Pelletstown Educate Together National School

OUR SELF-EVALUATION SUMMARY REPORT AND IMPROVEMENT PLAN

This document provides information to parents/carers in our school about School Self-Evaluation, as well as information about Department of Education guidelines and requirements, using the PDST template.

The full SSE report and improvement plan is available on our school website.

In the last year, we have looked at teaching and learning, and previous SSE targets in our school to find out what we are doing well. This is what we discovered:

- There is a high standard of literacy and numeracy within the school
- The wellbeing of the whole school community is at the heart of school policies and plans. Wellbeing is prioritised by staff and there is evidence of the impact of this on pupils
- Parents/Carers are familiar with most elements of previous SSE targets
- The Primary Language Curriculum is implemented in all classes
- The school has developed a Digital Learning Plan in line with the Digital Strategy for Schools
- Pupils in JI – 2nd Class engage with Power Hour with enthusiasm and this benefits their reading and comprehension skills
- The majority of pupils in 3rd – 6th Class engage with the Accelerated Reader programme with enthusiasm and this benefits their reading and comprehension skills
- Pupils in all classes are able to respond to Gaeilge oral language questions
- Pupils identified as needing social emotional support are supported with a nurture approach, in which all staff received training
- Pupils identified as needing a Brain Calm Sensory Break are supported through a structured block of the Brain Calm Programme, in which ANA staff received training.
- The following new/updated school policies reflect a holistic approach; Relationships and Code of Positive Behaviour, Additional Educational Needs and Inclusion Policy.
- All staff received training in Autism with the NCSE in 2021-2022, and in trauma-responsive approaches in 2022-2023, as well as Crisis Prevention Institute Safety Intervention Training in 2022-2023.

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

- A qualitative needs analysis, and a quantitative review of standardised test scores in literacy and numeracy
- Wellbeing surveys with pupils and staff
- A quantitative review of Boxall Profiles for wellbeing of pupils
- Review of end-of-year Gaeilge oral language assessments
- Communication and School Self-Evaluation surveys with parents/carers
- A quantitative review of Accelerated Reader Programme attainments

This is what we are now going to work on:

Through the implementation of the new 3-year SSE cycle, we are going to focus on targets in the following areas for 2023-2024;

1. Context-specific school priorities related to teaching, learning, equity and inclusion

- Year 1:
  - *Development of a whole-school SESE plan*
  - *Implementation of Green Flag (Water) initiatives*
  - *Development of a school library*

2. National wellbeing goals

- Year 1:
  - *Implementation of Yard Zones for all classes*
  - *Development of Sensory room, Movement room, 'safe' space and sensory garden in Phase 2 of permanent building.*
  - *School participation in ADHD School Accreditation Training Programme with ADHD Ireland, which will involve ADHD training for all staff.*
  - *Creative Schools Cluster (Year 2 of Creative Cluster)*

3. National curriculum goals such as those relating to the primary language curriculum, junior cycle and senior cycle

- Year 1 -Year 3:
  - *CLIL: Class teachers to teach one subject through Irish per week.*
  - *Undertake a focus group with pupils which specifically relates to (a) the SSE process and (b) targets from the previous cycle*
  - *Develop greater awareness of the SSE process, as 62.3% of parents surveyed did not know about it.*
  - *Wellbeing review: Surveys will be conducted with parents in this regard as this did not take place in 2022-2023 as planned.*

4. Other national strategies, including the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.

- Year 1 - Year 3:
  - *Implementation of Digital Strategy for Schools*

This is what you can do to help:

- Provide feedback when consulted on draft school policies and plans
- Support Green Flag water initiatives at the school and encourage same at home
- Join the school library sub-committee to help with the development of this
- Provide feedback on wellbeing targets and initiatives
- Engage in discussion with your child about CLIL (the use of Irish in other subject areas) and engage in Gaeilge activities/questions with your child as provided by the school
- Become familiar with the SSE process and SSE targets through school communications and displays
- Support your child's engagement with targets/initiatives in the Digital Learning Plan
- Attend internet safety talks for parents as organised by the school

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 **182 school days** each year. In 2022-2023 we had 182 school days, from 31st August 2022 to 28th June 2023. The school closed for an exceptional closure to facilitate the move to the permanent building.

The Department sets out a **standardised school year and school holidays**. This year we took all our school holidays within the permitted time.

Meetings

The Department of Education sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings and 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*

All teachers know about the *Procedures* and we have told all parents about them and how we follow them: *YES*

Our Designated Liaison Person (DLP) is: *Caitríona Ní Cheallaigh*

and our Deputy DLP is: *Siobhán Maguire*

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*
We reviewed (and updated) our admissions policy on: *25th May 2023*

We keep accurate attendance records and report them as required: *YES*

We encourage high attendance in the following ways:

See Pelletstown ETNS Statement of Strategy for School 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*

Our code of behaviour describes and supports positive behaviour: *YES*

We have a very clear and high-profile anti-bullying policy in our school: *YES*