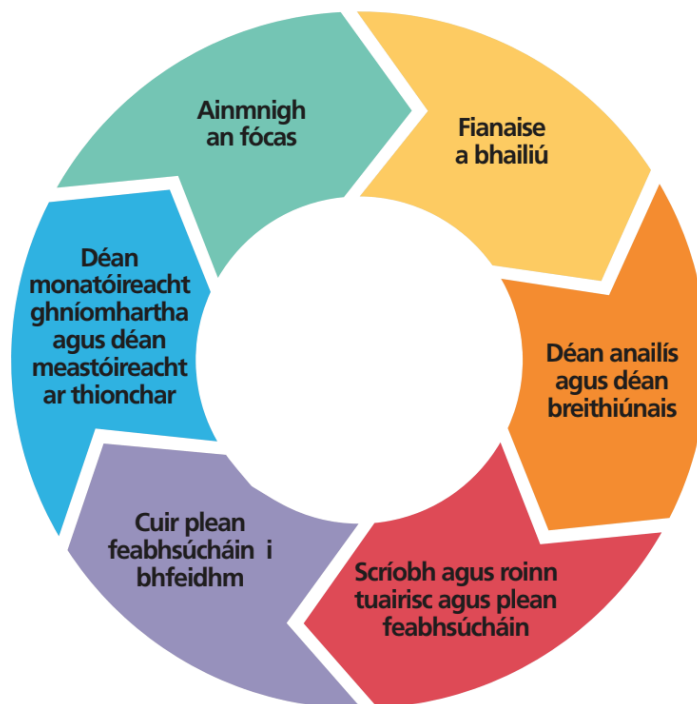


Gaelscoil Naomh Pádraig



School Self Evaluation Plan  
Subject: Wellbeing  
Gaelscoil Naomh Pádraig  
Start Date:



# School Self Evaluation Report and Improvement Plan

## Background:

We explored well-being as a possible area of focus through the SSE process for the first time in Gaelscoil Naomh Pádraig during the month of November 2022 through a one day seminar facilitated by Oide. We subsequently applied for, and received school support through Oide for guidance. We then formed a Well being sub-committee with four members. At this point we agreed with the entire school staff to choose 'well-being' as our next focus for SSE.

## Introduction:

This report & improvement plan records the findings of our self evaluation in relation to Well-being in our school. It highlights the Key Area chosen, the identified indicator for success, and 3 statements of effective practice. This plan also includes identified and agreed targets, actions to achieve the targets, the relevant personnel and a time line.

## Previous School Self Evaluation:

- **Gaeilge** - Scríbhneoireacht/Writing
- **Maths** - Problem Solving
- **English** - Spelling

## Outcomes of our last improvement plan:

From September 2022 1st to 6th classes were introduced to a levelled approach to **Words Their Way** where children were grouped according to ability. The staff assess progress and whether we are achieving our goals during the first term of the school academic year. This is reviewed on an annual basis though the action plan was implemented quite recently, during the 2022/23 school year.

## Focus of the Evaluation:

We undertook self-evaluation of well-being in Gaelscoil Naomh Pádraig from the month of November 2023 to April 2024. Following a number of meetings with our well-being sub-committee, we arranged for whole staff engagement through CPD and looked at the four key areas with a view to shortlisting and identifying an agreed key area. Subsequent to this, the sub-committee formulated questions to elicit the perceptions and opinions of the wider school community. A questionnaire was compiled for parents and also for pupils from 1st to 6th class in the school. Having received feedback from staff, parents and students, we analysed and evaluated the data and identified 'Relationships & Partnerships' as the Key Area.

## **Findings:**

During the month of April 2024 questionnaires were given to 1st-6th class pupils along with another questionnaire given to all parents in the school community. School staff were also asked for their opinions during a staff meeting. Below are the findings of these questionnaires and discussions.

## **Staff:**

### **Strengths:**

- Overall, the staff felt that the school community understands the importance of promoting wellbeing and as a staff we are continuously working towards promoting positive wellbeing
- Staff feel that the school have a number of positive policies/ activities / programmes in place to help promote wellbeing e.g. yoga, am órga, am ciorcail, Friendship week / anti-bullying week, anti-bullying policy, srl.
- Staff feel since concentrating on circle time and developing problem solving skills within circle time this year, improvements are evident on the yard and within the class

### **Areas for improvements:**

- Staff feel the whole school community could benefit from encouraging more positive interactions in corridors/ hallways between pupils and staff
- Opportunity to check in with pupils on a one to one basis during the year would help create a culture of openness and listening
- Communication (using Seesaw, Aladdin, WhatsApp and emails) between parents and teachers and among staff themselves should have clear boundaries in order for all staff members to be able to switch off outside of school time.

## **Parents:**

### **Strengths:**

- 98.3% of parents feel the school is welcoming and accessible to all pupils.
- 92.5% of parents feel the school is welcoming and accessible to all parents
- 93.3% of parents feel their child is connected and feel as a part of the school community
- 89.2% of parents feel the school staff model openness, respect and listening in their interactions with each other, children and parents
- Overall, the parent's survey showed that parents feel that the school community is good at promoting positive relationships within the school community.

### **Areas for improvement:**

- 63.3% of parents feel that a system such as a Buddy System would benefit their child
- Parents suggested more time be given to children from older and younger classes to interact with each e.g. do PE, Art etc together
- Some parents feel that, in order to help bring parents together, arranging small social activities for parents would benefit the parents community

## Pupils:

### Strengths:

- 94.3% of pupils feel their school is friendly and welcoming
- 87.5% of pupils feel a part of the school community
- 81.5 % of pupils feel adults in their school always speak to them in a polite way, and 15% sometimes

### Areas for improvement:

- 75% of pupils would like to see a regular Buddy System in place in school
- Pupils suggested they would like more opportunities for outdoor play
- Pupils suggested a Buddy bench & buddy reading would be beneficial

<b>Key Area:</b>	Relationships & Partnerships
<b>Indicator of Success:</b>	Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
<b>Statements of Effective Practice:</b>	<ul style="list-style-type: none"><li>• Relationships and partnerships are supported through a range of agreed formal and informal structures, such as buddy systems and through teaching and learning.</li><li>• School community models openness, respect and listening in their interactions with each other.</li><li>• Systems are in place whereby more senior young people are supported in mentoring and providing support to more junior people.</li></ul>

Target	Actions	Person/ People Resonsible	Time Line
1. We will establish a Buddy System between the senior and junior children in order to support relationships, partnerships and positive interactions between each other.	<ul style="list-style-type: none"><li>• Provide monthly opportunities for buddy interactions to take place.</li><li>• We will trial using buddies to develop playground games in the yard, concentration on the Junior infant - 3rd yard.</li><li>• Buddy system will also be utilised during special school events.</li></ul>	<ul style="list-style-type: none"><li>• Whole School Staff</li><li>• Wellbeing Committee</li><li>• Principal</li><li>• Class teachers</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Start of implementation : Sept '24 - onwards.</li><li>• Checkins : January '25, April '25 and again at the end of the year.</li><li>• Wellbeing committee will refer to plan at every staff meeting.</li></ul>

			<ul style="list-style-type: none"> <li>• End of Year 1 (June '25): Short questionnaire will be distributed to children &amp; parents to evaluate progress/ success.</li> </ul>
<p>2. We will encourage the modelling of openness, respect and listening in the interactions within the school community.</p>	<ul style="list-style-type: none"> <li>• Parent's Association will take the responsibility for arranging a termly social even for parents.</li> <li>• An emphasis will be placed on positive interactions amongst school community, particularly on corridors.</li> <li>• Clear boundaries will be put in place amongst staff and parents around communication, within appropriate hours.</li> <li>• Class teachers will check-in with each student, on a one-to-one basis, twice a year as part of our Anti-bullying policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent's Associations</li> <li>• Principal</li> <li>• Whole School Staff</li> <li>• Students</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Start of implementation : Sept '24 - onwards.</li> <li>• Checkins : January '25, April '25 and again at the end of the year.</li> <li>• Wellbeing committee will refer to plan at every staff meeting.</li> <li>• End of Year 1: Short questionnaire will be distributed to children &amp; parents to evaluate progress/ success.</li> </ul>

**Monitoring:**

<b>Strategies</b>	<b>Person/ People Resonsible</b>	<b>Additional Information</b>

**Assessment:**

<b>Indicator of Sucess</b>	<b>Progress?</b>	<b>Assessment tools</b>

**Necessary changes as we implemented the plan:**

<b>Did we have to change our targets as we monitored the progress?</b>

**Targets achieved:**

<b>Target (changed if necessary)</b>	<b>Achieved?</b>	<b>Date</b>