



## **Our Self-Evaluation Report & Improvement Plan Summary**

**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 discovered:**

- We have made great progress on our previous target of improving Problem Solving in Mathematics and will continue to maintain all the new strategies we put in place.
- We previously set a target of improving the standard of Oral Language in our school. We have found that year on year, children are becoming more adept at expressing themselves.
- Our children are reading at a high standard, but we would like to improve the quality of writing in the school. We hope that the introduction of our new spelling programme will help with this.
- The work completed during our Power Hour interventions is having a great impact on children's learning in Literacy and Numeracy. Over the past 2 years we have evaluated the efficacy of Power Hours across the school and have decided to focus attention on the junior end of the school for this year.

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

- We analysed all test results, both standardised tests and teacher designed tests.
- We made observations of children's learning and recorded observations
- We met as a staff to collaboratively evaluate the quality of teaching and learning in our school
- We interviewed children and asked them to reflect on their strengths and weaknesses

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

- We are going to continue to work on problem solving and mathematics language to maintain the progress we have made.
- We are going to work on writing as a whole school. We are going to set out a clear and structured plan for the explicit teaching of new genres of writing each year, while revising previously covered genres of writing. We are going to analyse children's writing samples and design literacy programmes to best support and extend their learning.
- We are going to implement our own spelling programme, designed around the identified needs of our children and developing their spelling abilities in a structured manner, that extends their spelling abilities year on year.
- Our SET are going to work with children who have a diagnosis of dyslexia to help improve their reading through programmes such as Accelerated Reading, Accelerated Writing and Jumpstarting Literacy and Numeracy

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

- Continue to support our improvements with Numeracy by supporting children when they receive problem solving for homework – ask children to explain how to solve the problem, how they found their answers, discuss what operations are required to solve problems. (RUCSAC method as described on the school website)

- Encourage your child to write for enjoyment, writing stories, making comics, writing facts about topics of high interest will all support your child to improve the quality of their writing and will informally reinforce what they are being taught in class. Writing for enjoyment is a wonderful way to encourage your child's creativity.

-For some children, particularly those with dyslexia or other literacy difficulties, the Jumpstarting method of visual learning for Literacy and Numeracy can be a very effective programme. When suitable, the SET will explore if this strategy might work with your child. If this is the case, we will welcome you in to find out about the programme and how you can use the strategy at home to support your child's learning. Your support with this would be very appreciated.

-Support your child at home as they work through their spelling programme for homework. Encourage children to practice their spelling story and explore the phonics pattern for the week. The new programme gives children an opportunity to show off the spellings they already know, encouragement and support will give them confidence in their spelling abilities. Each year we revise the content and structure of our spelling programme to ensure it is always supporting the changing needs of our children, we will seek your feedback annually, please let us know what is working well or needs improving, your feedback is invaluable to us.

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 had 183 school days, from 28/08/18 to 28/06/19.

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

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

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had 1 formal set of parent/teacher meetings, with informal parent/teacher meetings as required and 12 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.

YES /  NO

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them.

YES /  NO

Our Designated Liaison Person (DLP) is: Gerry Breslin

Our Deputy DLP is: Rachel Burke

### ***Enrolment and attendance***

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published.

YES /  NO

We reviewed (and updated) our admissions policy on:

June 2019

We keep accurate attendance records and report them as required.

YES /  NO

We encourage high attendance in the following ways:

*Use of Aladdin for easy communication between school and home to allow parents to keep track of their child's attendance.*

This is how you can help:

*Inform us if your child is going to be late/absent so that we can ensure that we keep accurate records of your child's attendance.*

### ***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.

YES /  NO

Our code of behaviour describes and supports positive behaviour.

YES /  NO

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

YES /  NO