Pelletstown Educate Together National School

OUR SELF-EVALUATION SUMMARY REPORT AND IMPROVEMENT PLAN JUNE 2024

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 recommended 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:

1. Context-specific school priorities related to teaching, learning, equity and inclusion
   - *Pupils can list methods of water conservation, as well as providing a rationale for same.*
   - *Pupils report enjoying the library as a quiet, enjoyable space with books for their own ability. They also report being able to use it with ease, given the layout and colour coding system.*

2. National wellbeing goals
   - *Pupils described being happier with Yard Zones than with the previous yard setup where there was more extensive free play. They like being able to choose which activities to engage with, depending on how they are feeling that day. Staff also report a reduction in challenging or distressed behaviour, following the introduction of the yard zones.*
   - *Pupils engage with and go to the Sensory room, Movement room and sensory garden happily and with enthusiasm.*
   - *Staff reported that the ADHD Accreditation training was excellent, and that the resources provided were beneficial.*
   - *Pupils engaged happily and freely with the Creative Clusters programme, as well with Transition Year pupils from ERC, whose company they enjoyed in their classes.*
   - *99% of parents/carers surveyed reported that the school is welcoming and accessible for all pupils.*

3. National curriculum goals such as those relating to the primary language curriculum, junior cycle and senior cycle
   - *Pupils attitudes to Irish are positive overall, with pupils reporting being more comfortable and confident with it, when they are exposed to it more frequently*
   - *94% of pupils can answer Gaeilge neamhfhoirmiúil questions for their own class level*

4. Other national strategies including the Digital Strategy for Schools and the National Strategy for Education for Sustainable Development.
   - *A number of actions on the school's Digital Learning Plan have been implemented, and we will continue with the remaining actions in 2024-2025.*

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

- A qualitative needs analysis of pupils with additional and/or complex needs
- Wellbeing surveys with parents
- A qualitative review (group interviews) of pupils attending nurture support
- A qualitative review (focus group) of pupils attitudes towards school initiatives including the school library, the school yard and other facilities including the movement room, sensory room and sensory garden.
- A qualitative review (focus group) with staff regarding pupils use of the school library, the school yard, the movement room, sensory room and sensory garden
- Review of end-of-year Gaeilge oral language assessments (quantitative, and qualitative)
- Review of school's policies and plans

This is what we are now going to work on:

For Year 2 (2024-2025) of the current SSE cycle, we are going to focus on targets in the following areas:

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

Year 2 - Year 3:

- *Development of a whole-school Social and Environmental Education Plan*
- *Percent for Art Project (2 year project)*

2. National wellbeing goals

Year 2:

- *Review of the school's assessment policy to be undertaken to demonstrate how the school's assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties.*
- *Modification of the school's physical environment to meet the needs of children and young people with additional and/or complex needs: Develop the outdoor play space for pupils with additional and/pr complex needs through provision of appropriate equipment*
- *Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working: Professional Learning for staff in the area of Autism*

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. (contd. from Year 1)*

Year 2:

- *Implement new minimum time allocations from Primary Curriculum Framework*

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

Year 1 - Year 3:

- Continued development and implementation of Digital Strategy for Schools and the school's Digital Learning Plan

Some of the above areas for focus will run concurrently, and some consecutively. This is indicated by the years (i.e. Year 1/2/3) above

This is what you can do to help:

- Provide feedback when consulted on draft school policies and plans
- Provide feedback on wellbeing targets and initiatives
- Become involved in sub-committees, such as Percent for Art
- 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
- Support your child's engagement with targets/initiatives in the Digital Learning Plan
- Attend talks for parents/parent events 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 2023-2024 we had 182 school days, from 31st August 2023 to 26th June 2024. The school closed for 1 school day, following instruction by the Department of Education to facilitate staff training for the new maths curriculum.

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*