

Largy N.S. Self-Evaluation Report and Improvement Plan – Wellbeing

Introduction

This document records the findings of the self-evaluation based in the area of physical wellbeing in our school. It will also include the actions which we will implement in order to meet these targets.

Previous School Self-Evaluation:

We have previously undertaken school self-evaluation in the following areas:

- Literacy
- Numeracy
- Digital Learning

The focus of this evaluation

During the period September 2022 to June 2023, we looked at Circular 0056/2022 and use the SSE process to identify and reflect on the impact of COVID-19 on their pupils'/students' educational experiences and outcomes, their wellbeing, their motivation to learn, and their engagement in learning.

Questionnaires on wellbeing promotion were issued to parents, pupils and staff.

It was decided that our School Self-Evaluation would be used to support wellbeing in our school, in particular pupils' physical wellbeing. This will form a basis for the development of a whole school approach to physical wellbeing where we will focus on embedding activities which support the physical wellbeing of our pupils.

Findings

- It was noted that the individual results of the Standardised tests in June 2022, for some, were lower than previous years. This may have been due in part to the introduction of the New Drumcondra Standardised test but may also have been due to the impact of Covid.
- From teacher observation it was noted that the impact of Covid had not only an educational impact on children with Special Educational Needs, but that it was also difficult for these children to reintegrate with school life.
- Our school community recognises that the school promotes and encourages participation in organised and structured physical activities.
- The school has been an Active School since 2018
- The school looks for and listens to parents when planning and developing policies.
- The school is welcoming and accessible to all.
- Staff understand the link between physical activity and wellbeing and provide opportunities for well-being and provide movement breaks daily.
- Children with additional needs often find it difficult to engage fully in the usual choice of game at playtime (football)
- Physical activity for the senior classes at break times is limited unless you play football

- The children don't often play structured playground games.
- More children would like to engage physically with their classmates at break times but they can't if they don't play football..
- The children do a varied PE curriculum in our school and they get the chance to engage in many different sports - GAA, soccer, basketball, , swimming, cycling, dance, athletics etc.

Our findings have indicated that while the school provides the children with various opportunities to participate in physical activities these are more structured and children who aren't interested in partaking in these activities don't engage with much, if any, physical activity at break times in the Senior Room especially. Increasing the physical wellbeing of our children at break times is an area for improvement.

We have assessed our school strengths and weaknesses under the following headings which apply to the physical wellbeing in our school.

Key Area 1: Culture and Environment

Strengths

- The school building, hall, play grounds and grass areas are well maintained, secure and appropriately furnished to accommodate full engagement with physical activity for our students.
- The physical wellbeing of our students is a central concept within our school community and is recognised by school leaders, management and staff.
- There is high staff morale where staff are interested and invested in supporting the physical wellbeing of all children.
- We are an Active School and each year we have an Active School Week in June .
- Our School Sports Days have traditionally encouraged both competitive and non-competitive physical activity.
- Our PA organize a Family Fun Day annually which also promotes competitive and non- competitive activities and promotes a community spirit..
- A 'mud kitchen' was installed, large building blocks and large outdoor games were purchased to provide an alternative for children who weren't joining in the group playground game.

Areas for improvement

- .We can do more to involve a pupil voice in choosing and timetabling playground games.
- We can do much more to promote a greater level of physical activity on our playgrounds at breaktimes by introducing and participating in the active schools programme.

Key Area 2 - Curriculum (teaching and Learning)

Strengths

- There is a clear whole school approach to the teaching of the SPHE and PE curriculums which have been communicated to staff.
- There are opportunities for all classes to engage with specialised coaches in order to achieve various strands from the curriculum across all class grades.
- Teachers have engaged in relevant CPD training over the past number of years to help meet the needs of the school population and are encouraged to engage in collaboration.
- Staff train the school football team for Cumann na mBunscol competition which is well supported by the whole school community.
- Staff utilise all opportunities across the curriculum to promote physical wellbeing.

Areas for improvement

- There is room for improvement in the timetabling of completion of PE strands. Teachers could utilise resources better if completing the same strand at the same time (where applicable).
- There is room for improvement for teachers to teach a wider variety of simple playground games. The knowledge among the children of these games has been lost so a greater effort could be made to include these as part of PE lessons so the children have a wider variety of active games to play at break times.

Key area 3 - Relationships and Partnerships

Strengths

- All staff are fully aware of the DES Child Protection procedures.
- School staff are encouraged and supported to access continuing profession development on physical wellbeing.
- The school has established positive links with various local coaches who can attend our school and offer their expert coaching knowledge to help promote positive physical wellbeing ((examples: Leitrim Sports Partnership, Bee Park Sports Hub, GAA coaches, Taheny Dance School)

Areas for improvement

- There is room for improvement in creating stronger links with parents in the promotion and teaching of the importance of physical wellbeing in our school community.

Targets and improvements we have identified from our findings

- Renew the Active Schools Flag in June 2024 and implement as many of their recommendations as possible in order to increase and improve the physical wellbeing of our school community.
- Increase physical activity on our playgrounds at breaktimes by explicitly teaching a wider range of playground games.
- Playground leaders to be appointed weekly from the Senior Room to research and teach a game per week.
- Introduce a 'game of the week' so that the children have the opportunity to play the simple playground games they have learned and begin to engage in physical activity on the playground.
- Increase physical activity on our playgrounds at breaktimes by providing the children with a wide variety of equipment and suggestions on how to play with it.
- Compile a comprehensive list of busy break activities which teachers can utilise throughout

the day for the quick and easy introduction of physical activity in our classrooms.

- Involve the children in decisions on how best to structure playtime so as all pupils will be involved and included in physical activity.
- Explore how we can give the children a chance to experience a wider variety of sports which are not generally explored but which may suit some of our less active students (example: tennis, volleyball, badminton, target boards etc)
- Create an Active School Committee from a variety of class grades to contribute to ideas and suggestions .

Assessment of Success/Failure

The school will begin to implement this plan in Spring 2024. To assess the success or failure of our attempt to improve the physical wellbeing of the children in our school by increasing levels of physical engagement on our playgrounds we will complete the following steps;

- Repeat focus group and assess new/ changed attitudes.
- Complete regular observation of play grounds at breaktimes and analyse if physical engagement and therefore wellbeing has improved amongst our students.
- Gather teacher feedback on the changes which are undertaken.