



St. Anne's S.N.S.,
Sean Ross Abbey,
Roscrea,
Co. Tipperary.

Principal: Anne Comerford

Deputy Principal: Andrea Hynes

SCHOOL SELF-EVALUATION REPORT

Look Back 2022-2023

Evaluation Period 2023-2024

Report Issued date: June 2024

School self-evaluation empowers our school community to identify and affirm good practice, and to identify and take action on areas that merit improvement.

School self-evaluation is primarily about taking ownership of our school's own development and improvement.

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

1.1 Outcomes of St. Anne’s last improvement plan for the school year 2022/2023

Language & Communication

Targets	Actions	Persons/groups responsible	Outcome 2022/2023
Teachers are familiarising themselves with Primary Language Curriculum and have received further in-school support with regards to maximising learning outcomes into appropriate learning experiences for our students	<p>Sustained support applied for via NCSE</p> <p>Termly Croke Park to be used for webinars and teacher review and collaboration</p>	<p>Principal & Deputy</p> <p>Deputy Principal & Teaching Staff</p>	<p>Term 1, term 2 and term 3 sustained support received from NCSE on the document preparing for teaching and learning, learning outcome and learning experiences, assessment</p> <p>It was established through staff collaboration on students varied learning methods that SLT further professional training for all staff was necessary to ensure effective standard of teaching and learning in the area of language and communication methodologies eg ACC, Lamh etc.</p>
Language and Communication enhancement of methodology relevant for students learning styles	<p>Online training and in-school CPD workshop with External CDN Speech and Language Team</p> <p>Further consultation with SLT Team resulting in exploration and development of Core Boards and accompanying fringe boards relevant to our students learning</p> <p>Exploration of recommended AAC Apps for digital devices.</p> <p>Middletown Centre of Autism in-school support and training</p>	<p>Principal & Deputy Principal & Teaching Staff & SNA Staff</p> <p>Deputy Principal & Assistant Principal</p> <p>Deputy Principal & Assistant Principal</p> <p>All Staff</p> <p>All Staff</p> <p>External Agencies & School Management</p>	<p>Implementation of AAC Core Boards across school to be modelled and practiced with further evaluation in the 2023/24 school year</p> <p>Installation of Talking Tiles in all classroom with staff collaboration of talking tiles messages</p> <p>Staff Questionnaire showing evidence of positive response to AAC as staff communicated their confidence and competence in modelling this communication method. Some staff also shared experiences of student already demonstrating comprehension and engagement with the AAC communication.</p> <p>Further review with SLT Team in 2023/24 School year.</p>

School Self-Evaluation Report 2023/2024

	Specific focus on LAMH communication	<p>School Management</p> <p>Teachers and all staff</p>	<p>After evaluation in Term 1 2023/24 school year, AAC presentation to be prepared for parents via invitation to school for consultation.</p> <p>LAMH Sign of the month was introduced with each class team taking the responsibility to demonstrate a new sign relevant to seasonal theme. Each class team also hold the responsibility to print the monthly signs deliver and demonstrate to all classes and admin areas around school. Monthly LAMH Signs are posted in communal areas around school for implementation and continuity.</p> <p>Whole-school LAMH Refresher Training in 2023/24</p>
--	--------------------------------------	--	---

Assessment

Targets	Actions	Persons/groups responsible	Outcome 2022/2023
Assessment	Carry out inventory of in-school assessment tools and collate. Teacher to collaborate on recommended assessment resources	Principal & Deputy	Development of Central Stored Cabinet for all Assessment resources
Create assessment folders for each student within student's file on Teams	Create an Assessment folder for each student on Teams	Principal & Deputy Teaching Staff	Class teachers record students assessment of learning and evidence which reflects each student's learning in student portfolios and/or Teams folders
Policy Implementation	Create an Assessment Policy	Principal, Deputy, Assistant Principals, Teachers	Collaboration with teachers to collectively develop a whole-school policy on assessment that is appropriate to the learning needs of our students. This policy will be reviewed annually and as necessary with the management and teaching staff

School Self-Evaluation Report 2023/2024

Carry out formative/summative assessments	Each teacher to use the formative assessments	Class Teachers	Teachers to complete feedback questionnaire on assessment tools used in their respective classrooms. Outcome of questionnaire shows
---	---	----------------	---

Wellbeing

Targets	Actions	Persons/groups responsible	Outcome 2022/2023
Reshuffling of the Student council team.	Student Council was re-shuffled so as to continue to provide a forum for students to voice their opinion and to organise and agree on activities to promote well-being in school. New students and staff were welcomed to the team.	Principal, 2 class teachers, SNAs and students	The student council were very successful in organising many activities throughout the year - Halloween disco and fancy-dress party, Christmas disco, St Patrick's disco and Easter disco. Activities were organized for friendship week, including gatherings in the social area and friendship walk. A friendship tree was created in the social area with photos of the students. A timetable was arranged to provide students with the opportunity to meet with other classes in the social area for games and treats. Members of the student council were invited to share their vision by drawing a picture of what they would like to see created in the sensory garden for the Creative Clusters project. Students voted to wear their favourite colour for Autism awareness day and to take part in a whole school walk. The council team collected money from staff and pupils to raise money to purchase paint so we could paint a section of the playground in bright colours.
Restructuring of the well-being committee which will be integral in fostering and promoting staff wellbeing.	New members were invited to put their names forwards. Regular meeting took place to organise activities to promote wellbeing throughout the school year	Wellbeing Committee	A Halloween fancy dress with a prize for the best dressed student. Christmas breakfast was arranged and the exchange of Kris Kindle amongst the staff.

School Self-Evaluation Report 2023/2024

			<p>A selection of prizes was raffled at Christmas and Easter. Reflexology from a trained member of staff on the wellbeing team.</p> <p>Fun Fridays were organized for the month of June including outdoor activities for students and staffroom treats for staff.</p> <p>A book exchange scheme in the staff room.</p>
<p>Support and facilitate a whole school initiative 'Creative Clusters'. 'Inspiring sensory integration and environmental awareness through a whole school initiative' Student health and wellbeing and creativity were at the core of our project.</p>	<p>Regular communication and links with the Creative Clusters & I AM CREATIVE teams. Suggestions and ideas were gathered from staff and students as to how we could develop the sensory garden. There was an overwhelming response for an outdoor classroom. Sourcing of craftspeople to erect the new design.</p> <p>Regular updates of works at staff meetings</p> <p>Input from the student council of how they would like to see the project develop. Some students drew pictures of what they would like to see in the sensory garden.</p> <p>.</p>	<p>All school staff and BOM</p>	<p>Sensory Garden area cleared to allow for construction of Pergola.</p> <p>Pergola was constructed during Easter break. Work will continue on the project in the next school year.</p> <p>Students are engaging with learning in the new structure outdoors, students participating in sensory activities in new outdoor learning space</p>

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the school year 2023 - 2024. We evaluated the following aspects of teaching and learning:

New Primary Maths Curriculum (Andrea)

Targets	Actions	Persons/groups responsible	Outcome 2023/2024
Deputy Teacher and Lead Teacher (AP) for Maths attended CPD re New Maths Curriculum delivered by the NCSE. Information to delivered to all teaching staff.	Staff Meeting held in relation to PMC – overview provided to all teachers – dissemination of information as received during CPD. Info Video - Introduction for staff to Maths Curriculum provided to all staff.	DP & AP Post Holder All teaching Staff	New PMC introduce to all teaching staff with relevant content / sites and website links disseminated. 2023 Primary Maths Curriculum TEAMS folder created. Primary Maths Curriculum Overview created for all staff to inform of expected roll out. (Available on TEAMS).
Teachers familiarise themselves with Primary Maths Curriculum, further in-school support with regards to maximising learning outcomes into appropriate learning experiences for our students	All teachers provided with PMC Curriculum Books. School Closure Day facilitated by Marie Ryan NCSE - 16/04/2024.	Principal, DP & AP Post Holder All teaching Staff NCSE	All staff fully informed of PMC content and implementation expectations going forward.
Enhance maths teaching across the whole school context.	Maths Audit on resources & apps used across the school.	Principal	Shared resources and ideas required for next academic year.

School Self-Evaluation Report 2023/2024

	<p>School Planning for PMC - Teacher Collaboration:</p> <ul style="list-style-type: none"> ➤ Teacher Meeting - Croke Park Hour – 17th April 2024: ➤ Teacher Meeting - Thursday 25th April to further share ideas / thoughts in relation to successful implementation of PMC 	<p>DP & AP Post Holder All teaching Staff</p>	<p>Importance of explicit and structured maths teaching highlighted as area of importance for all teaching staff.</p> <p>Staff decided that a structured approach across the school to be implemented with particular focus areas chosen on a monthly basis.</p> <p>Each class to have a visual representation of number both inside their classrooms and outside the classroom for interactive number activities – Visual Countdown / number lines etc.</p> <p>Shape & Space focus in May – classes to focus on shape / space & all classes to take part in shape & space activities / Andrea to distribute activity.</p> <p>Measures (length / weight / capacity) focus June.</p> <p>Activities to support explicit Maths teaching shared across all staff.</p>
Whole school Maths plan	Create Whole School Maths Plan to support best practises and enhance explicit maths teaching across the whole school context in line with the PMC.	DP & AP Post Holder	<p>Long term - Stage 1 (phases a & b) created and shared with staff for feedback of suitability.</p> <p>Long Term - Stages 2 & 3 (phases c – h) created and shared with staff.</p> <p>All for implementation upcoming academic year 2024 – 2025.</p>
Preparation for learning & teaching documents to support PMC.	Create appropriate short term Maths preparation for learning and teaching documents.	DP & AP Post Holder All teaching Staff	<p>Share with staff for feedback of suitability.</p> <p>For implementation upcoming academic year 2024 – 2025</p>

School Self-Evaluation Report 2023/2024

Behaviour Support (Andrea)

Targets	Actions	Persons/groups responsible	Outcome 2023/2024
Continue to foster and enhance a whole-school collective and collaborative approach to a positive behaviour support climate	<p>Class teams - ongoing discussion and consultation as necessary in relation to behaviours to be supported in their classrooms.</p> <p>Individual class staff training and certification with CPI Safety Intervention</p> <p>In school Behaviour Support Team available to staff if and when necessary</p>	<p>Class Teams (Teachers & SNA's)</p> <p>Principal & Class Teams</p> <p>BST</p>	<p>Embedded practice in our school – class teams regularly (formally & informally) ensure that all practices and interventions are decided / implemented and regularly reviewed.</p> <p>Embedded practice in our school - Teachers can consult with In School Behaviour Support Team for support and collaboration around behaviours that may pose risk to safety of students and staff and may impact upon teaching and learning for all.</p>
Enhance Meeting Format	Create Behaviour Support Consultation Process to support structure and recording of Behaviour Support Meetings.	Principal/Deputy Principal	Document ready and shared with Principal and further consultation with team.
Behaviour Support Team Meeting	Overall review of strategies / interventions both whole school and individual classes	Behaviour Support Team	<p>Home / School Communication Books:</p> <ul style="list-style-type: none"> ○ Highlighted importance of input by parents to the books to support staff <p>Importance of regular class team communication - Debriefing and reporting when necessary</p>

School Self-Evaluation Report 2023/2024

	<p>To discuss document as above and if a useful resource going forward.</p>		<p>Students are responding well to whole school regulation practises and some are displaying abilities to use these strategies to self regulate</p> <p>AAC & CPI training noted to be supportive to students and staff in relation to supporting behaviours of concern:</p> <ul style="list-style-type: none"> • All staff trained in same methodologies / strategies has proved supportive as all staff can support if necessary throughout all classes • CDNT Teams Input and training has been extremely beneficial in this area <p>Whole school approaches are found to be successful and supportive to students and staff and will support transitioning across classes for students:</p> <ul style="list-style-type: none"> • Countdown / transitioning strategies • AAC • Use of visual supports • Utilising of different areas within the school to support regulation • Consistency of approaches throughout all staff members • Importance placed on regulation and readiness for learning throughout all classes • Modelling of approaches for students <p>Consultation Process recording document going forward discussed and agreed upon as a useful tool</p>
<p>Review Incident Report Form</p>	<p>Existing Incident Report Form provided to all BST and asked for suggestions to improve recording with document.</p>	<p>Principal/Deputy Principal / Behaviour Support Team</p>	<p>Feedback received and considered – appropriate amendments made.</p>

School Self-Evaluation Report 2023/2024

Introduce to staff		Principal/ Deputy Principal	New document introduced to all staff September 2024.
--------------------	--	-----------------------------	--

Language & Communication (Sinead)

Targets	Actions	Persons/groups responsible	Outcome 2023/2024
To further embed Project Core and our continued use of Augmentative and Alternative Communication across the school.	Survey disseminated to all staff to establish what stage each class is at with regards to AAC and Alternative Communication.	Principal/Deputy Principal/Class teachers and SNA's.	Survey disseminated. Data collected Further training provided by Care Plus
Continuation of Continuous Professional Development of AAC for school staff fostering an inclusive environment where everyone understands and supports its use.	Care Plus to facilitate the training for all staff on the communication application TD Snap on Thursday 2 nd May.	Principal/Deputy Principal/Class teachers and SNA's	<ul style="list-style-type: none"> All teachers and SNA trained in the use of TD snap on the interactive white board. Teachers were requested to download a link so that school interactive boards have access to TD Snap. Continuous modelling of the core board for students by staff.
To reestablish Whole school morning assemblies with a focus on supporting Language & Communication development across the school. <ul style="list-style-type: none"> Incorporation of AAC Visual supports Prayer Songs Lámh 	Reestablishing whole school bi-weekly morning assemblies with a focus on showcasing PowerPoint photos of school events and classroom activities to celebrate achievements and enhance communication within the school.	Deputy Principal/AP post holders/Class teachers	<ul style="list-style-type: none"> School assemblies are held biweekly on Thursday mornings. Assemblies are split up into junior and senior groups. The first assembly is a power-point presentation which consists of a look back at events in the school/classrooms. The second assembly is a gathering where classes come together to say a prayer, sing a song and present one piece of news to the group. A standardised PowerPoint template was created so as to ensure

School Self-Evaluation Report 2023/2024

			<p>consistency and a professional appearance.</p> <ul style="list-style-type: none"> • Staff teachers collect photos and upload them to PowerPoint presentation. • A process was established for reviewing and selecting photos to ensure they are appropriate and represent a variety of activities and achievements. • Class teachers are required to upload photos to the power-point presentation reflecting the students participating in math's activities supporting the rollout of the new math's curriculum. <p>The morning assemblies have fostered a sense of community and belonging among students and staff</p>
<p>Continuation of Incorporation of AAC for our school events.</p>	<p>Identify whole school key events where AAC is required, Christmas Carol Service, Confirmation, Communion, Graduation and our reestablished bi-weekly Thursday morning assemblies.</p>	<p>Deputy Principal/AP post holders and class teachers</p>	<ul style="list-style-type: none"> • All presentations to be AAC-friendly by using clear, simple language and visual supports that can be understood by all students. • Multiple communication methods (verbal, sign language, gestures, AAC) are encouraged to enhance understanding and participation. • The effectiveness of AAC integration during events is continuously monitored and feedback gathered from students, staff, and parents. • Feedback determined the need for 2 interactive boards at school events so as the students onstage and the audience could access the presentations

School Self-Evaluation Report 2023/2024

			<ul style="list-style-type: none"> • The whole school community is more aware and supportive of AAC. • Students using AAC can actively participate in all school events. • The assemblies have highlighted various activities and achievements boosting morale and motivation. • Reestablishing morning assemblies with a focus on PowerPoint photo presentations, has created an engaging, and inclusive school environment where everyone feels connected and celebrated
--	--	--	--

Wellbeing (Antonia)

Targets	Actions	Persons/groups responsible	Outcome 2023/2024
To further embed our Amber Flag Initiative	<ul style="list-style-type: none"> • Set up new Student council in October 2023. Invitation to be sent out to all staff and students in the school. • Inform students and staff on the Committee of their duties and responsibilities as members on the Amber Flag Committee. • Carry out an audit of activities and learning outcomes in the school that promote an ethos of positive mental health and wellbeing. • Complete registration form at the start of the academic year (start of October, once committee has been set up) and send to the Amber flag organisation. 	AP post holders Amber Flag Co-Ordinator/ Deputy Principal/Teachers and SNAs on the Amber Flag Committee/Student council members	<ul style="list-style-type: none"> • A new student council was created in September 2023. • Monthly student council meetings were organised by members of the committee to come together and set/ complete a minimum of two new goals. In addition to this they also decided on activities to implement across the school each month to further promote an ethos of positive mental health and wellbeing such as a Friendship Week, Wellbeing Week, Whole school Disco's, fundraisers for various organisations and the incorporation of the Cinnéaltas Flag raising ceremony.

School Self-Evaluation Report 2023/2024

	<ul style="list-style-type: none"> Facilitate monthly meetings to discuss and implement new ideas. Record minutes of meetings and share with staff and parents via Aladdin. Save a copy of meeting updates to Teams folders and add to hard copy folder in the principal's office. Create a list of suggested activities for students to engage in for "Friendship Week" on 19th February 2024. Disseminate to all class teachers prior to this time. Create a list of suggested activities for students to engage in for "Wellbeing Week" on 5th of February 2024. Disseminate to all class teachers prior to this time. Complete Amber Flag Application and send to the Amber Flag organisation by 10th May 2024. Organise an Amber flag raising ceremony and invite all staff and students to celebrate achievements. 		<ul style="list-style-type: none"> An audit was carried out by each class teacher regarding activities and learning outcomes that help to promote an ethos of positive mental health and wellbeing. Data was then used to inform our Amber Flag Renewal Application. Our Amber Flag Renewal Application was submitted in October 2023. Completion of the Amber Flag Application for current year submitted by 10th May 2024. Amber Flag status was attained in June 2024. We subsequently received a new physical Amber Flag, digital badges and certificates for all the members of the Amber Flag Committee. An Amber Flag raising ceremony was organised to celebrate everyone's achievements in June 2024. Certificates of participation disseminated to all student council members in June 2024 at the Flag raising ceremony.
<p>To enhance the overall Wellbeing of the school's staff members</p>	<ul style="list-style-type: none"> Invite new members on to the staff Wellbeing Committee for the new school term. Inform staff on the Committee of their duties and responsibilities as members on the Wellbeing Committee. Carry out an audit of Wellbeing activities that were implemented in the last school term which aimed to promote an ethos of positive mental health and wellbeing amongst staff in the school. 	<p>Principal/Deputy Principal/ AP post holders-Wellbeing coordinator/ Teachers and SNA's on the Wellbeing Committee</p>	<ul style="list-style-type: none"> A new Wellbeing Committee was created in September 2023. An audit was carried out by members of the Wellbeing Committee regarding activities that helped to promote an ethos of positive mental health and wellbeing across the school, in the previous school term. Monthly Wellbeing meetings were organised to develop new strategies and activities, which aimed to promote an

School Self-Evaluation Report 2023/2024

	<ul style="list-style-type: none"> • Facilitate monthly meetings to discuss and implement new ideas to promote Wellbeing in school. • Record minutes of meetings and share with whole school staff via Aladdin. • Save a copy of meeting updates to Teams folders and add to hard copy folder in the principal's office. 		<p>ethos of positive mental health and wellbeing amongst staff in the school.</p> <p>Activities that were organised are as follows:</p> <ol style="list-style-type: none"> (1) A school fundraiser at the National Ploughing Championship. (2) Best dressed competition at the school Halloween Disco. (3) Christmas Jumper Day in aid of the Laura Lynn Foundation (4) Cheeseboard Day in the staff room. (5) Book swap basket in the staffroom. (6) An update of the decor in the staffroom (new tablecloths, positive affirmations in hanging frames, Wellbeing noticeboard). (7) Christmas staff breakfast. (8) Secret Santa gift exchange. (9) Positivity jars activity. (10) Valentine's Day treats in the staffroom and Pancake Day in the staff room (as part of our Wellbeing Week in School). (11) World Down Syndrome Day fundraiser. (12) Autism Awareness Day ??? (13) Baby photo Guessing Game Display in the staff room. (14) Staff retirement celebration. (15) "Broaden your taste buds- culinary event.
--	---	--	--

School Self-Evaluation Report 2023/2024

<p>To engage in Wellbeing Seminars</p>	<ul style="list-style-type: none"> Seminar links were disseminated to all teachers via e-mail. 	<p>Principal/Deputy Principal/Class teachers</p>	<ul style="list-style-type: none"> Webinar 1 explored the rationale, background and structure of the Wellbeing Policy Statement and Framework for Practice document as well as the roles and responsibilities of schools in Wellbeing Promotion. Opportunities were also provided for participants to reflect on current understandings as well as current practice of Wellbeing Promotion in our school. Webinar 2 explored how to begin the process of Wellbeing Promotion in schools and set out how the Framework and the SSE Process can support our initiation of a Wellbeing review. Further support and resources for our school were also highlighted. A follow up discussion was held at our next teacher’s meetings to discuss thoughts and findings.
<p>To reestablish Whole School morning assemblies with a focus on supporting Wellbeing development across the school.</p>	<p>Reestablishing whole school biweekly morning assemblies with a focus on showcasing PowerPoint photos of school events and classroom activities to celebrate achievements and enhance a sense of community within the school.</p>	<p>Deputy Principal/AP post holders/Class teachers</p>	<ul style="list-style-type: none"> Whole School morning Assemblies were held biweekly on Thursday mornings. Assemblies were split up into junior and senior groups. The first assembly is a power-point presentation which consists of a look back at events in the school/classrooms. The second assembly is a gathering where classes come together to say a prayer, sing a song and present one piece of news to the group. A standardised PowerPoint template was created so as to ensure consistency and a professional appearance.

School Self-Evaluation Report 2023/2024

			<ul style="list-style-type: none"> • Staff teachers collected photos and uploaded them to PowerPoint presentation. • A process was established for reviewing and selecting photos to ensure they are appropriate and represent a variety of activities and achievements. <p>The morning assemblies have fostered a sense of community and belonging among students and staff. Students often had chances to speak or present during assemblies, which can build their confidence and public speaking skills. Organising or participating in assemblies can develop leadership skills among students, encouraging them to take on responsibilities and initiatives. Students learn to interact respectfully in a large group setting, enhancing their social skills. Assemblies can include activities or discussions that promote empathy, kindness, and understanding of diverse perspectives. Recognising achievements and showcasing talents during assemblies allows students to see positive role models among their peers and teachers. Assemblies also celebrate cultural diversity, fostering an inclusive environment where all cultures are respected and valued.</p>
<p>To engage in Wellbeing CPD</p>	<p>Oide to facilitate CPD to whole school staff on Thursday 6th June, to discuss School-Self Evaluation practice and allocate specific time to focus on RSE and Wellbeing.</p>	<p>Principal/ Deputy Principal/ ISM members/ Class teachers/ SNA's</p>	<ul style="list-style-type: none"> • Individual Teachers were given one to one RSE topic time with Oide facilitator. • Oide facilitator also met with members of the ISM team to discuss current wellbeing strategies in place and made suggestions as to what areas we could work on. He also highlighted the genuine commitment

School Self-Evaluation Report 2023/2024

			<p>to promoting wellbeing in our school and advised that we are very well placed to continue the SSE cycle in this area.</p> <ul style="list-style-type: none"> Wellbeing resources were sent to our School from Oide CPD facilitator and shared via TEAMS (online portal) for use by teaching staff. Teachers were reminded of the large back of resources already available on the general folder on Teams. Oide facilitator also met with the whole school staff after school (Croke park hour) to provide CPD in Wellbeing.
To engage in Whole School Staff Wellbeing Questionnaire's	Wellbeing Questionnaires were disseminated to all Teachers and SNA's to establish current Wellbeing status in the school and collected upon completion.	Principal/Deputy Principal/Class teachers and SNA's	<p>Conducting a whole school staff wellbeing questionnaire as part of our School Self-Evaluation (SSE) process offers numerous benefits. These questionnaires provided valuable insights into the overall health, satisfaction, and needs of the staff. In doing so, we aim to improve the school's functioning, overall school performance and the wellbeing of its students.</p> <p>Furthermore, by systematically gathering and addressing feedback, our school will create a more supportive, productive, and positive working environment for our staff, ultimately benefiting the entire school community.</p>

Upgrade of external areas of school (Kathryn)

Targets	Actions	Persons/groups responsible	Outcome 2023/2024
To create a safe and functional sensory garden	<ul style="list-style-type: none"> Extract and remove the chain-link fence between the playground and the sensory garden 	Principal/ Deputy Principal / AP post holders	<ul style="list-style-type: none"> Chain-link fence removed between the playground and sensory garden New fence installed

School Self-Evaluation Report 2023/2024

	<ul style="list-style-type: none"> - Install a new mesh fence between the playground and the sensory garden - Create areas for planting and growing flowers in the sensory garden - Construct a covered area within the sensory garden with a music wall for children to explore - Resurface the sensory garden ground for year-round use - Create a quiet/ reflection area within the sensory garden with a bench and water feature 		<ul style="list-style-type: none"> - In partnership with Orla, old tyers painted up and used as planters in the garden - Pergola constructed with concrete flooring and 2 side wall panels - Funding for music wall has been obtained and research is being carried out to find suitable equipment for the music wall - Some of sensory garden has been resurfaced with artificial grass – a decision is pending with regards to the remainder of the grass area - The reflection area has been cleared and a decision is pending with regards to the bench and possible water feature installation
To create an additional external space to plant and grow flowers and food	<ul style="list-style-type: none"> - Clear a usable space in the “field” behind the yard area - Install a polytunnel - Create safe fencing to enclose the polytunnel area and block access to the unsafe “field” - Find suitable flooring for the polytunnel to enable safe access for all staff and students - Build/locate/repurpose planters/ veg beds, ensuring accessibility for all students 	Principal/ Deputy Principal / AP post holders	<ul style="list-style-type: none"> - Ground works completed in the field area - Polytunnel installed with weed matt flooring - Fence constructed around the polytunnel to ensure safe access to the area - A decision on suitable flooring is pending and needs to be flexible to ensure the best use can be made of the space - Some new planters have been purchased for the polytunnel – progress underway to upcycle previously purchased raised planters
To improve the functionality of the playground area	<ul style="list-style-type: none"> - Power-wash the tarmac in the playground to prevent slipping - Block off unsafe steps beside the slide - Improve the aesthetics of the mud bank beside the slide - Upgrade equipment in the playground 	Principal/ Deputy Principal / AP post holders	<ul style="list-style-type: none"> - Playground power washed in Spring term - Fence built to prevent access to slippery steps beside the slide - Works to begin in the summer holidays to upgrade playground equipment – survey to staff was done in Spring term to decide which equipment would be most suitable for the area

School Self-Evaluation Report 2023/2024

			<ul style="list-style-type: none"> - A decision is pending to improve the aesthetics of the mud bank beside the slide. This area will be affected by the equipment upgrade during the summer holidays
<p>To improve the effectiveness and aesthetics of the guttering, fascia and soffits around the school building</p>	<ul style="list-style-type: none"> - Remove old fascia, soffits and guttering - Install new fascia, soffits and guttering 	Principal	<ul style="list-style-type: none"> - Professionals contacted to assess and quote the job - Works carried out and completed in the Spring term - Huge improvement to safety, as no wasps were able to enter and nest in the building this summer.