



## Kildare Town Educate Together NS

### Self-Evaluation Report and Improvement Plan 2022 - 2026

#### 1. Introduction

This School Self-Evaluation (SSE) Report and Improvement Plan sets out the school's priorities for the period 2022–2026, building on the work completed during the 2019–2022 SSE cycle. That period was significantly affected by the Covid-19 pandemic, which disrupted continuity of teaching, learning and assessment, and further highlighted the central importance of pupil and staff wellbeing in sustaining effective learning.

Drawing on evidence from standardised testing, school-based assessments, staff, pupil and parent voice, and extensive professional dialogue, this plan identifies **Wellbeing** as the central area for development, underpinned by continued and revised targets in **Literacy** and **Numeracy**. The plan aligns with Department of Education guidance available at the time of drafting, including *Looking At Our School 2016*, the *Wellbeing Policy Statement and Framework for Practice*, the *Primary Curriculum Framework*, and the *Continuum of Support*.

#### Outcomes of Our Last Improvement Plan (2019 - 2022)

Despite significant disruption during this period, the school made measurable progress in several areas:

- Infant classes demonstrated consistently strong outcomes in Early Numeracy and Early Literacy standardised assessments.
- Numeracy teaching benefited from increased use of concrete materials, active methodologies and a sustained focus on number sense.
- The introduction of the KTETNS Spelling Programme led to improved spelling awareness and more consistent approaches across classes.
- Targeted literacy and numeracy interventions, delivered through SET and in-class support, supported pupils with additional needs.
- A strong culture of care, inclusion and collaboration was sustained throughout and following the pandemic, as reflected in staff, pupil and parent feedback.

## **The Focus of this Evaluation**

Following whole-staff consultation, analysis of school data, engagement in CPD, and consultation with literacy and wellbeing experts, three interconnected areas for improvement were identified for the 2022–2026 SSE cycle:

1. **Wellbeing** (primary focus)
2. **Literacy** (revised targets)
3. **Numeracy** (consolidation and development)

Wellbeing is positioned as the foundation for effective teaching and learning, recognising that positive relationships, emotional regulation and a sense of belonging are essential for pupil engagement and achievement.

## **2. Findings**

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

#### **Wellbeing and School Culture**

- The school promotes a positive, inclusive and respectful climate grounded in equality and student voice.
- Staff demonstrate strong commitment to supporting pupils' emotional, social and behavioural needs.
- Restorative approaches are used consistently to support positive behaviour and relationships.

#### **Teaching and Learning**

- Teaching is purposeful, well planned and informed by assessment data.
- Active, hands-on and collaborative learning approaches are embedded across the school.
- Teachers engage in ongoing CPD and professional dialogue to improve practice.

#### **Assessment and Support**

- Assessment practices are systematic and used to inform planning and targeted interventions.

- Supports are planned and reviewed in line with the Continuum of Support.
- Collaboration between class teachers and SET staff is a strength of the school.

### **Leadership and Collaboration**

- School leadership supports reflective practice and distributed leadership.
- Whole-school initiatives are informed by research, evidence and staff consultation.

### **2.2. This is how we know**

Our judgements are informed by:

- Standardised assessments (Drumcondra Primary Maths, Reading and Spelling; GL Single Word Reading Test; Early Literacy and Numeracy assessments).
- Teacher observation, planning and collaborative review.
- Analysis of pupil work, including writing samples.
- Pupil, parent and staff surveys and feedback.
- Records of CPD, professional learning and external consultation.

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

#### **Numeracy**

The school will continue to consolidate strong numeracy practice while deepening pupils' problem-solving and mathematical reasoning skills across all class levels.

We will implement the new Primary Maths Curriculum with support from Oide training, expanding the provision and use of hands-on materials, and playful, concrete maths across all classes, as it is published and developed.

We will work to strengthen number sense, problem-solving and mathematical language through daily mental maths and targeted intervention. We will seek to maintain strong Early Numeracy outcomes and improve overall attainment in Drumcondra Maths (criterion reached & STEN 7+).

## **Literacy**

The school will build on existing strengths in early literacy foundations and ensure continuity and progression in writing and handwriting across all class levels.

We will introduce and work toward embedding evidence-based Science of Reading approaches (UFLI, Heggerty, structured literacy) from J1–2nd class over the course of this SSE period.

## **Wellbeing**

The school will continue to strengthen a whole-school approach to wellbeing, grounded in positive relationships, restorative practice, inclusion and pupil voice. Wellbeing practices will be reviewed and refined over the SSE cycle in line with emerging Department of Education guidance.

### **3. How We Will Monitor and Review Progress**

Progress towards targets will be reviewed annually through the SSE process. Evidence will include assessment data, pupil work samples, surveys, staff reflection and review of wellbeing and support structures. Findings from each annual review will inform adjustments to practice and priorities for the following year.

### **4. Alignment with Looking at Our School 2016**

This SSE Report and Improvement Plan is closely aligned with the domains, standards and statements of effective and highly effective practice outlined in *Looking at Our School 2016*.

- **Domain 1: Teaching and Learning** – supporting pupil engagement, wellbeing, high-quality instruction and effective use of assessment.
- **Domain 2: Leadership and Management** – fostering reflective practice, collaborative leadership and sustained professional learning.

The plan reflects highly effective practice through clear targets, evidence-informed decision-making, collaborative planning and strong alignment between policy, classroom practice and pupil experience.

*This SSE Report and Improvement Plan reflects Kildare Town Educate Together NS's commitment to reflective practice, collaboration and continuous improvement, with wellbeing at the heart of all teaching and learning.*

## Our Improvement Plan

**Timeframe of this improvement plan is from September 2022 to June 2026**

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments
<b>Wellbeing</b>				
<ul style="list-style-type: none"> <li>● By June 2024, the school will have a drafted, consulted on and ratified Whole-School Wellbeing Policy, aligned with the Wellbeing Policy Statement and Framework for Practice.</li> <li>● By June 2026, at least two additional staff members will complete Nurture Schools training, increasing the school's capacity to provide targeted Nurture-based support.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide ongoing Nurture Schools and trauma-informed practice training for staff.</li> <li>● Use Boxall Profiles to identify pupils for targeted nurture support.</li> <li>● Develop a structured timetable and programme for the Nurture Room.</li> <li>● Allocate dedicated weekly wellbeing time for all classes.</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Leadership Team (P, DP, AP1s)</li> <li>● Wellbeing Team</li> <li>● Nurture-trained staff</li> <li>● Restorative Practice Team</li> <li>● Class teachers and SET team</li> </ul>	<ul style="list-style-type: none"> <li>● Wellbeing Policy is published and implemented.</li> <li>● Increased staff capacity in Nurture and wellbeing approaches.</li> <li>● Positive trends in pupil and staff wellbeing survey data.</li> <li>● Improved pupil engagement and wellbeing outcomes.</li> </ul>	<p><b>See annual review report</b></p>

<ul style="list-style-type: none"> <li>● From the 2022–2023 school year onwards, the Nurture Room will operate on a structured weekly timetable, with pupil access informed by Boxall Profiles and progress reviewed termly.</li> <li>● From September 2022 onwards, restorative practice approaches will be used consistently to support behaviour and relationships, with effectiveness reviewed annually.</li> <li>● Across the SSE cycle, the school will review and update its anti-bullying practices in line with emerging Department of Education guidance.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and launch a Whole-School Wellbeing Policy in consultation with staff, pupils and parents.</li> <li>● Whole staff training with Connect RP to introduce the concept of Restorative Practice.</li> <li>● The school will invest in training for a team in Restorative Practice with Connect RP and they will share learning and resources with staff.</li> <li>● Continue to develop restorative practices and positive behaviour supports.</li> </ul>			
<b>Literacy</b>				

<ul style="list-style-type: none"> <li>● By June 2025, a whole-school cursive handwriting progression plan will be implemented and evident in pupil copybooks and writing samples across all class levels.</li> <li>● From September 2023 onwards, UFLI Foundations will be implemented consistently from Junior Infants to Second Class, as evidenced through teacher planning and observation.</li> <li>● From September 2023 onwards, daily phonological awareness instruction using the Heggerty programme will be implemented in Junior Infants to Second Class.</li> </ul>	<ul style="list-style-type: none"> <li>● Roll out UFLI Foundations from Junior Infants to Second Class.</li> <li>● Implement daily phonological awareness instruction using the Heggerty programme.</li> <li>● Provide whole-staff CPD on structured literacy, orthographic mapping and handwriting development.</li> <li>● Agree and implement a whole-school cursive handwriting policy and progression plan.</li> <li>● Continue use of the KTETNS Spelling Programme and structured readers.</li> </ul>	<ul style="list-style-type: none"> <li>● Literacy Coordinator</li> <li>● Class teachers</li> <li>● SET team</li> <li>● Senior Leadership Team (P, DP, AP1s)</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent implementation of agreed literacy approaches across classes.</li> <li>● Improved outcomes in Drumcondra Reading and Spelling assessments.</li> <li>● Improved quality and consistency of pupil writing and handwriting.</li> </ul>	<p><b>See annual review report</b></p>
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<ul style="list-style-type: none"> <li>● By June 2026, outcomes in Drumcondra Reading and Spelling assessments will show sustained improvement across the school.</li> </ul>				
<b>Numeracy</b>				
<ul style="list-style-type: none"> <li>● Across the SSE cycle (2022–2026), the school will maintain strong Early Numeracy outcomes in infant classes, as evidenced through Drumcondra Early Numeracy assessments.</li> <li>● By June 2026, pupils across all class levels will demonstrate improved problem-solving and mathematical reasoning skills, as evidenced through teacher-designed assessments, pupil work samples and classroom observation.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue implementation of the Primary Maths Curriculum using active, hands-on methodologies.</li> <li>● Maintain daily mental maths and problem-solving time.</li> <li>● Increase use of maths trails, projects and real-life problem-solving contexts.</li> <li>● Support teachers through CPD and collaborative planning focused on mathematical</li> </ul>	<ul style="list-style-type: none"> <li>● Senior Leadership team (P, DP, AP1s)</li> <li>● Numeracy Coordinator</li> <li>● Class teachers</li> <li>● SET team</li> </ul>	<ul style="list-style-type: none"> <li>● Sustained high performance in Early Numeracy assessments.</li> <li>● Improved pupil confidence and competence in problem-solving.</li> <li>● Evidence of consistent, high-quality numeracy instruction across the school.</li> </ul>	<b>See annual review report</b>

<ul style="list-style-type: none"><li>● From September 2022 onwards, concrete materials, active methodologies and explicit mathematical language will be used consistently across all class levels.</li><li>● During the SSE cycle, staff will engage with CPD and emerging NCCA guidance in preparation for the redevelopment of the Primary Mathematics Curriculum.</li></ul>	reasoning.			
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