

## **Scoil Naomh Fiachra, Clontubrid**

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Scoil Naomh Fiachra  
Clontubrid, Freshford,  
Co. Kilkenny  
clontubridns@gmail.com  
Roll No. 16865D

### **School Self Evaluation - Wellbeing**

### **School Improvement Plan - Wellbeing 2025**

**Report Issue: March 2025**

## School Context

Scoil Naomh Fiachra, also known as Clontubrid Mixed National School, is a co-educational primary school situated in Clontubrid, Lisdowney Parish, Co. Kilkenny. Operating under the patronage of the Catholic Bishop of Ossory, the school serves the educational needs of the children of Clontubrid and its environs. It is a four-teacher school, consisting of three mainstream teachers and a shared special education teaching (SET) post, which is filled by two teachers on a job-sharing basis. Additionally, the school has a part-time teacher for pupils for whom English is an additional language (EAL) and one special needs assistant (SNA), with a total enrolment of 47 pupils.

Scoil Naomh Fiachra is well recognised as a digital school and has also achieved Active Flag status, promoting physical activity and wellbeing among students. It is a proud Green School, demonstrating a commitment to environmental awareness and sustainability. The school offers a range of extracurricular activities, including hurling and football after school, and collaborates with Music Generation Kilkenny to provide music instruction for students from 2nd to 6th class, further enriching their learning experience.

<b>Patron:</b>	Bishop Niall Coll (Bishop of Ossory)
<b>Chairperson:</b>	Kieran Costelloe
<b>Principal:</b>	Mr. Peter Madden
<b>SSE Coordinators</b>	Ms. Sinead Brennan/ Mr. Peter Madden
<b>Staff:</b>	3 mainstream teachers Shared Learning Support Teacher (20 hours) Shared with Wandesforde National School
<b>Pupils 2024/25:</b>	47
<b>School Motto:</b>	Tá onóir an Aois agus Uaisle an Óige
<b>Website/Facebook:</b>	<a href="http://www.clontubrid.ie">www.clontubrid.ie</a> / Scoil Naomh Fiachra Clontubrid
<b>Green school:</b>	5 flags and pursuing the sixth flag (Global Citizenship – Litter and waste).
<b>Active Flag:</b>	1 flag and will be renewing our active flag status next year.

**Scoil Naomh Fiachra, Clontubrid**  
**School Self Evaluation - Wellbeing**  
**School Improvement Plan - Wellbeing 2025**

*Analysing Targets Using Wellbeing Policy Statement and Framework for Practice  
(2018–2023 - Revised October 2019)*

**Targets:** Working with the *Primary Curriculum* and with the *Wellbeing Policy Statement and Framework for Practice*, pupils will experience a safe, inclusive, and engaging school environment that promotes their overall wellbeing. Through active participation in meaningful curricular activities, pupils will develop essential social, emotional, and physical competencies, while fostering a sense of belonging and connection to the school community. The school will ensure that students, parents, and staff have a voice in decision-making processes that enhance the culture, policies, and practices related to wellbeing.

**Key Area:** Culture and Environment

**Indicator of Success 1:** Children, young people and staff experience a sense of belonging and feel safe, connected and supported.

**Indicator of Success 2:** 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.

**Key Area:** Relationships and Partnerships

**Indicator of Success 1:** Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

**Indicator of Success 2:** All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

# Self-Evaluation Report and School Improvement Plan

## **1. Introduction**

### **1.1 Outcomes of our last improvement plan:**

There is no previous School Self-Evaluation Report and/or School Improvement Plan for Wellbeing in existence within the school. Therefore, this is a new School Self-Evaluation Report and School Improvement Plan for Wellbeing.

### **1.2 The focus of this evaluation**

We undertook self-evaluation of Wellbeing during the 2024/2025 school year. Consensus was reached by the staff that School Self Evaluation would be used to support the introduction and implementation of the Wellbeing Policy Statement and Framework for Practice where we will focus on the setting up and embedding of wellbeing initiatives in Scoil Naomh Fiachra, Clontubrid. We looked at the four key areas as part of the wellbeing framework for schools. These include:

1. Culture & Environment
2. Curriculum (Teaching & Learning)
3. Relationships & Partnerships
4. Policy & Planning

Having completed CPD and after receiving student, staff and parental feedback, we evaluated and analysed the data and found that *Culture & Environment* and *Relationships & Partnerships* were areas to focus on for development.

## **2. Findings**

### **2.1 This is effective / very effective practice in our school:**

- The school is welcoming and accessible to pupils, parents, and staff, as well as being physically well-maintained and bright.
- The school places a significant emphasis on promoting health and wellbeing, both for students and staff.
- The school fosters a safe, inclusive, and respectful environment, promoting positive relationships and preventing bullying.
- The school provides strong support for students facing social, emotional or behavioural difficulties with appropriate interventions and resources.
- The school maintains positive communication with parents and values their input, encouraging involvement in school activities.
- The school effectively integrates academic achievement with student wellbeing, ensuring all pupils have opportunities for success.

## **2.2. This is how we know**

### **Student Questionnaire:**

- (90%) of children said they feel the school is friendly and welcoming.
- (94%) of children feel the school has activities like sports, art, and drama.
- (87%) of children feel they are encouraged to eat healthily and be physically active.
- (100%) of children believe bullying is not allowed.
- (94%) of children said that they know what to do if they feel bullied.
- (87%) of children say that parents are invited to school events.
- (90%) of children feel supported in their learning.
- (90%) of children said that they try their best at school.

### **Parent/ Guardian Questionnaire:**

- (100%) of parents agree that the school is welcoming and accessible to both pupils and parents.
- (89%) of parents agree that the school promotes healthy eating.
- (89%) of parents agree the school encourages physical activity.
- (100%) of parents agree that the school is committed to dealing with bullying and its prevention.
- (94%) of parents agree that their child can get support for social, emotional, and behavioural difficulties.
- (100%) of parents feel well-informed about the school policies.
- (89%) of parents feel encouraged to support and be involved in school activities.
- (100%) of parents agree that their children are encouraged to do their best.

### **Staff Questionnaire:**

- (100%) of staff agree that the school is welcoming and accessible to everyone, and the physical environment is well-maintained.
- (100%) of staff report that health and wellbeing are priorities and the link between physical activity and wellbeing is understood.
- (100%) of staff confirm the school is proactive and effective in preventing and tackling bullying, with a focus on creating an inclusive environment.

- (100%) of staff agree that pupils with learning, social, emotional and behavioural difficulties are appropriately supported.
- (100%) of staff emphasise the importance of respectful communication with parents and there are structures in place for parent involvement.
- (100%) of staff recognise the link between academic achievement and wellbeing and the school promotes inclusive practices for all learners.

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

Having gathered evidence and analysed the data based on the four Key Areas – *Culture & Environment, Curriculum (Teaching & Learning), Relationships & Partnerships and Policy & Planning*, we will focus on *Culture & Environment* and *Relationships & Partnerships* for the coming year.

#### **Focus Areas for Improvement:**

- Ensure that all pupils feel connected, safe, and supported in school.
- Foster more involvement of pupils in decision-making processes, as responses indicate opportunities for improvement in this area.
- Strengthen collaboration between staff, parents, and external partners to provide consistent support for pupils, especially those facing additional challenges.

### **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)

## Scoil Naomh Fiachra, Clontubrid

March 2025 – June 2026 School Improvement Plan

### IMPROVEMENT PLAN CO-ORDINATORS:

**Sinéad Brennan**

**Peter Madden**

### TARGETS

- Apply for the Amber Flag in the 2025/2026 school year.
- To raise awareness around the areas of mental health and wellbeing and to promote a positive mindset for all students, staff and stakeholders within our school.
- Strengthen Collaboration with the Parents' Council and External Agencies.
- Review and Update the School's Healthy Eating Policy.
- Establish a Student Council to Enhance the Student Voice.
- Maintain and Build on the Active Flag Status:

### Actions/ Assessment/ Who?

Targets		Actions	Assessment/ Criteria for Success	Who is Responsible?
Apply for the Amber Flag in the 2025/2026 school year.		The school will actively work towards obtaining the Amber Flag by focusing on mental health and wellbeing initiatives. This will include engaging students, staff and parents in activities that promote positive mental health and creating a more supportive and inclusive environment for all members of the school community.	Successfully achieving an Amber Flag for the school year 2025/26.	Staff, Parents, Pupils (one teacher will be the overall coordinator of this initiative).  Students' Council
To raise awareness around the areas of mental health and wellbeing and to promote a positive mindset for all students, staff and stakeholders within our school.		A Wellbeing Day will be organised during the 2025/2026 school year to promote physical, mental, and emotional well-being for pupils, staff, and parents. This event will include workshops, activities, and discussions designed to raise awareness about wellbeing and provide practical strategies for supporting each other's mental and emotional health.	Pupil, parents/guardians and teachers feedback through surveys, questionnaires and/or focus groups.  Successfully achieving the 'Amber Flag' for the year 2025/26.	Staff, Parents, Pupils  Students' Council

Strengthen Collaboration with the Parents' Council and External Agencies		The school will work closely with the Parents' Council and external agencies to ensure a collaborative and holistic approach to student wellbeing. This will include regular meetings to discuss school wellbeing initiatives, as well as bringing in external experts to provide additional support for students facing emotional, social, or behavioural challenges.	Pupil, parents/guardians and teachers feedback through surveys, questionnaires and/or focus groups.	Staff, Parents, Pupils  Students' Council  Board of Management
Review and Update the School's Healthy Eating Policy		The school will review and update the Healthy Eating Policy to ensure that it aligns with current best practices and promotes a balanced approach to nutrition. This will be done in collaboration with staff, parents, and students to create a shared vision of healthy eating that fosters a culture of wellbeing.	Pupil, parents/guardians and teachers feedback through surveys, questionnaires and/or focus groups.	Staff, Parents, Pupils  Students' Council  Board of Management
Establish a Student Council to Enhance the Student Voice		A Student Council will be established to give students a platform for voicing their opinions, providing feedback on school life, and contributing to decisions on school policies and wellbeing initiatives. This council will work in partnership with teachers, staff, and the leadership team to ensure that the student voice is actively heard and incorporated into school improvements.	Pupil, parents/guardians and teachers feedback through surveys, questionnaires and/or focus groups.	Staff, Parents, Pupils  Board of Management



Maintain and Build on the Active Flag Status.		The school will continue to engage in best practices to promote physical activity and wellbeing, ensuring that it maintains its Active Flag status. This will include providing regular physical activity opportunities for all students, promoting a healthy lifestyle, and working closely with local sports organisations to enhance opportunities for students to participate in physical activities.	Pupil, parents/guardians and teachers feedback through surveys, questionnaires and/or focus groups.	Staff, Parents, Pupils  Active Flag Committee
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<b>MONITORING:</b> <ol style="list-style-type: none"><li>1. Regular Progress Meetings</li><li>2. Surveys and Feedback</li><li>3. Active Flag and Amber Flag Review</li><li>4. Tracking Engagement and Participation</li><li>5. Ongoing Evaluations of Policies and Practices</li></ol>		Whole Staff / Co-ordinator  Principal  Relevant Teachers  Class Teachers  Children and Parents
<b>EVAL UATION APPROACH:</b> <ul style="list-style-type: none"><li>• Stakeholders will evaluate the success/ lack of success of the SIP at the end of year 2.</li><li>• The evaluation approach for the school improvement plan will involve regular reflection on progress towards the set targets through surveys, feedback from pupils, parents, and staff, as well as assessments of key initiatives like the Amber Flag application and the Wellbeing Day.</li><li>• Ongoing review meetings will be held to ensure that actions are being implemented effectively, and any necessary adjustments will be made to keep the plan aligned with the needs of the school community.</li></ul>	<b>EVALUATION TOOLS:</b> <ul style="list-style-type: none"><li>• Surveys and Questionnaires</li><li>• Focus Groups</li><li>• Reflective discussions with the Student Council</li><li>• Reflective discussions with the Parents’ Council</li><li>• Review of Key Documents</li><li>• Observations and Questioning</li><li>• Reflective discussions at staff meeting</li></ul>	

**NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:**

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TARGET	ACHIEVED:			
Apply for the Amber Flag in the 2025/2026 school year.	Yes		No	
To raise awareness around the areas of mental health and wellbeing and to promote a positive mindset for all students, staff and stakeholders within our school.	Yes		No	
Strengthen Collaboration with Parents' Council and External Agencies	Yes		No	
Review and Update the School's Healthy Eating Policy	Yes		No	
Establish a Student Council to Enhance the Student Voice	Yes		No	
Maintain and Build on the Active Flag Status.	Yes		No	