



San Carlo Senior School, Leixlip, Co. Kildare W23 FKO6

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School Self Evaluation

School Improvement Plan

September 2022 to June 2023

Summary School Self Evaluation Report

Introduction

Each school is unique and has its own context. Information relating to our school can be found on our school website, www.scoilsancarlo.ie and on the Department of Education and Skills website, www.education.ie

The level of teaching staff provided to our school is determined by the D.E.S. Staffing is based on pupil enrolment on 30th September of the previous year. Currently our school has 1 Principal, 11 Mainstream class teachers, 1 teacher of a special class and 3.75 Support teachers.

Support for pupils with Special Educational Needs is determined by the National Council for Special Education (N.C.S.E.) and we currently have an allocation of 5.5 fulltime Special Needs Assistants. The increase is due to the opening of an ASD special class in September of this school year.

The employment of ancillary staff is dependent on D.E.S. funding. The Board of Management currently employs 2 part time secretaries (although this is currently under review to bring secretaries onto department payroll), 1 part time caretaker and 2 part time cleaners.

There are 262 currently pupils attending the school. Attendance in general is very good with an average monthly attendance in excess of 93%.

Strengths

- Our pupils engage enthusiastically in their learning and all aspects of school life.
- All our school staff is hard-working, and perform their duties in a caring and professional manner.
- Our teachers are committed to ensuring every child reaches their maximum potential.

- Our school has an active Parents Association whose activities contribute to the provision of education to pupils in our school.
- We have forged strong links with our parents, neighbouring primary and post primary schools and local community, all of whom are very supportive of our school.
- We have a shared vision among all the partners in education for the provision of a highly effective and holistic education for the pupils in our school.

Focus of the Evaluation:

Circular Number 0056/2022 - School Self-Evaluation: Next Steps September 2022 – June 2026 and Circular Number 0057/2022 - Arrangements for Inspectorate Engagement for September to December 2022 both inform that under the third cycle of SSE, 2022-2026, 2022-2023 will be a Review year. The document also advises on how schools can develop and use SSE in the years ahead in a way that ensures that school and system goals for equity, inclusion, teaching, learning and wellbeing can be achieved.

During this current year, schools are required to:

- Use/Continue to use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning. It is important that the information arising is used to plan learning experiences, programmes of work, and, as needed, relevant supports to ensure that all children and young people, including those with special educational needs and those at risk of educational disadvantage, are enabled to engage with and progress effectively in their learning.
- Consider the requirements regarding use of the SSE process to initiate a Wellbeing promotion review and development cycle by 2025 as set out in Circular 0032/2021 and Circular 0033/2021.
- Take stock of the effectiveness of our SSE process to date, developing and consolidating it as necessary to ensure it is collaborative, inclusive and impactful.

In light of the effects of Covid-19 and the school closures that ensued, and following the loss of a staff member and a former pupil in recent times, the staff is in agreement that the development of a Wellbeing programme/plan is a priority. Advice and support was sought from the PDST last school year and as a result we have identified areas of focus. (See Actions to meet the targets)

Additional Focus of the Plan:

From September 2022, the extent to which schools are implementing the Anti-bullying Procedures for Primary and Post-Primary Schools (2013) and the following three aspects of the Anti-Bullying Procedures will be monitored:

- The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.
- The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.
- The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.
- The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.
- All teachers visited report that they have read the school's policy on Anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.

Actions to Meet Targets

- We will need to become familiar with the Wellbeing Policy Statement and Framework for Practice 2018–2025 and the School Self-Evaluation: Next Steps September 2022 – June 2026.

- We have established a Special Class for pupils with Autism and the whole staff has taken part in the NCSE's 'Opening an ASD class' seminar.
- Several staff members have upskilled in the provision of a Nurture programme and the setting up of a 'Nurture Space' to help our pupils identified as having school-related and other anxieties.
- Hearing the Pupil Voice: Pupils will be surveyed annually in relation to their feelings on staying safe at school via a 'My Thoughts on School' checklist and also through the information relayed via the Student Council. The Student Council will feedback on issues the student body want to engage with.
- Additional EAL hours have been sought and received to help our newcomer pupils.
- Establishing of 'Working Groups' within the staff to look at proposed development in the areas of Wellbeing and implications of the new Anti-Bullying measures on our own policy and practices.
- Having identified online social media difficulties amongst pupils, we intend to provide access to Cyber safety workshops annually from now on for all classes and we will promote Cyber-safety practices through the use of the Web-wise materials on Safer Internet Day in February. It is important to seek a method to engage parents in this area also.
- Existing good practices will be shared among staff.
- Further advice and support will be sought from the PDST.

Responsibility:

- Principal and whole school staff to develop the plan.
- Board and School community will be asked for input.
- Board will ratify.

Success Criteria

- The wellbeing of our pupils will be measured in the reduction of school reluctances and behaviours or illnesses related to anxieties, and a demonstrated improvement in resilience amongst pupils.
- Decrease in reports of online misuse amongst pupils.
- Teacher and Support Staff feedback, including in relation to staff well-being.
- Parental feedback.
- Positive pupil feedback in relation to the 'Thoughts on School' checklist.

Part 2: Previous SSE focus

Prior to developing and sustaining the Covid-19 Response Plan, our SSE focus was P.E. and in particular the area of Physical Literacy and Fundamental Movement Skills, the rationale for which is contained in the previous SSE/SIPs.

In keeping with Department advice, we will aim to conclude this phase of SSE in this school year. The Fundamental Movement skills programme now forms a regular part of P.E. lessons at all class levels. (See previous SSE/SIP plan(s) for details.) The area of focus is displayed monthly on the staffroom notice board and in the G hall where most PE lessons take place.

Review

A review of the Action Plan will take place termly at staff meetings. Staff members will discuss the successes and challenges of the plan and amend or add to the action plan as necessary.

Looking at Our Schools 2016*-

(This document was reviewed recently and is now 'Looking at Our Schools 2022'.)

The focus of School Self Evaluation is based on the domains and standards set out in this document. These domains and standards enable us to evaluate teaching and learning in a meaningful and coherent way.

The following have been identified as the domains and standards addressed in this current plan;

Learner Outcomes:

Pupils have the necessary knowledge, skills and attitudes to understand themselves and their relationships.

Learner Experiences:

Pupils grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning.

Teachers Individual Practice:

Responds to individual learning needs and differentiates learning and teaching activities as necessary.

Teachers' Collective/Collaborative practice:

Foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil.

Contribute to building whole-staff capacity by sharing their expertise.

Teachers value and engage in professional learning and professional collaboration.

Leadership and Management:

Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication.

Leading School Development:

Lead the school's engagement in a continuous process of self - evaluation.

END

