



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.

Outcomes of our last improvement plan

New Primary Languages Curriculum

- Continue to support teachers in implementing the new Primary Languages Curriculum through engaging sustained support from a PDST Advisor through 2019-20.
- Introduce a whole school plan for teaching comprehension strategies.
- Familiarise all classes with the use of the Creative Writer App on the iPads.

Gaeilge

Promotion of Gaeilge Labhartha through:

- "An Caife Gaeilge"
- Gaeilge Labhartha i rith an lae within the classroom and beyond
- Gaeilgeoir na Míosa award for each class at the monthly assembly
- Achieving targets as set out by "An Gaelbhratach":

ICT

- Continue to implement the 5 year Digital Framework for the school.
- Introduce chromebooks
- Embed the use of technology in teaching and learning.

Wellbeing

- Refocus the Code of Behaviour to a value driven code
- Empathy Workshops "In Their Shoes"
- SARI Sports Against Racism Ireland Workshops

To support these targets, the following initiatives are being implemented:

- Participation in Action Team Partnership (Partnership Schools Ireland)
- Investment by the Board of Management in Chromebooks
- An Gaelbhratach - the Purple Flag for St Francis Xavier SNS.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *January 2023 to January 2024*. We evaluated the following aspect(s) of teaching and learning:

- Pupil wellbeing,
- The built environment
- Behaviour,
- Relationships,
- Communication with parents and staff.

2. Findings

2.1 This is effective / very effective practice in our school

- Pupils feel safe and supported in school.
- Strong understanding of school rules and Code of Behaviour.
- Positive relationships between staff and pupils.
- High levels of parental confidence in school wellbeing practices.
- Strong anti-bullying awareness and supports.
- Staff feel supported by management.

2.2. This is how we know

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

- Pupil, parent and staff wellbeing surveys,
- Behaviour records,
- Attendance data,
- School policy reviews.
- Pupils show positive dispositions towards school, strong understanding of rules and values, and report knowing who to talk to if worried.
- Parents report high levels of safety and belonging.
- Staff report consistent behaviour management and inclusive practices.

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.

- Promote fairness and kindness among pupils.
- Improve consistency of communication with parents.
- Improve the physical environment.
- Increase staff awareness of support services.

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**

Our Improvement Plan

Timeframe of this improvement plan is from September 2022 to June 2026

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
<p style="text-align: center;">Improve fairness and kindness</p>	<p style="text-align: center;">Implement wellbeing and respect programmes; promote restorative practices</p>	<p style="text-align: center;">Principal, Teachers, Wellbeing Team</p>	<p style="text-align: center;">Improved pupil survey results; reduced behaviour incidents</p>	<ul style="list-style-type: none"> ● Code of Behaviour revised and embedded through a values-led approach. ● Wellbeing programmes and restorative practices implemented across classes. ● Monthly rewards and positive behaviour systems strengthened. ● Pupil survey comparison shows improved understanding of fairness and behaviour expectations. ● Pupil reports indicate stronger understanding of anti-bullying procedures and increased awareness of supports. ● Continued focus required on peer kindness, as pupils frequently selected “sometimes,” indicating variability rather than consistent experiences. 	<ul style="list-style-type: none"> ● Significant improvement in pupil perceptions of fairness and behaviour management compared with original survey. 96% of pupils recognising that good behaviour is positively rewarded. ● Behaviour expectations and core values now clearly understood by almost all pupils. ● Improved anti-bullying awareness and confidence in supports. 98% of pupils are aware of bullying supports. ● Reduction in negative behaviour concerns reported through survey feedback. Principal and staff reporting a large decrease in incidents especially on yard.

<p>Improve communication</p>	<p>Review communication methods; regular newsletters and reminders</p>	<p>Principal, Office Staff</p>	<p>Parent survey shows improved satisfaction</p>	<ul style="list-style-type: none"> ● Regular newsletters and reminders introduced. ● Annual events calendar shared with parents. ● Increased use of digital communication tools. ● Parent feedback indicates improved awareness of school events and initiatives. 	<ul style="list-style-type: none"> ● Improved consistency in communication with parents. ● Greater parental awareness of wellbeing initiatives and school activities. ● Communication systems established as standard school practice.
<p>Improve physical environment</p>	<p>Audit facilities; prioritise maintenance upgrades</p>	<p>Board of Management, Principal</p>	<p>Staff feedback improves; facilities upgraded</p>	<ul style="list-style-type: none"> ● Significant building upgrades completed, including new classrooms/modular buildings, heating improvements, and infrastructure works. ● Ongoing maintenance issues (roof leaks, bathrooms, heating) identified through pupil survey feedback and prioritised for further action. ● Environmental improvements recognised positively by pupils in open responses. 	<ul style="list-style-type: none"> ● Major physical upgrades completed (heating system, staffroom, rewiring, building improvements). ● Pupils identify new facilities as the biggest improvement in the school. 87% of pupils and 100% of staff noticing the physical improvements and the improved built environment and comfort. ● Positive impact on overall wellbeing and school satisfaction observed.
<p>Increase awareness of staff supports</p>	<p>Provide EAS information at staff meetings; circulate guidance</p>	<p>Principal, Deputy Principal</p>	<p>All staff aware of supports available</p>	<ul style="list-style-type: none"> ● Employee Assistance Service information circulated regularly. ● Spectrum Health and wellbeing supports promoted visually in staff areas. ● Wellbeing discussions included in staff meetings. 	<ul style="list-style-type: none"> ● Staff report awareness of available support services. ● Wellbeing supports embedded within staff communication systems.