



School Self-Evaluation Report

Introduction

This School Self-Evaluation (SSE) report outlines the findings of the evaluation process undertaken in accordance with Circular 0056/2022. The purpose of this report is to identify strengths, areas for improvement, and to inform the development of the School Improvement Plan.

School Context

Kilmacanogue National School is an inclusive primary school providing primary education to pupils from Junior Infants to Sixth Class. As outlined in our Mission statement, Kilmacanogue National School strives to provide a safe, secure, and supportive environment for all pupils and staff, where each individual is valued and difference is respected. The health, safety and wellbeing of all our pupils and staff are of paramount importance.

Review Process

The SSE process was carried out throughout 2025 and was collaborative and evidence-based. Data was gathered using a variety of methods and the information was used to inform the Findings and Actions.

1. Consultation with Parents

- Parent surveys were conducted in January 2025 and May 2025 to gather feedback on pupils' wellbeing and learning.
- Ongoing consultation took place with the Parents Association, which provided valuable insights and feedback.
- Parents were informed of priority focus areas for this year in October 2025 and November 2025.

2. Consultation with Staff

- Staff meetings in August 2025 and September 2025 were used to facilitate discussion and reflection on current practices.
- Staff surveys were conducted in January 2025 and September 2025 to gather individual perspectives and identify target areas for 2025-2026.
- Team meetings in September 2025 and November 2025 contributed to collaborative analysis of teaching and learning.
- 'Teaching and Learning' and 'Wellbeing' were introduced as a standing item on all staff meeting agendas for 2025-2026.

3. Consultation with Board of Management

- Priorities for 2025-2026 were discussed at Board of Management meetings in September 2025 and November 2025.
- 'Teaching and Learning' and 'Wellbeing' were introduced as a standing item on all Board of Management meeting agendas for 2025-2026.

Findings

The following areas were identified as core priorities for 2025-2026:

- 1. Wellbeing**
- 2. Mathematics**
- 3. Inclusion and SEN**

Identified Strengths and Areas for Improvement are laid out below under each of these three headings.

1. Wellbeing

Strengths:

- Positive relationships between pupils and staff
- Implementation of a varied range of wellbeing initiatives and programmes
- Successful introduction and implementation of the Bí Cineálta procedures
- Safe, inclusive, and respectful school environment
- Strong sense of community within the school
- Proactive use of student surveys, staff collaboration, and parent surveys to inform wellbeing practices.
- Effective communication practices between home and school and among staff

Areas for Improvement:

- Further development of student voice in wellbeing initiatives
- Continued rollout of student voice by way of Student Council elections and regular Student Council meetings
- Improved morning arrival period and morning routine for students
- Greater consistency in implementation of wellbeing strategies across all classes and improved sharing of practice among staff
- Enhanced communication with parents regarding wellbeing supports
- Improved understanding of bullying and Bí Cineálta procedures among parent and student body
- Continue working on and finalise the school's Wellbeing Statement
- Reviewing of wellbeing initiatives to ensure emerging needs are catered for

2. Mathematics

Strengths:

- Positive engagement with the new Primary Mathematics Curriculum from staff and students
- Use of a variety of teaching methodologies
- Collaboration between mainstream teachers and SET teachers
- Generally positive pupil attitudes towards Mathematics

Areas for Improvement:

- Increased emphasis on problem-solving and mathematical language, including the Promotion of Maths Talk
- Improved student confidence in using a variety of mathematical strategies and explaining their mathematical thinking
- Stronger use of pupil data, pupil feedback and assessment for teaching and learning

3. Inclusion and SEN

Strengths:

- Strong commitment to inclusive practice across the school
- Successful introduction of the school's autism class, supporting pupils with additional needs in a structured and supportive environment
- Implementation of NCSE Relate strategies, promoting a regulation-first approach to supporting pupil wellbeing and engagement
- Effective use of the Continuum of Support framework to identify, address and prioritise pupil needs
- Development and use of Student Support Plans to guide targeted interventions

Areas for Improvement:

- Further embedding of a whole-school understanding of inclusive practice and sharing of effective practice between staff
- Increased integration and reverse integration of pupils between the school's Autism Class and mainstream classes
- Continued development of staff capacity in supporting diverse and complex needs

- Strengthening consistency in the review and monitoring of Student Support Plans (SSP's) / Additional Care Needs Plans (ACNP's) and improving collaboration between relevant staff
- Improving parental input and understanding of SSP's and ACNP's, ensuring parents are fully informed about the support their child(ren) are receiving.

Targets and Actions, Monitoring & Review

The targets and actions for 2025-2026 are laid out in the School Improvement Plan. Priorities for 2025-2026 will be shared with parents via email and by presentation at a Parents Association meeting, using the PIEW Framework.

Progress will be monitored through:

- Ongoing staff discussions and reflection
- Review of pupil outcomes and assessment data
- Feedback from parents and pupils
- A formal review of progress to take place in June 2026, with adjustments made for 2026-2027 as necessary.

Conclusion

This SSE process has provided valuable insights into current practices and areas of strength and improvement. The school is committed to implementing the identified actions to enhance teaching and learning and to support the overall development of all pupils.

This SSE report was presented and ratified by the school's Board of Management on January 12th 2026.

Signed:

Chairperson, Board of Management

Date

Acting Principal

Date



School Improvement Plan

2025-2026

WELLBEING

Target	Actions to be taken	Who is responsible?
Greater consistency in implementation of wellbeing strategies across all classes and improved sharing of practice among staff	Finalise the school's Wellbeing Statement, to incorporate staff and student wellbeing	CL
	Introduce a representative Wellbeing Team, with input from teaching and non-teaching staff and school management	CL
	Reviewing of wellbeing initiatives to ensure emerging needs are catered	All staff
	Introduction of a Wellbeing Week and relevant information shared with parents	CL
Improved morning arrival period and morning routine for students	Streamline morning arrival arrangements and communicate these clearly to students, parents and staff	MS
	Children to line up outside with their class from 9.10am	ISM
	Children to be greeted by Principal and Deputy Principal each morning on arrival	MS, CQ
	Breakfast Club initiative to improve attendance, morning anxiety and school avoidance	MS
	Regular review of Sensory Circuit initiative	All staff

WELLBEING *(cont.)*

Improved understanding of bullying and Bí Cineálta procedures among parent and student body	Stay Safe programme implemented in full	All class teachers
	Repeat Bí Cineálta survey for senior students	COF
	Development of student-friendly Bí Cineálta policy	COF
	Review of Bí Cineálta policy	MS, COF, BOM
	Simplified flowchart for parents to indicate school's response to allegations of bullying behaviour	MS
	Arrange guest speaker to talk to parents about the Bí Cineálta procedures	MS / PA
Student Voice	Student Council elections for 2025-2026	SOG / COF
	Student Council meetings with focus on Wellbeing and school values	COF

MATHEMATICS

Target	Actions to be taken	Who is responsible?
Increased emphasis on problem-solving and mathematical language, including the Promotion of Maths Talk	Whole-staff training in the new Primary Mathematics Curriculum, with a focus on Promoting Maths Talk	MS
	Sharing of effective practice and review at team meetings	All teachers; COF / CL
	Use of maths talk prompts and sentence stems e.g. • How did you get that? • Why do you think that? • Do you agree/disagree?	All teachers
	Whole-school focus on Maths Talk, including discussion at Assembly and communication with parents	MS
Improved student confidence in using a variety of mathematical strategies and explaining their mathematical thinking	Students encouraged to solve problems using multiple methods and multiple strategies and to value their own mathematical thinking	All teachers
	Students to have access to concrete resources and open-ended response systems e.g. mini whiteboards	All teachers
	Students given time to discuss and explain their mathematical thinking (importance of 'wait time')	All teachers
	Use of maths talk prompts and sentence stems (as above)	All teachers
Stronger use of pupil data, pupil feedback and assessment for teaching and learning	Support visit from Oide PMC advisor	MS
	Sharing of effective assessment practice	All teachers
	Student survey and analysis of student feedback	ISM
	Analysis of standardised test data in May 2026	ISM

INCLUSION & SEN

Target	Actions to be taken	Who is responsible?
Inclusive Practice	Whole-staff engagement with NCSE Relate framework and a regulation-first approach	All staff
	Integration of pupils from Autism Class with their link mainstream classes; reverse integration with students from these classes	CQ
	Collaboration between staff on best practice and regular review and reflection of regulation / dysregulation	All staff
	CPD and training for staff, including visits to other settings and engagement with external services	MS, CQ
Continuum of Support, Student Support Plans (SSP's) & Additional Care Needs Plans (ACNP's)	Continuum of Support and SEN Guidelines (2024) used to identify, review and prioritise students with greatest need	CQ, SOG
	All SSP's and ACNP's to include opportunity for parental input and all plans to be shared with parents	CQ, SOG
	Formal collaboration meetings twice yearly when reviewing and drafting SSP's and ACNP's, in addition to ongoing informal communication and collaboration	CQ, SOG
	Regular communication with parents about how we support children with additional needs	MS
	Engagement with local schools to explore best practice in these areas	MS, CQ

Conclusion

This School Improvement Plan ratified by the school's Board of Management on January 12th 2026, along with the PIEW Planning Framework for 2025-2026. The areas identified will be targeted for introduction and improvement throughout 2025-2026 and will be reviewed on an ongoing basis throughout the year, with a formal review taking place in June 2026.

Signed:

Chairperson, Board of Management

Date

Acting Principal

Date



P.I.E.W CAPACITY PLANNING FRAMEWORK

2025 - 2026

In our school, we use the P.I.E.W Capacity Planning Framework to identify and outline our school's priority areas for the current school year. This is used alongside the School Self-Evaluation process to inform our planning and priorities, ensuring that we focus on a small number of target areas for improvement and implement these to the best of our ability. Many ideas and proposals are initially placed in the 'Wait' section. We are always on the lookout for ways to improve our school and to support our students' learning and wellbeing.

PRIORITISE	IMPLEMENT	EMBED
★ Wellbeing ○ Student Wellbeing ○ Staff Wellbeing ★ Bí Cineálta (Anti-Bullying) ★ Child Protection and Safeguarding ★ Home-school Communication ★ Two-Classroom Extension Project PILOT: ★ UFLI Foundations programme ★ Spellings For Me programme ★ Chromebooks	★ Primary Mathematics Curriculum ○ Promoting Maths Talk ○ Encouraging Mathematical Thinking ★ Student Voice - Student Council	★ Inclusion ★ Autism Class ★ SEN Continuum of Support
WAIT		
★ Code of Behaviour ★ Student Values e.g. kindness, teamwork, resilience ★ Restorative Practice ★ The Arts	★ STEM (Science, Technology, Engineering & Mathematics) ★ Green Schools ★ School Garden ★ Digital Learning	★ ★ ★ ★ ★