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## **Our School Improvement Plan 2020 - 2021**

- 1. Introduction:-** This document records the findings of our evaluation of teaching and learning (areas of SPHE, well-being and wellness) and our current improvement plan, including targets and the actions we will implement to meet the targets.

### **1.1 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period October 2019 to December 2019. We evaluated the four key areas as part of the well-being framework for schools. Having completed student, staff and parental questionnaires and sought feedback from a 6<sup>th</sup> class focus group, we evaluated/analysed the data and found that culture and environment was an area to focus on for development.

The key indicators for success in this area include.

- Children, young people and staff experience a sense of belonging and feel safe, connected and supported
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
- Success will be measured using data collected at the end of the year, (May - June 2021-(postponed from June 20- due to Covid-19)) data collected from/through consultation with children, parents, teachers and other staff as well as a successful transition of students (particularly our 6<sup>th</sup> class students will engage in our transition programme which we will conduct either online or on a one-to-one basis).

### Statement(s) of Effective practice for all:

The school recognises that well-being is as important for the staff as for the children and young people. Appropriate supports are available for staff well-being. Indoor and outdoor space is provided to facilitate social interactions and physical activity and quiet time.

### Statement(s) of Effective for some and a few:

The Physical environment is modified to meet the needs of children and young people with additional and complex needs. The following are available or are in the process of becoming available: sensory garden, sensory pod, parents' room, buddy benches, quiet space in each classroom (library area), sacred space.

## 2. Findings:

### 2.1 This is effective/very effective practice in our school.

- The majority of parents, pupils and staff members are satisfied with the areas of teaching and learning, policy and planning and relationships and partnerships.
- Relationships and partnerships between staff, staff and pupils, pupils themselves and staff and parents are highly positive and effective.
- Programmes such as senior pupils mentoring our younger pupils (junior infants - 2<sup>nd</sup> Classes- pre Covid-19), our green school committee and soon to be formed 'Clean Team' as well as 6<sup>th</sup> class focus groups forge positive relationships with all stakeholders enabling our students to develop leadership capacity and promote student voice.
- New initiatives such as our 'yellow card' behaviour system (on yard), the introduction of our sensory pod and garden enable pupils to be more mindful and calm throughout the day.

## 2.2 This is how we know:

1. 93% of parents surveyed (in 5<sup>th</sup>/6<sup>th</sup> Class) indicated that they are satisfied with teaching and learning in St. Peter's. (S.P.H.E./wellness and well-being).
2. 89% of pupils surveyed feel calm and relaxed and 78% feel very safe in school.
3. 82% of pupils surveyed/questioned maintained that strong healthy partnerships between staff, staff and pupils and staff and parents exist.
4. 86% of staff surveyed indicated a positive culture of partnership within the school and 77% were satisfied with teaching and learning (S.P.H.E, wellness, well-being) provision.

## 2.3 Our Focus for Improvement:

Having gathered evidence and analysed the data based on the four key areas - culture and environment, curriculum teaching and learning, relationships and partnerships and policy/planning, we will focus on **culture and environment** for the coming year.

### St. Peter's N.S. SPHE- SSE/SIP Action Plan for 2020-2021 school year.

Targets	Actions	Persons/Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
<p>1, To <u>increase/enhance pupils' physical activity capacity</u> through active movement breaks within the classroom on a daily basis throughout Terms 2 &amp; 3. <u>Mindfulness programmes</u> (at specific times i.e. before/after breaks) will also be implemented.</p>	<p>1a. Teachers to incorporate 'active movement breaks' (as per PDST guidelines) within the classroom daily starting with 1 minute per day and incrementally building up to 3 minutes per day after a few weeks.</p> <p>1b. Teachers to engage pupils in mindfulness activities/initiatives on a regular basis (as per PDST guidelines) e.g. Art, meditation, bodyscan, mindfulness to take place daily starting from 18/01/21 at set times (before/after breaks).</p> <p>1c. Principal/deputy teacher to introduce 'whole school' 'active breaks' on yard where all pupils are physically motivated to conduct simple exercises during break time (to start after Easter '21). In addition pupils now have more space on the yard due to staggered breaks.</p>	<p>Principal/DP AP1, SPHE core team. All class teachers, support teachers, SNAs, HSCL</p>	<p>Pupils are more visibly active in class and on yard.</p> <p>Mindfulness activities result in better self-reflection and emotional regulation.</p> <p>(A higher proportion of pupils will demonstrate a mere calm disposition and this will be reflected in pupil surveys.</p> <p>As of March '19 89% of SEN pupils surveyed felt calm and relaxed but only 45% felt very calm and relaxed.</p> <p>We will <u>increase</u> the proportion of pupils who feel very calm/relaxed by 10% by May '21).</p>		<p>End of May/June 2021</p>

Targets	Actions	Persons/Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
<p><b>2. To <u>enhance/improve pupils', staff and parents' perception of belonging to the school as well as a sense of support, safety and connectivity.</u></b> (In March 2020, 67% of SEN pupils surveyed felt very connected to the school. We will</p>	<p><b>1d.</b> Teachers to allocate quiet spaces in each classroom e.g. library for pupils' personal reflection. <b>1e.</b> Sensory pod and sensory garden to be timetabled to accommodate pupils with additional educational needs (more so – sensory pod)</p> <p><b>2a. <u>Promotion of student voice.</u></b>- Junior Infant teacher to implement transfer programme for 6<sup>th</sup> class students as well as regular meetings with a 6<sup>th</sup> class focus group. (possibly online in Term 3-2021) <b>2b.</b> Student voice / actions to be promoted through the creation of a 'Clean</p>		<p>Classrooms are visibly calmer and more relaxed.</p> <p>6<sup>th</sup> class pupils have a greater sense of empowerment/belonging and express this verbally.</p> <p>Clean team members are empowered to keep their own classroom and area environment tidy and neat.</p>		<p>Differences noticeable from middle of Term 3 (2020/2021)</p>

<p>seek to improve this by 5% by May 2021). In March 2020, 81.8% of staff indicated that they felt very connected to St. Peter's. We will increase this proportion by 5% (May 2021).</p>	<p>Team' with the motto – As a team we keep our school clean. As we are unable to mix class bubbles, we will assign one student per class to act as an official 'clean team' member.</p>				
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	<p>and staff re. their sense of safety, belonging, connectivity, enjoyment in school etc. (surveys initially conducted in Nov. 19 and continued in Term 2, 2020/2021)).</p>		<p>Initial surveys conducted in Feb/March '20. Follow up surveys in May/June 2021 indicate a more positive response/reaction to initiatives/programmes Implemented resulting in better outcomes.</p>		<p>May/June 2021</p>
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<p><b>3. To <u>enhance staff well-being by improving the % of staff who believe staff wellbeing/wellness is a priority from 73% to 80% by June 2021.</u></b></p> <p>Upon surveying staff, findings are as follows:- Top three priorities -</p> <ol style="list-style-type: none"> <li>1. Staff well-being promotion – 79.6%</li> <li>2. Classroom mindfulness – 72.7%</li> <li>3. Time to reflect – 60.9%</li> </ol>	<p><b>3a.</b> <u>Staff time is valued – additional staff release time</u> (where possible- staff release time) from Sept – Dec '20 and Term 2/3 (2020/2021)</p> <p><b>3b.</b> Well-being week activities (after Easter '21) and follow up programmes for the remainder of the year.</p> <p><b>3c.</b> <u>Promotion of C.P.D. in wellness / well-being and restorative practice</u> (through PDST)</p> <p><b>3d.</b> Organisation of staff outings/events.</p> <p><b>3e.</b> Staff morale initiatives to be implemented, dress-up days, collaboration social events etc. (Sept – Dec '20) and beyond (Term 2 and 3 2021/2021)</p>	<p>Principal/Deputy Principal</p> <p>SPHE co-ordinator, All class teachers, HSCL</p> <p>Principal/DP/SPHE co-ordinator/SPHE core team.</p> <p>Principal, Senior/ middle management, all staff</p>	<p>Staff indicate an increased / concerted effort to prioritise staff well-being through comparative survey in May/June 2021.</p>		<p>Sept 2020 – June 2021 Ongoing progress/achievement of targets.</p>





