



School Improvement Plan (Informed by SSE) Wellbeing

Commenced: September 2022 – process of review using SSE
Plan written & commenced January 2023

Dates of review and updates: Review January 2024

SCHOOL IMPROVEMENT PLAN (INFORMED BY SSE)

Summary of main strengths as identified in SSE commenced September 2022

Wellbeing

Two staff members (Una Murphy & Serena Bourke) attended PDST 1 day workshop on 'Wellbeing Framework for Schools' (October 2022) and then led whole staff review in January 2023.

Staff reviewed our school under the 4 key areas :

1. Culture and Environment
2. Curriculum (Teaching & Learning)
3. Policy and Planning
4. Relationships and partnerships

We reviewed the 4 areas using the indicators of effective practice for all, some and a few.

The following strengths (from all 4 key areas) were noted:

- ✓ School Breakfast Club
- ✓ School hot lunches
- ✓ Healty eating policy
- ✓ Nutrition course for parents
- ✓ Filtered water in all classrooms
- ✓ Active parental involvement – in class activities (maths for fun, science for fun, literacy projects) classes/ activities for parents in school, active Parent's Council
- ✓ HSCL support for parents
- ✓ DEIS planning - Attendance, Transition, Retention, Literacy, Numeracy & Parental Involvement – data gathered, analysed and targets set/initiatives launched for each area on a 3 yearly basis. Ongoing review
- ✓ Positive behaviour policy in place
- ✓ KOAR(Kindness, obedience, attentiveness, respect) values reward system- focus on catching positive behaviour
- ✓ Whole school focus on rewarding positive behaviour, principal's

office for 'good news', ringing parents with good news

- ✓ Effective teaching & learning – range of methods and assessment methods used
- ✓ Ongoing CPD for staff in range of areas
- ✓ New initiatives across all subjects going on E.g. Write to Read project, Surprise of Science project, School Excellence Fund, Erasmus + Arts project, Modern Languages, Junior Achiever, Science Week , Maths week etc
- ✓ SET , Continuum of support , in class differentiation
- ✓ Focus on enjoyment of learning
- ✓ SPHE Policy, Child Protection Policy, Safe-guarding risk assessment reviewed yearly
- ✓ SPHE & Child- protection Level 3 inspection 2022 – school fully compliant in all areas.
- ✓ Children exposed to range of physical activities to engage all

All Strands of PE curriculum covered, links with local sporting clubs (Liffey Gaels GAA, St. Pat's soccer, local boxing club, basketball hall, local youth clubs, Glee club, local dance clubs), Daily Mile School, Active Week every year
- ✓ Policy & planning – wellbeing incorporated into every plan/policy
- ✓ Arts Week – Erasmus + initiative
- ✓ Sensory room/ LS Rooms/ space for parents in school
- ✓ Weaving Wellbeing programme used as resource 2nd – 6th
- ✓ Roots of Empathy (different classes chosen each year)
- ✓ Life Skills programme (4th & 5th classes)
- ✓ School Completion Programme
- ✓ Mentoring for new staff/ Peer tutoring
- ✓ Science Week/ maths week
- ✓ Wide range of trips/ tours/ annual beach & mountain trips, outside speakers
- ✓ School garden and use of Rosary Walk grounds
- ✓ Children, young people, and staff experience a sense of

belonging and feel safe, connected and supported. – evidence from parents survey, feedback from children

- ✓ Feedback from questionnaire to parents showed that vast majority of parents reported that their child was happy at school, their child felt safe and well looked after in school, and their child felt respected at school.

Also majority of parents reported that they knew what to do if they had a safety concern about their child or another child.

All parents surveyed felt welcomed in our school.

Summary of main areas requiring improvement as identified in SSE

Wellbeing

- **Key area 1 Culture and Environment – indicator of effective practice** – *‘Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.’*

Staff felt that while the voice of the child was heard at classroom level no specific structure was in place for this at whole school level.

Feedback from children also supported this

- Feedback from parental survey indicated that a significant amount of parents were unaware of the content covered in SPHE lessons, in particular Stay Safe topics. This information would be helpful to parents to further develop children’s learning & understanding.

- **Key area 3 – Policy and Planning – indicator of effective practice** – *‘Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.*
Key area 4 – Relationships and partnerships – indicator of effective practice – *‘All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed*

Improvements could be made in these areas – particularly exposing children to a range of differing activities/ practices that can promote wellbeing and improved mental health.

<p>Improvement targets</p>	<p>Wellbeing</p> <ol style="list-style-type: none"> 1. Structures are put in place at class and whole school level so the voice of the child is heard and this leads to improvements in school culture and ethos 2. Children and parents report that they feel heard 3. Parents are informed of Staysafe topics being covered, when they are being covered and information is sent home for parents to use with children around the Staysafe themes. 4. Children and parents will be able to demonstrate learning, awareness, language around the 6 Staysafe topics. 5. To increase the awareness of the importance of wellbeing promotion for all staff and parents
<p>Required actions</p>	<p>Wellbeing</p> <ol style="list-style-type: none"> 1. Establish a Student's Council to meet on a monthly basis. Two student representatives from each class to attend. Class teachers to facilitate an election process in classes and also a process for students to bring ideas/concerns to representatives. Teacher/s facilitating student council to feedback to staff 2. Parents to be informed via Aladdin when each topic from Staysafe programme is being covered 3. Teachers to send home worksheet for each Staysafe topic when it is being covered, showing content of topic 4. Wellbeing Committee to be formed to plan and facilitate the implementation of a 'Wellbeing Week' each year, to promote and focus on wellbeing and further raise awareness among students, staff and parents
<p>Persons responsible</p>	<ol style="list-style-type: none"> 1. Serena Bourke to lead. 1/2 teachers to join. Class teachers to facilitate election of rep.s and process of rep.s gathering information from other pupils. 2. Paul Davis (D.P) to send each month 3. Class teachers 4. Volunteer group of teachers/SNAs to form wellbeing Committee
<p>Timeframe for action</p>	<ol style="list-style-type: none"> 1. COMMENCE JANUARY 2023 2. EVERY MONTH STARTING JANUARY 2023 3. EVERY MONTH STARTING JANUARY 2023 4. COMMENCE JANUARY 2023 – FIRST WELLBEING WEEK 2023 TO HAPPEN IN FEB/MARCH 2023

Success criteria / measurable outcomes	<p>Successful implementation and running of student's council</p> <p>Students reporting that they feel their voice is heard (survey, verbal feedback, DES inspection focus groups)</p> <p>Parents reporting that they are aware of SPHE Staysafe content, and are more confident in discussing the topics covered with their children (surveys, focus groups, PT meeting feedback, DES inspector surveys/focus groups)</p> <p>Feedback from staff, pupils, parents</p>
Review dates	<p>Review Jan 2024</p>



School Improvement Plan (Informed by SSE) Homework

Commenced: September 2023 – process of review using SSE
Plan written June 2024 & commenced September 2024

Dates of review and updates: Review April 2026

SCHOOL IMPROVEMENT PLAN (INFORMED BY SSE)

Summary of main strengths as identified in SSE commenced September 2023

Homework

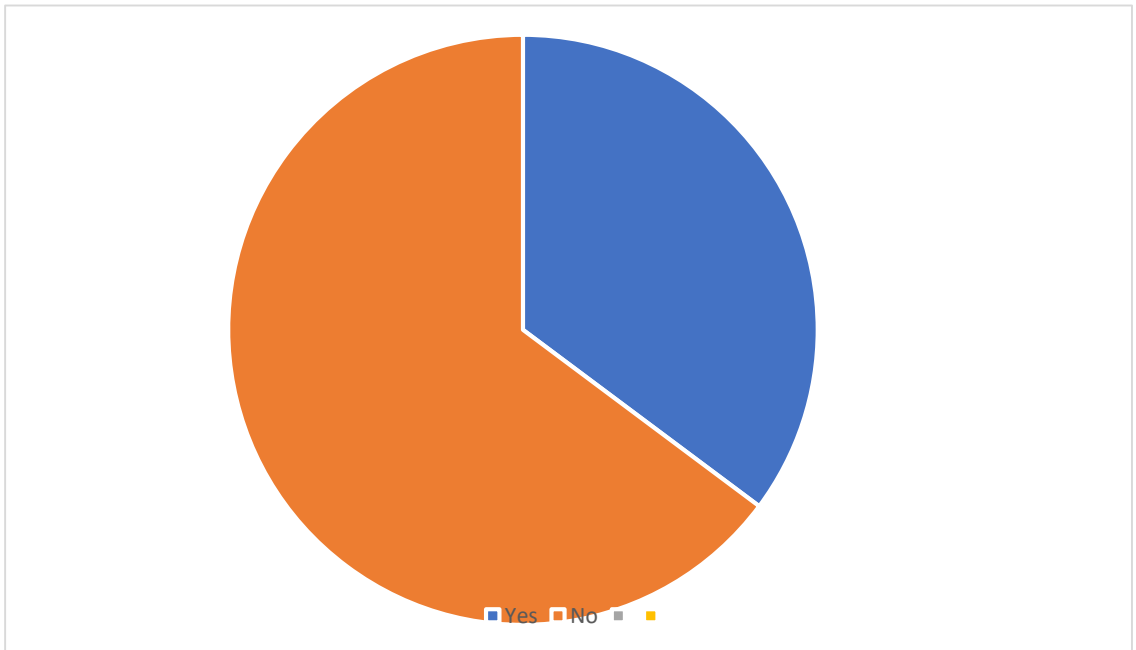
- ✓ Homework policy in place outlining amount/time for each class level and suggested activities
- ✓ policy addresses differentiation of homework for SEN pupils to ensure appropriate homework being given and liaison between class-teacher & SEN teacher regarding homework
- ✓ Flexibility for families where different factors may impact ability to complete homework (DEIS Plan)
- ✓ Homework club for 5th & 6th class supported by SCP homework club at present
- ✓ Feedback from parents (HSCL, PT meetings, SSP plan meetings etc.) – mostly positive in recent years
- ✓ See feedback from parent & student surveys in section below

Summary of main areas requiring improvement as identified in SSE

- Data from parent and teacher feedback was mixed, with no clear majority pointing to an obvious specific change, but yet clear that changes were needed as policy was not catering to all needs.

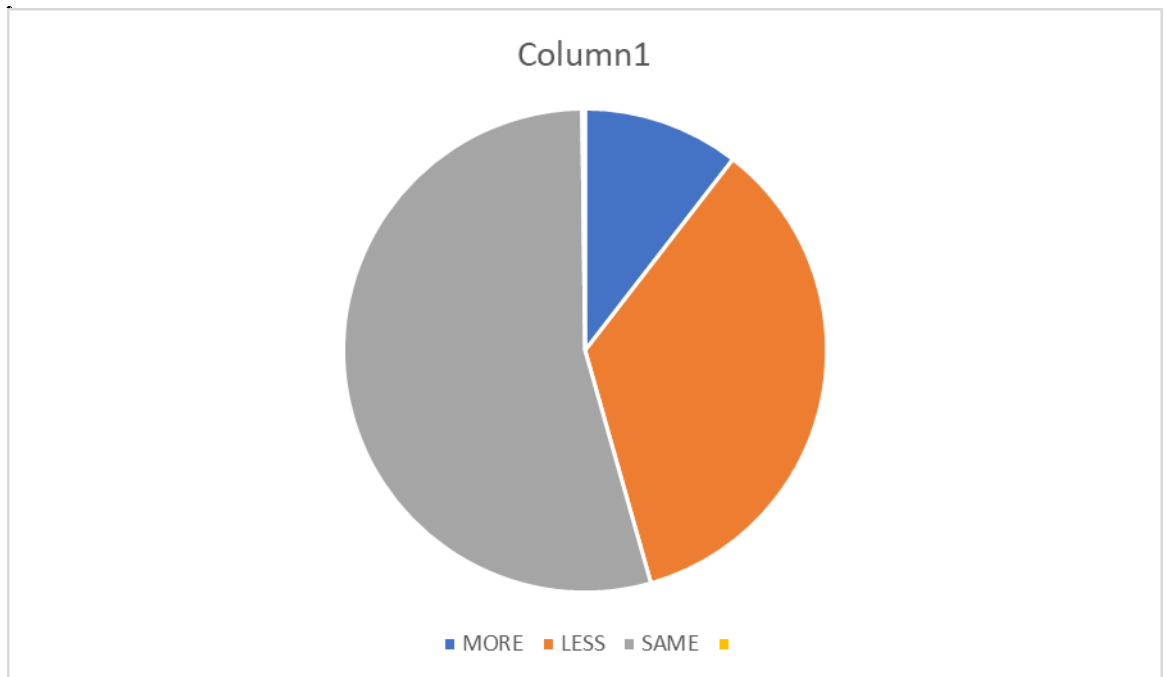
Would you like your child to get no homework at all?

NO : 64.8% YES: 35.2%



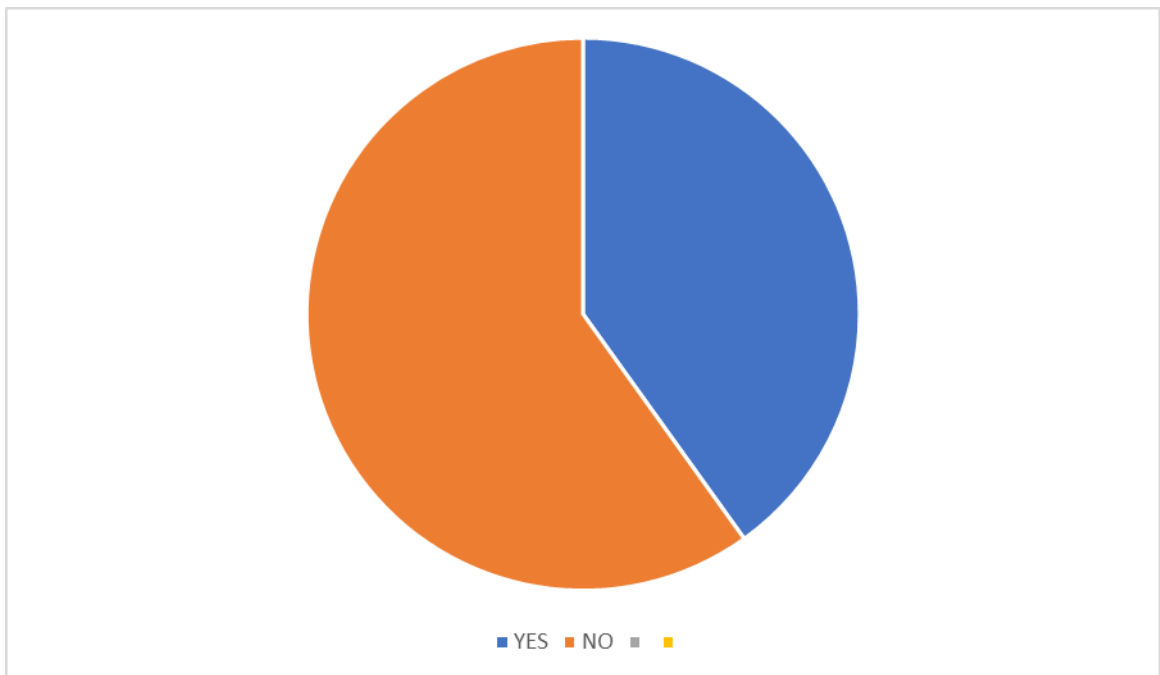
Would you like your child to get more/less/same amount of homework?

SAME: 54.3% LESS: 35.2% MORE: 10.5%



Does homework cause stress in your house?

YES: 40.1% NO: 59.9%



DATA FROM SURVEY

- 163 responses
- Comments overwhelmingly positive
- Common Themes:
 - ✓ Just reading – most common (12)
 - ✓ None for last two weeks or for final term
 - ✓ “v balanced, broad range of subjects”
 - ✓ “teaches kids to be responsible”
 - ✓ Homework important as jump from primary to secondary too much if none in primary
 - ✓ 3 days homework 2 days off
 - ✓ More time for activities/clubs
 - ✓ 5hrs 40 enough time to learn – time at home for family/friends
 - ✓ “modern neuroscience interesting insights eg ‘Dehaene S. ‘How we learn’
 - ✓ Homework due Friday a great idea
 - ✓ Projects
 - ✓ 2 children – both v different – one size doesn’t fit all
 - Make sure pupils understand ..esp new concepts in maths
 - Less repetition – months of writing out tables becoming boring
 - More stimulating to enable creativity
 - Monitoring and providing feedback would be beneficial
 - Clear instructions for parents

Children's voice

- No homework
- Homework is boring
- Need help – parents may not be able to
- Work hard enough in school
- More time for activities/hobbies

- ✓ Projects – 2 week timeframe, bring resources home school
- ✓ Helps for secondary
- ✓ Wellbeing – gratitude journal
- ✓ Active homework
- ✓ Creative homework – drama/construction etc
- ✓ Maths games online
- ✓ Homework club helps focus
- ✓ 5th /6th – overall positive
- ✓ Active task on Monday
- ✓ Get hw on Monday – due back Friday
- ✓ More online hw
- ✓ Art homework
- ✓ Active hw for summer
- ✓ No hw on Mondays
- ✓ More homework --- 2nd class

Following our 1st survey and discussion the staff decided to trial a month of no written homework (just reading) in April 2024. This was to allow families to experience what this would be like. We then surveyed parents, teachers and children again before deciding on changes to implement.

Results from survey 2

- See attached transcripts of responses.
- Children's voice – overwhelming majority wanted to have no written homework
- Parent and teacher voice – opinions still varied on benefits of homework vs benefits of no written homework

<p>Improvement targets</p>	<p>Homework</p> <ol style="list-style-type: none"> 1. Summary of changes to homework policy re: content for classes . See policy attached On months when homework is to be given : <ol style="list-style-type: none"> (a) Junior & Senior Infants : no changes. Phonics book and games and maths task/game. Phonics workshops for parents to continue. 10- 15 min maximum (b) 1st & 2nd class : Reading & maths task. 15/20 minutes max. (c) 3rd & 4th class: Reading & maths task. 25/35 minutes max. (d) 5th & 6th class: Reading & maths task. Max 45 minutes (e) SEN/exceptions – flexibility to allow teacher to decide in conjunction with parents 2. Homework free months (only reading to be given) in December and for the last term of school – following Easter holidays until end of term in June. 3. Suggestions for optional activities during Creative Week, Wellbeing Week & Active week will be sent home during these weeks in the last term. 4. Information on topics/ content being covered each month to be shared with parents. Information on a selection of topics being covered in different subject areas and also suggested optional activities and online games/websites that may be useful. Families that would have liked more homework can use this as a basis for project work/research etc. 5. To share information on children’s writing with parents as less written homework will be set. 6. Spelling workbooks – children will not have workbooks, teacher will have copy for content to follow – spelling lessons daily – assessment /spelling ‘show off’ can be sent home to parents 7. September class meetings with parents in September 2024 to discuss changes
<p>Required actions</p>	<ol style="list-style-type: none"> 1. Homework policy to be updated to reflect changes and shared with teachers & parents 2. Homework policy to be updated 3. Calendar with suggested activities for Creative, Active & Wellbeing Weeks to be compiled for each class level 4. Each teacher to send an Aladdin message to parents at start of each month giving information on a selection of topics being covered in different subject areas and also suggested optional activities and online games/websites that may be useful. This is to support parents who find homework beneficial and wish to do more activities at home. 5. A sample of children’s writing to be sent home each month. 6. Literacy post holder to monitor and assess 7. All staff to have September parent class meetings

Persons responsible	<ol style="list-style-type: none"> 1. Una Murphy 2. Una Murphy 3. Classteachers , led by ISM team members responsible for each area 4. Class teachers, supported by SEN teachers 5. Class teachers, supported by SEN teachers 6. All teachers literacy postholder to monitor 7. All teachers principal HSCL
Timeframe for action	<ul style="list-style-type: none"> • HOMEWORK POLICY TO BE UPDATED AND SHARED IN JUNE 2024 • ALL OTHER ACTIONS TO COMMENCE IN SEPTEMBER 2024
Success criteria / measurable outcomes	<ul style="list-style-type: none"> • Review with staff and survey parents and children to monitor success
Review dates	Review April 2025



School Improvement Plan (Informed by SSE)

History & Geography – Local history and study of local environment

Commenced: – November 2024 process of review using SSE
Plan written & commenced February 2025

Dates of review and updates: Review March 2027

SCHOOL IMPROVEMENT PLAN (INFORMED BY SSE)

Summary of main strengths as identified in SSE commenced November 2024

History/Geography – local studies and local environments

Following discussion at staff meeting 14/10/2024 it was decided to focus on teaching about the local area both in history & geography.

The following curriculum objectives cover teaching about the local area at different class levels.

History Curriculum (local history)

- listen to, discuss, retell and record through pictures and other simple writing activities some stories from the lives of people who have made a contribution to local life
- visit, explore and become aware of elements in the local environment which show continuity and change - my home— when built, when and why it was changed - street scene now and then a local building (e.g. house, church, barn or farmyard, railway station, school, castle, old wall, estate garden, mill) a factory—product in the past, product now
- listen to and record memories of older people about such places
- compare photographs, drawings and simple accounts of the site in the past with the site now
- listen to local people telling stories about their past
- investigate the development of present buildings and the history of earlier school buildings become familiar with the story of the school's founder(s)
- attempt to reconstruct a school day in the past using a range of simple evidence memories of former pupils old textbooks, handwriting copies and pens photographs of schoolchildren folk memories, oral history Integration
- examine old roll books or other records; if possible old handwriting copybooks
- actively explore some features of the local environment local church old house or houses, street (or section of a street), bridge, shop front or other building façades.
- investigate various aspects of these sites origins and location their appearance now and formerly purpose of construction elements which have changed elements which have remained unchanged what it was like for people to live, work, worship or die in this place stories of people who lived, worked,

worshipped or died in this place

- study a period or periods in the history of the local village, town, city area, townland, parish or county
- become familiar with important events in the history of the locality, referring to the wider national context where relevant;

Geography : The Local Environment

- become aware of, explore and discuss some aspects of natural environments in the immediate locality of the school
- observe, discuss and investigate water in the local environment rainfall, puddles and streams water, sand and stones in streams, ponds, lakes or at the seashore
- observe, collect and investigate a variety of natural materials in the local environment mud, sand, pebbles, stones and rocks group these materials according to a number of criteria (e.g. colour, texture, hardness)
- record and communicate experiences and observations using oral language and pictures

Strengths identified:

Geography

- ✓ school grounds an excellent asset – access to Rosary walk, field, school garden area
- ✓ school garden with Gary the gardener – very successful initiative – Gary works with 1st classes each year – other classes can visit. Very positive feedback from teachers and pupils.
- ✓ Aisling (ground’s manager) an excellent asset – will link in with classes, wormery, bees, composting etc – Aisling will do lessons/talks
- ✓ water in the local environment- proximity to canal

History

- ✓ teaching about the history of our school – use of resources – old school bell, roll books, photographs , etc
- ✓ school’s proximity to a wide range of sites of historical significance – Kilmainham gaol, Goldenbridge cemetery, Richmond Barracks, CIE works, Royal Hospital, War Memorial Gardens, IMMA, Phoenix park etc.
- ✓ Classes linked in with Derbhla Roche, historian in residence in Richmond Barracks

Summary of main areas requiring improvement as identified in SSE

- While classes make good use of school grounds – particularly in the junior classes (J1 – 2nd) it was felt that improvements could be made at senior level
- School context – As no teaching staff are from the local area it was decided that improvements could be made in collating a list of contact people, with knowledge of local area/ history of local area, who would be willing to work with teachers and/or classes

	<ul style="list-style-type: none"> • As in a large school there is always some turnover of staff it was felt that an list of historical sites close to the school should be compiled, as well as a bank of resources to aid with teaching. • Improvements could be made in involving parents/grandparents/local people by inviting them in to classes for history /geography lessons • Feedback from children noted that they really enjoy outdoor lessons and visiting sites in local community • A high proportion of children were unaware of numerous historical sites in their local area.
<p>Improvement targets</p>	<ol style="list-style-type: none"> 1. Teachers to incorporate use of local environment into geography lessons – school grounds, local canal , etc., particularly at senior level 2. Compile a bank of people from local area who would be willing to work with school – parents/grandparents/ local community members/ local historical groups/ professionals working in local historical sites 3. Create a bank of resources to which can be used to aid teaching – photographs/ websites/ books/ artefacts etc 4. Increase amount of classes inviting parents/grandparents/ local people in for history/geography classes
<p>Required actions</p>	<ol style="list-style-type: none"> 1. Apply for OIDE geography workshop on using the school and local environment 2. - Survey to be sent to parents to ask for volunteers - people with local knowledge/ lived a long time in Inchicore- to work with the school. <ul style="list-style-type: none"> - Contact local historical groups and/or historians with link to Inchicore – (Emmet Farrell past pupil, Dr Shay Kinsella, former teacher) - Link with neighbouring Oblate house of retreat regarding history of buildings/grotto/church - More classes to link in with Richmond Barracks for workshops etc. (Ms Bowers 5th has link) - 5th/6th classes to engage in a Folklore type project /podcast/ interviewing local people - use Shay Kinsella (former teacher) 1916 history project with 5th/6th – details shared with staff 3. Create a display map of local area detailing places of interest historically/ geographically.

	<ul style="list-style-type: none"> - Working group to be formed to complete/collate local history resources. - Collate a class set of maps of local area and some basic information of local historical sites . This could be used for both parents and children (walking tour) <ol style="list-style-type: none"> 4. Reinstate Grandparent’s Day visits and also input from local people in history lessons (See 3 above). 5. Historical photographs/resources of local area to be compiled and resource shared with staff 6. Resources such as ‘census.ie, ordinance survey site, an Dúchas website to be presented at staf fmeeting for senior classes to use. 7. Invite seanchaí to visit classes
<p>Persons responsible</p>	<ol style="list-style-type: none"> 1. David Gough (Principal) to apply, teachers to attend 2. Una Murphy Emma Durkan (HSCL) to support parents/grandparents Eoin Moynihan 3. Una Murphy Eoin Moynihan to lead group Initial meeting Thursday 27th March (Una Murphy, Eoin Moynihan, Paul Davis, Roxanne Bowers, Aisling Brady) Eoin Moynihan, Lisa O Connor & 6th Class to create map Senior classes(to be decided) to plan (2025) and launch ‘Folklore Project for school year 2025/2026 (and then ongoing each year) Paul Davis to collate information to go with maps 4. Rebecca Ryan, Emma Durkan to lead, all classteachers to partake ‘Grandparent’s Day visits’ 22nd January 2025 5. Paul Davis to lead 6. Aisling Brady to present 7. David Gough to source
<p>Timeframe for action</p>	<ol style="list-style-type: none"> 1. NOVEMBER 2024 - APPLY 2. MARCH 2025 – SURVEY 3. MARCH 2025 <i>PLANNING MEETING 1</i> WORK ON MAP TO COMMENCE DEC 2024 4. FEBRUARY 2025 5. MARCH 2025 6. JUNE /SEPTEMBER 2025 7. FEBRUARY 2025
<p>Success criteria / measurable outcomes</p>	<ol style="list-style-type: none"> 1. Teachers to attend OIDE workshop on using local environment in geography and implement ideas in classroom 2. Increase in classes inviting local grandparents/parents/ historians to speak to children 3. Successful creation of list of contacts available to visit classes / give resources etc. for history lessons 4. Planning & implementation of Focloir project in “25/26 school year 5. Bank of resources created to be used for history lessons on

	local area 6. Successful re-launch of Grandparent's Day
Review dates	Review March 2027