

DRAFT SCHOOL SELF EVALUATION REPORT & PLAN

SPHE 2018 -2020 (Glasheen Boys' School)

INTRODUCTION

A school self-evaluation of teaching and learning in SPHE will be undertaken during the period of March 2018 – June 2020. This is a report on the findings of the evaluation to date

SCHOOL CONTEXT

Scoil Mhuire gan Smál (B) is a Deis Band 2 Urban Boys' School. There is a current enrolment of 425 pupils. The school has a total staff of 46, consisting of, an Administrative Principal, 17 Mainstream Teachers, 10 Special Education Teachers, 2 EAL Teachers, 1 Shared Home School Community Liaison Co-ordinator and 13 ISA's. There are also ancillary staff employed in the school including, a school secretary, a caretaker and cleaning staff. School Completion Programme is in operation in the school. Glasheen Boys' School shares a campus with Glasheen Girls' School. Due to its central location and proximity to U.C.C and C.U.H we have a diverse pupil population. Some of our pupils come from homes where English is their second language. Glasheen Boys' School is a Catholic school that celebrates and welcomes diversity. We promote the development of all aspects of the pupils, intellectual, physical, cultural and spiritual. The school prioritises the importance of the overall development of all children in its care.

We have a number of **programmes and initiatives** operating within the school including Reading Recovery, Literacy Lift Off, Ready Steady Maths, Zippy's Friends and Zones of Regulation. We are currently working towards achieving our 7th Green Flag and our Yellow Flag. We have an Active Flag, Health Promoting School status and a Students' Council.

FOCUS OF THE EVALUATION

Staff were consulted to gather their views on selecting a subject area for the purposes of the self-evaluation process. The results of which indicated that the focus should be on SPHE. This report summarises the strengths that were identified within the area of SPHE and has highlighted areas for focus.

RATIONALE FOR CHOOSING SPHE / RSE

SPHE has always been an integral part of the Primary School Curriculum. However, in recent years SPHE has become increasingly important due to a number of societal reasons. Implementation of the Stay Safe Programme is now mandatory in line with Children First – National Guidance for the Protection and Welfare of Children 2011. There have been concerns raised nationally about internet safety usage and children’s well-being and mental health has become increasingly important as societal norms and demands change.

FINDINGS

Information was gathered from a variety of sources. These include; teacher observation and consultation, information from pupils, in school management meetings, parental input and whole school evaluation report

• CURRENT SCHOOL INITIATIVES

- The Walk Tall, Stay Safe and RSE programmes are implemented in all classes Junior Infants – 6th.
- Glasheen Boys’ School is currently working on achieving its 7th Green Flag, as well as a Yellow Flag and Amber Flag.
- There are various initiatives such as Friendship Week, Active School Week, held annually, along with the Glasheen Mile, Students Council etc.
- We have an active Health Promoting Committee and Student Council.

- Zippy's Friends and Zones of Regulation are in operation within the school.
- Healthy lunches are provided to all pupils.

- **LEARNER OUTCOMES**

- The pupils are developing the appropriate attitudes and dispositions as set out in our SPHE curriculum, for their class level.
- There is a need for a more coherent whole school structure, for the implementation of elements of the SPHE curriculum, to ensure that pupil knowledge, awareness and understanding develops in a progressive way.
- The pupils' knowledge, skills and understanding, within the various elements of the SPHE curriculum, reflect the learning outcomes set out for each class level.
- The pupils' are enabled to transfer their knowledge and understandings in the curriculum competently and confidently in a variety of contexts.

- **LEARNER EXPERIENCES**

- The school and classroom environment supports, encourages and celebrates pupil learning and achievement in SPHE.
- All teachers report that pupils listen attentively and with understanding to topics covered within the SPHE curriculum.
- Active learning methodologies are utilised to engage children in their learning.
- Pupils are given purposeful and frequent opportunities to participate in collaborative and co-operative learning within SPHE.

- Pupils are given the opportunity to communicate, collaborate, analyse and problem solve.

● **TEACHER PRACTICE**

- Expected learner outcomes are clear, relevant and differentiated to cater for the learning needs and abilities of all pupils.
- Long and short term plans are prepared taking the whole school time frame for SPHE into consideration.
- Necessary and relevant resources, material and equipment are available to enhance lessons.
- Pupil prior knowledge and experience are taken into account in lesson planning and implementation.
- Lesson content is differentiated to meet the varying needs and abilities in the class.
- All pupils are treated in an inclusive and equitable way and differences are understood and valued.

PROGRESS MADE ON PREVIOUSLY IDENTIFIED TARGETS

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

SUMMARY OF SCHOOL SELF EVALUATION FINDINGS

● **STRENGTHS**

- Positive school climate and atmosphere.
- Regular acknowledgement of achievement, progress and endeavours.
- All pupils have access to appropriate learning environments.
- Pupils at class levels are enabled to actively engage in their learning.
- Pupils are given additional support as required
- Code of Behaviour developed with a focus on positive behaviour.

- Participation in a wide range of initiatives that support SPHE including; Active School Flag, Green Flag, Yellow Flag, Health Promotion.

- **AREAS FOR IMPROVEMENT (SCHOOL IMPROVEMENT PLAN)**

TARGET 1

- To further develop the **whole school structure** to teaching constituent elements of the SPHE Programme (Walk Tall / Stay Safe / RSE)
- Develop **whole school time frame** for teaching the Stay Safe Programme.
- Enhance communication between homes and school, so that **parents** will be facilitated in supporting and developing the **Stay Safe Programme** at home.

TARGET 2

- Develop and implement an **RSE Policy**.
 - Further develop the **whole school structure** to teaching of RSE.
 - Raise **parental awareness** of RSE Programme.
 - Improve **communication between home and school** in relation to supporting their child's learning in RSE.
 - Purchase relevant **resources**

TARGET 3

- To develop additional school initiatives to raise **awareness of internet safety and usage**.
- Participate in **Amber Flag** programme to increase awareness of mental health and well-being.

(All members of school community to be consulted, at Draft stage, with input welcome).