

St. Peter's N.S. Self-Evaluation Report and Improvement Plan (Wellbeing Framework)

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.

Outcomes of our last improvement plan.

- Genre writing is taught across the class levels over a two year rotation with the focus on one genre per term.
- Teachers now use a diverse range of resources to facilitate the teaching of writing genres.
- Teachers and children are familiar with the language/structure of the various writing genres.
- Writing genre samples are kept as evidence of achieved learning outcomes and to support the monitoring of the need for further developments.

1.2 The focus of this evaluation

We undertook self-evaluation of our approaches to supporting wellbeing in our school during the period March 2023 to June 2023. We explored the following:

- Approaches to wellbeing support in a number of classrooms through feedback from pupils, parents and staff.
- General recommendations in national guidelines (e.g. Looking at our School and The Wellbeing Framework).
- Specific recommendations in reports for children (e.g. behavioural, social and emotional programmes).
- Guidance from external agencies (e.g. PDST/Oide Restorative Practice sessions, NEPS and NCSE).
- Our practices in key areas of wellbeing (e.g. Culture and Environment) through staff surveys.

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

With a specific focus on Key Area 2- Curriculum (Teaching and Learning):

- 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.
- The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model.
- A universal, evidence-based programme (Welcome to Wellbeing) has been chosen and guided by Circular 0042/2018 (primary) to teach core social and emotional competence and to help children in Senior Infants to develop coping skills to manage challenges.

2.2 This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge, and skills.

- Acknowledgement of a range of achievements at class (e.g. individually by teachers and peers) and whole school (e.g. monthly assemblies) levels.
- Engagement of the continuum of support by Class Teachers and Special Education Teachers with the support of pupils, parents and external agencies (e.g. NEPS).
- Positive outcomes (e.g. enhanced emotional awareness, positive behaviour, open discussions) based on feedback from pupils, parents, and staff collected through surveys and interviews after the Wellbeing pilot in Senior Infants.
- Observation of positive changes in student behaviour and engagement across the school.

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

Wellbeing Framework- Key Area 2- Curriculum (Teaching and Learning)- Statements of Effective Practice

- Weaving Wellbeing, a universal, evidence-based programme, guided by Circular 0042/2018 (primary) to teach core social and emotional competence and to help children to develop coping skills to manage challenges will be implemented in all classes.
- The children's enjoyment in learning about wellbeing will be evident and linked to a sense of making progress and of achievement. The children will be motivated to learn about wellbeing, and see themselves as learners, demonstrating this in their positive approach to wellbeing classwork and homework.
- 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. Opportunities for training and ongoing practice support and guidance for teachers and SNAs to further build their capacity to support the children will be coordinated.

3. Our Improvement Plan

- Timeframe: November 2023 to June 2026

Key Area: 2- Curriculum (Teaching and Learning)

Indicators of Success:

- Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.
- Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

STATEMENT(S) OF EFFECTIVE PRACTICE: See above

TARGETS: (*What do we want to achieve?*)

- Implementation of the Weaving Wellbeing programme across all classroom levels.
- Improved learner outcomes and learner experiences in the area of wellbeing (e.g. motivated to learn, awareness of strengths, resilience development).
- Update the SPHE plan to reflect the introduction of the Weaving Wellbeing programme.
- The provision of a range of professional learning opportunities in the area of wellbeing for staff members through an exploration of the Cosán Framework and encouragement to incorporate and model learnings in their practice.
- Engagement in collaborative teacher practice.

ACTION PLAN

ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Introduction and implementation of the Welcome to Wellbeing/Weaving Wellbeing programme in all classes	Term 2 of 2023/24 to June 2026	Wellbeing coordinator, Class teachers	Purchase of materials and evidence in planning and preparation. Improved learner outcomes and learner experiences in the area of wellbeing (e.g. motivated to learn, awareness of strengths, resilience development).	Wellbeing programme materials Survey tools, Interview protocols
Update SPHE plan to reflect the Wellbeing programme	January 2024 onwards	SPHE Coordinators, School Leadership	SPHE plan aligned to include the Welcome to Wellbeing/Weaving Wellbeing programme.	Updated SPHE materials and Wellbeing programme guidelines
Engagement in professional learning and collaborative teacher practices	April 2023 to June 2026	Wellbeing coordinator, School Leadership, Class teachers	Evidence of professional learning, collaboration and sharing of best practices in Wellbeing education.	Time to collaborate Cosán Framework

EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- Check-in at staff meetings to assess the progress of the Wellbeing programme implementation.
- Observation in classrooms, on the school yard and during school outings.
- Regular meetings among Wellbeing coordinator and team and school leadership to discuss feedback and make necessary adjustments.
- Review of gathered feedback from teachers, pupils, and parents to assess the impact of the Weaving Wellbeing programme on pupil wellbeing and engagement.
- Monitoring of collaborative approaches among teachers in implementing and enhancing the Wellbeing programme.

Review of 2024/2025

Feedback from parents, pupils and staff presents a positive picture of the school's current wellbeing initiatives. Enjoyment and engagement levels are high. By building on existing successes and addressing the identified areas for growth, we can further embed a whole-school, sustainable approach to pupil wellbeing.

Strengths highlighted by parent, pupils and staff included:

Holistic approach - assemblies, school values, positive relationships

Programmes - Welcome to Wellbeing and Weaving Wellbeing offer structured lessons, visual aids and resources as well as home school links.

Practical strategies - interactive activities, movement breaks and the Daily Mile, quiet spaces in classrooms.

Action plan for 2025/2026

Contact Fiona Forman to address the TPL needs identified by the staff ahead of her visit in March 2026. Any webinars on these topics will be highlighted to staff also.

Check in at the Term 1 staff meetings to share practice in this area.

A parent newsletter with information about how to support the children's wellbeing will be shared termly.

Reviewed and ratified by Board of Management on 18/09/2025

Signed: Barry O'Flynn
(Chairperson of Board of Management)

Review of Wellbeing SSE Action Plan 2025/2026

Year 3 Review and End-of-Cycle Reflection

The actions identified in the 2025/2026 School Self-Evaluation plan for wellbeing were successfully implemented over the course of the school year. This final year of the three-year SSE cycle provided an opportunity not only to complete the planned actions, but also to reflect on progress made and the impact of the wellbeing focus across the school community.

As outlined in the action plan, continued support for teachers' professional learning in wellbeing remained a priority. Contact was made with Fiona Forman in response to the TPL needs identified by staff, and in March 2026 she visited the school to deliver both staff and parent talks focused on building children's resilience. These sessions were very positively received and provided practical, evidence-informed strategies to support wellbeing in both school and home contexts. In addition, information relating to relevant webinars, courses and professional learning opportunities connected to wellbeing was shared with staff throughout the year, supporting ongoing engagement with this area.

Regular check-ins at Term 1 staff meetings provided opportunities for staff to share practice and reflect collaboratively on approaches being used to support pupil wellbeing. Feedback from staff has been positive, indicating increased confidence and continued commitment to embedding wellbeing-promoting practices in classrooms. It has also been noted through classroom observation and discussion that children are making connections with wellbeing topics explored in previous years, suggesting that learning in this area is being retained and built upon over time.

The action to share a parent newsletter termly, with information to support children's wellbeing, was also sustained throughout the year. This has helped strengthen the home-school partnership and has supported the sharing of consistent messages around wellbeing with families.

Overall, the evidence gathered suggests that the actions undertaken during this year have contributed positively to sustaining and further developing a whole-school approach to wellbeing. The review of this final year also indicates progress across the three-year SSE cycle in building staff capacity, strengthening pupil understanding of wellbeing and supporting parental engagement. As this SSE cycle now comes to a close, the work undertaken provides a strong foundation for future wellbeing planning and for sustaining the practices developed over the course of the cycle.

Reviewed and ratified by Board of Management on

04/06/26

Signed: Barry O'Flynn
(Chairperson of Board of Management)