

**SCHOOL NAME: St. Fiacc's NS School Self-evaluation Report Transition**

**1 - INTRODUCTION** - Short paragraph about the school context, information on previous work undertaken in relation to SSE

**The focus of this evaluation**
**School Details:**

St Fiacc's N.S is a co-educational urban Catholic school serving the Graiguecullen community. The school hosts 600 pupils of 28 nationalities. It has 24 mainstream class teachers and 9 Additional Needs teachers. St Fiacc's N.S is a DEIS Band 2 school.

We undertook self-evaluation of Transition during the period 1/09/2022 to 7/03/2023 where we gathered qualitative and quantitative data from students through the following means:

- Conducting a questionnaire on transition with 6th class pupils.
- Conducting a questionnaire on transition with 6th class parents.
- Conducting a whole staff survey on transition.
- Benchmarking transition against the quality framework.

**FINDINGS**

This is effective / very effective practice in our school

- All 6th class pupils participate in a School Completion transition programme to prepare them for transfer.
- Ensuring all pupils are offered a place at second level.
- The Pupil passport is completed and forwarded to the transferring school.
- Pupils on School Support Plus Files are discussed with link SEN of transferring school to ensure resources are put in place prior to the new school year.
- Discussions are held with managers of feeder preschools to discuss existing supports.
- Junior Infant team; SENCO, HSCL, Senior Management meet with parents of incoming infants for an information meeting in Term 3. All parents are presented with a booklet.
- Incoming infants visit their September class teacher in June preceding.

This is how we know (based on staff survey, pupil survey)

- Evidence gathered from Student and parent Surveys.
- Evidence gathered from whole staff transition review.

**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

- On a student survey of pupils in 6th class:
  - 30% said they were anxious about attending secondary school.
  - 81% plan on completing the leaving cert.
  - 66% plan on going to college.
  - Common worries listed about First year are: not finding their way around; not making friends; being bullied; the work.
  - Pupils look forward to: new friends; new subjects; clubs/sport.
  - The main reasons pupils go to school are: friends; to learn; teachers.
- On a student survey of parents of pupils in 6th class:
  - 37.5% said that their children were anxious about attending secondary school.
  - Almost all expect their child to complete the leaving certificate.
  - 77.5% expect their child to attend college.
  - 40% listed social as their greatest worry.
  - 30% hoped that their child would be happy/enjoy school.
  - 45% listed the teachers as the main reason for attending Saint Fiacc's.

- When transition was analysed using the quality framework domain learner experiences 6th class teachers felt the following statement of effective practice needed work in the context of transition to second level: *Pupils can, with some guidance, transfer and apply skills learned in one context to another context.*

These surveys prioritise anxiety as an area to target in our action plan.

### 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**

## School Improvement Plan

SSE CO-ORDINATOR		Miss Minnock; AP2 Transition preschool
TARGETS	<ul style="list-style-type: none"> <li>• To achieve a 100% transition rate from 6th to First Year.</li> <li>• To achieve a 100% transition of Junior Infant applicants from preschool to Junior Infants.</li> <li>• To identify and implement five strategies to successfully transition pupils in other contexts with 90% success.</li> </ul>	
ACTIONS	WHO IS RESPONSIBLE?	
<b>Preschool Transition</b> <ul style="list-style-type: none"> <li>• Invite parents of incoming infants to a meeting in April. Parents are given a parent booklet at meeting.</li> <li>• Release of information from Preschool with parental permission to infant teachers and SENCO in May.</li> <li>• Preschool pupils visit the school with parents in June.</li> </ul>	Principal; HSCL; SENCO; AP2 Transition (preschool)  HSCL; SENCO; AP2 Transition (preschool) HSCL; SENCO; AP2 Transition (preschool)	

<ul style="list-style-type: none"> <li>● Arrange visits to the school for pupils with additional educational needs prior to start date.</li> <li>● Provide each parent with a “welcome” starter pack at class meetings in September</li> <li>● Arrange home visits for children struggling with the transition</li> </ul>	<p>SENCO</p> <p>HSCL; AP2 Transition (preschool)</p> <p>HSCL</p>
<p><b>Post Primary Transition</b></p> <ul style="list-style-type: none"> <li>● Notification of Open Day/evening given to parents of 5th class pupils</li> <li>● Facilitate visits to 5th and 6th classes by Principal/Deputy of feeder secondary schools.</li> <li>● Phone calls will be made to relevant 6th class parents in October of their final year in primary school should completed application forms for attending Second level not be submitted.</li> <li>● Ensure 100% of pupils have been offered a second level place.</li> <li>● Completion of “Mind the Gap” transition workbook.</li> <li>● Completion of SCP funded transition day in Term 3.</li> <li>● Facilitate information gathering meeting with 6th class teachers and 2nd level liaison</li> <li>● Arrange visit to the transferring Secondary school for SEN pupils</li> <li>● Completion and forwarding of Education Passport, including parent and pupil profile.</li> <li>● Completion of Friends for Life Programme in 5th (T1)</li> <li>● Completion of Smart Moves Programme in 6th</li> </ul>	<p>Miss Minnock</p> <p>Miss Minnock</p> <p>Miss Minnock; HSCL</p> <p>Miss Minnock; HSCL</p> <p>Miss Minnock</p> <p>Miss Minnock</p> <p>Miss Minnock</p> <p>SENCO</p> <p>Miss Minnock</p> <p>5th class teachers; SENCO</p> <p>Miss Minnock</p>
<p><b>Other Transitions (support for some and few)</b></p> <ul style="list-style-type: none"> <li>● Back to school transition</li> <li>● Return to school after trauma</li> <li>● Interschool transfer</li> <li>● Return after long illness</li> </ul>	<p>SENCO &amp; HSCL</p> <p>Principal &amp; HSCL</p> <p>SENCO/HSCL</p> <p>Class teacher/HSCL</p>

<p>Other Transitions (support for all)</p> <ul style="list-style-type: none"> <li>Transition from year to year - completion of thoughts about school activity</li> </ul>	<p>Class teacher</p>
<p><b>MONITORING STRATEGIES AND APPROACHES</b></p>	<p><b>WHO IS RESPONSIBLE?</b> Whole Staff , SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM</p>
<ul style="list-style-type: none"> <li>Attendance at initial infant induction meeting in April is cross referenced with intake list for absent attendees (April 2023). Home visit follow up.</li> <li>Three infant classes are selected based on information from feeder preschools and AN support required based on Reports (May 2023)</li> <li>Parent &amp; Child attend a read a book session in infant classrooms (June 2023). Follow up on any previously unidentified AN.</li> <li>Maintain a register of the Second level schools for which all 6th class pupils have applied (Sept - Oct 23)</li> <li>Confirm that all 6th class pupils have been offered and accepted a place at second level (Oct - Nov 23)</li> <li>Ensure that subsequent new arrivals secure a place at second level</li> <li>Training in Friends for life for all 5th class teachers</li> <li>Completion of transition programme (May-June T3)</li> <li>Liaise with Second level link</li> <li>Arrange AN pupils visit, where possible, to transferring second level</li> <li>identify and implement the following strategies to successfully transition target pupils in other contexts:             <ul style="list-style-type: none"> <li>Back to school</li> <li>After trauma</li> <li>Inter school transfer</li> <li>After long illness</li> <li>Year to year transitioning (1st - 6th)</li> </ul> </li> </ul>	<p>HSCL</p> <p>HSCL; SENCO; AP2 Transition Preschool</p> <p>HSCL; SENCO; AP2 Transition Preschool</p> <p>Miss Minnock</p> <p>Miss Minnock; HSCL; SCP</p> <p>Miss Minnock; HSCL; SCP Principal SENCO Miss Minnock Miss Minnock; SENCO SENCO</p> <p>SENCO/HSCL/PRINCIPAL/DEPUTY/ CLASS TEACHER</p>

<p><b>EVALUATION - Criteria for success - Are we making progress?</b></p>	<p><b>EVALUATION TOOLS</b> How do we know?</p>
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<ul style="list-style-type: none"> <li>• A 100% transition rate from 6th to First Year</li> <li>• a 100% transition rate from preschool to Junior Infants.</li> <li>• A successful transition of pupils in 5 other contexts on 9 out of 10 occasions</li> </ul>	<p>Placement at second level for all 6th class pupils That all successful applicants will attend Junior Infants the following September. That 90% of pupils will transition in 5 contexts</p>
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**NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS: As we monitored, did we have to adjust targets? Change or adapt actions?**

- We removed a target about reducing pupil anxiety as they transition from 6th to secondary as the levels fluctuate at certain times of the year and is therefore not a reliable means of gauging progress
- In year 2 we will survey the pupils' level of preparedness for second level and resurvey in June of year 1
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TARGETS	ACHIEVED (INCLUDE DATE)			
	Yes		No	
	Yes		No	
	Yes		No	

See <http://schoolself-evaluation.ie/primary/resources/reporting-sse/> for more templates including:

- The Board of Management Annual Checklist
- A suggested template for communicating a summary report to the Whole School Community