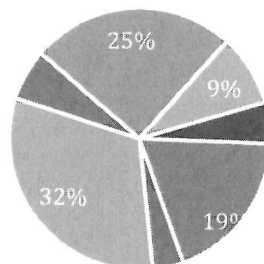
Active Schools Parent Surveys 2022/2023

1. Does your child enjoy PE?



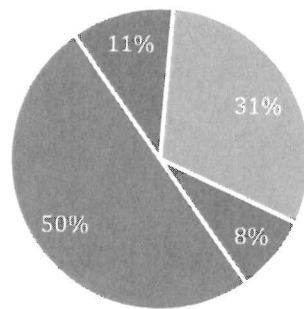
■ Yes ■ No ■ Sometimes ■ Unsure

2. What part of the PE Programme does your child enjoy most?



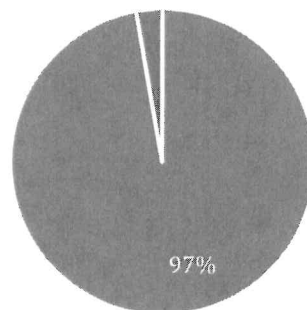
■ Athletics ■ Dance ■ Games ■ Gymnastics
■ Swimming ■ Adventure ■ Not Sure

3. Would you like your child to receive PE homework?



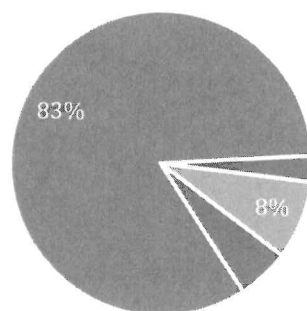
■ Yes ■ No ■ Sometimes ■ Unsure

4. How important would you rate PE as a subject?



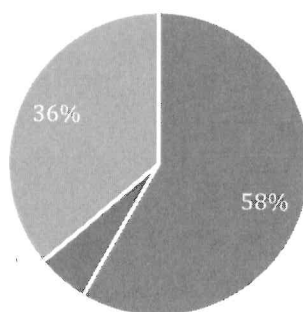
■ Very Important ■ Slightly Important ■ Not Important

5. Do you believe your child gets a varied PE education at Scoil Bhríde?



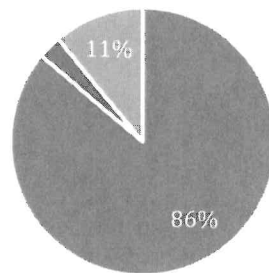
■ Yes ■ No ■ Sometimes ■ Unsure

6. Do you think Scoil Bhríde has adequate resources for teaching PE?



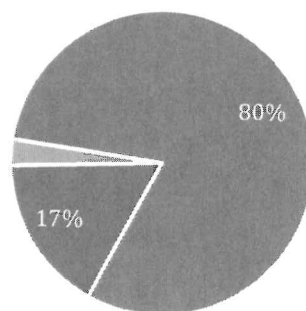
■ Yes ■ No ■ Unsure

7. Do you think your child gets enough opportunity to take part in physical activity on yard?



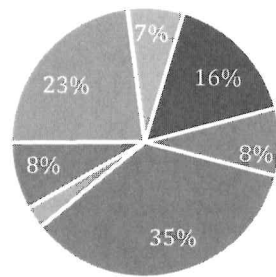
■ Yes ■ No ■ Unsure

8. Does your child enjoy break times on yard?



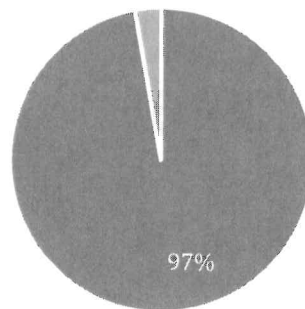
■ Yes ■ No ■ Unsure

9. What after school sports does your child participate in?



■ Soccer ■ Gaelic Football ■ Basketball ■ Athletics
■ Swimming ■ Gymnastics ■ Other

10. Do you think the 'Daily Mile' is a good initiative?



■ Yes ■ No ■ Unsure

