



*"Let the rooms be
full of happiness"*

*Scoil Iósaf National School,
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Scoil Iósaf National School
Our Self-Evaluation Report and Improvement Plan
June 2026

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

1.1 Outcomes of our last improvement plan from 2018 to 2022

- Focus on attendance - our attendance figures have improved greatly across the school and are consistently high.
- Focus on oral language - a whole-school approach was adopted, but the programme was outdated and due to staff turnover and other priorities is no longer in use.
- Focus on the implementation of the New Language Curriculum - successful roll-out of the Primary Language Curriculum and full engagement with the new curriculum across all class levels.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *September 2022 to June 2023*. We evaluated the following aspect(s) of teaching and learning:

- **Wellbeing- *Culture and Environment and Relationships and Partnerships***
 - Approaches to wellbeing support across the school and positive supportive relationships and partnerships among the school community.
 - Consideration of recommendations in national guidelines (Looking at Our School, The Wellbeing Framework)
 - Guides from external agencies and supports (Oide, NCSE, NEPS)

- **Behaviour** - *Whole-school approaches to positive behaviour management*

- Awaiting updated national guidelines, but reviewed our current practice across the school and approaches to behaviour support.
- In line with the schools Code of Conduct (2018) and Code of Behaviour (2020)
- Individual classroom practices considered and a collective approach to expectations and consequences
- Feedback from the school community

2. Findings

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- Positive and respectful relationships are promoted throughout the school community.
- Staff use supportive and encouraging approaches to behaviour management.
- A whole school approach to behaviour support has been adopted and is continuously reviewed.
- Pupils participate actively in wellbeing activities and school initiatives.
- A caring and inclusive learning environment has been developed across the school.
- Staff collaborate effectively to support pupils' social and emotional development.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Teacher observations indicate improved pupil engagement and cooperation.
- Behaviour records show a reduction in behavioural incidents in many class settings.
- Pupil surveys and discussions indicate that pupils feel safe, supported and respected in school.
- Parent feedback reflects positive experiences of school climate and communication.
- Attendance and participation in wellbeing activities have improved.
- Whole School Evaluation (February 2026) noted "Very high-quality support was provided for pupils' wellbeing and there was a welcoming atmosphere in the school."

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

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Continue to develop consistent whole-school approaches to behaviour management- build on the current approach to allow for greater consistency and transparency across the school.
- Ensure our behaviour support strategy is in line with expected guidance on Code of Conduct in primary schools and review Code of Conduct and Code of Behaviour accordingly.
- Further support pupils in emotional regulation and conflict resolution skills.
- Increase opportunities for pupil voice and leadership in wellbeing initiatives.
- Strengthen partnerships with parents in supporting pupil wellbeing and behaviour.
- Continue to embed wellbeing practices across all areas of teaching and learning.

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), and **when**

Our Improvement Plan

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Develop a consistent whole-school approach to positive behaviour	Review and implement updated behaviour procedures and expectations across all classes	Principal, Staff, Wellbeing Team	Consistent implementation observed across classrooms	- Behaviour Ladder implemented - Term 3 focus on non-negotiables - Signed sheets regarding behaviour - Line up reward charts	- Improvements noted - awareness of behaviour strategy evident - build on non-negotiable list - update Code of Conduct in line with guidelines (awaiting) - Communicate throughout the year with whole school community
Improve pupil wellbeing and emotional regulation	Introduce wellbeing lessons, mindfulness activities and emotional regulation strategies	Class Teachers, SET Team	Pupils demonstrate improved self-regulation and coping skills	- Use of Weaving Wellbeing workbook - SPHE curriculum - SET individualised/small group supports as required	- Great success in focus area, as noted by inspectorate - Positive interactions on yard - explore other areas of wellbeing going forward - Build on strategies to support - Staff CPD in area
Strengthen positive relationships throughout the school community	Promote restorative practices and positive communication strategies	All Staff	Improved pupil interactions and reduction in conflict	- Ongoing - Use of whole school events like Scholastic Book Fair, fundraising, - Current school development and community support - School Enhancement Group	- Increase in parental input in school (via surveys, Open days/evenings, PA, etc.) - Look at further ways to build links with school community- welcome groups in (talks, visitors, support agencies, etc.)

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Increase pupil participation and voice	Support student council and pupil wellbeing initiatives	Principal, Teachers	Increased pupil engagement and leadership opportunities	- Increased pupil voice on intercom, at assemblies, Student Council	- Greater ownership and visibility for Students Council (display with names, take on an initiative/flag/project - Greater pupil links
Enhance parental involvement in wellbeing initiatives	Provide wellbeing information and opportunities for parent engagement	Principal, Staff	Positive parent feedback and increased participation	- Fortnightly newsletter to families to keep them informed - Monthly meet ups with PA to discuss school matters - Parent surveys on policy areas	- Newsletter a great success and will continue - PA meetings need further structures to ensure consistency - Build on parental input with more focus groups etc.
Monitor and review progress regularly	Gather feedback through surveys, observations and staff review meetings	Principal, Wellbeing Team	Evidence of progress towards wellbeing and behaviour targets	- This is ongoing - Reviewed at LMT meetings and staff meetings	- Increase pupil voice and input - via Student Council or focus groups - Increase parental voice - via focus groups, greater links and participation in house where possible

Presented to the Board of Management on Thursday 4th June 2026.

Signed: *Lorraine McDonald* (Chairperson) *Sinead Bogan* (Principal)

Date: 4/6/26