Scoil Phádraig Naofa

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School Self-Evaluation: Wellbeing Promotion

Step 1: Identify wellbeing as a focus

Scoil Phádraig Naofa identified wellbeing as the focus for School Self Evaluation in 2023/24.

Step 2: Gather evidence

May 2024:
Three different surveys were developed to gather evidence from across the whole school community of positive aspects and strengths in our practice and identify areas for improvement.

Surveys were developed in consultation with staff during a staff meeting.
Children Survey: 81 children from 3rd, 4th, 5th & 6th participated.
Staff Survey: 32 members of staff participated
Parents Survey: 104 parents participated.

September 2024:
Staff Meeting: Rank the top three areas of effective practice of priority in each of the key areas.

Step 3: Analyse and Make Judgements

September 2024:
Below is an analysis of the main findings from the data collected across the four key areas of wellbeing promotion.

- Analysis of the findings from the surveys and from staff meeting discussion.
- Analysis of surveys with staff, parents and children
- Explore what we are doing well and identify possible areas of focus & improvement..

Key Area 1: Culture and Environment

What are we doing well?

- Children feel that the school is a friendly and welcoming place
- Children feel safe in school and enjoy coming to school
- Children feel they are encouraged to give their own opinions.
- Parents feel that the school is a happy and welcoming place with a positive atmosphere and that their child is safe in school

Possible areas of focus/ improvement

- The well being of the whole school community is central to the schools ethos and school leaders and management actively promote wellbeing.
- The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.

Key Area 2: Curriculum

What are we doing well?

- Children said that the adults in our school help children who find it hard to learn.
- Children feel they are encouraged to ask questions and give their own opinions.
- The majority of parents feel that the uniqueness of their child is encouraged and that their child's voice is listened to.
- All staff feel they have a role to play in supporting learning for and learning about wellbeing. They model openness, respect and listening with each other, children and parent
- All children said they do SPHE in school.
- Parents indicate that there is a wide range of opportunities for their child to develop.

Possible area of focus/improvement

- Children and young people's enjoyment in learning is evident and is linked to a sense of making progress and achievement.
- While the majority of parents feel that their child is able to deal with challenges in life, 23.1% were neutral or disagreed with this statement.

Key Area 3 Policy and Planning

What are we doing well?

- Parents and teachers indicate that school policies and procedures promote a positive and safe learning environment.
- The majority of parents feel that communication between school and home is effective.
- The voice of parents is listened to and appreciated.

Possible areas of focus/improvement

- The voice of children and young people parents and staff informs the development review and updating of policies

Key Area 4: Relationships and Partnerships

What are we doing well?

- Staff indicate that Scoil Phádraig Naofa is a warm welcoming place and it promotes a positive working environment and the majority feel there is a positive relationship amongst staff.
- There is a positive relationship between staff and children and their parents.

Possible areas of focus/ improvement

- School staff model openness, respect and listening in their interactions with each other, children and parents.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.

Step 4: Write and share report and improvement plan

Step 5: Put improvement plan into action

Key Area	Indicator of Success	Suggested Improvement in Effective Practice	Person responsible	Actions	Timeframe-Implementation
CULTURE & ENVIRONMENT	• Children, young people, and staff experience a sense of belonging and feel safe, connected and supported. • Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.	*The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.* *The well being of the whole school community is central to the schools ethos and school leaders and management actively promote wellbeing.*	Nurture Teacher Deputy Principal, Deputy Principal, Nurture Teacher, HSCL Principal, Deputy Principal Class Teachers SNAs	More targeted approach in selection process for Nurture Programme Development of referral process and school care team Management and staff grouping meetings Breakfast Club	September 2024 February 2025 September 2024 November 2024

Key Area	Indicator of Success	Suggested Improvement in Effective Practice	Person responsible	Actions	Timeframe- Implementation
CURRICULUM (Teaching & Learning*)*	• Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. • Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.	*Teachers use opportunities to promote wellbeing across the curriculum.*	Nurture Teacher Rose Room Teachers SCP Coordinator SCP Project worker HSCL, Deputy, SCP SET Coordinator, SET Team, SNA's, Rose Room Staff	Resilience building programme- Why Try Yoga for targeted children and Rose Rooms SCP Project worker-small groups Creative Writing Group Regulation strategies and restructuring of movement/ sensory breaks-	September 2024 November 2024 October 2024 September 2024 October 2024

Key Area	Indicator of Success	Suggested Improvement in Effective Practice	Person responsible	Actions	Timeframe-Implementation
RELATIONSHIPS & PARTNERSHIPS	• Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. • All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.	*Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.* *School staff model openness, respect and listening in their interactions with each other, children and parents.*	Post holder- SPHE Post Holder- Technology Post Holder- English/SET teacher at class level	Student Council: Design pupil-friendly Bí Cineálta policy. Website- Update sent out each month via Aladdin Paired Reading with Local Secondary School	January 2025 October 2024 October 2024

Key Area	Indicator of Success	Suggested Improvement in Effective Practice	Person responsible	Actions	Timeframe-Implementation
POLICY & PLANNING	• Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. • Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.	*The wellbeing of the whole school community underpins all school policy and plans* *The voice of children and young people parents and staff informs the development review and updating of policies.*	Post holder-Wellbeing Principal SEN Coordinator Post holder-SPHE Post holder-Art, Principal Deputy,SET team, class teachers	Develop Wellbeing Policy Policy on Referral to new school care team Bí Cineálta Child-friendly Policy to be created by the Student Council before June 2025. Designing updated school crest to accurately reflect our school ethos Increased collaboration with parents in development of school support plans	April 2025 March 2025 March 2025 January 2025 October 2024

Step 6: Monitor actions and evaluate impact (REVIEWED FEBRUARY 2026)

Action	Criteria for Success	Target achieved	Date	Evaluate Impact
Targeted approach in selection process for Nurture Programme	Teacher feedback Parent feedback Child feedback	Yes	Sept 2024	Positive impact on emotions and behaviours Highly targeted Ongoing
Development of Support Referral Process	Teachers use the new referral process	Further review required	April2025	New process implemented. Needs further refinement and consultation with staff
Develop policy on referral to new school care team	Implementation of new policy	Ongoing	Feb 2026	Process ongoing
Trial of Resilience Building- Why Try	Teacher feedback Child feedback	Yes	2024/25	Trialed with selected children in nurture programme. Further use as required.
Development of Wellbeing Policy	Implementation of new policy. Whole school community is aware of the policy	Ongoing	Feb 2026	Policy developed. Requires implementation.
Development of Bí Cineálta	Implementation of new policy Whole school community is aware of the policy	Yes	Sept 2025	Implemented and shared with whole school. Presentation at staff meeting. Child friendly presentation shared with classes
Website is updated monthly	Children and parents are aware of the	Yes	Sept 2025	Ongoing

with news.	monthly update			Updates provided website monthly. Positive impact for whole school
Designing updated school crest to accurately reflect our school ethos	Development of new crest Launch of new crest	Yes	Sept 2025	Collaborative process with whole school community. New crest on new tracksuit from Sept 2026. New crest more reflective of values of the school
Student Council: Design of our pupil-friendly Bí Cineálta policy.	Student anti-bullying survey Implement new policy	Yes	Sept 2025	Poster developed by student council. Shared with whole school.
Rose Room Children participate in block of yoga workshop	Teacher feedback Child feedback	Yes	2025/26	Positive inclusive experience for the children. Possibility for further blocks as required.
Develop breakfast club for target children	Teacher & SNA feedback Child Feedback Attendance rate	Yes	2025/26	Ongoing Highly targeted Approx 20 children Positive social and emotional benefits and increased attendance
Management and staff grouping meetings	Staff feedback Management feedback	Yes	2024/25	Ongoing Very effective for staff and management
Initiate small groups with	Target children selected for small	Yes	2024/25	Ongoing

SCP project worker	groups. Teacher/Project worker/ Child feedback			SCP project worker Very targeted Positive experience for all involved.
Target children selected for Creative writers group	Feedback from participants	Yes	2024/25	External facilitator worked with target children for a block of weeks. Children increased their ability to express themselves through writing. Collaboration with parents through a small exhibition day.
Implement block of paired reading with secondary school students	Pupil enjoyment/increased interest in reading	Yes	2024/25	4th Classes worked with students from Athy College in conjunction with teachers. Enjoyable experience for children.
Regulation and movement /sensory breaks	Teacher observation	Yes	2024/25	Sensory trail developed Training provided for infant teachers and SNAs for inclusive practices.
Increased collaboration with parents in development of school support plans	Parents are aware and involved in their child's School Support Plan.	Yes	Ongoing	Consultation with parents- October Review of plans - February