

# **St. Pius X Boys School - School Self-Evaluation Report on Wellbeing**

## **The Focus of the Evaluation**

A school self-evaluation of teaching and learning regarding wellbeing was undertaken in St. Pius X Boys' School during the school year 2018/19. During the evaluation, teaching and learning around wellbeing, SPHE and PE was evaluated, including focused reflection on school culture and environment, policy and planning, school relationships and partnerships.

## **Wellbeing Practices Presently Adopted by the School**

**Teaching Practices:** Aspects of SPHE have been taught in our school for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education, and Friends for Life/Fun Friends. It has also been taught through integration with other subject areas such as secular aspects of the religious programme (Grow in Love), and Physical Education. External speakers from Accord and Zeeko facilitate us in the teaching of RSE and safe internet use respectively.

Teachers endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with additional needs. The SET team supplement the work of the class teachers where necessary. Ad hoc support initiatives are put in place to support children with anxiety issues or difficulties with emotional regulation.

**Schools Policies:** St. Pius X BNS has several policies in place that support wellbeing: Child Safeguarding Statement, Anti-Bullying, Code of Behaviour, Acceptable Internet Use Policy, Health and Safety, Substance Use Policy, Healthy Eating Policy, and Admissions.

### **Extra-Curricular Activities:**

- **Sports** including hurling, Gaelic football, athletics, soccer, tennis, and golf. Our school enjoys strong links with Cumann na mBunscoil, Dublin GAA, and Croke Park, and community groups such as Faughs Hurling Club, Templeogue Synge Street GAA Club, Templeogue **Tennis** Club, Spawell Driving Range, and the Grange Golf Club in Rathfarnham, among others.
- **Music/Drama** including our school choir, school musical committee, and our school plays and concerts performed by our junior classes every Christmas.
- **PA Clubs** - Our Parents' Association classes include swimming, yoga, chess, guitar, Spanish, knitting and sewing, art, debating, and digital education.
- **Wellbeing Week** – held in May every year with the aim of fostering positive mental health and wellbeing in our wider school community.
- **Further Wellbeing Practices** include sports days, dress-up and colour days (e.g., Halloween, Christmas Carol Service, World Book Day, St. Patrick's Day, sporting events), Ice-Cream Van Day organised by our Parents' Association, charity fundraisers and collections, assemblies, certificates and rewards to promote attendance, our school website which celebrates the strengths and achievements of our school community and is an excellent means of information distribution on school matters, quizzes (the weekly Friday quizzes, Tráth na gCeist, Credit Union interschool quizzes), and religious

celebrations such as the start of year mass, daily prayers, sacred spaces, Advent, Remembrance, Christmas plays, mass, carols, St. Brigid's Day, St. Patrick's Day, Lent, Easter, and the sacraments (First Penance, Holy Communion, Confirmation).

## **Summary of School Self-Evaluation Findings**

### **Our School Strengths in Relation to Wellbeing:**

- The school environment is friendly and welcoming; the environs are tidy and bright, and accessible to all the school community. The school building and equipment are maintained to a high standard.
- Responses were very positive around school community interaction and relationships including staff interactions and relationships, relationship with parents, school ethos of respect for and acceptance of all, school links with community groups and external services, teacher-pupil relationships, teacher-parent communication, and school-parent communication structures such as newsletters and email correspondence. Parents responded positively regarding the approachability of staff when airing concerns or seeking support and believe parent privacy is respected. Children feel respected and safe at school.
- The school provides a wide range of extra-curricular activities that promote inclusion, wellbeing, physical health, and mental health. Children are encouraged to eat healthily and be active.
- The school manages behaviour well. The school is active and effective at tackling bullying and in teaching and learning about bullying, individual difference, and staying safe.
- Responses regarding the quality of teaching and assessment were very positive as were those regarding support of children with additional needs, teacher feedback on pupils' work, school delivery of SPHE programmes, the PE curriculum and programme of extra-curricular activities, mentoring of NQTs, links with community groups and projects, and links with services to support transitions of those in need of additional support.
- Parents are informed of relevant school policies via school website.

### **Our School Improvement Plan:**

- Identification and creation of safer spaces in the school's indoor and outdoor physical environment e.g., sensory room, development of the school's secret garden.
- Improve the yard experience for all pupils including those who have additional or complex needs and those who find it difficult to make friends, e.g., climbing wall, yard games, Cara Clóis.
- Explicit teaching of consistent wellbeing practices and a wellbeing programme, e.g., Weaving Wellbeing.
- Whole-school approach to the way the school community speaks about their feelings and wellbeing, e.g., 'Check Your Zone' technique.
- Improve and enhance the provision of opportunity for students to have their voices heard, e.g., development of a student council.