

ST. LOUIS PRIMARY SCHOOL



SCHOOL SELF-EVALUATION REPORT & IMPROVEMENT PLAN SUMMARY REPORT FOR OUR SCHOOL COMMUNITY

In term one and term two in our newly amalgamated school, we looked at well-being and wellness in our school to find out what we are doing well and how we can improve in this area. This is what we discovered:

This year we looked at the promotion of wellbeing and wellness in our school. We used the six steps of the School Self Evaluation (SSE) process to guide us in our evaluation (see diagram below).



The **focus of our evaluation (Step 1 of the SSE process – Identify focus)** was on *Well-Being Promotion* with a focus on the key area of *Culture and Environment*.

The Department published a document called “*Well-being Policy Statement and Framework for Practice*”. As a staff, we used this document to examine well-being promotion indicators for success in our chosen area of *Culture and Environment*. Evidence was gathered (**Step 2 of the SSE process – Gather evidence**) around the following statements of effective practice:

- The wellbeing of the whole school community is central to the school’s ethos/mission statement and school leaders and management actively promote wellbeing.
- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.
- The indoor space displays the work, talents and accomplishments of children and young people.
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs.

This is what we did to find out what we were doing well, and what we could do better:

In preparation for the analysis stage of the SSE process, a sub-committee met to analyse and interpret the evidence (**Step 3 of the SSE process - Analyse and make judgements**). The statements of effective practice from the *Wellbeing Policy Statement and Framework* were used as benchmarks for discussion using the following **critical SSE questions: How well are we doing? What are our strengths? What are our areas of improvement?**

We looked at the evidence gathered on each identified statement of effective practice to help us make judgements. We examined the statements of effective practice with the evidence gathered from whole staff discussions, student council meetings, staff and pupil surveys, staff observations and feedback from our

“Wellbeing Warriors” (representatives from each class that meet and have an opportunity to discuss well-being).

Strengths of our school in the area of wellbeing (Pupils)

- 88% of pupils think our school is friendly and welcoming.
- 84% of pupils feel safe in school.
- 85% of pupils know that the adults care about them and 85 % of the pupils are aware that the adults in our school praise and encourage pupils to work hard and try their best.

Strengths of our school in the area of wellbeing (Staff)

- 95% of staff think our school is welcoming and accessible to all pupils. 83% think that the school is welcoming and accessible to all parents and 100% think that the school is welcoming and accessible to all staff. These positive statistics confirm that our school environment is welcoming to staff.
- 97% of staff find that our school is proactive and effective in preventing and tackling bullying.
- The survey highlighted that 100% of staff acknowledge that the school environment is used to display pupil’s work and talents to celebrate their achievements.

Priorities for improvement in Wellbeing in our School

- **Staff and Pupil Wellbeing:** 1/5 of staff acknowledged that health and wellbeing needs to be prioritised more in our school.
- **Buddy System:** Pupils need more opportunities to mentor children in younger classes.
- **School Environment:** We need to focus on updating and upgrading our school space and highlight the need for all pupils to care for and respect our school environment. The development of a sensory space was highlighted as a welcome addition to supporting a wider range of pupils with sensory needs and emotional regulation.
- **Ethos/Mission Statement:** A greater emphasis on wellbeing in our school’s ethos/mission statement.
- **School Uniform:** The school tracksuit was noted as a link to participation levels in physical and wellbeing activities as the children are more comfortable in their tracksuits.

This is what we are going to work on:

We have recorded the **targets** for improvement in the promotion of wellbeing, the **actions** we will implement and **who is responsible** for implementing, monitoring and reviewing our improvement plan and how we will measure **progress** and check **outcomes**. (**Step 4 of the SSE process – Write and share report and improvement plan**).

Based on the data from surveys and staff discussions and collaborative meetings the following improvement targets have been included in our School Improvement Plan.

Target 1: To set up a Wellness Committee in our school responsible for organising activities to promote staff and pupil wellbeing in our school.

Target 2: Develop a mission statement which has the overall wellbeing of the school community at its core.

Target 3: Upgrade our sensory space within the school and the aesthetic appeal of our school environment.

The plan will be in place over a 3 year period, from 2023-2026 (**Step 5 of the SSE process – Put improvement plan into action**).

During this timeframe the actions will be monitored and evaluated which is the final step of the SSE process (**Step 6 of the SSE process – Monitor actions and evaluate impact**).

Appendix to Primary School Self-Evaluation Report:

Legislative and regulatory checklist – reporting to the school community

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all primary schools to have **182 school days** each year.

This year we had 182 school days, from 31st August 2023 to 28th June 2024

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time (Circular 0072/2022).

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings in October 2023 in line with Circular 0014/04 and all staff meetings take place outside of school time in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our Board of Management has agreed in writing to do this.

YES✓ / NO

All teachers know about the *Procedures* and we have told all parents about them and how we follow them.

YES✓ / NO

Our Designated Liaison Person (DLP) is Dolores Hanrahan.
and our Deputy DLP is Audrey Brennan.

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published.

YES ✓ / NO

We reviewed (and updated) our admissions policy on:

03/10/23

We keep accurate attendance records and report them as required.

YES ✓ / NO

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this.

YES ✓ / NO

Our code of behaviour describes and supports positive behaviour.

YES✓ / NO

We have a very clear and high-profile anti-bullying policy in our school.

YES✓ / NO