



Our Self Evaluation Report and School Improvement Plan 2023/24

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 Outcome of our last improvement plan from September 2022 to May 2023

We undertook self-evaluation of Wellbeing Promotion in our school community during the period of January to May 2023. A representative cohort of key stakeholders (students, parents and teachers) were surveyed to evaluate the following aspects of Wellbeing and the outcomes were as follows:

Curriculum (Key Area = Curriculum - Teaching & Learning) As of this year our Junior Students will receive 400 hours of Wellbeing as per the specification for Junior Cycle. The vast majority of the hours are timetabled but a number of short Courses will also be recorded over the course of 3 years to ensure we reach 400 hours of Wellbeing.

Student Voice in Wellbeing (Key Area = Culture and Environment). Our Student Council/Transition Years are at the centre of Wellbeing week and other short courses we run in the school. Our program of events is influenced and led by students from our school community based on the needs of the students. We marked a 30% increase in student involvement in Wellbeing initiatives over the course of the 2022/23 academic year.

Planning Support and Continuing Professional Development relating to Wellbeing and Mental Health (Key Area = Policy and Planning): Through the One Good School program management and staff have completed CPD on managing anxiety in the classroom, eating disorders and innovating for Wellbeing. Staff now have strategies to identify and deal with anxieties as they arise in the classroom. These strategies are reflected in our planning template.

Training Opportunities for Parents/Guardians (Key Area = Relationships and Partnership): We have facilitated several workshops for parents to support them in dealing with Wellbeing issues. The One Good School program provided strategies to help parents identify and support their children with mental health issues that arise during teenage years.

We have made all resources and webinars available to new and existing staff this year.

1.2 The Focus of this Evaluation

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.

Findings

Our survey data revealed that teachers and parents were concerned with the amount of screen time students had on a daily basis as a result of habits formed during the pandemic. Specifically Stakeholders felt the following areas were a cause of concern post pandemic:

- Literacy & Numeracy Levels
- Concentration Levels
- Poor retention
- Organisation skills
- Staying Active
- Rising Anxiety levels
- Socialisation
- Sleep Patterns

All teachers surveyed reported a noticeable decline in student's written work over the course of the pandemic. This was particularly evident among Junior students. It would appear students struggled to improve their literacy and numeracy skills over the course of the Covid-19 Pandemic.

The majority of teachers and parents reported that students are finding it very difficult to revise and recall information from class to class. The ability to recall information and study effectively has become an issue since our return to the classroom.

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning/ Wellbeing promotion

- There is an integrated curriculum planning approach to the provision of Civic, Social and Political Education (CSPE), Physical Education (PE) and SPHE as part of the 400-hour curricular wellbeing programme at Junior Cycle.
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all students in the school.
- Wellbeing promotion within the school develops children and young peoples' awareness of mental health difficulties and information is shared about when to seek help and who to go to if/when they are feeling distressed.
- Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Survey results from parent/student/teacher surveys 2023.
- Teacher feedback on student's literacy and numeracy levels.
- Conversations with and observation of student interactions around the school.
- Conversations with leadership teams in other schools.
- School timetable is evidence of integrated 400 hours of curricular wellbeing.

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.

Key Area – Culture and Environment – Our focus groups/surveys revealed that students have an over reliance on their mobile phones. This has a negative impact on the traditionally warm and friendly culture in our corridors. We want to ensure students have the opportunity to develop socially and academically throughout the school day. Research has shown students need time free from their mobile devices to develop during these formative years.

Key Area - Curriculum - Teaching & Learning To ensure that children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing. We would like to tailor and adjust wellbeing promotion in St Paul's to support students in tackling issues that are relevant to them, specifically using technology responsibly.

Key Area = Relationships and Partnership: Parents surveyed demonstrated an appetite for more opportunities to learn skills to support their children with their Wellbeing. The majority of parents reported over use of mobile phones to be a huge cause of concern/conflict in the home. We would like to support parents in creating a continuum of wellbeing support for students both in school and at home.

Key Area – Policy & Planning As a result of the Covid-19 pandemic the vast majority of teachers and parents reported that student's proficiency in the areas of numeracy and literacy has stood still or regressed. We need to continue promoting our literacy and numeracy targets as a School Community. The results suggest that it had the most severe impact on Junior Years. The results of our evaluation also revealed we need to adopt a whole school approach to helping students retrieve and retain information.

3. Our improvement plan

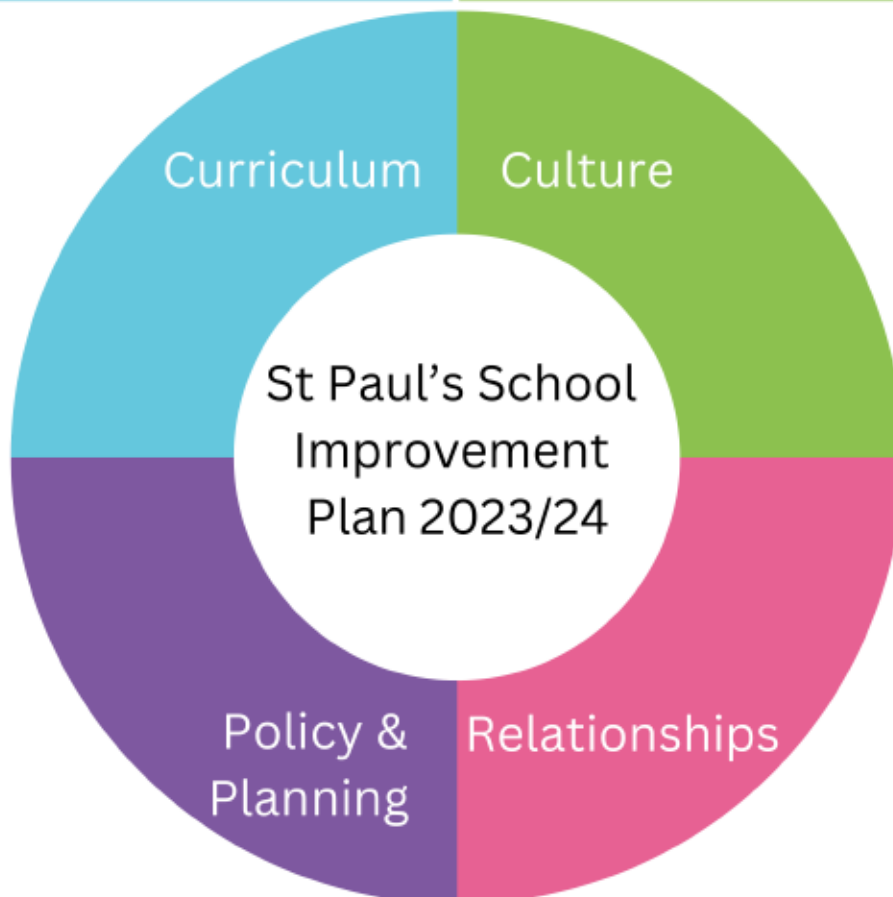
We would like to reach our targets by the end of the 2023/2024 academic year, we have begun to roll out a number of targeted measures to resolve the negative impact of Covid-19. We have created an action plan which addresses our targets and outlines how each element will be achieved. Our key actions are outlined in the table below. We plan to evaluate our progress in January 2024.

St Paul's School Improvement Plan 2023/24

	Priority Identified	Activity to be completed	Evaluation Method	Target Completion Date
Curriculum	Tailoring our Wellbeing Programme to promote responsible use of mobile phones.	Wellbeing teachers are delivering modules to promote safe and responsible use of technology.	Student/Staff Focus Groups	May 2024
Culture & Environment	Creating a phone free space for students to learn and socialise during the school day.	All staff are committed to enforcing our school's Personal Electronic Device Policy.	Student Surveys Teacher Surveys	May 2024
Relationships	We want to continue to provide learning opportunities for parents particularly around the safe use of technology.	Webinars and online resources will be made available to parents through the 'One Good School' learning portal.	Parent Surveys	May 2024
Policy & Planning	Bridging the Covid-19 gap in literacy and numeracy.	<p>We have reduced class sizes in English and Maths</p> <p>We are refocusing on our original SSE Literacy and Numeracy targets.</p> <p>We are adopting a whole school approach to retrieval practices.</p>	Test Results Teacher Surveys Student Surveys	Ongoing

We have tailored our Wellbeing Plan to include modules on the promotion of safe and responsible use of mobile phones. Students will learn about the impact of screen time on their physical and mental health. This cross curricular approach will be showcased in our school corridors.

We are improving school culture by recommitting to enforcing our Personal Electronic Device Policy particularly between classes and at break times. Students interact in a more positive way when provided with a 'phone-free' space.



To help bridge the Covid-19 gap in literacy and numeracy we have reduced class sizes in Junior English and Maths. We have adopted a whole school approach to retrieval practices. We have also recommitted to our original SSE literacy and numeracy targets.

We are offering continued learning opportunities to parents. Parents will have access to Webinars on the safe use of technology for their children through the 'One Good School' learning portal. There is a desire among parents/guardians to acquire further skills in this area.