



Ennis National School



## **Self – Evaluation Report and Improvement Plan**

### **2019 – 2020**

#### **Introduction**

In 2018 Ennis National School engaged in the School Self Evaluation process to introduce and implement the School Wellbeing Framework. Staff and pupils were surveyed to investigate their opinions on wellbeing in Ennis National School and responses to this data led to the setting of two targets to be achieved during the year 2018-2019.

The following targets were implemented:

1. To build pupil's resilience and ability to cope with feelings of worry by engaging with the 'Friends for Life' programme.
2. To set up a Support Team responsible for organising activities to promote wellbeing in our school.

#### **Progress to Date**

- Staff attended training on the 'Friends for Life' programme facilitated by NEPS psychologists in the Clare Education Centre, to increase their competency in teaching resilience and coping strategies to pupils.
- The 'Friends for Life' programme was taught in 4th class.
- A 'Friends for Life' board was created and updated termly throughout the year.
  
- In addition, we developed a support team comprising staff members, pupils and parents to organise activities promoting wellbeing throughout the school year.
- We celebrated a 'Wellness Week' in school based on the theme 'Feeling Good about Ourselves' with pupils engaging in a wide range of activities including: random acts of kindness, secret friend, drumming circle, smile mile friendship walk, partner picnic, whole school assembly and listening to motivational speaker Peter Duggan.
- We also held a 'Health Awareness Week' at the end of the school year, focusing on a healthy body and mind. Activities during this week included: yoga, dance, jiu jitsu, boot camp, school talent show and motivational speaker Gary Brennan.
- Finally, pupils in 4th and 5th class produced a school magazine showcasing their talents and interests.

## Findings

### **Investigation of Health and Wellbeing in Ennis National School**

In 2018 - 2019, we investigated the opinions of teachers and pupils about wellbeing in our school and data from questionnaires, teacher discussions and observations were used to identify our strengths and areas for improvement.

This year, we surveyed parents to investigate their opinions about their children's wellbeing in Ennis National School and to identify our strengths and further areas for development. A survey on wellbeing was sent to all parents through 'survey monkey' and 117 parents completed it.

These are our findings:

- 96% of parents agreed that the school cared about their child's wellbeing.
- 98% of parents agreed that their child feels happy and safe at school.
- 83% of parents agreed that their child knows an adult they can talk to in the school if they are worried or upset.
- 92% of parents agreed that they themselves knew someone they could talk to in the school if they felt that their child was worried or upset.
- 97% of parents agreed that there was a positive atmosphere in the school.
- 98% of parents agreed that they are kept informed of school policies, events and activities.
- 92% of parents agreed that pupils in Ennis National School have good relationships with each other.
- 95% of parents agreed that staff have good relationships with pupils.
- 90% of parents agreed that staff have good relationships with parents.
- 88% of parents agreed that they have friendships with other parents at the school.

**93 parents responded to the open ended questions and the following themes emerged from parent responses.**

*"Is there any way that the school could help you, to help your child/children regarding their wellbeing?"*

*"Is there any way that the school can improve its approach to Wellbeing Education?"*

- Many parents commented on the need for increased teaching in relation to wellbeing and developing emotional resilience. Suggestions were put forward to teach meditation, mindfulness, yoga and Friends for Life as part of the SPHE curriculum. The importance of teaching children that everybody is unique; to encourage empathy and understanding of all pupils was encouraged by parents. In addition, many parents stated that they would like increased involvement in SPHE lessons, they would like to be informed about the content of the programme/topic being taught and they stated that they would like SPHE activities sent home, so that the content could be reinforced. One parent also commented that while their child did not show anxiety at school, emotional anxiety was shown in the home setting.
- Parents asked for more workshops educating them about wellbeing, how to encourage emotional resilience in their children and how to put them at ease when they are feeling anxious.

- Suggestions emerged for class activities to promote wellbeing. These included the introduction of 'brain breaks' where there is whole school quiet time for a short period of time, a worry box in classrooms where children could write down if something is bothering them and regular discussion in class about feelings.
- Parents stated that they would like increased communication with teachers. They commented that they would like teachers to be more pro-active in informing them about any changes in their child's behaviour and wellbeing promptly, particularly if there is a concern. They also would like to be involved in their child's learning about wellbeing.
- Differentiation emerged as a factor affecting children's wellbeing. Parents noted that if a child is struggling with school, it is very important that work is differentiated for them, particularly for homework as this can cause stress.
- The introduction of a buddy system and buddy bench was suggested to encourage friendships among pupils.
- One parent was concerned about the amount of 'screen time' pupils were exposed to in school and stated that pupils should be encouraged to talk to one another during 'free time' e.g. on wet days.
- One parent also stated that children with sensory issues need to have more time in the sensory room.

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

Aims/Targets:

1. Organise structured lunch-time activities to encourage interaction and friendships among pupils across different class levels
2. Pupils will participate in classroom activities, promoting wellbeing and the importance of looking after our body and mind
3. Organise a school event where pupils showcase their talents, with specific emphasis on family and community involvement
4. To build pupil's resilience and ability to cope with feelings of worry by engaging with the 'Fun Friends' programme

### **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 targets

**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** and **adjustments** made, and **when**

**Achievement of targets** (original and modified), and **when**



**Ennis National School**

## **School Improvement Plan**

**2019-2020**

**Target 1: Organise structured lunch-time activities to encourage interaction and friendships among pupils across different class levels**

	<b>Tasks/Actions</b>	<b>Who and When</b>	<b>Monitoring</b>	<b>Evaluation / Success Criteria</b>	<b>Progress and Adjustments</b>	<b>Target Achieved</b>
<b>Action 1</b>	In small groups, pupils from Junior Infants to 3rd class will engage in structured activities on the school playgrounds at lunch time e.g. climbing frame, balance beam, obstacle course, play-house, roundabout	Staff members on yard duty  Pupils from Junior Infants to 3rd class  <i>September 2019 – June 2020</i> <i>(Playground rota in use)</i>	Feedback from staff members on yard duty  Teacher observation  Pupil feedback  Parent feedback	Pupils interact with one another while playing on the school playgrounds  Pupils are encouraged to play with their peers by engaging in more structured playground activities in small groups	Pupils appear to enjoy playing on the school playgrounds and it is a great reward and motivator for pupils to engage in positive behaviours  The playgrounds could be used more with specific pupils to encourage interaction and communication with peers, e.g. social groups	<b>Achieved</b>
<b>Action 2</b>	A 'Crafty Corner' club will take place three times per week during lunch time, for pupils from 3rd to 6th class	Ms. Harding  Pupils from 3rd – 6th class  <i>September 2019 – June 2020</i>	Feedback from Ms. Harding  Pupil feedback	Pupils from 3rd to 6th class show interest in participating in the 'Crafty Corner' club  Participation in the club is maintained throughout the year  Pupils are observed interacting with one another during the 'Crafty Corner' club  Pupils create pieces and display their work in a special area in the school	Very positive uptake on 'Crafty Corner' club  Pupils showed great pride in their work  Positive interaction between pupils observed during 'Crafty Corner' club  Pupils in 'Crafty Corner' club created a display	<b>Achieved</b>

					entitled 'The Festival of Trees' which was displayed in St. Columba's Church on Bindon Street, showcasing their work to the local community	
<b>Action 3</b>	A draughts league will take place during wet days at lunch time, for pupils from 3rd to 6th class	Mr. Vaughan  Pupils from 3rd to 6th class  <i>January – March 2020</i>	Feedback from Mr. Vaughan  Pupil feedback	Pupils show interest in participating in the draughts league  Participation in the draughts league is maintained for the duration of the 12 weeks  Pupils are observed interacting positively with one another during the draughts league	Pupils enjoyed the draughts league and it appealed to a wide range of pupils  Pupils were observed interacting with one another and communicating positively during the draughts league	<b>Achieved</b>
<b>Action 4</b>	A chess club will take place twice weekly at lunch time for pupils from 3rd to 6th class	Ms. Harding Ms. Fitzgerald  <i>September 2019 – June 2020</i>	Feedback from Ms. Harding and Ms. Fitzgerald  Pupil feedback	Pupils show interest in participating in the chess club and participation is maintained throughout the year  Pupils are observed interacting positively with one another during chess club  Pupils take part in an inter schools chess competition to develop and showcase their skills	Pupils enjoyed chess club and there was a positive uptake  Pupils were observed interacting with one another and communicating positively during chess club	<b>Achieved</b>

<p><b>Action 5</b></p>	<p>Pupils from 1st to 6th class will have the opportunity to take part in hurling, camogie, football, basketball, soccer, Irish dancing, badminton, tennis and athletics at lunch time, throughout the year</p>	<p>Teachers SNAs Pupils from 1st to 6th class</p> <p><i>September 2019 – June 2020 (specific periods of time for different age groups)</i></p>	<p>Feedback from staff members involved</p> <p>Pupil feedback</p> <p>Parent feedback</p>	<p>Pupils participate in hurling, camogie football, basketball, soccer, Irish dancing, badminton, tennis and athletics activities throughout the year</p> <p>Pupils have the opportunity to engage in structured lunchtime activities, encouraging them to develop their communication skills and friendships</p> <p>Pupils take part in hurling, camogie and football competitions which are organised by Cumann na mBunscol, motivating them to develop their skills in the different sports</p> <p>Pupils also take part in a variety of sporting competitions, showcasing their talents including: Clare Primary Schools Cross Country Marion Keane Basketball Tournament FAIS Clare Primary Schools Five-A Side Soccer Competition Clare Schools Badminton Championships and Forza Shuttle Time Primary Schools Competition Munster Tennis Competition Athletics Ireland</p>	<p>Excellent support from staff members to facilitate these activities during lunch time</p> <p>Pupils enjoyed the excitement of matches and sporting activities throughout the school year</p> <p>Great motivator for certain pupils to encourage positive behaviour in school</p>	<p><b>Achieved</b></p>
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**Target 2: Pupils will participate in classroom activities, promoting wellbeing and the importance of looking after our body and mind**

Key Area	Tasks/Actions	Who and When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
<b>Action 1</b>	Pupils will participate in 'circle time' once per week with their class	All class teachers  <i>October 2019 – June 2020</i>	Teacher observation  Staff feedback  Pupil feedback	Pupils will develop their ability to speak and listen to their classmates  Pupils will become more confident at sharing their thoughts and opinions with peers	Staff used 'circle time' across many different subject areas and found it a sustainable practice, which could be maintained throughout the year	<b>Achieved</b>
<b>Action 2</b>	All pupils from 1st to 6th class will recognise the purpose of the 'worry box' in their classroom. They will be encouraged to use the 'worry box' to share their worries anonymously and these will be discussed once every two weeks during circle time/SPHE lessons  Pupils in Junior and Senior Infants will engage in class discussion about feelings at least once every two weeks, during circle time/SPHE lessons	All class teachers  Support team  <i>January – June 2020</i>	Teacher observation  Staff feedback  Pupil feedback	Pupils are using the worry box in a meaningful manner  Pupils feel comfortable putting their worries in the worry box  Pupils engage in meaningful discussion about worries placed in the worry box  The anonymous nature of the worry box is understood by all pupils	Need to ensure that every class is using the worry box and discussing feedback from the box in a sensitive manner, once every fortnight  Reminders at staff meetings	<b>Achieved</b>
<b>Action 3</b>	Pupils will participate in mindfulness activities/brain breaks twice per week for a period of 8 weeks	All class teachers  <i>January – June 2020</i>	Teacher observation  Staff feedback	Pupils engage meaningfully with mindfulness activities  Pupils show greater concentration and focus after these activities	Staff would benefit from further CPD and resources to teach mindfulness and	<b>Ongoing</b>



	Two pupils from 3rd and 4th class will participate in 'Braincalm' activities to promote positive behaviour and engagement with learning	Ms. Giller Class teacher  <i>March onwards (4 blocks of exercises. Each block takes 6 weeks to complete)</i>	Pupil feedback  Feedback from Ms. Giller and class teacher  Pupil feedback	Pupils show more focus and engagement with learning after 'Braincalm' activities  Pupils show an increase in positive behaviours in the classroom after 'Braincalm' activities	relaxation strategies to pupils  Need a more structured timeframe for these activities for specific class levels, to allow for greater monitoring and support for teachers  As school finished early due to COVID-19, we did not finish the first block of 'Braincalm' activities with the two identified pupils	<b>Not Achieved</b>
<b>Action 4</b>	Pupils will participate in one physical activity with their class daily, over a period of 12 weeks. Classes can choose from the following activities: 10 at 10 School Run Go Noodle Stretching and Relaxation	Ms. Marren All class teachers Pupils  <i>September 2019- June 2020</i>	Teacher observation  Staff feedback  Pupil feedback	Staff feedback suggested that the choice of physical activities worked well and helped to maintain the interest of pupils  Teachers found that daily physical activities helped maintain attention and concentration levels, particularly for certain pupils		<b>Achieved</b>

**Target 3: Organise a school event where pupils showcase their talents, with specific emphasis on family and community involvement**

	Tasks/Actions	Who and When	Monitoring	Evaluation / Success Criteria	Progress and Adjustments	Target Achieved
<b>Action 1</b>	The school will organise a Christmas Craft Fair, encouraging pupils and their families to work together to produce goods, which they will then sell to the school and local community	Ms. Stack Support team Staff members Pupils and their families  <i>December 2019</i>	Staff feedback Pupil feedback Feedback from parent survey	There is good participation from pupils and families  The school and local community support the Craft Fair and purchase the produce	The Christmas Craft Fair was a great success  Excellent uptake by pupils and their families  Parents reported that it allowed for 'quality family time' and there was great 'community spirit' on the night	<b>Achieved</b>

**Target 4: To build pupil's resilience and ability to cope with feelings of worry by engaging with the 'Fun Friends' programme**

	<b>Tasks/Actions</b>	<b>Who and When</b>	<b>Monitoring</b>	<b>Evaluation / Success Criteria</b>	<b>Progress and Adjustments</b>	<b>Target Achieved</b>
<b>Action 1</b>	First class teachers will receive training from their colleagues on the 'Fun Friends' programme	Ms. Cullinan Ms. McMahon Ms. Fitzgerald Ms. O'Sullivan  1st class teachers  <i>April 2020</i>	Staff feedback on the effectiveness of the 'Fun Friends' programme	Staff are more competent and confident in delivering the 'Fun Friends' programme	As school finished early due to COVID-19, we did not get the opportunity to train staff members on the 'Fun Friends' programme	<b>Not Achieved</b>
<b>Action 2</b>	The 'Fun Friends' programme will be taught in 1st class.	1st class teachers  SET teachers  <i>April 2020</i>	Pupil feedback  Staff feedback  Cuntas Míosúil	Pupils in first class will engage with the 'Fun Friends' programme  Pupils are observed participating in activities and become more open at discussing feelings with their classmates	As school finished early due to COVID-19, we did not get the opportunity to implement the 'Fun Friends' programme	<b>Not Achieved</b>

**Appendix to School Self-Evaluation Report:  
Legislative and regulatory checklist (Primary)  
2019/2020**

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 0011/1995	School year <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  School day <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0009/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
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 0024/2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Updating and simplifying the manner in which schools can maintain pupil enrolment and attendance records (Clárleabhar, Leabhar Rolla and Leabhar Tinrimh Laethúil) following the introduction of the Primary Online Database (POD)	Primary Online Database - Circular 0025/2015, Update - Circular 0033/2015	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 0011/2001 Circular 0032/2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns on Attendance to Tusla: The Child and Family Agency	Education and Welfare Act 2000	<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	
Engagement with SSE process	Circular 0039/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time for literacy and numeracy	Circular 0056/11, Circular 0066/2011, Circular 0018/2012,	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Administration of Standardised Tests and Return of Data	Circulars 0056/2011, 0018/2012, 0045/2014, 0027/2015, 0034/2016 and 0038/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Primary Language Curriculum (Infants to Second Class)	Circular 0061/2015	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<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
Deployment of Teachers	Staffing arrangements for the 2017/18 school year Circular 0017/17 Special Education Teaching Allocation Model Circular 0013/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Posts of Responsibilities	Circular 0063 / 2017 – Leadership and Management in Primary Schools	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Seniority of primary teachers	Circular 0015/2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Release Time for Principal Teachers in Primary Schools	Circular 0012/2016	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A
Implementation of national agreement regarding additional time requirement	Circular 0008/2011 Circular 0052/14	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Grant Scheme for ICT Infrastructure – 2018/19 School Year	Circular 0019/2019	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Child Protection Procedures 2017	Circular 0081/2017  Please record the following information in relation to child protection as reported to the board Child Protection Oversight Report presented at each board meeting	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017 (Statutory requirements for retrospective vetting) Child Protection Procedures 2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of complaints procedure as appropriate	Complaints Procedures, Section 28 Education Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)	Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

## Appendix to School Self-Evaluation Report: Policy checklist (Primary) 2019/2020

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	
Attendance and participation strategy <sup>1</sup>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Safeguarding Statement	Child Protection Procedures 2017 Circular 0081/2017	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour <sup>2</sup> including anti-bullying policy Dignity in the Workplace Charter	Circular 20/90 NEWB <i>Guidelines</i> Section 23, Education Welfare Act 2000 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13 Section 8(2)(b), Safety, Health and Welfare at Work Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Dignity in the Workplace Policy to be developed.
Critical incident management plan	Responding to Critical Incidents: NEPS Guidelines and Resource Materials for Schools 2016	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at <a href="http://www.webwise.ie">www.webwise.ie</a>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Public service agreement – special needs assistants	Circular 71/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy <sup>3</sup>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> 2004 Disability Act 2005 Circular RAM –SEN (2017)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
For DEIS schools only:  DEIS Action Plan	DEIS Plan 2017 Department of Education and Skills Guidelines on the appropriate use of the DEIS Grant (updated annually)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

<sup>2</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>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.