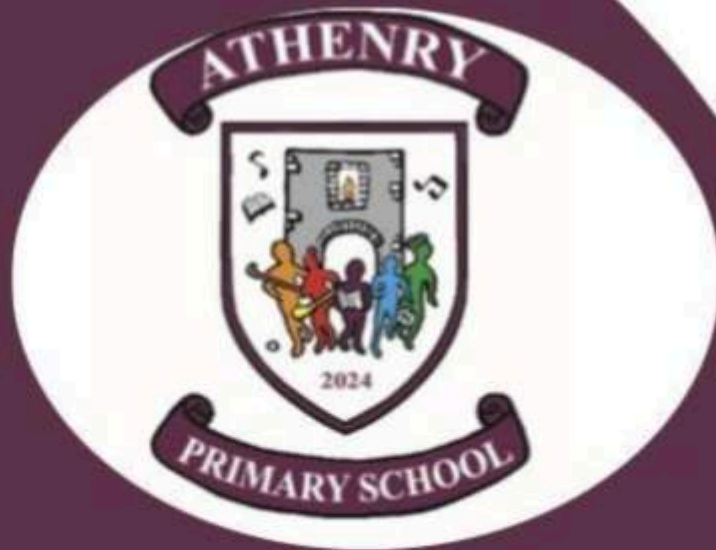


LIFE IS BETTER WHEN WE WORK TOGETHER

# School Self Evaluation - School Improvement Plan





## Athenry Primary School

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# Athenry Primary School Self-Evaluation Report and Improvement Plan

## 1. Introduction

Wellbeing became the natural focus of our current SSE process in September 2025 as it had already been selected as the topic of evaluation by our two predecessor schools, Scoil Chroí Naofa and Athenry Boys School. While there was extensive consultation in both schools with all the relevant stakeholders and a draft wellbeing plan had been created and began to be implemented in Scoil Chroí Naofa, it was found that when the SSE process was reviewed in light of the newly formed Athenry Primary School, the needs and priorities were now much different.

For a list of effective practice in Wellbeing already in operation in our school see our **Wellbeing Inventory** in the appendix of this document. The responses to our surveys are also included there.

In the six step SSE process we believe we are between steps 4 (Write and share report) and 5 (Put improvement plan into action).



The two key areas of improvement in Wellbeing that we identified and that we will focus on from the SSE Statement of Effective Practice are:

- Key Area 1 - Culture and Environment
- Key Area 4 - Relationships and Partnerships

## **2. Findings of this evaluation:**

After a series of consultations with all stakeholders (staff, parents and students) through surveys, staff meetings, parents council meetings and discussion of wellbeing/school environment with students we came to the following findings (please see results of parent/staff surveys in appendices below);

- The wellbeing of the whole school community is central to the school's ethos and school leaders and management will actively promote wellbeing through the creation and promotion of a new Bí Cineálta policy and improvements to our school environment.
- Relationships and partnerships need to be supported through a range of agreed formal and informal structures, such as a new Student Voice committee, mentoring systems, assemblies, newsletters etc. Many of these are already in operation already in our school but we will strive to make them more effective and inclusive.
- We need to provide more opportunities for the children, staff and parents to have an active voice in decisions related to school improvement.
- 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.

**3. Our improvement plan:**

# SCHOOL IMPROVEMENT PLAN

**2024 to 2026**

**ACTION PLAN CO ORDINATOR:**

**Vincent Hanley**

**TARGETS**

- Promoting an awareness of our new Bí Cineálta policy amongst students, parents and staff.
- To make improvements to our school environment both internally and externally on both campuses to promote wellbeing.

**ACTIONS - To be applied across both campuses**

**PERSONS / GROUPS  
RESPONSIBLE**

- Formation of a staff wellbeing working group to drive wellbeing strategy and activity. Roles and responsibilities are divided out and priorities discussed.
- Formation of a new 'Student Voice' council to promote wellbeing and inclusiveness amongst the student body with a special focus on Bí Cineálta and to drive wellbeing projects throughout the school.
- Creation of a new whole school SPHE plan that will allow all classes to coordinate strands and strand units, especially the mandatory areas of the curriculum.
- Promoting an awareness of our new Bí Cineálta policy amongst students and staff through:
  1. CPD
  2. Discussing anti-bullying at all assemblies
  3. Anti bullying focused lessons
  4. Bí Cineálta notice boards
  5. Bí Cineálta yard signage across the school
  6. Bí Cineálta whole school child friendly poster
  7. Children's Bí Cineálta posters on display
  8. APS Bí Cineálta anthem
  9. 'Spirit of APS' award.
  10. CPD for all staff
  11. Bí Cineálta communications through the school newsletter
  12. External speakers invited to the school to speak about bullying
- Improvements to the school environment to enhance and promote pupil wellbeing to include:
  1. The development of a new front yard for our second and third class pupils
  2. The creation of new, permanent Áit Ciúine (quiet non active play space) in both the top and front yards on Campus A.
  3. A cooperative planting project across the two campuses
  4. Erection of outdoor pictures on several yards
  5. The painting of a four square game on two Campus A yards
  6. New surfacing and new equipment to include benches on two yards
  7. The establishment of two new sensory rooms

## APS Wellbeing Working Group:

*Roseanne Trehy, Cathriona Cronin, Aisling McKenna, Caroline Needham, Maria McGrath, Vincent Hanley, Helena Hyland, Sarah Hynes, Meghan Curran and Roísín O'Connor*

8. The development of a sensory wall and Lego wall in the Campus A main hall
9. The development of a magnetic wall in the Campus A main hall
10. The creation of a sensory corridor along the Junior corridor in Campus A
11. The erection of a children's challenge board
12. The establishment of two comprehensive AR libraries on both campuses.
13. Purchase of outdoor chess tables for the senior yards
14. Further improvements to the sensory garden on Campus A and the relining of the pond on Campus B

\* The 'Student Voice' council will be consulted for pupil suggestions and ideas.

- Surveying of parents and staff through Google Forms on feedback to our Bí Cineálta policy.
- Surveying of students in all classes (Roisin O'Connor designed age appropriate surveys).

## **MONITORING STRATEGIES/APPROACHES**

- Assessing this awareness through monthly meetings of the 'Student Voice' council.
- The creation of our Bí Cineálta child friendly policy (by giving every child an opportunity to create their own).
- Consulting with or surveying staff and parents.
- Regular meetings of the APS Wellbeing Working Group.
- On the agenda of ISM meetings.

## **EVALUATION / CRITERIA FOR SUCCESS**

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

- Are children aware of the key elements of our Bí Cineálta policy (it has to be harmful, targeted, repeated and who should they turn to for help)?
- Are children alerting staff to incidences of bullying?
- Are staff aware of the key elements of our Bí Cineálta policy?
- Are parents aware of the key elements of our Bí Cineálta policy?

- Are the children happier and more active on the yard with less incidences being reported to staff?

**NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS**

- To be decided after review (Easter)
- 
- 

<b>TARGETS</b>	<b>ACHIEVED</b>			
	<b>Yes</b>		<b>No</b>	
	<b>Yes</b>		<b>No</b>	
	<b>Yes</b>		<b>No</b>	
	<b>Yes</b>		<b>No</b>	

#### **4. Log of Actions:**

02.03.25 - Meeting between C. Cronin and V. Hanley on next steps in regards SSE/ Wellbeing and the new Bí Cineálta policy.

07.04.25 - Survey sent out to parents in regards to anti bullying guidelines and proposed new Bí Cineálta policy.

10.04.25 - Survey sent to staff in regards to anti bullying guidelines and proposed new Bí Cineálta policy.

11.04.25 - Students surveyed.

28.04.25 - Formation of a small working group (C. Cronin, K. Lambe, M. McGrath, V.Hanley) to draw up the new Bí Cineálta policy with regards to survey responses.

22.05.25 - Half day closure for sharing the proposals for our new Bí Cineálta policy with all staff and inviting feedback and discussion. Oide resources online explored.

25.06.25 - Sharing of our draft Bí Cineálta policy with parents.

01.09.25 - Meeting between C. Cronin and V. Hanley on next steps in regards SSE/ Wellbeing and the new Bí Cineálta policy and the creation of a new two year SPHE plan.

17.09.25 - Postholders meeting to discuss next steps with our Bí Cineálta policy and its implementation.

25.09.25 - First meeting of the APS Wellbeing Working Group.

03.10.25 - Meeting between C. Cronin and V. Hanley on next steps in regards SSE/ Wellbeing and the new Bí Cineálta policy, specifically the formation of the Student Voice Committee and the sharing of new SPHE plan.

20.10.25 - First meeting of the new APS Student Voice committee with C. Cronin, A. McKenna and V. Hanley.

21.11.25 - Meeting of the new APS Student Voice committee.

03.12.25 - Meeting between C. Cronin and V. Hanley on next steps in regards SSE/ Wellbeing and the new Bí Cineálta policy.

21.11.25 - Meeting of the new APS Student Voice committee.

21.11.25 - Meeting of the APS Wellbeing Working Group.

18.12.25 - Meeting of the new APS Student Voice committee.

07.01.26 - Meeting to discuss and finalise the design and content of the student friendly Bí Cineálta poster.

14.01.26 - Child Friendly Bí Cineálta policy/poster introduced to students at assembly.

15.01.26 - Child Friendly Bí Cineálta policy/poster shared with parents.

30.01.26 - Meeting between C. Cronin and V. Hanley on next steps in regards SSE/ Wellbeing and the new Bí Cineálta policy.

# Appendices:

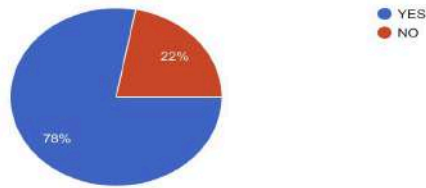
## Parent Survey Responses:



Do you know who to contact if you have a concern regarding bullying behaviour?

[Copy chart](#)

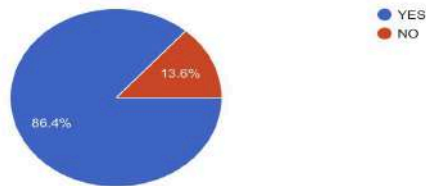
177 responses



Does your child/children feel that they can talk to a member of school staff if they have a worry or concern about bullying behaviour?

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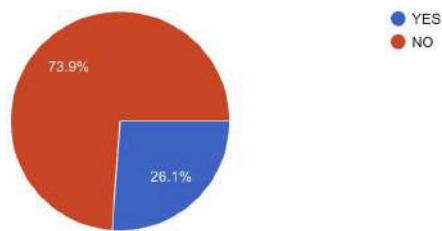
177 responses



Has your child/children ever experienced bullying behaviour in this school?

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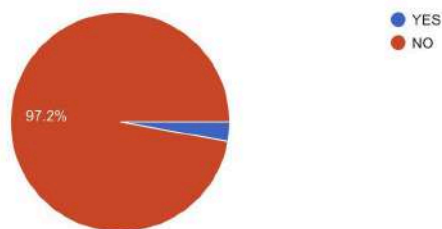
176 responses



Has your child/children ever engaged in bullying behaviour?

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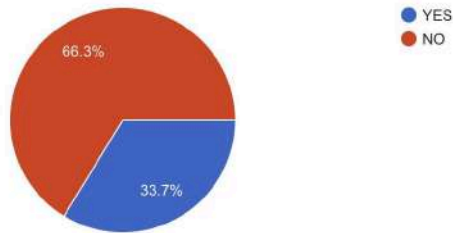
177 responses



Has your child/children ever witnessed bullying behaviour?

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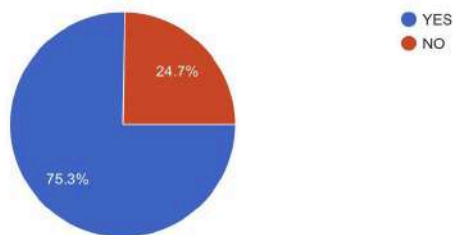
175 responses



If yes, were you happy with how this was dealt with?

[Copy chart](#)

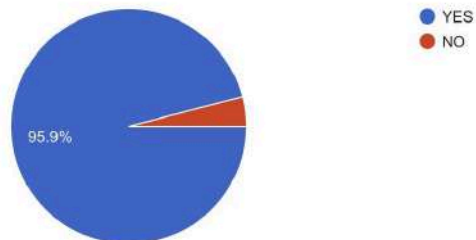
81 responses



Do you feel this school is committed to dealing with bullying behaviour and its prevention?

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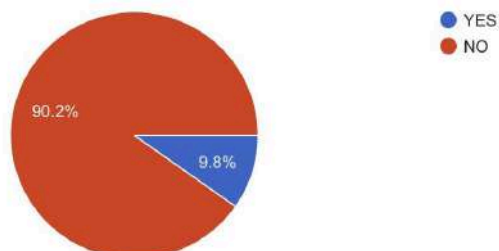
172 responses



Is there anything else you would like to say about the school's approach to preventing and addressing bullying behaviour?

[Copy chart](#)

174 responses



## Student Survey Responses:

136 responses

[Link to Sheets](#)

Summary

Question

Individual

1. Is your school a happy and safe place to be?

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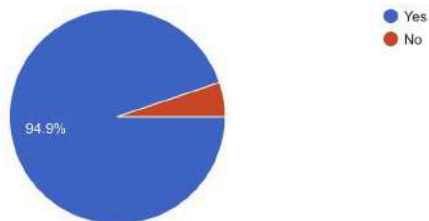
136 responses



2. Is your classroom a happy and safe place to be?

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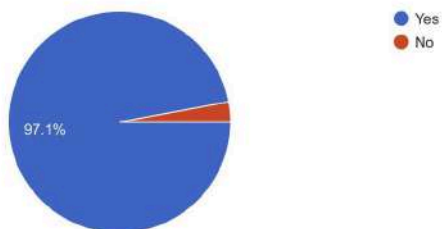
136 responses



3. Do you know what bullying is?

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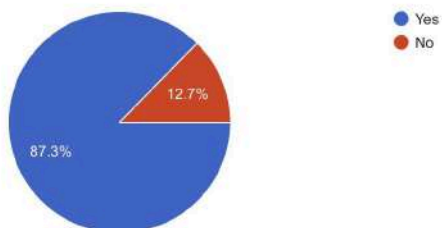
136 responses



4. Have you learned about bullying in school?

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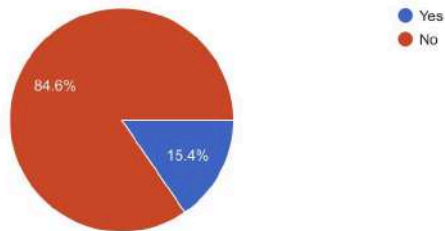
134 responses



5. Are you being bullied in any way?

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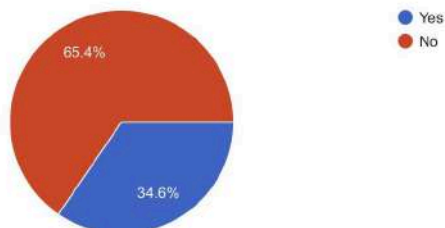
136 responses



6. Is anyone in the class being picked on?

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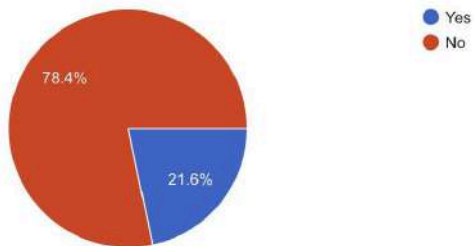
136 responses



7. Is anyone being left out or ignored on purpose?

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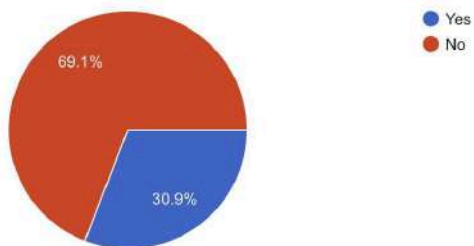
134 responses



8. Are there any areas in school where you feel unsafe?

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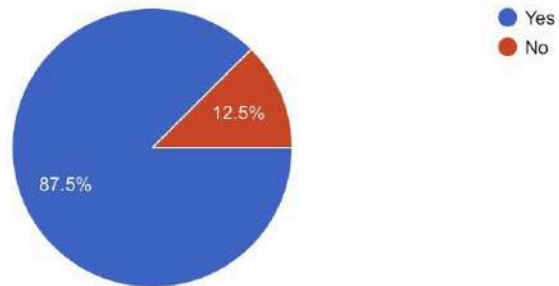
136 responses



9. Is there an adult here at school you could talk to if you were worried about or experiencing bullying?

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136 responses

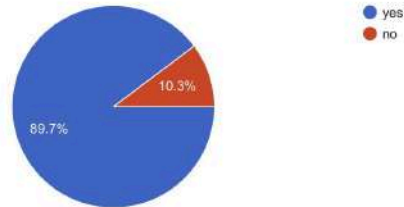


## Staff Survey Responses:

Have you seen the Schools Anti-Bullying Policy?

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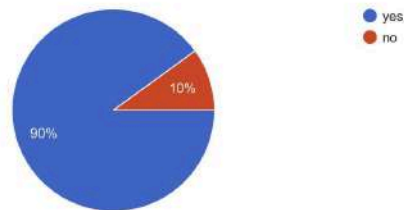
39 responses



Do you know how to access the school's Anti-Bullying policy?

[Copy chart](#)

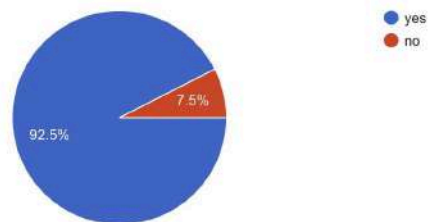
40 responses



Do you know who is responsible for investigating and responding to bullying behaviour in your class/school?

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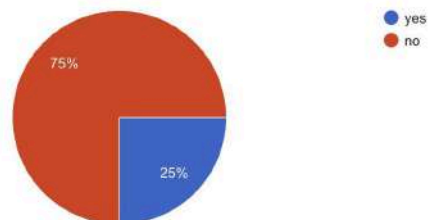
40 responses



Have you engaged with any professional learning in this area?

[Copy chart](#)

40 responses





## APS Inventory for Four Key Wellbeing Areas

### **Key Area 1: Culture and Environment:**

- Astro turf
- Centralised PE equipment storage
- Outdoor shelters
- Outdoor murals painted by local artist
- Sensory garden
- Suaimhneas sensory room
- Evergreen sensory room
- Campus B sensory room
- Displays of pupils' work and achievements
- Staff social committee
- Annual sports day
- School-owned wheelchair
- Movement breaks
- School band (4th-6th)
- Assemblies
- Nurture/ TLC sessions for target pupils
- Ongoing development of additional SET spaces
- PE friendly unisex school uniform
- Bí Cineálta process to create a new student friendly policy/ poster

### **Key Area 2: Curriculum (Teaching and Learning)**

- Variety of assessment approaches: Peer and self-assessment
- Collaborative learning opportunities: Project work
- Differentiation to ensure experiences of success for all pupils
- Welcome to Wellbeing programme (Mo and Ko) Junior Infants to 1st class
- Weaving Wellbeing programme 2nd to 6th class
- Two year whole school SPHE plan
- SPHE coordinator - Mr. Hanley
- SPHE and PE planning prompts shared with whole staff by coordinators
- Extracurricular opportunities:
  - Soccer, basketball, chess
  - Camogie/ hurling with external coach -
- School Committees:
  - Green School Committee - Lead teacher and pupils
- 'Transition to Post Primary' workshops for 6th class (May/ June)
- Cycle Right - Learning to cycle safely sessions for 6th class
- Acknowledgement and celebration of children's extracurricular endeavours and achievements - Newsletter announcements, assembly presentations
- Accelerated Reading - Motivating children to enjoy reading, develop confidence and feel a sense of accomplishment when reading independently
- SNA timetables

### **Key Area 3: Policy and Planning**

- Child Protection Policy

- Child Safeguarding Statement and Risk Assessment
- Health and Safety Policy
- Code of Behaviour
- Anti-bullying Policy
- Cyber-bullying Policy
- Healthy Eating Policy
- Acceptable Use Policy
- Complaints Procedure
- Wellbeing Committee
  - Coordinating SSE for Wellbeing
- Social Committee
  - Supporting staff wellbeing through organisation of staff social gatherings/ activities
  - Social fund for purchase of gifts/ treats to mark important events/ milestones in staff members' lives
- Board of Management recognition of staff's hard work and contribution to school community
  - Staff room treats/ lunches on training days or to mark school achievements
  - Contribution to cost of staff Christmas/ Summer parties
- CP hour schedule, including CPD sessions
- Aladdin Schools Software
  - Tracking attendance and absenteeism
  - Pertinent student medical information: allergies, medical conditions
    - Symptoms
    - Treatment Protocols
- Sub Induction Folders: Key information for sub teachers
  - Details of daily classroom routines
  - Class timetables
  - Yard duty/ supervision timetables and arrangements
  - Pertinent Pupil Information: Additional needs, medical needs
- Education Passport completed for pupils transitioning to secondary school

#### **Key Area 4: Relationships and Partnerships**

- Student Voice committee
- Buddy/ shared reading initiatives
- Minders for infant classes
- Monthly school newsletters
- Junior class, senior class and whole school assemblies
- Collaborative planning opportunities (group Croke Park hours)
- Group/ pair work learning approaches
- Project work (senior classes)
- Parents' council
- Ongoing daily interactions with management
- Staff social events
- Grandparents' day
- Links with feeder preschools and local creches
- Links with other primary schools e.g. Gaelscoil Ríada
- Links with local secondary schools

- Visiting coaches e.g. camogie/hurling/Gaelic football/ soccer
- Staff- led extracurricular activities and after school clubs
- Staff group leaders/ mentors e.g. to support new staff
- Droichead mentors to support NQTs
- School Padlet: Centralising access to key information for all staff
- EAL buddy system to support communication
- NEPS Psychologist

Child Friendly Bí Cineálta Poster:

