

# Wellbeing

A group of ten hands of various skin tones are holding up large, colorful letters that spell out the word 'Wellbeing'. The letters are in shades of red, green, blue, purple, and yellow. The hands are positioned below the letters, supporting them from underneath.

93622599

Joe

## Areas of Focus



The Inspectorate are at pains to point out that the model is about evaluating the **PROMOTION** of Wellbeing within the school - not to evaluate the actual wellbeing of students or staff.

# Information requested prior to the Inspection

***School Contact Form***

***School Information Form***\*

***School timetables***

**\*(Available at the end of the presentation)**



# Information requested Prior to the Inspection

**They asked for the following to be included on Shared Drive as they wanted view prior to arrival.**





CARA Programme - 1st Year Well Being



CSPE



PE



Senior RSE



SPHE



Well Being - 2nd and 3rd Year



Well Being Policies



Well Being TimeTables



Wellbeing Lesson Plans



WSG.zip

# **Information requested Prior to the Inspection**

**Student (2nd -6th Year) and Teacher/SNA  
Questionnaires:**

**All Questionnaires to be completed prior to the  
Inspection (links sent to the school)**

# Pupil Questionnaire



**(available at the end of the  
presentation)**

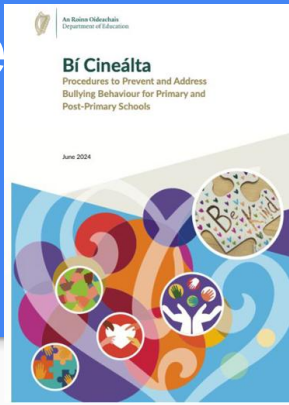


# Teacher/SNA Questionnaire

(available at the end of the presentation)



# The documents they will look at while they are in the school are



Child safeguarding statement

Anti-Bullying Policy [Appendix 4 \(Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools\)](#) (in new Bí Cineálta procedures it will be appendices A-F)

As outlined in [Circular Number 0055/2024](#),

Wellbeing policy/plan (if available)

School planning documentation that shows the school is making full provision or the relevant aspects of the curriculum (SPHE, CSPE, PE, RSE).

3 most recent Board of Management minutes

Any other documents/policies that you feel support wellbeing in your school, they may look at those, but this would only include documentation that is readily available and would not require any preparation by the school.

# Day 1

## Child Protection and Anti-Bullying Checks

As part of the evaluation, they will conduct **Level 2** Child Protection and Anti-Bullying Checks as outlined on pages **70 and 71** of ***A Guide to Inspection in Post-Primary Schools (updated 2024)***. Circular 55/2024 “Publication of Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools” outlines the requirements and supports for schools for this work in 2024/25.

Dee

# During the Evaluation

## Schedule

### Day one

- Met with SLT
- Documentation Check
- Learning Walk, led by our Student Leadership Team
- Lesson Observations, solely concerned with wellbeing in the classroom
- Wellbeing Workshop, 24 people mix of staff, students, parents, members of BOM (90 minutes)



# During the Evaluation



## Schedule

### Day two

- Meeting with SLT and key personnel (Chaplain, Guidance Counselor, SEN Coordinator, Wellbeing Coordinator)
- Student focus group, a random selection of students from across all year groupings
- Teacher and SNA Focus Group
- Lesson Observations, again focusing on student wellbeing

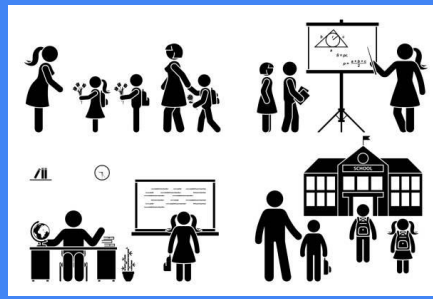
# Specific Areas of Focus



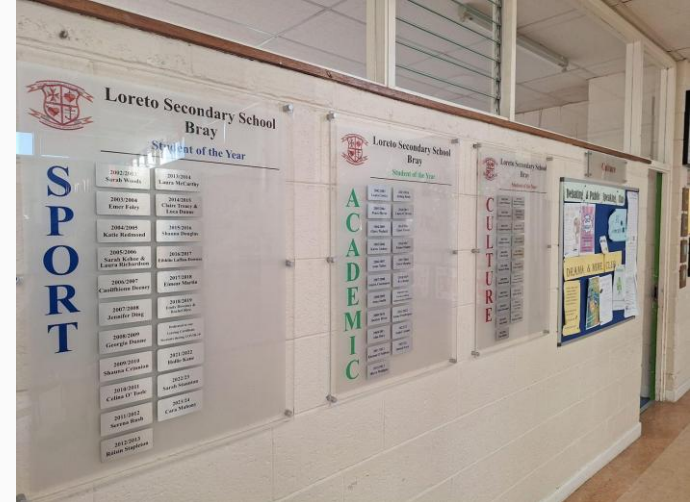
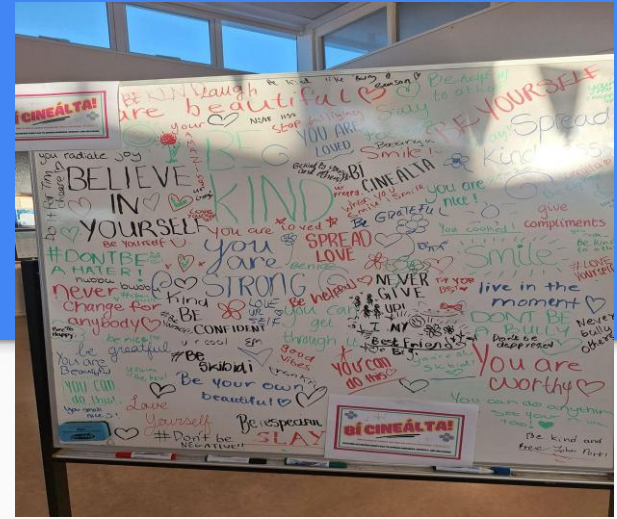
The evaluation will look at the following areas:

- 1) **Preventing and addressing bullying:** How effective is the school's work to prevent and address bullying? \*
- 2) **Culture and Environment:** To what extent does the school culture and environment, and the classroom culture, promote the wellbeing of students?
- 3) **Curriculum:** Teaching and Learning: To what extent do students experience interesting, engaging, and challenging learning activities?  
Experience effective teaching about wellbeing and for wellbeing?
- 4) **Policy and Planning:** To what extent have school policies and plans, including SSE, positively impacted the school's promotion of the wellbeing of students?
- 5) **Relationships and Partnerships:** To what extent are students, adults in the school, parents, and external partners aware of and/or actively involved in the promotion of wellbeing in the school?

# Learning Walk



- Members of our Student Leadership Team led the inspectors through school, talking them through the various activities that relate to wellbeing in our school.
- The students highlight boards and displays around the school dedicated to mental health awareness, positive affirmations, extra-curricular, school community or well-being tips, as well as our displays about “Acts of Kindness”, “Anxiety Busters” and “Mindfulness Moments” and our Support for Learning resource wall.





# Learning Walk

- During the learning walk, our students were asked some questions about the activities and initiatives represented, and to share stories behind some of the photographs to illustrate the school's holistic approach.
- Seems to be popular within the Inspectorate as a component of the model for Inspections.



Joe

# Workshop

Approximately 24 participants involved in this workshop. A combination of adults and students were seated at four tables, following a structured methodology to discuss their views about wellbeing in the school.

They want the adults to include:

Members of BoM

Parents

Students

Teachers

SNA's

Ancillary Staff



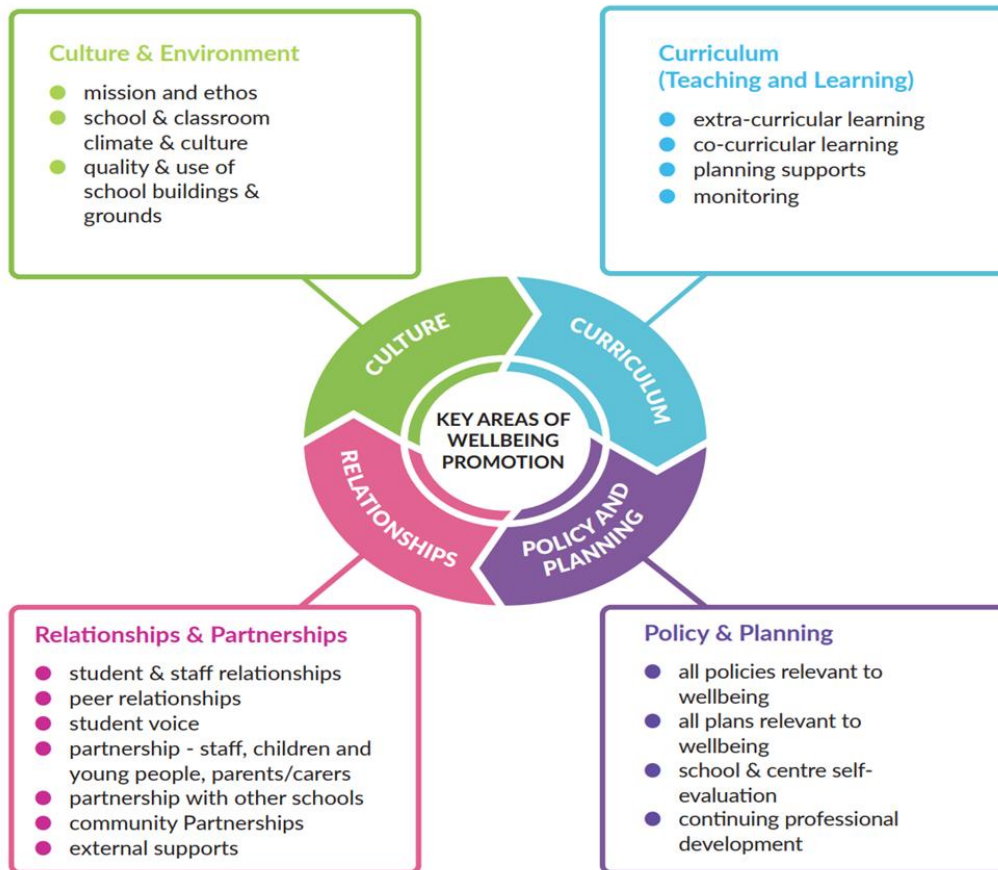


Figure 1

# During the Evaluation

1) **Culture and Environment:** To what extent does the school culture and environment, and the classroom culture, promote the wellbeing of students ?

2) **Curriculum:** Teaching and Learning:  
To what extent do students  
experience interesting, engaging, and challenging learning activities?  
experience effective teaching about wellbeing and for wellbeing?

3) **Policy and Planning:** To what extent have school policies and plans, including SSE, positively impacted the school's promotion of the wellbeing of students?

4) **Relationships and Partnerships:** To what extent are students, adults in the school, parents, and external partners aware of and/or actively involved in the promotion of wellbeing in the school?

ect  
and  
reachability  
in  
graph.

Happy  
Environment

Teacher-Student  
interaction

G/a



Students

# School Culture & Environment

Caru Proaspune  
Fostim a welcoming  
atmosphere for past  
years.

Carra  
for orange  
INCLUSIVE

SENSE of  
COMMUNITY  
- large school?

more clubs  
for students

lack of team  
efforts

Lack of after school activities.  
At least until the building is finished

More robust  
mobile phone

Work needed on  
- uniform &  
- Phone policy

In relation to  
enrichment classrooms can  
feel dull with the  
modernisation and new  
building

Even better if there is more art work on the walls in the new building or old pictures of past students etc.

Nothing Class  
During week

- Phone policy





# Specific Areas of Focus



The evaluation will look at the following areas:

**1) Preventing and addressing bullying:** How effective is the school's work to prevent and address bullying?

**2) Culture and Environment:** To what extent does the school culture and environment, and the classroom culture, promote the wellbeing of students?

**3) Curriculum:** Teaching and Learning: To what extent do students experience interesting, engaging, and challenging learning activities?  
Experience effective teaching about wellbeing and for wellbeing?

**4) Policy and Planning:** To what extent have school policies and plans, including SSE, positively impacted the school's promotion of the wellbeing of students?

**5) Relationships and Partnerships:** To what extent are students, adults in the school, parents, and external partners aware of and/or actively involved in the promotion of wellbeing in the school?

## Meeting with Students



- **Student Focus Group**

(10 students from returned Expression of Interest Forms)

Focus was on the areas covered in the Workshop (Day 1) but also adding In:

- **Preventing and addressing bullying:** How effective is the school's work to prevent and address bullying? .

# Life in School

How safe is your school?

Do students feel they belong in the school?

Do you have an adult you can talk to?

Do you feel respected in the school?

What happens at breaktime (activities etc)



# Relationships and Partnerships

How easy is it to make friends in school?

Do you feel teachers listen to you?

How do teachers help/listen to you if you have a problem?



# Teaching and Learning

How do teachers make learning interesting?

Do teachers know you the person?

Do you get the opportunity to ask questions/seek clarification from the teacher? (if so how is it handled?)

Do you get the opportunity to work with classmates during a lesson?

Do teachers support you in your learning?



# Policy and Planning

How are students involved in deciding policies? (plans fo the whole school)



# Bullying



Has your school taught you how to deal with bullying?

Are you asked for your opinions on how to prevent bullying?

Can you identify areas in the school where bullying **may** take place?

Are all areas of the school properly supervised during breaks?

Do teachers carry out active supervision during breaktime?

Dee



# During the Evaluation



## Lesson Observations

- 6 lessons were observed over the course of the two days.
- Variety of subjects and year groups were observed (5th Year Home Economics, 5th Year Politics and Society, 2nd Year PE, 1st Year SPHE, TY Philosophy).
- The main focus of all lesson observations was the promotion of wellbeing within the lesson.

# During the Evaluation



## Lesson Observations and Feedback

- Different experiences in terms of interactions with the Inspectors in the lessons and in the feedback meetings.
- Not looking at subject content, but at the manner of teaching and learning as it pertains to Student Wellbeing
- Very formal during the lesson observations.
- Very positive and supportive during the feedback.

# During the Evaluation



## Focus Groups

- Separate focus groups were conducted for both students and staff.
- A series of discussion questions in relation to wellbeing were presented to the groups which allowed for open discussion
- This followed the same format as focus groups conducted as part of a subject inspection

## Meeting with Wellbeing Leadership Staff



### Included:

- Co-SENCO
- Guidance Counsellor
- Ethos
- Chaplain
- SLT

One hour meeting- very surface level- staff felt that they did not have much time to elaborate on what we offer, or to answer the questions asked.

## Meeting with Wellbeing Leadership Staff



- Questions regarding a school-wide approach for preventing, addressing, reporting and tracking bullying behaviour
- Questions about assimilating Wellbeing Indicators and the Promotion of Wellbeing into Subject Planning, as well as SSE/SIP/Strategic Plan- asked for examples.
- Delved more into our Preventative Actions, Restorative Approaches, and Application of Code of Behaviour
- What is successful?
- What do the team identify as areas for improvement?
- Asked about whether specific programmes were used or under consideration, such as Check and Connect, FUSE etc

## Meeting with Wellbeing Leadership Staff



- Questions regarding a school-wide approach for collaborative subject planning in the areas of SPHE, CSPE, PE and Wellbeing.
- Questions regarding Whole School Guidance.
- Questions regarding Timetabling
- Questions regarding the extent to which Student Voice, and Parent/Guardian voice are engaged
- Questions regarding Student Leadership structures
- Questions regarding how collaboration between staff and SLT is managed
- Questions regarding SLT support and promotion of Staff Wellbeing

# Feedback to the SLT-Dee's experience

## Evaluation Meeting

- Delivered in a very positive and supportive manner
- The feedback provided was informative and offered us various ideas and options for optimising wellbeing in our school
- Highlighted for us the areas that required immediate attention and provided us with the opportunity to take action immediately after the inspection
- Was comprehensive and practical, and also included tips and contacts for us to explore ways to address areas for improvement
- Was delivered in 6 sections- Child Protection plus the five areas highlighted already



# Feedback to the SLT-Joe's experience

## Joe's Experience

Verbal feedback 3 days after the inspection

Focus on Student Voice

T&L (will score from fair to excellent)

(Good to Excellent) = Focus Group on T&L

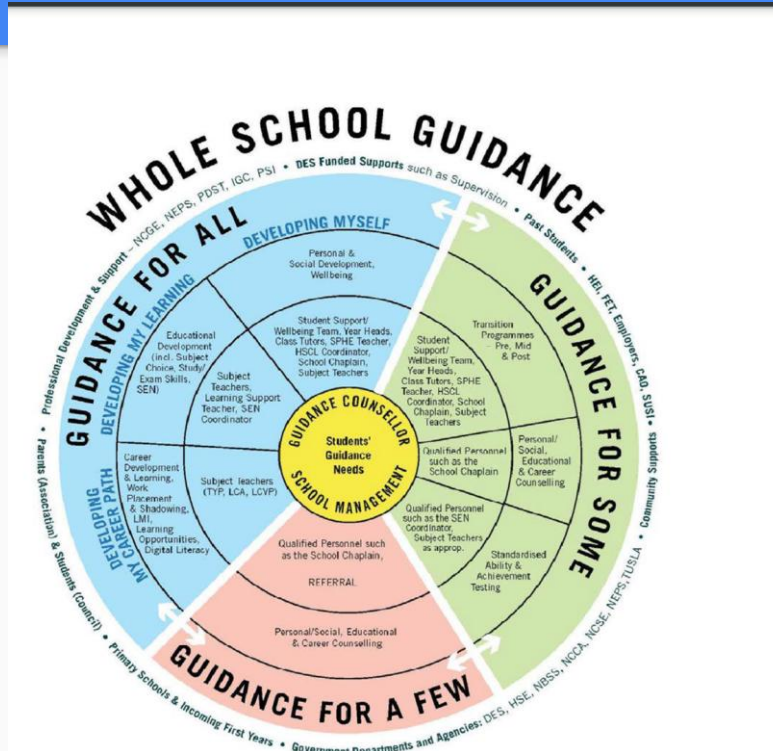
Don't use books in Wellbeing;

Whole School Guidance (For Some, Few, All

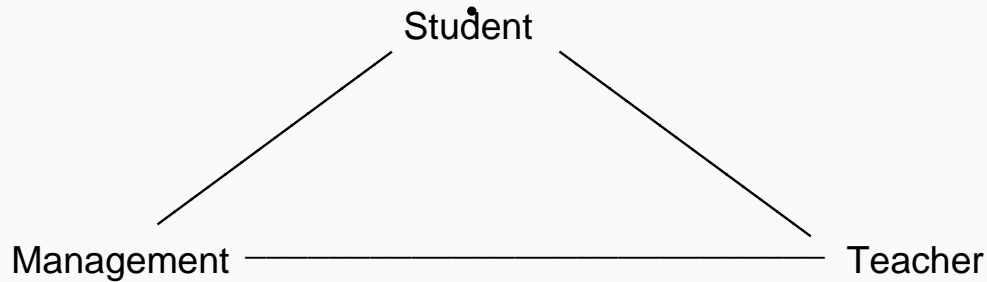




# Meeting with Random Selection- Teachers/SNAs



# Feedback to the SLT-Joe's experience



# Schedule of Two Day Visit

## Day one

- Met with SLT
- Documentation Check
- Learning Walk, led by our Student Leadership Team
- Lesson Observations, solely concerned with wellbeing in the classroom
- Wellbeing Workshop, 24 people mix of staff, students, parents, members of BOM (90 minutes)

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