**Action Plan:**

The following is an outline of actions to be taken during the SSE process with wellbeing as a focus. Clarity about responsibility for the implementation of the agreed actions and timeframe for implementation are also outlined:

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| **Step** | **Action** | **By Whom** | **When** | **Recorded in log of actions?** | **Additional information/ Resources required** |
| 1. **Identify focus** | Decide whether a micro or macro approach will be adopted | Leadership team | October 2023 | Yes |  |
|  | During a staff meeting, members of wellbeing team will facilitate an exploration of WPSFP (Key Areas, Statements of Effective Practice)  Data will be collected from staff  (Working Well, Possible area of future focus x 4 (1 per key area)) | Leadership team  Sarah Harte | October 2023 |  | Resources required:  -Statements of Effective Practice for each Key Area  (min. 1 between 2)  -Flip Chart Paper  -Markers |
| 1. **Data Gathering** | Questionnaires to be given to all pupils | Sarah Harte | November 23 |  | Questionnaires, edited to suit school setting and information required |
| Questionnaires to be sent to Parents/ caregivers | Sarah Harte | November 23 |  | Questionnaires, edited to suit school setting and information required |
| Questionnaires to be given to all staff members | Sarah Harte | November 23 |  | Questionnaires, edited to suit school setting and information required |
| 1. **Analyse and make judgements** | Feedback from staff meeting and all questionnaires will be analysed and judgements made | Leadership team | November 23 |  |  |
| Area of focus to be decided  (Key Area, Indicator of Success, Statements of Effective Practice) | Leadership team | November 23 |  |  |
| Input from staff to be sought on possible steps/ actions required to meet targets | Leadership team | November 23 |  | During staff meeting (11th October 23) |
| Targets to address/ needs to be decided | Leadership team | November 23 |  |  |
| 1. **Write and Share Report and Improvement Plan** | Report and improvement plan to be written | Sarah Harte | November 23 |  | Report and Improvement plan template  Wellbeing Framework  Curriculum Framework |
| Report and Improvement plan to be shared with staff | Sarah Harte | January 24 |  | Online and hardcopy  Staff meeting |
| Report to be shared with parents | Leadership team | February 24 |  | Online |
| Report to be shared with pupils (Wellbeing team) | Leadership team | February 24 |  |  |
| 1. **Put Improvement Plan into Action** | Put improvement plan into action | All staff members and Whole school community | March 24 |  |  |
| Ensure evidence of SSE in every classroom | Leadership team | April 24 |  |  |
| 1. **Monitor Actions and Evaluate Impact** | Monitor actions | Leadership team | June 24 |  |  |
| Evaluate impact | Leadership team | June 24 |  |  |
|  |  |  |  |  |

**School Self Evaluation Report and Improvement Plan**

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

**ABOUT OUR SCHOOL:**

Drumconrath NS is a mixed primary school catering for pupils from Junior Infants to 6th Class, including 2 ASD classes. There are currently 115 pupils attending Drumconrath NS. We are a 10 teacher school- Principal, 7 class teachers, one full time SET teacher and one part-time SET teacher.

**FOCUS OF THIS EVALUATION**

We undertook self-evaluation of Wellbeing during the period October 2022 to October 2023. We evaluated the following aspects of teaching and learning: Wellbeing in our school, which included 4 main areas from the Wellbeing Framework:

* Environment (social and physical)
* Curriculum, teaching and learning
* Policy and Planning
* Partnership

We also undertook a review of our current SPHE plan.

**FINDINGS**

***This is effective / very effective practice in our school:***

* Majority of parents, children and staff reported that they found our school very welcoming.
* Majority of parents reported that issues were dealt with in a swift and fair manner.
* Majority of children reported that they felt safe in school and their teacher created a positive, safe environment for them in the class.
* Majority of children reported that they felt their teacher was approachable and they could speak to them if they had concerns.
* Figures from surveys:

85% of pupils feel that Drumconrath NS is a happy and welcoming place.

74% of pupils feel that if they are worried or upset in school they have someone to talk to.

86% of pupils feel that they are liked by their teacher. 53% of pupils never feel lonely, 46% of pupils sometimes feel lonely and 0% always feels lonely.

45% of pupils never worry, 49% of pupils sometimes worry and 6% always worry.

70% of pupils never worry when they are at school, 29% of pupils sometimes worry at school and 1% always worry at school.

From our analysis of pupil surveys, we noted that our pupils value their school community and school is important to them. Therefore, we feel that it is important to celebrate pupils’ talents and success, to increase their sense of self-worth while attending Drumconrath NS

Pupils reported a positive relationship with their teachers and we feel that these positive relationships should be used to increase pupils’ self-esteem.

Over half of pupils reported feelings of worry and 30% of pupils reported feelings of worry at school, therefore we decided that it is important to build resilience and coping skills in our pupils to enable them to deal with feelings of worry/anxiety.

**Over the following pages 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 Areas:** | Culture and Environmental (social and physical)  Curriculum, teaching and learning |
| **Indicator of Success:** | Key Area 1:   * Opportunities are provided for children, staff and parents to have an active voice in decisions relating to school improvement. * The school building, grounds, classrooms, bathrooms, and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment.   Key area 2:   * Teachers use opportunities to promote wellbeing across the curriculum. * A broad range of children’s success is rewarded and celebrated to demonstrate the value the school places on all types of achievement. * Teachers are encouraged and facilitated to attend CPD to meet the needs of the school population and encouraged to incorporate and model learnings in their practice and engage in collaborative working.   Key Area 3:   * The voice of children, parents and staff informs the development, review and updating of school policies. * Schools have appropriate wellbeing policies in place (Anti- Bullying, Child Protection, Critical Incident) and are made available to whole school community. |

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| **Targets** | **Actions** | **Who is responsible?**  (Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM) | **Timeframe** | **Monitoring** | **Target Achieved?** |
| **Cultural and Environmental:**  **Social and physical** |  |  |  |  |  |
| *1. Increase parental involvement and input (School Opening and closing times-*  *Parents suggested a time change to suit working parent)* | Vote to be held for parents and staff | Leadership team | Year 1  November  *Vote held- winning vote in favour of changing times to 8.50 opening and 1.30/2.30 closing* |  | √ |
| *2.Improve our play areas and revamp external and internal areas of the school.*  *Decrease the boundaries set from covid 19, allowing free play and various classes to mix.* | Price soft play surface for 2 yards.  Return to areas in place pre covid 19.  Allow for more of a mix of classes.  Implement the return of The Buddy System and playground leaders. | Leadership team  5th and 6th class | Year 1  November 23  *2 soft play areas installed over the midterm week. Each class has their own yard again*  *Buddy System in place* | Leadership team  Pupil suggestion  Staff observation | √  x |
| *3.Maintain school grounds* | Re-advertise for care taker role in the school  Reminder of no packaging allowed outside during lunch  Initiate litter picker programme | Principal  All teachers and pupils  Ms. Keenan- 1st and 2nd class | Year 1  November 23  *New care-taker Frankie Keena started as caretaker*  *Litter picker programme reintroduced* | Leadership team | √  X |
| **Curriculum, teaching and learning** |  |  |  |  |  |
| *1. Introduce/ increase Mindfulness practise within the school* | Ms. Harte to train in Mindfulness and teach a class per term | Ms. Harte  Pupils | Year 1  February ‘23  *Course completed.*  *Implementation ongoing* | Teacher Observation  Pupil Feedback |  |
| *2. Introduce a Wellness Week based on the theme “Feeling Good About Ourselves”*  *Worry Boxes in class* | Decide on a time of year to do this- discuss with staff | Ms. Harte  All Staff | Year 2- 24/25 |  |  |
| *3. Reintroduce assembly to mark and celebrate achievements made by pupils both in and out of school (sport etc.)* | Discuss at staff meeting | Leadership Team  All Staff | Year 2- 24/25 |  |  |
| *4. Improve the confidence of staff when teaching SPHE* | Training courses to be announced this year for staff who wish to receive training- Stay Safe and RSE | Leadership Team | Year 1  February ’24, ongoing | Teacher feedback  Completion of courses |  |
| **Policy and Planning:** |  |  |  |  |  |
| *1. Increase pupil and parental involvement in school policies* | Parents committee to be set up to oversee fund raising, oversee policies and give feedback. | Ms. Carroll  Parents | Year 1  December ‘23  Parents committee set up. Feedback received regarding uniform policy | Parental Feedback | √ |
|  | Pupil committee to have input in wellbeing policy | Ms. Harte | Year 1  January ‘24  Ongoing | Pupil Feedback |  |
| *2. SPHE policy to be updated as part of Improvement Plan* | Leadership team to update the school’s SPHE policy- safety and protection to be covered at the beginning of each year (suggested by school support). Again, courses to be made available to staff where needed (Stay Safe, Anti- Bullying/ RSE). | Leadership team | Year 1  March ’24 and ongoing until 27/28 | Staff feedback  Completion of programme/ portfolios/ set tasks  Completion of courses |  |