



Scoil Ursula  
Strandhill Road, Sligo  
18979F

School Self-Evaluation Report

SPHE

Evaluation period: September/October 2015

Report issue date: October, 2015

# School Self-Evaluation Report

## 1. Introduction

Scoil Ursula is in Year 3 of its three year cycle of School Self Evaluation. Having focussed on Literacy and Numeracy in Years 1 and 2 respectively, we have chosen SPHE as our target area this year.

### 1.1 The focus of the evaluation

This year we are focussed on SPHE with particular emphasis on healthy eating among our pupils. During our evaluation period of September, 2015, we gathered evidence on our current situation with regard to the healthy eating habits of our pupils.

This is a report on the findings of the evaluation.

### 1.2 School context

- This is a vertical co-educational primary school.
- The ethos of the school is Catholic.
- There are currently 401 pupils.
- There are 20 teachers including an Administrative principal, 3.5 SNAs, a full-time Secretary and Caretaker.
- Scoil Ursula is situated in a lower to middle-class suburban area.
- 10% of the school's pupils have Special Educational Needs including 10 children in receipt of Low Incidence Teaching Hours for disability ranging from ASD to Emotional & Behavioural Disorder.
- 19% of pupils are newcomer children.
- The school administers standardised tests in Literacy (Micra-T) and Numeracy (Sigma-T) from first to sixth class. The NRIT is conducted with 1<sup>st</sup> and 4<sup>th</sup> classes. The Belfield Infant Assessment Profile (BIAP) is conducted with those Junior Infants who are considered by their teachers to be at risk of educational failure. The Middle Infant Screening Test (MIST) is conducted with Senior Infants and the Forward Together Programme is conducted as necessary.
- Teacher Observation and Teacher-Designed tests and tasks are also used in Scoil Ursula.
- Strong emphasis is placed on early intervention strategies for pupils with learning difficulties or special needs. We endeavour to develop each individual child's holistic potential.
- Home-School links are fostered at every opportunity creating an open, welcoming school environment. Formal Parent-Teacher meetings are held in the Autumn.
- We have a supportive Parent's Association who work closely with staff, pupils and Board of Management.
- School Policies are updated regularly and are available to our school community through our website [scoilursula.com](http://scoilursula.com)
- The school has received 5 Green Flag Awards, 2 Discover Science & Maths Awards, a Digital School of Distinction Award, the Active Schools Flag Award and various other Literary & Arts Awards.

## 2. The findings

The key instrument that we used to gather the evidence was a lunchbox survey carried out by the teachers in September. Through our school Administration System and Google Docs, a questionnaire was created and the data from this was collated and analysed to produce the following results.

- **Healthy Eating**

- **Lunchbox Surveys:**

- 35% of children had non-sugary drinks in their lunch boxes
- 19% of children had a healthy snack in their lunch boxes (ie: one with low sugar and low fat content).
- 8% of children had a healthy main lunch item in their lunch boxes (ie: one with low sugar and low fat content).

Suggestions for improving standards in the above areas included

- Explicit Teaching: The explicit teaching of what constitutes a healthy diet pitched at the level of each class.
- Information: Development of information materials to be distributed to the homes with healthy ideas and alternatives to unhealthy foods that are currently common in lunch-boxes.

- **Attainment of the Curriculum Objectives**

- Teachers report that all strands of the SPHE Curriculum are adequately addressed at each class level.

- **Learning Environment**

- Due attention is given to displays of healthy eating such as food pyramids and centres of health interest which create a stimulating encouraging environment for the pupils.
- Consideration should be given to ensuring that adequate and suitable resources are available to teachers to promote healthy eating.

- **Pupils' Engagement in Learning**

- Pupils are enabled to take an active role in their learning and engaging lessons are prepared by teachers using effective methodologies and appropriate use of ICT particularly the Interactive Whiteboards which are in wide use in all classrooms.
- Opportunities are identified for children to engage with healthy eating and children are taught to promote encouraging better food habits at home.

- **Learning to Learn**

- Pupils are taught strategies to promote independent learning particularly in the multi-grade class in the school.

- **Preparation for Teaching**

- All teachers prepare plans to guide the teaching and learning of SPHE. There are specific learning objectives for skills stated in individual plans which are prepared on a fortnightly basis.
- IEPs are developed to meet the individual needs of pupils in receipt of Resource Teaching Hours (RTH) and support is provided by Special Educational Needs (SEN) Team. Where possible targets in relation to food habits and hygiene are promoted.

- **Teaching Approaches**

- A variety of teaching approaches and methodologies, as recommended by the curriculum, are skilfully applied in all classes.

- **Management of Pupils**

- A variety of classroom management strategies for the teaching of SPHE are employed including independent work, group teaching, whole class teaching and Circle Time.

- **Assessment of Pupils**

- A variety of modes of assessment of and for learning is used consistently in all classes to monitor pupils' progress.
- Regular checking of lunchboxes to encourage pupils to make progress will form part of the assessment process.

### **3. Progress made on previously identified targets identified in the current SIP**

- As this is the first year of SPHE in our School Self Evaluation (SSE), there are no target achievements to be evaluated.

### **4. Summary of school self-evaluation findings**

#### **4.1 Our school has strengths in the following areas:**

- Scoil Ursula has a conscientious, dedicated, innovative staff open to new ideas and initiatives and focussed on providing the best possible educational opportunities for its pupils.
- The school has a high profile in Sports with numerous successes in a variety of codes.
- The school recently achieved its first Active Schools Flag Award.

4.2 The following areas are prioritised for improvement:

- Healthier Lunches.

4.3 The following legislative and regulatory requirements were addressed:

- Our Anti-Bullying Policy was updated in accordance with the recently introduced DES guidelines.
- An Attendance Policy was drafted and implemented in 2014.
- A Data Protection Policy will be drafted and implemented in 2015.
- A Home-School Links Policy will be drafted and implemented in 2016.

**Appendix to School Self-Evaluation Report:  
legislative and regulatory checklist**

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school - Length of school year - minimum of 183 days - Length of school day 4 hours 40 minutes (infants); 5 hour 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	Circular 11/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/ teacher and staff meetings	Circular 14/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of pupils	Section 9(1), 15(2) and 23 Education Act 1998 Sections 20 and 21, Education (Welfare) Act 2000 Rules 55, 64, 108 and 123, Rules for National Schools Circular P24/02 Staffing Schedule for current school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement	Circular 0056/11 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011 Please ensure the following in relation to child protection	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE <u>  0  </u></li> <li>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of <u>  0  </u></li> </ul>		

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	<p>management informed</p> <ul style="list-style-type: none"> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made <span style="float: right;">___0__</span></li> <li>▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed <span style="float: right;">___0__</span></li> </ul>		
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act Primary Boards of Management Information Manual November 2007</p> <p>Please consider the following in relation to complaints</p> <ul style="list-style-type: none"> <li>▪ Number of formal parental complaints received <span style="float: right;">___0__</span></li> <li>▪ Number of formal complaints processed <span style="float: right;">___0__</span></li> <li>▪ Number of formal complaints not fully processed by the end of this school year <span style="float: right;">___0__</span></li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For Formulation, Ratification & Implementation in 2015
Refusal to enrol	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p>	N/A	

Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
	Number of section 29 cases taken against the school	<u>0</u>		
	Number of cases processed at informal stage	<u>0</u>		
	Number of cases heard	<u>0</u>		
	Number of appeals upheld	<u>0</u>		
	Number of appeals dismissed	<u>0</u>		
Suspension of students	Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	Number of section 29 cases taken against the school	<u>0</u>		
	Number of cases processed at informal stage	<u>0</u>		
	Number of cases heard	<u>0</u>		
	Number of appeals upheld	<u>0</u>		
	Number of appeals dismissed	<u>0</u>		



Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Expulsion of students	<p>Section 29 Education Act 1998</p> <p>Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</p> <p>Number of section 29 cases taken against the school</p> <p>Number of cases processed at informal stage</p> <p>Number of cases heard</p> <p>Number of appeals upheld</p> <p>Number of appeals dismissed</p>	<p><u>  0  </u></p> <p><u>  0  </u></p> <p><u>  0  </u></p> <p><u>  0  </u></p> <p><u>  0  </u></p>		

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
Enrolment policy	Section (15)(2)(d) Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>1</sup> including anti-bullying policy	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy <sup>2</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	For Formulation, Ratification & Implementation in 2014
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For Formulation, Ratification & Implementation in 2015
Special education needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education	Relationships and Sexuality Education: Policy Guidelines (1997)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform with the provisions stipulated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for pupils with special educational needs.

(RSE) policy			
Child protection policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Home School Links Policy for Formulation, Ratification & Implementation in 2016
Public service (Croke Park) agreement – special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Other			