

Darver National School



Summary Self-Evaluation Report and School Improvement Plan

1. The focus of this evaluation

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

Wellbeing in Education:

- ❖ Culture and Environment
- ❖ Curriculum
- ❖ Relationships and Partnerships
- ❖ Policy and Planning

2. Collection of Data

- June 2023: All staff carried out a review of the Wellbeing Framework for Practice across the 4 key areas.
- September 2023: Wellbeing parent questionnaires sent to all parents.
- September 2023: Wellbeing pupil questionnaires carried out with pupils from 2nd-6th classes.

3. Findings

3.1 Strengths

- All school staff are committed to providing a safe and caring school environment for all pupils, where children are supported and feel a sense of belonging.
- All school staff show genuine care for pupils and provide a well-rounded educational experience.
- Health and wellbeing are priorities, including physical activity and healthy eating.
- School staff model openness, respect and listening in their interactions with each other, children and young people and parents.
- Early identification of pupils in need of additional support in collaboration between SETs, class teachers, parents and pupils.
- Teacher CPD and teacher collaboration are encouraged and facilitated.
- A broad range of pupil skills and talents are recognised.
- Staff wellbeing is recognised as being important with mechanisms in place for support.

- A Parents' Association is in place in the school with collaboration between PA, the BOM and school staff.

3.2 Staff Review

Staff review of the Wellbeing Framework for Practice across the 4 key areas revealed the following:

- ❖ Need for collective responsibility for staffs' personal and collective wellbeing.
- ❖ Staff have noticed an increase in anxiety in children in recent years.
- ❖ More use of our outdoor space is needed.
- ❖ Sharing of good work between classes is something that stopped due to Covid - we would like to see this return.
- ❖ Peer assessment could be utilised more to improve oral language and build pupil confidence.
- ❖ Face to face CPD has been lacking since Covid. Teachers would like to see this return.
- ❖ Need to seek children's voices when writing policies relevant to them.
- ❖ Student voice is an area we need to explore - student council/green schools committee could amalgamate.
- ❖ Critical Incident and Assessment Policies in need of review.
- ❖ More parental involvement in wellbeing promotion is needed.
- ❖ Buddy system is needed on the yard to assist pupils who find it challenging to initiate play/sustain friendships.

3.3 Parent Surveys

Results of parent surveys revealed the following:

- ❖ Some parents feel disconnected from the school.
- ❖ A small number of parents feel that the school is only sometimes committed to dealing with bullying and its prevention.
- ❖ Some parents feel the school should seek the views of parents more when planning and developing policies.
- ❖ Some parents would like more communication from the school when things are going well for their child.
- ❖ Some parents feel that there needs to be more structures in place to facilitate parent voice.
- ❖ Some parents highlight that their child is not comfortable showing their emotions or expressing their opinions at school.
- ❖ Some parents highlight that their child is unable to resolve minor conflicts on their own and require adult help to do so.
- ❖ Some parents highlight that their child is unable to respectfully disagree with someone without causing an argument.
- ❖ Some parents feel that the external aspect of the school needs to be brightened up/more inviting.

3.4 Pupils Surveys

Results of pupil surveys revealed the following:

- ❖ A high percentage of pupils agree that the school promotes healthy eating and being active.
- ❖ A high percentage of pupils agree that the adults in school help pupils who find it difficult to make friends.
- ❖ A high percentage of pupils agree that their teacher encourages them to ask questions and give their views in class.

- ❖ A high percentage of pupils know what to do if they feel bullied in school.
- ❖ Nearly half of pupils surveyed agree that they get asked for their ideas when the school is deciding on policies.
- ❖ Less than half of pupils surveyed said that the children in our school are friendly and kind to each other.
- ❖ A high percentage of pupils know what to do in school if they are worried or sad about anything.
- ❖ A high percentage of pupils would speak to an adult in school if they were sad or worried about themselves or another child.
- ❖ A small number of pupils said parents are sometimes invited in the school for plays/performances, celebration day.
- ❖ A high percentage of pupils need adult assistance in resolving a disagreement with another student.
- ❖ Less than half of pupils surveyed feel comfortable sharing their opinion in school without fear of what others think.
- ❖ Less than half of pupils surveyed feel comfortable disagreeing with another student's opinion in school.
- ❖ More than half of pupils surveyed are able to respectfully disagree with another pupil without causing an argument.
- ❖ Less than half of pupils surveyed feel comfortable showing their emotions in school.

4. Focus of next phase of SSE

This is what we are going to focus on to improve our practice further in the area of Wellbeing in Education over the next 3 school years (2023 - 2026):

<p>Target 1: Provide pupils with the opportunity to learn skills and strategies to develop positive mental health and wellbeing.</p>	<ul style="list-style-type: none"> ★ Introduction of the Weaving Wellbeing and Mo & Ko programmes across all classes. ★ Use of breathing techniques/ meditation across all classes. ★ Introduction of Calm/Positivity areas or displays in Classrooms where space allows. ★ Wellbeing Week in Term 2.
<p>Target 2: Provide pupils with a wide range of curricular experiences.</p>	<ul style="list-style-type: none"> ★ Seasonal arts & crafts with Shelly ★ Cookery workshop for all classes. ★ Gardening to be introduced through community involvement. ★ Class projects to be completed in various areas with an Exhibition Evening when projects are completed. ★ Career Day
<p>Target 3: Provide opportunities for pupils to participate in activities which aim to improve confidence and self-esteem.</p>	<ul style="list-style-type: none"> ★ Introduction of peer assessment for pupils. ★ Wow work wall to be established in the corridor with work to be displayed from each class. Recognition of work at monthly Assemblies.

	<ul style="list-style-type: none"> ★ We Play Together Wednesdays to be introduced (3rd-6th classes to play with infants-2nd). ★ Re-establish the Green Schools Committee with the addition of a Student Council aspect to the committee.
<p>Target 4: Increase parental involvement in the school and school activities.</p>	<ul style="list-style-type: none"> ★ Volunteers to be sought for assisting with literacy stations in 1st/2nd class. ★ Communication tool to be undertaken by each class teacher in communicating generally with parents. ★ Annual Sports Day to return to outside school hours (May/June, weekday evening 5-7pm). ★ Annual Grandparents Day to return. ★ Requests for parents/grandparents/community members with special skills to share with classes (link to gardening) ★ Relevant school policies to be shared with the Parents' Association and with all parents through email before final ratification by the BOM.
<p>Target 5: Review and update policies which have been identified as connected to Wellbeing</p>	<ul style="list-style-type: none"> ★ Review and update the school's Critical Incident Policy. ★ Review and update the school's Anti-bullying Policy. ★ Review and update the school's Acceptable Use Policy. ★ Review and update the school's Assessment Policy.
<p>Target 6: Improve the look of external aspects of the school</p>	<ul style="list-style-type: none"> ★ Painting outside of school (extension side). ★ Planting of flower boxes as part of gardening work. ★ Yard markings to be added.
<p>Target 7: Provide opportunities for staff to come together and to positively contribute to their own wellbeing</p>	<ul style="list-style-type: none"> ★ Termly staff coffee mornings ★ Staff Kris Kindle ★ Random Act of Kindness week during Wellbeing Week. ★ Coffee/tea and treats intermittently throughout the year.

5. What can Parents/Community members do to help?

- Show an interest - ask the children about the activities they are doing in school which are part of our Wellbeing Initiative.
- Get involved! We will need volunteers and parent/community involvement throughout the next 3 years so please lend a hand if you have some spare time to give.
- Share skills - if you have a particular skill or feel that you can assist in any way in implementing our above plan please contact us.
- Attend events - we will have lots of events coming up as part of our Wellbeing Initiative. Please support the school and the children by attending.
- Give feedback - please let us know what you think. We love hearing feedback in all its forms. We do ask that careful thought is given to how constructive feedback is worded as we are all working extremely hard to make this new initiative a success.