



Self-Evaluation Report and Improvement Plan

Review Year - Impact of COVID19 2022-23



C.B.S Primary School, Nenagh.

1. Introduction

This document records the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 The focus of this evaluation

2022-23 was a review year where we focused on the impact of COVID-19 on our school community. Pupil, Parents and Staff took part in the evaluation. We evaluated the following aspect(s) of teaching and learning:

Domain	Standard	Questions – look at survey for examples – key things we are trying to improve	Methods to Gather Evidence
Learner Outcomes	<ul style="list-style-type: none"> pupils enjoy their learning, are motivated to learn, and expect to achieve as learners Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships. 	<ul style="list-style-type: none"> What impact had COVID19 on our pupils with regard to their learning, well-being and motivation? 	<ul style="list-style-type: none"> Staff discussion Staff Questionnaire Pupil questionnaire Parents Questionnaire
Learner Experiences	<ul style="list-style-type: none"> Pupils engage purposefully in meaningful learning activities Pupils experience opportunities to develop skills and attitudes necessary for lifelong learning 	<ul style="list-style-type: none"> How to provide meaningful reading opportunities for pupils What do we need to do now that we weren't doing before COVID19 as a result of changes in our pupils? 	<ul style="list-style-type: none"> Staff discussion Staff Questionnaire Pupil questionnaire Parents Questionnaire
Teachers individual practice	<ul style="list-style-type: none"> Teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills Selects and uses planning, preparation and assessment practices that 	<ul style="list-style-type: none"> As teachers, what impact has COVID-19 had on our teaching and learning – positives and negatives? 	<ul style="list-style-type: none"> Staff feedback from whole school discussion Sharing of expertise

	progress pupils learning		
Teachers' collective / collaborative practice	Teachers: <ul style="list-style-type: none"> • value and engage in professional development and professional collaboration • contribute to building whole-staff capacity by sharing their expertise 	<ul style="list-style-type: none"> • Sharing of findings with whole school – common findings across the staff 	<ul style="list-style-type: none"> • Staff feedback

2. Findings

The following were the findings in our school as a result of COVID-19:

Learner Outcomes

- Overall our staff have found a huge change in our students as a result of COVID19. The tiredness, anxiety and increased dependence on adults to complete tasks for them is increasingly evident.
- Children are also not ready to learn, particularly on a Monday.
- Much of this is attributed to increased screentime over the weekend, but also during the week when it seems many pupils have screens in their bedrooms. This is having a negative impact on sleep, and thus increasing frustration levels in school.

Learner Experiences

- Pupils are engaging in activities but with less motivation than before COVID-19
- Pupils' independence has decreased and teachers feel that they need to do more for pupils now than before.
- The majority of parents were very happy with how the school is looking after the well-being of their child.

Pupil survey findings:

- 62% of pupils from 3rd to 6th class went to bed after 10pm on a school night.
- 63% of pupils stayed up later on a Sunday night than a regular school night.
- 71% of pupils have a phone/tablet/laptop/tv in their bedroom with 54% having no restrictions on when they can use the devices in their bedrooms.
- 54% of pupils spend most of their time outside of school gaming
- 75% of pupils spend from 3 to 10 hours on a screen during the weekend
- The majority of pupils feel COVID has not had much of an impact on them – they are now back to seeing their friends and taking part in regular activities.
- 76% of pupils scaled themselves from 7 to 10 in terms of happiness in school.
- 54% of parents reported that COVID had little or no impact on their children
- 21% reported a negative impact on learning as a result of COVID.
- 35% feel that COVID will have a lasting impact on their children.
 - 20% stating greater anxiety levels
 - 33% loss of interest in hobbies
 - 20% difficulty with social interactions
- 71% of parents feel their child has the same motivation to learn

Teachers Individual Practice

- From a staff perspective there is huge frustration in the lack of learning and lack of progress being made.
- A lot of time is being wasted on repeating material as retention levels have decreased as a result of COVID19.
- Staff feel that more time is being spent on classroom management instead of actual teaching – more stressful environment as a result

- On a positive note, staff are now more sympathetic to what is going on in various families and there is a better understanding as to why certain issues are being displayed in school.
- ICT skills of staff were also developed during the pandemic and this has been very beneficial to teaching.
- The increased emphasis on well-being has also been seen as a positive.
- There has been a notable increase in students with multi-disciplinary needs

Teachers' collective/collaborative practice

- Teachers collectively agree and share approaches to teaching and learning to improve pupils' experiences and outcomes based on the identified needs above.
- Teachers recognise the value of building whole staff capacity and are willing to share their expertise with other teachers in the school.
- As a staff we have identified a need for 'Nurture' within our school.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Staff questionnaire, discussion and Mentimeter feedback – see attached
- Pupil questionnaire – see attached- completed by a sample of pupils from 3rd to 6th class
- Parent questionnaire – see attached

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Increased focus on well-being – continuation of our Well-being Committee and Amber flag initiatives as well as Active School initiatives.
- Provide Nurture in our school to help those who are not ready for learning – prioritised using formal Boxall Assessments.
- Continue reinforcement in the classroom to see will retention levels improve with continuous time in school
- Proposed Talk and walk initiative on Mondays – 10mins talking and walking first thing in the morning to see if this would help improve readiness for learning.
- Communicate to parents the effects we are seeing in school – parents survey indicates that the majority have not seen any negative impact as a result of COVID19 – this is in stark contrast to the views of staff.
- Strong focus on encouraging children to go to bed earlier when in school.
- We feel that a student project to convey our findings may have more of an impact than a written report – possible video message with messages conveyed by the children.
- SPHE – focus on children's feelings and emotions as part of SPHE – focus on becoming independent and dealing with anxiety.
- In general terms continue to provide a safe, welcoming, caring environment where children feel safe and happy coming to school.

3. Our improvement plan

On the next page we have recorded:

The **targets** for improvement we have set

The **actions** we will implement to achieve these

Who is responsible for implementing, monitoring and reviewing our improvement plan

How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

The **progress** made, and **adjustments** made, and **when**

Achievement of targets (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from [2023] to [2024]

Targets	Actions	Persons / groups responsible	Monitoring and evaluation	Progress and adjustments	Targets achieved
Prioritise pupils for Nurture Groups	SET and Class teachers draw up a list of those needing support. Complete Boxall Profiles to see who will be prioritised.	SET and Class Teachers	Monitor children's reaction to Nurture group and note progress/findings	2023/24 school year	
Provide Wellbeing activities for all students	Wellbeing Committee setup Activities decided on	Wellbeing committee	Evaluate children's reactions to various events i.e. Yoga, Disco, Wellbeing Day Achieve Amber Flag for Wellbeing	2023/24 – continuation from 2022/23	Feedback from students and staff was very positive and children loved the uniqueness of the activities provided. Pride in Amber Flag
Continue our Active School theme	Active Committee and Active Schools Co-ordinator set out activities for all students to engage in	Active Committee and Active Schools Co-ordinator	Ensuring that all children were provided with opportunities for activity	202/23 onwards	Noticeable improvement in the mood of students when regular exercise was provided
Walk and talk on Monday	10mins walk and talk first thing on a Monday morning to see if it will improve readiness for learning	Whole school	Monitor reaction to learning every Monday after activity	2023/24	
Share results of COVID19 review with parents with a view to raising awareness of issues we are seeing in school – screentime, anxiety, lack of independence	Sept 2023 – share survey findings and put increased emphasis on going to bed early and less screentime	Principal	Discuss with Parents Council how we could see improvements in these areas.	2023/24	



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

During the school year 2022-23 we reviewed the impact of COVID19 on our pupils.

This is what we discovered:

- Pupils are engaging in activities but with less motivation than before COVID-19
- Pupils' independence has decreased and teachers feel that they need to do more for pupils now than before.
- The majority of parents were very happy with how the school is looking after the well-being of their child.
- There are increased levels of anxiety amongst children
- Children are less ready to learn, especially on a Monday, due to an increase in use of screens.
- 62% of pupils from 3rd to 6th class went to bed after 10pm on a school night leading to tiredness and frustration in school.
- The majority of pupils feel COVID19 did not have much of an impact on them – they are now back to seeing their friends and taking part in regular activities.
- Parents indicate that they have not seen any negative impact as a result of COVID19 – this is in stark contrast to the views of staff

This is what we did to find out what we were doing well, and what we could do better:

- Teacher Feedback on Mentimeter and Discussion
- Parental Questionnaire
- Pupil Questionnaire

This is what we are now going to work on

- Increased focus on well-being – continuation of our Well-being Committee and Amber flag initiatives as well as Active School initiatives.
- Provide Nurture in our school to help those who are not ready for learning
- Continue reinforcement in the classroom to see if retention levels improve with continuous time in school
- Proposed Talk and walk initiative on Mondays – 10mins talking and walking first thing in the morning to see if this would help improve readiness for learning.
- SPHE – focus on children's feelings and emotions as part of SPHE – focus on becoming independent and dealing with anxiety.
- In general terms continue to provide a safe, welcoming, caring environment where children feel safe and happy coming to school.

This is what you can do to help

- Talk to your child about how school is going
- Limit the amount of screentime children are exposed to during the week and weekends
- Try and ensure children get to sleep early when they are in school
- Encourage independence by asking children to do tasks themselves instead of having adults complete the task for them.

