An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: SPHE
REPORT

Ainm na scoile/School name	Glanduff National School
Seoladh na scoile/School address	Kiltoom Athlone County Roscommon
Uimhir rolla/Roll number	18626S
Dáta na cigireachta/ Date of evaluation	29/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	07/09/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the Primary School Curriculum (1999), and the redeveloped Primary Curriculum (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area in the school.

How to read this report

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

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning 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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations. The board of management of the school 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.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Bí Cineálta</td></tr>
<tr><td>1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.</td><td>1. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.
3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of Bí Cineálta</td></tr>
</table>

The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Dates of inspection	28/04/2026 & 29/04/2026
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

Glanduff National School is a rural, co-educational school located in the parish of Knockcroghery, County Roscommon. It operates under the patronage of the Catholic Bishop of Elphin. At the time of the evaluation, the school had six mainstream class teachers, three special needs assistants and two special education teachers based in the school, one of whom was also the principal. It also had the services of another special education teacher, based in another school. There were 147 pupils enrolled in the school from infants to sixth class.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in Social, Personal and Health Education (SPHE) was very good; pupils presented as highly motivated and confident learners.
- Pupils' learning experiences were of an excellent quality.
- The overall quality of teaching in SPHE was excellent.
- The quality of assessment in SPHE was very good.
- The quality of whole-school planning, including SSE, was very good in progressing pupils' learning in SPHE; teachers and school leaders promoted a culture of collaboration and school improvement.

Recommendations

- School leaders should develop a whole-school approach to the maintenance of records of pupils' work to enable teachers to see the progression in pupils' learning of content, skill development and dispositions in SPHE.
- School leaders should provide further clarity in the SPHE policy on the skill development and curriculum content of the various programmes and initiatives being delivered in the school to support pupils' learning in SPHE.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning was very good. Pupils demonstrated very high levels of engagement in their learning. In the lessons observed, pupils were happy and co-operated enthusiastically with their teachers in their assigned tasks. They demonstrated very good listening skills and displayed respectful behaviour towards their teachers, special needs assistants and peers. Pupils throughout the school engaged with digital technologies during SPHE lessons in a progressive manner and developed a wide range of digital skills.

In their interactions with the inspector, pupils displayed a very good knowledge and application of key topics in the Stay Safe programme, particularly with regard to cyberbullying and strangers among other content matter. They demonstrated a very good awareness of the importance of healthy living and participated in case studies during lessons that explored healthy food

choices; their understanding of nutrition and balanced food choices was very good. Pupils throughout the school described the strategies which they had learned to promote their physical health and keep themselves safe. They outlined the wide range of co-curricular activities and extra-curricular sporting activities they participated in to keep active, including basketball, Gaelic football, soccer and hurling. The support for pupils' wellbeing from team participation and co-operation was highly commendable.

Pupils had developed a sense of road safety and confidently outlined how to protect themselves from dangers on the road. They competently discussed their learning across a wide variety of topics. Pupils spoke about their engagement in a home-school programme which focused on the care of, and respect for, the environment. They demonstrated knowledge and understanding of subject-specific terminology and were able to use it appropriately. They had developed an age-appropriate understanding of feelings and emotions and responded very capably to tasks, games and activities during lessons. Pupils had learned how to make decisions, solve problems and take appropriate actions in various personal and social contexts. Pupils in one classroom talked confidently about creating an annual edition of comics, which they designed, marketed and sold in the school. They were very competent in talking about the development of the Bí Cineálta posters in 2025 and the importance of friendship. They were able to describe the traits of a good friend, and pupils across various classes outlined how they included everyone in play in the yard. Wellbeing baskets were available on the different play areas during recreation times, so all pupils had access to equipment to engage in active play while outside. The pupils spoke about their personal development, learning and enjoyment when participating in quiz competitions.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

The overall quality of pupils' learner experiences was excellent. Teachers created respectful and safe learning environments for their pupils. The displays in all classrooms served to reflect pupils' learning, which included very high-quality art creations integrated across many subject areas, class charters, a tree of positivity, and postings of wellbeing messages, among others. Teachers created integrated learning opportunities for pupils, which incorporated multimedia resources, surveys and interactive activities to support pupils' learning.

In the focus group with pupils from third to sixth classes, pupils reported that SPHE lessons were fun and were characterised predominantly by oral work and tasks. They indicated that group work and playing games were regular features of many lessons. They liked that their individual opinions and views were encouraged and sought during discussions. They particularly enjoyed debating various scenarios to help understand topics, the use of digital technologies during lessons and the digital competitive quizzes at the end of lessons. They talked enthusiastically about the provision of golf lessons for senior pupils over a number of weeks. Some members of the focus group elaborated on how this developed their resilience.

The support for pupils' wellbeing was excellent. All pupils had opportunities for movement breaks as part of the well-planned school day. The special needs assistants facilitated these breaks very discreetly for pupils with identified needs during lessons. An overall atmosphere of respect, inclusion and care was very evident throughout the school during the evaluation. Every junior pupil in the school was assigned a senior buddy, and they engaged in numerous activities during the year, such as buddy reading, buddy construction work and buddy art. All pupils had participated in the school's previous Christmas performance and it was evident that the opportunity to perform on stage developed their confidence and their social and personal skills. Teachers promoted the development of pupil voice in the school, and the student council selected the school's Bí Cineálta poster from those designed by the pupils. The parents' association was actively involved in constructing an outdoor classroom and sensory area to enhance pupils' wellbeing.

The learning in SPHE was reinforced through engaging contexts and events such as Wellbeing Week, Friendship Day, Active Week and regular assemblies. Pupils participated in the Cycle Right, Breeding Waders and the Picker Pals programmes, which developed pupils' life skills.

The teachers organised many educational excursions, including a trip to the fire station in Roscommon town to learn about fire safety, nature walks to the local wood, and attendance at the County Council's solar workshops. They also organised in-school events to complement and enhance the pupils' school experiences,

The overall quality of teachers' practice was excellent. All lessons observed were exceptionally well structured and were engaging for pupils. The teachers' recorded and visible preparation for teaching was outstanding, which included visible charts and prompts and a clear focus on teaching subject-specific language. Teachers used circle time, group work and pair work very effectively. This enabled pupils to participate in discussion, role-play and problem-solving activities to support them in exploring real-life situations, building communication skills and developing empathy. Story was used as a very effective tool to explore feelings and many other topics. The quality of questioning to extend pupils' understanding and thinking was excellent. Teachers made skilful use of resources such as digital technologies, videos and games.

The overall quality of assessment in SPHE was very good. In a number of classrooms, a full year assessment checklist was used to record pupils' learning of content. In some classes, pupils maintained a personal wellbeing journal as a reflection on their completed work. In these journals, pupils recorded their learning, developed acrostic poems to remember facts, and prepared mind maps to revise topics. This very good practice could be extended across the school. While records of pupils' work were available for the duration of the school year, they were not maintained beyond the end of the academic year. It is recommended that teachers develop a whole-school approach to the maintenance of records of pupils' work in SPHE to enable teachers see the progression in pupils' learning of skills, content and dispositions.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The overall quality of the effectiveness of school planning, including SSE, in progressing pupils' learning was very good. School leaders facilitated multiple programmes which were delivered by outside personnel. These included internet safety, transition to post-primary school and aspects of the RSE programme. There was a need for greater clarity in the school's SPHE policy on the skill development and curriculum content of the various programmes and initiatives in use in the school. There was a need also for further elaboration on the timing and the coverage of some of these programmes and a delineation of who was responsible for the delivery of the programmes. The school policy was scheduled for review after the evaluation, and the school planned to incorporate the recommendations from this evaluation in the revised policy.

At the time of the evaluation, wellbeing had been identified as the focus area for improvement, and this was being embedded using the SSE process. There was a focus on the promotion of pupils' emotional literacy, wellbeing, pupil voice and building resilience and these were all evident in teachers' practice in the classrooms. School leaders had consulted with parents and pupils as part of the SSE process; parents, pupils and teachers completed surveys which informed actions in the school's improvement plan.

Staff collaboration was a strong feature in the school's planning. Teachers shared their learning from professional events with other staff members. School leaders promoted a culture of improvement and creativity in learning, teaching and assessment in SPHE.

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For the pupils of Glanduff National School about their learning in SPHE
Dates of inspection: 28/04/2026 & 29/04/2026

Introduction

Your school had an inspection of SPHE recently. This page for pupils describes what the inspector found and gives ideas about what the school should do to make learning better.

What did the inspector do during the visit?

The inspector visited classrooms and talked to teachers and pupils about the work they were doing. The inspector also met with a focus group of pupils to talk to them about their learning.

What did the inspector find?

Here are some of the main things:

- The pupils' learning in SPHE was very good.
- Teachers were excellent at teaching SPHE in the lessons observed.
- Teachers provided exemplary learning experiences for pupils in the lessons observed.

What the inspector said the school should do to make learning better

- Teachers should develop a whole-school approach to maintaining samples of pupils' work so they can see the progression in pupils' learning of content, skill development and attitudes in SPHE.
- Teachers should list the skill development and content in all the SPHE initiatives and programmes being delivered in the school to support pupils' learning in the revised SPHE policy.

Thank you for taking the time to read this page.
A special thank you to pupils who took part in the focus group.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Curriculum Evaluation report provides an accurate and highly positive reflection of the high standards of teaching, learning, planning and assessment in SPHE at Glanduff National School. We are delighted and immensely proud that the hard work, dedication and collaborative efforts of our staff, pupils and wider school community have been recognised so positively. This achievement is a testament to the commitment of everyone involved in fostering a supportive, inclusive and engaging learning environment for our pupils.

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

We will continue to build on the excellent learning experiences provided for our pupils in SPHE. A whole-school approach to the maintenance of pupils' records of work will be further developed through the introduction of two-year SPHE journals. This will enable teachers to monitor and track the progression of pupils' learning, including both content knowledge and skill development within SPHE.

Teachers will continue to provide regular opportunities for pupil reflection throughout the school day. Learning Journals and Self-Assessment practices will be integral to the reflective learning culture of our school.

We will also further enhance our SPHE policy by providing greater clarity on the skill development and curriculum content underpinning the various programmes and initiatives delivered throughout the school. This will support a coherent and consistent approach to pupils' learning and progression in SPHE.

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.

Level	Description	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective