



Killester Raheny Clontarf  
Educate Together  
National School

## **Our Self-Evaluation Report and Improvement Plan**

### **1. Introduction**

Killester Raheny Clontarf is a developing school which opened on the 9<sup>th</sup> of September, 2019 with 7 pupils. As we begin our second year with a JI/SI Multi-grade class (19 pupils currently enrolled), we are aiming to grow a Restorative School while continuing to embed the Educate Together Ethos. We are working closely with Michelle Stowe from [www.connectrp.ie](http://www.connectrp.ie) this year and we are engaging in the Ubuntu Learning Platform Online.

UbuntuLearning is supporting us as individuals and as a school community in our capacity and commitment to Restorative Practice. Our engagement is enhancing our understanding, reflection and guided practice to cultivate and create a relational learning community; to enhance relationships, communication and wellbeing at school and beyond!

This document records 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**

Due to the current pandemic, our SSE process was put on hold from the 12<sup>th</sup> of March, 2020. We reassessed our specific need in our school and we decided that our SSE process would take a new form. In line with circular 40/20, we went back to evaluate/survey our school community in relation to Wellbeing, specifically Emotional Literacy and Competency. This is the area of focus.

#### **1.2 The focus of this evaluation**

The resumption of schooling with a focus on Wellbeing and Emotional Literacy and Competency while growing our Restorative school.

We undertook self-evaluation of teaching and learning during the period (*September/2020*) to (*October/2020*). We evaluated the following aspect(s) of teaching and learning:

Domain 1: Learner Outcomes, Standard 2 "Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships". We surveyed parents, pupils and staff.

- We evaluated the following; The Emotional Literacy, Competency, Expressing of emotions and Wellbeing of our pupils, staff and parents.
- Guided by the learner Outcomes as described above and mindful of Learner Experiences, Domain 2, Standard 2 from LAOS, 2016, the following includes the findings of our evaluations and our plan for the year ahead.

### **2. Findings of this evaluation (Triangulation of Evidence)**

#### **Parents**

#### **16 out of 18 parents completed their survey**

The parent questionnaire was sent out on the 16<sup>th</sup> of September, 2020. Overall, the feedback was very positive in relation to emotional regulation.

1. Rating their children's vocabulary in the English language, when expressing their feelings; 31.3% rated good, 37.5% rated very good, while 31.3% rated excellent.
2. Rating their own vocabulary in the English language, when expressing their feelings to their children; 12.5% rated good, 31.3% rated very good, while 56.3% rated excellent.
3. In regulating their own emotions, 31.3% rated good or higher. One parent stated that "I would like to think I am good at managing my emotions. But I feel it is also important to let my children aware that all emotions are ok and we deal with them as they arise as a family".

However, what presented as interesting was the fact that it wasn't clear as to what extent that they regulated their emotions? How they exactly regulate that? Essentially, there was a conflict between regulation and control.

4. **The questionnaire also presented a discrepancy between the pre-pandemic and current pandemic situation.** Parents who had scored/rated excellent in questions 1 and 2 (see above), highlighted anxieties in relation to the extent that the Covid-19 Pandemic has impacted on their own ability to recognise and regulate challenging emotions.

43% reported that it was harder, 50% reported that it was unchanged and 7% reported that it had improved.

5. In relation to Restorative Practice, 87% reported that they had not heard of it and did not know much about it while 13% had a rudimentary knowledge based largely on web searches.
6. Parents were very supportive of a whole school, system-wide approach to developing **Wellbeing and Emotional Literacy and Competencies**. As one parent said, "anything that can help our children to be more aware of their own emotions and to have empathy towards their friends is very welcomed!".

Overall parents felt comfortable using vocabulary to express their emotions, yet there was a discrepancy with self-reporting before and after the current pandemic. Again, 43% reported that it had had a negative impact on them.

## Staff

### 6 out of 6 staff members completed the survey

The staff questionnaire was sent out on the 16<sup>th</sup> of September, 2020. Overall, the feedback was quite positive in relation to emotional regulation. There were however discrepancies evident between the parent and staff questionnaires in relation to the questions asked.

1. Rating the children's vocabulary in the English language, when expressing their feelings; 16% rated limited (which indicated that parents may have been over-estimating), 33.3% rated good, 50% rated very good (which is something worth celebrating), while 0% rated excellent.  
80% - at least good and 20% - limited vocabulary.
2. Rating their own vocabulary in the English language, when expressing their feelings to the children; 16.7% rated good, 50% rated very good, while 33.3% rated excellent.
3. In regulating their own emotions, there is anecdotal evidence that the staff are aware of and attending to their own emotional regulation and wellbeing.
4. In relation to Restorative Practice, 83.3% reported that they had heard of it and knew a bit about it while 1% had engaged in RP CPD.

**Overall staff felt that the children's use of vocabulary in expressing their own emotions was very limited. They themselves felt very confident in expressing their feelings to the children.**

The questionnaire indicated that the staff are highly interested, extremely motivated, knowledgeable and very committed to establish themselves as a Restorative school.

## **Pupils**

### **Junior Infants (19 Pupils)**

Nine pupils were assessed

One pupil only came to our school with no English and completed only half of the assessment.

Two pupils were absent

The assessment showed that significant further teaching is required around both identification and regulation of emotions.

Of particular note, the children struggled to give examples of the following feelings; anxious (60%), confused (80%), worried (20%) and scared (30%). This may indicate that only positive feelings have been identified and affirmed in the pupil's experiences.

### **Senior Infants (7 Pupils)**

All 7 pupils completed the assessment.

The assessment highlighted that the children's strengths were around identifying the following feelings (100%); happy, sad, excited, angry, tired, scared, confused

The assessment showed that significant further teaching is required around both the identification and regulation of emotions.

Of particular note, the children struggled to give examples of the following feelings; anxious (50%), worried (10%) and surprised (10%). This may indicate again that only positive feelings have been identified and affirmed in the pupil's experiences.

**\*Please see Appendix 1 Attached**

**2.1** This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

- New developing school
- Supportive parents/guardians
- Interested and motivated staff
- Supportive Board of Management
- Lovely pupils
- Willingness of the staff to engage in CPD

**2.2.** This is how we know (*List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.*)

- Survey of parents
- Survey of staff
- Assessment of pupils
- Teacher observation
- 'Mood monster' daily check-ins

**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.*)

Domain 1 Standard 2 Statements of Effective Practice

Students’ enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being.

Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.

Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.

Domain 4 Standard 1 Statements of Effective Practice

Teachers recognise that continuing professional development (CPD) and collaboration are intrinsic to their work.

**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**

School Improvement plan 2020-2021		
<b>SSE Coordinator</b>	<b>Níamh O’Toole</b>	
<b>Targets</b>	<ul style="list-style-type: none"> <li>• That pupils will use key vocabulary based on feelings i.e. in context and to demonstrate understanding</li> <li>• That pupils will use feelings vocabulary in other curricular areas and in relation to other pupils</li> </ul>	
<b>Actions</b>	<b>Who is responsible</b>	<b>Timeframe</b>
<ul style="list-style-type: none"> <li>▪ Discrete teaching on emotional regulation – SPHE RP PDST Wellbeing</li> <li>▪ Staff attendance at RP CPD – Ubuntu Learning Platform</li> <li>▪ Integrating emotional literacy and wellbeing across as many curricular areas as possible – Art, Music, Drama, S.P.H.E, P.E</li> <li>▪ Implement the Aistear programme to provide opportunities for pupils to engage in emotional literacy and discuss their feelings</li> <li>▪ Mood Monster morning check-in</li> <li>▪ Use role-play/scenarios to explore difficult situations associated with emotions.</li> <li>▪ Continuous Implementation of RP Programme</li> <li>▪ Cross-curric linkage between wellbeing and PLC</li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> <li>All staff</li> <li>Teaching staff</li> <li>All staff</li> <li>Principal/Class Teacher</li> <li>All staff</li> <li>All staff</li> <li>Teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>September 2020 – June 2021</li> <li>Ongoing</li> <li>September to June</li> <li>Daily</li> <li>As appropriate</li> <li>Ongoing</li> <li>Ongoing (Planning)</li> </ul>

<b>Monitoring strategies</b>	<ul style="list-style-type: none"> <li>• Mood Monsters – unpacking feelings</li> <li>• Check-in/Check-out circles to consolidate feelings</li> <li>• One word feeling whizz</li> <li>• Emotional story-telling</li> <li>• Using emotional vocabulary during informal conversations</li> <li>• SSE Notice board</li> <li>• Cúntas Míósúil</li> <li>• Website</li> <li>• Circulate our SIP to Parents</li> <li>• Staff meetings on SSE – circulate our SIP</li> <li>• Discuss our SIP with our Board of Management</li> </ul>	
<b>EVALUATION / CRITERIA FOR SUCCESS</b> (Are we making progress? / How do we know?)	<ul style="list-style-type: none"> <li>• Send out the same surveys at the end of the year</li> <li>• Teacher observation of emotional regulation evident in the pupils</li> </ul>	
<b>NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS</b>		
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>Targets Achieved?</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• <b>That pupils will use key vocabulary based on feelings i.e. in context and to demonstrate understanding</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>That pupils will use feelings vocabulary in other curricular areas and in relation to other pupils</b></li> </ul>		

Signed: 

Date: 18/11/2020