



School Self-Evaluation Summary Report and Improvement Plan in Wellbeing 2023

Introduction

Some of our Wellbeing Initiatives since 2020 include

- Environment improvements

Basketball nets and courts, soccer goals, benches, sand-trays were installed. A garden area was created with sensory plants and bright and enticing wall murals were painted with childrens' designs and input.

- The Introduction of Weaving Wellbeing from 2nd to 6th

Weaving Well-Being gives children the opportunity to weave positivity into their daily lives through a range of activities in a variety of areas including identifying and using their authentic character strengths, boosting positive emotions, developing and nurturing positive relationships and connections, building practical resilience skills and developing self-efficacy through empowering beliefs.

- Support for children with SEN

Sensory trails and tents are available around the school. We have designated a space for Braincalm, an initiative whereby a series of exercises and movements help children become focused, calm, and able to self-regulate their behaviour.

- Improvements in I.T. Provision

We have used our digital divide grant to support those in need and have developed our i.t. physical infrastructure and resources e.g 6th laptop trolley, 5th laptop trolley, 3rd and 4th classes share laptop trolley and 48 tablets available for junior classes, set of beebots, each class has a visualiser.

The Focus of this Evaluation

During the 2022/23 school year staff reflected that since the Covid pandemic, social and emotional skills have been adversely affected and anxiety levels among children have risen. Children need more resilience to cope with everyday occurrences so that they can engage in learning. Our last SSE plan focussed on literacy and in particular phonics, guided reading and writing genres. Our improvement targets in these areas have been met and our reading scores are above average. Based on discussion and teacher observation, it was decided that this School Self Evaluation would be used to

1. to initiate a wellbeing promotion review and development cycle.
2. support the introduction and implementation of the School Wellbeing Framework.

School Context

- Le Chéile ETNS is a mixed enrolment primary school under the patronage of Educate Together, situated in a rural setting close to the town of Drogheda on the Mornington Road.
- There are currently 398 pupils enrolled with an average class size of 25.
- There are 16 mainstream class teachers with 2 single stream classes at each level. We have allocation of 5 support teachers, additional shared hours and 10 hours of EAL support and 5 SNA positions.
- The school has an administrative principal, who was appointed in March 2020.

Collection of Data

We gathered information about wellbeing in our school from the following sources

- Parent Survey
- Pupil Focus Group
- Staff Survey
- Staff Wellbeing Workshop

Findings of this Evaluation in Four Key Areas	
Culture and Environment We found that <ol style="list-style-type: none"> 1. Children and staff experience a sense of belonging and feel safe, connected and supported. 2. Systems are in place to hear the voice of the child, teacher and parent to lead to improvements in school culture and ethos. 3. Our Mission is clearly stated and our Educate Together ethos is obvious. 4. The climate and culture of our classrooms and school is respectful and happy. 5. Our bright and attractive school building is used to the best effect. 	Curriculum (Teaching and Learning) We found that <ol style="list-style-type: none"> 1. Children experience positive, quality teaching, learning and assessment, which provides opportunities for success for all, although they reflected on the negative impact of homework. 2. Children access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing. 3. We provide extra-curricular learning with access to sports particularly and music, although the teaching of music could be better resourced. 4. Our pupils with additional needs are well catered for.
Policy and Planning We found that <ol style="list-style-type: none"> 1. We see S.S.E. as an opportunity to develop, implement and review wellbeing promotion. 2. We need to plan for wellbeing promotion in the context of whole school policies and practices. 3. Student and staff relationships are generally warm but sometimes pupils do not interact with each other in a calm and respectful manner. 4. Parents are partners and we appreciate support and working together. 	Relationships and Partnerships We found that <ol style="list-style-type: none"> 1. Children, their parents and other external partners are not yet actively involved in wellbeing promotion within the school community. 2. Staff have an increased awareness of the importance of wellbeing promotion, including listening to children and signposting them to internal or external pathways for support when needed.

Priorities for Improvement

- Develop, implement and review wellbeing promotion.
- Support and implement a well-planned, consistent and integrated SPHE curriculum to enable children enhance their coping, resilience, communication, conflict resolution, and problem-solving skills.
- The school engages in a collaborative problem-solving process to support a child's needs identified through the continuum of support.
- The voice of young people, parents and staff informs the development, review and updating of school policies.
- Comprehensive CPD plan in place to ensure teachers have the training to incorporate wellbeing promotion in their teaching practice to meet the needs of the pupils.
- Developing and maintaining a safe, caring culture and climate within the school where a sense of belonging and connectedness is fostered through the curriculum taught.
- Building positive relationships between teachers and children to promote participation, social interaction and pro-social behaviour.
- Actively involving children, and their parents and guardians
- Adopting a whole-school approach to wellbeing, promoted by all and not just by a few members of staff.

Improvement Targets	Required Actions
Year 1	
Develop, implement and review wellbeing promotion Support and implement a well-planned, consistent and integrated SPHE curriculum to enable children enhance their coping, resilience, communication, conflict resolution, and problem-solving skills.	Gather information and analyse. Organise a Wellbeing Week and Staff Wellbeing Team. Review SPHE planning and timetable e.g. RSE, Weaving Wellbeing.
Engage in a collaborative problem- solving process to support a child's needs identified through the continuum of support	Set up a School Support Team which will consist of the Principal, Deputy and support teachers (class teachers liaise with support) Meet regularly and discuss the needs of the pupils in the school
The voice of pupils, parents and staff informs the development, review and updating of school policies	The following policies and plans should be reviewed. 1.the homework policy 2. dress code 3. lunch-time procedures for eating
CPD plan in place to ensure teachers have the training to incorporate wellbeing promotion in their teaching practice to meet the needs of the pupils	Teachers will understand that the role of the teacher is paramount to children's wellbeing. Given the wealth of knowledge amongst our staff, teachers will share best practice and have opportunities to model and engage in collaborative working
Year 2	
Developing and maintaining a safe, caring culture and climate within the school where a sense of belonging and connectedness is fostered through the curriculum taught	<ul style="list-style-type: none"> • Develop a co-ordinated approach to Aistear up to 1st class. • Buddy Systems, facilitate the use of games and develop play skills. • Use Learn Together to emphasise a safe, caring climate. • Listen to childrens' stories e.g., informal chats, oral language activities. • Develop the bonds between the classes in the same year group e.g., walkway time together. Children should be encouraged to mix and make new friends. • Assemblies and the role of music is important. Use dabbledoo and create a bank of songs
Building positive relationships between teachers and children to promote participation, social interaction and pro-social behaviour.	Use Restorative Practice for dealing with behaviours of concern. Introduce our own social skills training programme based on Friends for Life or Zippy's Friends. Review the whole school behavior plan through the lens of wellbeing.
Providing easy access to information for pupils, staff and parents on supports available to them within the school and wider community.	Knowledge of risk factors "One good adult" Pack of contacts prepared, all staff are aware of procedures for support team
Year 3	
Actively involving children, and their parents and guardians and the wider community in developing and implementing school policies to support wellbeing.	Wellbeing officer on the PTA who will liaise with staff
Fostering a whole school ethos that accepts diversity within the pupil and staff population.	Begin the process for a Yellow Flag Award.
Adopting a whole-school approach to wellbeing, promoted by all and not just by a few members of staff.	Review Key Area 3 Policy and Planning. Review Key Area 4 Partnerships. Review the ten actions that schools should undertake to promote wellbeing of a school community. Benchmark our progress against Appendix 1 from the Guidelines for Mental health promotion "Wellbeing in Primary schools"