

Scoil Oilibhéir Naofa Junior School

Bettystown, Co Meath A92 H762 Roll No: 20216L

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Principal– Maria White

Deputy Principal – Amy Boylan

SSE report 2023 - 2024

1.1 The focus of the evaluation

As per the School Self-Evaluation Next Steps guidance from the Department of Education (Sep 2022) the staff of Scoil Oilibhéir Naofa focused on Wellbeing Promotion in our school.

1.2 School context

Scoil Oilibhéir Naofa is a co-educational Junior Primary School. We have 16 mainstream classes, from Junior Infants to Second Class, three special classes and 8 SET positions, including 2 language support teachers. Our ISM team currently consists of principal (admin), Deputy Principal, 2 Assistant Principal I And 3Assistant Principal II.

2. The findings

Wellbeing Promotion

Gathering of evidence:

Wellbeing Promotion Surveys

Teacher Survey

SNA Survey

Parents Survey

1st and 2nd class pupil Survey

Focus Group Discussions

Wellbeing Committee (consisting of teachers and SNA's)

ISM Team

Junior and Senior Infant pupils

Analysis of data

The data gathered has been analysed and strengths and areas for improvement identified in line with the Four Key Areas and indicators of success as laid out in the Wellbeing in Education Framework for Practice.

Strengths

Areas for Improvement

Culture and Environment

- Children experience a sense of belonging and feel safe, connected, and supported.
- It is recognised by school leaders and management that the entire school community has a role to play in supporting learning for and about wellbeing.
- The relationship between academic achievement and a child’s wellbeing is understood by all staff in the school.
- Opportunities for CPD are provided to teachers and SNA’s to ensure that they have the relevant knowledge and understanding to promote wellbeing and create a positive classroom environment.
- The school building, grounds, classrooms, bathrooms and workspaces are well maintained and appropriately furnished creating a welcoming, safe and warm environment.
- The indoor space displays the work, talents and accomplishments of the children.
- The school building is accessible for all children and accommodation is modified to meet the needs of all.
- School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment.
- Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time.
- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate the children.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- The school demonstrates commitment to identifying, including and providing targeted supports for children experiencing barriers and challenges to wellbeing and learning.
- Staff and children are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.

Culture and Environment

- School Mission statement needs to be updated to better reflect the school’s ethos and the promotion of wellbeing.
- Some staff members do not recognise that the entire school community has a role to play in supporting learning for and about wellbeing.
- Some staff do not feel a sense of belonging, safety, connectedness, and support.
- Parents and children would like to be given more of a voice and to help lead to improvements in school culture and ethos.

<ul style="list-style-type: none"> - The school is proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and recognise the need for early intervention. - The physical environment is modified to meet the needs of children with additional and/or complex needs. The following are available; <ul style="list-style-type: none"> o Sensory rooms o Safe space for distressed/anxious children o Rooms for meeting with parents, visiting professionals o Rooms for individuals and small groups requiring targeted intervention and support o Lifting equipment o Specialist technology o Buddy bench o Nurture room 	
<p>Curriculum – Teaching and Learning</p> <ul style="list-style-type: none"> - Children experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. - Children access curricular activities to promote their physical, social, and emotional competence to enhance their overall wellbeing. - Teachers preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and sense of achievement. - Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success. - Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all children and young people. - Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working. - Teachers use opportunities to promote wellbeing across the curriculum. - The Social, Personal and Health Education (SPHE) curriculum is implemented on a mandatory basis. 	<p>Curriculum – Teaching and Learning</p> <ul style="list-style-type: none"> - <i>Where an extra-curricular programme is provided, children and young people and parents are invited to actively participate in planning the programme. There are no school run/ organised extracurricular activities available.</i>

<ul style="list-style-type: none"> - A broad range of children and young people’s success is rewarded and celebrated to demonstrate the value the school places on all types of achievement. - Children and young people’s enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework. - Teachers design and prepare for differentiated teaching methods and assessment of learning outcomes for children at risk or with additional and/or complex needs so that they experience a sense of achievement. - Teachers attend CPD and deliver specialised and targeted programmes, selected in line with best practice and grounded in research and evidence, to individuals and/or small groups. - The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model. - There are opportunities for training and on-going practice support and guidance for SNAs to further build their capacity to support children and young people with additional needs. - Universal, evidence-based programmes are chosen and guided by Circulars 0042/2018 (primary) to teach core social and emotional competence and to help children and young people develop coping skills to manage challenges. 	
<p>Policy and Planning</p> <ul style="list-style-type: none"> - Our school uses a Self – Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. - The wellbeing of the whole school community underpins all school policy and plans. - Schools have appropriate wellbeing policies in place (for example, Anti Bullying Policy, Child Protection Policy, Critical Incident Policy) and are made available to staff, children and young people, parents and relevant school community partners. - The school gathers information on risk factors such as bullying; absenteeism; truancy and disruptive behavior to inform wellbeing programme planning. - The school has regard to the Department’s policies and circulars that outline how to support children and young people with additional and/or complex needs. - School-based information is used, in conjunction with reports from external professionals, to set guidelines and recommendations for individualised supports for children and young people with additional needs. 	<p>Policy and Planning</p> <ul style="list-style-type: none"> - The voice of the children, parents and staff need to inform the development, review and updating of school policies. - Policies and plans need to set out how inclusive practice will be implemented in a way that fosters school connectedness, acceptance and celebration of diversity. - The code of conduct needs to better reflect the positive approach to discipline and further implementation of BSEM strategies. - Not all parents are aware of school policies. - There is no official comprehensive CPD plan to ensure all teachers have the necessary training to incorporate wellbeing

<ul style="list-style-type: none"> - 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 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. - The school has regard to the Department's policies and circulars that outline how to identify a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties. - The schools assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties. - The school has mechanisms in place for identifying and supporting vulnerable children and young people in the event of a critical incident. - Appropriate structures are in place so that early intervention is promoted for children and young people who are 'at risk' e.g. those who do not attend school regularly or those at higher risk of developing mental health difficulties. - The school has a procedure for gathering, storing and sharing confidential information which is guided by data protection regulations and which is conducted in partnership with parents, children and young people and teachers to inform programme planning 	<p>promotion in their teaching practice to meet the particular needs of the school population.</p> <ul style="list-style-type: none"> - School leaders and management recognise the importance of staff wellbeing and the challenges that can occur in a school environment and have systems in place to support all members of staff. - The school needs to ensure that children with complex needs will be supported to understand and follow school policies such as bullying and the school code of behaviour.
<p>Relationships and Partnerships</p> <ul style="list-style-type: none"> - The board of school leaders and management promotes the establishment of parent's association in the school and collaborates with the council as appropriate. - Adults in the school have an increased awareness of the importance of wellbeing promotion, including listening to children and signposting them to internal and external pathways for support when needed. - Professional Support Team is in place to mentor and offer practical and social support to Newly Qualified Staff and/or new staff members. - School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work. - School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff. 	<p>Relationships and Partnerships</p> <ul style="list-style-type: none"> - School staff model openness, respect and listening in their interactions with each other, children and parents. - There is no mentor system in place for new SNAs in the school. - Buddy systems, mentoring systems (NQTs and new SNAs), assemblies, newsletters etc and other supports to building relationships and partnerships are needed. - Befriending and buddy systems are not in place for children and young people who require support to interact with peers. - Staff receive individualised support from school leaders and management in times of

- The school establishes links with feeder schools and fosters strong working relationships to engage in sharing of best practice.
- The school promotes professional networks for principals and teachers.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.
- Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and new staff members.
- Children, where appropriate, and their parents are invited to engage in collaborative problem solving and decision-making with regard to their individual needs and the interventions to support them.
- Children have access to one to one or small group support as appropriate with qualified members of staff to support their personal and social, and educational development, and at moments of personal crisis.
- At times of transition schools link with other education settings, including early childhood care and education settings, crèches, other primary schools to ensure successful transfers.
- The school promotes teachers' engagement in networks for teacher collaboration.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.

difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.

- 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'.