

# **Scoil Bhríde NS**

## **SSE and SIP 2023-24**



**Roll #18644U**

## **Introduction**

Scoil Bhríde, Straffan is a village school located in the heart of Straffan, Co. Kildare. It is a Catholic, co-educational, vertical school under the Patronage of the Archdiocese of Dublin. It has a valid enrollment of 402 pupils. The vast majority of our pupils come from the immediate hinterland of the school with some children travelling from neighbouring towns to attend. Current teaching staff consist of an administrative principal, 17 mainstream teachers, 1 ASD class and 4.5 SEN Teachers. We have 7 SNAs, a secretary and a caretaker. This report is a review of the school response to an unprecedented situation, an evaluation of the impact on the children, staff and the whole wider school community and an assessment of how the school can respond to the immediate effects of the Covid-19 period. In addition, this review will consider what might be put in place to support the school community in the event of any further school closures due to any adverse circumstances.

### **1. The focus of this evaluation**

The focus of our School Self-Evaluation is to improve **pupil outcomes and learning experiences in Literacy, Numeracy and Wellbeing** through consistent, high-quality teaching and targeted interventions. The school is prioritising the effective implementation of the **Primary Language Curriculum**, the **new Primary Maths Curriculum**, and a whole-school approach to **assessment, planning and wellbeing**.

Key areas of focus include:

- Raising attainment in **Literacy and Numeracy**, particularly increasing the number of pupils achieving within the average and above-average ranges through structured interventions, team teaching and evidence-based approaches such as the **Science of Reading**.
- Enhancing **pupil wellbeing and voice** through the SSE Wellbeing process, restorative practices, sensory supports, student council engagement and a nurturing school environment.
- Strengthening **teacher planning and assessment practices**, including thematic planning, clear learning intentions (WALT/WILF), conferencing and the effective use of Seesaw to track and support pupil progress.
- Improving **attendance and engagement**, particularly for reluctant attenders, by fostering a supportive, inclusive and welcoming school climate.

This SSE focus aims to ensure that all pupils experience meaningful learning, feel supported and motivated, and achieve their full potential academically, socially and emotionally.

## **2. Gathering Evidence**

We gathered evidence from a number of primary sources:

- Standardized test results
- Staff observations and assessment
- Direct teacher engagement with parents/guardians
- Pupil Voice

## **3. Our improvement plan.**

### **Our School Improvement Plan – Summary (2023–2024)**

- Overall Focus
  - Improve pupil outcomes and learning experiences in Literacy, Numeracy and Wellbeing
  - Strengthen teaching, learning, assessment and planning across the school
  - Support pupil engagement, inclusion, attendance and wellbeing
- Literacy
  - Continued implementation of the Primary Language Curriculum (PLC) with focus on learning outcomes, progression and engaging methodologies
  - Pilot the Science of Reading approach in Junior and Senior Infants
  - Use of digital technologies to support teaching and learning
  - Targets:
    - Increase pupils in the average range from 55% to 60%
    - Reduce pupils below average from 8% to 6%
    - Maintain pupils in the above-average range (43%)
- Gaeilge
  - Improve use of oral Irish across the school
  - Link Gaeilge planning to PLC learning outcomes
  - Increase motivation through cluichí, amhráin agus dánta
  - Promote informal Irish and consistent language modelling
  - Whole-school Gaeilge performances at key times of the year
- Numeracy
  - Continued SET in-class support and team teaching based on standardised test results

- Engagement with the new Primary Maths Curriculum, including Talk Time
- Review and update maths resources
- Targets:
  - Increase pupils in the average range by 10%
  - Reduce pupils below average by 3%
  - Maintain pupils in the above-average range
- Wellbeing (SSE Cycle 3 Focus)
  - Continued emphasis on wellbeing through SPHE and whole-school programmes
  - Implementation of Care Schools Programme and Restorative Practice
  - Expansion of Morning Circles to additional class levels
  - Establishment of a Student Council to promote pupil voice
  - Targets include improvements in:
    - Behaviour on yard and in classrooms
    - Pupil confidence in approaching staff
    - Feeling listened to by adults
    - Overall happiness in school
- STEM and Sustainability
  - Development of a school garden and outdoor learning spaces
  - Application for a €5,000 environmental sustainability grant
  - Installation of a greenhouse, composting area and rainwater system
  - Creation of an outdoor storytelling area using sustainable materials
- SET (Special Education)
  - Prioritise pupils with greatest learning needs
  - Support pupils experiencing anxiety and emotional regulation difficulties
  - Embed sensory circuits as part of daily practice
  - Ongoing monitoring of pupils through SSPs and parental collaboration
- Teacher Planning
  - Introduction of a whole-school thematic planning approach
  - Alignment with the Teaching and Learning Guidance Document
  - Consistent inclusion of learning outcomes, activities and assessment in fortnightly planning
- Assessment
  - Continued use of WALT/WILF across all classrooms
  - Introduction of conferencing as a whole-school focus
  - Use of Seesaw as a digital portfolio for termly assessments
- Attendance
  - Create a nurturing school environment to support engagement
  - Targeted intervention plans for reluctant attenders
  - Increased communication with parents regarding attendance
  - Target to increase attendance from 93% to 95%

- Monitoring and Evaluation
  - Analysis of standardised test data
  - Teacher observation and professional reflection
  - Pupil, parent and staff surveys
  - Review of policies, planning and learning

#### **4. Conclusion:**

This School Self-Evaluation process has provided the school community with a clear and reflective overview of current practice and pupil outcomes in the key areas of Literacy, Numeracy and Wellbeing. Through the analysis of assessment data, pupil, parent and staff feedback, and professional dialogue, the school has identified strengths to build upon and priority areas for further improvement.

The actions outlined in this SSE Plan reflect a shared commitment to improving teaching and learning through evidence-based approaches, effective planning and assessment practices, and targeted interventions to support all learners. A strong emphasis has been placed on pupil wellbeing, voice and inclusion, recognising their central role in promoting positive learning experiences and engagement.

Ongoing monitoring, collaboration and reflection will ensure that progress towards the identified targets is regularly reviewed and that necessary adjustments are made throughout the implementation process. By working together as a school community, we aim to create a nurturing, inclusive and high-quality learning environment where every pupil is supported to achieve their full potential academically, socially and emotionally.