

Scoil Mhuire gan Smál(B)

DEIS REVIEW

(Last Updated December 2018)

Literacy: Evaluation of Current Practice

TARGETS

- Continue to maintain improvement in Standardised Test Scores.
- Improve differentiated reading programmes.
- Maximise use of class libraries for reading for enjoyment, as well as increased use of Local Library
- Encourage parental Involvement in literacy initiatives.

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 BIAP • First Steps checklist • Aistear Programme for Junior and Senior Infants Reading <ul style="list-style-type: none"> • Teacher observation • Reading Recovery • Spar Group & Schonell; Drumcondra Reading Test; 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	✓		<p>More emphasis on self and peer assessment</p> <p>Self-Assessment 2 Stars & a Wish Traffic Lights Rubrics Assessment Folder</p> <p>Peer Assessment Think/Pair/Share 2 Stars & a Wish</p> <p>First Steps: Tracking</p>
Assessment results are analysed at class level	✓		<p>Standard practice;</p> <ul style="list-style-type: none"> • Drumcondra Reading Test 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
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 Assessment Folders for each student
Differentiated programmes and instruction are matched to pupils' achievement level, learning needs and abilities, including exceptionally able pupils	✓		Common practice Literacy Lift-Off

			Shared reading for all classes commenced September 2017. Big Cat Readers in use as Shared Reading program Updated Class Libraries
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, Drop Everything & Read.
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</i> , <i>First Steps</i> are in place to address literacy issues	✓		No training received for First Steps. We are using Building <i>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	✓		Crossover meetings, in class support.
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.
Innovative teaching approaches are researched, implemented and shared on an ongoing basis	✓		Building Bridges, Jolly Phonics, Handwriting programme, Visual Thinking Strategies.
Teachers with most skill and experience in teaching literacy 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 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 • Oral Language Tutors on staff (First Steps) • Teacher Observations as part of Droichead

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
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. Checklists.
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	✓		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. Parents meet with support teachers, twice yearly and as appropriate. 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. HSCL visits preschools in the local area.
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. Literacy Take Home Packs in place from Junior Infants – 2nd Class. Parents accompany children on Library visits. Participation in One Book One Community Literacy Programme. Parental participation in 'Happy Talk' Language programme since Autumn 2017.

Parents are supported and encouraged to strengthen their own literacy skills	✓		HSCL liaises between parents and the 'Read, Write Now', community group. Posters on notice boards. Courses for parents to help learn English, literacy skills provided. Library membership for parents facilitated by HSCL.
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. Many activities throughout the year including, Santa visit, Easter Egg Hunt, Bingo etc. School projects and initiatives e.g. Grandparents' Day, in-class activities with parents through the HSCL including literacy initiatives, gardening, courses for parents, parent as home visitor, school local committee, involvement in policy making and planning, parental involvement with the HSCL in Green Schools'/Yellow Flag and Health Promotion Committees.

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. Wonderland series implemented from Junior Infants – 2nd Class. Happy Talk programme in place at Infant level from 2017/18.
Oral Language in English Curriculum	✓		Building Bridges of Understanding. Implementation of new primary language programme at infant level. Visual Thinking Strategies.
Discrete Oral Language Activities	✓		Aistear Programme. Social Groups. Reading Buddies.
Methodologies: Talk and Discussion; Story; Play and Games; Poetry and Rhyme; Improvisational Drama	✓		Aistear Programme. Social Groups.
Milestones for Oral language development at each class level in school plan		✓	Revised Language Curriculum Milestones. Staff members completed Elkon Course Participation in Communication Champions Program
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
Phonological Awareness Programme	✓		Dolch 100
Use of Large Format Books	✓		Tricky words
Word Identification Strategies	✓		Jolly Phonics
Paired/Shared Reading	✓		Big books / picture books
Comprehension Strategies	✓		Look and say / phonics / decoding
Reading Schemes	✓		In class support
Use of the Novel	✓		Building Bridges
Library/Alternative Reading Material	✓		Visual Thinking Strategies
Book Related Events		✓	Literacy Lift-Off
Milestones for reading at each class level		✓	Shared Reading
English Curriculum: Approach to Writing	A Strength	A Concern	Comment
The Process of Writing (draft, edit, redraft, different audiences etc.)	✓		From 3 rd class up
Functional Writing Variety of Genres (Summary, letter etc.)	✓		6 th Class involvement in One Book One Community Program
Punctuation	✓		Wide range of reading materials available in class libraries
Grammar	✓		Class membership of Bishopstown Library
Handwriting	✓		More book related events to be undertaken
Spelling	✓		Plan to be amended
			School scheme
			Spellcheck; Tell and spell; Practical language

Creative Writing (Essays, blurbs, narratives, dramas etc)	✓		
Milestones for writing at each class level		✓	Plan to be amended in line with new Primary Language Curriculum
<i>First Steps</i> (if in place)	✓		

Numeracy: Evaluation of Current Practice

TARGETS

To continue to develop the problem solving skills of the pupils.

- To integrate numeracy with other subject areas.
- To facilitate the Improvement of Maths Language
- Improve parents' capacity and confidence to support children with Maths.
- To encourage parental involvement in Maths Initiatives

Assessment of Numeracy Levels	A Strength	A Concern	Comment
The school plan for assessment includes formal standardised assessment	✓		(Now Drumcondra)
The school plan for assessment includes formative assessment	✓		Class tests SEN testing Quest test (New Busy at Maths Termly Assessments introduced from the end of 2017, for Junior Infants – 1 st Classes)
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 <ul style="list-style-type: none"> • Standardised Tests • Weekly / Termly Tests • Weekly Mental Maths Exercises • Pair Work and correction • Traffic Light System

			<ul style="list-style-type: none"> • 2 Stars and a Wish • Self - Correction and 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 	✓ ✓ ✓		
The outcomes of assessment are communicated effectively	✓ ✓ ✓	✓	Need to formalise for school management
Planning for Numeracy at School Level	✓ ✓ ✓	✓	Need to formalise for school management
A Maths Rich Environment is prevalent in the school. Maths Noticeboard to be arranged for Junior & Senior sections.			
The school plan lays emphasis on those areas of Numeracy highlighted by assessment results			

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)	✓				
Appropriate timetabling ensures maximum time is allocated to teaching Numeracy skills	✓				
An appropriate range of resources are available and are being used in mathematics lessons at all class levels				✓	Will purchase more resources and organise storage
The school/local environment is used to enhance Numeracy development	✓				
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>)	✓				Numeracy and practical maths games available for older classes; Ready, Set Go, Maths for junior classes; Will prioritise classes for Maths for Fun
<ul style="list-style-type: none"> • Pupils; • Parents; • Other teachers; and • School management 					
Pupils are involved in assessing their own work	✓				Traffic lights

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	✓		<p>List of Maths Games to be compiled, as an Appendix to School plan.</p> <p>Text Books due to be reviewed for 2019/20</p>
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 Maths Trails
Differentiation is used to cater for the learning needs and abilities of each pupil	✓		Teachers take individual strengths/weaknesses into account. In – Class support and Team teaching used to meet varying abilities
Teachers place a strong emphasis on teaching higher-order Mathematical skills such as applying and problem solving	✓		Apex Maths
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 ● RAVE CC ● Apex Maths Resource
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 List of websites / resources used

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	✓		Assessment information passed on annually Shared Planning and co-ordination between Class teachers and SETs
Staff are provided with various opportunities to enhance their ability to teach Numeracy skills	✓		Teacher Observations CPD
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, as Mentor to newly appointed teachers, as co-ordinator of Numeracy targets and projects...</i>	✓		In class support provided where necessary (See revised SEN 2019 & Assessment Policies)
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. Facilitated by Professional Support Team
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. Standardised Tests results given to parents annually
Parents of pre-school children receive advice & support in relation to developing early Numeracy skills		✓	The HSCL is 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. Practical Maths activities sent home during Maths week to encourage Maths in the Home
Guidance on using homework to support learning (including the amount of time to allocate to homework) is provided to parents	✓		HSCL, newsletters, power-point presentation and noticeboards. School website and homework policy.
In providing support for parents, the school endeavours to raise their expectations for their children's attainment	✓		HSCL meetings with parents, brochure and newsletters. Maths information available in Homework Journal. In-class Maths Activities implemented from Junior Infants – 6th Class
Parents are supported & encouraged to strengthen their own Numeracy skills	✓		HSCL- informs of community agency support (Read, Write Now) and organises in-school courses. <ul style="list-style-type: none"> • Maths language and information provided in School Homework Journal. • Parents engage in Maths activities with HSCL prior to involvement in Maths for Fun • Maths information sheets and tips often given to Parents at Parent Teacher Meetings

<p>Parents are actively involved in the life of the school, conveying a message to their children regarding the importance of education and learning.</p>	<p>✓</p>	<p>Very active Parents' Association. Many activities throughout the year including, Santa visit, Easter Egg Hunt, Bingo etc. School projects and initiatives e.g. Grandparents' Day, in-class activities including maths for fun with parents through the HSCL, gardening, courses for parents, parent as home visitor, school local committee, involvement in policy making and planning, parental involvement with the HSCL in Green Schools'/Yellow Flag and Health Promotion Committees.</p>
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Attendance, Transfer and Retention of Pupils: Evaluation of Current Practice

TARGETS

- To increase the number of children on excellent attendance over three years.
- To reduce the number of children absent for 15+ days over three years.
- To continue with the current practise of monitoring, reviewing and reports on attendance.
- To continue with the recording and analysis of attendance using Databiz
- To send letters to parents of pupils with poor attendance.
- To distribute information booklet re: importance of good attendance at the beginning of the school year.
- To increase awareness of the link between attendance and attainment.
- To improve punctuality of children.

Attendance: List and rate the specific strategies that are currently in place in the school to promote good attendance e.g.	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 • Regular monitoring of whether or not explanations relating to absences are given. • 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. Need to keep notes • Issue of newcomer families returning home on holiday during term time, is a concern • The school uses a computer program that facilitates attendance monitoring called Databiz. • Monthly checks using Databiz, with phone calls or home visits by the HSCL when appropriate • Recording and reporting of absences by S.C.P. at regular meetings.
<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. • Monthly checks using Databiz, with phone calls or home visits by the HSCL when appropriate • End of year reports show number of days present.
<ul style="list-style-type: none"> • Systems for reacting promptly to absences 	✓		Attendance tracking done by SCP worker and HSCL. Termly rewards for attendance. Prompt and effective communication between staff. Phone calls, home visits and meetings with parents.

			<p>Parents notified in writing when their child has been absent for more than 15 days.</p> <p>Contact made by HSCL to families displaying attendance issues e.g. regular absences, pattern in absences</p>
<ul style="list-style-type: none"> Systems in place for acknowledging / rewarding good or improved attendance 	✓		<p>Certificates awarded</p> <p>SCP letter Termly assemblies.</p> <p>Class teacher reminder re - termly assemblies.</p> <p>Class Attendance pocket charts to be organised for autumn 2017. Attendance</p> <p>Attendance / Punctuality Week with competitions and prizes throughout the week.</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 ... 		✓	<p>Attendance tracking, regular meetings when needed, and termly formally arranged meetings, between Principal, SCP & HSCL.</p>
<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. Attendance Week School Attendance Information leaflet distributed to families at the beginning of the School Year
<ul style="list-style-type: none"> Specific families, in need of additional support, are provided with that support 	✓		<p>HSCL and EWO provide support. Community agency help suggested when appropriate e.g. counselling services. Holiday, In-School & After School support provided by School Completion.</p> <ul style="list-style-type: none"> Contacts for affordable counselling given to specific families.

			<ul style="list-style-type: none"> • HSCL facilitates communication between families and communities agencies e.g. Barnardo's, SVdP to access specific supports • Art therapy can be provided for target Pupils
<ul style="list-style-type: none"> • HSCL emphasises attendance & participation in her/his work with marginalised families 	✓		<p>HSCL in-class activities, events, home visits, publications. Annual punctuality and attendance awareness week (March).</p> <p>Target Parents approached individually to engage in activities.</p> <p>Homework Club offered to target families free of charge</p>
<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... 	✓		<p>School works closely with School Completion Team, EWO, HSCL and with social workers, where appropriate.</p>

School factors to consider

<ul style="list-style-type: none"> • Appropriateness of curriculum – opportunities to experience success 	✓		<p>Teachers are aware of need to create opportunities for all children to experience success.</p> <p>Differentiation a key factor in classroom and individual planning.</p>
<ul style="list-style-type: none"> • Timetabling 	✓		<p>Mindfulness and well-being practices incorporated into school day.</p>
<ul style="list-style-type: none"> • Homework policy 	✓		<p>Homework policy in place – homework adapted when deemed appropriate.</p> <p>Homework Club offered to target pupils as support.</p> <p>Homework co-ordinated between class teacher and SET</p>
<ul style="list-style-type: none"> • Code of Behaviour and Anti Bullying policy and practice 	✓		<p>Anti-Bullying policy in place – Code of Behaviour redrawn with Parental involvement 2015. Talk for parents on Anti-Bullying. Code of Behaviour reviewed in 2017/18. Focus on positive resolution and restorative practice</p>

<ul style="list-style-type: none"> Support for valid absence 	✓		Support given to those perceived to be in need by the class teacher. Class teacher communicates concerns to HSCL & Principal.
<ul style="list-style-type: none"> Assessment procedures 	✓		
<ul style="list-style-type: none"> Reward Systems 	✓		Improvement in attendance included in award ceremony. Certificates given to pupils with full and improved attendance. SCP trips.
<ul style="list-style-type: none"> 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. Homework Club, Breakfast club. Rewards and acknowledgment at assemblies.

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

TARGETS

- To support Parents and Pupils through the transfer from Primary School to Post Primary School.
- To Support Parents and Pupils through the transfer from Preschool to Primary School.
- To maintain and strengthen links between the Preschools and the Primary Schools to aid the transfer process.
- To maintain and strengthen links between the Primary and Post Primary School to aid the transfer process.

Retention	A Strength	A Concern	Evidence
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<ul style="list-style-type: none"> • <i>Supports are in place to ensure retention at primary level, including SCP supports</i> 	✓	<p>Through liaising with teachers, meetings with staff, Principal, SCP and HSCL and attendance monitoring target families are identified. HSCL supports the parents and the SCP supports the children of the targeted families. Use of Restorative Justice Questioning and Non-Violent Communication by staff. Use of Mindfulness techniques, Circle Time, Zippy's Friends (1st Class). Effective disciplines talk for teachers 2016.</p>
<ul style="list-style-type: none"> • <i>Processes are in place to identify risk factors and vulnerable pupils</i> 	✓	<p>Teachers are reminded to check cumulative absences monthly. Teachers check cumulative absences regularly. Monthly attendance checks by SCP and HSCL. Communication between class teachers SCP, HSCL and the Principal. When 15 day milestone is reached letters are sent to parents.</p> <p>Reasons for absences recorded and tracked</p>
<ul style="list-style-type: none"> • <i>Strategies are in place for pupils to support transfer to second level</i> 	✓	<ul style="list-style-type: none"> • SPHE lessons. Graffiti workshops on transition are provided to all 6th Class pupils in Glasheen BNS. Togher Link Up – Drug Awareness & Peer Pressure. SCP transfer Programme. Visits by 4th & 5th classes to local secondary schools. Liaising with HSCL from local secondary schools, where applicable. Implementation of 'Friends for Life' programme from 2017/18.
<ul style="list-style-type: none"> • <i>Specific supports are in place to support vulnerable groups transferring to second level (e.g. pupils of Traveller families)</i> 	✓	<p>Resource teachers arrange visits to the new school and provide help as appropriate. SCP works with target children on transfer on a one to one or in small groups.</p> <p>HSCL/SCP links with other secondary schools and facilitates visits for children to the secondary schools.</p>
<ul style="list-style-type: none"> • <i>Links are in place with parents to encourage retention and transfer</i> 	✓	<p>Formal and informal meetings with parents. Information session with Principal, 6th class teachers and HSCL with 6th class parents in relation to</p>

			transfer to secondary school. HSCL meets parents and has information hand-out for parents on the website. Parent course available in Spring 2019 to support Transfer
Transfer Systems for minimising challenges associated with transfer to another school	A Strength	A Concern	Evidence
<ul style="list-style-type: none"> • <i>SCP programmes and cluster targets</i> 	✓		Can be difficult if transferring to non SCP school
<ul style="list-style-type: none"> • <i>Strategies used prior to transfer to prepare all pupils</i> 	✓		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 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. Sample Homework Journals and Timetables
<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. Information talk with Principal every September, 6 th class teachers and HSCL with 6 th class parents covering all elements of the transfer to secondary school. Notes home about transfer programmes. Home visits, meetings, phone calls. Notes to parents and information on the website. 4 week Transfer program being offered to 6th Class Parents in Spring 2019
<ul style="list-style-type: none"> • Co-ordination between schools and relevant agencies e.g. NEWB, NEPS... 	✓		Regularly reviewed Attendance Policy

<ul style="list-style-type: none"> Systems for tracking success of transfer 		✓	<p>Will put procedures in place. This is currently being done informally. SCP and HSCL in two local secondary schools. Annual reports by SCP.</p>
Communication	A Strength	A Concern	Evidence
<ul style="list-style-type: none"> <i>Informal Parent/Teacher meetings are facilitated</i> 	✓		<p>Parents encouraged to seek and to share information. Teachers meet parents as soon as is possible when a meeting is requested by a parent.</p> <p>Annually. Parents can organise other formal meetings easily throughout the year.</p> <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> <p>Letters include pictures & are light hearted in nature when appropriate. Language is as simple as possible.</p> <p>When notes are of an important nature, translation services are made available to pupils either through pupils and parents in the school and through translation services in the community when necessary.</p> <p>www.glasheenboys.com is used to communicate with parents and wider school community. Newsletter is available on line. The school calendar is published. School news is updated as it happens plus a lot more.</p> <p>Very active Parents' Association</p>

			<ul style="list-style-type: none"> • Much parental involvement in visits to classrooms through HSCCL • 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; • 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.
• <i>Formal Parent/Teacher meetings are held</i>	✓		
• <i>Parents are informed of school events: Newsletter/Notice Board/email/text</i>	✓		
• <i>Letters/Notes to parents are parent friendly</i>	✓		
• <i>Provision is made for parents whose first language is not English</i>	✓		

• <i>Other...Website</i>	✓		
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Parental Involvement: Evaluation of Current Practice

TARGETS

- To improve parental involvement in the life of the school and in particular in curricular related activities with the children.
- To ensure parents are active agents in their children's learning both at home and school.
- To improve communication between home and school.
- To increase the number of target parents attending parents courses and classes.
- To engage parents in curricular activities within the classroom.
- To improve parents own educational skills.

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 Schools, Yellow Flag Committees. Parents invited to engage in policy development and review Information meetings for Junior Infant and Sixth Class Parents October Open Evening
<ul style="list-style-type: none"> • <i>The HSCL scheme engages parents through Home Visitation</i> 	✓		On-going HSCL visits. <ul style="list-style-type: none"> • Junior Infants • New Families • Target Families
<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,

		<p>World Book Day, in-class activities for parents and courses for parents.</p> <p>Parents also participate in Be Active ASAP & Get Fit Classes</p> <p>Parents invited on Class Library visits.</p> <p>Literacy Take Home Packs</p> <p>Talks for Parents</p> <ul style="list-style-type: none">• Internet Safety Talk• Well Being Talk• First Aid Talk
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<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> 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		<p>Courses this year include</p> <ul style="list-style-type: none"> • English as a Second language. • Arts and Crafts • Mindfulness and Stress Management • Transfer to Secondary School Program • Christmas Crafts and Cooking • Family Learning Course • Communication Classes • First Aid Talk • Happy Talk
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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> 	<ul style="list-style-type: none"> ✓ 		HSCL contacts with parents, HSCL brochure, noticeboards and P/T meetings. Note home to parents on this topic by HSCL.

<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>Craft with children</i> ○ <i>Gardening projects</i> ○ <i>Get Fit Classes</i> ○ <i>Be Active ASAP</i> ○ <i>Happy Talk</i> 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Games/Maths for Fun. • 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 sometimes finish with a fun relevant craft activity. • Parents are involved in Green Schools committee, Health Promotion, Yellow Flag Initiative and Local Committee which organises talks for the community each year.
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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> • <i>Parents are involved in curricular planning</i> • <i>Parents are involved in putting together a school plan</i> • <i>Parents are involved in drawing up IEPs for own child</i> 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p>	<p>Policy complete.</p> <p>Parents are involved in planning in-class activities with the HSCL. Parents approach the HSCL with plans for courses e.g. 1,2,3, Irish classes. The Parents' Association have ideas for plans and meet with the Principal to actualise these during the year.</p> <p>HSCL invites parents to partake in lessons with lesson plans. Parents' contributions are welcome. 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>

Partnership Between School And Statutory/Voluntary Agencies: Evaluation Of Current Practice

TARGETS

- To maximise supports available to parents and pupils to lessen the effects of educational disadvantage for children in the school.
- To maintain and strengthen current links with local, voluntary and statutory agencies.

	A Strength	A Concern	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. Linkage with the Cork Adult Guidance centre.
The school building is available to the community	✓		Sports, dancing, music and language classes for members of the community. Tae Kwon Do
The school has a Parents' Room	✓		New parents' room 2015.
The school is part of an effective Local Committee	✓		Parents from Glasheen Boys' & Girls' schools meet with community agencies and other HSCL's to match the needs of the community. Talks on Educational psychotherapy, co-dependency and enabling and drugs organised in the past.

<p>The school has effective links with:</p> <ul style="list-style-type: none"> • <i>Other HSCL schools</i> • <i>SCP</i> • <i>NEWB</i> • <i>NEPS</i> • <i>HSE</i> • <i>Gardaí/Juvenile Liaison Officers</i> • <i>ETB</i> • <i>Area Partnership</i> • <i>NALA</i> • <i>Local Authority – library, for example</i> • <i>Other...</i> 	<p style="text-align: center;">✓</p>		<p>We are also involved with</p> <ul style="list-style-type: none"> • Togher Link Up • UNESCO • Society of St. Vincent de Paul • Lough Credit Union • Cork Education and Training Board. • Ógra Chorcaí. • Sick Poor Society. • Read Write Now. • Bishopstown Library. • NALA. • Cork City Partnership. • Barnardos • TUSLA • MABS • YMCA • Cork City Adult Guidance Centre. • U.C.C. • C.I.T. • NASC • Big Brother Little Brother • Ballyphehane resource Centre • Togher Resource Centre • Cork City Partnership
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