



San Carlo Senior School, Leixlip, Co. Kildare W23 FKO6

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SSE

School Improvement Plan

September 2021 to June 2022

Summary School Self Evaluation Report

Introduction

Each school is unique and has its own context. Information relating to our school can be found on our school website, www.scoilsancarlo.ie and on the Department of Education and Skills website, www.education.ie

The level of teaching staff provided to our school is determined by the D.E.S. Staffing is based on pupil enrolment on 30th September of the previous year. Currently our school has 1 Principal, 11 Mainstream class teachers and 4 learning support teachers.

Support for pupils with Special Educational Needs is determined by the National Council for Special Education (N.C.S.E.) and we currently have an allocation of 3.5 fulltime Special Needs Assistants.

The employment of ancillary staff is dependent on D.E.S. funding. The Board of Management currently employs 2 part time secretaries, 1 part time caretaker and 2 part time cleaners.

There are 282 pupils attending the school currently. Attendance in general is very good with an average monthly attendance in excess of 93%.

Strengths

- Our pupils engage enthusiastically in their learning and all aspects of school life.
- All our school staff are hard-working and perform their duties in a caring and professional manner.
- Our teachers are committed to ensuring every child reaches their maximum potential.
- Our school has an active Parents Association whose activities contribute to the provision of education to pupils in our school.
- We have forged strong links with our parents, neighbouring primary and post primary schools and local community, all of whom are very supportive of our school.

- We have a shared vision among all the partners in education for the provision of a highly effective and holistic education for the pupils in our school.

Focus of the Evaluation.

Circular Number 0032/2021 - Arrangements for Inspection and School Self-Evaluation for the 2021/2022 school year sets out that in light of the additional challenges faced by schools in the pandemic context and to allow consultation on the third cycle of SSE to take place, the Department of Education is extending the second cycle of SSE until June 2022.

Consequently, the third cycle of SSE, which had been due to commence in September 2021, will now commence in September 2022.

In the 2021/22 school year, schools will continue with their current plans and priorities for SSE and have the flexibility to:

- Use the SSE process to help them to address the challenges that have arisen in the pandemic context. These may include for example, addressing the needs of pupils whose learning was particularly impacted during the pandemic, supporting the wellbeing of children and young people, and supporting mediation of particular curriculum areas/subjects

AND/OR

- Complete any work remaining on the aspects of teaching and learning that they had previously selected as the focus for self-evaluation

AND/OR

- Address other areas that they have identified as a priority in accordance with their school context and the needs of the children and young people in their school.

Part 1 - SSE and Wellbeing

In light of the effects of Covid-19 and the school closures that ensued, and following the loss of a staff member and a former pupil in recent times, the staff feels that the development of a Wellbeing programme/plan is now a priority. The Wellbeing Policy Statement and Framework for Practice 2018–2025 sets out that the intent that promotion of wellbeing will be at the core of the ethos of every school and centre for education in Ireland by 2025.

Actions to Meet Targets

In making decisions on the focus of SSE in the next year, we will need to become familiar with the Wellbeing Policy Statement and Framework for Practice 2018–2025.

Advice and support to initiate the process will be sought from the PDST.

Regarding teaching and learning, CLASS (Covid Learning And Support Scheme) hours will be set up where possible to reach pupils who are struggling but not receiving school support.

Existing good practices will be shared among staff.

People Responsible

- Principal and whole school staff will develop plan.
- Board and School community will be asked for input.
- Board will ratify.

Success Criteria

- The wellbeing of our pupils will be measured in the reduction of school refusals and behaviours or illnesses related to anxieties.
- Improvement in resilience amongst pupils.
- Teacher and Support Staff feedback, including in relation to staff well-being.
- Parental feedback

Part 2

Prior to developing and sustaining the Covid-19 Response Plan, our SSE focus was P.E. and in particular the area of Physical Literacy and Fundamental Movement Skills, the rationale for which is contained in the previous SSE/SIP.

In keeping with Department advice, we will aim to conclude this phase of SSE in this school year. (See previous SSE/SIP plan(s) for details)

Review

A review of the Action Plan will take place at each staff meeting. Staff members will discuss the successes and challenges of the plan and amend or add to the action plan as necessary.

Looking at Our Schools 2016

The focus of the School Self Evaluation is based on the domains and standards set out in this document. These domains and standards enable us to evaluate teaching and learning in a meaningful and coherent way.

Under the Teaching and Learning the following have been identified as the domains and standards addressed in this plan;

Learner Outcomes: Pupils enjoy their learning are motivated to learn and expected to achieve as learners.

Learner Experiences: Pupils reflect on their progress as learners and develop a sense of ownership and responsibility as learners.

Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning.

Teachers Individual Practice: The teacher selects and uses planning, preparation, and assessment practices that progress the pupils' learning.

Teachers' collective / collaborative practice: Teachers value and engage in professional development and professional collaboration.

Teachers contribute to building whole staff capacity by sharing their expertise.

