



School Self Evaluation Report

School Improvement Plan

September 2025 – June 2026

School Self Evaluation Process Timeline:

- January/February **2025** (*gather qualitative and quantitative data*)
- May/June **2025** (*gather quantitative data, analysis and decision making*)
- September/October **2025** (*write up SSE and SIP*)
- November **2025** – June **2026** (*School Improvement Plan implementation*)

School Curricular Planning, Teaching and Learning Timeline:

- 3 year policy review cycle

School Self Evaluation Report

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in *Scoil Bhríde* was undertaken during the period January 2025 to June 2025. This is a report on the findings of the evaluation.

1.2 School context

Scoil Bhríde is located in a tranquil rural setting, amid playgrounds, open green fields and animals and sports amenities in the heart of the beautiful village of Nurney in County Kildare.

Our school enjoys a new, lovely, pleasant, stimulating and attractive modern building (built in 2011), with large, bright, fully-equipped rooms and ICT capability and a full size sports hall on spacious modern grounds (including a variety of outdoor seating, two bio-diversity gardens, a large outdoor classroom, an astro-turf pitch, two all-weather play yards, a full size football field and a full size basketball court) with access to a fully equipped modern playground of slides, swings and see-saws ensuring the needs of every child can be met each day. We have one of each class junior infants to 6th class.

Our school has served the village of Nurney and surrounding area for over a hundred years. Being a 'village school' is very important to us and we maintain strong links with our local community.

Scoil Bhríde is a co-ed vertical school focused on providing a high-quality teaching and learning environment in a spirit of partnership with our pupils, parents and wider community. Our School revolves around the core principles of kindness, safety, responsibility and respect so that our school is a peaceful, calm and safe place where everyone can learn and achieve success.

School Ethos

Scoil Bhríde Nurney is a Catholic school which aims at promoting the full and harmonious development of all aspects of our pupils: intellectual, physical, emotional, cultural, moral and spiritual including a living relationship with God and with other people.

Scoil Bhríde promotes a philosophy of life based on a belief in God and Jesus Christ. Scoil Bhríde provides religious education for our pupils in accordance with the doctrines, practices and tradition of the Catholic Church and promotes the formation of pupils in the Catholic faith.

While we embrace the Catholic faith, we welcome and embrace the children of all creeds.

School Mission

Scoil Bhríde Nurney is a Catholic Primary School which strives to provide a well ordered, happy and secure community atmosphere where the self-esteem of each child will be enhanced and the educational, spiritual, moral and cultural needs of each child identified and developed with compassion, enthusiasm and due regard for the child's individuality. Scoil Bhríde Nurney promotes excellence in teaching and learning.

School Philosophy

1. We support the philosophy of education basic to the three main aims of primary education as stated in the Primary Curriculum
 - To enable the child to live a full life as a child and to realise his or her potential as a unique individual
 - To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society
 - To prepare the child for further education and lifelong learning
2. It is our wish that the school's total curriculum acknowledges the variety of needs and learning abilities among the pupils and endeavours to strike a balance between an emphasis on an academic core and on the provision of a wide range of other important learning experiences
3. We recognise how important it is for each child to develop the oral, comprehension, reading and written skills of the English language which are so necessary when working in other subject areas and when interacting with others in life. We recognise that it is extremely difficult for any child to reach his/her full potential if he/she has not mastered the basic skills of the language while in primary school
4. We recognise that individual growth best takes place in an atmosphere of openness and friendliness. Accordingly we strive, in each class and throughout the school, to create a strong sense of community so that no child will feel alienated or marginalised at school. We aim to help the children feel that their teachers are people they can trust and on whom they can depend. In a school, our size it is possible for all the teachers to get to know each child from their induction into the school
5. We acknowledge that our school is a Catholic school and therefore we strive to create a school community where Gospel values of hope, justice, fairplay, compassion, love and reconciliation are fostered. The whole school co-operates when we perform our 'Nativity Play' at Christmas and the school choir performs at First Confession and First Holy Communion ceremonies
6. The parents are the primary educators of their children and the school is where the professional educators complement the work of the home. In recognition of this fact the school seeks to maintain friendly collaboration and a good working rapport with all parents. The child's balanced growth and development – not just academic progress is the focus of such collaboration
7. We believe that all children are equal regardless of gender, ability, creed or social background

Summary

We have adopted the seanfhocal ***"Mol an Óige"*** as our school motto. Our philosophy is to know each child, to lead them with affection and fairness and to prepare them for life by developing them socially and personally.

We aim for high academic standards and we will demand that each child does his/her best. We believe that this demand will be met by a child who is secure and happy in school and who feels his/her efforts are appreciated.

2. Progress made on previously-identified improvement targets

Target	Achieved			
A. Increase average whole school score in Maths strand 'measure' from 51 to 55 or above by October 2024	Yes	√	No	
B. Put in place a school SESE policy by October 2024	Yes	√	No	
C. Implement in full the new PLC and SESE whole school plan	Yes	√	No	
D. Create bio-diversity areas in our school grounds.	Yes	√	No	
E. Engage with pupil self-assessment using technology	Yes	√	No	
F. Investigate pupils voice in relation to Child Protection in our school	Yes	√	No	
G. Implement a whole school approach to learning support planning	Yes	√	No	
H. Legislative and Regulatory checklist completed?	Yes	√	No	
I. This year's policy review cycle completed?	Yes	√	No	

3. Summary of school self-evaluation findings

School Self Evaluation Survey compiled results 2025 <i>(listed in 1st and 2nd place and 3rd place and where there was emerging consensus)</i> <i>Number of votes are in brackets</i>	
Strengths	Weaknesses (Challenges)
<ol style="list-style-type: none"> 1. Lovely, friendly, supportive place with good coherence and teamwork amongst staff in both teaching and operations (6) 2. Lots of extra-curricular activities going on (3) 3. (a) Safe environment for pupils (2) (b) Small class sizes (2) 	<ol style="list-style-type: none"> 1. Increasingly diverse needs amongst pupils (5) 2. Constant changes to the curriculum (3) 3. Lack of adequate funding and substitute teachers (2)
Opportunities	Threats (Obstacles)
<ol style="list-style-type: none"> 1. Sensory Path in PE Hall or Corridor (3) 2. A community whole school activity/event (e.g. multicultural) (2) 3. (a) More fundraisers (1) (b) More time for SETs and teachers to plan together (1) (c) Whole school spelling approach (1) 	<ol style="list-style-type: none"> 1. Lack of adequate funding and resources (4) 2. Lack of adequate time to do everything or plan with other classes (3) 3. Initiative overload (2)
Teaching and Learning Focus	
<ul style="list-style-type: none"> • A whole school approach to teaching pupils with dyslexia (4) • Whole school planning re: Music and Art (2) • An individualised approach to teaching grammar (like Ms. Behan's Spelling program) (1) 	

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

- The warm relationships between the teachers and pupils make this school special
- The children are generally happy
- We pride ourselves on the holistic care we give to our pupils
- The dedication of the staff and the concern they have for the children is something we should all be proud of
- We have a lovely comfortable building
- We have a caring atmosphere and a hard-working dedicated staff
- The children are valued and made to feel special
- People are very caring of others going through a difficult time
- It is a very welcoming school for visitors and newcomers
- The organisation of testing and formative assessment is excellent
- Parents receive a warm welcome and engage with staff
- The staff are very open to new ideas, methods and practice
- On a whole school level our literacy and numeracy scores are above the national average
- Our top 3 strongest areas in terms of Numeracy are (1) Algebra (2) Understanding Concepts and Facts and (3) Data
- Our top 4 strongest areas in terms of Literacy are (1) Reading Comprehension – retrieving information (2) Reading Comprehension – contextual comprehension and (3) Reading Comprehension – making inferences and (4) Word recognition

Our school has invested in the following areas:

- Staff have attended training in epilepsy, visual impairment, diabetes and insulin administration, the new primary language curriculum, the new maths curriculum, dyslexia, gardening, SPHE, Stay Safe and Anti-Bullying.
- Staff have attended IPPN, INTO, ILSA and DES conferences and training days and a vast array of EPV approved Summer courses.
- We have invested in 30 ukulele instruments and specialist instruction for classes.
- We have invested in a School Garden, Mini-Woodland and Herb Garden as part of our SESE and SPHE Curriculum Plan.
- We have invested in graded readers for all classes.
- We have invested in PE equipment and specialist instruction for all classes.
- We have invested in Maths equipment for all classes.
- We have invested in Art materials and specialist instruction for classes.
- We have invested in Nature study materials and specialist instruction for classes.
- We have invested in 28 new tablets and 2 new flat screen interactive whiteboards.
- We have invested in literacy and numeracy self-assessment software for pupils. We have embraced digital technology into our whole school planning and SEN assessment.

4.1 The areas **highlighted** are prioritised for improvement:

Quality Framework for Primary Schools – Overview		
	Domains	Standards
Teaching and Learning	Learner outcomes	<p>Pupils:</p> <ol style="list-style-type: none"> enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the primary curriculum achieve the stated learning objectives for the term and year
	Learner experiences	<p>Pupils:</p> <ol style="list-style-type: none"> engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	<p>The teacher:</p> <ol style="list-style-type: none"> has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the learning objectives and to pupils' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective/collaborative practice	<p>Teachers:</p> <ol style="list-style-type: none"> value and engage in professional development and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

Leadership and Management	Leading teaching and learning	<p>School leaders:</p> <ul style="list-style-type: none"> 17. promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment 18. foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil 19. manage the planning and implementation of the curriculum 20. foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	<p>School leaders:</p> <ul style="list-style-type: none"> 21. establish an orderly, secure and healthy learning environment, and maintain it through effective communication 22. manage the school's human, physical and financial resources so as to create and maintain a learning organisation 23. manage challenging and complex situations in a manner that demonstrates equality, fairness and justice 24. develop and implement a system to promote professional responsibility and accountability
	Leading school development	<p>School leaders:</p> <ul style="list-style-type: none"> 25. communicate the guiding vision for the school and lead its realisation 26. lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community 27. manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	<p>School leaders:</p> <ul style="list-style-type: none"> 28. critique their practice as leaders and develop their understanding of effective and sustainable leadership 29. empower staff to take on and carry out leadership roles 30. promote and facilitate the development of pupil voice, pupil participation, and pupil leadership 31. build professional networks with other school leaders

3.2 Our school has identified opportunities in the following areas:

- A. Improve Music and Visual Arts standards in the school (by discussing and clarifying as a school a whole school policy approach to the teaching and learning of Music and Visual Arts in our school) (19)
- B. Examine our school approach to teaching and supporting pupils with Dyslexia (18, 11, 12)
- C. Renewed emphasis and implementation of a more whole school approach to learning support planning, making it more meaningful in terms of methodology, assessment, differentiation and reflection. Whilst also being definite in the learning outcomes being expected (19,10)
- D. Emphasise bio-diversity teaching and learning in our school with increased use of the School Garden, Mini-Woodland and Herb Garden as a teaching resource (17, 5)
- E. The creation of a physical tactile interactive History Timeline for the whole school to use (17, 5)
- F. A whole school drive to teach pupils how to tie laces (5)
- G. Opportunities to improve our weakest area in terms of Numeracy: Solving Word Problems (17, 3)
- H. Opportunities to improve our weakest area in terms of Literacy: Reading Vocabulary (i.e. not the ability to sound out and recognise words, but the ability to know what they mean) (17, 3)
- I. Implement in full the new PLC and Maths curriculum
- J. Undertake a whole school Legislative and regulatory checklist (24)
- K. Undertake a whole school 3 year Policy review cycle (19)

Improvement Plan Co-ordinator	Principal
<p style="text-align: center;">Targets</p>	<p>A. Put in place a school Music policy and Visual Arts policy by June 2025</p> <p>B. Implement a whole school approach to teaching and supporting pupils with Dyslexia</p> <p>C. Implement a whole school approach to learning support planning</p> <p>D. Offer opportunities for staff in bio-diversity teaching and learning CPD</p> <p>E. The creation of a physical tactile interactive History Timeline for the whole school to use by June 2025</p> <p>F. All pupils to be able to tie their own laces by the end of each school year</p> <p>G. Increase average whole school score in 'Solving Word Problems' by June 2025</p> <p>H. Increase average whole school score in 'Reading vocabulary' by June 2025</p> <p>I. Implement in full the new PLC and Maths curriculum.</p> <p>J. Undertake a whole school Legislative and regulatory checklist</p> <p>K. Undertake a whole school 3 year Policy review cycle</p>
Actions	Who?
<p>A. Formulate and put in place a school Music and Visual Arts policy</p> <p>B. Organise CPD for learning support staff from the NCSE/ILSA (so they then can teach remaining staff) on effective teaching and learning strategies re: Dyslexia</p> <p>C. Implement new learning support planning templates (i.e. modified cuntas míosúila)</p> <p>D. Organise CPD (from PDST) for staff in forest school methodologies and strategies.</p> <p>E. Select an appropriate location and install a tactile history timeline for the whole school to use.</p> <p>F. Appropriate methodologies and resources are to be sourced and implemented to teach all pupils how to tie their own laces.</p> <p>G. Organise CPD (from PDST) for staff in 'solving word problem' methodologies and strategies. Invest in additional numeracy resources (pool table, dart boards etc. for computational workouts)</p> <p>H. Organise CPD (from PDST) for staff in 'reading vocabulary' methodologies and strategies. Invest in additional literacy resources (class dictionary and thesaurus sets)</p> <p>I. Organise CPD (from PDST) for staff in both the new PLC and Maths curriculum.</p> <p>J. Undertake a whole school Legislative and regulatory checklist</p> <p>K. Undertake a whole school 3 year Policy review cycle</p>	<p>A. Principal</p> <p>B. Principal, SETs</p> <p>C. Principal, SETs</p> <p>D. Principal</p> <p>E. History coordinator</p> <p>F. Infant teachers</p> <p>G. Principal, Deputy Principal, numeracy coordinator</p> <p>H. Principal, Deputy Principal, literacy coordinator</p> <p>I. Principal</p> <p>J. Principal</p> <p>K. Principal</p>

Monitoring	Who?
<p>A. Formulate and put in place a school Music and Visual Arts policy</p> <p>B. Organise CPD for learning support staff from the NCSE/ILSA (so they then can teach remaining staff) on effective teaching and learning strategies re: Dyslexia</p> <p>C. Implement new learning support planning templates (i.e. modified cuntas míosúila)</p> <p>D. Organise CPD (from PDST) for staff in forest school methodologies and strategies.</p> <p>E. Select an appropriate location and install a tactile history timeline for the whole school to use.</p> <p>F. Appropriate methodologies and resources are to be sourced and implemented to teach all pupils how to tie their own laces.</p> <p>G. Organise CPD (from PDST) for staff in 'solving word problem' methodologies and strategies. Invest in additional numeracy resources (pool table, dart boards etc. for computational workouts)</p> <p>H. Organise CPD (from PDST) for staff in 'reading vocabulary' methodologies and strategies. Invest in additional literacy resources (class dictionary and thesaurus sets)</p> <p>I. Organise CPD (from PDST) for staff in both the new PLC and Maths curriculum.</p> <p>J. Undertake a whole school Legislative and regulatory checklist</p> <p>K. Undertake a whole school 3 year Policy review cycle</p>	<p>A. All Staff</p> <p>B. Principal, SETs, pupils, parents</p> <p>C. Principal, SETs</p> <p>D. All staff and pupils</p> <p>E. All staff and pupils</p> <p>F. All staff, pupils, parents</p> <p>G. All staff , pupils</p> <p>H. All staff , pupils</p> <p>I. All staff</p> <p>J. Principal, BOM</p> <p>K. Principal, all staff</p>
<p>Evaluation approach:</p> <ul style="list-style-type: none"> • Collective review of pupil's work • Eliciting views of teachers and pupils • Analysis of quantitative information • Professional collaborative review of teaching and learning • Review of monthly progress reports 	<p>Evaluation tools:</p> <ul style="list-style-type: none"> • Prompt questions and review template to review the teaching and learning of Music and Visual Arts in our school • Prompt questions and review template to review the teaching and learning of bio-diversity and nature in our school • Pupil survey in relation to Dyslexia teaching and learning in our school • Prompt questions and review template to review the teaching and learning of both 'solving word problems' re: numeracy and 'reading vocabulary' re: literacy in our school • PLC progression continua • PDST standardised test result analysis tool • NCCA guidelines on Assessment • NCCA ICT framework
<p>Necessary adjustments throughout implementation process:</p> <ul style="list-style-type: none"> • • • • 	

Target	Achieved			
A. Put in place a school Music policy and Visual Arts policy by June 2026	Yes		No	
B. Implement a whole school approach to teaching and supporting pupils with Dyslexia	Yes		No	
C. Implement a whole school approach to learning support planning	Yes		No	
D. Offer opportunities for staff in bio-diversity teaching and learning CPD	Yes		No	
E. The creation of a physical tactile interactive History Timeline for the whole school to use by June 2026	Yes		No	
F. All pupils to be able to tie their own laces by the end of each school year	Yes		No	
G. Increase average whole school score in 'Solving Word Problems' from 48 to 55 (percentage correct) or above by June 2026	Yes		No	
H. Increase average whole school score in 'Reading vocabulary' from 6 to 7 (sten) by June 2026	Yes		No	
I. Implement in full the new PLC and Maths curriculum.	Yes		No	
J. Undertake a whole school Legislative and regulatory checklist	Yes		No	
K. Undertake a whole school 3 year Policy review cycle	Yes		No	

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 st -6 th classes)	Circular 11/95	School year <input type="checkbox"/> Yes <input type="checkbox"/> No School day <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 national agreement regarding additional time requirement	Circular 0008/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 0034/2011	<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 arrangements for the 2013/14 school year Circular 13/2013	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Pupils repeating a school year	Rule 64 Rules for National Schools, Circular 11/01 Circular 32/03	<input 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
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000		
Development of school plan	Section 21, Education Act 1998	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with SSE process	Circular 39/2012		
Appointments to posts of responsibility	Circular 16/73, 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, Circular 0066/2011, Circular 0018/2012	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from Irish	Circular 12/96	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of child protection procedures	Circular 0065/2011 Please record the following in relation to child protection	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<div> <div>▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE</div> <div>_____</div> </div> <div> <div>▪ 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 management informed</div> <div>_____</div> </div>		

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
	<ul style="list-style-type: none"> ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made 	<div></div>		
Implementation of complaints procedure as appropriate	<p>Complaints Procedures, Section 28 Education Act</p> <p>Primary Boards of Management Information Manual November 2007</p> <p>Please record the following in relation to complaints</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> ▪ Number of formal parental complaints received ▪ Number of formal complaints processed ▪ Number of formal complaints not fully processed by the end of this school year 	<div></div> <div></div> <div></div>			
Refusal to enrol	Section 29 Education Act 1998			

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	
	Please record 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			<input type="checkbox"/>
	Number of cases processed at informal stage			<input type="checkbox"/>
	Number of cases heard			<input type="checkbox"/>
	Number of appeals upheld			<input type="checkbox"/>
	Number of appeals dismissed			<input type="checkbox"/>
Suspension of students	<div>Section 29 Education Act 1998</div> <div>Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</div> <div> <div>Number of section 29 cases taken against the school</div> <div>Number of cases processed at informal stage</div> <div>Number of cases heard</div> <div>Number of appeals upheld</div> </div>			

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 appeals dismissed	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>		
Expulsion of students	<div>Section 29 Education Act 1998</div> <div>Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year</div>			
	Number of section 29 cases taken against the school	<div><input type="checkbox"/></div>		
	Number of cases processed at informal stage	<div><input type="checkbox"/></div>		
	Number of cases heard	<div><input type="checkbox"/></div>		
	Number of appeals upheld	<div><input type="checkbox"/></div>		
	Number of appeals dismissed	<div><input type="checkbox"/></div>		

Appendix to School Self-Evaluation Report:

Policy checklist

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 type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour ¹ including anti-bullying policy	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	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance and participation strategy ²	Section 22 Education Welfare Act 2000 Equal Status Acts 2000-2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Health and safety statement	Section 20 Health and Safety Act 2005	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012 at www.webwise.ie	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Special educational needs policy ³	Education Act 1998 Equal Status Acts 2000- 2011 Education (Welfare) Act 2000	<input type="checkbox"/> Yes <input type="checkbox"/> No	

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

² Under the provisions of the Education (Welfare) Act (2000) (section 22), the school's attendance strategy should conform to the provisions stipulated.

³ 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."

	Education for Persons with Special Educational Needs Act (EPSEN) ⁴ 2004 Disability Act 2005		
Relationships and sexuality education (RSE) policy	Relationships and Sexuality Education: Policy Guidelines (1997)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	National Drugs Strategy and Department of Education and Skills Guidelines	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Child protection policy	Circular 0065/2011	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners	Circular 24/91	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Public service agreement – special needs assistants	Circular 71/11	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other			

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

Scoil Bhríde Nurney Curricular Planning Timeline

School Year beginning:	In <u>September</u> of this school year have these curricular plans up to date and ready for inspection in your classroom planning <u>(using as you see fit for example the Primary Planning Tool Software/Publisher manuals/Preparation for Teaching and Learning - Guidance for All Primary and Special Schools etc.)</u>	In <u>January</u> of this school year begin planning in order (i) the whole school plan (ii) classroom yearly plan (iii) fortnightly plans <u>(using as you see fit for example the Primary Planning Tool Software/Publisher manuals/Preparation for Teaching and Learning - Guidance for All Primary and Special Schools etc.)</u>
September 2016/17		<ul style="list-style-type: none"> • SPHE • English Oral (junior infants – 2nd class) • Irish Oral (junior infants – 2nd class)
September 2017/18	<ul style="list-style-type: none"> • SPHE • English Oral (junior infants – 2nd class) • Irish Oral (junior infants – 2nd class) 	<ul style="list-style-type: none"> • Maths • English Reading and Writing (junior infants – 2nd class) • Irish Reading and Writing (junior infants – 2nd class)
September 2018/2019	<ul style="list-style-type: none"> • Maths • English Reading and Writing (junior infants – 2nd class) • Irish Reading and Writing (junior infants – 2nd class) 	<ul style="list-style-type: none"> • English Oral, Reading and Writing (3rd – 6th class) • Irish Oral, Reading and Writing (3rd – 6th class) <p>Not Achieved as NO NEW PLC Curriculum available!</p>
September 2019/2020	<ul style="list-style-type: none"> • English Oral, Reading and Writing (3rd – 6th class) • Irish Oral, Reading and Writing (3rd – 6th class) <p>Postponed due to late arrival of NEW PLC Curriculum</p>	<ul style="list-style-type: none"> • History • Geography • Science • English Oral, Reading and Writing (3rd – 6th class) • Irish Oral, Reading and Writing (3rd – 6th class)
September 2020/2021	<ul style="list-style-type: none"> • Delayed due to COVID-19 	<ul style="list-style-type: none"> • Delayed due to COVID-19
September 2021/2022	<ul style="list-style-type: none"> • Delayed due to COVID-19 	<ul style="list-style-type: none"> • History • Geography • Science • English Oral, Reading and Writing

		<i>(3rd – 6th class)</i> <ul style="list-style-type: none"> Irish Oral, Reading and Writing <i>(3rd – 6th class)</i>
September 2022/23	<ul style="list-style-type: none"> History Geography Science English Oral, Reading and Writing <i>(3rd – 6th class)</i> Irish Oral, Reading and Writing <i>(3rd – 6th class)</i> 	<ul style="list-style-type: none"> Music
September 2023/24	<ul style="list-style-type: none"> Music (not completed yet...trying out various programs and we have taken the decision to take two years to do this) 	<ul style="list-style-type: none"> Music Visual Arts
September 2024/25	<ul style="list-style-type: none"> Music Visual Arts New Primary Maths Curriculum 	<ul style="list-style-type: none"> Dyslexia (A whole school approach)
September 2025/26	<ul style="list-style-type: none"> Dyslexia (A whole school approach) 	<ul style="list-style-type: none"> Focus on the Primary Curriculum Framework (PCF)
September 2026/2027	<ul style="list-style-type: none"> Enactment of the new Primary Curriculum Framework 	<ul style="list-style-type: none"> Modern Foreign Languages (MFL)

Three Year Policy Review Cycle

YEAR 'A'

Sept: 2014, 2017, 2020, 2023, 2026, 2029, 2032, 2035
etc.

- Child Protection Policy
- Anti - Bullying Policy
- Supervision policy
- Attendance policy
- Code of behaviour policy
- Commercialism policy
- Complaints policy
- EPV days policy
- Mobile phone and electronic devices policy
- Party invitation policy
- Safety statement
- School accident and first aid policy
- Substance use policy
- Acceptable Internet Use policy
- Job share policy
- ICT E-Learning policy
- Religion policy
- Language curriculum policy
- Healthy eating policy
- Mathematics policy
- Handwriting policy

YEAR 'B'

Sept: 2015, 2018, 2021, 2024, 2027, 2030, 2033, 2036
etc.

- Child Protection Policy
- Anti - Bullying Policy
- Administration of medicines policy
- Work experience / Teaching practice policy
- SEN – Learning language support and resource teaching (support teaching) policy
- CCTV policy
- Custody / access / separation policy
- Class and classroom allocation policy
- Data protection policy
- Education management software policy
- Exemption from Irish policy
- School transport policy
- Special needs assistant policy
- Drama policy
- Music policy
- Visual Arts policy

YEAR 'C'

Sept: 2016, 2019, 2022, 2025, 2028, 2031, 2034, 2037
etc.

- Child Protection Policy
- Anti - Bullying Policy
- Admissions and enrolment policy
- RSE policy (contained within RSE policy)
- SPHE policy
- Maths policy
- Assessment policy
- Book rental scheme policy
- Parents as partners policy
- Use of school premises policy
- SEN policy
- Assistive Technology policy
- School Prefect policy
- Whistle Blower policy
- Sick supervision policy (contained within Supervision policy)
- Uniform policy (contained within Code of Behaviour policy)
- Dignity at work policy
- History policy
- Geography policy
- Science policy

YEAR 'D'

Sept: 2017, 2020, 2023, 2026, 2029, 2032, 2035, 2038 etc.

- Child Protection Policy
- Anti - Bullying Policy
- ICT policy
- 5 Year E-Learning Plan
- Maths policy
- ?

YEAR 'E'

Sept: 2018, 2021, 2024, 2027, 2030, 2033, 2036, 2039 etc.

- Child Protection Policy
- Anti - Bullying Policy
- ?

YEAR 'F'

Sept: 2019, 2022, 2025, 2028, 2031, 2034, 2037, 2040 etc.

- Child Protection Policy
- Anti - Bullying Policy
- ?

YEAR 'G'

Sept: 2020, 2023, 2026, 2029, 2032, 2035, 2038, 2041 etc.

- Child Protection Policy
- Anti - Bullying Policy
- ?