**SCHOOL DEVELOPMENT PLAN**

**2022 - 2025**

**CASTLEDAWSON PRIMARY SCHOOL**

**‘Planting Seeds for Success; Grow and Blossom Together’**





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**INTRODUCTION**

Primary School Development Plan is a collaborative document to which all stakeholders have contributed (See Schedule on pg 60).

Our School Development Plan is a working document for use by all stakeholders and is produced in line with the requirements of the 1998 Education Reform Order (NI) and the Department of Education Northern Ireland, ESAGS, Leading Learners (A Strategy for Teacher Professional Learning) and School Development Planning Guidance Regulations 2010. This plan seeks to give an outline of the school’s present situation and express how the ongoing developmental work of the school is being defined, planned, implemented and evaluated over the next three years.

The Development Plan also translates the policies, ethos and aims of the school into practice. It has been drawn up with the full support and co-operation of the staff and governors and all stakeholders have been consulted. The School Development Plan includes Action Plans which outline in more detail specific targets, personnel involved, timescales and monitoring/ evaluation procedures. It is a flexible document which may be adapted to take account of new developments and initiatives which affect the school.

Annual evaluation of the School Development Plan will involve all staff and the Board of Governors. Priority areas will be set for the following academic year and support will be accessed from the EA and other agencies where appropriate. The Board of Governors will formally approve the plan and any subsequent revisions to the plan.

**Sources of Evidence**

This School Development Plan is based on a rigorous process of self-evaluation in which evidence has been collated from a range of sources, including those listed below. All sources of evidence are available on request.

* **Staff audits & questionnaires**
* **Minutes of staff meetings, records of professional discussions**
* **Parent and Pupil questionnaires**
* **School Council**
* **Data – individual, group, formal (standardised), informal teacher assessments**
* **Internal monitoring & evaluation reports, planners, samples of pupils’ work, observation of classroom practice, annual coordinator reports**
* **Board of Governor meetings, Governor questionnaires**

1. Statement and evaluation of the ethos of the school

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| **Ethos/Vision Statement** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | **Sources of Evidence for Comments** |
| Ethos/Vision:  ‘Planting Seeds for Success; Grow and Blossom Together’  We work together as a team at Castledawson Primary school to create a happy, positive, secure and inclusive environment for every member of the school community. We believe that all the members of our school community are unique and special individuals. Our school will nurture all these individuals as they grow and blossom in their life-long journey to achieve their full and unique potential. We promote a Christian and caring ethos and aim to develop a culture of respect, fairness, cooperation, perseverance, self-discipline, forgiveness, honesty, kindness, acceptance and responsibility at all levels within the school. We have a child centre approach and are dedicated in ensuring that every activity has our children’s needs and interests as the first priority. We will celebrate our self-worth, appreciate our individual talents and achievements and strive to understand and empathise with others. We strive to develop the whole child – academically, emotionally, physically, spiritually and socially. Our ethos is reflected in all areas of school life. We aim to promote relationships built on honesty, trust, respect and openness, ensuring everyone is valued and respected and feel a sense of belonging to our school where the efforts and achievements of all are celebrated. We believe that happy children, staff and parents are key to positive learning experiences and successful school.  Staff are committed to continuous personal self-development, improvement and providing a broad and balanced curriculum in a stimulating setting. We ensure that all members of staff are involved in the leadership of our school community and  Through effective, high quality teaching and learning which is continually monitored, our goal is to develop independents, motivated and lifelong learners. Children are supported and challenged accordingly in an exciting and stimulating learning environment as they are encouraged to reach their full potential. We seek high standards of achievement and behaviour as we inspire every member of the school community to be the best they can be in all areas and succeed in fulfilling their own personal goals. The health and well-being of all members of our school community is a priority.  The members of our school community will be empowered to take ownership of their role as citizens of the local and global communities. We will embrace diversity and individual difference and demonstrate, through our daily practice and procedures, respect for all. We will all accept our responsibility to ensuring that our vision is transparent in all that we do.  We are dedicated to providing opportunities for everyone to have a voice and listen respectfully to the views of others. Our children have a say through our school council, ‘Kids Voice’. The well-being and happiness of our children is a crucial aspect to our pastoral provision. We recognise and appreciate the important role parents play in their children’s education and we encourage them to be involved in the life of the school. We also value our parents’ input and feedback on school matters.  We are proud of our village and aim to be a school that has Castledawson and its people at the core. It is our vision to see our school grow in the community as we provide increasing opportunities for our children to participate, contribute, value and take pride in their local village as they do their school.  Aim: All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes  individual differences into account. Work in school will be designed to meet the requirements of the Primary Curriculum (NI) and cater for each individual  In our school we will:   * Maintain high expectations for all members of our school community; * Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties * Facilitate children’s acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially. Physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community * Create and maintain an exciting and stimulating learning environment * Ensure that each child’s education has continuity and progression * Ensure that there is a match between the child and the tasks he/she is asked to perform * Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education * Ensure that the health and well-being of staff is a priority * Ensure that all members of staff are involved in the leadership of our school community * Continually monitor and evaluate the quality of teaching and learning in order to enable us to identify appropriate priorities for our ongoing development * Recognise the crucial role which parents play in their children’s education and make every effort to encourage parental involvement in the educational process; and * Treat everyone in a dignified way; * ***In our school children should***: * Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team * Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources * Be happy, cheerful and well balanced * Be enthusiastic and eager to put their best into all activities * Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to bases their own behaviour * Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions * Care for and take pride in their school * Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way * Be developing non-sexist and non-racist attitudes * Know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape, and space, and handling data * Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes * Be developing an enquiring mind and scientific approach to problem: * Have an opportunity to solve problems using technological skills * Be capable of communicating their knowledge and feelings through various art forms including are/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity * Be confident and competent in the use of Information and Communication Technologies (ICT) * Know about the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events * Have some knowledge of the beliefs of the major world religions * Be developing agility, physical co-ordination and confidence in and through movement and * Know how to apply the basic principles of health, hygiene and safety | * In a survey carried out in 2022, 95% of parents said that school had a warm and friendly atmosphere, 96% said they felt welcome when they visited our school. 98% said that their child feels safe in school and 95% said their child was happy in school. * The high standards achieved by the children as evidenced in a variety of curricular observations and evaluations (appendix 1) * PTE and PTM test results (appendix 2), end of key stage test results (appendix 3) * The continued and significant improvements made by those pupils identified as underachieving (appendix 1) * Formal and informal feedback from pupils and staff regarding their experience at CPS (appendix 4) * Feedback from parents through the survey sent home to all parents in Term 3 2022 (appendix 5). In every question relating to well-being 95%+ expressed a very high level of satisfaction with the well-being provision provided by our school * We have a very effective buddy system in place where P6/7 children buddy with P1 children to ensure a smooth transition for P1 starting school. They are assigned for the first day and meet weekly throughout the year to play games and read together as well as participate in other activities * Playground Pals are in place that have been trained to help in both playgrounds. They encourage children to play games and watch out for the well-being of others in the playground * Well behaved and polite children as commented on by visitors and members of the community and when on trips * Parents are kept well informed regarding developments and changes through the use of seesaw, letters, website and social media. * 85% of parents had faith in our behaviour policy and procedures and the consistency of its implementation by all staff. Area for improvement: consistency in application of a revised policy and procedures with all stakeholders consulted. * Most pupils (behaviour consultations) rated behaviour 5 out of 5 in class and those that didn’t remarked on improvement especially out in playground * Information letters and policies distributed annually with class information about learning and other news shared weekly * Individual meetings for parents in first and second terms and as and when requested * PDMU lessons and circle time throughout school, PDMU policy in place with scheme * Nurturing strategies whole school - all staff trained in Trauma Informed Approaches Level 2 August 2022 and nurture sessions weekly for specific children. Staff receiving nurture training in 2019. * Links with local churches – local ministers participate in school assemblies on fortnightly basis. * Extensive range of after-school clubs in place with community links that encourage healthy and active lifestyles. 92% of parents said their child benefits from extra-curricular activities and 96% agreed that children were encouraged to participate in all areas of school life. * Daily mile takes place whole school * School a member of Sustrans NI and is a Silver Award Active travel School promoting healthy lifestyles and more active travel to school * Participation in Walking Bus regularly and initiatives such as the Big Walk and Wheel * Rights Respecting School Level 2 achieved * Roots of Empathy programme * Partnership with parents and feedback valued in various areas of school life through surveys/ feedback forms * Substitute feedback forms and comment forms for visitors/ volunteers regarding experience at Castledawson * Positive behaviour policy being revised in consultation with all stakeholders * Special mention in assembly weekly, variety of curriculum and pastoral certificates issued weekly, star of the day and week in every class * School Rules revised alongside pupils and school council. Class charter drawn up and displayed, code of conduct for pupils agreed and shared with parents. * Pupil leaders, School council and Eco council members appointed annually as well as Active Travel Ambassadors and Anti-Bullying Ambassadors that were trained by Diana Award * Prominent displays of councils and pupil leaders promoting and highlighting roles and activities * 84% of parents agree that pupils ideas are listened to * School dinners monitored * Promoting and teaching school rules, promote and teach values – with badges awarded monthly in assembly. * Anti-Bullying series of assemblies and Online Safety assemblies held and parents invited to share important messages and learning * Open Morning for parents to have opportunity to share in children’s learning * Homelink facilities in place where required * Effective links without side agencies * Events hosted by PTA and school to develop relationships and maintain community cohesion * School participates in shared Education with New Row PS. All children in school experience Shared Education with parental consent * Appropriate induction for pupils and staff in terms of safeguarding with information pack of leaflets and policies as well as Induction Handbook for staff and Welcome pack for new families. * Take 5 Level 1 Award achieved in May 2022, Take 5 goals for pupils and staff – monthly focus. * Bucket Filling initiative for pupils and staff well established. Bucket filling displays in every classroom and in corridor. * Mentor in place for new members of staff and point of contact for substitute teachers * Staff handbook in place to ensure continuity with all/new members of staff * Rules and Values on display in every classroom * Infant classrooms have Calm Corners, we have a nurture room, sensory trail and quiet areas of the playground for children to find a safe and quiet space if they need it * 87% of parents agree there are positive relationships between pupils and staff and that staff care about pupils’ well-being and are sensitive to family personal circumstances. * Strive NI workshops for children in emotional regulation and social skills in 2021 and 2022 * Strive NI training in emotional regulation in classroom and deescalating in 2022 * Estelle Wallace – Shrink Health Coach visit for staff – January 2022 * Policies updated to reflect RRS and RR articles included in displays * Well-Being integrated in lessons as part of restart curriculum * 97% of parents agreed that wide range of pupils efforts are achievements are recognised | * Attendance figures on Sims * Friendship benches in both playgrounds * Playground equipment * Pastoral care policies in evidence * Buddy system and playground pals well established * Eco and school council well established * Pupil leaders well established with clear roles and responsibilities for all areas of school life * Digital Leaders established * Views of stakeholders (pupils, parents & staff surveys, Governors survey etc...) * Displays celebrating efforts and achievements of all * Student of the Week and other rewards systems * Information about school life, events and news published on school website, in local media, social media and letters to parents * Events such as Fairtrade Afternoon, Jolly Phonics Information Session * PDMU in planners * Induction Day held annually for pupils and parents * Pre-school and post-primary links fostered with activities, events and workshops * Rules and Values on display in every classroom, Bucket Filling and Take 5 displays * Behavioural Consultation with pupils (June 2022) * Parent survey (Term 3 2022) * General Staff Survey (May 2022) * Strive NI workshops * Updat4ed policies * RRS Display and banner * Certificate for Active Travel Award and Take 5 |
| **Examples of Quality Indicators to use:**  **ESAGS – Child Centred Provision**   * **TTI – Section B, Q4 and Section C, Q5 NEELB Self-Evaluation Audit Tool pages 7-9** | | |

2. (a) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.

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| **Strategies for Learning and Teaching**  (to include raising standards of attainment in communication, using maths and ICT) | **Evaluative Comments**  **(to include strengths and areas for improvement)** | **Sources of Evidence for Comments** |
| As outlined more fully in our Teaching and Learning Policy we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement  In order to achieve this we will endeavour to   * Ensure that the tasks provided for the children are appropriately challenging in accordance with their abilities * Provide regular opportunities for the children to work individually, in groups and as a class * Develop the children’s thinking skills and abilities to work independently and co-operatively – Children are engaged in open – ended tasks, problem solving and investigations as appropriate. Questioning is sensitive and challenging, encouraging pupils to think and ask questions themselves * Provide frequent and regular opportunities for active learning * Create and sustain a stimulating learning environment * Acquire, maintain and utilise appropriate high-quality resources to support learning and teaching and * Consistently monitor and evaluate provision and provide regular feedback at all levels, in order to ensure consistent high-quality learning and teaching experiences within and across all year groups * Effective planning leading to high quality teaching and learning- long term plans (schemes), medium term plans (termly plans) and short term planning (weekly plans)   Our school environment promotes **learning** by raising self-esteem  We have high expectations for all our pupils  **Some of the strategies for optimising learning**   * School places a high emphasis on raising standards in Numeracy and Literacy * Subject Leader development (Literacy, Numeracy, SEN, ICT, WAU, shared Education, Teaching and Learning) and action plans in place agreed by staff on key areas for focus * Take account of different learning styles – Learning experiences cater for a range of preferences, visual, auditory and kinaesthetic * Planning together – KWL boards * Each class uses a WALT to focus on and share learning intentions * Prior learning built on * Connect learning to other areas of the curriculum and this is evident in thematic planning * Encourage pupils to take responsibility for own learning * Pupils involved in setting own targets for improvement – SEN, underachievement and other personal goals set and reviewed termly * Encourage independent thinking * Displays that celebrate learning   **Some Teaching Strategies:**   * Code of Practice for Special needs followed * Differentiated work to cater for individual needs * Thematic planning * Cross-curricular skills – communication, using maths and ICT * Variety of lesson types to encourage the development of Thinking Skills and Personal Capabilities * All aspects of Afl * Assessment data now used to inform lesson planning * Constructive feedback –oral and in marking using success criteria * Good relations and positive behaviour encouraged * High quality learning experiences in stimulating setting * Praise and rewards * Subject leaders offer advice and support to individual teachers * Rigorous monitoring and evaluating now to be undertaken by teachers of their own class (teaching planning and data) and subject leaders of their subject areas (planners, book looks, classroom observations, data) * Range of programmes in place to support learning e.g. Nessy, Mathletics, Reading Eggs, Reading Partners, Equipping for Life, AR, Myon and Epic, Spelling Frame * Support in class for learning | * Sharing learning intentions is happening in all classrooms daily, although not for every lesson * KWL boards in every classroom to ensure prior learning is built upon * Literacy, Numeracy and ICT displays in every classroom * Negotiating success criteria is happening in the KS2 classes as it is felt that pupils are more engaged in the learning process and able to understand the significance of success criteria * The use of ‘fuzzies’ to trade and ‘Star of the Day/Week’ to enhance self-esteem and encourage positive behaviour * Action plans in place by subject leaders after consultation with staff and self-evaluation * VAK tests to be administered to identify different learning styles * Marking policy to be revised to ensure consistency * Literacy and Numeracy continues to be a focus with the development of specific aspects of Literacy & Numeracy to raise the overall standards in the end of key stage outcomes by studying patterns and trends in the data e.g. comprehension skills (inference) * Targets are set at whole school, class and pupil level in subject areas by looking at PTE/PTM data – specific areas in Literacy and Numeracy * Writing progress is tracked and 100% of pupils progressed at least one sub level during 2021/2022. * Targets are set for P3 –P7 children and tracked to ensure making progress * Underachievement is tracked year on year with targets in place for all children using a target form as well as those overachieving * Staff well established in data analysis and setting targets at whole school, class and pupil level, tracking pupil progress, monitoring and evaluating. Data is analysed termly and targets set appropriately * Thinking Skills focus annually and tracked using TSPC grids e.g. Self-Management * Reading tracked – progression in groups termly * Progression meetings termly to track progress in groups in literacy, numeracy, spelling, reading etc * 5 targets are areas for focus on SDP annually. Literacy, numeracy, ICT, Teaching and Learning and one other * Effective planning in place – detailed medium-term planners with statutory requirements and weekly plans to ensure continuity, progression and targeted teaching & learning. * Literacy and numeracy, WAU and play planners are monitored and evaluated with constructive feedback given. The use of ICT within plans is also monitored and evaluated * Schemes of work in place for Literacy and Numeracy are in place and up to date * Record keeping is thorough with information passed to next teacher * Mental Maths scheme in place and part of weekly planning (daily lessons) * The assessment Policy, Monitoring and Evaluation Policy and Learning and Teaching Policy in place * Home/school contract in place * Phonics and spelling scheme in place throughout school * Effective assessments tracking progress of phonic development in place * Accelerated Reading introduced from P4 upwards * Guided reading and AR/Mathletics programmes in use * Equipping for Life Programme introduced * Reading books banded throughout the school * Learning journals in place for KS2 children * Homework Policy up to date * Continue effective links/liaison with parents on homework especially with regard to SEN children * Review progress of action plans termly * Inform Governors of targets and results. Governors will also receive an annual report on action plans * Opportunities at staff/curriculum meetings to share good practice * Classroom Assistant assistance to support where necessary with training in place * As result of Covid – online learning with Remote Learning policy in place if ever needed in future * Restart curriculum adopted as school emerged from Covid * Lesson structure revised to include element of revision in literacy and numeracy daily to consolidate key areas * A number of online programmes, apps purchased to support learning and additional ipads (50 in total) in school | * Weekly/Half termly planners * Numeracy SoW * Writing Scheme and Grammar/Punctuation Overview * Overviews and Underviews for World Around Us * PRSD scheme * Classroom observations * Learning Walks * Monitoring and Evaluation of planners * Book looks * Learning Walks * Classroom Observations * PLP samples of work kept * Schemes edited appropriately * Teacher views in Self-Evaluation- TTI and ISEF Audit tool * Pupil vies in School Council * Pupil Literacy & Numeracy Survey * Moderation of pupil work * CCEA Portfolio of Samples of Work in Literacy, Numeracy & ICT * Assessment data * Action Plans * Book Looks, Planner Feedback * Policies * Learning Logs * SEN files * Assessment Overview for year * Monitoring and Evaluating * Schedule * Staff Meeting minutes * Programmes |
| **Strategies for Learning and Teaching**  (to include raising standards of attainment in communication, using maths and ICT) | **Evaluative Comments**  **(to include strengths and areas for improvement)** | **Sources of Evidence for Comments** |
| We believe that assessment is an integral part of the learning and teaching process. It provides information with which to evaluate pupil’s strengths, areas for development and the effectiveness of learning and teaching. It is then used to inform curriculum planning, the setting of children’s targets and the provision of resources. A commitment to Assessment for Learning (AfL) endorses the school’s participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually.  The assessment procedures used at CPS are set out in our Assessment Policy.  Strategies for raising standards through assessment include:   * Transition information form Nursery to P1 * NRIT testing in P3 term 1 * CAT4 testing for P4 and P6 children in term 1 * Formative assessment to include peer and self-assessment & effective questioning: observations * Summative: End of Key Stage Assessments: Standardised Tests P3 – 7 NRIT, CAT4, PTE, PTM (carried out in Term 1 test A and test B in Term 3), NFER Reading * Reading Partners Suffolk Test for P3/4 * Foundation Stage use indicator grids from Purple Box to track progress in literacy/numeracy * Observation Files/ Tapestry app for planned and spontaneous observations are kept in Foundation Stage as evidence of pupil progress in all curriculum areas * Phonic, key word tests * UICT Assessment * Analysis of all data by subject leaders and shared with staff * Running Records P1 -4 * Feedback to pupils * Target setting in PLPs for SEN pupils * Target setting for all pupils and by all pupils P3-7 * Tracking –use of SIMS Assessment Manager * Accelerated Reader P4-7 STAR test * Praise and rewards given * Internal standardisation of assessment | The available evidence, both quantitative and qualitative, supports our belief that our children are provided with quality learning experiences that lead to a consistently high level of pupil achievement. Based on this evidence governors and teachers have also identified several priorities for further development, set out in section 14 of this document. The following is a summary of our evaluation of the evidence   * PTE and PTM data (appendix 2) shows that in most cases our children are achieving standards in both literacy and numeracy that are equivalent or higher than the national average * In all areas – PTE, PTM, Spelling and Reading the scores have improved from last year * There are less underachieving children from last year and several overachievers * The qualitative evidence shows that the majority of children in the target groups have made significant progress, achieving the targets that were set * **Underachievement is in the decline with only 6% of children** * **29% of children overachieving so we have to ensure right level of challenge is evident** * Most children (100% in P3, 94% in P4, 100% in P5, 100% in P6 and 100% in P7) met or exceeded their writing target for the year * 100% of pupils progressed at one sub level in writing * In literacy, the mean standardised score for every year group has shown an increase on the previous year or for one year group it has stayed the same * In numeracy, the mean standardised score for every year group has shown an increase on the previous year except for P4 and P7 * In P5 - 7 each class in Literacy and Numeracy are above the National Average (PTE/ PTM) * In P3 the children are above the National Average in Numeracy and slightly below in Literacy * In P4 the children are below the National Average in Literacy and Numeracy but have shown improvement from last year. * Targets set for the children’s achievements in the end of key stage assessments are consistently met (appendix 3) * At KS1 81% of our children achieved **Level 2 and above in Using Maths** and **Communication** * At KS2 72% of our children achieved **level 4 or above in Communication** * At KS2 61% of our children achieved **level 4 or above** **in Using Maths** * High attendance at P/T meetings during which parents are informed of progress including PLP targets, Standardised test results | * Assessment Policy * Monitoring and Evaluating Policy * All teaching staff are presented with detailed data analysis by subject leaders. This outlines where the school lies in terms on NI average and informs of patterns in groups e.g. boys and girls, SEN children, FSM children Literacy/Numeracy, KS1 and KS2 results. They use their class data for tracking and to inform their teaching and the learning of individual pupils: target groups will be identified according to scores in Literacy and Numeracy – underachievers and low-achievers * Teachers input their own class data into Assessment Manager and will use the results to inform planning. This data is analysed providing tracking and predicted standards. It provides support for teachers to set targets for individual classes * Star Tests in Accelerated Reader * Mathletics Certificates * Standardised Test Results including Reading Partner results * Audit Tool such as ESaGS, ISEF * Data analysis via SIMS Assessment Manager * Classroom observation and Book Looks * Co-ordinators report to BoG * Observation Files in FS * Portfolios * Assessment Overview for year * Monitoring and Evaluating Schedule * Children are given feedback about their own progress through the marking of work and through individual discussion * Praise and rewards are used along with focused marking to celebrate success i.e. marking linked to success criteria * Marking Policy revised in line with AfL. * Annual Profile Reports provide comprehensive information to parents on their children’s progress and achievements * 2x parent teacher meetings per year to discuss progress and results * Parents access on-line data through Accelerated reader home facility to track their children’s progress in reading * All children have Numeracy/Literacy and ICT Portfolios * SEN Files * Data Files * Class overview chart to track pupil progress |

Examples of Quality Indicators to use:

ESAGS – High Quality Teaching and Learning

TTI – Section B, Q2 and Q3

NEELB Self-Evaluation Audit Tool pages 20-28

Count Read Succeed Self-Evaluation Quality Indicators

**2. (b) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for the special, additional or other individual educational needs of pupils**

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| **Strategies for providing for pupils with SEN** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies  As a school committed to developing all our pupils in a holistic manner, we recognise that all pupils are unique and develop at varying rates. We aim to cater for all these individuals, including the most able and those who are experiencing learning difficulties. We have high expectations of all our pupils and a determination that each child will achieve to his/her full potential, and that any barriers to learning will be identified and overcome. The arrangements for addressing special educational needs are set out in our Special Needs Polic7y. In particular:  We aim to identify as early as possible, children who are experiencing difficulties with their learning. Such early identification of need will be achieved through a mix of teacher judgement and diagnostic assessment  We recognise that all teachers have a collective responsibility for the special needs of our pupils  The SENCO will liaise with and support the class teachers in the development and implementation of Individual Education Plans and to ensure that each child follows an agreed programme of work designed to address his or her educational needs. PLPs are drawn up in consultation with teachers, classrooms assistants, pupils and parents and are reviewed 2 x per year.  The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified  The Principal, SENCO and SLT will ensure the provision of appropriate staff training and professional development in order to raise staff capacity to meet the needs of the children  Access to professional and social services: LTSS; ED Psychologist: ASD support: RISE  Analysis of appropriate data  Staff trained on what underachievement is, how to identify underachievers using class data and other indicators, how to set targets to address underachievement  Risk assessments carried out where necessary for pupils  Use of Running Records to assess progress P1-4  Communication with pupils and parents  All assessment strategies as outlined in 2(a) above  Develop role of coordinator – training, time allocated for coordinator duties  **Currently SEN provision includes:**   * The development of PLPs, IBPs and group Eps; * Differentiation of work within the class * Additional support within class for targeted children, provided by classroom assistants * Withdrawal support provided by specialist peripatetic and outreach teachers e.g. LTSS, RISE * Diagnostic assessments: Dyslexia Screener in P4; DCD Checklist; Reading Recovery Assessment; and the use of standardised scores; * Reading Partnership provided by trained classroom assistants; and * Equipping for Life delivered by volunteers * The identification of and support for those children deemed to be under-achieving through Booster Group/ Intervention Support * Nessy Programme for children experiencing Literacy difficulties * Nurture Sessions for children with SEWB needs after undertaking Boxall Tes | * The PLP proforma was updated and is more child friendly and allows the opportunity for each child to be involved in setting their targets. Targets are also more specific and measurable * Good links have been fostered with outside agencies and their input is used when drawing up PLPs * The SENCO makes use of available data to monitor and review progress * The SENCO attends training and has made good progress in implementing the new SEND arrangements with staff and ensures staff development needs of others are met * SEN Funding used to help deliver and implement new SEND arrangements. * SEN Policy is in place but needs updated to reflect new SEND arrangements * Autism Policy in place but needs updated * The SENCO is involved in monitoring and evaluating process of carrying out book looks, samples of work to match PLPs and viewing planners * All staff trained in ASD Awareness, Autism Tiered Training, Trauma Informed Approaches Level2, Sensory Awareness, Emotional Regulation, Deescalating Behaviour * The Capacity Building Resource file has been used for training on Dyslexia and Autism Friendly classroom * Area of website created to support parents and this is updated regularly - support in literacy (e.g. reading), numeracy and other (well-being, anxiety, ASD strategies) * Support for parents shared e.g. training workshops with agencies such as Middletown, Parent Line, Strive NI * Strive NI/ Nurture Sessions for targeted individuals/ groups * Whole school training in Nurturing Strategies that are implemented daily * Governors informed with a SEN report * Reading Parnter Programme and Equipping for Life Programme in place * 75% of parents are aware of support available to them to support their child – ACTION: Communicate with parents how to access support, area of website for supporting parents etc   General  There are currently 31 children on the SEN register  PLP targets continue to be tightly focused and therefore the outcomes are easier to measure.  Teachers continue to share the targets with the child’s CA and pupils and each monitor and evaluate the targets as age appropriate. Targets are included in planning notes.  CAs keep daily records of observations and share these with the Class Teacher  Children are now asked to contribute their own target(s). This has worked particularly well.  Targets are then shared with parents, they are asked for suggestions and are invited to meet with the SENCO and/or class teacher.  CAs are continuing to give invaluable support to individual pupils, through Reading Partnerships and are meeting their additional learning needs in other ways by practising, for example times tables and spellings with pupils.  All the children (100%) receiving Reading Partnership support have made significant progress:  42% of children’s reading age increased 1 - 12 months  58% of children’s reading age increased 12 months +  Engage Funding used to target Nurture Children, Deliver RISE strategies and support with intervention groups in FS/ KS1 classes.  Sensory Support in place with staff trained in sensory circuits, brain breaks etc | | * Tracking of available data on SIMS * Annual Reviews/Parental consultations * PLPs and reviews * SEN Register Overview regularly reviewed and updated by SENCO * Target children and reviews * SEN and Inclusion Policy * Class Overviews * SEN Files * Data Files * Nurture Photos * Intervention Group evidence * Engage Planner * TSN Planner |
| **Examples of Quality Indicators to use:**  **ESAGS – High Quality Teaching and Learning**  **TTI – Section B, Q2 and Q3**  **NEELB Self-Evaluation Audit Tool pages 20-28**  **Count Read Succeed Self-Evaluation Quality Indicators** | | | |
| **Strategies for providing for pupils with Other Individual Needs** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place for providing for pupils with Medical/Health issues:   * Early identification of pupil with individual needs * Strategies in place for providing for pupils with health issues – Register of children with health issues which is regularly updated * Care plans in place * Staff training in administration of medication * Risk assessments carried out for pupils with medical needs | * When parents are offered a place in the primary school they are invited to complete a brief questionnaire to identify additional needs – medical, dietary etc * Staff are provided with summaries of known health concerns for all pupils * Policy for Administration of Medication Policy/ Asthma ensures parents, pupils and staff are aware of their responsibilities * School has revised all Pastoral policies * Specific training given to selected staff on administering epilepsy medication, diabetes medication * School nurse has provided care plans for school which are updated annually * Constant consultation with parents ensures needs of pupils are regularly reviewed * Risk assessments in place * Ensure Medical File is updated annually and as necessary throughout year * Medical Register is up to date and completed annually | | * Care Plans * Epipen/ Diabetes training when necessary * Administration of Medication Policy and documents * Register of children with medical issues kept in secure place in office – Medical File * Medical Register * Risk Assessment File |
| **2. (c) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.** | | | |
| **Strategies for promoting the health and well-being of pupils** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place to support health and well-being include:   * Nutritional guidelines * Theme Days in dining hall * Menu on website and via Seesaw; * Curricular and extra-curricular activities to include Road safety (Cycling Proficiency) * Healthy Breaks Initiative throughout school with healthy break options in canteen * Healthy Breaks and Food In Schools policy * Health and Well-Being Policy * Healthy Weeks in school promoting healthy lifestyles * School Council well established * Curricular and extra-curricular activities to promote well-being, PDMU and sport * Pastoral displays in school * Growth and Mindset/ Conflict Resolution activities * Nurture Provision * Strive NI sessions * Programmes to develop resilience – That Thing I do, AMH – Healthy Me etc * School is a Green Flag Eco School * Active Travel School Silver Award * Take 5 School Level 1 Award * Rights Respecting School Silver Award * Annual Outdoor Residential trip to Outdoor Education Centre, end of year trips for all classes * Playground equipment in Senior Playground * Well-developed play area in Infant Playground which promotes interaction and social development * Unlimited use of Boyne Row Pitch for play and after school clubs * Active Travel School to promote healthy lifestyles – Big Walk and Wheel * Celebratory events and assemblies * Participation in sporting events e.g. swimming gala etc. * Visits from PSNI/ NSPCC regarding online safety, stranger danger, PANTS campaign etc. * Participation in Road Safety Week * Pupil leader roles – pals, buddies, Anti-Bullying Ambassadors all promoting healthy relationships, transition, happy children in school | As a result, the following have been implemented   * 91% of parents agreed that staff supported the emotional health and well-being of all pupils . * School meals are an integral part of health promotion- healthy lunch time meals are provided by EA * Parents and children in all classes are encouraged to observe the healthy breaks initiative * 97% of parents agree their child is encouraged to have a healthy lifestyle at CPS * 100% of parents agree there is a great variety of after school clubs on offer for pupils * Health and well-being is linked to school PDMU curriculum * 98% of parents said our playgrounds were inviting and promoted positive well-being * 98% of parent agreed that clubs helped develop healthy and positive relationships among all pupils * As a result of an extensive range of after school activities on offer the majority of pupils P1 – P7 have joined an after-school sports/fitness activity * Roots of Empathy programme for R2 class – empathy and resilience programme * Pupils have the option to buy bread-based products or fruit from school canteen on a daily basis * School Council is operational at all levels within the school * Pupil leaders well established in their roles and committed to promoting happy children in school * Parents in favour of Healthy Eating policy within school * Children drink water only in class * Dental hygiene programme is completed by children in Foundation Stage * Heart Start training for pupils (P7) * Twice weekly PE for whole school which includes compulsory swimming Lessons P5 – P7 * Outdoor play is being enhanced by the provision of outdoor play equipment – well-being funding purchased our polytunnel * Outdoor learning is promoted through play in FS and lessons in KS1/2. We have a polytunnel and every class has their own planting area. * School achieved Green Flag Eco School status with everyone dedicated to saving energy and recycling * School achieved Silver Level Active Travel/ Rights Respecting awards * School Achieved Level 1 Take 5 Award * P6/P7 Children are offered the opportunity to go on a residential trip * End of year trips for all classes * Well-Being Funding used to target Nurture Children, Deliver RISE strategies and support with intervention groups in FS/ KS1 classes. * That Thing I Do and other Resilience Programmes * Bucket Filling initiative well established among pupils and staff to promote positive emotional well-being * Healthy Awareness Week in School – promoting hygiene, healthy eating, active lifestyles – healthy minds and bodies * One day per month is a well-being day and children wear non-uniform and participate in well-being activities (Take 5) all day | | * Eco committee and club in place * Policies in place – Healthy Eating, Pastoral Care, Health and Well-Being policies on website * Canteen menus * Feedback from school nurse * Personal safety issues addressed by PSNI – stranger danger, online safety etc. * Cycling Proficiency Certificates * Swimming certificates * Certificates in Take 5, Active Travel, RRS * Survey |
| **Strategies for Child Protection** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place for child protection include:   * Safeguarding/child Protection Policy in place and update annually * Designated and deputy designated child protection teacher appointed * Designated officer & safeguarding team within the BoG Designated and Deputy Designated Teacher fully trained, BoG training * Annual CP Training for all staff every August * Communication with BoG – Annual Child Protection Report, update at every meeting on Child Protection matters, awareness of vetting procedures etc. * Communication with parents ‘A Guide to Pastoral Care’ Document, School Information Booklet and Newsletters; all parents receive Safeguarding policy annually and new parents to school * Policies on website * Record keeping (UNOCIN), Safe guarding file and Child Protection file and Teacher Complaints Book Online Safety Risk register kept in secure place * Assemblies on staying safe and personal self-worth/development * Door Entry System with visitors sign-in and coloured badges * Policy and information pack issued to relevant personnel e.g. volunteers, coaches, peripatetic/sub teachers * Leaflets for students and sub teachers * Vetting procedures in place for all staff and volunteers * CP displays in both entrances of school * Anti-Bullying Week/ Safer Internet Day recognised and celebrated in school * Board of governors and staff training up to date and everyone aware of their role, responsibility and statutory duty * Anti-Bullying training also up to date with staff and governors | * Safeguarding Team are appreciative of the support given by Designated Officers for Child Protection and by Social Services – all members of the team have attended the relevant training * 100% of school staff feel confident in identifying issues relating to Child Protection (result of post-training evaluation) * All child protection issues are recorded and filed securely by designated officer * Teachers have incident books for keeping records and know how to report a concern using Note of Concern proforma * Staff confident using BCAF From for reporting bullying * Safeguarding and Bullying procedures on display in every classroom * Safeguarding team on display in every classroom and through school * Safeguarding procedures at sign in * Intense and detailed Induction process for new staff in place * Safeguarding pack for all visitors and coaches with relevant pastoral policies signed for * Area of website for parents to report online concern * All pastoral and safeguarding policies up to date with new guidance 2022/ 2020 – restraint and exclusion, suspension, domestic abuse, Anti-Bullying Act * Sign in procedures revised as well as adult/ parent access to school * All families are updated on the use of the internet each year and pupils sign a user agreement * Parental permission is sought for specific areas in line with GDPR law e.g. data, taking of photos, recordings etc. and for a child to participate in a school trip * DT & DDTs receive regular training from CPPS and in turn provide trai8ning for all other staff * Child Protection is a regular agenda item for BOG. Governors are updated on child protection issues at every meeting and with a report at end of year * ETI Safeguarding Audit completed annually * Flow chart setting out the process and what to do about concerns on display and policy/summary sent to parents every ear, policy also available to view on school website * Appropriate vetting procedures in place (Enhanced Access NI Check) for all volunteers, coaches, parent helpers etc. * Annual risk assessment of security of school and health and safety matters is kep up to date * Sign for school gate to be kept closed, lcoked during day and designated areas of playground for pick ups * Special assemblies and activities take place during Anti-Bullying Week/ Safer Internet Day * Staff aware of collection policy and who is responsible for pick-ups daily * Preventative Curriculum taught and key dates celebrated and promoted * Links with PSNI, NSPCC to deliver safeguarding messages | | * Annual Child Protection Report to Governors * Safeguarding Audit * Pastoral Care Policies * Safeguarding/Child Protection Policy * Intimidate Care Policy * Polices on website * All consent forms * BOG minutes * Poster and flow charts * New monitor system and fire alarm system * Confirmed police checks of all staff and volunteers * Incident report book |
| **Examples of Quality Indicators to use**  ESAGS - Child Centred Provision, TTI – Section B, Q4 NEELB Self-Evaluation Audit Tool pgs 15, 16 | | | |
| **Strategies for Pupil Attendance** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place to support pupil attendance Include:   * Incentive for pupils –awards for unbroken attendance presented at Leaver’s Assembly and certificates for full attendance, class attendance monthly certificate * Home/school liaison * Parent meetings * Positive learning environment * Suitably challenging work for all children * Regular review of attendance statistics * % attendance reported to parents on Annual Report in June * Principal monitors attendance below 85% and contacts parent if concerned * Withdrawal during for term-time holidays discouraged in School Information * SDD are added to long holidays to facilitate parents who wish to take family holidays at less busy times * School only provides work for pupils who are absent due to illness | * Full attendance rewards are presented at the end of the school year - Certificates are given at the end of each year for full year’s attendance/unbroken primary school attendance * Attendance Cup awarded to class with highest attendance on Prize Day * House Points for attendance monthly * SLT monitor attendance/ punctuality * Teachers continuously plan differentiated lessons to allow all children to achieve success * Parents are expected to contact school if children are absent or if they want to take a child out of school * Fewer than 5 pupils went on family holidays during term time – parents are asked to inform the Principal in advance and these were recorded as holidays not agreed * No referrals in past year to EWO * Attendance for 2021/2022 is : | | * SIMS attendance register * Attendance certificates * Parent meetings * Registration Reports |
|  |  | |  |
| **Strategies for Behaviour and Discipline of pupils** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place to support positive behaviour include:   * Positive Behaviour Policy updated annually * Teacher and whole school approach * Home/school liaison * Fuzzy system in classrooms * School rules (Agreed with pupils) * Classroom rules (Agreed with pupils) * Organised system of involvement in the playground * Expectations and procedures as outlined in Positive Behaviour Policy * Buddy Systems between senior and infant children * Friendship bench in both playgrounds * Celebrating success through Star Student of the Week * External support as required e.g. Behaviour Support Team (EA) * Supervision in morning, at break and lunch in playgrounds/ canteen etc. * School Council, ‘Kids’ Voice’ established to hear pupil’s views * The children are made aware if their child has displayed undesirable behaviour * Pupil surveys * Staff positively reinforce good behaviour and report this to parents * Regular assemblies to re-affirm expected behaviour and promote school values * High standard of behaviour expected by Principal, teachers and non-teaching staff at all times * Sanctions-Reflection Time; informing Parents * Class & Playground Incident Book | * Continuous focus on behaviour and promotion of school values at assembly contributes to the very positive behaviour throughout the school * Focus on self-esteem through extra-curricular activities and celebrating all efforts and achievements leading to a positive attitude to school * Communication with home results in positive impact on individual behaviours * Children are directly involved in drawing up classroom charter with teacher – RRS * 3 school rules taught – Be Ready, Be Respectful, Be Responsible * The School is committed to involving its young people in discussions which affect the life of the school. We believe this fosters good relationships at all levels * Children rewarded for good behaviour (reward chart) during playground time, assembly etc, poor behaviour warrants implementation of procedures in Behaviour Policy. While we seek restorative approach and provide warnings, choice and consequence is taught and daily report cards amongst other strategies may be used. * Organised play for younger children at break/lunch times using rota system for play equipment * Positive Behaviour Policy created and staff are aware of the procedures to follow if they encounter inappropriate or unacceptable behaviour * Through assemblies, PDMU and circle time children are encouraged to be honest and make good choices with their behaviour * House Points system introduced * Parent Survey communicated that 85% felt that school communicates behaviour expectations clearly through policy and this is implemented consistently by all staff * Action - revise policy in consultation with all stakeholders regarding use of rewards (suitability of rewards and how often administered) as this was communicated in comments section – clarity from school needed and how to monitor implementation so it’s consistent). | | * Number of incidents needing the attention of the Principal * Low level of significant behaviour issues * Regular positive comments from outside bodies after school visits, after school clubs taken by outside coaches * Minutes from School Council meetings * Positive Behaviour Policy * Surveys * Behaviour charts |
| **Examples of Quality Indicators to use**  ESAGS - Child Centred Provision, TTI – Section C, Q5  NEELB Self-Evaluation Audit Tool pgs 10 & 11, 15, 16 | | | |
| **2. (d) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for providing for the professional development of staff** | | | |
| **Strategies for Staff Professional Development (teaching)** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies for providing for professional staff development include:   * Formal & informal discussions with subject leaders * Timetabled days for Staff Development * Staff meetings * Curriculum Meetings * Needs identified by PRSD * INSET opportunities to support priorities in SDP * SENCO training – SEND * ICT leader training – Nerve Centre, AMMA * ASD, Sensory Awareness training * Outdoor Learning Training * Beginning Teacher and EPD support * RISE & LTSS Training * Training necessary as a result of individual pupil needs * Child Protection and Anti-Bullying training * Data Protection/ Health and Safety Training * Medical Needs Training – diabetes, epilepsy * Programmes – Nessy, Myon training * Online Learning training * Food Hygiene and First Aid training | * There are regular staff meetings with information disseminated to staff * Monthly curriculum meetings linked to targets for the year * Staff development days linked to targets for the year * Well-Being Days for staff coordinator time * Coordinator time weekly * Role of subject leader being developed * The INSET programme focuses on the main issues on SDP. These sessions can be led externally or internally as is appropriate * Child protection/ Data protection training takes place annually for all staff * Teaching staff have moved up the Main Pay Spine and Upper Pay spine as a result of successful participation in PRSD * Attendance at courses for all staff – modules – TPL * Subject leaders plan, implement and evaluate in-service training * Training shared with staff e.g. Supporting Learning on C2K – TPL Thursdays, C2K Media Library, EA Online Portal SDS, EA online courses, Supporting Learning Summer School etc * Staff dissemination from courses to share learning | | * PRSD process * Action Plans * Staff Self-Evaluation – TTI, ESaGS, ISEF audit tool * Sharing good practice – dissemination proforma * Certificates for training, attendance records |
| **Strategies for Staff Professional Development (non-teaching)** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies for providing for professional staff development include:   * INSET opportunities as appropriate * Training in new initiatives * Child Protection/ Anti-Bullying, Data Protection training * After Schools Clubs – non-teaching staff taking HOP club and other clubs * Training in use of Running Records * Reading Partner Training * ASD, Sensory Awareness training * Oracle finance/SIMS/ NISTR training – clerical staff * Medical Needs Training – diabetes, epilepsy * Stranmillis Courses for CAs * Take 5 training * Food Hygiene and First Aid training | * RISE training for classroom assistants * Professionals e.g. LTSS work with Special Needs Assistants/teachers, when appropriate, giving advice and guidance * Non-teaching staff work alongside other professionals e.g. sports coaches thus building and developing skills that can be used in their school work with children * Non-teaching staff will receive training from EA on a range of issues dependant on their area of responsibility within the school * Support and training is also provided in school including Child Protection | | * ASD Certificate * Informal discussions with staff * Staff keep record of CPD * Certificates for training, attendance records |
| **Examples of Quality Indicators to use**  ESAGS - Effective Leadership  TTI – Section A, Q1  NEELB Self-Evaluation Audit Tool pgs 34-36 | | | |
| **2. (e) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for managing attendance and promoting the health and well-being of staff** | | | |
| **Strategies for managing staff attendance (teaching and non-teaching)** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| Strategies in place for managing staff attendance include:   * Record of attendance kept and shared with individuals & Governors * Support and flexibility offered to all staff * High level of teaching and non-teaching staff attendance * Handbook in place advising of policy and procedure * Pastoral Care Policy and strong pastoral care system in place * Return to work interviews conducted after periods of absence in accordance with Managing Attendance at Work Policy * Safe, stimulating and appropriate environment for teaching * Culture of trust and respect between colleagues * Mentoring initiative * Celebrating success and achievement of everyone * Code of conduct, staff internet user agreement, confidentiality agreement * Staff welfare information – Inspire * Union information displayed in staff room * Designated staff break and lunch times in staff room * Staff-only social events throughout the year * Good communication | * School has adopted and implements the EA ‘Managing Attendance at Work’ * Return to work interviews carried out where appropriate * Principal and individual staff members discuss issues impacting on attendance as required. Flexibility is built in to the process as appropriate * Moreover, flexibility and good-will are demonstrated by both leadership and staff * There is a very low level of absence due to ill health among staff * Personal issues are discussed in confidence * All staff support each other and treat each other with respect * There’s a strong work ethic within our school * Parents and visitors comment on the happy atmosphere within the school * Time allocated to staff to allow for coordinator duties * Staff Development Days used for training needs of staff, attending courses * Principal and individual staff members discuss issues impacting on attendance as required. Flexibility is built in to process as appropriate * Celebration of success in pace for everyone | | * ‘Managing Attendance at Work’ * Attendance records * NISTR * Doctor’s notes/Self certification forms * Attendance records * Ethos evident to visitors * Staff Attendance at Work Policy * Risk assessments as necessary e.g. vulnerable member of staff |
| **Examples of Quality Indicators to use**  ESAGS - Effective Leadership  TTI – Section A, Q1  NEELB Self-Evaluation Audit Tool pgs 37 & 38 | | | |
| **2. (f) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies** | | | |
| **Strategies for promoting links with parents** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| * Seesaw * Weekly Newsletter/Reminders * Parent/Teacher meetings 2 x per year * PTA events * Open morning * Christmas Concert * Carol Service * Christmas Fun Evening * Fairtrade Afternoon * Carol Singing Event * Walking Bus * Parent Information Evenings * Sports’ Day * Prize Day and Leavers Assembly * Open Assemblies * Parent Surveys * Website * Parental support for learning – leaflets on Maths, A.R., foundation Stage, Reading etc. * Prospectus | * Nearly 40% increase in enrolment in recent years * Open morning well attended with feedback provided * 89% of parents are happy with how school communicates with parents * 89% of parents agreed they could speak to principal or senior staff member if they needed to * Parent/teacher meetings are well attended * PTA events attended by children, parents and friends in our local community * Christmas concerts are fully attended * High attendance at Sports Day * High attendance by parents at Prize Giving * Regular PTA meetings * Weekly Newsletter sent to every family includes curriculum, events, PTA and celebrating success, news * Over £2,000 raised in 2021/2022 by PTA showing a strong commitment from parents, family and friends to our school community. * PTA organises social and fundraising events * Parents involved in voluntary capacity in life of school –supervision on trips etc. * All P4 to P7 parents informed of Home Connect Accelerated Reader web-site which provides information regarding individual pupil progress and raising standards * Links to support for parents and ways to help at home * Parents were given copies of Pastoral Care Policies and also posted on website along with other school policies [www.castledawsonprimaryschool.co.uk](about:blank) * Information for parents posted via video * Two parent teacher meetings per year and annual written pupil report every June | | * Parent survey and results * Feedback forms * PTA accounts and minutes of meetings * High level of attendance at school events * School policies replay forms |
|  |  | |  |
| **Strategies for promoting links with the local community** (to include other schools, business community and voluntary and statutory bodies) | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| In the past links with local   * football club and sports development officer * golf club (Moyola) – coaching for children as after school club * local businesses – Moyola Precision Engineering, Ditty’s Bakery etc. * Links with Mid-Ulster Council – Eco, sporting events * Children participate in a variety of Fundraising Events – Christmas Jumper Day, sponsored walk for ADD NI, Autism NI, NSPCC, Diabetes UK * Links with neighbouring primary schools for sporting events * Shared Education with New Row PS * Links with Post Primary schools and NRC/ Teaching College * Links with pre-schools * Links with PSNI/Fire service/NSPCC and other external providers * School Website * PTA * Choir singing in local Care Home, Tesco and local community * Links with local churches – both ministers come in to take assemblies fortnightly * Community use of facilities | * Children participate in a variety of extra-curricular activities – sporting events, festivals * High attendance at all school events * Numerous local businesses contribute to PTA events * Positive relationships with Magherafelt High School/Rainey Endowed/Sperrin Integrated College through work experience schemes, colour run, workshops and global project with Rainey * Positive Links with pre-school – Teddy Bears Picnic, Induction, Christmas Concert * Take part in local/community events * Maintenance of school grounds – painting, clean up, new school gates * Continue links with local community and resources linked to learning and topic work – Moyola Estate * Community link – Equipping for Life Programme | | * Class displays * Photographs * Social Media * Minutes of School Council Meeting * Newsletters * Financial reports to Governors * Success of PTA fundraising events * Number of businesses that sponsored events * Feedback from parents * Feedback from community * Feedback from other schools |
| **Examples of Quality Indicators to use**  ESAGS - A School Connected to its Local Community  TTI – Section A, Q1 and Section B, Q3 and Q4,  NEELB Self-Evaluation Audit Tool pgs 42 - 48 | | | |
| **2. (g) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management** | | | |
| **Strategies for using ICT to support learning and teaching** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| * ICT embedded in teachers’ planners/SOW * ICT is used on a daily basis within lessons to enhance knowledge and understanding across the curriculum through high engagement and motivation of pupils * Staff are aware of Levels of Progression for Using ICT and experienced in creating portfolios * Role of the ICT co-ordinator developed * ICT access outside school hours; * Procurement of hardware/software for ICT development * Develop role of coordinator | * Every class has a Smart Board, at least two desktop computers, a number of laptops and the school has a total of 50 iPads * A range of ICT experiences are carefully planned in line with NI Curriculum requirements * Staff participated in the Online training for Using ICT and have embedded UICT into their planners and their teaching * Pupils are achieving the expected outcomes for their end of key stage assessments * There are excellent links across the curriculum * The children are using ICT to showcase their learning in all curricular areas * Pupils have access to a wide range of ICT tools and programmable devices to enhance independent learning * Teachers use ICT to assess progress * Additional points installed for laptop usage * All assessments done online * Wider range of online programmes to support learning purchased * A progression grid for apps is in place for each Key Stage * A skill audit for children and teachers needs to be carried out and completed annually - progression grid for ICT skills * Pupils and parents made aware of acceptable use of internet * Acceptable Use of Internet Policy, Social Media Policy, ICT Policy, Online Safety Policy updated * Monitoring of ICT has been introduced as we carry out moderation on samples of pupil work   In continuing to develop our practice:   * Develop teaching and learning and the use of 5Es in ICT * Develop the use C2k Newsdesk/ Blogging in KS1/2 * Continue to print examples of ICT work and display in classrooms and in the corridor * Could develop the checklist of what should be achieved in each key stage | | * Teacher planners * Lesson observation * Skills audit for children and teachers * Evaluation of impact of ICT on learning * Portfolios of children’s work * Display boards * Acceptable Use of Internet Policy |
| **Strategies for using ICT to support staff professional development** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| * Opportunities to disseminate and share effective practice * Teacher training * On-line resources on C2K to enhance professional development e.g. C2k media library, * PRSD targets | * Area for improvement: further training and refresher courses and on-line courses to develop areas which staff feel they are less skilled in * Teachers need to utilise on-line resources to a greater effect * Online Safety scheme in place and lessons delivered to all year groups throughout year * Introduction of Digital School of Distinction Award | | * Staff audits of skill development * Record of courses attended * Staff Training * Public folder content * Action plans * PRSD targets and reviews |
| **Strategies for using ICT to support school leadership and management** | **Evaluative Comments**  **(to include strengths and areas for improvement)** | | **Sources of Evidence for Comments** |
| * Use of SIMS Assessment Manager to track pupil progress * Use of Seesaw * School website and Seesaw in place for parental links * Use of school Intranet for staff communication – email, message board * Whole School Surveys * Production of parent/pupil/staff surveys * Prospectus updated * Website area created for admissions and another area to support parents | * SIMS Assessment Manager is used to inform teachers of progress in the PTE and PTM standardised tests from P3 to P7 and to identify target groups for both numeracy and literacy, as well as areas for teaching focus * Planners and schemes are available on school intranet * All staff have access to Assessment Manager * Oracle Finance system is used by the principal to monitor budget, NISTR * Principal keeps school website up to date | | * Printouts of results * PLPs * Assessment Manager * Email system, shared documents * Data available |
| **Examples of Quality Indicators to use**  NAACE Self Review Framework  Primary ICT Accreditation Scheme (CEA)  TTI – Section A, Q1 | | | |
| **3. (a) An assessment of the school’s current financial position and the use made of its financial and other resources** | | | |
| **Current Financial Position** | **Assessment** | | |
| **Copy of 3 year financial statement**   * Budget 3 –year financial plan outlines budget projections | * The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management and working relationships. The day to day running of the school and budget is delegated to the Principal and she works with the EA LMS to draw up budget. The Financial plan is shared with The Governor’s Finance committee and any areas of concern are shared and resolved. Finance is an issue shared and recorded at Governor’s meetings * Termly report to Full Board of Governors on finances * Decisions affecting future budget plans are made after governor consultation * PTA raise approx. £3,000 per annum for the school- this is used for resources as well as treats * School fundraisers raise approx. £2000 annually * Accounts reconciled by Principal termly and audited by EA annually * The school as well resourced in terms of staff and physical resources * The budge remains steady for the next 3 years due to rising enrolment | | |
| **3. (b) an assessment of the planned use of the school’s projected resources during the period covered by the plan in support of actions to bring about improvement in standards** | | | |
| **Use of resources to support improvement in standards as outlined in the 3year SDP** | **Assessment** | | |
| * The chief resource in any school is a well-motivated and enthusiastic staff, I feel we are well served in this area * Plan for use of resources over the next 3 years (refer to ‘finance/resources column on action plans) | * The attached and already approved 3-year financial statement identifies the planned use of funds. While the most significant cost will always be staffing the school will make the most effective u se possible of all resources available. In these ‘difficult’ financial times the school will where necessary seek funding from other available sources including PTA or applying to Awards for All Funding/other grants * All staff receive allocated requisition funding. Specific subject co-ordinators receive additional funds to support the development of subject areas. The use of this funding is tracked   During school year 2022 - 2023 we plan to:   * Procure additional lights for outside/ CCTV, security fencing * Market school/Advertise events in local media £500 - £1000 * Purchase additional spot lights for school hall for performances | | |
| **4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises** | | | |
| **Key targets in previous SDP** | **Extent to which we have met these key targets**  (progress made and areas for improvement) | **Further Action** | |
| **Please refer to data files for each individual year’s progress.**  **Data missing for 2019 – 2020 year due to Covid.**  **All action plans for 2021 – 2022 are attached and evaluated. These plans were transitional plans due to Covid in:**  **Teaching and Learning**  **Well-Being**  **Leadership and Management** |  |  | |

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| **5. An assessment of the challenges and opportunities facing the school.** | | | | |
| **Challenges facing the school** | | **Assessment** | | |
| The challenges facing the school include:   * Raising standards in core areas post Covid * Maintaining standards * Meeting needs of all pupils * SEN needs – particularly behavioural needs and accessing support * Aftermath of Covid and the rise in needs e.g. anxiety, resilience in parents and children * Securing adequate staff * Accessing support from any eternal agency in a timely manner * Lack of Educational Psychology places allocated to our school despite rising enrolment * Mental health needs in staff and how to provide support * Workload for staff – meeting demands and expectations of parents, to do their job to satisfactory standard as imposed by ETI/ DE but also safeguarding mental and physical health * Allocated Funding being drip fed rather than in whole amount, bureaucracy that accompanies said funding * New emebers of staff – training and menetoring and time this takes * Adapting to ever changing health guidelines, schools but being informed before parents – finding out in media, poor communication and guidance in timely manner * Shrinking support from EA * Lack of physical space for children who need quiet areas * Increasing costs on restricted budget | | * The action plans in place, the support received from EA, BOG and importantly the commitment of staff and pupils mean that the school is confident that standards will continue to rise * Numbers have been increasing in recent years, so we will continue to be proactive in marketing the school within the local community/area and aim to meet parent and pupil needs * Close monitoring of financial commitments and most effective use of the budget * Staffing level is clearly dependent on pupil numbers and available funding * In recent years, staff have experienced some challenging behaviour from pupils who display characteristics of ASD. Training needs have been identified and staff share effective strategies | | |
| **Opportunities facing the school** | | **Assessment** | | |
| The opportunities facing the school include:   * Support of parents * Attitude of the pupils * Commitment of all the staff * New Staff means new opportunities, new levels of expertise * Shared Education – opportunities to develop and courses available through TPL * To increase quality and depth of provision for all * To increase parental involvement in children’s education via increasing awareness of how much value they can add * To create staff development opportunities which will provide leaders for the future and create an ethos of continuous improvement and development * To extend everyone’s experience and expertise in ICT both within and beyond school * To develop classroom assistants through a range of appropriate training programmes where possible * Raising standards * Rising enrolment * Additional funding | | * Very active and enthusiastic PTA which raise funds and add a social element to the school community * The majority of parents in Castledawson Primary school are extremely supportive of the staff. They demonstrate great interest in their child’s education and this is evident in the increased level of attendance at school events * The pupils are well behaved and demonstrate good manners; they take on board opportunities and have a positive attitude to school * A very active school council who provide valuable feedback on various areas of school life * Staff are hardworking and have great commitment to the school * Co-ordinators have opportunity to use expertise to raise attainment * Increased enrolment provides greater opportunities – increased staffing * New staff added to the school team – staff who will bring new/additional skills * Opportunity to develop and learn through sharing of good practice with neighbouring schools and through Shared Education. The opportunities for training through TPL. | | |
| **6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.** | | | | |
| **Consultation with pupils** | | * Pupils are given a voice through regular Circle Time/Class Council sessions, through the School Council and specific questionnaires on various topics * Pupil Target Setting * Pupil involvement in target setting – PLPS etc.. | | |
| **Consultation with parents** | | * Parents meet class teachers twice a year for meetings and any other time as and when requested * Surveys/questionnaires * Seesaw * Website | | |
| **Consultation with staff** | | * Teaching staff have a voice through regular staff meetings and may of course, identify any training needs they feel they have through PRSD. Non-teaching staff will meet with the Principal as and when required * Staff Survey/audits * School Development Days * Progress Meetings * Governor roles developed in specific areas | | |
| **Consultation with any other relevant personnel** | | * Discussion with EWO, Ed Psych: Social Services; Translink; PSNI; Fire Service; School Nurse; local nursery, primary & post-primary schools; local pre-schools; NRC, Teacher Training Colleges * Consultation & liaison with Board Officers (EA) | | |
| **7. (e) The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.** | | | | |
| **Arrangements for Bog to monitor, review and evaluate progress made** | | * Principal reports progress orally to Governors at all meetings of the Board of Governors under the headings Staffing: School Development Plan; Finances; Child Protection/ Pastoral/ Anti-bullying; Special Educational Needs, Staff Development, Health and Safety * These meetings are formally recorded in the minutes * Written report is presented to BOG on the issues targeted in SDP * Numeracy, Literacy, ICT, SENCO, co-ordinators provide annual report to Governors at the end of each school year * Designated Teacher for Child Protection given an annual written report to Governors each June | | |
| **7. (a) the school’s key priorities for the period of the plan, based on the Department’s priorities for education.**  **REQUIREMENT 7: IDENTIFICATION OF KEY AREAS FOR DEVELOPMENT, INFORMED BY THE SCHOOL’S SELF EVALUATION, INCLUDING:**   1. ***THE SCHOOL’S KEY PRIORITIES FOR THE PERIOD OF THE PLAN, BASED ON THE DEPARTMENT’S PRIORITIES FOR EDUCATION***   **CASTLEDAWSON PRIMARY SCHOOL – SCHOOL DEVELOPMENT PLAN OVERVIEW**  **RAG system: Yellow - in progress Green - achieved Red – not achieved** | | | | |
| **Child Centred Provision** | **2022 - 2023** | | **2023 - 2024** | **2024 - 2025** |
| **Pastoral**  **Care**  **FOCUS** | * Review of pastoral policies and on website annually * Review of Positive Behaviour policy and Procedures will all stakeholders * Monitor behaviour charts for patterns of behaviour * Reminder of school rules and code of conduct displayed throughout school in child friendly way * Development of House Points/ Daily Report Cards * Promote positive pupil attendance * Pupil leader role developed and school council involved in various aspects of school life * Series of Pastoral Assemblies * Continue assemblies to teach rules and values * Regular reminders to parents in school news about pastoral news * Develop well-being day monthly * Staff handbook for all staff, including new staff and subs to ensure aware of pastoral ethos and other vital information * Staff Induction procedure * Develop area of website to support parents * Revise Induction process * Roots of Empathy Programme * Foster further post-primary and pre-school links * Take 5 Level 2 Award | | * Develop Rights Respecting Award – Level 3 * Staff training and audit on vision, ethos and positive climate * Ensure risk assessments are up-to-date * Health and Safety Risk Assessments to ensure the safety of all pupils and staff – continue to develop * Assemblies for parents on rolling basis * Pastoral information published on website regularly * Introduction of playground games – buddies and supervisors model * Imbed RISE, sensory, calming strategies, nurture training developed | * Embed all aspects of pastoral care * Review values with all stakeholders and revise golden rules * Anti-Bullying: SIMS * Reviewed using EA guidelines * Checklists in place * Play Equipment * Daily surfaces grounds * Inside schools * Review Behaviour Management in school – rewards and sanctions, training for staff so consistency throughout school, tracking of behaviour, recording on SIMS, resources |
| **Child**  **Protection** | * Ensure policy and procedures up to date with latest guidance * Ensure all staff, students and volunteers follow the procedures outlined in the Child Protection Policy * Distribution of Child Protection Policy to new parents * Maintain school notice board with all relevant information * Posters on display of how to report concerns – online safety, bullying, child protection * Assemblies to communicate safeguarding messages * Ensure training up to date for all members of school community * Ensure that coaches / parent volunteers/students are vetted through Access NI * Induction proves for staff updated and packs for various personnel * Anti-Bullying and Data Protection reminders * Update Child protection/ AB posters and parent noticeboard and displays in each classroom * Training for Child Protection governor and new governors | |  |  |
| **Inclusion & Diversity** | * Shared Education with New Row PS with all children * Support chosen charity * Ensure staff aware of all barriers to learning * Random acts of kindness for community during Anti-Bullying Week * Children’s Mental Health week * Continue Nurture Provision * Staff training on SWEB, sensory, ASD * Develop calming areas in classrooms where necessary, create quiet area in school and designated areas of playground children can use if needed * Develop 1:1 programmes to support children emotionally where necessary - sensory breaks, breathing, movement * Action Plans in place for children where necessary | |  | * Calming * Nurturing * Strategies * Feelings thermometer * Morning greeting * Nurture week |
| **Pupil Involvement** | * Election of school council members * Pupil leadership roles * Elect Eco-committee members * Pupil input into all areas of school life through council and surveys * Playground pals/ AB Ambassadors training * Buddies in place | |  |  |
| **Healthy School** | * First Aid Training * Food Hygiene Training * Medical Training * Healthy lifestyle week * Involvement in sports initiatives * After School Sports * Active Travel School activities - Walking Bus, Big Walk and Wheel * Positive Playground behaviour continued * Outdoor Areas developed * Outdoor Learning developed * Develop Breakfast Club activities * Continue themed Sports Day * Healthy Lifestyle Display board * Bucket Filling – Mental Health * TAKE 5 School | | * Food in Schools Policy, review Healthy Breaks Policy * Continued development of outdoor play areas and range of equipment available to pupils at break and lunch times * Heart-start Training * Outdoor Areas developed * Healthy Lifestyle promoted in PDMU, assemblies, celebrating Healthy Eating Week, walk to school, Big Walk and Wheel * Healthy lifestyle Display Board continued * Active Travel School Award – Gold * Walking Bus |  |

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| **High Quality Teaching and Learning** | **2022 - 2023** | **2023 - 2024** | **2024 - 2025** |
| **Literacy**  **FOCUS** | * Review and update Language and Literacy Policy * Comprehension strategies - inference * Use of scheme/grammar overview Continue to develop guided reading strategies with CAs. * Inclusion of Thinking Skills & Personal Capabilities in literacy – ***self management– evident in planning*** * Continue to embed revision aspect to lessons and starter activities in literacy to develop mental maths, talking about learning, making connections, problem solving * Continue reading progression grid * Continue use of success criteria for children to make own improvements – ensure differentiated learning intentions * Effective feedback in place through update marking policy * Continue assessment of writing and tracking pupils progress * Continue to develop Accelerated Reader Monitor and analyse PTE and end of Key Stage results to review progress * AR termly focus – points, quizzes, work count * Ensure teaching and learning – targeting over, under and low achievers * Focus on evaluation of weekly planners * Spelling frame embedded for P3 – 7 children | * ***Review teaching of writing, in particular writing process, editing and making improvements to up level writing using success criteria*** * Use of VCOP to up level writing * Inclusion of Thinking Skills & Personal Capabilities in literacy –***being creative– evident in planning*** * Review use of Accelerated Reader, Reading Eggs Programmes Monitor and analyse PTE and End of Key Stage results to review progress * Review of Collins Literacy * Ensure quality and progression in writing throughout the school – * Differentiation and progression * Ready reckoners success criteria cards | * Inclusion of Thinking Skills & Personal Capabilities in literacy – ***managing information – evident in planning*** * ***Effective use of questioning/plenaries – in planning*** * Review and update Language and Literacy Policy * Review writing scheme and overview of writing forms, grammar and punctuation throughout school * Review medium and short-term planning |
| **Numeracy**  **FOCUS** | * Review and update Numeracy Policy * Inclusion of Thinking Skills & Personal Capabilities in literacy – ***self management– evident in planning*** * Continue to embed revision aspect to lessons and starter activities in literacy to develop mental maths, talking about learning, making connections, problem solving * Continue to develop strategies with CAs. * Develop outdoor learning * Monitor and analyse PTM and End of Key Stage results to review progress * Numeracy Club introduced after school * Continue ‘Money Week’ activities to include financial capability * Ensure teaching and learning caters for all learners – targeting over, under and low achievers * Adult support invested in classes * Children in KS2 involved in mini-enterprise * Focus on evaluation of weekly planners | * Inclusion of Thinking Skills & Personal Capabilities in literacy –***being creative– evident in planning*** * Investigate and incorporate new activities and resources in mental maths * Further develop the integration of mental maths strategies and build resources * Monitor and analyse PTM and End of Key Stage results to review progress * Explore resources to support learning and teaching in maths * Increase pupils enjoyment of maths through active learning experiences * Investigations, open ended challenges * Problem solving | * Inclusion of Thinking Skills & Personal Capabilities in literacy – ***managing information – evident in planning*** * ***Effective use of questioning/plenaries – in planning*** * Review Mathletics, HAM * Review of Numeracy Scheme * Review of medium and short-term planning * Review mental maths strategies and build resources |
| **ICT**  **FOCUS** | * Continuation of online safety scheme and delivery of lessons * Continue to develop staff in use of ICT * Develop pupil monitoring sheets for Using ICT and retain samples of pupils’ work * M&E or ICT in planning * Support staff in implementing software * Update training for staff in the use of ICT and iPads * Digital School of distinction Award | * Further develop system for monitoring ‘Using ICT’ Ensure progression in the development of children’s UICT skills and extend their creativity and learning through the use of ICT, Especially iPads |  |
| **Teaching and Learning**  **FOCUS** | **AfL**   * Learning Intentions/Success Criteria – Lls are clearly defined and used to support children’s learning, remind children of Lls during learning activities and again in plenary sessions, children are involved in process of generating Success Criteria, SC used to provide reference points for pupils throughout the lesson, SC used for marking and feedback * ***Self/Peer Assessment – appropriate use made of self-assessment and peer assessment to reinforce, evaluate and consolidate learning, traffic lighting and other methods used to enable children to portray their understanding*** * ***Formative Feedback – teachers mark for improvement, clearly indicating strengths and areas for improvement using updated marking policy, clear improvement targets based on shared success criteria – effective feedback. Children using feedback to edit and improve their work.***   **Planning – highly effective planning meeting needs and abilities of all learners**   * Thematic, real and relevant * Balanced in all areas of learning, balance in variety of teaching approaches * Connectedness – connected learning across curriculum, build upon previous learning * Children’s role – actively involved at planning stage * Expectations – high expectations of what all children can achieve * Differentiation – teacher has clear picture of range of abilities from range of effective data, quantitative assessment evidence enables teachers to monitor children’s progress, good opportunities are provided to cater for individual learning needs and styles * Appropriate support and challenge for those whose ability is not of their peers –whether over/under or low achieving * Evaluation – teaches regularly evaluating teaching and learning outcomes and use information as basis for future planning   **Active Learning**   * ***Children recognise their own role – reflective, collaborative, risk takers, responsible for own learning*** * ***Skills/Knowledge – teachers demonstrating understanding of how to facilitate a curriculum which places skills alongside knowledge*** * Play-based learning well planned, closely related of children’s experiences and extends understanding and skills through appropriate themes and topics * Children involved in identifying and setting their own targets – Target Walls in place, Target sheets or Target Mats   **SEN**   * Effectiveness of support – support matched sufficiently to learner’s needs – PLPS shared, effectiveness of support monitored and evaluated to measure improvement   **Parents**   * Parents will informed and enabled to support children’s learning * Promote partnerships with parents, pupils and governors * Parents kept up-to-date on Shared Education project, RRS and other school initiatives etc | **AfL**   * ***Questioning – skilful use of questioning and discussion between teacher and learners, amongst themselves and with CAs promotes and consolidates understanding, Children supported and challenged by careful questioning, adequate thinking time*** * ***Plenaries–evaluate and consolidate learning, traffic lighting and other methods used to enable children to portray their understanding – continue to embed peer and self-assessment***   **Facilitating Learning**  Progression Grid each Key stage  Assessment of TS & PC  Develop TS & PC through classroom strategies  Use of strands for progression  Teachers aware of barriers to learning  Pace and challenge – lessons well matched to children’s range of abilities, interaction between adults and children is more and appropriately challenging, children are more supported and challenged via careful questioning which extends their responses  Teaching Strategies – Differentiated teaching strategies are deployed to support children who have different learning styles VAK, shared, modelled, guided approaches used, children’s specific learning needs are supported by range of sensory experiences  ICT – Effective and imaginative use is made of ICT to support and consolidate learning  Intervention – Skilled intervention of CAs supports the individual and collective learning needs of children  Independent Learning – The development of children as independent learners able to apply their skills and understanding to new situations  Reviewing new learning – good opportunities provided for children to talk about their learning and how they can transfer newly acquired skills to variety of contexts  Learning intentions are reflected on during and / or at the end of lessons through well focused plenary sessions, teachers refer to learning intentions in middle/ end of lesion to review learning  Learning Intentions provide clear focus and success criteria negotiated with pupils  Extended questioning  Effective feedback provided  Address pupils missing class time for music, absences  **Active Learning**   * Access to Active Learning – fewer formal exercises but practical paired/group work * Regular access to active learning and are engaged in it having the language to talk about their learning * Children enthusiastic and engaged in learning and have opportunity to display creativity, independence and perseverance | **Pastoral/Classroom Climate and Setting**   * Happy classrooms where children feel safe and secure * Organised classrooms * Effective resources * Good communication and relationship between teacher and learners * Ethos of high expectations permeated at all levels * Displays reflecting children’s work (Learning), teaching variety * Enquiry based open ended challenges * Effective classroom management and systems in place e.g. brain breaks, settling down time, messages, swimming, desks, resources * Stimulating environment – organised, positive, designated areas, learning walks by each member of staff * Classroom charter, rewards system in place * Values, rules on display and code of conduct * Safeguarding team on display as well as posters on how to report concerns of any kind – Cp#, AB, OS * Children know what to do if need help * Use of Brain breaks/ sensory * RRS/ Shared Education programme promoting reconciliation and tolerance – ethos reflects this |
| **WAU/Eco School** | * Science Event for Parents – STEM * 3rd Eco Flag obtained * Continue to develop science and technology in WAU | * Review of topics throughout school * Further embed global learning aspect * M&E – Review evidence gathered for WAU * Develop use of locality for outdoor learning * Include Thinking skills and Personal Capabilities in planning * Further embed WAU Cluster | * Review long term, medium and short-term planning |
| **SEN** | * Review SEN policy to reflect changes to SEND * Update the SEN register each term * SENCO attend SEN training and dissemination to staff * Carryout menu of activities throughout year – eg. Audit, staff development on changes * Challenging Behaviour training for staff – the profiles – link with Middletown, Strive NI – emotional regulation and deescalating * Develop monitoring and evaluating of pupils’ progress, tracking of pupils on SEN register. Measure improvement that extra support brought to attainment of learners and identify any changes in provision to be made. Ensure challenge for SEN pupils * Continue CA involvement in monitoring and evaluating pupil progress, formulating targets * Access Audit Checklist completed | * Review SEN arrangements * Revise PLPS and how to write targets * Review evidence to be kept along with PLPS, M&E procedures * Carry out book looks, and M&E of planning ensuring children’s needs being catered for * Review role of SEN CA * Cluster for SEN * Update the SEN register each term * SENCO attend SEN training * Further increase pupil and parent participation in reviewing and setting targets for PLP ’s * Further develop ‘Autistic friendly’ classrooms * Develop monitoring and evaluating of pupils’ progress, tracking of pupils on SEN register * Analysis of SEN data |  |
| **Play Based Learning** | * Develop outdoor play and add to resources * Review of observation files in FS * Review of plan observations – spontaneous and planned FS and use information gathered to inform planning and suitability of activities * Use of Tapestry to record progress | * Review of Tapestry * Review of play planners in FS M&E of play – principal * Ensure core literacy and numeracy skills are developed through play-based learning * Build on resources through auditing areas of play * Continue to further develop outdoor play provision * Further develop children’s experiences linked to topics in FS and KS1 * Outdoor learning classroom * Play training for staff * Audit and identify areas for development in play – purchase appropriate resources |  |
| **Thinking Skills & Personal Capabilities**  Use of NIC for training | * Increase awareness and use of 5 strand in TSPC * ***Focus on incorporating one strand into teaching and learning each year – see Literacy and Numeracy*** * Develop use of thinking cards and other appropriate resources – Active Learning and teaching strategies * TSPC in planners | * Review use of appropriate resources, thinking cards, NIC website, role cards, thinking frames * Ensure progression from FS to KS2 using supporting resources where appropriate … progression grids – Each Key stage 7 classroom strategies - plenaries * TSPC in planners |  |
| **PDMU** | * Ensure on class timetables * PDMU displays in classrooms * Bucket Filling * Take 5 activities * Resilience programmes – That Thing I Do | * Review of PDMU in curriculum * Develop PDMU scheme.. include Rights Respecting * PDMU displays in classrooms * M&E in PDMU |  |
| **R.E.** | * Open Themed Assemblies | * Review of RE teaching in school – core elements and themes |  |

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| **Assessment & Data Analysis** | * Variety of Qualitative and Quantitative Data – comparative, summative, formative and diagnostic – see data pack * Continue use of CCEA assessment arrangements for Communication and Using Mathematics, UICT * Use of PTE, PTM and NRIT/CAT4 to monitor and track pupil progress using Assessment Manager * Track pupils from Term 1 – Term 3 in PTE, PTM using tests A and B * Target setting at school, class and pupil level and used to inform future planning – P3 – 7 children in End of KS levels and PTE/PTM – use of stanines and booster/ intervention groups * Develop the use of Targeted Progress Plans for use with children identified as underachieving/overachieving * Ensure appropriate challenge activities for high achieving pupils * Continue updating class overview * Continue compiling portfolios of children’s work in Communication, Using Maths and UICT * Use of data for trend analysis benchmarking, diagnostic, analysis, patterns in underachievement | * Variety of Qualitative and Quantitative Data – comparative, summative, formative and diagnostic – see data pack * Continue use of CCEA assessment arrangements for Communication and Using Mathematics, UICT * Use of PTE, PTM and NRIT/CAT4 to monitor and track pupil progress using Assessment Manager * Target setting at school, class and pupil level and used to inform future planning – P3 – 7 children in End of KS levels and PTE/PTM – use of stanines and booster groups * Develop the use of Targeted Progress Plans for use with children identified as underachieving/overachieving * Ensure appropriate challenge activities for high achieving pupils * Continue updating class overview * Continue compiling portfolios of children’s work in Communication, Using Maths and UICT * Use of data for trend analysis benchmarking, diagnostic, analysis, patterns in underachievement | Track underachievement target P3 underachievement with individual target forms  Jan data, June data (pack) |

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| **Self – Evaluation/Monitoring & Evaluation** | * Distribution, collection and collation of audits – staff, pupils and parents (pastoral care, staff development, SEN, curriculum audit for staff, literacy, numeracy audit, literacy for staff and pupils, ICT/WAU audit, parents homework audit) * Staff use of Whole School, ISEF self-evaluation documentation * Principal report to Governors termly * Co-ordinator end of year reports to Governors * An agreed schedule for Monitoring and Evaluating in place with clear roles and responsibilities for class teachers and subject leaders * One book look in literacy/numeracy * One planner feedback in literacy/numeracy * One lesson observation in literacy/numeracy * Monitoring of behaviour charts * Meetings with CAs, staff and school council on behaviour * Progress meetings termly – differentiation and progression evident | * See M&E Schedule – revised for 2019/20 * More classroom observation * M&E of weekly and termly plans, book looks, classroom environment, data * Progress meetings termly – differentiation and progression evident * Use of Staff feedback, audit distribution to parents, pupils and staff on behaviour * SLT meetings used to monitor and review progress * Team teaching to develop expertise and monitor and evaluate progress * Principal report to Governors termly * Co-ordinator end of year reports to Governors * An agreed schedule for Monitoring and Evaluating in place with clear roles and responsibilities for class teachers and subject leaders * Develop evaluations of planners – ensure they are evaluation of learning and then section for other comments * Look at portfolios and samples of work – Literacy, Numeracy, ICT * M&E of Behaviour – behaviour charts, AB report forms, CP forms, SIMS | Data Pack |
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| **Effective Leadership** | **2022 – 2023** | **2023 – 2024** | **2024 - 2025** |
| **Strategic Leadership** | * Ensure clear, shared vision for school’s future * Active in shaping ethos and climate of school taking into account Shared Education project * Staff knowledgeable about SDP * Review of Action Plans for 2021/22 and creation of Action Plans for 2022/23 * Monitoring of Action Plans and updates from co-ordinators throughout the year – review termly * Principal’s PRSD * Governor training in identified areas * P3-7 Target Setting, Data Analysis and Self – Evaluation Strategies in consultation with staff members * Empowerment of all teaching staff through curriculum meetings staff training needs met * Governors on curriculum teams * Annual Report to governors * Roles and responsibilities reviewed * Leadership roles developed and leadership handbook in place * Culture of CPD exists and promoting professional development of staff, CPD Policy * Culture of self-evaluation data and data rich environment established * Effective M&E systems in place * Whole school assessment processes in place * Data analysis – standardised data, DE benchmarking data, staff audits, work sampling, planner scrutiny, classroom observations, moderation activities * Prospectus Updated * New Staff Induction process in place * Induction updated * Policies in place * Develop and disseminate effective strategies * Teacher/ CA training opportunities * Develop links with post-primary schools * Develop global links with school in China * Area of website created for admissions and another area created to support parents | * Review of Action Plans for 2018/19 and creation of Action Plans for 2019/20 * Monitoring of Action Plans and updates from co-ordinators throughout the year * Monitoring of Action Plans and updates from co-ordinators throughout the year – review termly * Principal’s/VP PRSD * Governor training in identified areas * P3-7 Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members * Empowerment of all teaching staff through curriculum teams * Governors on curriculum teams * Prospectus Updated * New leaflet produced for open morning * Ensure effective dissemination from courses and staff training * Curriculum meetings * Roles and responsibilities * Areas to develop |  |
| **Professional Development** | * Prioritising staff development that reflects SDP and PRSD targets * Use of audits to identify training needs * Thinking Skills and Personal Capabilities Training * Staff development Days/ Well-Being Days utilised to allow time to implement training received * Regular consultation with coordinators and team teaching to meet individual needs of staff through curriculum meetings * CA opportunities for training * Child Protection/ Anti-Bullying Training * Principal attend Mid Ulster Primary Principal’s Association meetings * Continue to be involved in Pathways to Partnership Programme with local schools * Continue Leadership Matters with staff included * Effective M&E systems in place -M&E overview schedule * Develop and disseminate effective strategies * CPD Policy in place * Shared Education project developed between schools – opportunities for sharing good practice and training provided through * TPL * Data Protection training | * Prioritising staff development that reflects SDP and PRSD targets * SEN Cluster – Pathways to Partnership * WAU Cluster |  |
| **Financial Management** | * Use of Oracle Finance system * Use of new NISTR * Meeting with LMS officer to establish budget priorities which reflect the SDP * Monitoring of monthly printouts * Fundraising | * Telephone guidance from LMS officer to establish budget priorities which reflect the SDP * Monitoring of monthly printouts with Board of Governors * Fundraising via PTA |  |
| **Accommodation** | * Develop outdoor activity area * Security Fencing, CCTV | * Paint exterior of school and certain classrooms |  |
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| **School Connected to the Local Community** | **School Connected to the Local Community**  **2022 - 2023** | **School Connected to the Local Community**  **2023 - 2024** | **School Connected to the Local Community**  **2024 - 2025** |
|  | * Communication of school policies and SDP to parents * Use of Seesaw for communication * Use of Social Media/Website * Shared Education Project with New Row PS.. community events e.g. coffee morning * SOS Clean UP days at school * Develop and extend range of after school activities using external personnel, piano and guitar lessons available * Information leaflets for parents at the start of the school year * Board of Governors’ Report * Key school documents available to parents on website * Parent Volunteers – trips, after school clubs, * Open assemblies for parents * Open afternoons for parents to share in children’s learning * Develop outdoor play/garden facility * Charity fundraising * Christmas performances, School Show * Sports’ Day * Book Fair * Visitors into school linked to class topic work * Work with Social Services, PSNI, Fire Service, Library Service, Educational Psychologist, peripatetic teachers, * Links with local post-primary schools – workshops * Links with Pre-school – Kiddies Castle – Teddy Bears Picnic, outdoor play, Christmas events, story telling events * Participation in Sporting tournaments, Coleraine Music Festival, Public Speaking Competitions * Active Travel Events * Open Morning/Induction * PTA events in community * Links with local churches – local clergy in to participate in assemblies, Carol Service, Concerts * Develop links with local industry – Moyola Precision Engineering * Links with community – Moyola Golf Club and FC, sports council * School choir performing in community – supermarkets, care homes, churches * Grandparents Christmas Dinner/Tea party * Parent Questionnaires/meetings | * Provide overview for year for areas of learning * Provide class termly overviews * Pastoral information published on website regularly * Communication of school policies and SDP to parents * Develop and extend range of after school activities using external personnel * Information sessions for parents at the start of the school year * Board of Governors’ Annual Report * Key school documents available to parents on website * Parent Volunteers – trips, after school clubs * Open assemblies for parents * Develop outdoor play/garden facility * Charity fundraising * Sports/ Day * Book Fair * Visitors into school linked to class topic work * Work with Social Services, PSNI, Fire Service, NSPCC, Library Service, Educational Psychologist, peripatetic teachers * Continue links with New Row PS – Shared Education * Develop links with local post primary schools * Links with Pre-school – Kiddies Castle – Teddy Bears Picnic, outdoor play, Christmas events * Participation in Sporting tournaments, Music Festival, Public Speaking Competitions * Active Travel Events * Open Morning/Induction * PTA events in * Links with local churches – local clergy in to participate in assemblies, Carol Service, Concerts * Develop links with local industry – Moyola Precision Engineering * Links with community – Moyola Golf Club and FC, sports council * School choir performing in community – supermarkets, care homes, churches |  |