



Powerstown Educate Together National School

Roll number 20384J
Powerstown Road, Tyrrelstown, Dublin 15.
D15VR80
Telephone: 01 8272018
Email: info@powerstownet.com
www.powerstownet.com

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 discovered:

- Very energetic and enthusiastic staff that are willing to engage in regular CPD and share skills with staff. Staff are open to exploring new methodologies and welcome constructive feedback.
- Collaborative planning is a strength within planning teams, with COS teachers working closely with classroom teachers.
- Inclusivity: With a high percentage of pupils whose mother tongue is not English and a high percentage of children with diagnosed learning needs we pride ourselves on being an inclusive and diverse school, that adapts the curriculum to meet the needs of the pupils.
- Teachers have a positive attitude towards meeting planning obligations.
- Play based – discovery based learning working well at infant level to 2nd class and can be further developed with allocation of funding and resources.
- Project based learning developing well at senior level and can be further developed by the use of external personnel and field trips.
- Parents are eager to get involved in the school and support their child's learning.
- Use of ICT – IWB, chromebooks, iPads, digital portfolios, blogs, social media, school website
- Opportunities for meaningful, child-centred learning – whole-school thematic weeks, e.g. Science week, Maths week, book week, Peace Day, Heritage week, SnaG, Engineer's week, Intercultural May, Active week

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

- **Professional Review:**
 - Monthly staff discussion and reflection; Self-reflection individually and at planning meetings with principal, that occur at least every second month; Review of cuntas míosúil and children's work
- **Community Review:**
 - 5th & 6th class pupil focus group; Pupil questionnaire; Parent focus group (linked with coffee mornings); Parent feedback at parent teacher meetings; Parent questionnaires
- **Data review**
 - Analysis of standardised test results in English and Maths; Analysis of "tracker" children progress: English and Maths; Analysis of teacher designed tasks and tests; Analysis of pupil questionnaires and focus group feedback; Analysis of parent questionnaires and focus group feedback; Review of current assessment records and pupil progress.
- **School environment and policy review for teaching and learning**
 - Analysis of school attendance rates (please refer to attendance and punctuality plan); Analysis of parental involvement (please refer to parental involvement plan); Analysis of community engagement (please refer to community engagement plan);
 - Audit and review of schools' Continuum of Support Policy, Assessment Policy and ASD class practices.
 - Review of written plans

This is what we are now going to work on:

- Review of the school's Continuum of Support Plan and implement recommended changes from August 2018.
- Review current planning templates and protocols and implement changes from August 2018.
- Curriculum delivery review and implement recommended changes from August 2018.
 - Teachers to adapt termly plans to monthly thematic plans
 - Monthly thematic plans are content based plans
 - Monthly plans link with whole school curriculum objectives, which are being re-structured (**ongoing**) to support new planning protocols on a month by month basis.
 - Prioritise the use of play based – discovery learning from Junior Infants – 2nd class.
 - Prioritise the use of project based learning from 3rd to 6th class.

This is what you can do to help:

- **Continuum of Support**
 - If you have concerns in relation to your child's progress and/or well-being, please make an appointment to speak with your child's class teacher.
 - If your child receives additional support in school, please engage with staff for meetings in relation to your child's personalised plan
 - When on support, your child's monthly targets will be shared with you via the school app, Aladdin.
 - Each month, your child will have a home target for you to work on together. Please give feedback to teacher in relation to this home target.
- **Planning templates and protocols – informing parents of content their child is learning.**
 - Teachers will create monthly content plans to inform parents what their child is learning for the month ahead. These are shared via Aladdin school app and are also accessible on school website.
 - Speak to your child about what they are learning about in school regularly. Ask them questions based on the topic plan for their class level.
 - Share your expertise: If you are knowledgeable in an area being covered by the class, or know of someone who is, please share this information with us.
 - Come join us for PTA coffee mornings to find out more about school events and activities and how you can assist.
 - Join our policy group meetings when a meeting is scheduled/shared.
 - If you wish to put your name forward as a volunteer, please complete your garda vetting.
- **Changes to curriculum delivery.**
 - We have fully implemented the new Primary Language Curriculum from Junior Infants to 2nd class.
 - We have a play based curriculum called Aistear / Turas from Junior Infants to 2nd class. This promotes discovery based learning. It is a four week programme adapted monthly, based on the theme for the class. Week 1 teachers pre teach vocabulary and station activities. Week 2 – 4 children engage in learning activities at a variety of stations (up to 8), whereby activities are **facilitated** by the teachers. Week 4 teachers and pupils reflect on the month's learning.
 - Check your child's class blog to keep informed of discovery based learning activities, resources and materials teachers are looking for and how you can assist!
 - We have a project based learning curriculum from 3rd to 6th class, which is based on the monthly theme.
 - Children are encouraged to participate in research activities, gather relevant data and write ***in their own words***, create projects that meet criteria outlined in rubrics shared with them.
 - Teachers are developing links with external bodies in relation to projects e.g. Bizworld, Junior Entrepreneur, Blue Star Programme, Science Blast (RDS Young Scientist) etc.
 - Teachers developing links for field trips and guest speakers to support monthly thematic plans e.g. Space – Skype interview with NASA, Famine – Jeanie Johnson fieldtrip etc.
 - Teachers are hoping parents/guardians will volunteer and accompany us on excursions.

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 **29th August 2018** to **28th June 2019**. The Department sets out a **standardised school year and school holidays**. This year we will take all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we have class meeting **in September** and individual parent/teacher meetings **in November and May**. All staff meetings, take place on first Tuesday of every month **after school hours**, 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 **Helena Trench** and our Deputy DLP is **Cróna Glynn**

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: **June 2018***

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

We encourage high attendance in the following ways: ***Monthly and termly attendance awards, best class attendance award monthly, 100% attendance photo monthly. Text messages sent to parents when child is absent and school have no reason. Text message sent to parents when child has missed 10, 15 and 20 days of school. Teachers meet with parents when attendance initially becomes a concern to put a support plan in place. Parents can keep track of their child's attendance using the school app Aladdin and also provide reasons for absences.***

This is how you can help: **If your child is feeling well, please attend school every day. If you are having difficulties, speak to the school so we can offer you support. Please refrain from taking holidays during term time.**

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**