

OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN

September 2018 – June 2019

**Since September, we have looked at teaching and learning in creative writing in our school to find out what we are doing well and what we could do better. This is what we discovered:**

Strengths:

-Children enjoy creative writing and have positive attitutes to their work in this area.

-They enjoy writing stories and sharing their work with their peers and others.

-Children are achieving good standards in creative writing across the school, particularly in the genres of narrative and recount writing.

-Strong initiatives to promote creative writing are taking place individually across the different classes.

Areas of improvement:

-Whole school focus on writing genres other than narrative and recount (1 genre per term across the school).

-More whole school initiatives for promoting creative writing and the sharing of creative writing with different audiences to motivate children further and give purpose to their writing.

-Further information to parents about what children are working on in creative writing and how they are getting in order to enable parents to support creative writing initiatives at school.

- Monthly assembly awards to celebrate creative writing efforts in all classes.

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

- Two children from each year group were selected to take part in a focus group where they were asked questions to assertain their views, thoughts and opinions on creative writing; how it is taught in our school and how well they think they are doing. They gave suggestions and opinions about what is going well and what could be improved.

- The parents of all 16 children in the focus groups were asked to complete a parental questionnnaire to give their views and opinions in realtion to the areas of teaching and learning in creative writing in our school.

- All classes undertook a free writing task to assess the range of writing genres being repressented across the school.

- Children were assessed in their free writing task against the progression continua for writing in the Primary Language Curriculum.

- Staff discussions and refections took place during staff meetings about the strengths and areas for improvement in the areas of teaching and learning in creative writing.

**These are the targets we will be working on:**

1) There will be a whole school focus on 3 new writing genres by the end of the Summer term 2019. All classes will engage with the same writing genre at the same time.

2) Monthly assembly certificates will be awarded to children to celebrate creative writing achievements linked to the current whole school writing genre. These children’s creative writing pieces will be displayed for the whole school to read.

3) Information will be communicated via email to parents by the class teachers each term about the current whole school writing genre in focus and what parents can do to support children’s creative writing at home.

**This is what you can do to help:**

- Access the information communicated by teachers via email each term.

-Follow the ideas given by teachers each term as to how children can engage at an age appropriate level with their writing genre at home by reading examples written by others and writing their own.

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 **179** school days, from 30th August 2018] 26th June 2019. (School closures on 20/9/2018 – Power Cut, 26/10/2018 – Presidential Election, 14/3/2019 – Primary Language Inservice Day, 24/5/2019 – Local & European Elections)

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 in November and fortnightly 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 Sara McCauley

and our Deputy DLP is Louise Cassidy

***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: 24th June 2019

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

We encourage high attendance in the following ways: The school calendar for the academic year is made available to parents in the previous June, parents are required to explain absences in writing, reminding parents of the importance of good attendance, including the number of absences on the end of year report.

This is how you can help: Keep regular contact with the school by email correspondence

***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