

**OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN**

**In the last year, we have looked at teaching and learning in our school to find out what we are doing well.**

**This is what we did to find out what we were doing well, and what we could do better:**

**Baseline Data – Literacy**

* Analysis of Standardised tests
* Teacher observation/feedback of years 1 -6 programmes
* Analysis of Martin Gleeson phonological checklist

**Baseline Data – Numeracy**

* Analysis of Standardised tests
* Teacher observation/feedback of years 1-5 programmes
* Observations of Maths Recovery Teachers
* Parental observations and feedback from questionnaires

**Baseline Data – Mental Health & Emotional Wellbeing**

* Teacher observation/feedback
* Observations of and feedback from NEPS psychologist
* Feedback from childrens’ questionnaire survey
* Parental observations/ needs/ problems and feedback

**Baseline Data – Gaeilge**

* Teacher observation/feedback
* Observations of and feedback from PDST Facilitator
* Analysis of Plean Gaeilge by staff
* Primary Language Curriculum guidelines

**This is what we are doing well and what we are now going to work on:**

**Strengths - Literacy:**

* Reading Recovery and Literacy Lift-Off results are encouraging.
* Pupils in the senior classes enjoy reading and like team teaching as part of the First Steps Programme.
* Teachers are motivated and willing to try new ideas. A number of staff are upskilled in Reading Recovery and First Steps.
* Team teaching is an integral part of curricular delivery in the school and teachers are very positive towards it.
* In all areas of development teachers have a love of learning and they are driven by seeing progress made by their pupils.

**Areas for Improvement - Literacy:**

* Improve delivery of Lift-Off to Literacy Programme implementing the programme in Junior Infants also each year and changes targeted during staff review
* Specific emphasis on Phonological Awareness in Junior Infants and Senior Infants.
* Discreet intervention in oral language at 1st Class level.
* Increased communication with parents’ around specific expectations from homework at the different class levels.

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**Strengths - Numeracy:**

* Teachers are motivated and willing to try new ideas. Two members of staff are trained in Maths Recovery
* A Maths Recovery and Numeracy Lift-Off programme are well established in the school
* Maths Recovery and Numeracy Lift-Off results are encouraging.
* A Numeracy Links Teacher has been trained.
* A new Numeracy Lift Off Teacher completed training.
* We have a re-worked and re-written Maths Policy taking new Numeracy Plans into account

**Areas for Improvement - Numeracy:**

* Maths Language schoolwide needs to be improved and consolidated especially taking into account the language and EAL needs and difficulties of 81% of the pupils
* Continuing improvement in Numeracy Lift-Off programme
* Implement the NLO Programme in Senior Infants as well as 1st Classes
* Parents’ capacity to help with children’s attainments in Maths
* MATA sa Rang training for teachers of Senior Classes
* Results in the Data Strand continue to be monitored and the new data strategies will be implemented

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**Strengths- Mental Health & Emotional Wellbeing:**

* In all areas of development teachers have a love of learning and they are driven by seeing progress made by their pupils.
* Teachers are motivated and willing to try new ideas
* The school has strong links and ties to their NEPS Psychologist and area CAMHS team both of whom assist
* Being a DEIS Band 1 school the staff are aware of the particular needs and anxieties of the families in the school
* 11 Staff members have been trained in the NEPS Friends for Life Programme
* 6 Staff members have been trained in the NEPS Incredible Years Programme
* Implementation is well underway of a formal Emotional Wellbeing school programme integrated into the SPHE curriculum

**Areas for Improvement – Mental Health & Emotional Wellbeing:**

* Staff training in recognition of Emotional Wellbeing problems
* Staff training in dealing with Emotional Wellbeing problems
* Circle Time at specific class levels
* Use of outside agencies/professionals with interventions such as Art Therapy/Play Therapy

**This is what you can do to help:**

* Take part inthe CAPER programme for parents of Senior Infants and First Class
* Take part in the Happy Talk programme for parents of Early Start and Junior Infants
* Take part in the Maths for Fun Programme with parents of 2nd and 3rd classes
* Take part in the Maths Eyes Programme with parents of 4th class
* Take part in the One Book One Community Programme with 4th to 6th Classes
* Take an interest in, and chat to your child about ,both schoolwork and other school activities
* Keep an eye on, and help your child with, their homework
* Attend all Parent/Teacher Meetings
* Keep in regular contact with your child’s class teacher
* Have your child in school every day possible
* Be very aware of the dangers of social media, limit and monitor your child’s time online – instagram, whatsapp, viber, snapchat etc. They can be extremely damaging to a child’s emotional wellbeing and many are illegal/unsuitable for children under the age of 13 which includes all Primary School children.

**Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.**

***School time and holidays***

The Department requires all primary schools to have **183 school days** each year.

This year we have 183 school days, from 28.08.20 to 30.06.21.

The Department sets out a **standardised school year and school holidays**.

This year we are taking all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we will have 2 parent/teacher meetings and 4 staff meetings, all in line with the Department’s regulations.

***Looking after the children in our school***

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this.

All teachers know about the *Procedures* and we have told parents about them.

Our Child Safeguarding Statement and Risk Assessment are available on the school’s website.

Our Designated Liaison Person (DLP) is **Ms. Nickie Egan ( Principal )**

 Our Deputy DLP is **Ms. Mary Murray ( Deputy Principal )**

***Enrolment and attendance***

The Department requires schools to have and make available an admissions/enrolment policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions/enrolment policy and it is available to all on the school website and in school.

We reviewed (and updated) our Attendance Policy in October 2019 and it is available to all on the school website and in school.

We keep accurate attendance records and report them as required.

**We encourage high attendance in the following ways:**

* Parent /Teacher Communication
* Parent/Principal & Deputy Principal Meetings
* The practice of sending letters to the parents at 10 day, 15 day and 20 day absenteeism continues with these letters requesting the parents to come speak to either the Deputy Principal or Principal about the matter.
* The practice of sending texts to the parents at 15 day, 18 day and 20 day absenteeism continues
* Regular contact and meetings with our school’s Educational Welfare Officer
* Attendance Assemblies
* 100 Days Attendance and Full Attendance Certificates and Prizes
* Collaboration with School Completion Programme
* Collaboration with our Home School Liaison Teacher
* Target Children List each year of 20 days or more absenteeism

**This is how you can help:**

* Have your child in school EVERY day possible
* Do not book flights or go on holiday during school term
* Keep in regular and close contact with the school about your child’s attendance & progress
* Remember – Every day absent from school is a day of missed education

***Positive behaviour for a happy school***

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this.

Our code of behaviour describes and supports positive behaviour.

We have a very clear and high-profile anti-bullying policy in our school.

***Our school is a school of Respect and Inclusivity and we are very proud of it.***