



School Self-Evaluation Review Report – Wellbeing (2025–2026)

1. The Focus of the Evaluation

We undertook self-evaluation of wellbeing under the following areas:

- Culture and Environment
- Relationships and Partnerships

This is a review of progress made in implementing improvement plans during the period:

April 2025 – June 2026

2. School Context

Abbeyleix South National School is committed to promoting the wellbeing of all members of the school community. This SSE process focused on developing a positive, inclusive school culture and strengthening relationships between pupils, staff, parents, and the wider community. Wellbeing was prioritised as being equally important for both pupils and staff.

3. Findings

3.1 Culture and Environment

Effective Practice Identified:

- The school has created a safe, inclusive and supportive environment where pupils feel a strong sense of belonging.
- Positive behaviour approaches are consistently implemented across the school.
- Wellbeing initiatives for staff are promoted and supported regularly.
- A whole-school approach to recognising positive behaviour has been embedded.

Impact:

- Pupils report feeling safe, respected and valued. Student council meetings are held regularly where pupils respectfully highlight concerns and issues of importance.
- Improved behaviour and more positive interactions are evident across the school. Key Restorative Practice language has been successfully developed and embedded at the junior end, providing a strong foundation that will support pupils as they progress through the school.
- Staff wellbeing and morale have improved. During more demanding periods, staff engage in supportive dialogue and assist one another, while the school management team regularly checks in to ensure staff feel supported.

3.2 Relationships and Partnerships

Effective Practice Identified:

- A Student Council has been established, giving pupils a meaningful voice in school life.
- Regular opportunities are provided for pupils to express their views.
- Strong communication channels have been developed between school and home.
- Parents are encouraged to engage with the school through the Parents' Association and school initiatives.
- Staff have engaged in ongoing professional development in Restorative Practice.

Impact:

- Pupils feel listened to and empowered.
- Relationships between pupils, staff and parents are positive and respectful.
- Increased parental involvement in school life.
- A collaborative and supportive school community has been strengthened.

4. Progress Made on Previously Identified Targets

Target 1: Culture and Environment

Achieved

- A positive and inclusive school culture has been established.
- Structures are in place to support staff wellbeing.
- Wellbeing is prioritised across all aspects of school life.

Target 2: Relationships and Partnerships

Achieved

- Pupils, parents and staff are actively involved in promoting wellbeing.
- Effective partnerships have been strengthened within the school community.
- Clear communication systems support collaboration and engagement.

5. Summary of Overall Progress

Very good progress has been made in all areas of wellbeing. The school has successfully implemented the planned actions, resulting in measurable improvements in school culture, relationships and overall wellbeing.

6. Next Steps for Improvement

- Continue to embed and sustain current wellbeing practices.
- Further develop pupil leadership and voice.
- Maintain ongoing professional development in wellbeing and Restorative Practice.
- Continue to strengthen parental involvement and engagement.
- Monitor and review wellbeing practices on an ongoing basis.