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"Ar scáth a chéile a mhairimid"

Our School Self-Evaluation Report and Improvement Plan – Wellbeing 2024/25

Introduction

This document records the findings of the self-evaluation based in the area of wellbeing in our school. It will also include the actions which we will implement in order to meet these targets.

Previous School Self-Evaluation:

We have previously undertaken school self-evaluation in the following areas:

- Literacy
- Numeracy
- Physical Education

The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2021 to June 2022. It was decided that our School Self-Evaluation would be used to support wellbeing in our school, in particular pupil's emotional wellbeing following the impact of COVID 19 closures. This will form a basis for the development of a whole school approach to emotional wellbeing where we will focus on embedding the 'Weaving Wellbeing' Programme (Outside the Box) throughout the school. This programme was piloted with one class (2nd Class) in the 2021/22 school year and then rolled out throughout the school for the 2022/23 and 2023/24 academic years. The focus of this plan is to review the effectiveness of this programme and decide if it is worthwhile to continue at this stage.

Findings

Our school held a teacher discussion forum on this as class teachers are best suited to gauge its effectiveness at this stage. From our analysis of this discussion we noted the following:

- The children engage well with the 'Weaving Wellbeing' programme.
- The children are becoming more confident in using the specific language and strategies taught within the programme.
- Our school community positively promotes and encourages physical wellbeing through organised and structured physical activities such as Soccer, Cricket and Hurling and Soccer.
- The Children enjoy sharing their personal experiences, thoughts and opinions.
- The programme promotes a positive shared learning experience between home and school with the home learning sheets and parent information pull out section.
- The programme needs more time than 30 minutes per lesson for it to be taught effectively. There are 10 lessons in the programme so it is quite time intensive.

The results of this Teacher discussion group has indicated that it is beneficial to continue the 'Weaving Wellbeing' programme for the coming academic year. A pupil focus group will be used to evaluate it further in term 3 of 2024/25.

It is hoped that the full implementation of the 'Primary Curriculum Framework' in the 2025/26 academic year will allow for additional time to teach the 'Weaving Wellbeing' Programme when the subject of Wellbeing will be allocated 3 hours per class per week (2.5hours for infant classes). This Wellbeing Curricular area will incorporate the subjects of Social, Personal, and Health Education and Physical Education.

We have assessed our school strengths and weaknesses under the following headings which apply to the emotional wellbeing in our school.

Key Area 1: Culture and Environment

Strengths

- The school building, hall, play grounds and grass areas are well maintained, secure and appropriately furnished to accommodate full engagement with physical activity and the social and emotional development of our students.
- The wellbeing of our students is a central concept within our school community and is recognised by school leaders, management and staff.
- There is high staff morale where staff are interested and invested in supporting the wellbeing of all children.
- The wellbeing of the whole school community- both physically and emotionally underpins our school policies and plans.
- Our school has appropriate wellbeing policies in place (examples: Anti Bullying Policy, Child Safeguarding Statement and Risk Assessment, Critical Incident Policy, RSE Policy and SPHE Plan)

Areas for improvement

- Post Covid our SPHE programme focused on Student wellbeing and the effects of school closures on the social and emotional wellbeing of our students. The teachers felt that SPHE was a vital time in which they could discuss their thoughts and feelings with teachers, staff and their peers. They felt this would be a good forum for discussing our plans for further developing good wellbeing practices in our school.
- We can do much more to promote a greater level of Wellbeing through whole school teaching of the 'Weaving Wellbeing' programme and expanding on its teaching as the pupils progress to the next class level each year.

Targets and improvements we have identified from our findings

- Continue to develop our whole school Wellbeing Policy.
- Encourage children to use the language and strategies of the 'Weaving Wellbeing' programme in a more meaningful way as part of daily life, not just during the SPHE lesson.
- Further develop the Weaving Wellbeing Programme, assigning additional time to its teaching in the classroom as needed.
- Implement as many of their recommendations as possible in order to increase and improve the emotional wellbeing of our school community.
- Seek feedback from the children on the content of the programme and how we may further enhance it.
- Look into the possibility of participating in the 'Amber Flag' Schools Programme.

Assessment of Success/Failure

The school will spend the school year 2024/2025 to implement this plan. To assess the success or failure of our attempt to improve the emotional wellbeing of the children in our school we will complete the following steps;

- Repeat teacher discussion group and assess new/changed attitudes.
- In term 3 have pupil focus groups from a range of classes to seek feedback on the effectiveness of the programme.
- Complete pupil observation to assess if emotional wellbeing has improved amongst our students.
- Gather teacher feedback on the changes which are undertaken.

This policy was ratified by the Board of Management at out meeting held on the 17th June 2024.
It will be implemented from September 2024 and reviewed at the end of June 2025.
This will also be displayed on our Website.

Trevor Darlington
Chairperson

17/06/24
Date

Olwen Mackey.
Principal

17/6/24
Date

Patron: Bishop Adrian Wilkinson **Principal:** Ms. Olwen Mackey
Board of Management: Trevor Darlington (Chair/Patron's Nominee); Dean Stephen Farrell (Patron's Nominee);
Olwen Mackey (Secretary);
Jane Walker & Fran Coogan (Parent's Nominees); Gavin Bourke (Teacher's Nominee);
Emma Raughter & Hazel Sherwood (Community Nominees.).

Key Area 2 - Curriculum (teaching and Learning)

Strengths

- There is a clear whole school approach to the teaching of the SPHE and PE curriculums which have been communicated to staff.
- There are opportunities for all classes to engage in the 'Weaving Wellbeing' Programme in order to achieve various stands from the curriculum across all class grades.
- Teachers have engaged in relevant CPD training over the past number of years to help meet the needs of the school population and are encouraged to engage in collaboration.
- Teachers with greater knowledge in facilitating and organising activities which would promote and support emotional wellbeing are encouraged to share their knowledge and help to build a wider understanding across all staff members.
- Staff utilise all opportunities across the curriculum to promote wellbeing both physical and emotional.

Areas for improvement

- There is room for improvement in the timetabling of completion of the 'Weaving Wellbeing' programme. The 30minutes per week currently allocated to SPHE is not sufficient to teach all of the elements of the SPHE programme while focusing on student wellbeing. Additional discretionary time will be allocated by teachers as required to teach the programmes in their entirity. Time allocated to Wellbeing will increase when the Primary Curriculum Framework is fully implemented with a total of 3 hours weekly allocated to Wellbeing (SPHE & PE).
- There is room for improvement for teachers to teach the language of the 'Weaving Wellbeing' and utilize it in daily school life. Children should be encouraged to use the language learned to discuss and describe their feelings and emotions. This language will be built on each year as the children progress through the programme at each class level..

Key area 3 - Relationships and Partnerships

Strengths

- All staff are fully aware of the DES Child Protection procedures.
- School staff are encouraged and supported to access continuing profession development on physical and emotional wellbeing.

Areas for improvement

- There is room for improvement in creating stronger links with parents in the promotion and teaching of the importance of wellbeing in our school community.