



School Self Evaluation in Well-Being 2022-2025

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1. Introduction

Purpose of the Plan:

The purpose of this School Improvement Plan (SIP) is to enhance the well-being of students and staff, fostering an environment where everyone feels supported, valued, and capable of achieving their full potential. Well-being is essential for effective learning and personal development. This plan aligns with the Wellbeing Policy Statement and Framework for Practice 2018–2023, emphasising a whole-school approach to promoting well-being.

2. Context

Current Well-Being Initiatives: Our school currently engages in several well-being initiatives, including staff well-being week, principal check-ins, pupil well-being programs (Weaving Well-Being and Welcome to Well-Being with Mo and Ko), restorative practices, and active school initiatives.

3. School Self-Evaluation Process Identifying Focus:

In alignment with the Department of Education's requirements, we identified well-being as a key focus area for school self-evaluation (SSE).

Gathering Evidence: Surveys were conducted with staff, pupils, and parents to gather comprehensive data on current well-being practices and areas needing improvement.

Analysing Data: The survey results were analysed to identify strengths and opportunities for improvement, guided by the Wellbeing Framework for Practice.

4. Identified Areas for Improvement

Strengths

Student Survey:

- 82% of students feel the school is friendly and welcoming
- 86% of students report having friends in school.

- 77% of students feel that adults help them do their best.

Staff Survey:

- Staff recognise the importance of health and well-being as a priority in the school.
- The school environment is used to display pupils' work and talents, celebrating their achievements.
- 70% of staff agree that the school is welcoming and accessible to all staff.

Parent / Carer Survey:

- The majority of parents feel the school is welcoming and accessible.
- Parents feel that the school is committed to dealing with bullying and its prevention.
- Parents are informed about the policies in the school.

Weaknesses

Student Survey:

Only 65% of students feel they can talk to an adult if they feel sad or worried.

Staff Survey:

52% of staff identified a need for more opportunities for social interaction and quiet time.

Parent / Carer Survey:

57.2 parents feel that the school listens to the child's opinions when developing policies and plans

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5. Action Plan

| Areas as identified for improvement through: | Statement | Key Area of Well-Being Framework | Statement of Effective Practice Well- Being Framework | Actions | How will we monitor and evaluate impact ? |
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| Parent Survey: | <p>The school looks for and listens to my child's opinions when developing policies and plans</p> <p>LAM Simon, Aileen,</p> | Policy and Planning | The voice of <u>children</u> and young people, parents and staff informs the development, review and updating of school policies. | <p>What? Children review a selection of policies relevant to them. New policies and policies under review</p> <p>Who? Policy writer coordinates focus group of children / classroom consultations</p> <p>How ? Child friendly version of policy to be created /presented by policy writer Student council members share with their class and note feedback Student council members feedback to student council Policy writer makes any adjustments Policy writer/ student council explain their input in newsletter to parents +parents association</p> | <p>To assess the impact of children's involvement in policy reviews, starting from September 2024, we'll include a 'Pupil Voice' section in the following policies:</p> <ul style="list-style-type: none"> ● behaviour, ● dress code ● ICT ● supervision ● child protection <p>This section will detail pupil feedback and any resulting policy changes. We'll share this section at assemblies, in newsletters, /student council section of the website. Repeat the parent questionnaire</p> |
| Staff Survey: | <p>Space is provided to ensure opportunities for social interaction and quite time</p> <p>LAM Hazel/ Dee, Ciara,</p> | Culture and Environment | Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time. | <p>What? Children need quiet space on yard to read or chat. A quiet space should be available in all classrooms for children to access when required.</p> <p>Who? PAC to purchase seating for the top yard that would allow quality social interaction to occur and facilitate conversations between peers. Classroom teachers will make a quiet zone in their classroom.</p> <p>How? Creating a calm/zone area in each yard which will be signposted/ marked. . Children and staff will be informed about the correct use of these zones in Assembly. Books are permitted in the yard. Classroom teachers create a space in their room e.g using soft cushions near their library space/ table to the side where children could choose to work independently at times in silence.</p> | <p>Feedback will be sought from the student council on the new seating area/ quiet area for the yard. Student council will also be involved in the selection of the location of the quiet area in the yard.</p> <p>Dee L and LAM will monitor the effectiveness of this, based on observations and consultations with yard supervisors, and feedback reminders to staff/children during Friday assemblies.</p> |

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| <p>Pupil Survey :</p> | <p>Provide opportunities for pupils to talk to an adult if they feel sad or worried</p> <p>LAM Cliona, Orla T</p> | <p>Relationships and partnerships</p> | <p>Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a 'named staff member' allocated to the child/young person to act as the 'one good adult'.</p> | <p>What? Pupils want someone that they can speak to on yard about how they are feeling.</p> <p>Who? SNAs and teachers on yard to designated adults per yard to be available to speak to children when they are feeling sad or worried.</p> <p>How? Designated adults to wear a specific hi-vis jacket to indicate they are the person to speak to about feelings. Restorative questions for resolving conflicts on yard</p> | <p>LAM Cliona to monitor and get feedback from students to ensure they have access to supportive adults and track the usage of the support system.</p> |
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6. Implementation and Monitoring

Policy and Planning Actions:

- Implement a system for student feedback on policies.
- Simon and Aileen leading implementation and monitoring
- Who: Policy writer, LAM responsible for student council, student council members, class teachers, pupils.
- How: Child friendly version of policy to be created /presented by policy writer . Student council members share a child friendly version of the policy with their class and note feedback to be brought back to the student council meeting. Policy writer makes any adjustments and notes this in 'pupil voice' section of policy. The policy writer or LAM in charge of student council will explain the pupil's input in a newsletter to parents and parents association .
- Timeline: Starting September 2024, ongoing review annually.
- Evaluation: Monitor the inclusion of pupil feedback in policy revisions and use of feedback mechanisms to parents

Culture and Environment Actions:

- Establish quiet zones in playgrounds and classrooms.
- Who will lead and monitor: Ciara Dee/Hazel
- Who will implement: PAC for playgrounds, teachers for classrooms.
- How: Ciara to liaise with PAC and order furniture for top yard, Cliona to signpost and inform about quiet zones; create classroom quiet zones with seating arrangements.
- Timeline: Implementation by the end of the current academic year 2024-25
- Evaluation: Regular checks on the usage of quiet zones and feedback from students and staff.

Relationships and Partnerships Actions:

- Set up a support system for students to talk to a designated adult
- Who will lead and monitor: Clíona and Orla T
- Who will implement : Student council and designated staff members conduct a survey to get pupil views on what type of support system is preferred.
- How: Following results of survey Cliona will implement a system on yard whereby a rotating adult wears a hi- vis
- Timeline: Implementation by the end of November 2024-25
- Evaluation: : Survey students to ensure they have access to supportive adults and track the usage of the support system.

7. Review and Communication

- This SIP will be distributed to staff and parents.
- The Leadership and Management (LAM)team will monitor progress and evaluate impact, reporting back at LAM meetings.
- LAM will make necessary adjustments based on ongoing feedback and evaluations.
- LAM will summarise findings at the end of 2024-25

8. Appendices Survey questions staff, pupil, and parent surveys

1. Results from the staff, pupil, and parent surveys
2. Staff meeting and LAM Meeting Minutes
3. Additional Resources: Links to relevant well-being frameworks and guidelines.

[Well Being Policy Statement](#)

[School Self-Evaluation: Next Steps](#)

- ☐ SSE Well- Being Staff Meeting