

Scoil Mhuire gan Smál(B)
Glasheen Boys' School

DEIS REVIEW

(Updated December 2015 / January 2016)

Literacy: Evaluation of Current Practice

Assessment of Literacy Levels	A Strength	A Concern	Comment
There is a strong focus on formative assessment of oral language, reading and writing	✓		Oral Language: <ul style="list-style-type: none"> • Teacher observation • Junior Infant Belfield Infant Assessment Profile • First Steps checklist • Aistear Programme for Junior and Senior Infants Reading <ul style="list-style-type: none"> • Teacher observation • Reading Recovery • Spar Group & Schonell; Micra-T; MIST; Q.U.E.S.T.; C.O.P.S Writing <ul style="list-style-type: none"> • First Steps checklist • Free writing copies • M.I.S.T • Teacher observation of written work • Teacher assigned tasks and tests
A variety of modes of assessment (<i>of</i> and <i>for</i> learning) are used consistently in all classes to monitor pupil progress	✓		Will consider more emphasis on self and peer assessment
Assessment results are analysed at class level	✓		Standard practice; <ul style="list-style-type: none"> • Micra-Ts used to identify children with learning support needs in literacy – Graph Tracking is used. • Class teachers liaise with SET. • Lucid Rapid, COPS, MIST identify areas of need. • Assessment folders used by all teachers
Assessment results are analysed at school level	✓		
Assessment results are analysed for individual pupils where particular concerns arise	✓		
Results of assessment are used for screening purposes	✓		
Results of assessment are used for diagnosis of learning difficulties	✓		

Results of assessment are used to identify aspects of literacy in need of improvement	✓		
The outcomes of assessment are communicated effectively to pupils, parents, other teachers and to school management	✓		Parent / Teacher meetings; School reports; Overlap meetings (formal / informal)
Pupils are involved in assessing their own work	✓		<ul style="list-style-type: none"> • Traffic lights • Paired editing • 2 stars and a wish • Transitional Strategy Instruction (TSI) groups (Peer Learning strategy from Building Bridges)
Planning for Literacy at School and Classroom Level	A Strength	A Concern	Comment
The school plan emphasises areas of literacy highlighted by assessment results		✓	Will be inserted in plan – Literacy Lift-Off for younger children
The school plan outlines clearly the literacy milestones pupils should attain at each class level		✓	Will be inserted in plan
Teachers' individual preparation is strongly influenced by the information yielded by their own assessments and by school wide assessment	✓		Constant classroom assessment as recorded in school fortnightly template
Differentiated programmes and instruction are matched to pupils' achievement level, learning needs and abilities, including exceptionally able pupils	✓		Common practice Literacy Lift-Off
Individual teachers' progress reports provide information on the extent to which literacy objectives are being met	✓		Cuntas Miosuil End of year report
Appropriate timetabling ensures maximum time is allocated to teaching of literacy skills	✓		
Developing pupils' proficiency in literacy is a focus across the whole curriculum	✓		Literacy Lift-Off, Reading Recovery, In-Class Literacy Support, Shared Reading, Reading Buddies.
ICT is commonly used as teaching and learning tools	✓		Access to mobile I.T. Lab for all classes. Laptops used as appropriate. Interactive whiteboards used in all classrooms.
Programmes such as <i>Reading Recovery, First Steps</i> are in place to address literacy issues	✓		No training received for First Steps. We are using <i>Building Bridges of Understanding</i> instead

Staff	A Strength	A Concern	Comment
All staff have an understanding of educational disadvantage & are aware of the impact of poor literacy on pupil progress	✓		Informed especially by HSCL Teacher and members of School Completion Project at staff meetings and various overlaps with staff
Staff have high expectations for pupil attainment	✓		
There is a co-ordinated approach to improvement of literacy levels between class teachers, learning support teachers and resource teachers	✓	X	Crossover meetings, in class support. (Perhaps, could do with more co-ordination, in the absence of Literacy Post Holder in 2015/16)
A variety of effective teaching methodologies is used to encourage learning	✓		
Staff are provided with various opportunities to enhance their ability to teach literacy skills	✓		In-service; In class support; Guest speakers; Model lessons (Many model lessons performed 2010- 2014). More needed 2015-16.
Innovative teaching approaches are researched, implemented and shared on an ongoing basis	✓		Building Bridges, Jolly Phonics, Handwriting programme
Teachers with most skill and experience in teaching literacy are given a greater role in this area e.g. as <i>Learning Support Teachers, as Mentor to newly appointed teachers, as co-ordinator of literacy targets and projects...</i>	✓		<ul style="list-style-type: none"> • Trained Reading Recovery Teacher and link staff • SET staff involved in In-Class Support & Literacy Lift-Off • Literacy post holder performs model lessons • Writing Tutor and Oral Language Tutors on staff (First Steps)
Provision for Pupils with Special Educational Needs	A Strength	A Concern	Comment
All teachers are familiar with, and follow the Learning Support Guidelines	✓		Must ensure new staff and long term substitutes are familiar with procedures. NQTs need to familiarise themselves.
Supplementary teaching provision is effectively used	✓		In class support; Early intervention; Team teaching;
The systems for screening, early identification of learning difficulties and prevention work effectively	✓		Very comprehensive assessment policy. Experienced infant teacher mentors newer infant teachers and provides in-class support.
The staged approach is used to meet need for supplementary teaching when learning difficulties are identified	✓		NQTs need to familiarise themselves with this approach.
There is an IEP or an IPLP in place for each pupil/group of pupils which links the work of class teacher, LS/Resource teacher and the pupil's home	✓		Constant reminders are given in relation to the co-ordination of homework to avoid SET pupils doing "double homework"

Involvement of Parents	A Strength	A Concern	Comment
There are effective procedures in place to inform parents about their children's progress	✓		P/T meetings & at other meetings as appropriate. Parents encouraged to seek & share information. Parents make an appointment in a non-emergency situation to meet the class teacher. More general notes of explanation at start of school year suggested by HSCL. Additional contact with parents of 'Target Pupils' by School Completion Staff.
Parents of pre-schools children receive advice and support in relation to developing early literacy skills.	✓		'Welcome booklet' on school procedures for new parents (also available on front page of school website). A hand-out on developing early literacy skills for parents of children in pre-schools also forms part of the Open Day pack for new Junior Infant pupils .
In providing support for parents, the school raises their expectations for their children's attainment	✓		The HSCL produced a brochure outlining the HSCL scheme and how mutual support between teachers and parents maximises the children's educational attainment.
Parents are supported and encouraged to strengthen their own literacy skills	✓		Parents informed of community services that help in this area. 'Read, Write Now', community group posters on notice boards. Courses for parents to help learn English and Irish are provided.
Parents are actively involved in the life of the school, conveying a message to their children regarding the importance of education and learning.	✓		Very active Parents Association. School projects: in-class activities with parents through the HSCL: parent as home visitor, school local committee, involvement in policy making and planning.

English Curriculum: Approach to Oral Language	A Strength	A Concern	Comment
Oral Language across the Curriculum (Cross curricular themes?)	✓		<i>Chatterbox</i> programme has been implemented. Junior Infants – 2nd Class 'Wonderland' series.
Oral Language in English Curriculum	✓		<i>Building Bridges of Understanding</i>
Discrete Oral Language Activities	✓		Aistear Programme
Methodologies: Talk and Discussion; Story; Play and Games; Poetry and Rhyme; Improvisational Drama	✓		Aistear Programme. Wonderland Scheme.
Milestones for Oral language development at each class level in school plan		✓	Plan to be amended. Drumcondra Pupil Profiles.

English Curriculum: Approach to Reading	A Strength	A Concern	Comment
Pre-reading activities	✓	✗	Matching; 1 to 1 matching
Print Rich Environment	✓	✗	Visual discrimination
Basic Sight Vocabulary	✓		Classrooms with lots of colourful writing material Dolch 100 Tricky words Jolly Phonics Big books / picture books Look and say / phonics / decoding In class support Building Bridges Starways (to be reviewed)
Phonological Awareness Programme	✓		
Use of Large Format Books	✓		
Word Identification Strategies	✓		
Paired/Shared Reading	✓		
Comprehension Strategies	✓		
Reading Schemes	✓		
Use of the Novel	✓		
Library/Alternative Reading Material	✓		Class Libraries Need to be Reorganised.
Book Related Events		✓	More book related events to be undertaken
Milestones for reading at each class level		✓	Plan to be amended
English Curriculum: Approach to Writing	A Strength	A Concern	Comment
The Process of Writing (draft, edit, redraft, different audiences etc)	✓		First steps
Functional Writing Variety of Genres (Summary, letter etc.)	✓		
Punctuation	✓		
Grammar	✓		
Handwriting	✓		School scheme (Concern about letter formation at infant level)

Spelling	✓		Spellcheck; Tell and spell; Practical language
Creative Writing (Essays, blurbs, narratives, dramas etc)	✓		
Milestones for writing at each class level		✓	Plan to be amended
<i>First Steps</i> (if in place)			

Numeracy: Evaluation of Current Practice

Assessment of Numeracy Levels	A Strength	A Concern	Comment
The School Assessment Plan includes formal standardised assessment	✓		Sigma - T
The school plan for assessment includes formative assessment	✓		Class tests SEN testing Quest test
A variety of modes of assessment (<i>of</i> and <i>for</i> learning) are used consistently in all classes to monitor pupil progress		✓	Need to clarify modes of assessment
All strands of the Maths Curriculum programme are being adequately assessed <ul style="list-style-type: none"> • Number • Shape and Space • Data • Measures • Algebra 	✓ ✓ ✓ ✓ ✓		
Assessment results are analysed <ul style="list-style-type: none"> • at school level • at class level • for individual pupils where particular concerns arise 	✓ ✓ ✓		Assessment Folders

Results of assessment are used for <ul style="list-style-type: none">• screening purposes• for diagnosis of learning difficulties• to identify aspects of Numeracy in need of re-teaching	✓ ✓ ✓		
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<p>The outcomes of assessment are communicated effectively to Pupils Parents Other Teachers School Management</p> <p>Pupils are involved in assessing their own work</p>	<p>✓ ✓ ✓</p> <p>x</p>	<p>✓</p>	<p>Need to formalise for school management (Through Principal's Report to B.O.M. from 2015/16)</p> <p>Traffic Lights / Thumbs Up.</p> <p>2 Stars & a Wish</p> <p>Self Correcting</p> <p>Peer Correcting</p>
Planning for Numeracy at School Level			
<p>A Maths Rich Environment is prevalent in the school.</p>			
<p>The school plan lays emphasis on those areas of Numeracy highlighted by assessment results (Problem Solving / Word Problems addressed in S.S.E.)</p>			
<p>The school plan clearly outlines the Numeracy milestones pupils should attain at each class level (i.e. 6 – 10 statements outlining the basic level of competency to be achieved by pupils at the end of infants, second, fourth and sixth)</p>			
<p>Appropriate timetabling ensures maximum time is allocated to teaching Numeracy skills</p>			
<p>An appropriate range of resources are available and are being used in mathematics lessons at all class levels</p>			
<p>The school/local environment is used to enhance Numeracy development</p>			

Whole school decisions are agreed and implemented in relation to: <ul style="list-style-type: none"> • Tables • Maths Language • Problem Solving • Homework • Concrete Materials • Mental Maths • Estimation Strategies • Use of Calculators • Tables 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	Will formalise strategies Need to purchase new calculators
Developing pupils' proficiency in Numeracy is a focus across the whole curriculum	✓		
Supplementary programmes are in place to address numeracy issues (<i>Maths for Fun, Ready, Set Go, Maths, Maths Recovery...</i>) (<i>Programmes Need to be formalised</i>)	✓		Numero and practical maths games available for older classes; Ready, Set Go, Maths for junior classes; Will prioritise classes for Maths for Fur
<ul style="list-style-type: none"> • Pupils; • Parents; • Other teachers; and • School management 			
Pupils are involved in assessing their own work	✓		

Planning for Numeracy at Classroom Level	A Strength	A Concern	Comment
Teachers' individual preparation is strongly influenced by the information yielded by their own assessments and by school wide assessment	✓		
Teachers' planning is based on the Maths Curriculum (as opposed to textbooks)		✓	Teachers will check using curriculum books
Supplementary materials are used	✓		
Maths games are used in all classes	✓		
Classroom planning includes a variety of methodologies, including Talk & Discussion <ul style="list-style-type: none"> • Active learning and guided discovery • Collaborative/co-operative learning • Problem-solving • Using the environment • Skills through content • Other 	✓ ✓ ✓ ✓ ✓ ✓ ✓		Children's own environment
Differentiation is used to cater for the learning needs and abilities of each pupil	✓		Teachers take individual strengths/weaknesses into account
Teachers place a strong emphasis on teaching higher-order Mathematical skills such as applying and problem solving	✓		
Sufficient time is provided in lessons for problem solving skills such as making hypotheses, constructing models, looking for patterns, drawing diagrams, discussion and trying out various strategies.	✓		<ul style="list-style-type: none"> • Read, Underline, Draw, Estimate (RUDE) method is used • Other methods are now being explored
Opportunities to apply knowledge in number, measures, shape and space are provided in other subject areas and in real life contexts.	✓		
Opportunities are provided for data collection, analysis and interpretation in subject areas such as geography and science	✓		
Calculators and ICT are not only used to develop skills in computation but also in mathematical reasoning and problem-solving.		✓	Teachers will explore more opportunities

Staff	A Strength	A Concern	Comment
All staff have an understanding of educational disadvantage and are aware of the impact of poor Numeracy on pupil progress	✓		HSCL and School Completion Team assist understanding
Staff have high expectations for pupil attainment	✓		
There is a co-ordinated approach to improvement of Numeracy levels between class teachers, learning support teachers and resource teachers	✓		
Staff are provided with various opportunities to enhance their ability to teach Numeracy skills	✓		Practical maths
Innovative teaching approaches are researched, implemented and shared on an ongoing basis	✓		Outside speakers on planning days and courses for SEN teachers
Teachers with most skill and experience in teaching Numeracy are given a greater role in this area e.g. as <i>Learning Support Teachers</i> , as <i>Mentor to newly appointed teachers</i> , as <i>co-ordinator of Numeracy targets and projects...</i>	✓		In class support provided where necessary
Provision for Pupils with Special Educational Needs	A Strength	A Concern	Comment
All teachers are familiar with and follow the Learning Support Guidelines		✓	New staff members need to be informed formally
Supplementary teaching provision is effectively used	✓		
The systems for screening, early identification of learning difficulties and prevention work effectively	✓		Additional screening is given to pupils displaying difficulties
The staged approach is used to meet need for supplementary teaching when learning difficulties are identified	✓		
There is an IEP or an IPLP in place for each pupil/group of pupils which links the work of class teacher, LS/Resource teacher and the pupil's home	✓		
Involvement of Parents	A Strength	A Concern	Comment
There are effective procedures in place to inform parents about their children's progress	✓		Parent / Teacher meetings and at other meetings as appropriate. Parents encouraged to seek information in relation to their child's progress if desired and to share relevant information with the teachers regarding their child's education, through whole school and HSCL scheme
Parents of pre-school children receive advice & support in relation to developing early Numeracy skills		✓	The HSCL is now distributing information to pre-schools in the area.

The school provides advice to parents on engaging their children in mathematics-related activities at home	✓		School journal. HSCL-through home visits, hand-outs, newsletters and noticeboards.
Guidance on using homework to support learning (including the amount of time to allocate to homework) is provided to parents	✓		All classes receive helpful information letters at start of school year. Information meeting for parents of Junior Infants every September. Parents receive advice through the HSCL, HSCL newsletters, power-point presentation & Noticeboards. School Website and Homework Policy.
In providing support for parents, the school endeavours to raise their expectations for their children's attainment	✓		This is done at Parent / Teacher meetings. Also HSCL brochure and newsletters.
Parents are supported & encouraged to strengthen their own Numeracy skills	✓		HSCL informs of community agency support (Read Write Now) & has in-school courses.
Parents are actively involved in the life of the school, conveying a message to their children regarding the importance of education and learning.	✓		Numerous Parents' Association activities throughout the year, in-class activities through the HSCL, invitations to partake in policy making & planning, Home visits with a parent by HSCL & SCP. Be Active After School Programme. Membership of various committees.

Attendance, Transfer and Retention of Pupils: Evaluation of Current Practice

Attendance: List and rate the specific strategies that are currently in place in the school to promote good attendance <i>e.g.</i>	A Strength	A Concern	Comment
<ul style="list-style-type: none"> Procedure for identification of students at risk of developing attendance problems at an early stage 	✓		<ul style="list-style-type: none"> Liaising with Class Teachers Attendance Policy Regular monitoring of attendance Monitoring of Reasons for absence School Completion Staff HSCL

<ul style="list-style-type: none"> System for tracking and monitoring attendance of targeted pupils 		✓	<ul style="list-style-type: none"> Must address the issue of explanation of absences. Class teacher needs to keep notes on file until end of school year. Issue of newcomer families returning home on holiday during term time, is a concern Recording and reporting of absences by S.C.P. at regular meetings. Databiz Contact with home about absences
<ul style="list-style-type: none"> Preventative approaches such as attendance tracking and reward systems are in place 	✓		<ul style="list-style-type: none"> Rewards given at School Assembly for good / improved attendance. S.C.P. letter to families. SCP attendance tracking, based on previous years' figures. End of year reports show number of days present. Databiz / Digital Tracking
<ul style="list-style-type: none"> Systems for reacting promptly to absences 	✓		<p>Attendance tracking done by SCP worker & HSCL. Termly rewards for attendance. Prompt and effective communication between staff. Phone calls, home visits and meetings with parents.</p> <p>Parents notified after fifteen days.</p>
<ul style="list-style-type: none"> Systems in place for acknowledging / rewarding good or improved attendance 	✓		<p>Certificates awarded</p> <p>School Completion Programme (SCP) letter</p> <p>Termly assemblies.</p> <p>Class teacher reminder about termly assemblies.</p>

<ul style="list-style-type: none"> Collaborative approaches to tackling attendance of targeted pupils e.g. Care Team, procedure to bring together EWO, HSCL, SCP Local Co-ordinator and relevant agencies to work with the school with cases of chronic attendance ... 		✓	Attendance tracking, regular meetings when needed, and termly formally arranged meetings, between Principal, SCP & HSCL.
<ul style="list-style-type: none"> Promotion of good attendance features prominently in communication with all families 		✓	<ul style="list-style-type: none"> School policy is available to parents. Reminders regularly in Newsletters. HSCL and SCP work.
<ul style="list-style-type: none"> Specific families, in need of additional support, are provided with that support 		✓	HSCL & E.W.O. (Tusla) provides support. Community agency help suggested when appropriate eg. counselling services. Holiday, In-School & After School support provided by School Completion.
<ul style="list-style-type: none"> HSCL emphasises attendance & participation in her/his work with marginalised families 		✓	HSCL in-class activities, events, home visits, publications. Annual Punctuality & Attendance Awareness Week.
<ul style="list-style-type: none"> Collaborative approaches towards improving attendance of at risk students including Care Team, EWO, SCP Co-ordinator, HSCL Co-ordinator, Youth Services, JLO... 		✓	School works closely with School Completion Team, EWO, HSCL and with social workers, where appropriate.

School factors to consider

<ul style="list-style-type: none"> Appropriateness of curriculum – opportunities to experience success 		✓	Teachers are aware of need to create opportunities for all children to experience success
<ul style="list-style-type: none"> Timetabling 		✓	
<ul style="list-style-type: none"> Homework policy 		✓	Homework policy in place – homework adapted when deemed appropriate.
<ul style="list-style-type: none"> Code of Behaviour and Anti Bullying policy and practice 		✓	Anti-Bullying policy in place – Code of Behaviour (Revised in 2015, with Parental Involvement). Talk for parents on Anti-Bullying (October '13)

• Support for valid absence	✓		Support given to those perceived to be in need by the class teacher. Class teacher communicates concerns to HSCL & Principal.
• Assessment procedures	✓		
• Reward Systems	✓		Improvement in attendance included in award ceremony. SCP trips.
• Supports in place to encourage attendance – SCP support in place for targeted students. In School, After School & Holiday Periods	✓		Through School Completion Project. SCP Holiday Programme, In-School & After School Events/Clubs.

Attendance, Transfer and Retention of Pupils: Evaluation of Current Practice (continued)

Retention	A Strength	A Concern	Evidence
• <i>Supports are in place to ensure retention at primary level, including SCP supports</i>	✓		HSCL, SCP and staff work together. HSCL has information hand-out for parents and on the website. Attendance monitoring, support for target families. Restorative Justice. Talk for Teachers (2016), on Effective Behaviour Strategies.

<ul style="list-style-type: none"> Processes are in place to identify risk factors and vulnerable pupils 	✓		Teachers are reminded to check cumulative absences monthly. Teachers check cumulative absences regularly. Monthly attendance checks by SCP. Communication between class teachers SCP, HSCL and the Principal. When 15 day milestone is reached letters are sent to parents.
<ul style="list-style-type: none"> Strategies are in place for pupils to support transfer to second level 	✓		<ul style="list-style-type: none"> SPHE lessons. Graffiti workshops on transition are provided to all 6th Class pupils in Glasheen BNS. Passports. Workbook filled out by boys attending resource.
<ul style="list-style-type: none"> Specific supports are in place to support vulnerable groups transferring to second level (e.g. pupils of Traveller families) 	✓		Resource teachers arrange visits to the new school & provide help as appropriate. SCP works with target children on transfer on 1:1 or in small groups. HSCL/SCP links with other secondary schools & facilitates visits for children to secondary schools.
Links are in place with parents to encourage retention and transfer	✓		Formal & informal meetings with parents. Meeting with 6 th Class parents, Principal, Teachers & HSCL in September, to inform about procedures for applying to secondary schools. Helpful HSCL Information handouts & information on website.
Transfer Systems for minimising challenges associated with transfer to another school.	A Strength	A Concern	Evidence
<ul style="list-style-type: none"> SCP programmes and cluster targets 	✓		Can be difficult if transferring to non SCP school

<ul style="list-style-type: none"> Strategies used prior to transfer to prepare all pupils 	✓		Can be difficult if the school is not informed in advance. Transfer programme lessons. Individual programmes with SCP boys in sixth class. HSCL, SCP and Principal linkage with other schools. Information about open nights in secondary schools delivered.
<ul style="list-style-type: none"> Strategies used prior to transfer to prepare specific pupils/groups of pupils 	A Strength ✓	A Concern	A particular strength is transfer from 6 th class to secondary school. Target boys prepare with SCP worker. Some boys brought to new school. Meeting with SCP and HSCL in linked schools.
<ul style="list-style-type: none"> Liaison between schools, including transfer of relevant information 	✓		Information transferred by sixth class teacher, Principal and SCP/HSCL when relevant.
<ul style="list-style-type: none"> Involvement of parents in strategies to prepare for transfer and to support during transfer 	✓		Information about Open Nights given. Notes home about transfer programmes. Home visits, meetings, phone calls. Notes to parents and information on the website. Meeting with all 6th Class Parents in September about Transfer to Secondary School.
<ul style="list-style-type: none"> Co-ordination between schools and relevant agencies e.g. NEWB, NEPS... 	✓		Regularly reviewed Attendance Policy
Systems for tracking success of transfer		✓	Will put procedures in place. This is currently being done informally. SCP and HSCL in two local secondary schools.
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Communication	A Strength	A Concern	Evidence

<ul style="list-style-type: none"> • Informal Parent/Teacher meetings are facilitated 	✓		<p>Parents encouraged to seek & share info. Teachers meet parents as soon as possible when a meeting is requested by a parent.</p>
<ul style="list-style-type: none"> • Formal Parent/Teacher meetings are held 	✓		<p>Annually. Parents can organise other formal meetings easily throughout the year.</p>
<ul style="list-style-type: none"> • <i>Parents are informed of school events: Newsletter/Notice Board/email/text</i> 	✓		<p>Text a parent in operation, regular school newsletters and HSCL newsletters. Notice boards are kept up to date and notes are given to parents also.</p>
<ul style="list-style-type: none"> • <i>Letters/Notes to parents are parent friendly</i> 	✓		<p>Letters include pictures & are light hearted in nature when appropriate. Language is as simple as possible. For important notes, Translation services are made available to pupils either through pupils & parents in the school or through translation services in the community when necessary.</p>
<ul style="list-style-type: none"> • <i>Provision is made for parents whose first language is not English</i> 	✓		<p>www.glasheenboys.com is used to communicate with parents & wider school community. Newsletter is available on line. The school calendar is published. School News constantly updated. Very active on</p>

<ul style="list-style-type: none"> • <i>Other...Website</i> 	✓	<p>Twitter & Facebook.</p> <p>Very active Parents' Association</p> <ul style="list-style-type: none"> • Much parental involvement in visits to classrooms through HSCL • Parent and Grandparents days • www.glasheenboys.com is used to communicate with parents and wider school community. Text a parent. • Newsletter available on line & on Notice Boards.; • School calendar is published & available on school website; • School news is updated as it happens; • Photographs of school events are made available; • There is also a section where school policies are available and parental involvement is valued. Opinions of parents welcomed through surveys, parents association, meetings with parents etc.
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Parental Involvement: Evaluation of Current Practice

Engagement of parents with child's education	A Strength	A Concern	Evidence
<ul style="list-style-type: none"> • <i>Parents are made welcome in the school by all school personnel</i> 	✓		Open Day for parents. Coffee mornings. Welcoming atmosphere encouraged & practised. In-class activities in all classes as well as Gardening, Green Flag, Yellow Flag & Health Promoting Committees. Many P.A. activities also.
<ul style="list-style-type: none"> • <i>The HSCL scheme engages parents through Home Visitation</i> 	✓		On-going HSCL visits. HSCL also visits homes with a parent.
<ul style="list-style-type: none"> • <i>The HSCL scheme provides a variety of supports to promote active cooperation between home and school</i> 	✓		Talks on community issues through the local committee, the Culture Day, Grandparents Day, World Book Day, in-class activities for parents and courses for parents.
<ul style="list-style-type: none"> • <i>Parent development is facilitated through courses for parents:</i> <ul style="list-style-type: none"> ○ <i>Leisure Courses</i> ○ <i>Curricular Courses</i> ○ <i>Personal Development / Parenting Courses</i> 	✓ ✓ ✓		Courses include: <ul style="list-style-type: none"> • English as a Second language. • Irish. • Parenting 123 Magic programme (Parents of 4-8 year olds) • Parent-2-Parent course (9-13 year olds) • Parenting Plus Programme • Arts and Crafts

Parental Involvement: Evaluation of Current Practice (*continued*)

Involvement of parents with child's education	A Strength	A Concern	Evidence
<ul style="list-style-type: none"> <i>Parents receive advice and support in relation to supporting their children's learning in the home</i> 	✓		HSCL brochure on Noticeboards. P/T meetings. <i>Junior Infant Meeting & Letters to all other classes, every September. Open Day. HSCL Notes.</i>

<ul style="list-style-type: none"> • <i>Parents are involved in programmes in school</i> <ul style="list-style-type: none"> ○ <i>Shared Reading / Novel</i> ○ <i>Maths for Fun</i> ○ <i>Science for Fun</i> ○ <i>ICT</i> ○ <i>Knitting / Craft with children</i> ○ <i>Gardening projects</i> ○ <i>Cookery</i> ○ <i>Other...</i> 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Games/Maths for Fun. • Parents are involved in shared reading/novel projects, baking /science for fun, gardening projects, art for fun, dramatizing stories and story sacks. • Shared reading is a well-established aspect of school programme. • School garden produced a variety of vegetables last year. • Library visits. • Literacy initiatives in class. Often finish with fun related craft activity. • Parents are involved in Green Schools committee, Health Promotion & Anti-Bullying talks. • Grandparents' Day • Yellow Flag (Inclusivity & Diversity) • Local Committee organises talks each year (Transition to 2nd & 3rd Levels, as well as 'Building Resilience For Families' were the focus in 2015/16.
Involvement of parents in school policies and planning	A Strength	A Concern	Evidence

<ul style="list-style-type: none"> • <i>The school has a policy for home/school liaison</i> • <i>Parents are involved in organisational planning</i> 	<p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p>Policy complete & updated.</p> <p>Parents involved in Drafting of Code of Behaviour, Anti-Bullying Policies (2015) etc. Parents are involved in planning in-class activities with HSCL. Parents approach the HSCL with plans for courses e.g. 123, Irish classes.</p> <p>Parents are invited to participate in curricular planning. Parents' association review policies.</p> <p>Parents are invited to feedback on revised school plans.</p> <p>Parents work with the SEN teachers in developing IEPs.</p>
<ul style="list-style-type: none"> • <i>Parents are involved in curricular planning</i> 	<p style="text-align: center;">✓</p>		
<ul style="list-style-type: none"> • <i>Parents are involved in putting together a school plan</i> 	<p style="text-align: center;">✓</p>		
<ul style="list-style-type: none"> • <i>Parents are involved in drawing up IEPs for own child</i> 	<p style="text-align: center;">✓</p>		

Partnership Between School & Statutory/Voluntary Agencies: Evaluation of Current Practice

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	A Strength		Evidence
The school works in partnership with other schools in the community – pre-schools, other primary schools, second-level schools, third-level institutes	✓		Much liaising carried out. Visits by staff to various schools. Transfer of relevant, helpful information. UCC – Visual Thinking Strategies 2016. Linkage with Cork Adult Guidance Centre
The school building is available to the community	✓		Sports, dancing, music and language classes for members of the community.
The school has a Parents' Room	✓		New Facility created in 2015. HSCL room.
The school is part of an effective Local Committee	✓		Parents from Boys' & Girls' schools meet with community agencies & other HSCLs to match the needs of the community. Talks on Educational psychotherapy, co-dependency and enabling & drugs organised in the past.

<p>The school has effective links with:</p> <ul style="list-style-type: none"> • <i>Other HSCL schools</i> • SCP • TUSLA • NEPS • HSE • <i>Gardaí/Juvenile Liaison Officers</i> • VEC • <i>Area Partnership</i> • <i>NALA (National Adult Literacy Agency)</i> • <i>Local Authority – library, for example</i> • <i>Other...</i> 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<p>We are also involved with</p> <ul style="list-style-type: none"> • Togher Link Up • UNESCO • U.C.C. (Visual Thinking Strategies) • Society of St. Vincent de Paul • Lough Credit Union • Cork Education and Training Board. • Ógra Chorcaí. • Sick Poor Society. • Read Write Now. • Junior Achievement • Barrs GAA, Cricket Club, Soccer • Library • NALA (National Adult Literacy Agency) • Cork City Partnership • Barnardos • TUSLA (Child & Family agency) • MABS (Money Advice & Budgeting Service) • YMCA • Cork City Adult Guidance Centre • Cork Institute of Technology (C.I.T.) • NASC (Irish Immigrant Support Centre) • Big Brother Little Brother • Counselling Services • City Councillors
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