

Scoil Phádraig BNS, Clane, Co. Kildare

Wellbeing Self-Evaluation Report and Improvement Plan

2024/2025

This document records the findings of our Wellbeing self-evaluation and our current improvement plan, including targets and the actions we will implement to meet the targets. This is the first Wellbeing Self-Evaluation cycle undertaken by Scoil Phádraig, initiated in line with the requirement set out in Circular 0056/2022 that all schools use the SSE process to initiate a wellbeing promotion review and development cycle.

1.1 School Details

Scoil Phádraig is a vertical, all-boys primary school located in Clane, Co. Kildare. There is currently an enrolment of 476 pupils (2024/25 school year). There are 30 teachers, 9 of whom work in special education contexts, and 12 Special Needs Assistants. The school has two classes for children with Autism. The school derives much of its population from the town of Clane and has a very active Parents' Association who regularly fundraise for school resources and extra-curricular activities.

1.2 School Vision

- Scoil Phádraig Boys National School is a school with a Catholic ethos that is welcoming and inclusive of all members of our community, underpinned by the Christian values of Peace, Honesty and Respect.
- Our vision is for all our students, staff and those in our school community to have the support they need in order to build lifelong coping skills and thrive.
- We endeavour to provide a safe, happy environment for all of our pupils, recognising individual needs and neurodiversity, where each child is encouraged to try his best and is afforded the opportunity to reach his full potential, academically, socially, spiritually, physically and emotionally.
- We aim to provide the best learner experiences possible, leading to positive learner outcomes, for the boys in our school.
- Having a positive culture, we actively promote student and staff emotional wellbeing and mental health.
- Our school will endeavour to promote, both individually and collectively, the personal and professional development of our staff within a collaborative and collegial setting.
- We will provide opportunities for staff and students to engage in wellbeing-based activities on a regular basis.
- We will seek to ensure that all members of the school community work in partnership, having the best interests of our pupils at heart.

1.3 Outcomes of Our Previous Improvement Plan

This is the first Wellbeing Self-Evaluation cycle undertaken by Scoil Phádraig BNS. There is no previous Wellbeing improvement plan to report on. This plan was initiated in 2024/2025 in line with the requirement under Circular 0056/2022 (SSE Next Steps 2022–2026) that all schools use the SSE process to initiate a wellbeing promotion review and development cycle. Future iterations of this document will record the outcomes of previous plans in this section.

1.4 The Focus of This Evaluation

We undertook a Wellbeing self-evaluation during 2024/2025. We surveyed our pupils, parents and teachers to find out what they felt were the impacts of Covid-19 on our pupils and to carry out a broader wellbeing promotion review. We evaluated the responses and identified the following as our focus areas, grounded in the LAOS 2022 quality framework and the Wellbeing Policy Statement and Framework for Practice (DES, 2018).

LAOS Dimensions and Domains

Domain	Standard
Leading Teaching and Learning	Create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication.
Managing the Organisation	The principal, the deputy principal and other leaders in the school manage and oversee the smooth day-to-day running of the school. To this end, they develop and implement systems of communication that enable all members of the school community to contribute to the work and culture of their school.

Wellbeing Framework: Key Areas and Indicators of Success

Key Area	Indicator of Success (for all)
Culture & The Environment	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.
Relationships & Partnerships	Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

Key Area	Indicator of Success (for some and a few)
Culture & The Environment	The physical environment is modified to meet the needs of children and young people with additional/complex needs.

2. Findings

2.1 This is effective practice in our school

The following strengths in Wellbeing provision were identified through our surveys and review process. Our efforts to date were highly commended across all surveys.

- Children First procedures are well embedded across the school.
- Student Council is active and provides a meaningful forum for pupil voice.
- Promotion of games, both outdoor and indoor (e.g. chess), supports social development and wellbeing.

- Emphasis in SPHE on developing social skills, addressing anxiety concerns and prioritising wellbeing.
- SET provision of tailored support for children with additional needs, with targeted interventions and ongoing observation.
- Early outreach to parents of anxious children on the Continuum of Support to ease back-to-school transitions.
- Arranging school visits for children needing additional familiarity where appropriate.
- Liaising with outside agencies to assist with providing targeted support for individual pupils.
- Green Schools Committee is active and promotes environmental awareness.
- Star Student Awards at class assemblies and Special Mention Board (monthly) celebrate pupil achievement.
- Attitude to Gratitude trees (Junior and Senior) support a positive classroom culture.
- Wellbeing Committee and Wellbeing Wednesdays provide structured, regular wellbeing focus.
- Wellbeing Week before Christmas provides a whole-school celebratory wellbeing event.
- Active Schools Committee promotes physical activity and health.
- SPHE, RSE and Stay Safe programmes are in place at all class levels.
- Anti-Bullying Week is observed annually.
- Regular school newsletters and Parent-Teacher meetings maintain strong home-school communication.

2.2 This is how we know

The following evidence sources informed our findings:

- Pupil survey — conducted to gather pupil perspectives on wellbeing, safety, belonging and school culture.
- Parent survey — conducted to gather parental views on communication, involvement and confidence in the school's wellbeing provision.
- Staff survey — conducted to gather teacher perspectives on school culture, communication and wellbeing supports.
- Survey analysis — responses were collated, evaluated and discussed at staff level to identify priority areas.
- Physical review of the school environment — conducted as part of the transition to the new school building.
- Student Council consultation — pupil voice on yard provision and physical environment gathered through Student Council.

Survey respondents: 220 pupils | 192 parents | 37 staff

Area	Pupil Findings (220 responses)	Parent Findings (192 responses)
Safety	I feel safe in school: 184/220 = 83.64%	My child is safe in school: 186/192 = 96.88%
Belonging	School is friendly and welcoming: 192/220 = 87.27%	Feeling connected and part of the school community: 177/192 = 92.19%
School Culture	School is learning and fun: 69/220 = 31.36% Note: this was the lowest scoring item across all surveys and was a significant factor in identifying Culture and Environment as a priority area.	School is a happy place and accessible to all: 186/192 = 96.88%
Communication	Teachers talk to my parents about how I'm doing in school: 170/220 = 77.27%	School communicates well with me: 155/192 = 80.73%

Confidence in Wellbeing Provision	Adults in school care about me: 183/220 = 83.18% We learn we are all different and that's ok: 197/220 = 89.55%	School sees wellbeing as very important: 184/192 = 95.83%
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Reflective Note — School Culture Finding

The pupil school culture finding of 31.36% appeared notably low in comparison with the rest of the pupil survey data and with the equivalent parent finding of 96.88%. On reflection, we believe this requires careful interpretation rather than being accepted at face value.

The pupil question asked whether “school is learning and fun” while parents were asked whether “school is a happy place and accessible to all” — these are not equivalent questions and are measuring different things. The word “fun” in particular may not resonate with older boys in the same way, and children can be fully engaged, happy and settled in school without associating their learning with the word “fun”. This interpretation is strongly supported by the broader pupil survey data: 83.64% of pupils reported feeling safe, 87.27% found school friendly and welcoming, 83.18% said adults care about them, and 89.55% said they learn that being different is okay. This is not the profile of a school with a weak culture — it is the profile of a school where children feel safe, respected and valued.

This finding has been noted as a limitation of the current survey instrument. In the next survey cycle the school culture question for pupils will be revised to use more age-appropriate language — for example “I enjoy coming to school” or “I feel engaged in my learning” — to allow for more reliable measurement and meaningful comparison over time.

Staff Survey — Key Areas Needing Most Attention

Staff Priority	Key Area (for all)	Key Area (for some/few)
Culture and Environment	34% ranked: “The wellbeing of the whole school community is central to the school’s ethos/mission statement and school leaders and management actively promote wellbeing” as needing most attention	50% ranked: “The physical environment is modified to meet the needs of children and young people with additional/complex needs” as needing most attention
Relationships and Partnerships	28% ranked: “Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community” as needing most attention	
Staff selecting Culture and Environment as priority key area	15/37 = 40.54%	
Staff selecting Relationships and Partnerships as priority key area	13/37 = 35.14%	

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

Based on our analysis of the evidence gathered, we have identified the following priority areas for improvement:

- Communication pathways within the school — improving how information flows between the principal, post holders, staff, parents and pupils.
- Physical environment — maximising the new school building to meet the needs of all pupils, with particular focus on children with additional or complex needs. This includes completing the sensory room and developing a calming space (An Cuan).
- Yard provision — reintroducing and improving yard games, purchasing new equipment and designating a specific yard space, as requested by the Student Council.
- School Vision and Mission — updating in line with the Wellbeing Framework for Practice.
- Parental and pupil involvement in policy — increasing involvement in the formulation of school policies, beginning with the Bí Cineálta Anti-Bullying Policy and Children's Policy.

3. Our Improvement Plan

On the following pages 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

Timeframe of this improvement plan: September 2024 – June 2025

Key areas: Culture & The Environment | Relationships & Partnerships (Wellbeing Framework for Practice, DES 2018)

Targets	Actions	Persons / Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
1. Improve communication pathways across the school community Target: 2–4% improvement in next round of surveys	• Principal to issue daily morning message via Aladdin • Google Calendar maintained and updated regularly by all staff • Staff email addresses shared with parents for non-urgent communication • Google Docs used for staff contributions to school planning • School intercom system used effectively • Aladdin: Grow set up for communication of staff absences	Principal (daily communications) All staff (Google Calendar, email) ISM team Principal and all staff	Improved communication flow throughout the school Reduction in staff communication stress 2–4% improvement in next round of surveys	Target 1 progressing. Communication pathways for staff added April 2024. Note: staff email access for parents subsequently removed.	Ongoing — carried forward to next cycle.

Targets	Actions	Persons / Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
	• Wellbeing folder created on Google Drive for ideas and suggestions • Staffroom suggestions box set up • Staffroom noticeboard kept up to date • Principal notebook maintained when out of office • Wellbeing Club established				
2. Maximise the physical environment to meet the needs of all pupils, particularly those with additional or complex needs Target: Sensory areas completed and fit for purpose by June 2025	• Complete the sensory room • Develop sensory garden, corridors and wall/floor spaces • Create a calming space (An Cuan) for children who may feel anxious or overwhelmed or who benefit from regulation breaks • Physical accessibility modifications maintained (lift, disabled parking) • Calm corners, visual supports and assistive technology maintained in classrooms	Principal and AS teachers SET team ISM team Principal and all staff	Sensory areas completed and fit for purpose by June 2025 An Cuan calming space operational Pupils with additional/complex needs have access to a range of regulated, low-stimulus spaces	Target 2 progressing. New equipment being added up to June 2025.	Fully achieved in all areas June 2025. An Cuan calming space completed 2025.
3. Reintroduce and improve yard games provision Target: 5% improvement in next round of surveys	• Purchase additional yard games • Designate a specific yard space for games • Ensure space accommodates all boys, including those who do not play football or basketball • Implement as per Student Council request	Principal Student Council ISM team	Boys who do not play football/basketball are happier on the yard 5% improvement in next round of surveys Student Council request fulfilled	Target 3 ongoing. Boys requesting certain games. New equipment continuing to be added.	Ongoing — games continue to be changed/altered.
4. Update school Vision and Mission in line with the Wellbeing Framework for Practice	• Review current Vision and Mission statement at staff level • Align with the Wellbeing Framework for Practice (DES, 2018) • Agree updated Vision and Mission with all staff	Principal All staff Board of Management	Updated Vision and Mission agreed by staff and ratified by the BOM	Target 4 ongoing.	Completed 14/01/2024

Targets	Actions	Persons / Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
	Present to and ratify with Board of Management				
5. Increase parental and pupil involvement in policy formulation Context: 27% of pupils and 5% of parents indicated they were not involved in policy formulation	- Survey parents, staff and pupils as part of BÍ Cineálta procedures - Involve pupils actively in formulation of Anti-Bullying Policy and Children's Policy - Communicate outcomes of consultation back to parents and pupils	Principal Post holder All staff Student Council	Parents and pupils report meaningful involvement in policy formulation Improvement in survey responses on involvement in next round BÍ Cineálta policy and Children's Policy developed with genuine stakeholder input	BÍ Cineálta process: Staff meeting 4/12/24 — staff made aware of policy requirements and process. Half-day closure 31/1/25 — teacher initial surveys completed. Parent and pupil surveys sent out week of 25/2/2025. BOM meetings Dec 24 and Feb 25 to inform Board of policy development plans.	SIP completed. Parent surveys completed 19/03/2024 . Pupil surveys completed 15/02/2024 . BÍ Cineálta Pupil Policy completed end September 2025 (Student Council and focus group from 5th and 6th classes).

4. Evaluation Procedures

The following evaluation procedures will be used to monitor progress and assess the achievement of targets:

- Feedback at staff meetings on progress against targets
- Relevant areas of staff, parent and pupil surveys to be repeated to measure improvement against baseline
- Physical completion of sensory room, An Cuan, sensory garden and corridor spaces reviewed and signed off
- Student Council feedback on yard provision
- BOM ratification of updated Vision and Mission
- Evidence of parental and pupil involvement recorded during the BÍ Cineálta process