

St. Brigid's G.N.S Palmerstown

Our Self-Evaluation Report and Improvement Plan

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.

The focus of the evaluation: Identify and reflect on the impact of Covid-19 in our pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning. This is a report on the findings.

School Content:

- St. Brigid's G.N.S is an all girls vertical primary school, based in Palmerstown, Dublin
- In the school year 2022-2023 we have approximately 345 pupils, one administrative principal, 21 teachers, 7 SNA's, one secretary and one caretaker
- We have 15 mainstream classes and one special class for children with autism which is called 'The Orchard'

We undertook self-evaluation of teaching and learning during the period (Sept/2022) to (Nov/2023). We evaluated the following aspect(s) of teaching and learning:

2. Findings

2.1 This is effective / very effective practice in our school

- Well developed policies and procedures
- Well developed SPHE programme
- Student voice represented through a variety of committees
- Strong connection between our school and the community

2.2 Data gathered:

SOAR Analysis

Completed among teachers under each of the heading

Culture & Environment:

- **Strengths:** Positive school climate,, supportive staff, welcoming physical environment, various committees set up, monthly assembly rewards, Amber Flag
- **Opportunities:** Further promote positive behaviour, increase parent and community involvement, improve facilities and resources, implement restorative practices
- **Aspirations:** To create an even more positive and supportive learning environment for all students and staff, improved attendance, positive communication between staff
- **Results:** Improved attendance rates, decreased incidents of negative behaviour, increased engagement from family and community organisations, happier students and teachers.

Curriculum (Teaching & Learning):

- **Strengths:** Dedicated teachers, student-centred instruction, diverse curriculum, structured wellbeing programmes in place. (Stay Safe, Weaving Wellbeing, Welcome to wellbeing).
- **Opportunities:** Incorporate more social and emotional learning opportunities, provide additional life skills instruction, integrate technologies into teaching practices, CPD courses, use the sensory room more
- **Aspirations:** To ensure that all students develop the skills and knowledge needed to succeed in school and beyond, teaching a balanced curriculum, skills and strategies to regulate emotions developed.
- **Results:** Improved student outcomes, increased engagement and motivation, higher levels of academic achievement, children using language and strategies from the wellbeing programmes.

Relationships and Partnerships:

- **Strengths:** Strong relationships with families and community organisations, supportive school culture, effective communication strategies, student voice heard through student council & other committees

- **Opportunities:** Establish more partnerships with local health and mental health services, promote greater student involvement in community initiatives, develop more effective communication strategies, reopen parents room, social committee for staff
- **Aspirations:** To create a truly collaborative and supportive network that promotes student success, improved staff relations, an active social committee
- **Results:** Increased student engagement and motivation , stronger relationships between school and community, improved academic outcomes for students, more staff retention, children feel safe and comfortable with staff.

Policy and Planning:

- **Strengths:** Well-developed policies and procedures, dedicated staff, effective use of data to inform decision making, Anti Bullying policy reviewed yearly, up to date and accessible curriculum & organisational policies, staff input.
- **Opportunities:** Develop policies that specifically address mental health and wellbeing, promote staff wellness, implement evidence-based practices to support student success, review staff relations policy and update, promote staff wellbeing, update SPHE policy to include wellbeing practices
- **Aspirations:** To ensure that all policies and procedures are designed to promote the wellbeing and success of all students and staff, updated staff relations policy.
- **Results:** Improved mental health and wellbeing for students and staff, increased academic achievement, stronger community support for the school's mission and goals.

School Climate Survey Results 2022-2023

First/Second Class survey results:

- 64.1 % of children from JI - 1st said yes when asked if they feel safe in school
- 75.6 % of children from JI - 1st class know who to ask for help if they do not feel safe in school

Second to Sixth Class survey results:

- 60% said they enjoy school
- 75.9% said yes when asked if they feel safe in school
- 21.8% said they feel safe in school sometimes
- 81.2% said yes when asked if they know which grown ups they can ask for help
- 40.6% said 'yes' when asked if they find their learning interesting and fun
- 84.1% said 'yes' when asked if they learn a lot in school
- 84.1% said yes when asked if they can always get help if they are unsure about their learning
- 74.1% said 'yes' when asked if they feel safe and happy in their classroom
- 54.1% said 'yes' when asked if they feel safe and happy on the yard
- 42.9% said 'yes' when asked if behaviour is good at my school
- 60.6% said 'yes' when asked if their ideas are listened to in class and in school
- 75.9% said 'yes' when asked if adults care about them
- 80% said 'yes' when asked in school if I have a problem or something is worrying me, I know who I can ask for help?
- 72.4% said 'yes' when asked if their school helps them to be healthy
- 52.4% said 'yes' when asked if they know how well they are doing at school
- 30% said 'yes' when asked "are you currently being bullied in school?"
- 35.3% said 'yes' when asked "Did you ever see anyone else being bullied in school?"
- 69.4% said 'yes' when asked "if someone asks you to keep a secret that makes you feel uncomfortable do you know what to do or who to tell"
- 79.4% said 'yes' when asked "If someone asks you to do something that makes you feel uncomfortable, do you know what to do or who you can tell?"

Parents Survey Results

- 96.8% said 'yes' when asked if the school is welcoming and accessible to all pupils
- 98.9% said 'yes' when asked if their child is safe in school
- 96.8% said 'yes' when asked if their child feels connected and part of the school community
- 90.2% said 'yes' when asked if the school is committed to dealing with bullying and its prevention
- 95.7% said 'yes' when asked if the school sees health and wellbeing as important
- 94.7% said 'yes' when asked if the school encourages the idea of every child doing their best

- 96.8% said 'yes' when asked if they are informed about the policies in the school e.g. Anti- Bullying Policy; Safe Internet Usage Policy; Mobile Phone Use Policy, Child Protection Procedures
- 66.3% said 'yes' when asked if the school communicates with me when things are going well for my child e.g. to acknowledge my child's progress and achievements
- 92.6% said 'yes' when asked if there are structures in the school which allow parents to have a voice. (e.g. Parents Association, parent teacher meetings)
- 87.4% said 'yes' when asked if they are encouraged to support and be involved in school's activities
- 92.6% said 'yes' when asked if they know who to contact if I have a concern regarding school issues or my child
- 84.2% said 'yes' when asked if their child knows who to talk to in school if they have a worry or concern

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

The aspect of teaching and learning which the school has identified and prioritised for further improvement is children's welfare on the yard and in the classroom. This arises from the data gathered which stated that "some students feel safe only sometimes (21.5%) and only 54.1% said "yes" when asked if they feel safe and happy on the yard."

This aspect relates to Key Area 1 - Culture and Environment of the *Wellbeing Policy Statement and Framework for Practice*.

The Wellbeing Statements of Effective Practice For all we have decided to focus on achieving are:

- 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

The Wellbeing Statement of Effective Practice For Some & Few we have decided to focus on achieving is:

- The school demonstrates commitment to identifying, including and providing targeted supports for children experiencing barriers and challenges to wellbeing and learning

We will achieve these statements by:

1. Revising the code of behaviour policy to ensure that there is a positive approach to discipline where issues are resolved with care, respect and consistency across the school
2. Promoting the standard of behaviours that are expected by each student in the school by aiming to ensure that all students know and understand the schools code of behaviour policy
3. Empowering children to take control during situations of conflict on yard and in the classroom
4. Developing resilience amongst children in the school to effectively deal with issues of conflict
5. Developing wellbeing initiatives to promote staff wellbeing in the school
6. Raising staff awareness on how to support some students who may experience extenuating circumstances that impact their wellbeing and learning

3. 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**

In Year 3 (2025–2026), we are continuing to work towards the 6 existing wellbeing targets as part of our 3-year School Improvement Plan. Actions for Year 3 have been informed by the recent staff survey and ongoing school needs.

☒ What's been done

☒ What is being continued or built upon

☒ What's new for Year 3

Our Improvement Plan

Timeframe of this improvement plan is from [September 2023] to [June 2026]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
1. Apply a positive approach to discipline. 2. Use approaches that resolve issues with care, respect and consistency.	❖ The code of behaviour will be revised under whole staff consultation ☒ ❖ The revised code of behaviour will be implemented and taught explicitly to children ☒ ❖ A kindness tree will be constructed and used to promote positive behaviour ☒ ❖ Positive communication notes will be sent home to parents to acknowledge children's progress and achievements ☒ Year 3 (2025–2026) Update: ❖ Transitioning to Bí Cineálta Policy to further develop positive behaviour +	❖ All teachers & SNA's ❖ Ms. O' Shea ❖ Parents	❖ An increase in desired behaviour is seen by teachers and sna's ❖ Pupils identify appropriate and inappropriate behaviours in school	• Revised Code of Behaviour ratified by the BOM (June 2024) • COB shared and implemented with school community (Sept 2024) • Bí Cineálta Half day closure (April 2025) • Whole staff review of Anti-Bullying Survey (March 2025) • Parents and student focus group for Bí Cineálta policy (May 2025)	
3. Develop resilience amongst children in the school 4. Teach children the skills to effectively deal with issues of conflict	❖ The acronym of SWEET will be used as a whole school approach to conflict resolution: S - Say how you feel W - Wait for the other person to share E- Engage in win-win brainstorming E- Elect a solution T- Turn a new page ☒ ☒	❖ Ms. Wells ❖ Ms. Dunne ❖ Class teachers ❖ SNA's	❖ Pupils are utilising "SWEET" when conflict arises ❖ Pupils feel more in control in situations of conflict and rely less on teacher intervention	• SWEET workshops for whole school (April 2024) • SWEET put in school journals (Sept 2024) • Revise SWEET in class groupings to consolidate learning (Jan 2025)	

	❖ Visual posters to be created and displayed (Appendix A) ☒ ☒ Year 3 (2025–2026) Update: ❖ SWEET posters are in place and visible in classrooms and corridor and on yard zones ☒ ❖ SWEET language is embedded in class discussions and yard problem-solving ☒ ☒ ❖ Refresher lessons and class role-plays will be carried out in Term 1 to reinforce understanding + ❖ Staff will model SWEET strategies when resolving classroom or yard issues ☒ ☒ ❖ Short videos and scripts to be created by 6th Class to help younger students understand SWEET +				
5. Identify staff wellbeing organisations and initiatives, communicate them to school staff Arrange social events for staff members	❖ Set up a social committee to organise staff social events ☒ ☒ ❖ Promote awareness in relation to teacher wellbeing within the school environment ☒ ☒ Year 3 (2025–2026) Update: ❖ Introduce “Foodie Friday”: each staff member signs up for one Friday in the year to bake or bring something for the team to share +	❖ Ms. Wells ❖ Ms. O’ Shea ❖ ISM	❖ Staff are aware of supports available to them ❖ Staff morale is boosted	• Social committee organises in school and after school events. (Dec 2024) • Whole staff survey providing feedback on wellbeing initiatives (May 2025)	

6. Raise awareness to support students who may experience extenuating circumstances that impact their wellbeing and learning	❖ Revise critical incident policy yearly ☒ ☒ ❖ Circulate report to all staff members to read and become familiar with ☒ ☒	❖ ISM ❖ Whole Staff	❖ Staff are familiar with the critical incident policy ❖ Critical incident policy can be implemented when needed	• Revised September 2023 • Revised October 2024 • Critical Incident Policy ratified by BOM Jan 2025	
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Cathy Burch

10.09.2025

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