Our Self Evaluation Report and School Improvement Plan 2024/25

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.

1.1 Outcomes of our last improvement plan from September 2023 to Present

As per circular 0056/22 we used the SSE process to identify and reflect on the impact of COVID-19 on our students. A representative cohort of key stakeholders (students, parents and teachers) were surveyed to evaluate the impact of Covid-19 on their educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.

A number of measures were introduced to mitigate some of the disruption/ emerging habits post Covid-19.

Curriculum Our Junior Students complete 400 hours of Wellbeing. In first year this will include one class per week of Digital Literacy and a specifically tailored module on the responsible use of Personal Electronic Devices (PEDs).

Culture and Environment – A review and recommitment to our PED Policy has led to a decrease in mobile phone use in our corridors. There is a noticeable increase in student interaction and fewer incidents of mobile phones being confiscated. In a follow up survey 98% of teachers reported that students are respecting our request to refrain from using mobile phones during the school day.

Policy and Planning – Continuing to improve student literacy and numeracy was identified as a priority in our school. First year classes are now split into four groups to reduce class sizes. We are hoping to introduce in class support (team teaching) for our junior students in English, Irish and Maths in the 24/25 academic year.

Relationships- More learning opportunities are being made available to parents. Specifically our First Year Parents will be provided with information on the benefits of reduced screen time at our incoming first year information night in August.

Parent Participation is an area we would like to continue to develop in our next evaluation cycle.

Additional Outcomes

A change in senior leadership early in the 23/24 school year offered an opportunity to improve our self-evaluation process in a number of ways. Specifically we want to

- Evaluate our current self-evaluation process as set out in 0056/22
- Build participation
- Capture a wider range of data

SSE Process Evaluation

Our interaction with the SSE process to date is very functional. Our data collection was very anecdotal and quite informal for the 22/23 cycle. This caused some inconsistencies in the process. We also found a need for greater transparency throughout the process.

We have enrolled in the Oide 'step by step' program. This will provide external support to improve our process.

Building Participation

As a result of the data collected during the Staff Survey working groups were formed to further discuss/consider methods of improving our school. The working groups were formed based on staff members areas of interest. Details of the working groups are outlined in the table below. It is envisaged these groups will meet on the first day of the 24/25 School Year.

Groups	IT	Care for our common home	Planning for success – Restorative Approach	Public Relations – Website etc	Communication	Learning Support – Sr May's	Curriculum Reform
Number of staff members	8	11	10	8	9	8	8

We would also like to set up an SSE Committee in the 24/25 academic year.

Capturing A Wider Range of Data

In order to capture a wider range of data students, parents and staff will be invited to complete surveys based on their experience of the school to date.

Parent will be invited to attend a focus group to delve deeper into the survey responses. This data will be shared with staff and will be the driver of our School Improvement Plan.

1.2 The focus of this Evaluation

We undertook self-evaluation of our school culture and environment from January 2024 – May 2024. Surveys were carried out to get baseline information from students, parents and teaching staff in areas linked to Wellbeing promotion.

Below are the relevant standards set out in the Wellbeing in Education Framework for Practise that we wish achieve. They are aligned with the relevant statements of practise from the LAOS 2022 document.

Key Area 1 Culture & Environment the indicators of success are:
• 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 schools' culture and ethos.

Wellbeing Statements of Effective Practice for All	
	• The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing. • The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people. • It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing. • The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff in the school. • There is a positive approach to discipline where issues are resolved with care, respect and consistency. • The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing. • Opportunities for Continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment. • Opportunities are provided for children and young people, 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. • The indoor space displays the work, talents and accomplishments of children and young people.

Domain 2 *Learner Experiences*

Standards	Statement of Effective Practice	Statement of Highly Effective Practice
Students grow as learners through respectful interactions and experiences that are challenging and supportive	Relationships and interactions in classrooms and learning areas support a positive, cooperative and productive learning environment	Relationships and interactions in classrooms and learning areas create and sustain a very positive, co-operative, affirming and productive learning environment.

Domain 3: *Managing the Organisation*

Standards	Statement of Effective Practice	Statement of Highly Effective Practice
Create and maintain a positive school culture and a safe, healthy and purposeful, learning environment, and sustain it through effective communication	The principal, the deputy principal(s) and other leaders in the school foster a positive school culture that supports learning and teaching and they encourage respectful interactions at all levels within the school community. They take the actions necessary to safeguard young people and prevent and tackle bullying.	The principal, the deputy principal(s) and other leaders in the school model and develop a strong culture of mutual trust, respect, responsibility and shared accountability. They foster a very positive school culture that supports learning and teaching and they encourage respectful interactions at all levels within the school community. This includes a systematic approach and whole-school commitment to the creation of a school culture and environment that safeguards young people and prevents and tackles bullying.

Overview of Data Collected

All surveys carried out during this time related to the culture and environment in St Paul's

Stakeholder	**Total**
Students Surveyed	158
Parents Surveyed	142
Staff Surveyed	32

Findings

2.1 This is effective / very effective practice in our school

The evidence is clear that St Paul's is effective in some areas of culture and environment. Data from stakeholders shows that:

- There is a very inclusive warm atmosphere in our school.
- Wellbeing is considered/included in all subject department meetings/plans
- A care team has been established in the school.
- A robust Learning Support System is in place to support students with additional learning needs.
- Reporting on student development is comprehensive and regular in our school.
- Student achievement is celebrated and there is a focus on a restorative approach.

Culture & Environment

Staff Survey	82% agreed or strongly agreed that there is a good atmosphere in the school. 100% felt the school is welcoming of parents. 90% felt that parents are given good quality information on their child.
Student Survey	85% of students surveyed reported feeling safe and cared for in our school. 81% of students feel valued and respected in the school 84% of those surveyed reported that bullying was not tolerated in St Paul's
Parent Survey	92% of parents agreed or strongly agreed that there is a good atmosphere in the school. Similarly 90% of parents felt welcome in the school. This view was further supported by the parents focus group. 83% of parents agreed or strongly agreed that school reports give them a good idea of their child's progress. This view was further reinforced at the focus group.

Staff Survey

A staff survey was carried out in May 2024. The following table contains the questions in which the 32 participants rated the school at its most effective.

	Agree /Strongly Agree
Q1 There is a good atmosphere in the school	82%
Q3 This school is welcoming of parents	100%
Q4 Parents in this school are given good quality information on student progress	90%
Q9 All students are treated fairly and respectfully in this school	91%
Q10 The school deals with all types of bullying fairly and effectively	88%
Q15 Students with Special Educational Needs receive the additional supports they need in this school	91%
Q16 Students with Special Educational Needs are included in the classroom and school life	88%
Q19 The subject department structure in this school supports teaching and learning	91%
Q20 Subject Plans inform teaching and learning in this school	84%

Student Survey

Student data collection took place during Wellbeing Week April 2024. 158 students from 1st,2nd and 5th year took part in the survey. The following table contains the questions the 158 students surveyed rated the school at its most effective.

	Agree /Strongly Agree
Q3 I feel physically safe and cared for in this school	84%
Q16 Bullying is not tolerated in this school	83%
Q20 The taff in this school value and respect me	82%
Q18 If I am concerned about my learning I know who to ask for help	63%
Q21 I show respect for the staff in this school	79%
Q22 If I am concerned about one of my friends I know who to talk to at school	66%

Parent Survey

The Parent Survey took place in May 2024. 148 parents responded to the survey and there was a well balanced mix of parents from both junior and senior years (detailed breakdown below). The table below contains the questions that 148 parents felt the school is at its most effective.

Year Group	**1st Year**	**2nd Year**	**`3rd Year**	**4th Year**	**5th Year**	**6th Year**
Total	*46*	*49*	*31*	*33*	*16*	*14*

	Agree /Strongly Agree
Q2 I believe there is a good atmosphere in the school	92%
Q3 As a parent I feel welcome in the school	88%
Q5 My child feels safe and well looked after in this school	89%
Q11 I am confident that if my child experiences bullying the school will deal with it promptly and effectively.	76%
Q15 School reports give me a picture of how my child is doing	85%
Q16 I know who to talk to in the school if I have a concern	81%

List of evidence sources.

- Wellbeing Surveys completed with Students April 2024
- *Staff Surveys Completed May 2024*
- *Parent Survey completed May 2024*
- *ICT Planning Survey*
- *Parent Focus Group*
- *Feedback from Staff Working Groups*
- *WSE Report 2017*

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

The evidence is clear that St Paul's could improve in the following areas of culture and environment

- A better sense of pride/ownership in our school building/grounds
- Upgraded IT equipment
- Clearer Communication (between staff and with parents)
- A higher expectation of our students in term of academia and behaviour

Culture and Environment – Areas for Improvement

Staff Survey	71% of staff disagreed or strongly disagreed that we have access to good IT facilities in the school. 75% of staff disagreed or strongly disagreed that we work well together to maintain our classrooms and school facilities well. 63% of staff disagreed or strongly disagreed that we apply our code of discipline consistently 57% of staff disagreed or strongly disagreed that facilities in the school support teaching and learning.
Student Survey	40% of students surveyed reported that they didn't know who to talk to if they were worried about their mental health 35% of students reported that they would be uncomfortable reporting behaviour they felt was wrong. 30% of those surveyed disagreed or strongly disagreed that the school rules were implemented fairly
Parent Survey	73% of parents agreed or strongly agreed that their child has a lot of free classes at school. 65% of parents disagreed or strongly disagreed that the school seeks their views regularly on school matters. 42%of parents disagreed or strongly disagreed that their child was reaching their potential in the school. 33% of parents disagreed or strongly disagreed that they are happy with the amount of homework their child gets.

Staff Survey

A staff survey was carried out in May 2024. The following table contains the questions in which the 32 participants rated the school at its least effective.

	Disagree / Strongly Disagree
Q7The Code of Behaviour is implemented consistently by staff in this school	62%
Q12 Facilities supporting learning are good in this school	56%
Q13 The curriculum in this school is sufficiently broad to meet the needs of our students	41%
Q17 There is good communication among staff in this school	56%
Q23 I have good access to ICT facilities in this school	72%
Q24 In this school we work well together to maintain our classrooms and facilities well	75%
Q26 The Board of Management keeps teachers informed about its leadership and management role	54%
Q27 The views of teachers are valued in decision making processes in this school	44%

ICT

An open-ended planning survey carried out in May 2024 revealed that IT in the school is an area that needs improvement. 25 members of staff responded to this survey.

When staff were asked *'what additional ICT equipment would be beneficial for their subject area*,

90% of responses mentioned in some way that existing ICT facilities need to be better maintained and student/staff equipment needs to be updated.

Student Survey

Student data collection took place during Wellbeing Week April 2024. 158 students from 1st,2nd and 5th year took part in the survey. The following table contains the questions the 158 students surveyed rated the school at its least effective.

	Disagree /Strongly Disagree
Q6 This school supports my emotional wellbeing and development	25%
Q12 I am comfortable with the behaviour of the others in my year group	21%
Q14 I believe that the rules are implemented fairly	29%
Q17 When I observe behaviour that I know is wrong I am comfortable reporting it	33%
Q19 When I am concerned about my mental health I know who I can go to at school to discuss it.	40%
Q25 I am happy with the amount of extracurricular activities on offer in this school.	29%

Parent Survey

The Parent Survey took place in May 2024. 148 parents responded to the survey and there was a well-balanced mix of parents from both junior and senior years. The table below contains the questions that 148 parents felt the school is at its least effective.

	Disagree /Strongly Disagree
Q3 Discipline is good in this school	29%
Q10 As a parent I know who to approach if my child is being bullied	25%
Q14 I am happy with the amount of homework my child gets	34%
Q18 The school regularly seeks the views of parents on school matters	67%
Q20 The school is well run	22%
Q22 The school motivates my child to do well	32%
Q23 I believe my child is reaching their potential at school	47%
	Agree /Strongly agree
Q19 My child has a lot of free classes	75%