



Lisnagry National School

School Self Evaluation report and Improvement Plan

1. Introduction

Lisnagry National School is a co-educational primary school, located in Limerick, adjacent to the M7 motorway. There are just over 300 pupils in the school with 13 mainstream classes, 4.5 Special Education teachers and extra EAL hours.

1.1 Outcomes of our last school improvement plan 2018-2022

- In literacy specific writing genres are taught by all classes at the same time each year over a 2 year cycle. These are successfully linked to comprehension strategies and oral language genres.
- In Drumcondra English profiles 60% of children increased their scale score by 1 (target was 40%), while those in the middle classes (focus classes) 65% increased their scale score by 1.
- While this timeframe coincided with the pandemic, the school was successful in achieving its targets in the area of Digital Learning. Arising out of the plan, the school has made real progress in the provision of ICT hardware and software and coding materials to contribute positively in all the aspects of teaching, learning and management within the school.

1.2The Focus of this evaluation:

After receiving a copy of the Wellbeing Policy Statement and Framework for Practice document, the principal shared the statements of Effective Practice with all staff members in the 2022/2023 school year. The aim was to open up an informal discussion amongst staff members about wellbeing promotion in the school. The staff noted what we considered good practice in relation to the 4 key areas of the wellbeing framework and completed a SOAR activity (Strengths, Opportunities, Aspirations and Results) about our school

- A) Culture and Environment
- B) Curriculum
- C) Policy and Planning
- D) Relationships and Partnerships

The principal invited staff members who were interested in volunteering onto a wellbeing team and explained that the team would work with the staff to lead the whole school community through a well-being promotion and self-evaluation process. The team comprises of a variety of staff members working across different class levels.

At the first meeting, our group was unsure as to which of the four key areas required the most attention. It became apparent that evidence needed to be collected across each of the four key areas in order to identify the area of need/focus. It was decided based on the framework that we would need to adopt a whole school approach, garnering the perspectives of all stakeholders in the school community, including staff, parents/guardians and pupils.

We have gathered evidence through meetings, the student council, questionnaires and informal discussions. Using sources from the PDST, NEPS and the DES questionnaires were devised and shared through paper (staff and pupils) and google forms for parents in term 3 2023. Once all the data was collected, the wellbeing team met regularly to analyse and make judgements on what information had been gathered.

2. Findings of this evaluation

Wellbeing Promotion Parent/Carer Questionnaire

(In the survey, participants chose from options; Yes, No and Sometimes)

- 97.11% of parents felt that the school is welcoming and accessible to parents/carers
- 99% felt that the school is well kept and bright
- 22% of parents answered no or sometimes to the questions 'the school looks for and listens to my child's opinion when developing school policies and plans and 12% answered no or sometimes about the school listening to their views
- 9% said that their children can not take part in activities at school, like sport, art, dancing, drama, music

Staff Questionnaire

(In the survey, participants chose from options; Yes, No and Sometimes)

- 100% felt that the school is welcoming and accessible to all staff
- 100% felt that staff show respect and care for each other, even when there are disagreements.
- 100% felt staff are supported by management when issues arise with colleagues, work load, stress.
- 66% said staff do not consider and prioritise their own health and wellbeing
- 66% said pupils do not interact with each other in a calm and respectful manner.
- 33.3% answered no and 66.6% answered sometimes to the question 'school promotes positive relationships between pupils by supporting older pupils to lead in systems such as mentoring and buddy systems.
- 33% said mentoring systems are not used to support NQTs or new staff members

Pupil Questionnaire

(In the survey, participants chose from options; Yes, No and Sometimes)

- 46% felt teachers do not ask us and listen to our ideas when deciding classroom rules.
- 46% felt they are not asked for our ideas when deciding school policies.
- 33.3% said no to the question 'the adults encourage us to do sports and be active'.

- 44% felt the children in our school are not friendly and kind to each other

The children asked could the older classes team up with younger classes for PE, they asked for more PE and better PE equipment. They also said PE should have more variety in activities completed. They also suggested having more assemblies.

Using the data collected and summarised above, the school wellbeing team referred to the indicators of success and statements of effective practice for all to identify one area of need, even though multiple potential areas of need emerged from the evidence gathered. Furthermore, the team has also selected one area of need from the Statement of Effective practice for some and a few. The wellbeing team presented this information to all staff members and agreed on an area of focus to prioritise initially, whilst also beginning a discussion about target setting to achieve this goal.

Based on the above findings, it has been agreed that the focus of our Improvement Plan will be on the key area of the **Culture and Environment in our school.**

We looked at this indicator of success for Culture and Environment. “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”.

The other 3 key areas in wellbeing: Curriculum, Policy and Planning, and Relationships and Partnerships are evident in our improvement plan due to updating our code of behaviour (Policy and Planning), obtaining Oide support in PE and Wellbeing (Curriculum) and mentoring systems for pupils and staff (Relationships and Partnerships). All these lead back to an improvement in the culture and environment of our school community.

A draft school improvement plan was completed in term 1 2023/2024. This draft plan was circulated amongst staff and invited feedback from all colleagues at the next staff meeting. Taking this feedback into consideration, the whole staff agreed on a plan of action and set practical SMART targets together. This was then ratified by the Board of Management at its meeting on 20th November 2023.

3. Our Improvement Plan

On the next few pages we have recorded the targets set, actions to achieve these, who is responsible for implementing, monitoring and reviewing the plan and how we will measure progress and check outcomes.

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

School Improvement Plan September 2023 to June 2025	
Targets	<ul style="list-style-type: none">• The focus of the improvement plan is on the key area of Culture and Environment in Wellbeing. We have looked at the statements of effective practice for all and the statements for some and few. The following statements will be the focus of our improvement plan, so that all members of our school have a 'sense of belonging, 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.<ul style="list-style-type: none">➤ 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.➤ Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.➤ The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.

Objective 1: School management will provide opportunities for students leading more in systems such as mentoring and buddy systems to build relationships and connections across all classes.

Actions	Who / When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
1) Establish Wellbeing Committee, Student Council and Active School Flag Committee; focus on inclusivity and working together	Staff members involved with committees: SC: Ms Delaney WB: Ms Doheny and Ms Blake ASF: Mr Feeney Pupils on committees Throughout the school year 2023-2024	Feedback from staff members involved Pupil feedback	Pupils actively engage with creating initiatives throughout the school. Participation in the committee is maintained for the duration of the school year.		
2) Create playground leaders to lead games in the junior classes at break time; ensure fair play and kind words	Mr. Feeney, Ms. Doheny, Ms. DeLoughrey 6 th class pupils – playground leaders Start in Term 1 2023/2024	Feedback from playground leaders and pupils in lower classes Feedback from staff on yard	Children actively engaged in play together Children observed using kind words, hands and feet		
3) Older pupils buddy up with and mentor younger pupils (Maths Week, Science Week, Book Fair, Seachtain na Gaeilge, Active School Week, Sports Day)	All pupils All staff Throughout the school year 2024-2025 during the special weeks	Feedback from all staff members Teacher observation Pupil feedback	Pupils show interest in engaging with the special weeks. Pupils are observed interacting positively with one another during events.		

Objective 2: School management are required to help and support personal and professional wellbeing.

Actions	Who / When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
1) Support newly appointed staff members (Welcome Pack, collegial collaboration)	Staff members Appointed staff mentors Throughout each school year	Feedback from staff members	Staff are more confident and competent in delivering school initiatives and are familiar with the day to day running of the school.		
2) Establish mentoring and coaching programmes to support newly qualified teachers.	PST Ms Delaney, Ms Blake, Mr Feeney NQTs Throughout the school year	Droichead Process	NQTs complete the Droichead Process		
3) Provide professional development opportunities that focus on stress management, resilience and work life balance.	All staff Guest speaker at least once per year November 2023 – Calodagh McCumisky	Feedback from staff members	Positive feedback from staff Staff participation		
4) Organise social events and get togethers each term.	Termly All staff	Feedback from staff members	Positive feedback from staff Staff participation		

Objective 3: Cultivating a positive school climate and enhancing social and emotional learning.

Actions	Who / When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
1) Review and implement the Code of Behaviour and Anti Bullying Policy	Mr Feeney All staff BOM Pupils and Parents Term 1 2023-2024	Feedback from all staff members Teacher observation Pupil and parental feedback	Anti Bullying surveys Pupils are observed interacting positively with one another. Pupils show an increase in positive behaviours in the classroom		
2) Promote inclusivity and celebrate diversity through culturally responsive practices, events and curriculum. (Apollo, Morning meeting, Spectrum walk, Sensory walk, Friends for life, Weaving Wellbeing, Zones of Regulation, social stories, Stay Safe and RSE programmes)	All staff members Pupils Ms De Loughrey	Feedback from all staff members Teacher observation Pupil and parental feedback	Pupils show interest in engaging with programmes to promote inclusivity and celebrate diversity. Pupils engage meaningfully with mindfulness activities and show greater concentration and focus after them		
3) Establish regular opportunities for open communication between pupils, staff and parents to address concerns and promote a positive school climate. (Committees, Parent questionnaires, Google Classroom, Twitter, School Website, Wow moments, Anti Bullying surveys, PTMs)	Pupils All staff members Parents PTM – November Videos/posts – monthly	Feedback from all staff members Pupil and parental feedback	Analysis of questionnaires		
4) Celebrating pupil achievements (Assemblies, Friday Shout Out, Showcasing our achievements-Friday medals)	All pupils Over intercom and at assembly 2024-2025 school year	Feedback from all staff members Pupil feedback	Pupils show interest in celebrating their achievements Pupils show more confidence in sharing their achievements		

Objective 4: Promoting physical well-being and an active lifestyle

Actions	Who / When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
1) Review and enhance our physical education whole school policy to incorporate a wide range of activities that promote physical fitness and healthy lifestyles.	Active School Flag committee members Parents, pupils, staff feedback, BOM Throughout the school year 2023-2024	Feedback from all staff members Teacher observation Pupil and parental feedback	Pupils engage meaningfully with the physical activities set out by the ASF committee. Show a greater interest in taking part in physical activity.		
2) Collaborate with community organisations to offer extra curricular activities that encourage physical activity such as sports teams, dance and outdoor clubs.	GAA, hockey, dance, karate coaches All pupils Throughout the school year 2023-2024 Active School Week Swimming lessons (4 th)	Feedback from all staff members Teacher observation Pupil feedback	Pupils actively participate in the extra curricular activities. Show a greater interest in taking part in physical activity.		
3) Create designated spaces for physical activity and relaxation within the school premises such as outdoor play areas and a sensory room.	All staff members All pupils BOM/PA Term 1 2023-2024 – infant yard Term 1 2024-2025 – other areas	Feedback from all staff members Teacher observation Pupil feedback	Pupils actively engage with the designated spaces for physical activity and relaxation. Show greater concentration and focus after using the designated spaces for physical activity and relaxation. Children show greater co-operation and communication skills Help to support friendship development		
4) Renew Active School Flag	Active School Committee Apply Term 1 2023-2024	Feedback from ASF committee members. Pupil surveys and feedback	Complete all steps involved in the renewal of the ASF		
5) Staff engage in CPD around PE and Wellbeing	Active School Flag webinar – October 2023 – Mr. Feeney,	Feedback from staff attending CPD	Utilising the strategies shown by Oide PE facilitator.		

	Ms. McCarthy, Mr. Foley Move well, Move Often training on 25 th October - Ms. Doheny Oide wellbeing seminar 9 th November 2023 – Ms. Blake and Ms. Doheny Oide PE support for all staff - Term 3 2023-2024		Have shown engagement with the Wellbeing in Education Framework for Practice to compile a school improvement plan focusing on wellbeing.		
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