



**Muire Na Dea Chomhairle Infant School**

**Mourne Rd,**

**Drimnagh**

**Dublin 12**

**School Roll Number: 17356k**

## **School Self-Evaluation Report**

**Evaluation period: *September 2013 to  
June 2014***

**Report issue date: *3<sup>rd</sup> March 2014***

# **1. Introduction**

## **1.1 The focus of the evaluation**

A school self-evaluation of teaching and learning in *Our Lady of Good Counsel Infant School* was undertaken during the period *September 2013 to June 2014*. During the evaluation, teaching and learning in the following curriculum area was evaluated:

- *SPHE*

This is a report on the findings of the evaluation.

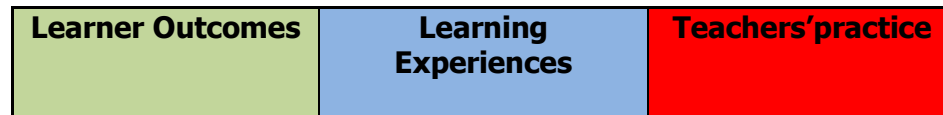
## **1.2 School Context**

**This is an infant school with 149 pupils and a mixed ASD Preschool attached. Mainstream classes run from Junior Infants to First Class. In addition to the principal there are 7 mainstream teachers, one HSCL Teacher, two Learning support teachers, two resource based posts, one EAL and one Special class teacher. The school was previously ran by the Sisters of Mercy and even though we do not have sisters on the staff at present we still observe and aim to fulfill the Catherine McAuley Ethos**

Inspired by the vision of Catherine Mc Auley,  
whose educational philosophy has been passed on to us  
by successive generations of Sisters of Mercy  
and their co-workers,  
we are committed to providing quality, holistic education  
for all our pupils  
in a school setting which is safe, happy and stimulating;  
where everyone is valued  
where each child's potential is developed  
and where particular care and concern are shown  
for the weak and marginalized,  
those with special educational needs  
and those experiencing difficulties of any kind in life.

We are a designated Disadvantaged school Band 2 and as such follow a three year DEIS plan which reflects our School Self Evaluation plan. We are supported by both a Home School Community Liaison officer and School Completion.

## 2. The Findings in SPHE



Our findings in SPHE relate to the results of Parent Questionnaires, Teacher Questionnaires and a pupil focus group. Questionnaires for teachers and pupils were based on the above three themes.

- **All pupil questionnaires showed a large % of children to have a good understanding of the strand units within each of the strands( Myself, Myself and others, Myself and the wider world)**
- **A very positive attitude towards SPHE is evident**
- **Learning Experiences recorded a variety of learning experiences ( Circle time,group work,Talk time)**
- **A large % of pupils recorded as using what they learn in SPHE.**
- **100% of First Class parents have a clear understanding of SPHE (38%JI/61% SI)**
- **By First Class Parents record as having a broader knowledge of SPHE and acknowledge it's importance in their child's development.**
- **Parents all expressed interest in being kept up to date with SPHE requesting home-work.**
- **87% of teachers ensure sufficient time is allocated to SPHE.**
- **A variety of teaching methodologies were recorded:Active 67%,Collaborative 53%,motivating 67%.**
- **93% recorded that short term plans clearly indicate objectives,80% using assessment to inform teaching,87% allowing for differentiation.**
- **A variety of teaching methodologies: Group work 60% sometimes, paired work 73% sometimes Teacher directed 53% sometimes ( 47% majority of time)**

- **Written plans indicate how pupil's learning is going to be assessed 80% check.....**
- **A plentiful supply of teaching resources with Walk Tall achieving most useful at 53%**
- **Aim: To promote the personal development and well being of the child.**
- Objective :To be self confident and have a positive sense of self esteem.**
- **ICT featured quite low in reponses with only 38% of teachers using it a lot of the time. (Maybe down to lesson type?)**

### 3. Progress made on previously identified improvement targets

*This is Year 1 of the SSE process so no progress to note as yet.*

### 4. Summary of school self-evaluation findings

#### 4.1 Our school has **strengths** in the following areas:Teachers

- A balanced use of recommended methodologies
- Clear objectives
- Lessons are easy to follow
- Cross Curricular Integration
- Adequate resources
- Positive attitudes
- Discrete time-tabling
- Clear Yearly Plan
- Good long/ short term planning with clear objectives
- Child/Teacher friendly lessons/pupils using what they learn
- Differentiation
- Informal teacher observation

#### Parents

- Positive attitude
- Happy with objectives behind the SPHE curriculum: self confidence,self awareness,health & well being,safety & protection,relating to others

#### **4.2 The following areas are prioritised for improvement:**

- Weaker children need to be actively encouraged to partake in group work/circle time etc.
- Simplify content for weaker child,through teaching methodologies/differentiation....give weaker child a voice.
- Guidelines for assessment
- **Too many resources**
- **Review of SPHE plan to ensure link with Child Protection Policy/Code of Behaviour & Anti Bullying Policy**
- Group work skills are challenging for Juniors
- \*Trying to integrate more group work into every subject
  - \*( Aistear)
- Sustain use of methodologies
- **Link with EAL teacher about topics**
- Reward pupils for using skills taught ( Assembly/Fantastic Friday)
- A strategy to measure that is suitable to our school ( Check with Pat ) Monitor teaching methodologies
- Adapt the content to suit our needs
- Relevant/current/bridge the gap in home /school values
- Develop checklists for topics
- Revision of topics
- How to assess which pupils are using skills in real life situations
- Can be difficult to identify specific learning objectives
- **Our fifth green flag**

#### **4.3 The following legislative and regulatory requirements need to be addressed: See attached sheets.**

- *See attached sheet*

