

Abbeyleix South National School School Self Evaluation

Summary

Wellbeing Steps September 2024 – June 2025

5. Put improvement plan into action

Please see our Improvement Plan and Target Achieved column.

6. Monitor actions and evaluate impact

During 2023 – 2024 the pupils from 1st to 6th class also completed the '**Mental Health Promotion: Self-Evaluation Checklist and Questionnaire for Children**', giving a pupil perspective on well-being in our school.

Parents completed the **Wellbeing in Education Questionnaire PDST**.

In April 2025 we asked both parents and pupils to complete wellbeing questionnaires again to assist with the evaluation of our improvement plan.

The staff completed this PDST questionnaire for the first time. See findings below.

Staff Questionnaire Findings

Question Response	2024 – 2025 findings	
	Yes	No
The school is welcoming and accessible to all pupils.	100%	
The school is welcoming and accessible to all parents	100%	
The school is welcoming and accessible to all staff.	100%	
The physical environment of the school is well maintained	100%	
Health and Wellbeing is a priority in the school and is everybody's business	100%	
The link between physical activity and wellbeing is understood by school staff	100%	
Staff understand the link between physical activity and wellbeing and provide opportunities for physical activity and movement breaks.	100%	
Indoor and outdoor space is provided to encourage informal physical activity and to promote full participation in the PE curriculum	100%	
Space is provided to ensure opportunities for social interaction and quiet time.	100%	
The school environment is used to display pupil's work and talents to celebrate their achievements	100%	
The physical environment is modified to meet the needs of all children , including those with additional and/or complex needs e.g. sensory room/sensory gardens; lifting equipment; specialist technology/seating; buddy bench.	100%	
Staff consider and prioritise their own health and wellbeing.	87.5%	12.5%
Staff are supported by management when issues arise with colleagues, work load, stress etc.	100%	

Parent/Guardian Questionnaire Findings

Question	2024 – 2025 findings 24 responses Wellbeing in Education Questionnaire		2023 – 2024 findings 38 responses Wellbeing in Education Questionnaire
Response	Yes	No	Yes
The school is welcoming and accessible to all pupils.	95.8%	4.2%	92.1%
The school is welcoming and accessible to all parents/guardians	87.5%	12.5%	84.2%
The school is well kept and bright	95.8%	4.2%	94.7%
My child can take part in activities at school, like sport, art, dancing drama, music etc	100%		86.8%
My child is safe in school.	91.7%	8.3%	89.5%
My child feels connected and part of the school community	100%		92.1%
The school is committed to dealing with bullying and its prevention.	83.3%	16.7%	76.3%
My child reports that school staff interact with him/her in a calm and respectful manner, even when there are disagreements	87.5%	12.5%	92.1%
The school sees health and wellbeing as important	100%		89.5%
The school encourages the idea of every child doing their best	95.8%	4.2%	94.7%
I know that extra help/support is available for pupils who need it	95.8%	4.2%	89.5%
My child can get support in the school for social, emotional and behavioural difficulties	91.7%	8.3%	78.9%
Additional Questions 2024-2025			
The school looks for and listens to my child's opinion when developing school policies and plans	70.8%	29.2%	
The school looks for and listens to parents views when planning and developing policies e.g. healthy eating policy; anti	66.7%	33.3%	

bullying policy; behaviour policy			
I am informed about the policies in the school e.g. Anti- Bullying Policy ; Safe Internet Usage Policy; Mobile Phone Use Policy, Child Protection Procedures	70.8%	29.2%	
The school promotes healthy eating	83.3%	16.7%	
The school promotes and encourages students/pupils to be physically active	100%		
I feel connected and part of the school community	75%	25%	
I feel that school staff are sensitive to confidential information that I share with them about my child	91.7%	8.3%	
The school communicates with me when things are going well for my child eg to acknowledge my child's progress and achievements in all areas.	62.5%	37.5%	
The school communicates respectfully with me when issues arise	83.3%	16.7%	
There are structures in the school which allow parents to have a voice (e.g. Parents Council, parent meetings).	66.7%	33.3%	
I am encouraged to support and be involved in the school's activities.	79.2%	20.8%	
I know who to contact if I have a concern regarding school issues or my child	95.8%	4.2%	
My child knows who to talk to in school if they have a worry or concern	100%		
If I share a worry or concern with a staff member, I know that my concern will be dealt with.	75%	25%	
The school has links with external services for children in need of additional support.	87.5%	12.5%	

Pupil Questionnaire Findings

Question	2024 – 2025 findings 64 Responses Wellbeing in Education Questionnaire		2023 – 2024 findings 64 responses Mental Health Promotion: Self-Evaluation Checklist and Questionnaire
Response	Yes	No	Yes
My school is friendly and welcoming	100%		82.8%
My school is tidy and bright	95.3%	4.7%	60.9%
In my school, we have room inside and outside for playing games, sports, PE, talking and quiet time	98.4%	1.6%	85.7%
I feel safe in school	93.8%	6.3%	79.7%
My school has activities like sports/art/drama/music etc	100%		
The adults in our school help us to eat healthy food	75%	25%	
The adults in our school encourage us to do sports and be active	100%		
The adults in our school talk to us in a calm and nice way	95.3%	4.7%	
We are calm and well-mannered when we speak to the adults in our school	98.4%	1.6%	
The adults in our school praise and encourage us to work hard and try our best	98.4%	1.6%	
I try my best at school	98.4%	1.6%	
The adults in our school help children who find it hard to make friends	84.4%	15.6%	89.1% feel teachers help them when needed
The adults in our school help children who get into trouble in the class or in the yard	84.4%	15.6%	89.1% feel teachers help them when needed
The adults in our school help children who feel sad or worried	96.9%	3.1%	89.1% feel teachers help them when needed
The adults in our school help children who find it hard to learn.	96.9%	3.1%	89.1% feel teachers help them when needed
The adults in our school make learning interesting and fun	82.8%	17.2%	
The adults in my school care about me	98.4%	1.6%	93.8% feel liked by teacher
My teacher encourages me to	92.2%	7.8%	

ask questions and give my views in class.			
We do SPHE in class.	100%		87.5%
We learn that we are all special and that it is ok when people are different	98.4%	1.6%	
Bullying is not allowed in our school	98.4%	1.6%	
If I feel bullied in school, the adults in my school have told me what to do	92.2%	7.8%	84.4%
We are taught about bullying and cyber bullying and that leaving people out or teasing people is not allowed	100%		
If you get extra help from another teacher (Ms. Whiteford, Ms. Costelloe or Ms. Bergin), please answer this question. The extra help I get helps me to do better in school.	78.6%	21.4%	
If you get help from Ms. Lynam, Ms. Allen, Ms. Hogan or Ms. Galvin, please answer this question. The extra help I get helps me to do better in school.	91.2%	8.8%	
Our teachers ask us and listen to our ideas when deciding classroom rules.	93.8%	6.3%	
I know that my school has rules to keep us safe	100%		
I know if I do not feel safe that I will be listened to and the adults in my school will help me.	100%		
We are asked for our ideas when the school is deciding school policies	95.3%	4.7%	
We have school rules on using our mobile phones and the internet safely	95.3%	4.7%	
The children in our school are friendly and kind to each other	95.3%	4.7%	
I have friends at school	100%		
I know who to speak to in school if I am worried or sad about anything	95.3%	4.7%	

I would speak to an adult at school if I was sad or worried about myself or a friend.	96.9%	3.1%	78.1%
Parents are invited into the school for plays, celebration days etc	100%		
The adults in my school talk to my parents when I am doing well and also when there are problems or I need extra help	92.2%	7.8%	62.5%

Our Findings:

From a study of all questionnaires the staff identified two key areas to work on in 2025-2026.

They are Culture and Environment and Relationships and Partnerships.

Culture and Environment – Our Strengths

- The school building, hall, playgrounds and grass areas are well maintained, secure and appropriately furnished to accommodate full engagement with physical activity for our students.
- The physical wellbeing of our students is a central concept within our school community and is recognised by school leaders, management and staff.
 - There is a high staff morale where staff is interested and invested in supporting the physical wellbeing of all children.
- The wellbeing of our whole school community – both physically and mentally underpins our school policies and plans.
 - Our school has appropriate wellbeing policies in place.

Areas for Improvement

- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.

Relationships and Partnerships – Our Strengths

- All staff are fully aware of DES Child Protection Procedures
- School staff are supported and encouraged to access continuing profession development on physical wellbeing
- The school has established good links with Department support services, community-based statutory and voluntary support services and other external agencies (i.e. NEPS) to support pupil wellbeing.
- The school promotes partnerships with local businesses who can provide the children with an in depth learning experience in specific physical activities which aim to promote positive wellbeing (examples, Portlaoise Swimming Pool, Abbeyleix Tennis Club, Abbeyleix GAA)

Areas for Improvement

- Staff to feel more valued and appreciated in the workplace.

Target 1 2025-2026:

Culture and Environment

- To develop an environment where all experience a sense of belonging and feel safe, connected and supported.
- To build on structures where the voice of the pupil, teacher and parent are heard and therefore lead to improvements in school culture and ethos.

Statement(s) of Effective Practice

- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are put in place for staff wellbeing.
- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.
 - The indoor space displays works, talents and accomplishments of the pupils
- There is a positive approach to discipline where issues are resolved with care, respect and consistency
- Interactions among pupils, among staff and between pupils and teachers and all staff are respectful and positive and conducive to wellbeing (LAOS 2024)
- Teachers create an inclusive, purposeful, pupil centred learning environment based on mutual respect, affirmation and trust (LAOS 2024)

Target 2 2025-2026:

Relationships & Partnerships

- To actively involve children and young people, their parents and other external partners in wellbeing promotion within our school community.
- To develop 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.

Statement(s) of Effective Practice

- School staff model openness, respect and listening in their interactions with each other, children and young people and parents.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.
- The board of school leaders and management promotes the establishment of a parents' council in the school, and collaborates with the council as appropriate.
- 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.