Curriculum Evaluation
Social and Personal Health Education

REPORT

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<th>Ainm na scoile / School name</th>
<th>Kiladooley Mixed N S</th>
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| Seoladh na scoile / School address | Kiladooley  
|                               | Ballybrophy  
|                               | Co Laois |
| Uimhir rolla / Roll number  | 12692B |

Date of inspection: 06-12-2017
WHAT IS A CURRICULUM EVALUATION?
Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the Primary School Curriculum (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

HOW TO READ THIS REPORT
During this inspection, the inspector evaluated learning and teaching in Social and Personal Health Education (SPHE) under the following headings:

1. Quality of pupils’ learning
2. Supporting pupils’ learning through learner experiences and teachers’ practice
3. The effectiveness of school planning, including SSE, in progressing pupils’ learning

Inspectors describe the quality of each of these areas using the Inspectorate’s quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school’s provision in each area. The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.
SCHOOL CONTEXT
Kiladooley National School is a rural co-educational school situated six kilometres south of the village of Borris-in-Ossory, County Laois. The school is under the patronage of the Roman Catholic Bishop of Ossory. At the time of the evaluation, 100 pupils were enrolled and these were distributed across four mainstream mixed settings.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS
• Teachers provide safe, secure learning environments where pupils experience a strong sense of belonging and of being valued as individuals
• The quality of pupils’ learning in SPHE is very good
• A wide range of very high quality learning experiences is provided for the pupils
• Very high quality teaching was evident during the SPHE lessons observed with teachers using a wide range of highly effective teaching methodologies
• Assessment practice in SPHE is good overall; there is scope to develop assessment of short-term learning outcomes
• Whole-school planning for SPHE is very good overall with some scope to include more detailed guidance for teachers’ classroom practice

RECOMMENDATIONS
• Current best practice in the school, including teaching methodologies, approaches and resources, should be documented in the whole-school plan.
• Teachers should extend the current use of assessment strategies to include a more regular assessment of pupils’ short-term learning outcomes in SPHE.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS’ LEARNING
The quality of pupils’ learning in SPHE is very good and is in line with the learning outcomes of the SPHE curriculum. Pupils in all settings demonstrated very high levels of interest and participation throughout the lessons observed. It is evident from teachers’ planning and practice that progression of learning is very well supported in the programmes provided. The pupils, in turn, demonstrate increasing levels of confidence and articulation in relation to their learning in SPHE as they progress through the school. The interactions between teachers and pupils and among pupils themselves are marked by very high levels of empathy and respect. A wide range of successful learning achievements is visible in the learning environments and in self-assessment
folders and copybooks. The pupils have a high level of awareness of themselves as learners in SPHE and clearly demonstrate this in their very positive and reflective responses during classwork.

2. SUPPORTING PUPILS’ LEARNING: LEARNER EXPERIENCES AND TEACHERS’ PRACTICE
The quality of learner experiences is very good. During the focus group interview, all pupils spoke eloquently and enthusiastically about the wide range of activities they experience during SPHE lessons. In particular, they expressed very high levels of satisfaction regarding their engagement in group work which gives them sufficient opportunities to explore and talk about their learning. Support for learning in SPHE is evident in the rich classroom and corridor displays. Classrooms are safe, secure learning environments where pupils experience a strong sense of belonging and of being valued as individuals. Commendably, pupils have the opportunity to be part of a school representative council and currently, members are selected by staff. The school is advised to facilitate pupil voice and their experience of the democratic process in any future process of selection.

Teaching in SPHE is of a very high quality. Teachers demonstrate competence and proficiency in the skills and knowledge of the SPHE curriculum. They teach all aspects of the curriculum including relationships and sexuality education (RSE). The teaching and consolidation of social skills in the infant setting is very well supported through the Aistear programme provided. Teachers’ practice in all settings is very inclusive of all pupils. Lessons are very well structured, paced appropriately, sufficiently resourced, and include a very good range of effective learning activities. Lesson content is based soundly on curriculum learning objectives that are appropriate to the emotional and intellectual maturity of the pupils. A range of teaching strategies, including circle time, drama, role-play, pair work, group work, and story is used to support the teaching of core concepts and subject-specific vocabulary during lessons. The interactive whiteboards in classrooms are used very effectively and judiciously to support teaching and learning. Pupils are given ample opportunities to respond orally in the course of the lessons and they demonstrate effective use of subject-specific vocabulary.

A good range of assessment strategies is used in building a profile of each pupil’s learning in SPHE. Copybooks, pupil self-assessment folders, and classroom displays are used effectively to record and celebrate pupils’ learning outcomes. Small whiteboards are consistently used by the pupils during the lessons and these provide teachers with opportunities for effective assessment for learning. Objectives-based checklists, linked to long-term planning, are used to record pupils’ learning in SPHE. Teachers should extend this strategy to support a more regular assessment of pupils’ ongoing learning achievements.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS’ LEARNING
School planning for SPHE is very good. The whole-school plan provides pupils with a programme in the subject that includes comprehensive coverage of the curriculum over a two-year period. The delivery of RSE, Stay Safe, anti-bullying and substance abuse programmes is very well supported in the overall plan. Specific teaching methodologies, approaches, resources and exemplars of practice in SPHE, deemed by the teachers to be particularly effective in each class setting, should now be included in the whole-school plan.
Teachers’ classroom planning is linked effectively to the whole-school plan in terms of curriculum objectives and content. The learning objectives in the teachers’ short-term planning are generally very clear and give good guidance and direction regarding pupils’ attainment of learning outcomes. It is now advised that teachers include more detailed descriptions of lesson activities and tasks in their short-term planning and monthly progress reports. Such documentation of very good practice should be used to support teachers’ collective and collaborative provision of SPHE, in addition to informing future reviews of the whole-school plan.

4. CHILD PROTECTION

The following aspects of the Child Protection Procedures for Primary and Post Primary Schools were checked during the evaluation:

1. Teachers’ access to a copy of the school’s Child Protection policy.
2. The prominent display of the name of Designated Liaison Person near the main entrance.

The school was fully compliant with both aspects.
THE INSPECTORATE’S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate’s quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school’s provision of each area.

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<th>Level</th>
<th>Description</th>
<th>Example of descriptive terms</th>
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<td>Very Good</td>
<td>Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.</td>
<td>Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary</td>
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<td>Good</td>
<td>Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils’ learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a very good standard.</td>
<td>Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement</td>
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<td>Satisfactory</td>
<td>Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.</td>
<td>Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas</td>
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<td>Fair</td>
<td>Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.</td>
<td>Fair; evident weaknesses that are impacting on pupils’ learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve</td>
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<td>Weak</td>
<td>Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.</td>
<td>Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;</td>
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Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management
Area 1 Observations on the content of the inspection report

The Management is heartened by the very positive commentary pertaining to the classes visited by the Inspectorate. We are delighted to be assured that very good quality of learning is taking place. We were affirmed that it was noted in the findings that our pupils receive “a wide range of high quality learning experiences”. We were also pleased that the inspectorate noted that very high quality teaching was evident in implementing methodologies. The Management consider it noteworthy that the inspectorate identified in the report that students are engaging in active methodologies such as group work and involvement in a student council thus acknowledging pupil voice which both facilitates and scaffolds student learning in S.P.H.E.

The Management is very pleased with the contents of the inspection report based on the curriculum evaluation carried out on the 6-12-2017. We appreciate the encouraging words and are very pleased that the findings outline very high quality teaching and learning experiences throughout the school.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The teaching staff of Killadooley NS is positively affirmed by the findings of the curriculum inspection of S.P.H.E which took place on the 6/12/2017. The staff see the value in implementing some changes to the current whole school plan whereby current methodologies, resources and approaches should be documented. The Management is very supportive of the staff’s commitment to provide more detailed guidance, further enhancing the student learning experiences in the subject area. We undertake to provide further opportunities for regular assessment and will review during planning opportunities and staff meetings. To enhance planning further, teachers are detailing learning intentions and activities in their short-term planning. The school will implement the recommendations with the support of Management. The report has helped to guide our school going forward.

The management will endeavour to implement the recommendations identified by the inspectorate and will review the progress of these recommendations.