

School Self Evaluation

Cycle 3

Phase 1: Review

Part A: *Review of the effects of COVID-19 on pupils' educational experiences and outcomes, their wellbeing, their motivation to learn and their engagement in learning*

Data collection methods utilised

- Parental Questionnaires completed during school closures
- Analysis of Standardised Test Data
- Focus group interviews

What the data showed us:

- **Parental Questionnaires**

It was clear from the Questionnaires that teaching and learning was significantly affected by the school closures despite the best efforts of the staff, parents and children.

- **Standardised Test Results:**

This analysis shows that the children's performance in Reading and Mathematics was affected by school closures during the 2019/20 & 2020/21 School years. However the results from Summer 2022 paint a very positive picture. Average scores across the school in English and Maths have recovered significantly and are now pretty much back to where they were pre school-closures. This is a testament to the hard work that has been completed in the school over the past number of years as teachers have worked hard to bridge some of the gaps that were formed.

Of course standardised tests are a very narrow reflection of the work that goes on in our school and interviews with the focus groups gave a broader look at the effects of the Covid 19 pandemic on our students

- **Focus Group Interviews**

A range of staff were interviewed for the purpose of this review. These included senior and junior class teachers, SET teachers and SNAs. The following table records some of the responses of the interviewees:

How has Covid 19 impacted on your students' educational experiences and outcomes?	<ul style="list-style-type: none">• There are gaps in children's learning• The children missed out on school tours, school concerts, sporting activities, swimming lessons
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	<ul style="list-style-type: none"> • There were reduced interactions with teachers
How has Covid 19 impacted on your students' wellbeing?	<ul style="list-style-type: none"> • Pupils really missed the social side of school, in particular being able to play with their peers • Some children suffer from stress and anxiety as a result of Covid 19 especially around sickness and picking up viruses • More signs of school refusal
How has Covid 19 impacted on your students' motivation to learn?	<ul style="list-style-type: none"> • Motivation levels dropped noticeably in the classroom. • During the pandemic the students' motivation to learn was quite low. Most learning was book based and so was not very enjoyable for the children. Homeschooling was difficult for parents and so this had an impact on the child's motivation to learn. The children had a lack of resources at home
How has Covid 19 impacted on your students' engagement in learning?	<ul style="list-style-type: none"> • Pupils were less engaged in their learning and took a while to get back up to speed • During the pandemic it was difficult for children to engage effectively in their learning. For the first few weeks children and parents engaged as well as they could but as the weeks progressed the level of engagement started to drop • Attendance has never been as good as it was prior to Covid. Poor attendance for some children has a direct impact on their educational outcomes. • Homework is not being completed to the same standard as it was before Covid • Children are more used to having a lot of screen time and using tablets/devices. Their levels of engagement are lower for other activities that are not as exciting or stimulating

To address some of these issues, Roxboro NS has done the following

<ul style="list-style-type: none"> • increased the amount of active learning (eg. Aistear, station teaching for maths and literacy, group and pair work) • Increased learning through play, maths trails, providing effective feedback, real world connections and the use of ICT to make learning more real for the pupils and to help motivate the students in their learning • completed classroom assessments to identify any gaps in learning and used the
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results of this to inform planning of lessons to bridge the gaps prior to starting new content

- identified the need for emotional and social support to aid the children's wellbeing.
- incorporated more active breaks and meditation
- adopted the use of Class Dojo and Aladdin to maintain and build on home school links and to allow communication with parents
- used CLASS hours to provide small group support to those children most effected by the pandemic.
- implemented station teaching in English and Maths to allow each child the change to participate fully and ask questions in smaller group settings
- differentiated learning strategies to meet the needs of children with differing ability levels.
- use of wellbeing specific programmes such as "Weaving Wellbeing", "Zippy's Friends" and "Friends for Life"
- ensured the teaching of the Stay Safe Programme in its entirety each year
- Built an active walkway, school garden and sensory garden
- Organised a festival themed day as part of our Active week
- Began an annual talent show which allows the children to showcase their own talents and abilities
- built on some newly acquired skills that the children developed during the pandemic around the area of ICT - increased use of ICT, voice to text, uploading work to portfolios etc.
- use of social stories to aid children with anxiety
- Rolled out the continuum of support model which ensures the individual needs of the children are met to the best of the school's abilities

Summary of findings:

Our review on the impacts of Covid 19 indicate that school closures did have a significant and measurable effect on the children in our school. On a most basic level the children's education was impacted with drops in their literacy and mathematics. However, more worryingly are the effects it has had on the children's social and emotional wellbeing. All staff were acutely aware of the difficulties presented during the school closures and these are echoed into the voices of the parents through the questionnaire responses. The culture of a school cannot be transferred online. Remote learning is difficult for even the brightest and best equipped students but for children with any form of educational difficulty be that EAL, SEN or social disadvantage, it was extremely challenging. Roxboro NS operates within a community of students, teachers & parents and post pandemic we have all worked hard together to try and negate the impacts the pandemic has had on the children in our care. The results to date are promising. Academic standards are improving, engagement levels are improving,

attendance rates are improving Teachers are assessing and differentiating for children presenting with any difficulties and engaging with the SET team and parents to provide supports where necessary. There are still concerns around anxiety levels and children's overall wellbeing. It is with this in mind that the decision was made to use this as the focus for an SSE review in this specific area during this school year.

Part B: Review of SSE process to date

Data collection methods used - minutes from staff meeting

Staff meeting: September 2022

- All previous cycles of SSE were discussed and the key elements of each were reaffirmed.

Part C: Review of wellbeing promotion in our school and development of an SSE cycle

Step 1: Area Identified for Focus: Wellbeing

Step 2: Gather Evidence

Questionnaires were distributed to children (3rd - 6th), parents and staff in January 2022. Links to the questionnaires are available below:

Pupils:

https://docs.google.com/forms/d/e/1FAIpQLSeZICqD0g1Q_jB2mClnC1v8pjJxdTVn3ABstmh9XsHy2wkTqA/viewform?usp=sf_link

Staff:

https://docs.google.com/forms/d/e/1FAIpQLScxVLNyNZoOfP_3pUvfRH0IPcTBipuSeae98CQueOBuqEGhOQ/viewform?usp=sf_link

Parents:

https://docs.google.com/forms/d/e/1FAIpQLSfcBjgoQ1VM0R7OzG6Zdhd3UWdzntZQPIR4lyTAPqmdYjMPrw/viewform?usp=sf_link

There were 52 respondents to the parental questionnaires, 18 to the staff questionnaires and 104 to the children's questionnaires

Step 3: Analyse and make judgements

The results indicate a wide range of strengths as well as some areas for development

Step 4: Identifying Key Area of Focus

Analysis of the feedback from the children, teachers and parents was completed in March '22. The wellbeing committee met and looked through the four key areas of Wellbeing Promotion and in particular the indicators of success to see how they aligned with our own data.

The committee agreed that the key area for focus for this SSE cycle would be "Relationships & Partnerships". The following are the Key indicators of Success from the Wellbeing in Education Framework for Practice (2019)

Key Area	Indicators of Success
Relationships & Partnerships	<ul style="list-style-type: none"> Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community All adults in school and centres for education have an increased awareness of the importance of wellbeing promotions, including listening to children and young people and sign posting them to internal or external pathways for support when needed.

Step 5: Identifying Wellbeing Statements of Effective Practice for All and for Some & Few.

The following table lays out the Wellbeing Statements from the Framework for Practice which we will be addressing in the SSE cycle, the actions which will be taken to address the statements, the personnel responsible and the timeline for action.

Wellbeing statement of effective practice	Actions	Personnel	Timeframe
Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy	1. Establishment of a Student council comprising of students from 3 rd -6 th class	Ms. Casey Class teachers	Term 1 2023/24
	2. Establishment of a buddy system, with each child from J.Inf - 2 nd being assigned a buddy in	Ms. Casey, Class teachers	Term 2 2023/24

systems, mentoring systems, assemblies newsletters, student journals and through teaching and learning	the senior classes		
	3. Training of buddies in their roles and responsibilities	SET	Term 2 2023/24
	4. One buddy-paired activity per term will be organised to allow pupils to get to know and engage with their buddy	Student council	Each term 2024 - 2027
School Leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff	5. Space created on school noticeboard with display of contact details for EAS and reference made to it annually during staff meetings	Ms McNeela Mrs. McBride	Annually 2023 - 2027
The school established good links with Department support services, community based statutory and voluntary support services and other external agencies	6. A list of agencies will be drawn up and displayed in a staff room of agencies and support networks	Ms McNeela	Term 1 2023/24
Befriending and buddy systems are in place for children and young people who require support to interact with peers	7. Some children will attend small social groups where they will practise social skills. They will take part in group activities (e.g. baking, board games) social stories, lego therapy and programmes such as "Socially Speaking."	SEN teachers	2023-2027

Step 6: Linking SSE with the Attendance Campaign Support Grant

Roxboro NS recognises the importance of regular school attendance on the wellbeing of the children in our school. Attendance levels were massively affected during the years of the pandemic and have yet to return to pre Covid levels. The school has received the Attendance Support Grant and will utilise it in the following way

- ♦ A poster competition will be held at the end of the 2023/24 school year and the children will be encouraged to create a poster promoting a message of high school attendance.
- ♦ High quality prizes will be bought from the grant money, and these will be presented to a winner from each class in the poster competition at the end of year assembly
- ♦ Winning posters will be displayed a large sign in the front hall of the school.
- ♦ From September 2024 parents will be strongly encouraged to use the Aladdin app to input absence reasons for their children.
- ♦ Any parent who does not do this will be phoned by the secretary to ascertain the reasons for their child's absence.

Step 7: Review schedule

Review date: This SIP will be reviewed at the end of the three-year cycle