

**Our Self-Evaluation Report and Improvement Plan**  
**Saint Patrick's NS Diswellstown**  
**March 2018 - June 2020**

## **1. Introduction and Background**

This document records the findings of recent self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

In the 2015/16 school year, research was carried out by a member of staff as part of a leadership diploma. Her findings indicated that many of our pupils:-

- Lacked resilience, giving rise to issues with behaviour on yard and in the classroom.
- Did not have the skills to problem solve without adult intervention.

As a result of these findings, the school identified pupil wellbeing as a focus for school improvement. In 2016/17, the 'You Can Do It' (YCDI) programme was piloted with pupils in 2<sup>nd</sup> classes and the 'Friends for Life Programme' with pupils in 5<sup>th</sup> classes, following staff training. In 2017/18, Fun Friends was introduced to pupils in 1<sup>st</sup> classes and 'Get Up, Stand Up' to pupils in 6<sup>th</sup> classes.

### **1. The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *March to October 2018*. We evaluated the teaching and learning of Social Personal and Health Education (SPHE) in the school. However, feedback from teachers was that the wellbeing goals of building resilience and teaching children to manage feelings and conflict had not been achieved. Conversations with parents and a survey issued to a small sample of pupils added credence to teacher feedback.

## **2. Findings**

### **2.1 This is effective / very effective practice in the area of SPHE in our school**

- Pupils enjoy learning and are motivated to learn especially through the Well Being Programmes and through 'Stay Safe'
- Pupils in Saint Patrick's are age appropriately aware of self-care, of growing and changing, of personal safety, on-line safety, and of the importance of proper nutrition and activity.

### **2.2. This is how we know**

- Children engage well with the SPHE Curriculum and with the Wellbeing Programmes.
- Children engage in a wide range of physical activity both within and outside of school.
- There is school wide adherence to the School's Healthy Eating Policy.
- The number of school based cyber related incidents reduced by 60 % (from 2016/17 to 2017/18), following joint action by parents, pupils and staff.

### **2.3 This is what we are going to focus on to improve our practice further**

*The school has identified these aspects of teaching and learning in SPHE for further improvement.*

**Strand:** Myself

**Strand Unit:** Feelings and Emotions

Relating to others/ Resolving Conflict (Target for 2019/2020)

## **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 for SPHE


Timeframe of this improvement plan is from March 2018 to June 2020  
(Literacy Targets to be added From September 2019 to June 2020)

DOMAIN: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE					
STANDARD(S): (From Looking at Our School) Teachers value and engage in professional development and professional collaboration					
STATEMENT(S): (From Looking at Our School) Teachers implement whole-school approaches to teaching and learning to improve pupils' experiences and outcomes.					
Targets	Actions	Persons / groups responsible	Criteria for success (Desired outcomes)	Progress and adjustments	Targets achieved
Support teaching and learning in the Feelings and Emotions strand of SPHE by using wellbeing programmes relevant to individual class levels.	Review programmes being taught at all levels - Fun Friends (1 <sup>st</sup> class), Friends For Life (5 <sup>th</sup> class), You Can Do It (2 <sup>nd</sup> and 3 <sup>rd</sup> classes) and Get Up Stand Up (6 <sup>th</sup> class). Streamline the language of the programmes. Develop common monthly themes within the programmes that support the curriculum objectives SPHE.	Claire O'Reilly Partnership Schools Team	Linking the Wellbeing Programmes with the relevant Strand Units of the SPHE Curriculum  Moving towards a Whole School Approach to the Feelings and Emotions strand of the SPHE curriculum	Committee took time to familiarise themselves with the programmes. Worked on common language, strategies and themes. Developed 'Monthly Themes' to allow for the incorporation of wellbeing programmes within the teaching and learning of SPHE and as a tool for staff to develop a common language register for SPHE	✓ March - June 2018
Incorporate language, strategies and wellbeing programmes into the teaching of the Feelings and Emotions strand of SPHE.	Using resources available from Fun Friends, YCDI, Friends For Life and Get Up Stand UP, compile a list of common language and a list of strategies. Make these available to staff Use this information to update the SPHE policy, Whole School Plan and long term planning templates Make connections between programmes where language and strategies are similar or the same and highlight for staff. Share online resources for Walk Tall, RSE and Stay Safe a hard copy of the Stay Safe Programme and 'Making the Links' relevant to their particular class level with staff	Claire O'Reilly SPHE coordinator All teaching staff Partnership Schools Team	All staff aware of procedures  Staff engaging with the process  All teaching working to establish curriculum links between the themes and the programmes	Worked on common language, strategies and themes.  Updated the SPHE policy and Whole School Plan to reflect the decisions made.	✓ March - June 2018

### DOMAIN: Learner Outcomes

STANDARD(S): (From Looking at Our School) Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENT(S): (From Looking at Our School) Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations and to support their wellbeing.

Targets	Actions	Persons / groups responsible	Criteria for success (Desired outcomes)	Progress and adjustments	Targets achieved
Create and consolidate home - school links with regards to the teaching and learning of the Feelings and Emotions strand of SPHE	Create PowerPoint presentation for parents and present at September information meetings. Send one piece of homework monthly to promote discussion about feelings Use the School Notice Board to promote the 'Monthly Themes' and discussion about feelings.	Claire O' Reilly Mary Power Partnership Schools Team	Awareness of Monthly Themes is developing among students, teachers and parents	PowerPoint created and presented  Use the Monthly Newsletter and School Notice board to highlight the language and strategies taught re the Feelings and Emotions strand of SPHE	  In progress
Raising awareness among staff, parents and pupils regarding Feelings and Emotions	Local TY Students to create Feelings Mural on the stairwell Feelings Thermometers to be placed in several locations throughout the school Members of the student Council and Partnership Schools Committee will promote the monthly themes by visiting classes with the school mascot	Claire O' Reilly Helen Meeley Mary Power Partnership Schools Team TY Students	Using the mural and the thermometers to talk about managing and regulating feelings and emotions.  Children can name the monthly themes.	Mural in place Feelings Thermometers in place  School mascot is raising awareness of monthly themes	In progress

**Evaluation Criteria : (as per curricular strand: Myself. Strand Unit: Feelings and Emotions)**

**Children in Infants are able to:** Name and express feelings, know the difference between positive and negative feelings, begin to be sensitive to the feelings of others and to understand how words/ actions of one child can impact on the feelings of others

**Children in junior classes are able to:** as above and identify people with whom he/she can discuss feelings and emotions, become aware of and be able to choose healthy ways of feeling good about himself/herself, explore the various feelings that change as one grows, recognise that individual actions can affect the feelings of others.

**Children in middle classes are able to :** as above and identify strong feelings and learn to cope with them. identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later, explore how feelings can influence one's life, acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express

**Children in senior classes are able to :** discuss and practise how to express and cope with various feelings in an appropriate manner, empathising with the feelings of others knowing when it is appropriate to share feelings with others, understand how feelings help in understanding himself/herself understanding that moods and emotions are often affected by physical and hormonal changes, realising that true feelings may often be masked, being aware that personal feelings can affect others, differentiate between needs and wants and recognise and explore the concept of delayed gratification, discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media, identify and learn about healthy ways to help him/her feel positive about himself/herself.

**SPHE TARGETS FOR 2019/2020**

DOMAIN: Learner Outcomes

STANDARD(S): (From Looking at Our School) Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENT(S): (From Looking at Our School) Pupils have the skills to modify and adapt their behaviour when required.					
Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Strand: Myself and Others Strand Unit: Relating to others	To be decided	To be decided	To be decided	To be decided	

**Evaluation Criteria : (as per curricular strand: Myself and Others Strand Unit: Relating to Others / Managing Conflict**

**Children in Infants are able to:** listen and respond to the opinions and views of others ,use verbal and non-verbal behaviour to perform social functions ,practise care and consideration, courtesy and good manners when interacting with others, giving and taking turns in listening and speaking , resolve conflicts with others (listen to others, apologise, accept apologies, to compromise and to forgive)

**Children in junior classes are able to:** as above and explore and practise how to handle conflict without being aggressive (listening to and thinking about the other person's point of view presenting his/her own point of view clearly, seeking to persuade and compromise, practising using assertive behaviour when dealing with others)

**Children in middle classes are able to :** as above and identify reasons for conflict in different situations (children 'putting each other down', taunting each other, name-calling ) identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable choosing the appropriate time to talk and discuss rather than prolonging a conflict or disagreement by remaining silent

**Children in senior classes are able to :**as above and identify and discuss reasons for conflict in different situations ,identify and discuss various responses to conflict situations (submission, negotiation, aggression, telling the truth, avoidance, walking away) ,explore and practise how to handle conflict without being aggressive.

**Notes and Observations February 2019**

We noted that teachers needed more hands on material



Signed:

Chairperson Board of Management  
April 08 2019