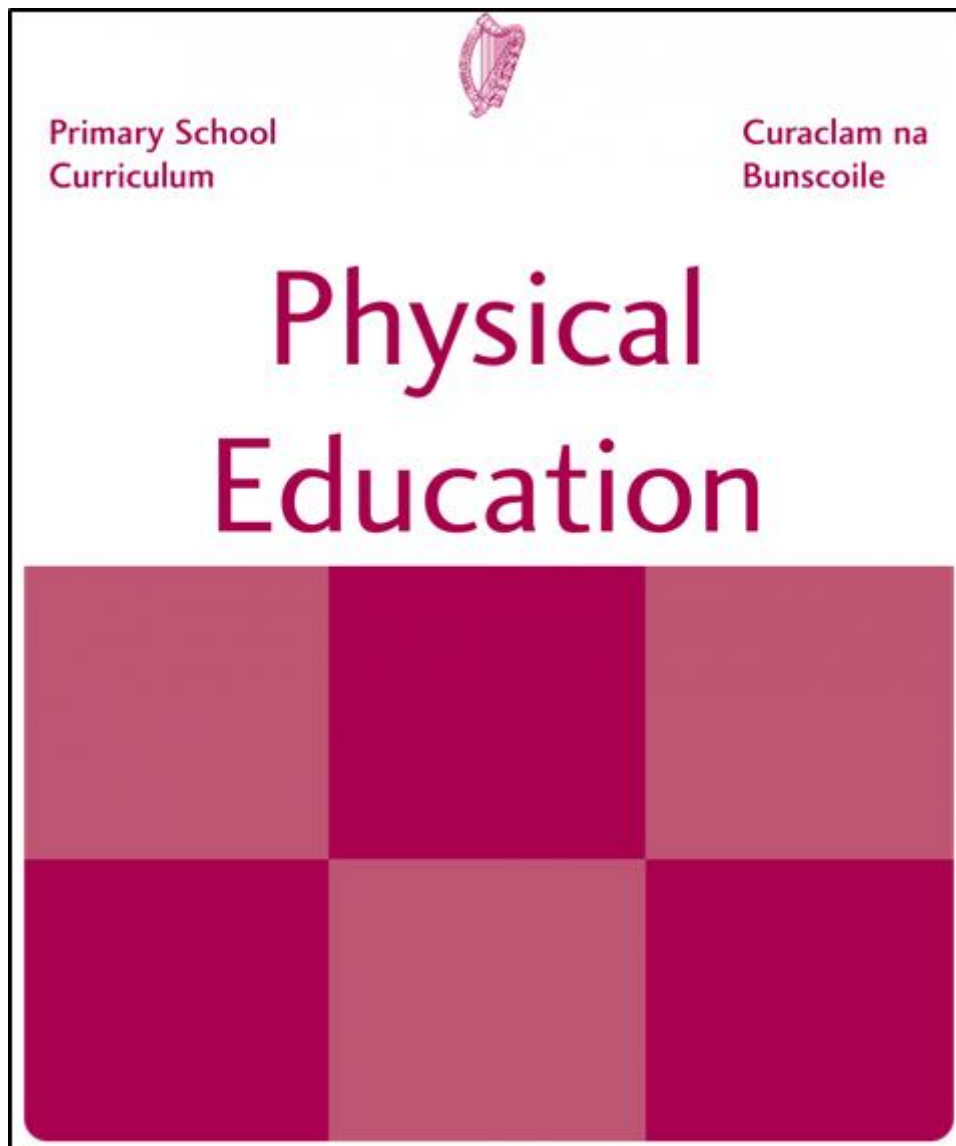


## School Planning for Physical Education



## TEACHING STAFF QUESTIONNAIRE

TEACHING STAFF QUESTIONNAIRE	
<b>1</b>	How would you rate the importance of PE in the curriculum?
<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important	
<b>2</b>	Do you follow the school PE plan in your planning for PE?
<input type="radio"/> yes <input type="radio"/> no	
<b>3</b>	Do you feel that a block approach would work better in implementing PE in our school?
<input type="radio"/> yes <input type="radio"/> no	
<b>4</b>	How much time do you devote to PE each week?
<b>5</b>	List our two greatest strengths in this school in relation to the teaching of PE.
1. 2.	
<b>6</b>	How would you rate the resources available for PE?
<input type="radio"/> Very satisfactory <input type="radio"/> Satisfactory <input type="radio"/> Not satisfactory	
<b>7</b>	List your two biggest obstacles to teaching PE.
1. 2.	
<b>8</b>	What area of PE do you feel needs more focus?
<b>9</b>	Would you like to avail of any CPD in any particular area of PE?
<b>10</b>	How do you feel we could enhance teaching and learning in PE in this school?
<b><i>Any further suggestions?</i></b>	

## Sample Letter and Questionnaire for Parents

Scoil X

### School Self-Evaluation Questionnaire for Parents – Physical Education

Dear parent(s) and guardian(s),

We are undertaking a self-evaluation of teaching and learning in **PHYSICAL EDUCATION (PE)** in our school. To help us with this evaluation, we would be very grateful for your views and opinions on the matters detailed in the questionnaire below. The questionnaire should take between 10 and 15 minutes to complete. We would be very grateful if you would complete it and return it to the school before xxxx. Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially.

**\*PLEASE NOTE THAT PE REFERS TO THE ONE HOUR PER WEEK ALLOCATED DURING SCHOOL TIME RATHER THAN PHYSICAL ACTIVITY WHICH MAY TAKE PLACE AT OTHER TIMES/OUTSIDE SCHOOL.**

Many thanks,  
Principal  
Date

Please tick the correct box:	Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
My child is in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tick the correct box:	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1 My child likes PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 My child is doing well at PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I often ask my child about PE lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 My child enjoys being active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I know my child's strengths in PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6	I know my child's weaknesses in PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I am familiar with the various activities in the PE as per the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	My child gets weekly PE related homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I often receive information about how my child is doing in PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	I often ask my child questions about how they are doing in PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I am happy paying a contribution towards specialised coaches who teach PE lessons each year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I believe the class teacher only should teach PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	I think outside coaches only should teach PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	I think a combination of class teacher and outside coaches should teach PE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there any way that the school could help you to help your child with Physical Education?

Is there any way that the school can improve its approach to Physical Education?

Any other comments or suggestions?

*Thank you for completing this questionnaire*

## Pupil Focus Group Questions

1. What is PE?

2. Do you like PE? Why/Why not?

3. What do like most about PE?

4. What do you like least about PE?

5. Is PE different in any way to your other subjects? Is so, in what way?

6. Is there anything else that you would like to include in PE classes?

7. What are you favourite activities in PE lessons?

8. Do you ever talk to your parents/ caregivers at home about PE?  
Why/Why not?

9. If you were to give a friend 3 pieces of advice about PE, what would they be?

10. If you were to give a teacher 3 pieces of advice about PE, what would they be?

## Teacher Focus Group discussion

<b>Participants</b>		<b>Classes Taught</b>	
<b>Physical Education</b>			
<b>Topic</b>	<b>Key Questions</b>	<b>Main Points Made</b>	
PE planning	<ul style="list-style-type: none"> <li>● What are the positives in relation to our planning in Physical Education?</li> <li>● What are our concerns?</li> <li>● How can we improve?</li> <li>● Suggestions to support teachers?</li> </ul>		
PE teaching	<ul style="list-style-type: none"> <li>● What are our strengths in relation to the teaching of Physical Education?</li> <li>● What are our concerns?</li> <li>● How can we improve?</li> </ul>		
PE professional development	<ul style="list-style-type: none"> <li>● How can we improve on upskilling our staff in PE? (CPD courses/Croke Park Hour presentations/lesson modelling)</li> </ul>		
PE resources	<ul style="list-style-type: none"> <li>● How satisfied are you with the resources available to you for the teaching of PE?</li> <li>● Are you aware of any good PE resources that you would like the school to invest in?</li> <li>● How can we improve on our resources in PE? (equipment, DVDs, books, posters etc)</li> </ul>		
<b>Any other comments/suggestions?</b>			

## PHYSICAL EDUCATION - Review Prompts

PE PLANNING and CURRICULUM	✓	✗	Action Points
1. Does your school have a PE plan?			
2. Has the PE plan been reviewed in the past 12 months?			
3. Does your school have a policy in relation to Inclusive PE?			
4. Has PE been discussed at staff meetings and/or planning sessions during the past 12 months?			
5. Does your school follow a standardised PE timetable for the year whereby all teachers teach the same PE strand at the same time?			
6. Do teachers use the PE plan to support their individual planning? <ul style="list-style-type: none"> <li>● Do teachers use the Primary PE Curriculum and PE Teacher Guidelines to guide their PE planning?</li> <li>● Do teachers use to the NCCA PE Guidelines for Children with Mild to Moderate Learning Difficulties to guide their PE planning for children with special needs?</li> </ul>			
7. Are there opportunities for teachers to team teach or to share their expertise with one another in PE?			
8. Is every class taught at least 5 of the PE strands every year as per DES Guidelines?			
9. Is an equal amount of time given to each of the PE strands? 10. Do some strands that receive more time than others?			
11. Does your school prioritise a different PE strand for further development each year?			
12. Does your school reinforce the <i>Seven Key Messages</i> of the Primary PE Curriculum? <ul style="list-style-type: none"> <li>a. The importance of enjoyment and play</li> <li>b. Maximum participation by all children</li> <li>c. The development of skills and understanding</li> <li>d. A balance between competitive and non-competitive activities</li> <li>e. A balance between contact and non-contact activities</li> <li>f. Providing opportunities for achievement for each child</li> <li>g. Providing activities equally suitable for girls and boys</li> </ul>			

13. Have children been consulted in relation to planning for PE?			
14. Does your school ensure that pupils with special needs can play a full role in all PE opportunities?			
15. Have assessment tools been discussed with staff in the last two years? <i>What tools are used? Peer assessment?</i> <i>How is this assessment information shared (with children, parents and teachers?)</i>			
16. Do teachers wear appropriate clothing when teaching Physical Education?			
17. Is PE ever used or withdrawn as a punishment?			
18. Do pupils with special needs get additional PE time?			
<b>PROFESSIONAL DEVELOPMENT</b>	✓	✗	<b>Action Points</b>
1. Have teachers been consulted about their needs in relation to CPD?			
2. Would teachers wish to avail of in-school support provided by the PDST (lesson modelling, PE workshops etc)			
3. Do any staff members hold up to date qualifications in the areas of PE, physical activity and sport?			
4. Is any member of staff a current member of the Irish Primary Physical Education Association (IPPEA)?			
5. Has your school organised CPD courses in the areas of PE/physical activity on the school premises during the past 12 months?			
6. Have teachers attended CPD courses in the areas of PE/physical activity outside of the school premises during the past 12 months?			
7. Has your school liaised with the local HSE Health Promotion Officer for their support to promote physical activity?			
8. Has your school liaised with the Local Sports Partnership (LSP) to run Buntús/Buntús Sports Specific/Buntús Refresher Courses or other physical activity related courses?			



9. Has the school invited the Sports Inclusion Development Officer (SIDO) to visit to advise staff about ways to provide accessible and inclusive PE and physical activity opportunities for all pupils?			
10. Have staff members completed courses in the areas of disability awareness or disability inclusion training?			
11. Do teachers remain present when outside coaches visit the school and use these opportunities as a means of up-skilling?			
<b>RESOURCES</b>	✓	✗	<b>Action Points</b>
1. Does your school have an up to date audit of PE and sports equipment?			
2. Does your school have adequate equipment to teach all of the PE strands and to offer a varied and inclusive extra-curricular programme?			
3. Does your school have specialised sports equipment to cater for children with special needs?			
4. Does your school have well maintained storage facilities for the PE and sports equipment?			
5. Is all of the PE/sports equipment easily accessible and clearly labelled?			
6. Does your school have playground markings?			
7. Has your school premises been mapped for orienteering?			
8. Do teachers follow the PSSI lesson plans?			
9. Have teachers been consulted in relation to their needs for further physical education resources in the last two years?			
10. Does your school make use of resources from national organisations (IHF Pocket Planner, IWS Land PAWS, HSE Active Travel resources etc.)?			

## Teacher reflection sheet – Physical Education

1. Describe current PE provision in your school:

--

2. Describe the facilities and equipment that are available to you:

--

3. How much PE do your children get each week?

--

4. What happens if children miss PE due to inclement weather etc.?

--

5. Describe the special educational needs present within your classroom:

--

6. Describe the differentiation required to teach PE within your classroom:

--

7. How do teachers plan for PE in your school?

--

<b>8.</b>	<b>Do you use any particular resources to help you with planning or teaching PE?</b>

<b>9.</b>	<b>How do you record and share pupil progress?</b>

<b>10.</b>	<b>Look back over the past school year. How many minutes of each of the following strands did your class receive?</b>					
	<b>Athletics</b>	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Outdoor and Adventure</b>	<b>Aquatics</b>

<b>11.</b>	<b>What are your strengths as a PE teacher?</b>

<b>12.</b>	<b>Are there any teachers with particular strengths in PE? Would you be interested in utilising their expertise/experience to enhance your PE provision and if so, how?</b>

<b>13.</b>	<b>What areas of PE would you like to receive professional development in?</b>

<b>14.</b>	<b>What activities do the children in your class love to do for PE?</b>

<b>15.</b>	<b>How can PE provision be improved or enhanced in your school?</b>

## School Planning for Physical Education

Exploring and discussing the purpose and nature of physical education in the school can form the starting point for planning the programme. The contribution of physical education to the harmonious development of the child should be examined, leading to an understanding of the role which physical education may play in the curriculum.

### Looking at the PE Curriculum – A Broad and Balanced Approach

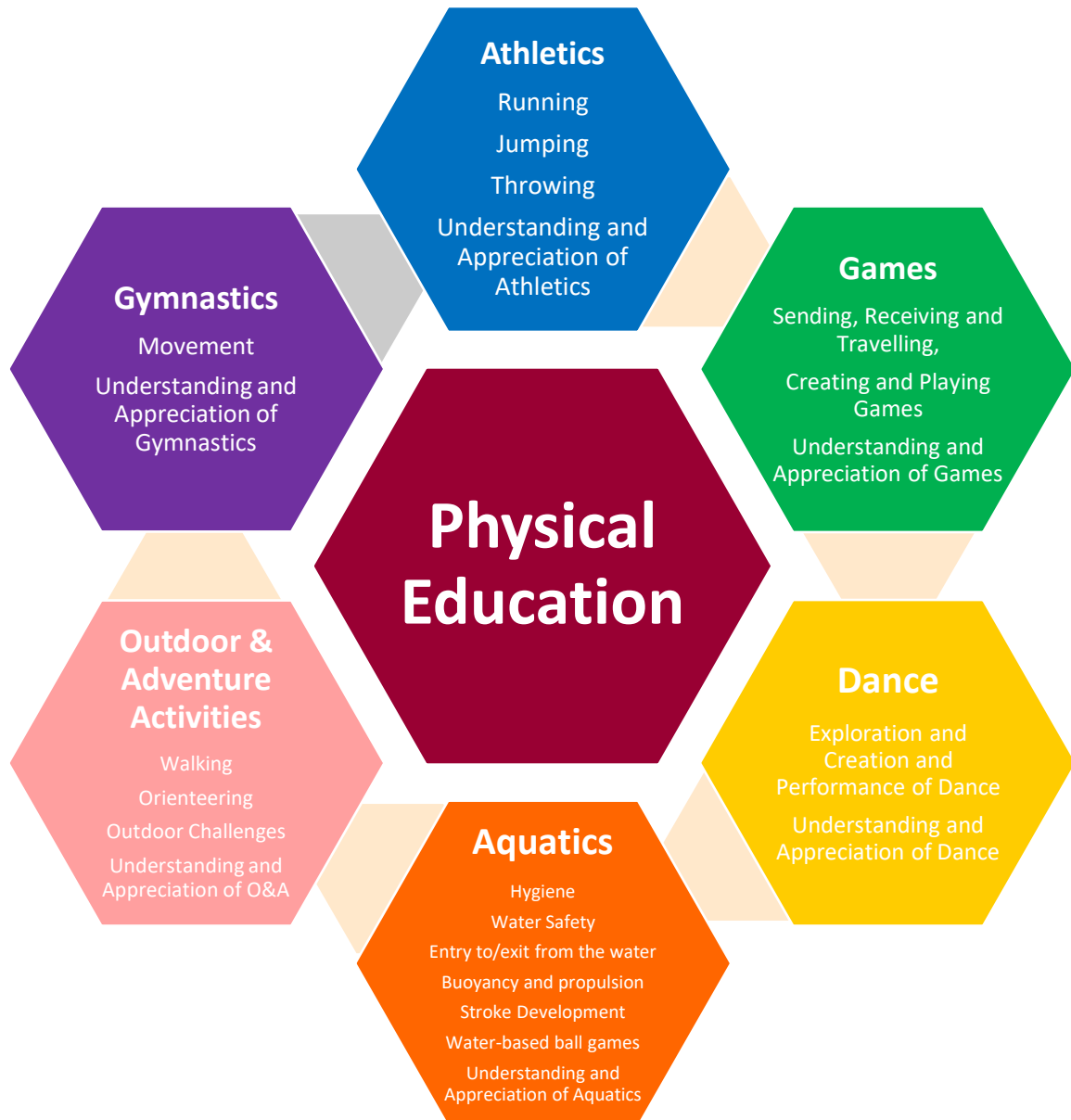
Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives.

#### The 7 key messages

1. **The importance of enjoyment and play.** The child who associates fun and enjoyment with physical education lessons and who gains a sense of achievement will develop the positive attitudes so necessary for continued participation in physical education lessons and physical activity. Through play the child learns to move effectively, to think, to interact socially with others and to express feelings.
2. **Maximum participation by all children** in the physical education lesson. The desire by children for active participation can be seen as the starting-point for the teacher when planning and implementing physical education lessons. Lessons which can be identified as successful in achieving the pre-determined objectives will inevitably be those where the children were active throughout the entire lesson.
3. **The development of skills and increasing understanding** of the activities which the children are experiencing. The development of skills forms a significant part of the curriculum for physical education, beginning through structured play activities at infant level and extending throughout the class levels. As the skills are developed there should be an emphasis too on increasing the child's understanding of the activities he/she is engaged in. This can be achieved by adopting appropriate teaching methods where discussion is an essential part of the process.
4. **Providing a balance between competitive and non-competitive activities.** Activities incorporating some elements of competition can benefit the child as he/she progresses towards the achievement of his/her potential. The positive opportunities presented include the development of respect for opponents, rules and classmates as officials. However, the pressures of competition can form barriers to progress for some children, and competition does not always present the ideal environment for development of skills. A balance should therefore be sought between provision for competitive and non-competitive activities.
5. **Providing a balance between contact and non-contact activities.** The needs of the individual child should be considered when selecting suitable activities. A balance should be sought which, for example, allows the child who favours non-contact activities to enjoy those activities and yet be able to engage in contact activities, where possible modified to suit his/her needs.
6. **Providing opportunities for achievement for each child.** It is essential that the child be presented with achievable tasks, regardless of the activity he/she is engaged in. The satisfaction of achievement is the factor that motivates many children to continue to participate in physical activity.
7. **Providing activities equally suitable for girls and boys.** Activities which have traditionally been associated with either sex can be presented, sometimes with modifications, to a mixed class. Single-sex classes should be exposed to a range of activities from all six strands where possible, thus ensuring that a balanced programme is presented to them.

Physical Education Teacher Guidelines – (pages 15-31)

## Strands and Strand Units



## Timetabling for PE

The allocation of time to the different strands of the physical education programme will have to be considered and agreed. Time-tabling requirements will have to be discussed, allowing for maximum time for activity in the physical education lesson. Arrangements could be agreed where classes share the responsibility for laying out and storing equipment. While a timetable for use of facilities on a weekly basis is necessary, it may be helpful to consider the amount of time devoted to a subject over a period of two weeks or a month, when strands of the programme which may need to be 'blocked' are considered, e.g. Aquatics or Outdoor and adventure activities. Provision could also be made for ensuring that strands of the curriculum which need to be spread over the school year to ensure progress are given consideration (Teacher Guidelines p18).

### When to teach each strand

Selecting the period of the year in which activities might take place (i.e. when to teach each strand), may involve some of the factors outlined below

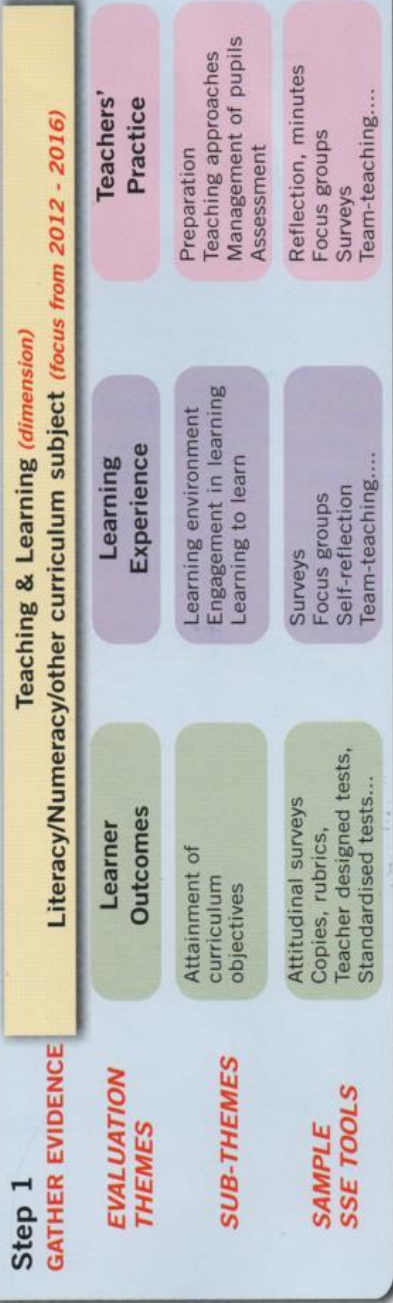
- where access to the indoor or outdoor facility is restricted at any time it may be helpful to have two strands running concurrently – one suitable for teaching indoors, the other for teaching outdoors. It is essential to consider activities which may be affected by weather and to plan an alternative activity which can be undertaken indoors, where possible, where a late cancellation is necessary.
- the time of the year at which access to an aquatics facility is possible
- the time of the year at which travelling off the school site is feasible, e.g. for an orienteering exercise
- the importance of encouraging maximum participation in vigorous activity should be considered during cold weather or when a class is conducted during the early morning

**(P.35 Teacher Guidelines)**

Use the grid below to formulate a timetable for a whole-school approach to PE. List strands and strand units being taught.

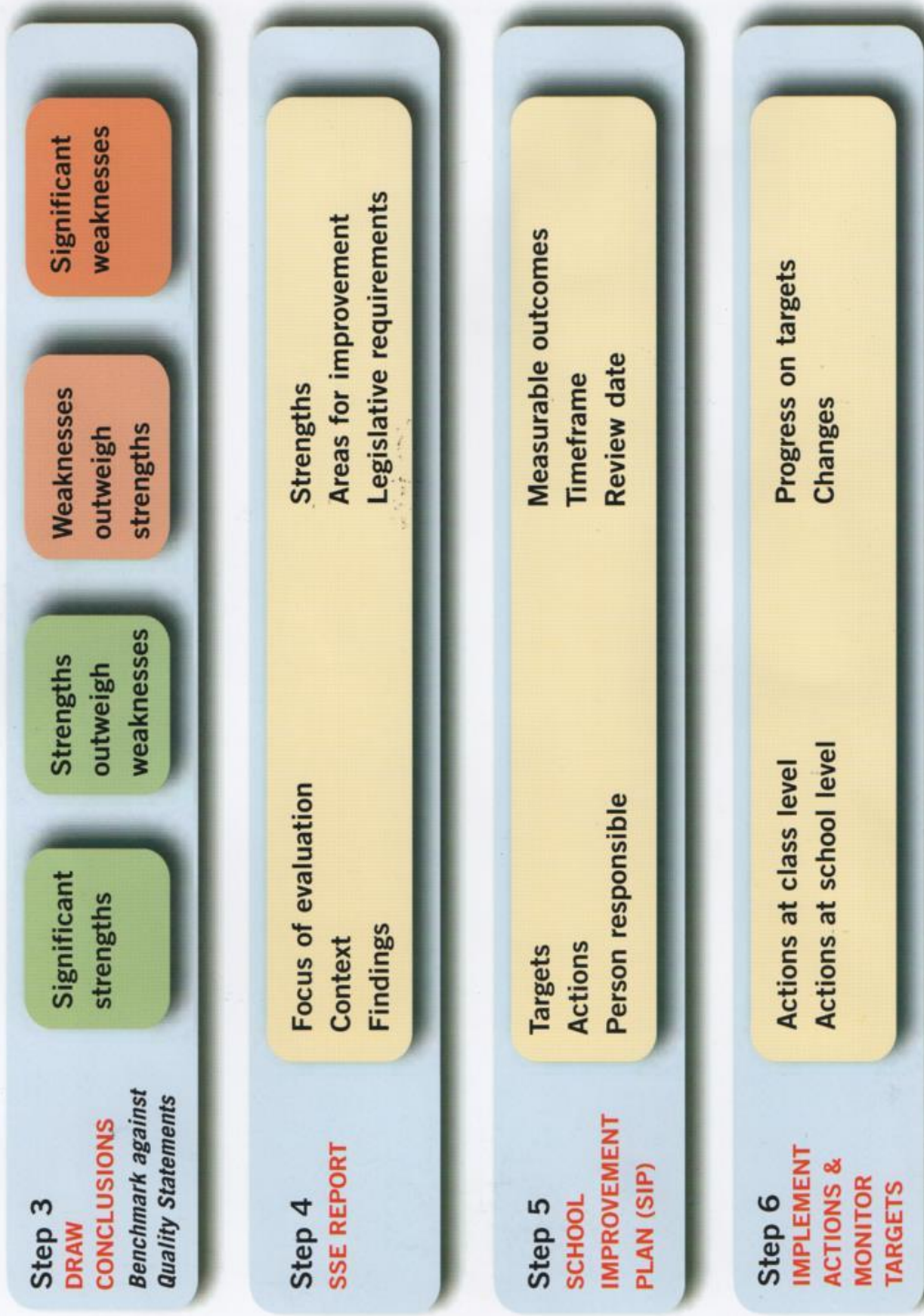
September	October	November	December	January
February	March	April	May	June

# THE SIX-STEP SCHOOL SELF-EVALUATION PROCESS FOR PRIMARY SCHOOLS



**Step 2 ANALYSE EVIDENCE USING EVALUATION CRITERIA** (TABLE BELOW: SUMMARY OF EVALUATION CRITERIA)







# School Self Evaluation REPORT

Happydays National School, Roll 42779H, Address Ireland, Date 2016

## Focus of Evaluation

A school self-evaluation of the teaching and learning in **Physical Education** was undertaken during the period September 2015 to June 2016.

The following sources of evidence were used to compile the findings of this report:

*(Delete as appropriate)*

- Teacher Questionnaire
- Parent Questionnaire
- ~~Pupil Questionnaires~~
- Pupil Focus Group Interview
- ~~Observations of Mainstream Teachers~~
- ~~Observations of Learning Support Team~~
- Staff Collaboration & Discussion and review of Whole-school Plan for PE

This is a report on the findings of the evaluation.

## Context

*Happydays National School is a co-educational vertical school under the Patronage of the Catholic Church. The school is located on the outskirts of a small rural town. There are 8 single-stream mainstream classes from Junior Infants to Sixth Class and one mixed third/fourth class. The staff consists of 9 mainstream teachers, the principal, five Special Needs Assistants, one resource teacher and two Learning Support Teachers. The school also has a part time secretary and part time caretaker/gardener. As we are already in the process of evaluating Literacy and Numeracy, this will be our third subject for School Self Evaluation. The school was founded in 1926 and is located on a rectangular site next to a small community hall and the local church. A large wooded area is situated next to the school and fields run alongside the back boundary of the school yard*

*In Happydays we maintain an orderly school environment based on the Catholic principles and values so that the school in close co-operation with parents can fulfil its mission statement to promote the spiritual, social, emotional, academic and physical development of all our students. In order to achieve this we promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment. We strive to be constantly aware of the dignity of each person. We try to show gentleness, courtesy and consideration for each other at all times. We recognise the need to grow ourselves in order that we can help our students grow. We recognise that the school must set, for all students, clear educational goals and opportunities to achieve success.*

*This stated ethos is clearly evidenced in the daily operation of the school with a clear sense of purpose and identity present among both students and staff. This is supported by the*

*maintenance and development of a high quality learning environment. Although the current school building is almost 26 years old and there are two pre-fabricated classrooms in situ for the past 8 years, the learning environment has been consistently updated and enhanced so that the students truly do have a learning environment that is fit for purpose.*

*We recognise that health and wellbeing are critical to the development and success of our students and accordingly we take these responsibilities very seriously. In order to ensure that our students are healthy and well, we have put in place a number of programmes and initiatives both within school and outside of school. These include:*

- Provision of a PE programme;
- Participation in GAA blitzes and competitions;
- Participation in Cross Country running championships;
- Provision of Health Education programme as part of the SPHE curriculum;
- Green Flags for Litter and Waste, Water and Energy;
- Healthy Eating Policy

## **Findings**

*Our findings are discussed under the following headings:*

### **Preparation for teaching**

Teachers plan and prepare individually for their own Physical Education lessons. Long-term planning takes the form of yearly plans and short-term planning takes the form of fortnightly plans. Teachers do not use the School Plan for PE to inform planning and report that it is outdated and in need of review.

### **Teaching approaches**

Teachers use a variety of teaching approaches such as direct-teaching and group work to teach skills and understanding in physical education. Each class teacher is required to provide one hour of physical education per week but this is not always provided due to lack of time, inclement weather and other priorities (literacy, numeracy, communion, Christmas concerts etc). A hurling coach works with all classes from 2<sup>nd</sup> to 6<sup>th</sup> from September to December and a football coach works with all classes from 2<sup>nd</sup> to 6<sup>th</sup> for 30 minutes per week from February to June. These coaches come from the local club. Teachers are involved in these lessons only from a management and disciplinary perspective.

### **Management of pupils**

Teachers have reported excellent management skills of pupils but are restricted for activities in physical education by class size.

### **Understanding of PE curriculum content (pupil/parent/staff)**

The questionnaire data shows that pupils and parents do not have a concrete understanding of physical education, as they refer to PE as being only games such as hurling and football. Both parents and children do not see dance or gymnastics as being part of physical education and were unfamiliar with the term Outdoor and Adventure Activities. Teachers have expressed a desire for in-school support in Physical Education and have reported a low level of understanding of PE curriculum objectives.

### **Assessment**

Observation is the only reported assessment tool used by teachers at present. Observation data is recorded on the end-of-year report cards and concerns are reported to parents if necessary at parent-teacher-meetings. Teachers do not prioritise assessment in Physical Education.

### **Attainment of curriculum objectives**

Hurling and Football are used to attain the objectives for the Games strand. Children are encouraged to run in the Cross Country Championships in September but it is not obligatory. Teachers occasionally teach elements of Dance at Christmas time for Christmas Concerts and around March for St. Patrick's Day. As we do not have any gymnastics equipment, gymnastics is not currently taught in the school. The aquatics strand is not currently provided for. Attainment of curriculum objectives are not always taken into consideration in the formation of long-term plans.

### **Learning environment**

The school has a large tarmac yard and grass area. There are no playground markings or goalposts. There is no indoor space within which to teach PE and the community hall has been used occasionally in the past. Teachers have reported that a lack of or decline in PE equipment is a preventative factor in the teaching of certain aspects of PE. Broken equipment and flat balls are a constant and major problem. There has been no investment in PE equipment or resources for over five years. Prior to that, Tesco Tokens were used to source PE equipment. There is no general storage room for PE equipment. Hurling and Football coaches bring their own equipment to the school. Classrooms are large and spacious and could facilitate indoor teaching and learning in Physical Education.

### **Pupils engagement in learning**

60% of pupils stated that they love PE, 9% said that it was 'ok' and 31% of pupils expressed a dislike for PE. Some teachers noted that poor behaviour can become an issue in Physical Education lessons. Some children reported feeling 'bored' at PE. Of the children that stated a 'love' for PE, some reported experiencing enjoyment at matches and blitzes, some said it 'gave us a break from school work' and most said it was 'fun'.

### **Support for staff**

Teachers appear to be enthusiastic about making improvements in Physical Education which is part of the reason as to why this subject was chosen for the purpose of School Self Evaluation. Teachers have expressed a desire for continuing professional development in the area and an injection of resources and other supports.

## **Strengths**

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

- Teachers are enthusiastic about making improvements in the area of PE
- Large open outdoor spaces
- Access to community hall
- Large classrooms
- Eager, active children
- Interested parents
- Strong community links

## Areas for Improvement

The following areas are prioritised for improvement...

- **Adopt a whole-school approach to planning in Physical Education**
  - ✓ Review and revise PE plan and associated policies
  - ✓ Establish a yearly PE timetable that provides a broad and balanced curriculum and meets the objectives of all six strands
  - ✓ All teaching staff adopt the PSSI lesson plans to ensure continuity and progression
  
- **Provide Continuing Professional Development for Teachers**
  - ✓ Request in-school support for Gymnastics, Dance and Outdoor and Adventure Activities
  - ✓ Attend summer courses or evening courses on Physical Education
  - ✓ Membership of Irish Primary PE Association for school
  - ✓ Print copies of the PSSI lesson plans for all teachers
  
- **Enhance whole-school community involvement in Physical Education**
  - ✓ Engage in Active School Flag application process
  - ✓ Invest in new PE equipment and resources (fundraise)
  - ✓ Green Schools Active Travel Theme
  - ✓ Utilise community hall for teaching gymnastics and dance
  
- **Ensure that PE provision is child-centred**
  - ✓ Engage children in planning process
  - ✓ Form PE committees involving children to monitor and maintain equipment
  - ✓ Form Active School Flag committee involving children
  - ✓ Form Green School Travel committee involving children
  - ✓ Utilise PE curriculum objectives to assess teaching and learning in PE
  - ✓ Explore the use of other forms of assessment – peer assessment, self-assessment
  - ✓ Explore the use of ICT to enhance teaching and learning in PE
  - ✓ Increase ‘fun factor’ for all children by providing a wider variety of activities including cooperative (rather than competitive) activities
  - ✓ Promote achievement in physical education and physical activity throughout the school

## Legislative Requirements

See Appendix Checklist attached

## 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
<p><b>Time in school</b> Length of school year - minimum of 183 days</p> <p><b>Length of school day</b> 4 hours 40 minutes (infants);</p> <p>5 hour 40 minutes (1<sup>st</sup>-6<sup>th</sup> classes)</p>	Circular 11/95	<input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular 14/04	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input 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 P24/02 Staffing Schedule for current school year	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Retention of pupils	Rule 64 Rules for National Schools Circular 11/01 Circular 32/03	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Appointments to posts of responsibility	Circular 07/03 Circular 053/2011	<input 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 type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Policy	Source	Has policy been approved by the board of management?	If no, indicate aspects to be developed.
<b>Enrolment policy</b>	Section (15)(2)(d) Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Code of behaviour</b>	Circular 20/90 DES Guidelines on Countering Bullying Behaviour 1993 NEWB Guidelines Section 23, Education Welfare Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Anti-Bullying Policy</b>	Circular 45/2013 DES Anti-Bullying Procedures for Primary and Post Primary Schools	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Attendance and participation strategy</b>	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Health and safety statement</b>	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Data protection</b>	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Special education needs policy</b>	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000 Education for Persons with Special Education Needs Act (EPSEN) 2004 Disability Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Relationships and sexuality education (RSE) policy</b>	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Child protection policy</b>	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Parents as partners</b>	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Public service (Croke Park) agreement – special needs assistants</b>	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Other Policies that might be relevant to your school</b> <i>Substance Use ■ Administration of Medication ■ Assessment ■ Attendance ■ Critical Incident ■ Healthy Eating ■ Homework ■ Internet Acceptable Usage ■ Inclusion ■ School Tours ■ etc</i>			

# School Self Evaluation

## SCHOOL IMPROVEMENT PLAN

School Details:

Focus of Evaluation:

Date:

<b>Improvement Target #1:</b>			
Required Actions	Persons Responsible	Timeframe	Measurable Outcomes
<b>Review Date:</b>			

<b>Improvement Target #2:</b>			
Required Actions	Persons Responsible	Timeframe	Measurable Outcomes
<b>Review Date:</b>			

Improvement Target #3:			
Required Actions	Persons Responsible	Timeframe	Measurable Outcomes

Review Date:

Improvement Target #4:			
Required Actions	Persons Responsible	Timeframe	Measurable Outcomes

Review Date: