



School Name: Our Lady of Fatima School

School Address: Carrigeen Street, Wexford

School Roll Number: 19266T

School Self-Evaluation Report

Evaluation Period: September 2023 - June 2024

Report issue date: June 27th, 2024

1. Introduction

1.1 Focus

A School self-evaluation of teaching and learning in Our Lady of Fatima School was undertaken between September and June. The following areas were reviewed:

1. Language, Literacy & Communication Policy - Reviewed and Updated.
2. Wellbeing Review - DRAW Process
3. Continuation of SSE (Year 2) Literacy - Reading
4. Review of SPHE, Introduced Oide SPHE Short Course (Whole School Training)
5. Reviewed Behaviour - ELSA & Play Therapy

SSE continued in relation to Literacy and Reading (Year 3) - Reading Apps for consolidation of literacy. Dyslexia Aids developed for students. Year 2 of Literacy Support Teacher.

SSE process in relation to Wellbeing continued with step 3, 4 & 5 being accomplished.

1.2 School Context

As was stated in previous reports, Our Lady of Fatima School caters for male and female students aged 5 - 18 with Mild General Learning Difficulties.

While the students all have Mild General Learning Difficulties most have additional difficulties.

In 2023/2024 there were 118 students on roll, 15 classroom teachers, 1 ASD support, teacher, 1 Administrative Principal, 1 Administrative Deputy Principal, also 18 SNAs, one part time Home Economics teacher and one part time Art Instructor. Literacy has had much time spent on it over the years since this is an area where most students experience difficulties. In addition, Wellbeing is an area that has been identified and where significant changes are taking place, at primary and post-primary national levels. It takes account of our school's intention of adopting and engaging a positive approach to the wellbeing of all the school community.

Stage 1 - 2023/24 - The gathering of evidence and focus led to the identification of Key Area 1 - Environment (Physical & Social) as priority. The spotlight centred on Staff Wellbeing. This led to a review of the school's policy on "Dignity and Respect at Work". Stage 2 - 2024/5. We will extend our work in this area by concentrating on Step 5 of the SSE process: Put Improvement Plan into action. In addition, we will begin the SSE process in relation to student wellbeing.

2. Findings

Data was generated based initially on teacher survey, questionnaire, and feedback but also through pupil questionnaire and feedback from parent association.

- Literacy: the area of concern was reading. This area was highlighted in Year 1 (2021 to 2022) following both teacher and parental survey. In Year 2 many positive changes were made because of having such data. The Literacy Support teacher supported the introduction of reading schemes, assessment of students where concerns were highlighted, review of policy on assessment, building of class and school libraries, and encouraging a whole school approach for a "Love of Reading". The school also hosts a Book Fair annually, to encourage parental involvement.
- Wellbeing: DES has highlighted Well-being as an area that required prioritisation. As a result, this area was identified as key for improvement. AP2 post-holder began the SSE process in this area ((refer: Information Note TC 0011/2022; Circular 0059/2021; NCCA Junior Cycle Wellbeing Guidelines 2021). This continued in 2023/24, where work was completed ensuring steps 3 to 5 were accomplished.
- Evidence gathered indicated that Key Area 1 - Culture and Environment is the preferred area for consideration. Statements of effective practice include:
 1. Leaders and management actively promote wellbeing.
 2. DRAW charter - created and agreed by staff and visible to all in school community.
 3. Positive approach to discipline where issues are resolved with care, respect and consistency. This will be the focal point for 2024/25. A student charter mirroring DRAW charter will be the end product. The stages that have proceeded have included gathering of evidence (e.g. collection of data during breaktimes re behaviour, student survey, student focus group etc.)
 4. Opportunities for CPD are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment.
 5. Students as "agents of change" - Opportunities for students to use their "student voice"

6. Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.

3. Progress made on previously identified improvement targets:

- Literacy: The 6-step SSE process was followed. Reading was identified as a key area for focus and improvement (see SSE Literacy folder).
- A whole school Language, Literacy Communication plan and policy was written, developed and agreed.
- New graded reading schemes (PM etc.) introduced in the primary classes in 2022/23, including access to digital resources (Reading Eggs, Nesy, TTRS) continued to be implemented and their use is now embedded. These resources were introduced to consolidate learning. The school library continued to expand and offer support for all literacy levels. Reading aids (including Nesy) for dyslexia were introduced. Year 2 of literacy support teacher continued.
- Wellbeing: As a priority for DES during the period 2018 - 2023, wellbeing within the curriculum (see above) has been implemented within the New Primary Framework and the Framework for the Junior Cycle. We have built on relationships to enhance our school community wellbeing through relationships in the following areas: Partners Schools Ireland (building relationships between staff, parents, and the local community); Integrated lessons with other post-primary schools (Loreto - LCA (Hotel Catering and Tourism); Selskar College - JCT (Woodwork) and Presentation (PE lessons). This has ensured development of previous goals and targets by promoting external associations. These arrangements will continue for 2024/25, with the hope of additional cooperation teaching hours (English, History, Art, Career Guidance). This alone would allow for "Team-Teaching" to flourish, and such collaboration would further enhance staff wellbeing, as time would be allowed for preparation and planning.
- As part of the Framework for Junior Cycle, Key Area 1 - Culture and Environment. Wellbeing Statements of Effective Practice (Number 1, 7 & 8) were implemented.
- As part of our Whole School Plan a DRAW team was developed. Whole staff meetings were held, and a facilitator assisted with these meetings. A whole staff "Dignity in the Workplace Charter" was created, agreed on and drawn up. In addition, Dignity and Respect at Work Policy was updated. Both were ratified by the BOM (19/06/2024).

4. Summary of School Self-Evaluation Findings.

The following strengths have been identified during the SSE process.

Wellbeing: Whole-school inclusivity remains a core strength in our school. Regular whole-school activities were identified as key to maintaining this nurturing environment.

Staff Strengths: Staff have many varying strengths and talents or special areas of interest and are willing to share these to further develop wellbeing of all.

Supportive BOM and ISM who recognise and encourage improvement.

The following areas will be prioritised for improvement:

In General: The topic/theme of **PLAY** will be used as a link throughout the process.

Literacy/Numeracy

- Literacy: Further embedding of reading schemes. Continue to build class and school libraries.
- Oral Language: game-based school activities where the use of listening to and use of oral language imperative - quiz, bingo, charades etc. Identifying and concentrating on theme of Play - e.g. Sharing, taking turns etc.
- Use of board games etc. purchased for summer programme to enhance element of play at both primary and post-primary levels.
- Building on our training in and regular engagement with Lámh, as a communicative tool within every class.
- "Yes to Languages" - engagement with programme - emphasis on play/games when learning a new language.
- Embedding of New Primary Maths Curriculum with emphasis on maths in PLAY (to play). Continuation of DES structure and implementation of same. Phase 2 (2024/25) - Implementation of Framework (Online Collaboratives; In-Service; Online Clinics and workshops; Use of OIDE online learning hub)

Wellbeing including the topic of behaviour:

- Further implementation and embedding of the following - Staff Wellbeing initiatives to promote cooperation and collaboration amongst all staff (Staff Training, Staff Team Building Days, Staff Sporting Days).
- Dignity in the Workplace charter: to be signed by all staff at the beginning of each new school year.
- Further Implementation and embedding of the following: Staff division into groups, Wellbeing Group, Events Management Group, Positive Behaviour Group.
- Review and update of Code of Behaviour. Possible change to "Code of Positive Behaviour". Examination of DES guidelines on dealing with the area of "Behaviours of Concern".
- Creation of Student Wellbeing Charter.
- Emphasis on Structured Play - building on resources during breaktimes, encouraging positive relationships, restructuring of times, choices and greater variety of games at breaktimes for students.
- Social Life skills learning: How To PLAY.
- Continuation of Play Therapy provision
- Provision of "Nurturing schools" Training for staff. Use of BOXALL Profile assessments to identify needs.
- Review and revisit of training received from NEPS - Autism/Pathways To Prevention
- Continuing the operation of a Wellbeing Committee.

OUR SCHOOL IMPROVEMENT PLAN

<p><i>Summary of main strengths as identified in last SSE on June 27th June 2024</i></p>	<p>Staff questionnaires identified the following areas as strengths within wellbeing & communication:</p> <ul style="list-style-type: none"> • SPHE Programme embedded across Primary & Post-Primary school sections. • Experienced staff who are willing to share their skills and knowledge. • ISM Team promotes & creates positive collaboration between staff. • Staff- Parental communication is a major strength, through the use of class platforms, communication books and regular check-ins. • Ongoing identification and consideration of the needs of our students. • Strong emphasis on Nurture within the school community.
<p><i>Summary of main areas requiring improvement as identified in last SSE:</i></p>	<ul style="list-style-type: none"> • Establish a consistent approach to behaviour where concerns are resolved with care and respect. • Inconsistent knowledge of effective behaviour management within the school. • Increase of positive play experiences
<p><i>Improvement targets (related to pupils' achievement)</i></p>	<p>Literacy</p> <ul style="list-style-type: none"> • Maintain consistent use of school library. • Embed use of Apps and aids for Dyslexia, already implemented to consolidate positive approach to reading in our school. • Focus on oral language - build on prior knowledge and use in a variety of contexts. Aim to develop confidence through in oral language use through PLAY. <p>Wellbeing:</p> <ul style="list-style-type: none"> • Development of a Student Charter • Staff wellbeing: whole staff activities to strengthen connections. • Play therapy: assessment of/identification of student's needs • Nurture Groups. Use of Boxall profiling in identifying of needs • Embedding Play in other areas of the curriculum - literacy and numeracy - whole school activities organised e.g.

	<p>quizzes/bingo/outdoor giant board games</p> <ul style="list-style-type: none"> • Increase in positive behaviour in yard, during break times. • Introduction of FUSE Programme • Reference to Cinéaltas Programme
<p><i>Required actions (related to teaching and learning that will help to achieve the targets)</i></p>	<p>Literacy/Numeracy:</p> <ul style="list-style-type: none"> • Coordinator to organise professional development in identified areas, where necessary • Coordinator to organise whole school activities to enhance confidence in using voice • Retraining in Lámh where necessary • Continue to encourage positive approach to Reading in our school, ensuring adequate provision of resources to all classes. • Embedding of New Primary Maths Curriculum with emphasis on maths in PLAY (to play). • Increase use of board games and manipulatives in maths. • Increase use of DT as a tool to encourage Play in maths • Structured Play at breaktimes, enabling an increase in positive play incidences and decrease in less positive experiences for students. • Drama classes on a weekly basis to encourage this also <p>Wellbeing:</p> <ul style="list-style-type: none"> • Continue SSE process encouraging pupil participation in decision making • Provide adequate resources for structured play times and ensure adequate supervision for roll out of same - health and safety of everyone central. • Continue to use Restorative Practice as an effective tool in managing conflict. • Provide opportunities for CPD to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom and school environment. • Revisit and review Autism training. Use of NCSE Stressor Tool/Sensory Diet/OT reports etc. Sharing of resources from "Pathways to Prevention".

<p><i>Persons responsible</i></p>	<p>Glenda McKeown, Bridget Leacy, Melissa Sinnott, Eileen Kent & Gayle Weld.</p> <p>All staff responsible for encouraging theme of PLAY during formal class time and during breaktimes.</p>
<p><i>Timeframe for action</i></p>	<p>September 2024 to June 2025</p>
<p><i>Success criteria / measurable outcome</i></p>	<ul style="list-style-type: none"> • 50% of teachers engaging in Professional Development. • Literacy: enhanced enjoyment and engagement in daily reading. 75% student involvement in Book Fair. Each class trips to attend local library 3 times/term. • 80% involvement in class assembly. • 70% staff comfortable using weekly Lámh sign. • Monitor investment and distribution of school resources - ensure adequate budgetary spend (Literacy) • Teacher Observation of engagement in games and play during supervision times. Playground leaders to gather and populate bi-monthly report and inform management of results and popularity of resources. Results will inform future developments. • Wellbeing: completion and implementation of DRAW process. • Creation of Student Wellbeing Charter - using student voice. Student council to survey student body. Results of survey to be shared with BOM. • A self-directed approach to conflict resolution observed by staff.
<p><i>Review dates</i></p>	<p>June 2025</p>