

Scoil Bhríde NS

SSE and SIP 2024-25



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 9 SNAs, a secretary and two shared caretakers. This report is a review of the school self evaluation plan for 24/25 with a focus on Literacy, Numeracy and wellbeing.

1. The focus of this evaluation

The primary focus of school self-evaluation (SSE) with an emphasis on literacy, numeracy, and wellbeing is to assess and improve the learning environment and outcomes, particularly in response to the challenges posed by the COVID-19 pandemic. During the pandemic, disruptions to in-person learning created gaps in many of our pupil's academic and social development. We, at Scoil Bhríde Straffan are now prioritising evaluating their literacy and numeracy programs to ensure pupils are meeting learning expectations, addressing any learning losses, and tailoring interventions to support diverse needs.

In addition, wellbeing has become a central focus. The emotional and mental health impacts of COVID-19 are significant, and we are assessing their support systems for pupils' mental health and overall wellbeing. This holistic approach—looking at academic progress alongside emotional and social needs—ensures that we are providing a balanced, responsive education that encourages happy children to attend daily and be ready and able to learn.

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
- Review of data from Aladdin

3. Our improvement plan.

The attached School Improvement Plan outlines the action plan and targets set out by our staff to put in a robust School Improvement Plan across many areas of the curriculum.

Focus on literacy : This year, we're focusing on the Primary Language Action Plan (2024-25) and Spelling Action Plan (24-25), emphasizing spelling and morphology. We're continuing the Phonological Awareness Programme and refining our Phonics and Heart Words approach from last year. The yearly plan involves using assessments to inform teaching, with spelling assessments in September and reassessments in March/April. Weekly dictation will focus on current and past spelling rules, sight/heart words, and syllable work. Dictation applies to both English and Gaeilge, with no Friday tests. In Term 3, we'll explore morphology for 3rd-6th grade, covering root words like "tract," "form," and "mis."

Numeracy: The Primary Maths Curriculum Training Day will engage all staff in exploring the new curriculum, focusing on Talk Time and Problem Solving. There will be a review and purchase of new resources, with an emphasis on hands-on teaching methods. Whole staff involvement will be encouraged to ensure consistent implementation of the curriculum. The plan includes creating a Teaching Tables strategy and integrating digital technology, such as Maths apps, to support teaching and learning. The focus will remain on interactive activities and problem-solving to enhance student engagement and understanding.

Gaeilge: To enhance the use of Oral Irish school-wide, we're implementing a consistent, whole-school approach through the Feidhmeanna Teanga Plan. This includes promoting Gaeilge Neamhfhoirimiúil and establishing a Gaeilge Team (Coiste Tacaíochta) to collaborate with the Oide facilitator. Irish placemats for Oral language support will be introduced for 3rd-6th grades. Oide will provide ongoing staff support to reinforce this approach. Additionally, we will integrate more games, songs, and poems to foster motivation and positive attitudes towards Gaeilge. Finally, Gaeilge planning will be aligned with the PLC learning outcomes to ensure coherence and progression across the school.

Wellbeing including the Care Schools Programme: For 2024/25, the school will extend restorative practices through the 3Rs Approach and introduce Morning Circles in 3rd–6th Class to promote positive relationships. Wellbeing on the yard will be supported with new playground equipment, alongside efforts to reduce negative behaviours as part of the Anti-Bullying Plan. A newly elected Student Council will also enhance pupil voice across the school. Based on the annual pupil survey, key targets include increasing the percentage of children who feel safe in the playground from 63.5% to 80%, raising the proportion who feel listened to by staff from 88% to 90%, and improving confidence in approaching staff when unhappy or unsafe from 67% to 80% by June 2025.

- **Attendance:** The school will develop a nurture space to create a welcoming environment for children and provide specific intervention plans to support reluctant attenders and their parents. A letter will be sent to families highlighting the importance of regular attendance. Current attendance rates stand at Tier 1: 34.2%, Tier 2: 41.3%, and Tier 3: 24.5%, with the overall goal of improving attendance by 2% across all tiers—equivalent to each child attending three additional days over the academic year.

Teacher planning and Assessment: For 2024/25, staff will continue to use a thematic approach to planning in line with the Teaching and Learning Guidance Document, ensuring cohesion across the school. Fortnightly planning will focus on 1–2 clear learning outcomes per strand, drawn from the Primary Language Curriculum, with specific focuses, engaging activities, and identified assessments. Long-term plans will also reflect this thematic approach. Building on WSE recommendations, teachers will embed regular feedback through self- and peer-assessment, conferencing, and the consistent use of WALT and WILF. Assessment and pupil progress will be documented through Seesaw portfolios, alongside WOW work walls, rubrics, and “two stars and a wish” strategies, with GSuite considered for older pupils. Critical literacy, first introduced in 2023/24, will remain a key area for further development in 2024/25.

STEM: This year’s priority focus is the development of the school garden, supported by an application for a €2,500 Environmental Sustainability Grant to enhance planting and provide staff CPD through Heritage in Schools. A school-wide planting plan will be created for spring, with improvements including the installation of water butts for greenhouse irrigation and better composting practices. In addition, a STEM Padlet of resources will be developed to support staff in integrating sustainability and gardening into teaching and learning.

Inclusion: The school will strengthen inclusive practices by using EAL Oide Pedagogies resources, providing training in Behaviours of Concern and New Authority, and reviewing current approaches to inclusion. Children from the ASD class will be actively involved in whole-school events, with peer buddies supporting SEN pupils on the yard. Classrooms will promote engaging, inclusive learning activities across all subjects, while sensory circuits will be embedded to help with emotional regulation and anxiety. In addition, the school will implement Universal Design for Learning (UDL) principles to ensure teaching and materials meet the diverse needs, styles, and motivations of all learners.

4. Conclusion:

In conclusion, our school remains committed to continuous improvement by enhancing teaching and learning, actively listening to and valuing the voice of every child, and working together as a whole school community. Through this collective effort, we will ensure that our shared vision is not only articulated but truly lived out in the daily experiences of our pupils and staff.