



Kilsheelan NS

Kilsheelan, Clonmel, Co.Tipperary
Roll No: 18486F
www.kilsheelanns.com

School Self-Evaluation Report and School Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from September 2019 to June 2022

- A culture of speaking and using Gaeilge Neamhfhoirmiúil across the school day was fostered and encouraged by all in the school.
- A marked improvement in the standards and use of Gaeilge Neamhfhoirmiúil across the school was achieved through whole school planning and the development of initiatives such as Frásaí na Seachtaine along with Gaeilgeoir na Míosa .

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period September 2022 to June 2023 as part of the review process due to be undertaken by schools in the 2022/2023 school year. It was decided that our next cycle of School Self-Evaluation would be used to support well-being in our school, in particular pupil wellbeing. This will form a basis for the development of a whole school Well-Being Framework where we will focus on embedding activities which support the well-being of pupils and our school community.

2. Findings

Results of Pupil Wellbeing Questionnaire

Statement	Yes	No	Unsure
I am happy in school	78.5%	3.1%	18.5%
I feel safe in school	90.8%	0%	9.2%
I feel welcome in school	83.1%	3.1%	13.8%
The outside of our school is nice	89.2%	1.5%	9.2%
The adults in the school are nice to me	95.4%	0%	4.6%
My teacher listens to me	95.4%	0%	4.6%
I have friends in school	98.5%	0%	1.5%
Some times I am worried or anxious in school	38.5%	35.4%	26.2%
I am encouraged to join in at school	80%	1.5%	18.5%
We do lots of different activities in school	93.8%	0%	6.2%
I try my best in school	93.8%	0%	6.2%
I am encouraged to be active in school	84.6%	1.5%	13.8%

From our analysis of the pupil surveys, we noted the following:

- Our school is a happy and welcoming place where children feel safe.
- The children have a very positive relationship with the staff in the school as they feel valued, encouraged and listened to.
- Our school has a nice aesthetic and the children are mindful of this.
- The school provides a broad range of activities for children to engage in.

- Children have friends and are encouraged to take part in school.
- 35.4% of children report feeling worried or anxious in school while nearly two thirds were unsure or didn't feel either worried or anxious.
- Physical activity plays a central part in school life with only 1.5% of pupils saying that they are not encouraged to be active.

The responses above have been very positive and affirm the good practices and hard work that takes place in Kilsheelan NS to support and encourage our pupils. It is evident that much already takes place to enhance student wellbeing. However, it is clear that we need to look at areas whereby children can develop strategies and skills to cope when they feel anxious or worried.

Results of Staff Questionnaire:

Staff completed the Mental Health Promotion: Self-evaluation Questionnaire and the findings in each of the specific areas are as follows:

Key Area 1 – Culture and Environment

Strengths

In relation to the schools culture and environment as part of the questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- The wellbeing of the whole school community is central to our school and it is recognised by staff that the entire school community has a role to play in supporting learning for and learning about well-being.
- There is high staff morale where staff feel they are listened to and their efforts and abilities are recognised by school management.
- The staff feel that our pupils are valued, listened to and they have a voice in our school through the formation of different committees and Student Council.

Areas for improvement

- The school building and grounds are a concern with the range of accommodation and upkeep needing attention going forward

Key Area 2 – Curriculum (Teaching and Learning)

Strengths

In relation to the schools teaching and learning as part of the questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- There is a clear whole school approach to the teaching of the SPHE curriculum which has been communicated to all staff.
- Staff are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to engage in collaboration.
- The school differentiates the curriculum as appropriate for particular students
- The school gathers information on specific children requiring intervention in a systematic way
- The school treats all records with confidentiality and secure storage of documents is practiced.

Areas for Improvement

- 25% of staff feel that a more systematic approach to screening for social, emotional and behavioural difficulties, for example by using the assessment documents in the NEPS Behavioural, Emotional, Social Difficulties A Continuum of Support could be employed

Key Area 3 – Policy and Planning

Strengths

In relation to the schools policies and planning as part of the questionnaire completed by staff members, staff rated the school as performing above average in these areas:

- The wellbeing of the whole school community underpins school policies and plans.
- The school has appropriate wellbeing policies in place (examples: Anti Bullying Policy, Child Safeguarding Statement and Risk Assessment, Critical Incident Policy, RSE Policy and SPHE Plan)
- School-based information is used, in conjunction with department policies and circulars and reports from external professionals, to support children and young people with additional needs.
- The school engages in a collaborative problem-solving process to support a child/young person's needs, identified through the school's continuum of support.
- A student support file is used to plan, record actions and review progress.
- At times of transition, information is gathered and transfer review meetings are held for those children and young people with additional and/or complex needs
- New teachers are made aware of specific policies and plans as a matter of priority

Areas for Improvement

- Further Consultation is needed with staff, parents/ guardians and the Board of Management about all school policies related to mental health and critical incidents

Key Area 4 – Relationships and Partnerships

Strengths

In relation to the schools relationships and partnerships as part of the questionnaire completed by staff members, staff rated the school as performing above average in these areas:

Strengths

- All staff are fully aware of the DES Child Protection Procedures and have received up to date training.
- The majority of staff are encouraged and supported to access continuing professional development on mental health and well-being.
- The school promotes partnership with parents through the continued involvement of a Parents' Council in the school, and collaborates with them as appropriate.
- The school has established good links with Department support services, community-based statutory and voluntary support services and other external agencies (i.e. NEPS) to support pupil well-being.
- Referral procedures to outside agencies are established and a member of the school management team has been identified as a link person for the agencies.

- Consent is sought from parents/guardians for the involvement of outside agencies and the outcomes of any screening or assessments are communicated to parents/guardians

Areas for Improvement

- Further provision for staff to access continuing professional development on mental health and well-being will be explored.

2.1 This is effective / very effective practice in our school

Strengths of our school

- Positive school atmosphere where pupils are happy and feel safe.
- Pupil attainment in Literacy and Numeracy compares favourably to national norms.
- School currently pursuing the Active Schools Flag in recognition of our efforts to support physical well-being.
- Our school is well resourced and well maintained-pupil survey.
- Our Code of Behaviour focuses on the positive reinforcement of good behaviour.
- Our Anti-Bullying Policy is clearly communicated and pupils feel safe in highlighting concerns to staff.
- Supportive Parents' Council and parent body.
- Positive partnerships with community groups and organisations.

2.2 This is how we know

- Attainment in Standardised Tests in Literacy and Numeracy
- Pupil Questionnaire: 67 Pupils from 1st to 6th class completed a Well-being Questionnaire
- School Staff completed the Mental Health Promotion: Self-Evaluation Questionnaire
- Well-being identified as an area of priority by following review in 2022-2023 school year

The questionnaires were analysed to identify what we are doing well and areas for further development in the school.

2.3 This is what we are going to do to improve our practice further

1. To build pupil resilience and ability to cope with feelings of worry/anxiousness by through targeted approaches during SPHE lessons
2. To provide opportunities for school staff to engage professional development focused on well-being
3. To develop home-school links in supporting pupil well-being
4. Through engagement with Well-being programmes and different initiatives, develop skills around resilience and having a positive mindset through:
 - a. Emotional Regulation
 - b. Mindfulness
 - c. Compassionate Self-Talk
 - d. Identify and use Character Strengths
 - e. Cognitive reframing

5. Give greater responsibility to our Student Council in the organising of activities promoting well-being in our school.
6. Development of a whole school Well-being Framework to inform future practice.

3. Our Improvement Plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success) As we implement our improvement plan we will record:
- The **progress** made, and **adjustments made**, and **when**
- **Achievement of targets** (original and modified), and **when**



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Kilsheelan NS School Improvement Plan January 2023 – June 2025

Target	Actions	Persons/Groups Responsible	Monitoring	Criteria for Success	Progress and Adjustments	Targets Achieved
1	Teachers will use appropriate resources to teach wellbeing strategies in Term 1 of each school year	All teachers	Staff feedback Pupil feedback Teacher planning	Pupils engage with the content in the building of resilience and ability to cope with worry or anxiety. Pupils are observed participating in activities and become more open in discussing feelings.		
2	Staff will complete training on the Weaving Well-being & Welcome to Well-being programmes to increase competency in teaching resilience and coping strategies to pupils.	Principal	Staff feedback	Staff feel more competent in delivering the Weaving Well-being & Welcome to Well-being programmes.		
3	Home school links pages in Well-being and Stay Safe programmes	All teachers	Parent feedback	Clear communication between school and home established to enable parents to support the school in delivery of the programmes.		

	to be sent home as part of homework					
1 and 4	Celebrate 'Well-being Week' in Term-2 each year with focus on promotion of well-being Celebrate Active Schools in Term 3 of each year to promote physical wellbeing	All Staff Active Schools Coordinator	Pupil feedback Staff feedback	Pupils engage with well-being / active week activities to promote overall well-being. Staff observe pupil engagement. Feedback to co-coordinators of the events at staff meeting.		
5	Give opportunities to our Student Council to promote wellbeing within the school	Principal Student Council	Teacher observation Pupil feedback	Student Council successfully runs different events throughout the school year that actively promote wellbeing within the school		
6	Whole school Well-Being Framework developed to inform future practice	All teachers	Staff feedback Pupil feedback Parents feedback	Identify and evaluate good practices in our school community. Establish a framework for these practices to be embedded in a school culture which supports the well-being of our school community.		