



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:

- Enthusiastic teachers
- Teachers willing to engage with the new Primary Language Curriculum on an active basis
- Teachers are willing to engage in collaborative practices to understand aspects of the Primary Language Curriculum.
- Parents wishing to better understand the development of handwriting in the school to assist their children's handwriting development.
- Parents have knowledge of how their child is doing at handwriting from being informed at PT meetings

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

- Comments in Parental Questioners informing us that parents had been informed at PT meetings about their child's handwriting
- The majority of children in the school consider themselves to be good at handwriting as highlighted in their questionnaires.
- Handwriting was discussed during the year at staff meetings and how we could improve the practice in our school in a collaborative way. This is highlighted in the minutes of staff meetings.

This is what we are now going to work on:

- Develop a consistent handwriting policy throughout the school with a defined programme which is based on the new Primary Language Curriculum
- Improve student's ability to identify the correct formation of letters by the end of Senior Infants
- Improve student's ability to achieve cursive writing by the end of 2nd class with specific emphasis placed on the correct formation and join of identified difficult letters.
- Improving student's confidence in their own handwriting and increasing their enjoyment.

This is what you can do to help:

- Assist your child in developing their handwriting by using letter strips provided by the school as a reference point while completing schoolwork at home.
- Discuss your child's handwriting with their class teacher at parent teacher meetings.
- Encourage your child from 2nd class onwards to always attempt cursive writing.

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 30/8/2018 to 26/6/2019.

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 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. All teachers know about the *Procedures* and we have told all parents about them and how we follow them. Our Designated Liaison Person (DLP) is David Doyle and our Deputy DLP is Áine Galvin

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.

We reviewed (and updated) our admissions policy on: 8/3/2016

We keep accurate attendance records and report them as required.

We encourage high attendance in the following ways: This will be through the presentation of a school designed attendance certificate which will be given to children with absences of 10 days or less.

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.