## Drimnagh Castle Primary School

## School Plan 2023 / 2024

| Attendance | Enjoying School | Reading |
| :---: | :---: | :---: |
| Maths | Moving Schools | Parents |

## Attendance

$\left.\begin{array}{|l|l|l|}\hline \text { What are we working on? Attendance } \\ \hline \text { Where are we now? } & \text { What do we want to do? } & \text { How are we going to do it? } \\ \hline \begin{array}{l}\text { Almost 7\% of boys missed } \\ \text { more than 20 days of school } \\ \text { from September to Christmas } \\ \text { last year }\end{array} & \begin{array}{l}\text { Reduce the number of boys } \\ \text { who are missing a lot of } \\ \text { school } \\ \text { Encourage boys to come into } \\ \text { school every day they can } \\ \text { the big whole-school } \\ \text { assemblies - Halloween, } \\ \text { Christmas, Easter and } \\ \text { summer }\end{array} \\ & \begin{array}{l}\text { Reward boys for excellent } \\ \text { attendance }\end{array} & \begin{array}{l}\text { Remind boys and their } \\ \text { parents/guardians of the } \\ \text { importance of coming into } \\ \text { school every day }\end{array} \\ \text { 3. Mr Kirwan and Mr Briody } \\ \text { check every boy's } \\ \text { attendance regularly }\end{array}\right\}$

| Enjoying School |  |  |
| :--- | :--- | :--- |
| What are we working on? Making School More Enjoyable for the Boys |  |  |
| Where are we now? | What do we want to do? | How are we going to do it? |
| $\begin{array}{l}\text { Just over half (55\%) of the } \\ \text { boys dislike going to school } \\ \text { on Mondays. }\end{array}$ | $\begin{array}{l}\text { Decrease the number of boys } \\ \text { who dislike coming to school } \\ \text { on a Monday. }\end{array}$ | $\begin{array}{l}\text { 1. Music Mondays. Music } \\ \text { playing in the yard on } \\ \text { Mondays. Playlist chosen } \\ \text { by the boys during the } \\ \text { breaks. }\end{array}$ |
| Make sure that coming to |  |  |
| school on Monday will be |  |  |
| enjoyable and fun for the |  |  |
| boys. |  |  |\(\left.\quad \begin{array}{l}2. Monday Full House <br>

Award monthly. Winning <br>

class decides their prize.\end{array}\right\}\)| 3. At least one fun activity |
| :--- |
| in class every Monday. |


| Reading |  |  |
| :---: | :---: | :---: |
| What are we working on? Reading |  |  |
| Where are we now? | What do we want to do? | How are we going to do it? |
| Most of the boys in the school enjoy reading ( $82 \%!!!$ ). | Encourage even more boys to read, even more of the time. | 1. DEAR Time every day. <br> 2. Improve class libraries. <br> 3. More visits to Walkinstown library. <br> 4. Teachers help boys find books they are interested in. <br> 5. Teachers will read aloud to their class. <br> 6. Fun reading activities from teachers: <br> - Book Tasting <br> - First Chapter Fridays <br> - Book Week |


| Maths |  |  |
| :---: | :---: | :---: |
| What are we working on? Maths - Measures (money, length, time, weight, capacity and area) |  |  |
| Where are we now? | What do we want to do? | How are we going to do it? |
| Around one third of boys said that they did not like measures. | Decrease the number of boys who do not like measures. <br> Do measures activities during the year that will be enjoyable to the boys. <br> Increase self-esteem in maths for the boys. | 1. Teach one part of measures every month. <br> 2. Have materials to make learning about measures fun <br> 3. Practise measures during Stations. <br> 4. Practise measures during mental maths, especially on a Monday. <br> 5. Learn the words we use in measures. <br> 6. Talk about problem-solving at the end of lessons. <br> 7. Pair-work on Fridays. <br> 8. Monthly "Measures Challenge" with prizes. |

## Moving Schools

What are we working on? Going to secondary school

| Where are we now? | What do we want to do? | How are we going to do it? |
| :--- | :--- | :--- |
| More than half of the boys <br> here feel nervous about going <br> to secondary school. | We want to decrease the <br> number of boys who feel <br> nervous going to secondary <br> school. | 1. Run a $6^{\text {th }}$ class moving to <br> secondary school <br> programme. |
|  |  | 2. Visit the secondary <br> school in $5^{\text {th }}$ and $6^{\text {th }}$ class. |
|  | 3. Invite past pupils of The <br> Castle back to talk about |  |
|  |  | secondary school. |
|  |  | 4. Get to know some of the <br> staff from our local <br> secondary school. |
|  |  | 5. Give information about |
| open days in nearby |  |  |
| school. |  |  |


| Helping Parents and Guardians |  |  |
| :---: | :---: | :---: |
| What are we working on? Helping Parents/Guardians with Aladdin |  |  |
| Where are we now? | What do we want to do? | How are we going to do it? |
| $80 \%$ of parents/guardians are using Aladdin. | Get every parent/guardian to use Aladdin regularly. | 1. Find out why some parents/guardians are not using Aladdin. |
| $20 \%$ of parents/guardians are not using Aladdin. | Make sure that parents/guardians are comfortable using Aladdin. | 2. Make sure all contact details for parents/guardians are up to date. <br> 3. Offer help: <br> - Open Day <br> - Phone call <br> - Letter home <br> - Information signs <br> - Newsletter/website <br> 4. Give parents/guardians another option instead of Aladdin. |

