

Clonmoney National School

Our Self-Evaluation Report and Improvement Plan



Wellbeing Policy & Framework for Practice

1. Introduction:

Clonmoney NS is a semi-rural co-educational primary school, located in south Clare, adjacent to the M18 motorway. There are just over 200 pupils in the school and there are 8 mainstream classes. The school population has risen steadily in the last decade, and as a result, new buildings and classrooms have been constructed. The school has also been approved for a 2-class SEN base building.

1.1 Outcomes of our last improvement plan from 2018 - 2022

- Our pupils perform consistently very well in Numeracy, with over 45% of pupils scoring above the 85th percentile (1st - 6th classes). Our focus continues to be on word-based problem-solving tasks. This strand area remains the most challenging for pupils across all classes. It has been agreed by all staff to put a strong emphasis on mathematical language & further opportunities to work on this aspect of maths topics.
- In literacy, specific writing genres are taught by all classes at the same time each term. Some classes have been impacted by Covid more than others in terms of reading fluency and comprehension skills. In June 2022, 43% of pupils scored above the 85th percentile in literacy.
- While this timeframe coincided with the pandemic, the school was successful in achieving its targets in the area of 'Digital Learning'. Arising out of the plan, the school has made real progress in the provision of ICT hardware and software to contribute positively in all aspects of teaching, learning and management within the school.

1.2 The focus of this evaluation:

After receiving a copy of the Wellbeing Policy Statement & Framework for Practice document, the principal shared the statements of Effective Practice with all staff members, following a school leaders' seminar in term one of the 2022/23 school year. The aim was to open up an informal discussion amongst staff members about wellbeing promotion in the school. At our next meeting, the principal gave a brief overview of the Wellbeing Framework and opened a discussion about our current wellbeing promotion practices in the school. The staff broke into groups and completed a SOAR activity (Strengths, Opportunities, Aspirations, and Results) in the relation to the 4 key areas of the Wellbeing Framework. We noted what we considered good practice in wellbeing promotion under the following:

- a) Culture and Environment;**
- b) Curriculum;**
- c) Policy and Planning;**
- d) Relationships and Partnerships.**

As a staff, we are very interested in further developing wellbeing in our school and it was agreed that it is an important area for continuous development. The principal invited staff members who were interested in volunteering onto a well-

being team and explained that this team would work with the staff to lead the whole school community through a well-being promotion and self-evaluation process. This team comprises 4 staff members: David, Claire, Amy & Colin.

At the first well-being team meeting, our group was unsure as to which of the four key areas required the most attention. It became apparent that evidence needed to be collected across each of the four key areas in order to identify the area of need or the focus. After reading through the framework, they agreed that the well-being promotion process involves a whole school approach, so there was a need to garner the perspectives from all stakeholders in the school community, including staff, parents/guardians, and the pupils themselves.

We have gathered evidence through meetings, the student council, questionnaires, and informal discussions. Using various sources from the PDST, NEPS & the Department of Education website, questionnaires for all stakeholders were devised and shared via Google forms in early 2023. Once all the data was collected, the wellbeing team met regularly to analyse and make judgments on what information had been gathered.

2. Findings of this evaluation:

Parent/Carers Survey & Feedback regarding the impact of Covid-19 on their child's learning

(In the survey, participants chose from options; Yes, Sometimes, No, Don't know)

Parents/Carers:

- 59.4% of parents felt Covid-19 did not have a lasting impact on their children's wellbeing. 15.6% felt it did have.
- Parents felt the engagement between teachers and pupils during the pandemic was excellent
- 81.3% of parents felt Covid-19 did not affect their children's motivation to learn

Wellbeing Promotion Parent/Carer Questionnaire

- 97.4% of parents feel that the school is welcoming and accessible to them
- 89.5% of parents feel that their children can take part in activities at school like sport, art, dancing, drama, music - A suggestion of cooking, gardening, science was made
- Almost 20% of parents felt that there wasn't much or any communication from the school when things are going well for their child

Staff Questionnaire – Noteworthy Points

(In the survey, participants chose from options; Yes, Sometimes, No, Don't know)

Staff:

- 30% of staff answered 'sometimes' to the questionnaire statement: "Pupils respect the school building and equipment"
- For the statement: "Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time" – 20% of staff said No to this & a further 30% stated 'Sometimes'

- Sometimes teachers feel that children can be disrespectful when discussing disagreements or conflict.
- 20% of teachers felt that the school could better promote positive relationships between students - mentoring, buddy systems etc.
- 20% of staff feel children with additional needs could be better supported.
- Almost half of teachers felt we could communicate more often with parents when children are succeeding.

Senior Class Pupils (3rd to 6th)

Feedback included the following noteworthy points:

- 15.2% of students answered 'sometimes' to staff encouraging them to eat healthy food. Staff responded with implementation of the Food Dudes Programme.
- 1.5% of students answered no to 'We are taught about bullying, including cyberbullying and that leaving people out and/or teasing people is not allowed'. Staff responded with participation in Safer Internet Day on Feb 8th.
- 10.6% of students answered no or sometimes to 'If I feel bullied in school, my teachers have told me what to do'. Teachers reviewed the Anti-bullying policy with their classes.
- There was a lot of positive feedback about the lunchtime hurling leagues. Response: Pupils are now engaging in lunchtime soccer leagues.
- 10.6% of pupils responded no/sometimes to 'In my school, we have room inside and outside for playing games, sports, PE, talking and quiet time'. Despite efforts to build a hall, we have been refused funding.
- 12.1% of pupils responded sometimes to 'The children keep the school tidy and respect the school building, yard and playing fields etc.' Staff are devising a rota in their classes for litter picker volunteers at lunchtime.

Juniors Pupils & Student Council Feedback (Focus Group Interviews)

- The student council have worked in conjunction with Ms Mulderrig & Mrs Cullinan to get the views & thoughts of our junior pupils on how we can improve our school, particularly at break & recreation times. These ideas have been brought to the attention of school management.

Using the data collected & summarised above, our school well-being team referred to the indicators of Success and Statements of Effective Practice for All to identify one area of need, even though multiple potential areas of need emerged from the evidence gathered. Furthermore, the team has also selected one area of need from the Statements of Effective Practice for Some and a Few. The well-being team presented this information to all staff members and agreed on an area of focus to prioritise initially, whilst also beginning a discussion about target setting to achieve this goal.

Based on the above findings, it has been agreed that the focus of our Improvement Plan will be on the Key area of the **Culture & Environment** in our school. We have closely reviewed & discussed the Wellbeing Statements of:

(i) Effective Practice for all & (ii) Effective Practice for Some & Few. An area of need from these statements will form the basis of our target setting in the plan below.

A draft school improvement plan was completed by the end of term 2 2023. This draft plan was circulated amongst the staff and invited feedback from all colleagues at the next staff meeting. Taking this feedback into consideration, the whole staff agreed on a plan of action and set practical, SMART targets together.

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**.

SCHOOL IMPROVEMENT PLAN

Summer 2023 to June 2025



ACTION PLAN CO-ORDINATORS: [Claire Cullinan](#), [David McCormack](#)

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| TARGETS | <ul style="list-style-type: none"> • The focus of this Improvement Plan is on the key area of Culture & Environment in Well-Being: We have looked at the statements of Effective Practice for all & the Statements for Some and Few. The following Statements will be the focus of our improvement plan, so that all members of our school have a “sense of belonging, feel safe, connected & supported. Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos” <ul style="list-style-type: none"> ❖ <i>It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing. (Effective Practice for all)</i> ❖ <i>The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning. (Effective Practice for Some & Few)</i> |
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The Following Actions are to be undertaken, following information gathered from various school stakeholders & pupils.

PERSONS / GROUPS RESPONSIBLE

The following actions and strategies have been put in place by our Wellbeing Committee &

Student Council in the school year 22/23:

Objective 1: School Management will provide opportunities for students leading more in systems such as mentoring, buddy systems to build relationships & connections across all classes.

Actions:

a) The school will put buddying and mentoring systems in place involving children from older classes with children from younger classes. Buddy Reading will be carried out between senior & junior classes over the course of the school year. This will also be done on World Book Day. There are also a number of Buddy Benches on the school playground for pupils at breaktime.

Objective 2: School Management required to inform all staff of the teacher Employee Assistance Service, to support personal and professional wellbeing.

Actions:

a) A staff member (Mrs Cullinan) will assume responsibility of a position which will bring the benefits of this service to the attention of all staff. This staff member will also organise a staff get together each term, this could be as simple as meeting for a coffee/tea after work. "Friday Feasts" also organised for the month of March, where staff brought in hot meals & lunch on a rota.

b) Provide professional development opportunities that focus on stress management, resilience, and work-life balance for staff.

c) Establish mentoring or coaching programs to support new and experienced staff members. The school will apply to access the NIPT Programme for NQT's if needed.

d) Encourage regular self-care practices among staff through wellness programs, access to mental health resources, and flexible work arrangements.

Objective 3: Cultivating a Positive School Climate & Enhancing Social and Emotional Learning (SEL)

Actions:

a) Fully review & implement a proactive anti-bullying and harassment program, including policies, reporting mechanisms, and education for students, staff, and parents.

b) Promote inclusivity and celebrate diversity through culturally responsive practices, events, and curriculum. These include the annual Rock Your Socks Event for World Down Syndrome Day

- c) Establish regular opportunities for open communication and feedback between students, staff, and parents to address concerns and promote a positive school climate. Meetings with our Student Council will be held on a regular basis.
- d) Foster a restorative practice approach to behaviour & discipline, focusing on building relationships, repairing harm, and teaching responsible behaviour. The promotion of positive mental health is highlighted to our whole school community through the Amber Flag of Pieta House initiative.
- e) Assemblies: 2 pupils from each class are recognised as ‘Daltaí na Seachtaine’ at our weekly assemblies. The children also showcase some of their work for other classes. Guest speakers will be invited to talk to the children about important topics such as Healthy Eating, Inclusion, Staying Safe Online etc.
- f) The provision of a dedicated Wellbeing Promotion Page on our school website. This page will have links to the various events and activities listed here and that take place throughout the year.
- g) Class Raised Beds & Gardening

Objective 4: Promoting Physical Well-being & an Active Lifestyle.

Actions:

- a) Review and enhance our Physical Education Whole School Policy to incorporate a wide range of activities that promote physical fitness, healthy lifestyles, and stress reduction techniques.
- b) Provide access to nutritious meals and snacks within the school, promoting healthy eating habits.(Food Dudes & The Lunch Bag)
- c) Collaborate with community organisations to offer extracurricular activities that encourage physical activity, such as sports teams, dance, yoga, or outdoor clubs.
- d) Create designated spaces for physical activity and relaxation within the school premises, such as outdoor play areas, meditation rooms, or gardens.
- e) Organise fun, inclusive lunchtime leagues for 1st-6th classes. This includes soccer, hurling/camogie and Olympic handball leagues.
- f) Organising other non-competitive sporting activities for breaktimes such as skipping challenges, cycle trips, etc.
- g) Sports Code of Behaviour: All pupils who participate in sports for the school will be required to sign a code of conduct when playing in relation to how they treat players from their own teams, opposition, referees and coaches.

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| h) Active Week – This takes place in term 3 and includes a week long series of activities with a focus on physical wellbeing. | |
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MONITORING STRATEGIES/APPROACHES

- The Wellbeing Committee will meet once every fortnight to discuss the plans in place. Ms Mulderrig also chairs meetings with members of our student council once a week at break times.
- Wellbeing is an item agenda at all staff meetings/Croke Park hours that take place at least once a month. The areas of improvement identified above will be discussed at these meetings.
- All pupils, from 2nd-6th classes complete surveys on anti-bullying on a regular basis each term. Any issues or matters identified in these surveys will be addressed by class teachers or principal.
- Regularly review progress toward the goals outlined in the school improvement plan through data collection, surveys

EVALUATION / CRITERIA FOR SUCCESS

(Are we making progress? / How do we know?)

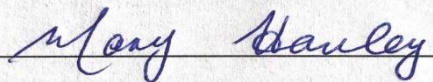
- Feedback from staff, pupils and parents.
- In May 2024, all will be re-surveyed on the specific questions which provided us with issues that we believed required addressing.

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS

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Approved by BOM June 14th 2023

Chairperson



Principal

