

Self-Evaluation Report and School Improvement Plan 2022/2023.

Due to the considerable challenges faced by children, teachers, principals, parents and school communities since the onset of Covid 19, we chose to use school year 2021/2022 to complete SSE work as outlined in our 2020 plan (as advised by Circular 0040/2020).

Our Findings:

Pupils enjoyment of learning is evident and arises from a sense of making progress and of achievement. Pupils see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework.

Pupils demonstrate a knowledge appropriate to their stage of development. They have the skills to modify and adapt their behaviour when required.

The pupils' knowledge, skills and understanding for the specific subjects of the curriculum are at a very good standard (despite repercussions of Covid). It must be acknowledged however, that the younger classes in particular, suffered gaps in learning which were beyond the control of the school – the effectiveness of distance learning is seriously compromised in younger children. We are still working hard to rectify this situation where gaps exist.

Interactions among pupils and between pupils and teachers are very respectful, positive and conducive to wellbeing. Pupils are encouraged to ask questions and suggest possible solutions with confidence . We encourage a culture where it is ok to offer an incorrect response and where mistakes are accepted as part of the learning process.

Teachers have the required professional qualifications and have engaged in a range of continuing CPD courses and further study relevant to pupils' learning. Teachers create an inclusive, orderly, pupil-centred learning environment based on mutual respect,

affirmation and trust, in which pupils for the most part, regulate their own behaviour. They demonstrate competence and proficiency in the pedagogical skills required for the subjects of PLC. Teachers model enthusiasm and enjoyment in learning. Teachers' plans identify clear, relevant learning objectives that are contextualised to pupils' learning. Lesson plans are flexible to allow for emerging learning opportunities. Teachers meaningfully differentiate content and activities in order to ensure that all pupils are challenged by the learning activities and experience success as learners.

This is how we know:

- Standardised Test results
- Literacy Lift Off Assessments
- Teacher designed Assessments
- Termly Maths and English Assessments from First Class – Sixth Class.
- Pupil Self-Assessment – eg. Maths journals
- Traffic Lights
- Pupil Feedback – Oral
- Parental feedback

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

We will continue to engage with strategies which are by now embedded with regard to Problem-Solving in Maths and Comprehension Skills in English. Our Digital learning Plan is due for evaluation in Easter 2023 – to date we have made significant progress with regard to the outlined actions and targets.

We have chosen to engage with Wellbeing in Education. We have begun the process of engagement with the wellbeing framework for

Practice and are currently at the gathering evidence stage . We have established a Wellbeing team in order to co-ordinate this process. We have administered Pupil, Parent and Staff Questionnaires (Google Forms). We are very grateful to our parent body, our pupils and our staff for the very high level of response! Once we have analysed this data, we will progress to writing and sharing our report and our plan.