

**Scoil Naomh Bríde,
Baile on Bhóthair,
Áth Troim,
Co. na Mí.**



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School Self-Evaluation Report SPHE 2014 / 2015

Introduction

Primary schools are now being advised by the Department of Education to conduct school self-evaluations in various aspects of teaching and learning. The process is to be carried out over a 4 year period. For many years, teachers and school Boards of Management have used the school development planning process to identify what is working well in their schools and what might be improved. School self-evaluation is seen as a way in which this process of reflection, improvement and development can now take place in a more systematic way. (Circular 0039/2012)

The focus of the evaluation.

A survey was held among the staff to get their views on selecting a third subject as part of our self-evaluation process. The results of the survey indicated that we should focus on *SPHE*.

School Context:

Scoil Naomh Bríde is a Roman Catholic School aiming to promote the full and harmonious development of all aspects of the pupil; intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school prioritises the importance of the overall development of all of the children in its care. Apart from the provision of curricular education to the children, the school promotes and encourages active participation in a wide range of extra-curricular activities/initiatives.

There is a current enrolment of 176 children in the school. The school has a total staff of 12 (10 fulltime and 2 parttime) consisting of 7 mainstream teachers, 1 full time resource teacher, 1 full time learning support teacher, two part-time learning support teachers and a Teaching Principal. The school utilises fully the wide range of experience and talents that the teaching staff have. There are also ancillary staff employed by the school, a secretary, a cleaner and a caretaker.

Scoil Naomh Bríde has a very dynamic Board of Management who meets regularly during the school year. The board plays an active role in all aspects of the management and running of the school while at the same time forward planning for the development of the school as a whole. There is also a very committed Parent's Association who is available to assist with school initiatives, transport, fundraising etc.

The school is an integral part of the community, a typical rural Irish parish where many of the children's parents and grandparents attended the school throughout the years. The school actively promotes school initiatives to the wider community as a whole and recognises the importance of the role that the school plays in the community.

At the start of each school year a detailed Plean Scoile is devised in conjunction with the school staff, Board of Management and Parents Association. This sets out the aims and objectives for the development of initiatives in curricular and non-curricular areas in the school for that particular school year.

Findings:

SPHE has always been an important part of the school curriculum. However, SPHE has become even more important due to a number of societal reasons. There have been concerns raised nationally about bullying and more specifically cyber bullying among young people. The Department of Education has issued new guidelines for primary schools encouraging them to be more pro-active in raising awareness of bullying. Schools have had to develop new anti-bullying policies. There are also increasing concerns about the internet and specific websites that children visit, concerns about rising obesity levels and concerns about the sugar intake of children and the harmful effects to teeth. There are also concerns about having to regularly raise awareness of how to prevent head-lice among children in the school.

Current school initiatives.

- The *Walk Tall, Stay Safe* and *RSE* programmes are taught in the school.
- There is an *anti-bullying week* held each term.
- There is a *safe cycling* initiative conducted with 3rd class each year teaching children about rules of the road, the dangers on the roads and how to cycle safely etc.

Learner Outcomes:

- the pupils are developing the appropriate attitudes and dispositions as set out in the SPHE curriculum for their class level.
- there is a need for a more coherent whole school structure to ensure that the pupils' knowledge, skills and understanding in SPHE develop in a progressive way as they move from class level to class level.
- the pupils' knowledge, skills and understanding for the curriculum area reflect the learning outcomes set out in the curriculum for each class level.
- the pupils' knowledge, skills and understanding in the curriculum area are developing in a progressive way as they move from class level to class level.
- the pupils' use their knowledge and skills in the curriculum area competently and confidently. They are able to apply their knowledge and skills independently in a variety of contexts.

Learner Experiences:

- all classrooms/learning settings are organised in a manner that supports learning. They are appropriately laid out for lessons, well resourced and orderly.
- all teachers report that pupils listen attentively and with understanding and pupils display positive attitudes towards listening and speaking.
- a laptop/PC and data projector/interactive whiteboard for teaching purposes is permanently in every classroom.
- the school and classroom environment supports, encourages and celebrates pupils' learning and achievement for SPHE.
- the pupils are enabled, when appropriate, to engage actively in their learning.
- pupils are given purposeful and frequent opportunities to engage in collaborative and cooperative learning.
- all pupils are encouraged equally to participate in lessons.
- the pupils are enabled to communicate, work with others, analyse and problem solve.

Teacher Practices:

- expected learning outcomes are clear, relevant and differentiated as necessary to cater for the learning needs and abilities of all pupils.
- long term and short term plans are prepared and available. However, it was agreed that there should be a more structured timetabling of initiatives to ensure that all initiatives are covered and that teachers can plan more effectively.
- necessary and relevant resources, materials and equipment are identified and sourced in advance of lessons. It was agreed that additional resources may need to be purchased.
- pupils' prior learning, interests and experiences are taken into account in lesson organisation and content.
- the varying needs and abilities of pupils are catered for in the course of lessons through differentiation.
- there is respect for all pupils regardless of their background, ability or aptitude.
- differences across the equality grounds are understood, acknowledged and valued.
- pupils with special educational needs are treated in an inclusive and equitable way.

Progress made in previously-identified improvement targets:

N/A as this is the first year of the process

Summary of school self-evaluation findings:**Strengths:**

- Pupils are able to apply the knowledge, skills and understanding associated with independently in a variety of contexts.
- All pupils have access to appropriate learning settings and learning environments providing for the needs of the children.
- Pupils at all class levels are enabled to engage actively in their learning and the level of pupil interest and participation is high.
- Pupils are given additional support as needed.
- Expected learning outcomes are clear, curriculum-based and are differentiated as necessary to cater for the learning needs and abilities of all pupils in the classroom.

Areas for Improvement:

- To further develop the whole school structure to teaching SPHE.
- To further develop the SPHE and RSE policy.
- To develop additional school initiatives to raise awareness of bullying, cyber bullying, oral health and prevention of head-lice.