St. Michael's N.S.
New Road,
Castlerea,
Co. Roscommon
Roll No: 19789F

School Self-Evaluation Report and School Improvement Plan
September 2022 – June 2026

Evaluation/ Review Period: September 2022 – June 2023
Report issue date: November 2023
Due for Review: June 2024

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:

Key Focus Area 1	Outcome
Mathematics: Initial Engagement	**Initial engagement with the mathematics curriculum was deferred following postponement by NCCA/DES.** As an alternative the school prioritised <u>Wellbeing</u>, <u>Child protection</u> and <u>Level Two Learning Programmes</u>.
Wellbeing	Area of Wellbeing has been prioritised. Sustainment of good practice will benefit our school community and further enhance our student's wellbeing.
Child Protection	Policy updated as per Department guidelines. Department of Education inspection carried out in Term 3 2022 in the areas of Child Protection and Covid response.
L2LP's	Long term and short-term teacher planning documents were adapted to include L2LP learner outcomes. This comprehensive and informal structure was established to support the process of tracking progress and ensuring consistency from primary through to post primary levels.

Key Focus Area 2	Outcome
Primary Language Curriculum Implementation	Positive engagement with the PLC is evident. Teachers show a strong commitment to literacy and to vocabulary enrichment. Parents report a high level of satisfaction with progress. A more systematic approach in relation to handwriting is required. Tracking document to be implemented. Short term Planning Templates have been reviewed in line with the PLC and will be modified in line with ongoing training. Update Communication and Language Policy in line with PLC training.

Other areas	Outcome
Aistear	The Adapted Aistear 4 year strategy is due to commence in 2022-26.
IT	An online programme (Blossom) was accessed to provide for enrichment of learning via IT. A planned improvement in IT resources has commenced. The online communication platform "Seesaw" has been implemented following formal evaluation and consultation with parents. Online attendance record database "Aladdin" has been purchased. School broadband to be reviewed in line with new extension building.
Record keeping	Student Support File (SSF) template was created and is available on Dropbox. Teachers trialed the completion of a file for one student per class and uploaded to the school's Aladdin system – process to be sustained in 2022-2023.
Attainment	Training in the use of VBMAPP assessment commenced.

	Assessment of writing skills at Junior Cycle to enhance monitoring of progress in school. Information on pupil's learning is being aligned with mainstream structures (Student Support Files).
Droichead	St. Michael's School can now facilitate the Droichead Induction Programme for newly qualified teachers.
Physical environment	Teaching and learning initiatives were deferred due to Covid with areas of the school reassigned during this time. Continue to enhance the physical environment of the school in line with the new extension building.
Code of Behaviour	Training planned for behaviour management will provide a basis for review of the Code of Behaviour policy in 2023.
Action research project	Formalise Star Snack Time and become embedded across the school community.

These targets have mostly been achieved and will continue to be monitored for the 2023-2024 school year.

St. Michael's National School
Focus for Phase 11 2023 – 2026 SSE Third Cycle

1.2 The focus of this evaluation

St. Michael's N.S. have re-evaluated our goals in line with the new SSE guidelines *"School Self – Evaluation: Next Steps September 2022 – 2026"*:

(1) Under the context specific school priorities related to teaching, learning, equity and inclusion we have chosen **Assessment** as our area for improvement.

(2) We undertook self-evaluation of **Wellbeing** during the period September to April 2022 – 23 and will continue to look at this area under the National Wellbeing Goals as set out in Wellbeing Policy Statement and Framework for Practice.

(3) Under National Curriculum goals, we have chosen the area of **Literacy.** This is a fundamental area for continued improvement due to the diverse needs within our school context. Teacher collaboration and ongoing assessment findings have indicated that reading and writing are to be prioritized for this cycle.

(4) Under other national strategies **Digital Strategy** for schools is an area that we would like to further develop. As an accredited digital school of distinction, we continue to aim to promote excellence in the use of technology in our school.

As a whole school community we identified focus areas, gathered evidence, analysed and made judgements based on our evidence and wrote the report and improvement plans. We now plan on putting the following improvement plans into action and we will monitor and evaluate the impact of our work in June 2024.

For the 2023-2024 school year, we in St. Michael's N.S. will continue to work on **Assessment, Wellbeing, Curriculum goals** and **Digital Strategy**. However, it is our intention to **focus primarily on Literacy.**

Assessment

1:1 This is effective / very effective practice in our school.	**1.2 This is how we know**
- Formal assessments to inform planning - Pupil self – assessment strategies used in classes - Teacher designed assessment documents - Use of photographic and video evidence - IEP document, targets and assessments	- Teacher collaboration and feedback - Feedback from parents and students - Teacher/SNAs observation - Assessment results
1.3 This is what we are going to focus on to improve our practice further - To develop a more systematic approach to formative assessment throughout the school - Establish a whole school system approach to monitoring and recording pupil attainment - To develop a whole school effective approach to assessment and record keeping - To consolidate the assessment process in relation to L2LP's - To introduce L1LP's as part of senior cycle curriculum and examine its assessment process	**1.4. Our improvement plan** On the next page 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**

St. Michael's Improvement Plan for Assessment
Timeframe of this improvement plan is from September 2023 - June 2025

Target: To develop a more systematic approach to formative assessment, record keeping of pupil attainment and progress throughout the school

Actions	Persons / groups responsible	Success criteria	Progress and adjustments	Targets achieved
To research and trial formal assessment tests relevant to our school context		Assessment tests trialed		
Review current practice in relation to record keeping of pupil attainment and progress		Feedback, evaluated and reviewed		
Review, evaluate and continue to trial "School Support Files" as a method of maintaining student information and records		Review document with teacher feedback		
Review and evaluate the assessment process in relation to L2LP's		Teacher feedback		
Engage in training on assessment and record keeping as part of the L1LP		Training completed		

Wellbeing

2.1 This is effective / very effective practice in our school. We are using the document "Well-Being Policy Statement and Framework for Practice" to help us further develop more positive well-being in our school

- Results from parental survey yielded very positive feedback in relation to the health and wellbeing of the students in the school
- Majority of parents indicated that the school provides a safe, welcoming and accessible environment for all and is committed to supporting the children, promoting a healthy lifestyle, providing effective communication and respecting confidentiality
- 100% of staff expressed that the school environment is used to display student's work, talents and celebrates their achievements
- The vast majority of stakeholders feel supported in the area of Well-being
- Feedback from staff indicated a level of anxiousness on the return to school following the pandemic
- We have high levels of student attendance, access to extra-curricular activities and successful completion of learning programmes
- All classes receive SPHE weekly
- Participation in Special Olympics sporting events has a profound impact on student wellbeing
- Feedback from all students and staff indicates that the introduction of whole school swimming lessons as part of the school curriculum has increased levels of confidence and enjoyment thereby supporting students' wellbeing

2.2 This is how we know

- Teachers/Parents/Pupils were surveyed, and outcomes recorded. This information has been retained as part of our SSE.
- Observation of student participation
- Feedback received from students
- Feedback from focus groups
- Analysis of feedback

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

- We will focus on relationships and partnerships between all stakeholders
- Teachers will focus on school culture and environment for the promotion of wellbeing across the curriculum
- We will promote the wellbeing of staff, ensuring that all staff members are supported in maintaining their personal health and wellbeing
- We will strive to focus on promoting the student's voice as an important area of development
- A significant number of staff highlighted the need to improve the physical environment

2.4 Our Well-Being improvement plan

On the next page 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**

to ensure opportunities for social interaction, quiet time and relaxation for the students
- There will be a positive approach to discipline where issues are resolved with care, respect and consistency.
- School leaders and management will promote the importance of the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment.
- 64% of school staff reported the need to establish a mentoring system to support newly qualified teachers and/ or new staff members.

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**

St. Michael's Improvement Plan for Wellbeing
Timeframe of this improvement plan is from September 2023 - June 2025

Target 1: To implement a whole school approach to positive behaviour reinforcement.

Actions	Persons / groups responsible	Success criteria	Progress and adjustments	Targets achieved
Provide training to staff on the implementation of the behavior management strategy "Zones of Regulation" Purchase "Zones of Regulation" user manuals for school use Implement a whole school approach using the "Zones of Regulation"		All teachers and number of SNA's to receive training Manuals purchased and distributed to classrooms Use of the "Zones of Regulation" will be evident in all classrooms		
Provide SNA training to address challenging behavior needs in the school		All SNA's will complete training in sensory processing awareness & Challenging Behaviour Strategies for SNA's		
Review and update "Code of Behaviour" policy		Complete audit Policy to be ratified by BOM		
Provide whole school staff training in "Positive Behaviour Support"		All staff to receive training		

Target 2: To develop a whole school system and structure to support student and staff wellbeing.

Actions	Persons/ Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Create Wellbeing policy		Policy created and ratified by the BOM		
Promote the student voice by establishing opportunities for student's perspectives and opinions to be included in the decision making processes		Establish "Green School's" committee Establish "Active School's" committee Focus group for "BLAST" initiative		
Research and introduce "Hot Meals" scheme as DES initiative		Facilitate the implementation of scheme		

Re-engage with the "Food Dudes" initiative		All students will be provided with the opportunity to participate in initiative		
Establish whole school timetable for student engagement in physical activities to promote wellbeing such as scheduled swimming lessons in public pool, pilates, circuit training, boxercise, yoga, aerobics, soft play activities for younger students etc		Student participation in weekly timetabled sessions		
The Wellbeing of the whole school community is central to the school's ethos which will be celebrated by the introduction of **"Wellbeing Week"** as a yearly initiative A wellbeing committee will be established for this purpose		Wellbeing committee established Timetable of events to celebrate "Wellbeing Week" circulated		
Research and purchase relevant CPD training package for SNA's to be completed on school In-service days		Record of training completed		
Trial the implementation of weekly scheduled physical activities to promote staff wellbeing		Trialed and evaluated		
Create a designated "Wellbeing Wall "within the school environment		"Wellbeing Wall" established		

Target 3: Improve the physical environment to create additional working spaces and defined designated areas for relaxation, social interaction, quiet time, movement breaks and physical activity.				
Actions	**Persons/ Groups responsible**	**Criteria for success**	**Progress and adjustments**	**Targets achieved**
Liaise and collaborate with relevant personnel to progress the new SEN base extension and new sensory garden to completion		New extension completed		
As part of upgrading the old annex school building to current standards apply and submit application to Department of Education for the reconfiguration works to existing school accommodation		Application approved and upgrade completed		
Engage and collaborate with design team and staff to create new sensory room environment in new extension		Sensory room completed		
Create new outdoor space with seating area as a relaxing retreat for students		Outdoor space established and maintained		
Purchase outdoor equipment to support engagement in physical activities Purchase a storage facility to accommodate outdoor equipment		Selection of equipment for student use purchased New storage shed purchased		
Create a designated relaxation room for student use		Redesign existing room to		

		accommodate relaxation		
Reconfigure the existing industrial kitchen to facilitate social skills training and the delivery of the home – economics curriculum	Deputy Principal M. Fitzmaurice (H.E teacher)	Fully operational as per class timetables		

Literacy

3.1 This is effective / very effective practice in our school
- Whole school themed approach to vocabulary enrichment has been successfully embedded in school practice
- Use of a wide variety of teaching methodologies and approaches for literacy
- High level of CPD completed by all staff
- Excellent staff collaboration in planning
- Use of graded reading scheme at primary level and age-appropriate interactive reading scheme at post primary level
- The use of sensory stories to build literacy skills
- A consistent approach to the teaching, tracking and monitoring of handwriting
- Whole school approach to a print rich environment
- The consistent use of visual and object schedules throughout the school

3.2 This is how we know
- Formal and informal testing and observation
- Collaborative evaluation
- Student performance and evidence of work
- Feedback from parents and students

3.3 This is what we are going to focus on to improve our practice further
- To introduce a new graded reading scheme at primary level
- To introduce a new phonics programme throughout junior classes
- To introduce a new systematic approach in relation to teaching handwriting
- To introduce a mobile library to actively promote reading for pleasure
- To continue to use ICT to enhance and further develop literacy skills

3.4 Our improvement plan
On the next page 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**

St. Michael's Improvement Plan for Literacy
Timeframe of this improvement plan is from September 2023 - June 2025

Target 1: To improve the acquisition of reading skills throughout the school

Actions	Persons/ Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
To research and purchase a new graded reading scheme to be used at primary level		School book grant to be used to purchase scheme		
To research and introduce a new phonics programme in junior classes		Programme implemented in Junior classes		
Review and evaluate the practice of using objects of reference in the		Focus group to complete evaluation		

school			
Develop a sensory story resource library		Resources circulated as per timetable	
Establish a school mobile library		Mobile library system established	

Target 2: To use a systematic approach to develop handwriting skills

Actions	Persons/ Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Purchase and trial "Handwriting Without Tears" handwriting programme		Programme trialed in three Junior classes		
Continue to use handwriting tracking document to facilitate the assessment of pupil progress		Records updated annually		

Target 3: To update relevant policies

Actions	Persons/ Groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Update Communication and Language Policy in line with the PLC		Policy updated		

Digital Strategy

4.1 This is effective / very effective practice in our school. We are using the document "Digital Learning Framework for Primary Schools" to help us to look at this area.

- We have a whole school approach and commitment to the effective and highly effective use of digital technologies in teaching and learning
- Pupils can access appropriate digital technologies to improve learning outcomes across the curriculum
- Pupils are supported in their learning with the use of the Internet and social media in a supervised and safe manner that is age appropriate.
- Teachers engage in continuing professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all pupils.
- The introduction of the school data system, Aladdin has proven to be very effective in managing the organisation.
- There is evidence in the school of more student and teacher use of a wide range of digital technologies for teaching, learning and assessment.
- The use of Seesaw which was introduced post covid continues to be used very effectively as a means of communicating with parents and maintaining evidence of student work.
- The development of a new school website www.stmcr.ie continues to promote our school in a positive and informative way.

4.2 This is how we know

These targets have been achieved and exceeded because:

- Of the increased use of technology and learning platforms during Covid including the implementation of Seesaw, Zoom and the school website
- Pupils are more motivated to engage in learning with the use of digital technology.
- Staff continue to display confidence in their use of digital technology within the classroom environment.
- Student data is retained and collated on Aladdin.
- School investment in additional digital resources and the use of individual student technology devices throughout the school.
- 98% of parents continue to engage with the online platform Seesaw.
- Feedback from parents and wider school community has indicated active engagement with our school website.

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

- Pupils use digital technologies to effectively communicate and access the curriculum through active engagement and participation
- To provide increased access to IT resources within the school to support

4.4 Our improvement plan

In the next section we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these

teaching and learning
- Promote continuing professional development in the area of ICT
- Teachers use a variety of digital technologies to enhance teaching and learning in the classroom
- Develop the school's digital infrastructure to manage school data and support school development

- **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**

St. Michael's Improvement Plan Digital Strategy
Timeframe of this improvement plan is from September 2023 - June 2025

Target 1: Pupils use appropriate digital technologies to enhance their learning, develop effective communication skills and to foster active engagement in accessing curriculum learner outcomes.

Actions	Persons / groups responsible	Success criteria	Progress and adjustments	Targets achieved
Review and update Acceptable Use Policy		Policy available to access on school website, classroom handbook and school plan		
Conduct IT audit to identify needs		Results of audit		
Purchase Ipads for student use		Ipads purchased, labelled and distributed to classrooms		
Purchase interactive screens for identified student needs i.e. height adjustable function to accommodate wheelchair users		Screens setup and distributed to relevant classrooms		
Purchase large interactive screens for classrooms in new extension		Screens setup and distributed to relevant classrooms		
Provide training to staff on the use of interactive teaching software tools on school's interactive screens		Training provided to all staff		
Promote student and staff engagement in the continued updating of the school blog		In school staff training		
Research, trial and introduce new learning apps/ IT programmes to support teaching and learning.		Use a percentage of book grant to purchase resources		
Research and purchase online educational software programme "Twinkl" to access educational resources to support teaching and learning		Evidence of work		

St. Michael's National School: School Self Evaluation and School Improvement Plan

Target 2: Use digital technologies to manage and respond to the evolving, changing needs of the schools' infrastructure, to promote more effective communication, manage data, and support ongoing school development.

Actions	Persons / groups responsible	Success criteria	Progress and adjustments	Targets achieved
Establish a new school domain Create whole school staff domain-based email addresses		Domain email addresses issued to all staff		
Continue to use Aladdin as the method of recording student attendance		All teachers maintain attendance daily using Aladdin		
Research online storage system options ("Aladdin Connect" & "Google Workspace" etc.) for maintaining digital planning documents/ files and sharing information		Digital storing system operational		
Introduce the use of Google Forms for maintaining a digital record of staff attendance and to obtain and coordinate staff\ parental feedback		Successful use of google forms to obtain feedback		
Setup and maintain relevant "Whatsapp" messaging groups to communicate digital messages and information to all school staff		Communication via Whatsapp groups		
Maintain the use of Seesaw as a method of communication with parents		Continue to communicate with parents via Seesaw		
Engage with the governments Broadband for Schools Programme and organize for the installation of high speed fibre broadband		High speed Fibre broadband installed		
Research and purchase package to develop and design a new school website. Establish IT committee to manage and maintain school website and facebook page		New website established		

St. Michael's National School

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Ratification of policy for St. Michael's NS

Chairperson   **Date**

Principal   **Date**