

St. Patrick's National School
Colgagh
Calry
Co. Sligo



Self – Evaluation Report
&
School Improvement Plan

Evaluation Period: September 2018 to June 2020

Report Issue Date	June 2021 (Delayed due to Covid)
Reviewed	Sept. 2022

Our Self-Evaluation Report and Improvement Plan

1. Introduction

A school self-evaluation of teaching and learning was undertaken during the period September 2018 to June 2020. During the evaluation, teaching and learning in the following curriculum areas were evaluated

- Health and Wellbeing: Social, Personal and Health Education (SPHE)

The following report contains the findings:

School Context

St. Patricks National School is a rural, co-educational, vertical Catholic school with an enrolment of 156 pupils. The school has 6 classroom teachers and 2 SET teachers. The principal has full time teaching duties. The school also has a deputy principal. There is one shared SET teacher covering the additional 4 hours. Classes are split from year to year depending on intake numbers and in order to balance the number of pupils in each class. During 2018/2019 the following arrangements were in place. Junior infant class, Senior/1st class, 1st/2nd class, 3rd/4th class, 4th/5th class and 5th/6th class. Due to low intake September 2019, the arrangements changed as follows: Junior Infants, Senior Infants, 1st/2nd, 3rd/4th, 4th/5th and 6th. There are 3 children with ASD being catered for within the mainstream setting.

Focus of previous School Improvement Plan

Literacy:

The focus was the development of whole school approaches to ensure all literacy components and genres were covered annually at each class level, thus ensuring progress and skill development from year to year.

- Explore and teach one writing genre per month
- Focus on one comprehension strategy per month
- Explore one oral language genre per month

Numeracy:

Having identified problem solving as one of the more challenging aspects of the maths curriculum, the need for a whole school approach to a common strategy and use of clear explicit language was identified. The following approaches were agreed and implemented:

- Teach the RUDE problem solving strategy for problem solving
- Draw explicit attention to and reinforce use of maths vocabulary

Focus of this Evaluation

A school self-evaluation of teaching and learning in SPHE was undertaken during the school years 2018 – 2020. This evaluation included:

- School Management Meetings
- SCOT Analysis on SPHE (Distributed to all teaching staff)
- Reflection Sheet – Aims of the SPHE Curriculum – Distributed to all staff
- Questionnaire on SPHE to pupils from third to sixth
- Questionnaire on SPHE to parents/guardians online using google forms

The information gathered from the self-evaluation was shared with all the staff and was used to inform our School Improvement Plan (SIP) for SPHE. While always striving to improve teaching and learning, we will focus specifically on teaching and learning in SPHE during this cycle.

Summary of School Self-Evaluation Findings

Our school has strengths in the following areas:

- 2 year cycle in operation with Stay Safe and Walk Tall
- Excellent parental home support.
- There is a wide variety of methodologies used in teaching SPHE
- School policy supports the teaching of SPHE with structured and easy to follow plans.
- Teaching of SPHE is enhanced through the use of an array of programmes in SPHE – Walk Tall, Stay Safe, Webwise, RSE
- Pupils wellbeing is considered as very important in our school and this aspect of SPHE is factored into teaching and learning
- A strong culture of collaboration exists in our school and staff support each other in a variety of ways with regard to SPHE
- Children are frequently taught about and reminded of the dangers of improper social media usage. Our school outlines key responsibilities for parents/guardians in this area.

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- Teacher questionnaire and SCOT analysis
- Staff discussion
- Pupil Questionnaire
- Parent Questionnaire

The following areas are prioritised for improvement:

- Informing parents in advance of content of programmes being covered
- School wide consistent approach to healthy eating
- Better awareness and identification of bullying behaviour required
- Clarity around procedures applied (Code of Behaviour and Anti-Bullying Policies) – school rules/consequences
- Track what has been covered each year in SPHE for each class to overcome gaps in learning due to class splits

Teacher Practice:

- Staff will make use of Webwise in Senior Classes to teach children about safe internet usage.
- Anti-bullying website resources <https://www.antibullyingcampaign.ie/primary-level-tools/> will be used to access class specific resources to improve identification of bullying behaviour and promote ways of dealing with it.
- School rules and classroom rules will be shared with parents, agreed to, discussed termly in class and on display in each classroom.
- The school will participate in Safer Internet Day and will organise appropriate activities to mark this event.
- Teachers will track what has been covered in each class using the template at the end of the SPHE policy accessible on the school server.
- Parents will be made aware of when and what is being covered in SPHE in advance of the programmes being taught each year.
- Teachers will harness incidental opportunities that arise during the year to extend learning in real-life contexts/scenarios.

Learning Experiences

- Opportunities for pupils to outline their concerns/worries and have these addressed will be achieved through the use of a 'Questions Box' where pupils can post their questions/concerns/worries. The class teacher will address these at the start of formal SPHE lessons.
- All pupils in 5th/6th classes will be supported around Internet Safety and facilitated by external agencies where appropriate.

Support for Parents/Guardians

- It was apparent from the Parent Questionnaire that parents/guardians require more information about SPHE with 39% of respondents stating they were unaware of the school's plan for SPHE and the relevant programmes being used. We will address this deficit by providing information to all parents/guardians prior to beginning any SPHE programme.
- Of the 51 parents who responded to the SPHE Parent Questionnaire, 86% were satisfied with how the school deals with potential bullying situations while 14% were dissatisfied. While this is quite a positive result, we aim to improve the clarity and transparency around how these situations are dealt with.

3. 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
- **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** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

Our Improvement Plan

Timeframe of this improvement plan is from Sept. 2020 to June 2021

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Inform parents about content of SPHE Programme	Outline of programmes used to be drawn up and sent home at the beginning of formal SPHE programmes	Class teacher	Parents feel better informed		Achieved
Provide clarity around school/classroom rules	Update Code of Behaviour and Anti-Bullying Policy. Display school rules in all classrooms. Revisit classroom rules each term.	Principal/Board of Management	Policies are up-to-date and in line with current legislation.		Achieved
Improve Safer Internet Usage among Senior Classes	Explicit teaching in the area of internet safety & mark Safe Internet Day in February each year.	Class teacher/Principal	Better awareness among senior classes around safe use of internet	Source different/alternative facilitators. Highlight date and details.	
Ensure incidents among pupils are identified early and dealt with appropriately	Access class level appropriate resources from antibullyingcampaign.ie	Class teacher	Incidents that occur do not develop into bullying issues. Senior classes to access & use Weaving Wellbeing resources.	Continuous monitoring. Whole School Initiative – Amber Flag 2022/2023. Place more emphasis on wellbeing/positive self-talk	Monitor

Track what has been covered in SPHE	Programme of work to be drawn up at the start of each class year and based on 2 year cycle and used to track what has been covered. (This can be used to inform parents also.)	Class teacher	Programme of work for each class group completed and stored with the class files by June of each academic. Principal to send link to google documents annually.		Achieved & to continue annually
Provide a safe way for children to communicate their concerns	Classes from 2 nd to 6 th will provide a box to facilitate transfer of concerns	Class teacher	Specific concerns are being shared/discussed frequently in the classroom		Achieved & continue to encourage.

Ratification

This School Self-Evaluation Report and School Improvement Plan was approved by the Board of Management of St. Patrick's National School on _____.

Signed: _____

(Chairperson)