

SCHOOL DEVELOPMENT PLAN 2023-2026

St. Tierney's Primary School

"Where Great Minds Grow"

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INTRODUCTION

St. Tierney's School Development Plan is a collaborative document to which all stakeholders have contributed (See Schedule on pg 68).

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.

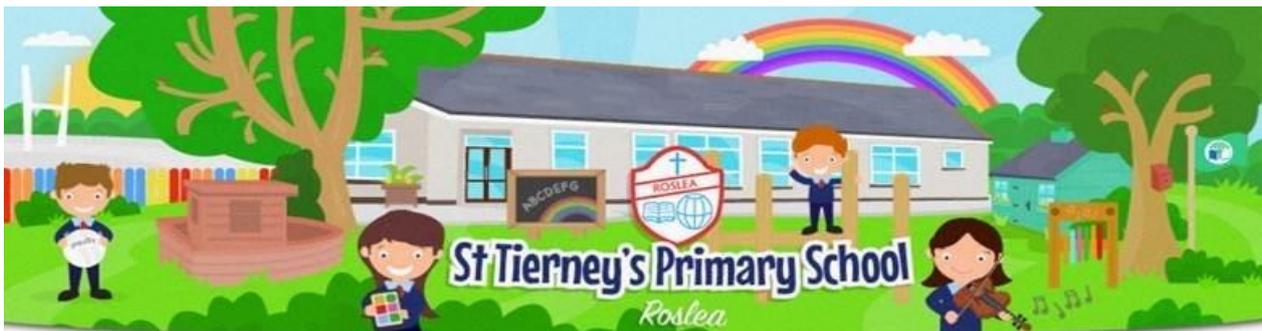
The Development Plan also translates the policies, ethos and aims of the school into practice. It has been drawn up with the full support and co-operation of the staff and governors and all stakeholders have been consulted. The School Development Plan includes Action Plans which outline in more detail 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, feedback from non-teaching staff**
- **Minutes of staff meetings, records of professional discussions**
- **Parent and Pupil questionnaires**
- **Pupil Voice Focus Groups – School Council/Eco Council/Digital Leaders**
- **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, sub-committee meetings and Governor questionnaires**
- **ETI Inspection Findings**





Pupils working together in the school gardens, May 2023

**SDP Requirement 1:
A statement and evaluation of ethos of the school**

Mission Statement

‘Where great minds grow’

In St. Tierney’s Primary School, as a Catholic School we endeavour to promote a living faith and to create a secure environment which enriches and compliments the love and care experienced at home. Staff work individually and collectively to support each other and to create conditions which foster learning, self-discipline and respect for others. As part of a believing community committed to a Catholic way of life, we believe that all are equal in the sight of God and that each child should know that they are important, whatever their individual talents and abilities. We welcome children of all faiths and cultures and treat all members of our school community fairly. Our school is characterised by a spirit of compassion and understanding and we aim to promote the dignity and wellbeing of all.

In St. Tierney’s Primary School, we are aware of the role that the school has in promoting the life of each child in our care and involves more than academic considerations. As a Catholic school, we seek to reflect the values, attitudes, beliefs and practices of our Catholic faith and our local community. Religious Education is an integral part of our catholic education provision and this incorporates Liturgical Celebrations and Personal Development and Mutual Understanding activities.

It is the Policy of our Board of Governors that in accordance with our Catholic ethos and in line with the Northern Ireland Curriculum, a balanced and broadly-based curriculum, which promotes spiritual, moral, cultural, intellectual and physical development, will be offered to all pupils. The governors and all staff strive to promote an ethos in which fairness, tolerance, compassion and forgiveness will permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set / achieve the highest personal, physical, spiritual, social and academic goals.

In Literacy and Numeracy, we follow the N.I. Literacy and Numeracy Frameworks and aim to provide high quality education for all pupils. Our results in English and Maths are excellent and above the NI Average in all areas. Analysis of data shows that almost all children are achieving as expected or above in both literacy and numeracy. Our pupils are given opportunities to learn through well planned and purposeful teaching. We are continuing to develop Active Learning methods to promote learning. We provide a stimulating learning environment using a variety of teaching methods. Expectations for all pupils are realistically high and teaching is matched to the needs and abilities of our pupils. Positive behaviour is encouraged using rewards and we celebrate successes achieved at all levels. Children are at the centre of the learning process and the pupils’ voices are valued and celebrated.

St. Tierney’s Primary School has strong links with Roslea Cross Community Play Group and continues to develop a learning community with its neighbouring primary schools and post-primary schools and with the many groups and associations within the Roslea community and the surrounding areas. As a school community, we are committed to building relationships at all levels. This partnership consists of the Board of Governors, the staff, the pupils and parents all working together to ensure that our children receive the best education possible. The ethos of the school is experienced through the warm welcome given to all. All contributions are valued, whether from pupils, parents, staff, governors, external agencies or other stakeholders and we are committed to a process of self-evaluation to ensure we continue to improve on our previous best.

Evaluation of Ethos

St. Tierney's Primary School promotes a Catholic living faith through which compassion, understanding, dignity, fairness, tolerance and forgiveness permeates all relationships.

- Class assemblies throughout the year celebrate and promote various themes that are reflective of our Catholic faith. Open Assemblies are held throughout the year so that we can share our faith with our families and the community.
- All classes have a Sacred Space, children are encouraged through daily prayer, are taught the Grow in Love Programme and are prepared for the Sacraments.
- 100% of teaching staff agree that they contribute to and support St. Tierney's vision and values.

There is a strong child – centred ethos in St. Tierney's that is open, supportive, friendly and fair to everyone.

- During a focused session between all governors and staff, 100 % agreed that the school is welcoming to all faiths, cultures and abilities and that our differences are acknowledged and celebrated.
- 99% of pupils agreed that they are happy in school 100 % agreed that teachers care about them.
- 100% of parents agree that their children are happy and settled in St. Tierney's and that members of staff in St. Tierney's are caring and show commitment to their child.

***“ All the teachers and assistants are lovely, caring, easy to talk to and supportive.”
Pupil questionnaire response May 2023.***

The children in St. Tierney's display positive behaviour and show awareness of school rules.

- The school's Golden Rules are displayed and promoted throughout the school and assembly hall. Classes have also agreed their own class code.
- A whole school Code of Conduct was created with input from staff, pupils and parents in 2019. This is reviewed annually by the School and Class Councils and displayed throughout the school and referenced during class, assemblies etc and if any issues arise.
- Positive behaviour is rewarded daily and weekly through Stars of The Day/Week, Principal Awards, Class Helpers/Leaders, Weekly Merits and Golden Time.
- 100% of non-teaching staff agree that the children in St. Tierney's are well behaved and 100% of parents agree that pupils in St. Tierney's are encouraged to behave well.

St. Tierney's is committed to listening to the voice of pupils, involving young people in discussions and fostering a learning community where pupils develop enquiring minds, taking responsibility for their own learning and learning environment.

- School Council and Eco-School are established. There are prominent displays to promote these and highlight the role that they have played throughout the school year.
- Digital Leaders have also been established during the 2022-23 school year/
- 98% of pupils agreed that the school takes account of pupil's ideas and opinions.
- Self and Peer Assessment is well embedded and there is a culture of self evaluation.
- Target setting at pupil level has been established and will continue to be developed at class level.

There have been excellent efforts to facilitate engagement between the school, the parents and the wider community.

- There are some excellent examples of communication and engagement with parents. For example, school website, text system, email, curriculum evenings, mental health workshops, class and school newsletters, formal and informal PT Meetings, open assemblies, concerts and carol services, induction days, open mornings and stay and play sessions.
- Strengthened links with the local and wider community are evident through educational visits and outside speakers in to school, workshops such as Sliabh Beagh Art and Killyfole Education Launch, intergenerational work with Carn Court and local Senior Citizen Group, links with Roslea pre-school, Rainbow Afterschool, local primaries and post primaries (through Shared Education and Extended Schools Cluster), Community Use of School for Roslea Comhaltas and Fermanagh Fleadh, links with local businesses for outreach and sponsorship, participation in Lisnaskea Féis, Fermanagh Céilí dancing programme, Cumann na mBunscoil blitzes and quiz. There are excellent relationships with the local GAA club, Roslea Shamrocks and St. Tierney's Church also.
- 100% of parents stated that they feel welcome when they visit St. Tierney's, that they are informed regularly about the life and work of the school and that St. Tierney's is well thought of in the community.
- 100% of staff agree that there are effective links and partnerships with other schools and the local and wider community.
- There will be a focus to re-establish the Parent Teacher Association, Friends of St. Tierney's. ***“The school has worked hard to reach out to the community and has used the community as a resource for learning....they have to be commended in the tireless work they have undertaken”.*** School Governor questionnaire response, May 2023

The school is committed to the holistic development of all children and works hard to promote the life of each child beyond academic with opportunities for extra-curricular success.

- An extended schools coordinator has been appointed to oversee extra-curricular activities.
 - 98% of pupils agreed that they have opportunities to participate in after school activities.
 - 100% of parents stated that the school provides opportunities for their children to participate in a range of activities both during and after school.
- “ St.Tierney's is excellent for offering extra-curricular activities. A variety of extended schools clubs are offered each term”.*** Parent questionnaire response May 2023.

There is a commitment to promoting a healthy school, with a focus on physical, social and emotional wellbeing.

- Healthy menu daily for breakfast and snack club and healthy school dinners.
- Hands on outdoor learning and growing vegetables in school garden.
- Active school routines such as Daily Mile and Sustrans Walk or Cycle to School scheme in place, including Cycle Skills and Ditch the Stabilisers.
- Outdoor environment further developed with classroom, seating, eco-garden and trim trail.
- External agencies used to support aspects of PE, PDMU and After Schools include Action Mental Health programme, Core Kids, Healthy Kids, Swimming, Love for Life, Relax Kids, GAA and Council coaches.

There are processes in place for self-evaluation at whole school level.

- A whole school monitoring and evaluation schedule is agreed between principal and teaching staff at the beginning of the school year, which involves SLT and coordinators evaluating at whole school level. Rigorous data analysis in place to evaluate performance at whole school level and identify target areas or pupils.
- Regular marking of work in line with whole school marking policy. Pupil self and peer assessment, target setting and self-evaluating are all in place at an age appropriate level.
- SDP well informed by process of self-evaluation at whole school level, involving all stake holders. SDD's used effectively to support SDP and areas for focus.
- 100% of governors agree that they are aware of the targets in the School Development Plan and 87.5% agree that they participate in monitoring and evaluating the SDP.
- ETI findings in May 2021 stated; '***The whole-school culture of improvement, where 'great minds grow' is robust, agile and adapted to the needs of the children and staff, it is well-focused on maintaining the children's health, well-being and progress in learning across all areas of the curriculum.***'

Teachers are given opportunities to share in the leadership of the school.

- School management structure is working effectively with coordinators in place for key subject areas, leading new initiatives and sustained improvement in key subject areas.
- Training and opportunities for emerging leaders identified and supported through Induction, EPD, PRSD and Pathways to Leadership programme.
- 100% of teaching staff agreed that the school takes account of staff ideas and opinions and that teaching staff in St. Tierney's work well as a team and have opportunities to be involved in the decision-making process.

Future Actions

- Continue to promote Healthy Lunches and snacks
- Further develop use of Outside classroom for all weather
- Explore use of other spaces around school for external agencies and group work/withdrawal.
- Maximum availability of Rainbow Room for SEN pupils and other children when needed.
- Continue mindfulness and wellbeing activities for pupils that were introduced on return to school post lock down.
- Continue with Core NI to support PE curriculum – dependant on funding available.
- PTA and fundraising to sustain excellent work and initiatives we have established.
- Hygiene room and additional toilets for Foundation Stage – minor works submitted.
- Team building activities for staff.



Annual St. Patrick's Day Concert, March 2023



P6 Intergenerational Project with residents of Carn Court, Dec 2022



P6/7 visit Devenish Island as part of their topic work, November 2022



School Council St Vincent de Paul Hamper Appeal, December 2023



Water Safety Mum visit. March 2023



Grandparents Day Jan 2023



Art Club Feb 2023

“ Child-centred education is deeply embedded in St. Tierney’s ethos. Everyone in school has a voice, staff and pupils. There is a sense of collegiality, of shared focus and purpose, which is to educate the pupils in a warm, safe and happy environment.”
Staff questionnaire response, May 2023

REQUIREMENT 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 THE RAISING OF STANDARDS OF ATTAINMENT AMONG ALL PUPILS, IN PARTICULAR IN COMMUNICATION, USING MATHEMATICS AND USING ICT;

LEARNING

The fundamental aim of all our strategies is to ensure that every learning and teaching opportunity is maximised so that everyone is involved in their pathway to lifelong learning.

In St. Tierney's Primary School, the curriculum involves all of the learning experiences offered to pupils in terms of curricular and extra-curricular provision. It includes the spiritual, intellectual, physical, social and emotional development of each pupil under our care. Children have opportunities to study all of the Areas of Learning within the Northern Ireland Curriculum, which include Language and Literacy, Mathematics and Numeracy, The World Around Us, The Arts, Physical Development and Movement and Personal Development and Mutual Understanding. Although the Areas of Learning are set out separately, connections will be made, where appropriate, across the six Areas of Learning.

In order to achieve this, we will endeavour to:

- Implement active learning methods regularly, making learning and teaching as exciting and interesting as possible.
- Design and implement learning and teaching activities which facilitate the development of independence among all learners.
- Cater for all types of learning styles and aim to remove any barriers to learning.
- Secure appropriate teaching and support arrangements (including differentiation and curricular setting) so that all pupils are supported and challenged to achieve their best within the resources available.
- Provide appropriate staff development opportunities so that there are consistently high quality learning and teaching experiences within and across all year groups.
- Consistently monitor and evaluate provision.
- Acquire, maintain and utilise appropriate high quality resources to support all learning and teaching.
- Provide a safe, attractive and conducive environment for learning and teaching at all times.

"The children are motivated, confident and independent and engage enthusiastically in a broad range of curricular experiences..."
(ETI Inspection Report, May 2021)

TEACHING

In St. Tierney's Primary School, each member of the school community is valued and has an important contribution to make to the life and work of the school. We are committed to providing a range of learning experiences for all our pupils, which will enable them to explore and develop their talents and abilities. Thus, the teaching we provide ensures that the curriculum:

- is broad, balanced and well-planned, with clear objectives and shared goals so as to ensure consistent whole-school practice, providing opportunities for both subject specific teaching and the development of a cross-curricular approach
- is centred on the needs, interests and experiences of the child and provides practical teaching and learning activities
- promotes excellence at every level of school life
- encourages pupils to take responsibility for their own learning and to play an active role in the life of the school and the wider community
- is further enriched by the active involvement of parents in pupils' learning
- involves opportunities for teachers to monitor and evaluate practice.

Currently, the pupils are taught in either straight or composite classes and class sizes vary from 20 to 31 pupils.

All teachers in the school are registered with the General Teaching Council and avail of professional training and development. Every other Wednesday afternoon is set aside for staff meetings / curriculum team meeting / Key Stage meetings.

The school has clear, coherent planning which effectively guides the work of individual teachers and the staff as a whole. Each teacher has detailed medium term plans (monthly) and short term plans (daily notes). These clearly outline lesson content, learning intentions and success criteria, differentiation, teaching approaches, assessment opportunities, observations and evaluations. An evaluation of pupils learning informs future planning. Teaching strategies are varied and include practical work, group work, instruction by the class teacher and problem solving. Lessons are planned to make the most of our well-developed Outdoor Learning environment. Lessons are differentiated to meet individual pupils' needs and include extension activities.

Classroom Assistants are utilised to support learning in the Foundation Stage classes and are involved in the planning process alongside the teacher. Additional classroom support is arranged throughout the school for pupils with additional learning needs, in line with EA allocations and within the constraints of the budget. Staff convey and set high expectations and children are encouraged to develop their independence, creativity and ability to manage risks in their learning. Each teacher evaluates medium term plans in Literacy and Numeracy on a weekly basis and written evaluations are submitted to monitor and evaluate the teaching and learning at the end of each half term. Each member of staff endeavours through collegiate activities such as curriculum meetings and trusted colleague sessions to share his or her skills, talents, resources and time.

Performance data i.e. PTE, PTM, CAT, Young Spelling and Star Reading Tests (P3-7), along with teacher observations, are used to identify those children experiencing Special Educational Needs. This is reviewed at termly progress meetings to ensure identification and re-evaluation of needs is an ongoing process. Individual Education Plans are drawn up in September, January and April and are written in consultation with the class teacher, Learning Support Coordinator, parents and pupils. A combination of targeted in-class support and withdrawal support is given. A number of pupils receive additional classroom assistant support to aid their learning and development.



P3 and 4 pupils taking part in a Live Izak9 session, March 2023



P2,3 & 4 Active Maths Sessions 2022-23 School Year

Evaluation of Teaching & Learning Approaches

The quality of feedback to pupils across the school is at a high level.

- All staff are aware of and successfully implementing the school Marking Policy. An overview is displayed in all classrooms, and in some pupil books, and shared with pupils.
- Evidence collated from staff audit indicated that children are receiving high quality practices in providing pupils with high quality feedback. For example, 2 stars and a wish, traffic light systems, AFL stamps, check lists, peer and self-assessment are well embedded.
- 100% of teaching staff agreed that teachers use AFL strategies to ensure that pupils receive constructive feedback about their work.
- 100% of pupils agreed that they are encouraged to do their best work at all times.
- ETI Report in May 2021 noted that *'There is an embedded culture of teacher oral feedback to the children, marking for improvement and self- and peer- assessment that identifies teaching processes and informs planning for learning.'*

The pupils in St. Tierney's learn in a fully inclusive classroom environment where work is differentiated to meet their needs.

- Findings from coordinator monitoring reports.
- Differentiation is evident in class planners with reference to LAG, MAG and HAG.
- Evident in samples of pupil's work collated by subject coordinators.
- Formative and summative data shows that the majority of pupils are working within or ability range. Targeted plans are put in place to support any pupils that have been identified as under achieving in a certain area.
- 100% of parents agree that learning experiences are matched to the needs and abilities of their child.

There is some excellent practice of teachers developing Thinking Skills & Personal Capabilities through active learning experiences although monitoring and evaluations have highlighted that there can be further development of this area.

- Activity Based Learning Planners are in place in Foundation Stage and KS1. These are monitored on a termly basis by the Foundation Stage/ABL Coordinator.
- Trusted colleague networking is in place for teachers to observe and share good practice.
- 93% of pupils agree that they have opportunities to learn outside the normal classroom.
- 97.44% of parents agree that their children have sufficient opportunities to experience learning outside the traditional classroom.

Pupil's in St. Tierney's are highly motivated and enjoying their learning. There is now a culture of high expectation.

- 98.82% of pupils agreed that they are happy in school. High attendance rates of 94.8%.
- Feedback from enrichment activities, Athletics and Accelerated Reader, highlight high levels of engagement and pupils making progress in their learning.
- ETI reported in May 2021, '***The teachers have high expectations of the children and, in turn, the children take pride in their achievements.***'
- Staff audit indicated that teachers set termly/half termly targets for ALL pupils at class level.

Children benefit from lessons that are well planned and informed by previous learning to provide a balanced curriculum.

- Staff audit indicated that curriculum planners and schemes of work are in place and being used effectively. Long, medium and short term planners are available.
- Co-ordinators monitor evaluated planners on a half termly basis and provide feedback.
- Timetables are in place to deliver a broad and balanced curriculum in line with the Northern Ireland revised curriculum
- Effective Shared Planning is established across the school, giving the pupils ownership of their learning. Shared Planning Boards in each classroom incorporate KWL.

St. Tierney's Primary School provides a rich and inviting learning environment and stimulating opportunities to promote children's learning both indoors and outdoors.

- There are good quality displays across the school that highlight and celebrate the children's work. It will be a focus for staff to maintain and update regularly high quality displays showcasing pupil work and achievements.
- There is an appropriate balance between displaying children's work and use of teaching aids that has been noted during Trusted Colleague classroom visits.
- Feedback from staff and governor audit highlighted the use of areas within the school as an area for development. In particular, the use of the Rainbow Room and other areas that could be designated for learning support.

- **The outcomes for Literacy, in all phases across the school, are very good or better.**
 - Standardised data shows that the majority of children are achieving in line with their ability or above. At class and whole school level, pupils are performing above the National average in most areas. Teachers have identified any areas that may be a focus for their particular class or a group of pupils within a class.
 - Most recent ETI Report in May 2021 highlighted high standards in Literacy.
 - ‘By the end of key stage (KS) 2, the quality of the children’s writing across a range of writing forms is well-developed, presented to a very high standard and includes creative illustrations using art work and information and communication technology (ICT). The children are articulate and express readily their ideas and views. They read with fluency and justify opinions about characters in the class novel.’*
 - Curriculum audits by teaching staff indicated the need for additional resources for the teaching of Guided Reading in Key Stage 2, development of Reading partnership and Paired Reading programme and a need to embed spelling strategies to include phonics and sight words.

The outcomes for Numeracy, in all phases across the school are very good or better.

- Analysis of standardised data shows that all current classes are working above the national average in Numeracy. Teachers have also identified any areas of the curriculum that may be a focus area for individual pupils, groups or whole class and targeted plans are in place.
- Findings of the Board of Governor School Improvement Sub-Committee on 31/5/19 reported as follows: *“The targets are set and reached through an organized and systematic approach to leading improvement in numeracy resulting in pupils gaining practical skills and applying these skills to real life problem solving. This is achieved through planning, tracking and evaluating pupils’ progress.”*
- Staff highlighted in a curriculum audit that there was still a need to ensure planning is in place for opportunities for mathematical teaching and learning in the outdoor areas; to plan for the use of Mathletics to support the online programme and to put support in place for SEN and Underachieving pupils without Engage funding.

Celebrating
Achievements in
Mathletics,
September 2023



Future Actions

- **Build on good practice and further develop Active Learning across the school.**
- **Promote a culture of high expectation through marking, displays, oral feedback etc.**
- **Maintain access to high quality and up to date resources in time of strained budgets.**
- **Further scope to develop learning outside the normal classroom.**
- **Further develop the use of space around the school.**
- **Additional resources for the teaching of Guided Reading in Key Stage 2**
- **Development of Reading Partnership and Paired Reading programmes.**
- **Setting of targets at whole school, class and individual levels using stanardised data.**
- **Development of STEM activities in World Around Us/Topic Work.**

“Great effort is made to incorporate the resources within the school to deliver positive outcome for the children.” “Continue to keep up to date with new teaching resources/models to ensure the children get every opportunity to learn” BOG SDP Survey Response - May 2023.

ASSESSMENT

We believe that the assessment, recording and reporting of pupils' work has a key role to play in ensuring the sustained achievement of our pupils. We recognise that assessment should be varied, regular and consistent, and the outcomes should be utilised to inform future learning and teaching. We also recognise that assessment outcomes should be shared with pupils, parents and relevant professionals.

The assessment, recording and reporting procedures utilised at St Tierney's Primary School are kept under constant review so that they are fit for purpose.

Currently we utilise a range of assessment techniques that encompass formative, diagnostic, summative and Assessment for Learning approaches. The following table is an overview of the Assessment Schedule at St Tierney's.

Assessment Schedule St Tierney's Primary School

| Class | Aug | Sept | Oct | Nov | Dec | | Jan | Feb | Mar | April | May | June | | |
|--|---|--------------------------------------|-----|---------------------------|------|--|-----------------------|-----------------------|--------------------|-----------------------|-----------------------|-----------------------------------|---|-------------|
| Primary 1 | Review of data provided by Playschool | SpeechLink | | | | | | | | | SpeechLink | | | |
| | | | | Keywords Sounds Review | | | | | HF words Sounds | | | Keywords Sounds Review | | |
| | | EP 1 | | | | | EP1 Review EP 2 | | | EP2 Review EP 3 | | | EP 3 Review | |
| Primary 2 | Whole school Review of May Data/EP Reviews | SpeechLink | | | | | | | | | SpeechLink | | | |
| | | | | Keywords Sounds Review | | | | | HF words Sounds | | | MIST Keywords/Sounds Review | | |
| | | EP 1 | | | | | EP1 Review EP 2 | | | EP2 Review EP 3 | | | EP 3 Review | |
| Primary 3 to Primary 7 | Whole school Review of May Data /EP Reviews | | | | | | | | | | PTE 7- 11 | | | |
| | | | | | | | | | | | PTM 7 -11 | | | |
| | | | | | | | | | | | | Young Spelling | | |
| | | STAR | | | STAR | | | | | STAR | | | STAR | |
| | | EP 1 | | | | | | EP1 Review EP 2 | | | EP2 Review EP 3 | | | EP 3 Review |
| | | Lit/Num/ICT Levels Target Setting | | | | | | | | | | | Lit/Num/ICT Levels Target Setting Review | |
| Whole class Weekly/ Fortnightly Test in Spelling and Numeracy facts e.g. multiplication, division facts/tables etc. | | | | | | | | | | | | | | |
| *PTE = Progress in English * PTM = Progress in Maths *MIST = Middle Infant Screening Test = Christmas and Easter Holidays *STAR = Standardised Test of Achievement in Reading *EP= Education Plan Assessment Policy Review/School Development Plan June 2019 | | | | | | | | | | | | | | |

Assessment Of Learning

Formative

- Teachers are continually monitoring and evaluating children's work through observation, communication and marking on a daily basis. This information together with assessment of topics taught enables the teacher not only to evaluate the effectiveness of teaching and learning but also to form a baseline for future teaching.
- Non-Reading Intelligence Tests (CAT) are administered to Y4 and Y6 pupils in Term 3 and benchmarked against pupils' standardised scores in order to identify pupils who are underachieving.
- Standardised tests in English and Mathematics are administered to pupils in Y3 to Y7 in May (PTE and PTM) and the performance of pupils is monitored carefully throughout their Primary School career using in-house assessment management systems generating a data summary overview booklet for staff and governors alongside Assessment Manager.
- Standardised tests in Reading (Star Reading Test) are administered termly beginning with Y3 in Term 1 as they embark on the Accelerated Reader. The standardised scores are reading ages closely monitored and assist teachers with future planning and grouping.
- Teachers carry out Running Records with Y1 to Y3 pupils once every term to ensure that each pupil is reading at an instructional level. Running records are also used with pupils in other year groups for purposes of placement and diagnosing difficulties.

Diagnostic

Diagnostic assessment identifies a pupil's strengths and areas for improvement. It informs the next steps in learning and teaching.

- All Y4-7 pupils take the Star Reader diagnostic test in September, January and April – linked to the Accelerated Reader Programme.
- SENCo makes referrals for diagnostic tests/screeners as/when required, based on analysis of performance data and professional conversations with teachers.
- Foundation Stage carry out the SpeechLink analysis test in the Autumn term and the corresponding evaluative test in the summer term of the Primary One academic year.

Summative

Parents are kept regularly informed about the outcomes of all assessments.

- October – Curriculum meeting with parents.
- At the end of each school year an annual written report is issued to parents and parents are invited to request a meeting if they wish.
- Pupils in Year 4 and 7 complete statutory Key Stage assessments each year. Currently in adhering with 'Union action short of strike', the respective class teachers set targets for their classes in October and evaluate these in June annually. These results are compared/benchmarked against the results for schools within the same band for Free School Meals (FMS).

Assessment For Learning

Assessment for Learning is used throughout the school to establish:

- Where the learners are in their learning
- Where they need to go next, and
- How best to get them there?

Each teacher ensures that:

- Clear learning intentions (WALT - **We.Are.Learning.To**), (WILF - **What.I'm.Looking.For**) and Success Criteria are shared with all the pupils.
- There are a variety of approaches to learning.
- Pupils are given opportunities to contribute to the planning process through the use of KWL/Planning boards when engaging in topic work.
- Self and peer assessments are a regular part of the teaching and learning process and link to the WALT and WILF/Success Criteria.



P2 and 3 take part in a series of Paired Writing activities based on Instructional Writing and are able to carry out Peer Assessment at the end of the lesson series, March 2022

Evaluation of Assessment

1. Assessment Of learning

Assessment is at the heart of the learning and teaching process in St Tierney's. The assessment carried out across the school identifies clearly where the children are and outcomes inform Teaching & Learning.

- Data booklet compiles overview of pupil attainment in Literacy and Numeracy (PTE, PTM, Young, Key Stage Levels)
- Staff meet, analyse data generated and identify low, under and high achievers and plan interventions to raise achievement.
- 100% of parents agree that learning expectations are matched to needs and abilities of their children
- 100% of teachers agree that teachers use data to set targets for pupils.
- 100% of pupils indicated that if they have difficulty with their work they know who will help them.
- Further, 97.44% of parents agreed that they receive helpful information about their child's progress in school and
- 100% of teaching staff agreed that they use assessment for learning strategies to ensure that pupils receive constructive feedback about their work.

The data booklet compiled annually using May standardised data :

- provides a comprehensive overview of pupil attainment
- the data for staff to effectively set targets at class, group and individual level
- the data for coordinators to set curricular targets at class and whole school level.

Post Covid, the target will be to supplement the Assessment Data booklet generated by the school with Assessment Manager reports to further enhance the tracking of pupil progress and inform target setting.

- 100% of Governors indicated that- The Principal/Staff provide data on assessment i.e. Communication, Using Mathematics and Using ICT

2. Assessment For learning

The AfL process throughout the school is well embedded with pupils receiving quality feedback on their work on how to improve

- 100% of pupils indicated that if they have difficulty with their work they know who will help them.
- Literacy and Numeracy work samples collated as part of the Monitoring and Evaluation Policy and ETI curricular action plans indicate effective practice as per co-ordinator files.

- Standardised lists of Marking Policy abbreviations on view in each class and referenced frequently by teaching staff to consolidate pupils understanding. i.e. Marking for Improvement.
- WALT, WILF, SUCCESS CRITERIA, pupil lesson evaluation templates, TWO STARS/WISH & FULLY UNDERSTAND/NEED MORE PRACTICE STAMPS as well as opportunities for peer and self-assessment are all examples of how pupils are well informed and are given opportunities to raise standards through reflection, discussion and evaluation.
- 100% of teaching staff agreed that they use assessment for learning strategies to ensure that pupils receive constructive feedback about their work.
- Children were set realistic and achievable targets, making good progress in line with their ability and that the school provided effective support if their child needed additional help in Literacy or Numeracy.
- All staff indicate through discussions that they feel the assessment systems in place to monitor learning – both at class level and whole school level – are well developed. They reported positively on the focus on regular meetings to review progress at both individual, class and school level.

Parents have confidence in the systems in place to keep them informed about their child's progress.

- 100% agreed that the school provides opportunities for them to discuss their child's learning needs
- Annual parent teacher meetings are well attended.

Future Action

Evaluation has highlighted priorities for review:

- Continue to consolidate self-assessment and peer-assessment strategies for pupils in both Literacy and Numeracy activities on a regular and consistent basis.
- Update and supplement annual Data Booklet with Assessment Manager Tracking tables.
- Develop and consolidate target setting for pupils on an individual, group, whole class and whole school level.

STRATEGIES FOR RAISING ATTAINMENT

At St Tierney's Primary School, we place great emphasis on the importance of all pupils attaining the highest standards possible, especially in the core areas of Communication and Using Mathematics.

This emphasis is based on:

- the need for pupils to exit primary school at the appropriate level so that they can cope with the challenges presented by the post primary curriculum
- the right of children to be fully supported so that they can fulfil their potential
- the desire of staff to do the very best for all pupils in their care
- the core aim of *Every School A Good School* policy to ensure that every pupil fulfils his/her potential at every stage of their development

The strategies currently utilised include the following:

- full implementation of the agreed learning and teaching strategies outlined
- full implementation of the agreed assessment strategies outlined
- full implementation of the various relevant school policies inclusive of literacy, numeracy, assessment, SEN, learning and teaching and pastoral care
- clear, appropriate and consistent differentiation
- consistent high expectations for all pupils
- clear target setting for identified pupils
- consistent use of data to inform practice
- appropriate deployment of staff and resources to secure the best possible outcomes for all pupils
- regular, on-going and consistent self-evaluation of practice so as to ensure the best possible outcomes for all pupils as per the Monitoring and Evaluation timeline-i.e.
 - collection of work samples and planners,
 - Classroom Tracking Progress Observations
 - Trusted Colleague Networking,
 - Collegiate Book Discussions
- cooperative engagement of parents and outside agencies to support pupil achievement
- the effective use of technology and resources
- relevant and appropriate staff development

By rigorous monitoring, on-going assessment and systematic policy implementation we have secured an approach which ensures that pupils consistently make appropriate progress in line with their ability. This is evidenced by teacher assessment, Senco overview meetings, standardised test analysis and end of key stage outcomes.

Evaluation of Strategies to Raise Attainment

Expectations for attainment permeate all levels in St Tierney's PS as confirmed by the schools progress through the ETI Formal Intervention Process to this point.

Questionnaire evidence would support this as follows:

- 100% of parents agree that St Tierney's has a culture of high expectations for all pupils.
- 100% of staff indicated that they are committed to raising standards across Communication, Mathematics and ICT
- Approximately 100% of parents agree that St Tierney's sets high standards in Literacy, Numeracy and ICT.
- 100% of Governors are sure that St Tierney's ensures efficient use of all available personnel, financial and physical resources in improving outcomes for learners.

Planning for raising attainment is embedded in practice as confirmed by the school's progress through the ETI Formal Intervention Process and the findings published in the May 2021 report.

- ETI May 2021 – 'Outcomes for learners remain very good.....The quality of provision is outstanding....The quality of leadership and management is outstanding'.
- 100% of parent's report that they receive helpful information about their child's progress in school.
- All co-ordinators engaged fully in action-planning as prescribed by EA support in the Follow Up Inspection (FUI) process and these strategies are now firmly embedded in the Monitoring and Evaluation policy of the school.
- Coordinators meet a minimum of twice a year with the BOG School Improvement Sub-Committee as part of whole school monitoring and evaluation. Findings of these meetings are then reported back to all Board of Governors.

Future Action

- Continue to monitor and analyse data on an annual basis to identify focus areas at pupil, class and whole school level.
- Continue to use regular progress meetings to review performance in line with expectations
- Staff continue to collegiately identify opportunities to enhance attainment through additional support/interventions
- Collegiate levelling overview of samples of pupil's work, Classroom Tracking Progress Observations, Trusted Colleague Networking, Collegiate Book Discussions
- Further consolidate Curriculum Evenings for Parents in the school calendar to clarify expectations and strategies being used to promote/achieve attainment.
- Regular termly newsletters overviewing curricular programmes and expectations as well as celebrating achievements.
- Attendance by key nominated staff and Governors at training to maximize the efficient use of all available personnel, financial and physical resources in improving outcomes for learners.
- Review of staff roles and responsibilities to maximize the efficient use of all available personnel and resources in improving outcomes for learners.
- Fundraising:
 1. to supplement and purchase additional physical resources (i.e. ICT – Whiteboards and updated Reading Scheme to improve outcomes for learners.
 2. to supplement and purchase physical resources to improve outcomes for learners.
 3. to pay for or subsidize School Trips to consolidate learning in World Around Us topic work on a termly basis across all classes.

Group and National Comparison of Standardised Scores: May 2023

Literacy : Progress in English

National Mean SS = 100

| Year Group (2022-23 school year) | BOYS Mean SS | GIRLS Mean SS | ALL PUPILS Mean SS |
|--|-----------------|------------------|-----------------------|
| P3 (19) | 100.7 (10) | 111.3 (9) | 105.7 |
| P4 (22) | 94.6 (15) | 107.9 (7) | 98.8 |
| P5 (19) | 105.1 (7) | 115.8 (12) | 111.9 |
| P6 (11) | 104.5 (6) | 112.6 (5) | 108.2 |
| P7 (14) | 111.0 (8) | 99.5 (6) | 106.1 |
| Whole School (85) | 102.98 | 109.42 | 106.14 |

Numeracy : Progress in Maths

National Mean SS = 100

| Year Group (2022-23 school year) | BOYS Mean SS | GIRLS Mean SS | ALL PUPILS Mean SS |
|--|-----------------|------------------|-----------------------|
| P3 (19) | 119.2 (10) | 110.1 (9) | 114.9 |
| P4 (22) | 105.9 (15%5) | 117.3 (7) | 109.5 |
| P5 (19) | 107.9 (7) | 108.8 (12) | 108.5 |
| P6 (11) | 104.8 (6) | 110.8 (5) | 107.5 |
| P7 (14) | 108.4 (8) | 87.7 (6) | 99.5 |
| Whole School (85) | 109.24 | 106.94 | 107.98 |

3 Year Comparison at Whole School Level

Literacy : Progress in English

National Mean SS = 100

| Year | BOYS Mean SS | GIRLS Mean SS | ALL PUPILS Mean SS |
|---------|-----------------|------------------|-----------------------|
| 2020-21 | 101 | 104.26 | 103 |
| 2021-22 | 98.9 | 105.4 | 102.4 |
| 2022-23 | 102.98 | 109.42 | 106.14 |

Literacy : Progress in Maths

National Mean SS = 100

| Year | BOYS Mean SS | GIRLS Mean SS | ALL PUPILS Mean SS |
|---------|-----------------|------------------|-----------------------|
| 2020-21 | 99.08 | 98.54 | 98.81 |
| 2021-22 | 105 | 105.8 | 105.1 |
| 2022-23 | 109.24 | 106.94 | 107.98 |



**Numeracy workshop
for staff and parents
– mental maths
strategies and
games. October
2022.**

REQUIREMENT 2(b): A SUMMARY AND EVALUATION, INCLUDING THROUGH THE USE OF PERFORMANCE AND OTHER DATA, OF THE SCHOOL'S STRATEGIES FOR:

PROVIDING FOR THE SPECIAL, ADDITIONAL OR OTHER INDIVIDUAL NEEDS OF PUPILS

St. Tierney's Primary School has always been concerned with providing for needs of all our pupils. The school ensures that the special, additional and other individual educational needs are effectively and consistently met by implementing a number of strategies and by sustaining an inclusive culture among all. These include:

- Implementation of our SEN, safeguarding and all related policies
- Implementation of appropriate staff development
- Effective deployment of human and financial resources to secure appropriate outcomes for pupils
- Classroom activities that are organised to ensure that all pupils are suitably challenged
- Extension activities for more able children
- Full implementation of assessment procedures
- Booster Groups for pupils in specific classes, as identified as part of whole staff consultation.
- Utilisation of external agencies as appropriate to support the needs of pupils i.e AMH
- Regular reviews of targets set on Individual Education Plans
- SEN monitoring by SENCO / staff / principal
- Effective and supportive relationships with parents and carers
- Adjustment of the physical environment to meet the needs of pupils
- Consistent, high expectations for all pupils

If a child experiences:

- *Specific Learning Needs.* With permission of the parents, the school will seek advice from EA's designated Educational Psychologist to include the child in any consultation discussion who will advise on strategies and/or sources of support from the relevant agencies.
- *Specific Physical Needs.* The school will work closely with EA Special Education department to support the child e.g. domestic assistance, making reasonable adjustments, risk assessments.
- *Emotional needs.* The parent(s) will be informed of the concerns of the school and their input sought. The child will be supported thorough PDMU lessons, circle time etc. If deemed necessary, SENCo will seek advice from EA's designated Educational Psychologist for advice and support.
- *Behavioural difficulties.* The school will adhere to the school's Positive Behaviour Policy, which may necessitate accessing support from the EA Behaviour Support Team.
- *Speech and language difficulties.* The school will work closely with speech and language therapists and follow their advice.

A range of school-based interventions are in place to support children identified as under achieving or where their achievement is considered to be low/under achievers. These include:

- Learning support from classroom assistants in Foundation Stage
- Implementation of the SpeechLink Programme in Foundation Stage
- Literacy and Numeracy support from classroom assistants in KS1/2 Classrooms
- Teacher and Classroom Assistant led Literacy withdrawal groups focusing on Improving Comprehension, Sight word recognition and Alpha to Omega Spelling Support Programme
- Teaching support for KS2 numeracy groups
- Mathematics – Computer based home-school mathematical support programme
- AR Reader – Computer based programme to improve reading fluency and comprehension
- Education-Authority or Health Board support

This support may be provided in response to a referral to an outside agency i.e Educational Psychology, Autism Advisory Service, RISE etc. It is always completed in conjunction with the consent and support of parents. Such support follows the identification of one or more areas of concern. With RISE, this may be at any point within Foundation Stage. RISE (a multi-agency support agency, formerly known as MASTS) carry out assessment and may then offer support and advice for pupils in Foundation Stage displaying challenges in speech & language, gross/fine motor skills and behaviour. In the case of other agencies, referrals will be made in consultation with Education Psychology who advise on priorities for referral. Often this will have been after a period of school-based intervention.

Education Authority/Health Board-based interventions are normally one-to-one in delivery format and include:

- RISE support Speech & Language Service, Physiotherapy, Occupational Therapy and other appropriate therapies
- Teaching support provided by LTSS (Literacy Teaching Support Service)
- Teaching support provided by MLD Support teachers
- Teaching support by Teacher for the Deaf
- Programme provided by Behaviour Support Service
- Programme of support provided by Autism Advisory Intervention Service
-

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
- First Aid Training updated for all staff.

EVALUATION OF THE PROVISION FOR PUPILS WITH SPECIAL, ADDITIONAL OR OTHER INDIVIDUAL NEEDS

- 2023-24: With a current enrolment of 120 pupils in the Primary School, 29 pupils are currently on the SEN Register (24%) and 11 pupils have a Statement of Educational Needs.
 - Mid and end of year evaluations of interventions indicated a positive impact and the majority of pupils making progress in line with ability/expectations.
 - All pupils that received Reading Partnership made significant progress.
 - PtM and PtE scores in May 2023 show that almost all pupils on the SEN register are achieving at or above their CAT Scores.
 - There is a high level of confidence among the stakeholders that children with additional needs are supported effectively.
 - Monitoring, evaluation and systematic tracking of the children's progress is a key strength of the special educational needs provision. The SENCo/LSC makes use of available data to monitor and review progress and interventions.
 - The IEP/PLP proforma is child friendly and allows the opportunity for each child to be involved in setting their targets. Targets are specific and measurable. Excellent links have been fostered with outside agencies and their input is used when drawing up PLP's.
 - The SENCO attends training and has made good progress in beginning to implement the new SEND arrangements. SEN funding is utilised to help deliver and implement SEND. SEN policy is in place but will need to be updated in line with changes to legislation.
 - The SENCO ensures that all staff training needs with regard to SEN are met.
 - When pupils are starting school, parents complete a questionnaire to identify additional needs. Staff are provided with a summary of known health concerns and a medical file is kept in main office. Close liaison with school nurse team and specific training given for particular needs such as Epi-pens.
-
- 100% of pupils believe that if they have difficulty with their work they know who will help them.
 - 100% of parents agreed that learning experiences are matched to the needs and abilities of their child and that they are provided with opportunities to discuss their child's learning.
 - A staff audit reported that 100% of teachers believe that children with special educational needs are well supported in St. Tierney's.
 - Most recent ETI report indicated; "*There is prompt and accurate identification of children who require additional support with their learning and they learn in a fully inclusive classroom environment. The individual education plans identify appropriate targets for the children along with clear teaching strategies and include input from the children and their parents.*"
 - Records from the SENCo monitoring meeting held with the Board of Governor Sub Committee evidence that teachers write clear targets for the individual education plans and children are aware of their personal targets and that these targets are monitored.
 - SEN and Medical registers and files are kept up to date.

FUTURE ACTION

- Develop use of in-house assessment systems and Assessment Manager to track individual pupils and identify those who are LA (low achievers) and UA (under achievers).
- Planned interventions for LA (low achievers) and UA (under achievers) in all classes post Engage
- Continued staff development on areas of SEN to reflect needs of school and pupils
- Awareness raising and implementation of revised arrangements for SEN in schools through the implementation of SEND Act (In conjunction with roll-out of support provided by EA).
- Update SEN policy to reflect SEND implementation when legislation dictates.
- Complete whole school Accessibility Plan in preparation for SEND.
- Continue to develop Voice of the Child and parental input through the PLP process.
- Ensure medical file is updated annually and as necessary throughout the year.

REQUIREMENT 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

HEALTH AND WELL BEING

We recognise that health and well-being are critical to the development and success of our pupils and accordingly we take these responsibilities very seriously. In order to ensure that our pupils are healthy and well we put in place a number of programmes and initiatives both within the school and outside of school. These include:

Class-based strategies

- Sound relationships with all staff and the promotion of positive relationships amongst all class members through positive classroom management strategies
- Weekly PDMU lessons and Circle Time for all classes and additional lessons to explore issues as/when they arise.
- Rules displayed and referred to in classrooms and staff are consistent when dealing with issues. Pupils partake in the creation of rules.
- a broad, balanced and consistently implemented PE programme
- Daily routine displayed and Classroom jobs/ mentors changed weekly.
- Self and Peer Assessment used by pupils. Pupils are not afraid to say that they do not understand something.
- 'Worry hand' and 'Tell Me' boxes in classrooms.

Whole school strategies

- Regular assemblies to celebrate achievements in/outside of school and to reinforce messages linked to health and well-being in class, in the playground and at home.
- Development and implementation of Playground buddies, ECO Council, School Council and Digital Leaders.
- We have positivity noticeboards and TV screen and boards celebrating our school council, eco committee and successes. Success is also regularly shared on our school website.
- Participation in in school events such as Shared Education, School Concerts, Assemblies, Blitzes, School/ Eco Councils, Feis and Fleadh, Credit Union and Cumann na mBunscoil quiz, Ditch the Stabilisers, Sports Day, Swimming, School Choir, Fermanagh Céilí Dancing Programme and Class Trips related to World Around Us topics.
- Participation in external competitions such as School Horse Jumping Team, Art, Cross-country events and Peace Proms.
- Lifelong learning is promoted through our RSE Flourish and Love for Life Programme and P7 Transition programme.
- Physical exercise and activity are actively promoted throughout the school and we offer a range of extra-curricular activities such as whole school participation in the Daily Mile,

Sports and Games club and participation with outside agencies such as Healthy Kids and Core NI, as well as Fermanagh and Ulster GAA.

- Supervision policy – regularly reviewed and shared with all staff.
- Emotional and Mental Health and Well-being links are made with the curriculum and supported by outside agencies such as the Action Mental Health ‘Healthy Me’ Programme for staff, parents and pupils in P6 and 7. Pupils partake in Yoga and Mindfulness programmes at various points throughout the year.
- Buddy benches and playground mentor system is embedded within school, to ensure no child is excluded.
- Being a rural school, Farm Safety is promoted for all year groups through curriculum links and participation in competitions, including outside speakers to school such as ‘Water Safety Mum and ‘Killyfole Education Project.’
- Road Safety lessons are an important part of the curriculum and our P6 and 7 pupils are prepared for the Cycling Proficiency Test every other year.
- Participation in Sustrans Walk/Cycle to School, Anti-Bullying week and other initiatives.
- All staff, teaching and non-teaching, have been trained in First Aid (August 2023).
- Policy and procedures in place for pupils with medical conditions and/or allergies and for the administration of medication in school.
- Positive Behaviour Policy is in place within the school which has been reviewed with all stakeholders.
- Anti-bullying policy reflective of guidelines.
- School Code of Conduct is created along with pupils and is revisited annually and displayed.
- Strategies to promote positive behaviour such as Star of the Week, Praise Pads, House Points, Golden Time are used as rewards for excellent behaviour.
- Healthy snacks and dinners provided daily, and stickers given to award healthy food choices.
- Pollinator area has been developed with Live Here, Love Here grant funding.
- Close links with School nurse and dentist.
- Rainbow Room in place in school for SEN pupils and other pupils when needed.

Facilities which support health and well-being

- breakfast club & healthy break provision
- promoting and delivering a healthy and varied lunch time menu
- continued development of outdoor play equipment
- Staff aware of Fire arrangements and Emergency Evacuation Procedures (fire drill termly)
- Clear First Aid arrangements and training for all staff
- All classes benefit from at least 1 session of PE per week, provided by staff and external coaches including as part of DENI Physical Literacy programme.

Strategies involving links with outside agencies

- educational visits from outside agencies such as NI Fire Service, NI Lifeguards etc.
- links with outside agencies including Action Cancer and Action Mental Health.
- close, supportive links between the school and local sporting clubs for the benefit of our pupils
- implementation of the sustainable travel programme (SUSTRANS Silver Level)
- full implementation of our Eco-schools’ Action plan to re-apply for second Green Flag award.

Evaluation of Health & Well Being

There is confidence in the arrangements in place to promote a healthy lifestyle

Positive pupil relationships are promoted successfully at all levels.

- 98.82% of all pupils report that they are happy at school and most children report that there is an adult they would go to if they were worried at school.
- 97.65% of pupils agree that the school takes account of pupil's ideas and opinions.
- 100% of parents indicated that their pupils were happy and settled at school.
- During whole school ethos evaluation, governors and staff agreed that there is a commitment within the school to involving young people in discussions.

All staff have shown a commitment to promoting the Outdoor Classroom as a tool for learning, in recent years. The area has been further developed with classroom seating, trim trail, eco zone etc, However, there is a need to further develop use of the Outdoor Classroom for all weather.

- 97.44% of Parents feel that their child has sufficient opportunities to experience learning outside of the traditional classroom and 92.94% of Pupils feel that they have opportunities for learning outside of the classroom.

"I love the trim trail and outdoor classroom and I like the school gardens".

(Pupil questionnaire response, April 2023)

Although it is valued that pupil homework is matched to each child's ability, its structure and format may need to be revisited.

- 92.31% of parents feel their children's homework helps their overall learning and it is matched to their ability.
- In questionnaire responses, the majority of parents agreed that homework is set in a way which is suitable for family life and valued by teachers with regular, child friendly comments regarding progress. However, some parents did express their discontent with pupils receiving homework in general.

FUTURE ACTION

- Continue to promote Healthy lunches and snacks through posters in the dining hall and assemblies.
- Further develop use of Outdoor classroom for all weather.
- Continue mindfulness and wellbeing activities for pupils that was introduced on return to school, post lock down.
- Continue with Core NI to support PE curriculum which will be funding dependent.



Celebrating success at September Assembly 2023.



CORE NI working with all classes, covering areas of gymnastics and dance, April 2023.



Anti-Bullying Assembly November 2022.



Water Safety Mum visits St Tierney's for Whole School Assembly March 2023

CHILD PROTECTION

The protection of pupils is the number one priority in the school and as such all arrangements are reviewed on an annual basis and improvements to practice are made immediately when recognised. The strategies in place to ensure that all pupils and the wider school community are safe include:

- Child Protection & Safeguarding Policies
- Appropriate training for the designated and deputy designated teachers and the child protection governors
- Annual child protection training for all staff
- Visible displays throughout the school related to both the designated staff and the procedures for reporting concerns.
- Communication of the key child protection policies to parents bi-annually
- Availability of the key child protection policies on the school website
- Inclusion of teaching programmes in the curriculum to aid children to protect themselves.
- Maintenance of strong and supportive relationships between the school and the various statutory agencies who operate in this area.
- Maintenance of clear and honest relationship with parents
- Full implementation of the advice and guidance of DE child protection procedures
- Regular and consistent child protection messages delivered via our assembly system such as Anti- Bullying and Safer Internet Week.

All files, notes and records in relation to Child Protection are kept by in a locked drawer. Only staff members in the Safeguarding Team have access to the child protection records. A Child Protection Report is presented to Governors on a termly basis and the Chair of the Governors sign the 'Child Protection-Complaints Against Staff' book on an annual basis.

The school is currently very happy with the effectiveness of the child protection procedures but we are ever vigilant to ensure that they remain fit for purpose.

Evaluation of Child Protection

The school has a child-centred focus in which the welfare and care of every pupil is paramount. This is implemented through the school using a comprehensive list of safeguarding policies.

There is confidence in the arrangements for Safeguarding and Child Protection at all levels

- 100% of pupils report that they know who to talk to if they were worried at school.
- 98.82% report that they are happy at school – and 100% of parents agree that staff show commitment to the welfare of their children and that they have been informed about child protection procedures.
- Child Protection Policy updated on website for parents in October 2023 and Positive Behaviour and Discipline Policy reviewed October 2023.

“All staff are extremely helpful and caring. It is never a problem to contact anyone who works with my child They all go over and above and we are very grateful”.
(Parent questionnaire response, April 2023)

There is a confidence in ensuring potential threats or hazards are minimised in our school environment.

- Staff complete risk assessments as appropriate (trips, playground etc)
- Applications for additional or remedial work are made to DENI as deemed appropriate. This has included revised access arrangements, completed in December 2018

Future Action

- Ongoing review of Safeguarding and Child Protection policies and arrangements.
- Termly Child Protection updates with pupils through themed assemblies to reinforce messages and ensure they are aware of key personnel (as displayed on posters).
- Safer Schools App teacher training with proposed action of exploring aspects of the app with staff and parents in Term 2 2023/4 Academic School Year.

ATTENDANCE

The school's Board of Governors and staff promote good attendance by:

- creating an ethos in which regular attendance is viewed as a priority for children hoping to reach their full potential
- maintaining a safe environment in which children's welfare and well-being is paramount
- providing a welcoming environment, which promotes respect for others
- providing an attractive and stimulating learning environment
- providing opportunities for the good behaviour of children to be praised, as set out in the school's 'Positive Behaviour Policy'
- providing opportunities to celebrate pupils' success and achievements

More directly, the need for regular attendance is highlighted through:

- praising pupils for good attendance
- monthly monitoring of attendance by the Principal
- encouraging parents to inform the school by telephone prior to or upon initial absence
- teachers following up absences
- ensuring explanatory notes are produced upon return to school
- notifying parents upon noticeable low levels of attendance
- liaising with the school's Education Welfare Officer if attendance falls below 85%

Absence is closely monitored through the SIMS system. Pupil attendance is logged daily using the appropriate code and monitored by the Principal. Parents of children who have been absent for more than five days are contacted by class teacher/Designated Teacher for Child Protection to discuss the absence.

Evaluation of Attendance

- Attendance at St. Tierney's is very good, consistently in line with NI average (2022/23: 94%, NI average: 92.2%)

Future Action

- Ongoing review of Attendance Policy.
- Continue close liaison with parents and pupils over any ongoing or new attendance issues.

GOOD BEHAVIOUR AND DISCIPLINE

In St. Tierney's Primary School, we maintain an orderly school environment underpinned by the Catholic Ethos. In order to achieve this, we promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment. The strategies which are utilised include:

- High, consistent expectations of pupils. Golden Rules displayed throughout the school and referred to regularly
- School and Class Codes of Conduct created, reviewed and agreed by all pupils
- Regular communication with parents
- Creating an ethos whereby good behaviour is viewed as essential if learning is to be maximised and celebrated at whole school level
- Full implementation of our positive behaviour policy which places great emphasis on the promotion of the positive.
- Reward systems including Weekly Merits, whole class and individual class reward systems such as Star of the Day, Class Points and Pupil of the Week
- Creating an active playground
- Promoting positive attitudes and focus on overall wellbeing strategies
- Developing good rapport between staff and pupils
- Full implementation of our pastoral care policy which supports all pupils
- Regular and appropriate staff development for all staff
- Early diagnosis and intervention for relevant pupils
- Utilisation of the support of outside agencies as appropriate
- Use of playground buddies, class council and student council
- Participation in Anti Bullying Week, Internet Safety Week etc throughout the school year.

As a result of the full implementation of our pastoral care and associated policies, there is consistently very good behaviour by the vast majority of pupils. Incidents of poor behaviour are mainly a direct result of specific issues associated with individual pupils and these are addressed in co-operation with parents and/or statutory agencies and the appropriate implementation of the school discipline policy.

Bullying is related to other forms of social peer behaviour. It is not a separate issue; rather it is integral to the Positive Behaviour Policy of the school. Bullying is unacceptable behaviour. We, in St. Tierney's Primary School, are committed to creating a safe environment where children can learn and play, and talk about their worries, confident that an adult will listen and will offer help. Our pupils are all aware that we will not tolerate bullying. When bullying behaviour occurs we will work as a community, in accordance with the agreed school policy document, to help both the children who are bullied and the perpetrators.

Evaluation of Good Behaviour and Discipline

There is confidence in the systems already in place to reward and praise pupils

- 100% of parents agree that pupils are encouraged to behave well and the majority agree that if their child is being bullied, the school will deal effectively with the situation.
- 100% of non-teaching staff felt that indiscipline was dealt with effectively and that the children were well-behaved.
- Pro active approaches are in place to prevent poor behaviour and bullying taking place. A climate of positive behaviour and respect at all levels is carefully nurtured and celebrated. Examples of this include; playground buddies and games, wow wall to celebrate achievements , recognition at assemblies and through principal awards.
- Participation in Anti-bullying week, circle time and PDMU.

Future actions

- Review class systems at the start of the school year in conjunction with school council and other leadership groups
- Review reward systems at class and individual level to recognize good behaviour
- Engage with school council to maintain excellent behavior in the playground, including reviewing equipment etc.



Anti- Bullying Week Assembly, November 2022

REQUIREMENT 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:

Professional development, in St Tierney's Primary School is research based, aims to build a shared understanding of the aims, guiding principles and work of the school, to enhance the learning of the children in each class. The Professional Development Plan is based on the *Leading Learners Strategy 2016* which states that *"Every teacher is a learning leader, accomplished in working collaboratively with all partners in the interests of children and young people."*

Thus, our provision for professional development aims:

- to improve the effectiveness of the school
- to improve pupils' achievement
- to enable Governors and teachers to carry out their roles effectively.

Each member of staff has clear roles and responsibilities. Our personal and professional development programme involves appropriate training and support from colleagues as well as teachers' own personal involvement with courses to deepen understanding, teaching and therefore learning. The structured programme ties in with the improvements identified in the School Development Plan. Leadership has an appetite for self-improvement and there is a culture of openness to challenge and support. Best practice is shared with colleagues via co-ordinators at staff meetings; through Key Stage and Curriculum Team meetings. Each year the school makes use of 5 Baker Days and 5 School Development Days where In-Service training is provided and staff work together on whole school issues. A record of inset courses is kept on SIMS.

Our Performance Review and Staff Development policy applies to all teaching staff with the exception of those in their induction and in EPD and assists us with promoting continuous professional development. In St Tierney's Primary School our aim is that PRSD will continue to be a vehicle for school improvement. As a staff we are committed to writing challenging and regenerative objectives. PRSD is closely linked to the improvements identified in the School Development Plan.

Subject co-ordinators are responsible for writing, monitoring, evaluating and reviewing action plans for their subject area which form an integral part of the School Development Plan.

All staff members are trained in First Aid and hold First Aid Certificates from August 2023 SDD.

A number of classroom assistants are trained in delivering Reading Partnership and all are trained in ASD strategies and interventions. They partake in all SDP related training for example ICT Green screening animation and all classroom assistants have taken part in a number of EA Literacy Service online training sessions. Additional training is offered as/when available or needed, particularly through RISE and AAIS service. Classroom Assistants have planning time with teachers, and daily notes and plans are shared with assistants, and their role discussed and highlighted.

Evaluation of the provision for Professional Development of Staff

Recruitment

- Staff recruited in St Tierney's are well qualified and are effective practitioners.
- All staff and governors are encouraged to develop professionally.
- All teaching staff meet the requirement of being trained to Bachelor of Education Honours or PGCE level.
- The quality of provision for learning in St Tierney's is outstanding. An ETI inspection in May 2021 identified that *"all of the lessons observed during the follow-up inspection were very good or outstanding"* and that *"the teachers engaged the children in their learning through skilfully modelling language and open-ended questions."*
- An analysis of the school's internal data shows that pupil attainment is mostly in line with or above the Northern Ireland average.
- Staff dedication is evident through attendance at training, including attendance and open and honest contributions at a whole school Ethos event.

Professional Development:

- Staff are committed to professional development and the School Development Plan.
- Feedback from classroom observations in Trusted Colleague Network has been both positive and constructive.
- Teaching staff are implementing strategies and methods in their daily classroom practice and are involved in the sharing of this good practice.
- In the SDP survey, 100% of teaching and non-teaching staff agree that they have had suitable opportunities for training and development within the school.

Future Action

- St Tierney's has designed a high-quality professional development programme to meet the targets set for improvement.
- Management and governors continue to value the development of staff, in keeping with the themes promoted within the 'Leading Learners' strategy.
- Continue to promote a Learning Community- build upon the links built with other schools and the wider community.
- Continue to source and provide training for staff on the key areas for development in SDP i.e. training on Interactive Design in ICT and Just2Easy.
- Upskill staff to provide enhanced PE provision.

REQUIREMENT 2(E): A SUMMARY AND EVALUATION, INCLUDING THROUGH THE USE OF PERFORMANCE AND OTHER DATA, OF SCHOOL'S STRATEGIES FOR:

**MANAGING THE ATTENDANCE AND PROMOTING
THE HEALTH AND WELL BEING OF STAFF**

All staff members have agreed a Professional Code of Conduct and a Staff Attendance Policy in line with EA/DENI guidelines. We are committed to developing a culture of inclusion and self-evaluation within our school. More regular staff meetings are held and staff views are being sought. All members of staff view are important members of a team and strive to work together in an atmosphere of mutual respect.

All teachers have opportunities to develop professionally and are encouraged to do so. Similarly, classroom assistants are provided with training opportunities to further develop their skills. We believe being valued and enabled to have job satisfaction contributes to a sense of well-being.

- Co-ordinators are provided with non-teaching days to allow them to complete co-ordinator tasks in line with the SDP priorities and as the budget permits.
- All staff have been involved in developing strategies and procedures for dealing with behavioural issues. Support strategies and procedures are in place to deal with negative behaviours. We have a team approach in our school.
- Management acknowledges and thanks staff for hard work and achievements at staff meetings and Board of Governors' meetings as well as informally.
- Flexibility arrangements are supported by the school leadership.
- The Principal monitors staff attendance and well-being through the 'Return to Work' interview process.
- Availability of counselling services for staff through EA Inspire service is made known.
- Well Being notice board in staff room with ideas and links for healthy balance. Relevant emails and links sent on to all staff to avail of services such as Big Bus Health Check and Screening, online fitness through EA etc.

EVALUATION

100% of teaching staff agreed that the school helps to promote a healthy lifestyle and is suitably resourced for learning and teaching.

100% of teaching staff agreed that the school takes account of staff ideas and opinions. The staff work well as a team and have opportunities to be involved in the decision-making process.

100% of non-teaching staff stated they enjoy working in the school and feel valued by all members of staff. 100% also agreed that they are aware of appropriate procedures to follow if they are going to be absent from work.

100% of teaching staff agreed that there is effective communication in St. Tierney's.

100% of governors agreed that they receive regular reports from the Principal on staff attendance and the health and well-being of staff.

FUTURE ACTION:

Principal to continue to provide termly reports to Governors on staff attendance and health and well-being.

Continue you with strategies established for effective communication.

REQUIREMENT 2(f): A SUMMARY AND EVALUATION, INCLUDING THROUGH THE USE OF PERFORMANCE AND OTHER DATA, OF THE SCHOOL'S STRATEGIES FOR:

PROMOTING LINKS WITH PARENTS OF PUPILS AND THE LOCAL COMMUNITY, INCLUDING OTHER SCHOOLS, THE BUSINESS COMMUNITY AND VOLUNTARY AND STATUTORY BODIES

St. Tierney's Primary School is a Catholic school and has a clear vision of being an important part of the local community. The school leadership and staff actively work to ensure that the school has strong, effective and supportive links with the wider community.

In St. Tierney's Primary School:

- pupils have opportunities to take part in a wide variety of educational trips.
- pupils are encouraged to forge links with other schools through Shared Education
- a termly class newsletter is sent to each child
- a monthly newsletter is sent to each family
- the school website and text messaging service is used to keep parents updated. School website accessible to all languages and translators provided for parent teacher meetings when needed.
- questionnaires are used to seek parents' opinions
- projects involve parental participation e.g. Sustrans, World Book Day, Grandparent's Day, St. Patrick's Day concert, Cake Sale, Christmas show/Carol Service
- visitors are invited into school regularly linking with topics that the children are studying
- strong links exist between the school and local playschool and post primary schools
- we consistently support a number of charities
- we have strong intergenerational links with Carn Court residents.
- Uses its involvement in particular programmes for example extended schools effectively to meet the needs of the community for example through engagement with Fleadh, Comhalts and Feis.
- Effective working relationships with external agencies eg. EA literacy support teachers, AMH, Rise NI and S&L teachers.

While we have secure and growing relationships with various partners as a forward-looking organisation, we consistently look to build new relationships so as to secure better core outcomes for our pupils and the wider community.

EVALUATION

In St. Tierney's we promote strong links with the parents to enable them to support their children in reaching their full potential in all aspects of school life.

- 100% of parents and 100% of staff stated that they are informed regularly about the life and work of the school.
- PIE and PIM data indicates that all children are achieving at or above the NI average in Literacy and Numeracy over the past 3 years.

Strong links are being forged with school through Shared Education, Transition programmes and local events.

- Parents and pupils' feedback all indicate pupils' transition smoothly to P1 with information collated from playgroup being used to inform planning.
- 100% of parents and staff stated there are effective links and partnerships with the local community, businesses and with other schools.
- 100% of Governors felt the school is well thought of in the local community.
- Good links have been established through Shared Education and Extended Schools Cluster Group.

FUTURE ACTION:

- Re-establish PTA to further develop links parents and the community.
- Continue to develop links with local and wider community to enhance learning outside the classroom.
- Continued promotion of school profile in community.



P6 & 7 pupils representing the school at an Inter-School Blitz, May 2023



School pupils and staff lead the parade at Fermanagh Fleadh hosted by Roslea CCE, June 2023

REQUIREMENT 2(g): A SUMMARY AND EVALUATION, INCLUDING THROUGH THE USE OF PERFORMANCE AND OTHER DATA, OF THE SCHOOL'S STRATEGIES FOR:

PROMOTING THE EFFECTIVE USE OF ICT, INCLUDING ITS USE TO SUPPORT

- **TEACHING AND LEARNING**
- **CONTINUED PROFESSIONAL DEVELOPMENT AND**
- **SCHOOL LEADERSHIP AND MANAGEMENT**

Support Teaching and Learning

ICT has consistently contributed to the enhancement of learning and teaching throughout St. Tierney's Primary School. ICT contributes to every curricular area of the school and pupils experience high quality ICT lessons on a regular basis and in a variety of ways inclusive of:

- All classrooms have an interactive whiteboard. There is new mobile, touchscreen whiteboard in P1/2 which can be moved to other areas of the school when required. Each classroom has 1 desktop computer and a laptop.
- There are 6 Surface Pros for staff use.
- There are currently 3 desktops and 7 laptops for pupil use in the library.
- There are 55 iPads for pupil use throughout the school. We received 18 iPads from St. Kevin's College in 2022 which we have added to our school network.
- Each teacher has their own iPad for use in their classroom to enhance teaching and learning.
- There is a wide range of software available to staff and pupils.
- The school has 2 Beebots and 2 Roamers to be shared amongst all classrooms.
- Pupils' work is displayed effectively showing clear progression of skills and capabilities from Primary 1 through to Primary 7.
- Pupils use ICT daily to enhance their learning in a variety of ways, including research and independent learning.
- Reading is supported through the Accelerated Reader Programme.
- Mathletics is used to support learning in Numeracy in Y1-7, including for homework activities.
- Staff use ICT effectively and competently to deliver high quality ICT lessons throughout the school.
- SeeSaw is used effectively in the Foundation Stage to make observations on children's learning and aid planning.
- A Digital Leaders team has been established in the school.
- ICT clubs have been successfully delivered by teaching staff as part of the Extended Schools Programme.



Digital Leaders June 2023

Continuing Professional Development

- SIMS and Assessment Manager is used effectively to analyse assessment data to track pupils' achievement in Literacy and Numeracy and identify underachieving pupils.
- Staff access online resources for teaching and learning.
- Staff have access to training;
 - All staff received training on the use of SeeSaw and Google Classroom to facilitate teaching and learning during Lockdowns. ETI reported in May 2021 that, *'The live lessons during the second period of remote learning were instrumental in developing further the children's opportunities to engage positively with staff and peers.'*
 - St. Tierney's was a partnership school with AmmA Centre for two academic years (2020-21 and 2021-22) and all staff received in-depth training sessions on the delivery of Film and Animation.
 - All staff received training in the use of Surface Pros.

School Leadership and Management

- The ICT co-ordinator co-ordinates the area effectively by creating Action Plans, monitoring and evaluating samples of pupils' work and teachers' planning, compiling a file of evidence and reporting to the Board of Governors.
- ICT policy is up to date.
- ICT is given priority on the School Development Plan.
- The school website is in place as a tool to communicate to parents and the wider community.
- Shared folders are utilised on the C2K network.
- Text messaging service is used effectively to communicate with parents.

Evaluation

ICT is comprehensively embedded in teaching, learning and assessment throughout the school to enhance all areas of the curriculum. SDP surveys identified that:

- 100% of Teaching Staff *'are committed to raising standards in Using ICT' and are 'aware of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development (i.e. INSET training) and school management.'*
- *'71.43% of Classroom Assistants feel confident in using ICT to support pupils in their learning.'*
- 97.44% of parents feel that *'St. Tierney's sets high standards in ICT'* and a parent stated that, *'My children have been excited to come home and tell us about their ICT Tasks and enjoyed watching them back on the school website.'*

Future action:

- Update all Interactive Whiteboards.
- Continue to run an ICT afterschool club through Extended Schools programme.
- Levelling of ICT tasks to identify progression and continuity across the key stages.
- Continue to keep ICT Policy updated in line with new developments.
- Develop the key areas of Interactive Design and Music and Sound over the next three years.



ICT Afterschool Club 2023



Film and Animation focus 2023

REQUIREMENT 3(a): AN ASSESSMENT OF THE SCHOOL'S FINANCIAL POSITION AND THE USE MADE OF ITS FINANCIAL AND OTHER RESOURCE

The Principal, Staff and the Board of Governors monitor the school's budget carefully and a finance report is presented to Governors a minimum of once per term.

3 YEAR BUDGET PLAN: 2023-2026

| SCHOOL FINANCIAL PLAN 2023 - 2026 | | | | |
|---|---|---|-----------------------------------|-----------------------------------|
|  | | School: St Tierney's Primary, Roslea | | Cost Centre: 21389 |
| EA Locality: South West | | <i>***Only complete cells in yellow***</i> | | |
| A Pupils and Teachers | | YEAR 1 (2023-2024) | YEAR 2 (2024-2026) | YEAR 3 (2025-2026) |
| | | October 2023 | October 2024 | October 2025 |
| 1 | Full Time Equivalent Enrolment (excluding Spec Unit pupils) | 126 | 121 | 114 |
| 2 | Planned Teaching Complement <small>(after amendment to Variables as below)</small> | 5.40 | 5.40 | 5.40 |
| 3 | Planned Pupil/Teacher Ratio (September) | 22.50 | 22.41 | 21.11 |
| B Changes in Teaching Staff | | YEAR 1 Change in Staff | Year 2 Change in Staff | Year 3 Change in Staff |
| 4 | Increase in Teachers | | | |
| 5 | Decrease in Teachers (enter as positive figure) | | | |
| C Planned Expenditure | | YEAR 1 (2023-2024) | YEAR 2* (2024-2025) | YEAR 3* (2025-2026) |
| Expenditure Summary | | £ % | £ % | £ % |
| Staff Costs | | | | |
| 6 | - Teaching | 356,887 76.7% | 355,845 71.9% | 358,185 72.0% |
| 7 | - Non Teaching | 77,510 16.7% | 77,511 15.7% | 77,511 15.6% |
| 8 | - Other Costs | 0.0% | 0.0% | 0.0% |
| 9 | Premises, Fixed Plant and Grounds | 18,800 4.0% | 18,786 3.8% | 18,974 3.8% |
| 10 | Operating Costs | 40,167 8.6% | 40,568 8.2% | 40,974 8.2% |
| 11 | Non Capital Purchases | 2,000 0.4% | 2,020 0.4% | 2,040 0.4% |
| 12 | Capital Expenditure | 0.0% | 0.0% | 0.0% |
| 13 | Less Income (enter as negative figure) | -29,650 - | | |
| 14 | Total Planned Expenditure | 465,514 | 494,730 | 497,684 |
| Estimated Savings (enter as a negative figure) | | | | |
| 15 | Reduction in Teaching Staff (as per Variables) | | | |
| 16 | Please specify | | | |
| 17 | Please specify | | | |
| Estimated Additional Expenditure (enter as a positive figure) | | | | |
| 18 | Increase in Teaching Staff (as per Variables) | | | |
| 19 | Please specify | | | |
| 20 | Please specify | | | |
| 21 | Total Planned Expenditure after Savings and Additional Expenditure | 465,514 | 494,730 | 497,684 |
| D Budget | | | | |
| 22 | Common Formula Funding (CFF) (Interim Allocation) | 461,592 | 448,435 | 448,435 |
| 23 | SEND Implementation Allocation | 6,860 | 6,860 | 6,860 |
| 24 | Other funding - (Please specify) | | | |
| 25 | Split Site Schools ONLY | | | |
| 26 | Total Budget | 468,452 | 455,295 | 455,295 |
| E In Year Movement | | | | |
| 27 | In Year Underspend / (Overspend) | 2,938 | -39,435 | -42,389 |
| F Cumulative Surplus / Deficit | | | | |
| 28 | Carry-over from previous year | 25,553 | 28,491 | -10,944 |
| 29 | In Year Underspend / (Overspend) of delegated resources | 2,938 | -39,435 | -42,389 |
| 30 | Closing Cumulative Surplus/(Deficit) 31 March | 28,491 | -10,944 | -53,333 |
| 31 | % Carry Over | 5.8% | -2.3% | -12.0% |
| 6 | CATEGORY | Category 5a | | |

REQUIREMENT 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 IMPROVEMENTS IN STANDARDS

1. Spending is in line with the priorities listed in our School Development Plan.
2. The Three Year Budget Plan includes the progression of the teachers on the Upper Pay Spines from September 2023.
3. Substitute Teaching Costs have been included at an average of £1000 per teacher per year.
4. Every school must now include estimates of inflationary pressure running costs. This will result in an increase to such costs year on year against a mainly decreasing AWPU budget year on year. In preparing the Budget Plan, the advice of the EA has been applied.
5. The AWPU for 2023/2024 is £2,371.

The financial future for St. Tierney's Primary School is challenging but manageable. Opportunities will have to be explored to maintain support for underachieving pupils with the loss of Engage funding. The task facing the school is to balance the challenges and maximise the opportunities so that our pupils are the beneficiaries.

In order to address these challenging circumstances, it is anticipated that:

- increased fund raising will be required
- all cost centres will be tightly managed and flexibility will be reduced
- increased funding applications will have to be made
- staff deployment may need to be altered in order to sustain provision
- staff reductions in certain areas may be required in the worst-case scenario although all other avenues will be explored prior to progressing along that route
- the school will participate in EA Annual Stock take to try and reduce deficit

All financial resources will be utilised to ensure that the core objectives of the school development plan are delivered. Accordingly, there will be variation from year to year on how the resources are deployed. The core areas for funding during any given year will be those priority areas for development which are highlighted as action plans. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible as we are firmly of the belief that the better the pupil /teacher ratio the more likely that pupils will attain to a high level. Accordingly, any long-term opportunity to increase teaching levels and pupil support will be taken.

REQUIREMENT 4: AN ASSESSMENT OF THE EXTENT TO WHICH THE SCHOOL HAS MET ITS KEY TARGETS, OR THE PROGRESS THAT HAS BEEN MADE TOWARDS THESE TARGETS IN ANY SDP WHICH IS BEING SUPPORTED OR REVISED

Review of progress in key areas

2022-23

Contents:

1. Leadership and Management Pg 49-53
2. Numeracy Pg 54-57
3. Literacy Pg 58 - 62
4. SEN Pg 63 - 65
5. ICT Pg 66-69

Presented to and Discussed with BOG School Improvement

Sub-Committee on Friday 16th June 2023

| | |
|--------------------------------------|--|
| Key Focus: | <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>St. Tierney's Primary School</p> <p>2022-23</p> <p>Leadership & Management</p> </div>  </div> |
| Baseline | <p>Pre pandemic the school had engaged in a robust process of Self Evaluation and used findings to formulate a comprehensive SDP, which was fully reflective of the needs of the school. Following an Interim Year in 2020-21 due to <u>covid</u>, and having progressed with Year 2 of our SDP cycle in the 2021-22 school year, the school is in a position to move forward with Year 3 of the agreed SDP, with any necessary amendments made to reflect the impact of the pandemic.</p> <p>Actions to implement Year 1 and Year 2 of the SDP have been successful and effective monitoring and evaluation has been carried out at whole school level to date.</p> <p>Throughout the 2021-22 school year we were able to move forward from our interim plan and re-engage in improving other areas identified in the School Development Plan i.e. <u>ICT – digital media animation, Problem Solving in Numeracy</u>. Post Covid, we also identified other areas had become a priority for our pupils, such as the need to create opportunities for talking and listening in Literacy.</p> <p>While some Covid 19 guidance remains in place, we can return to the majority of pre-covid activities during and after school. We will adhere to any update announcements from PHA, DE as the school year progresses. School Development Planning will continue to adhere to DE Guidance and relevant action plans will be agreed, implemented, <u>monitored</u> and evaluated. We will also begin the cycle of evidence gathering to inform the next <u>3-year</u> SDP.</p> <p>In Term 3 of 2021-22 School Year ETI carried out a full Follow Up Inspection to monitor actions for improvement that had been put in place as a result of a Follow-Up Inspection in November 2019 which identified that the school needed to address important areas for improvement in the interests of all the learners. The findings across the school were extremely positive and reported that the outcomes for learners remain very good, the quality of provision is outstanding and that the quality of leadership and management is outstanding. Overall findings stated that St Tierney's Primary School has a high level of capacity for sustained improvement in the interests of all the learners.</p> <p>Full complement of staff in place for week beginning Sept 2022 (Staff Attendance Records). New staff inductions have been carried out in Aug 22.</p> <p>The impact of school related Covid suspected and confirmed cases last year resulted in some level of disruption, mainly due to high levels of staff and pupil absence at <u>particular points</u> throughout the year. Regular monitoring of additional costs due to Covid continues, in liaison with EA LMS (EA LMS Meeting June 2022). Additional DE funding streams to be planned for and managed such as Engage Programme, Happy Healthy Minds, and SEND Implementation. The targeted use of Engage Funding to address a small drop in Numeracy attainment due to school closure, has proved to be effective with <u>the majority</u> of pupils now working at or above their expected attainment (June 2022 assessment data). Targeted resources (staffing /materials) will continue to be directed to the most vulnerable, pupils with SEN and those identified as underachieving. There will also be a focus on the phased implementation of the SEND Act.</p> |
| Improvement line of enquiry (target) | <p>To prioritise areas for development within Year 3 of the SDP cycle, whilst beginning to gather evidence, through further whole school evaluation, that will inform the next 3 Year School Development Plan.</p> <p>To nurture a supportive, <u>safe</u> and healthy environment in which all pupils and staff can develop and reach their full potential having opportunities for reflection and leadership.</p> |

| Success criteria, focusing on the impact on people – pupils, staff, governors, parents <i>How the school knows it has succeeded</i> | Actions | Resources <i>External support Costing/ timing Key leads</i> | Key dates | Monitoring & Evaluation | | | |
|--|--|---|---|--|--|--|---|
| | | | | Evidence from range of sources <i>(1st hand evidence)</i> | Impact on learning and teaching | Further Actions | |
| SC.1. A process of <u>self-evaluation</u> at whole school level, using Every School A Good School as quality indicators, has gathered highly effective evidence that highlights successes and identifies areas for continued school improvement. | <ol style="list-style-type: none"> To consult all stakeholders (questionnaires/audits): <ul style="list-style-type: none"> Parents Staff (teaching & <u>non-teaching</u>) Pupils Governors Continue to embed and develop internal moderation/evaluation <u>of</u>: <ul style="list-style-type: none"> Planners Pupils' work Classroom observations Pupil focus feedback groups Analysis of <u>data</u>: <ul style="list-style-type: none"> CAT PTE/PTM Young Spelling AR/STAR Testing Mathletics <u>Speechlink</u> MIST (P2) Staff meeting to collate, analyse and prioritise key strengths and areas for development. Principal to present information gathered to inform the SDP to the BOG School Improvement Sub-committee for scrutiny and further discussion. Provide further opportunities at a BOG meeting for all Governors to consult with Senior Leaders/Middle leaders on the identification of priorities for SDP using information collated/analysed by staff. | <p>E Murray prepare questionnaires and audits and distribute through school website.</p> <p>Directed time and Sub cover for Middle Leaders' release time</p> <p>SDD x 1 for PTE/PTM</p> <p>Staff meeting x 2</p> <p>Middle Leaders and Principal. Principal Release Staff meeting x 2</p> <p>E Murray BOG Sub Committee</p> <p>E Murray BOG Sub Committee Senior and Middle leaders</p> | <p>Jan/Feb 2023 to prepare and finalise questionnaire and audits. Distributed to stakeholders March 2023</p> <p>Ongoing throughout school year as per agreed School Monitoring Calendar</p> <p>June 2023 August 2023</p> <p>Term 2 2022-23</p> <p>Term 3 meeting 2022/23</p> <p>Term 2 and 3 meetings 2022/23</p> | <p>2022-23 whole school monitoring schedule – ongoing analysis of internal data by SLT and subject coordinators.</p> <p>Monitoring documents for subject areas & evidence. Coordinator monitoring and evaluating tracking documents in place and presented to BOG subcommittee march and June 2023.</p> <p>Minutes of meetings</p> <p>SDP 2023-27 File and schedule for implementation</p> <p>Summary findings of whole school ethos evaluation carried out April 2023</p> <p>Questionnaires agreed with staff and distributed to all stakeholders April 2022 Finding of stakeholder questionnaires analysed. High percentage of questionnaires returned: Governors – 90% Teaching Staff – 83% Non-Teaching – 73% Parents – 50% Pupils – 70%</p> <p>Subject audits completed by teaching staff in the areas of Literacy, Numeracy, ICT and Teaching & Learning.</p> <p>Overview of all findings and areas identified for improvement</p> <p>100% of teaching staff agree that they contribute to St. Tierney's vision and values and that the school takes account of staff ideas and opinions. 98% of pupils agree that the school takes account of pupil's ideas and opinions.</p> | <p><i>Highly effective evidence gathered to inform the writing of the School Development Plan and next 3 year overview.</i></p> <p><i>Governors, staff, parents and pupils fully informed and involved in self-evaluation process.</i></p> <p><i>All stakeholders have ownership of the SDP as they have been fully involved from the outset.</i></p> <p><i>Relevant and purposeful action plans in place that are rigorously monitored and ensure continued improvement in pupil outcomes in Literacy, Numeracy and ICT.</i></p> <p><i>Pupils experiencing high quality teaching and learning across the curriculum in all key stages with focus on areas such as Problem Solving in Number, Guided Reading and Digital Media.</i></p> <p><i>Staff/co-ordinators aware of high expectations and accountability and involved in evaluating performance at class, subject and whole school level.</i></p> | <p><u>3-year</u> overview created using ESAGS quality indicator headings to focus on areas for improvement each year of the new 3 year plan.</p> <p>Principal and coordinators write up specific areas for draft SDP</p> <p>Draft SDP ready for adoption for Term 1 meeting of the 2023-24 school year</p> | <p>Achieved</p> <p>Partially Achieved</p> <p>Not Achieved</p> |

| | | | | | | | | |
|---|---|--|---|---|---|--|-----------------|---|
| <p>S.c.2.</p> <p>The school is a supportive, safe and healthy environment in which all pupils and staff can develop and reach their full potential having opportunities for reflection and leadership.</p> | <ol style="list-style-type: none"> Pupils reflect on their own and others work learning and provide feedback to inform whole school decision making. All pupils are involved in target setting to identify areas they can improve and how they can achieve this. School and Eco council work actively on behalf of the school to bring about improvements and enrich pupils' <u>experiences</u>. Staff engage in agreed school improvement work, evaluating <u>practices</u> and supporting colleagues. Co-ordinators carry out roles and responsibilities including focusing on areas identified for development, leading improvement, tracking progress to identify impacts on learning (see action plans and/or operational management calendars) Whole school self-evaluation arrangements are used to inform decision making and future planning. Staff development opportunities to be communicated clearly in a timely manner. Principal schedules meetings and monitors workload to ensure that Time Budgets are managed carefully throughout the year. Governors attend scheduled meetings to support and challenge appropriately. Governors ensure they are well informed attending appropriate training and information sessions. | <p>EM Teachers Pupils Marking Policy</p> <p>EM M McElroy Elected Pupils</p> <p>All Staff Co-ordinator led</p> <p>SLT and Subject Coordinators</p> <p>E Murray All staff</p> <p>E Murray Teaching Staff</p> <p>E Murray SLT and MLT BOG Sub committee BOG</p> | <p>Ongoing pupil reflection and termly targets</p> <p>Sep 2022 and ongoing projects</p> <p>As agreed on School Monitoring Calendar for 2022-23</p> <p>August 2022 and ongoing throughout the year.</p> <p>Term 1 and meeting schedule planned for the year ahead.</p> <p>Termly</p> | <p>Pupil feedback in questionnaires report that they enjoy learning and are happy in school. 100% of pupils responded in school follow up survey in April 2023 that they are happy in school and that they are encouraged to <u>do their best at all times</u>.</p> <p>Standardised tests indicate that <u>the majority</u> of pupils are achieving at or above their expected level of attainment in literacy and numeracy. Standardised scores at whole school level are mostly at or above the national average. Teachers use assessment data to identify pupils who are <u>underachieving</u> and targeted plans are put in place. Withdrawal groups for Engage are well planned and classwork differentiated to meet the needs of all learners.</p> <p>Classroom observations by coordinators report that pupils are fully engaged and involved in high quality learning. Children involved in shared planning and learning is connected across the curriculum. Marking for improvement, <u>peer</u> and <u>self-assessment</u> place. Target setting in place at individual and whole class level.</p> <p>Pupil voice well developed through the school – School Council, Eco-School, Break Time Buddies, Digital Leaders <u>etc</u>.</p> <p>Pupils experiencing a wide range of curricular and extra-curricular activities – Outdoor play and learning opportunities, active learning strategies in place, participation in Football & Sports, <u>Sports, Etc</u>, Art Competitions, Concerts and Drama, Masses and Assemblies, School Pollinator Garden, Healthy <u>Kick</u>, Horse Riding League, Cross Country, ICT & Art Club, <u>CGA</u> Dancing, Fermanagh Fleadh etc. All successes and efforts celebrated through assemblies, <u>presenters</u> and website.</p> <p>EA Training availed of by Governors – all informed of training schedule and encouraged to attend online. In school training for all staff, teaching and non-teaching, led by principal, coordinators and external providers which links to school and subject area priorities – see record of training to include Child Protection & Safeguarding, Green screening, Reading Partnership, Autism Interventions, Role of the Adult in Play, RSE & Flourish <u>etc</u></p> <p>Teachers and classroom assistants informed of all training and professional learning opportunities and encouraged to attend. Staff record opportunities for professional development and the impact it will have. Mrs Murray in role as teacher-tutor to oversee and support staff progressing through process of Induction, EPD and PRSD for teachers and developing middle leaders. Mrs Conlon completing EA Pathways to Leadership Programme 2022-23 school year.</p> <p>Collegial approach to monitoring and evaluating standards across Literacy, Numeracy and ICT - looking at samples, observations, levelling <u>etc</u>. Trusted colleague networking and sharing of good practice during whole school evaluations. Class planners shared with classroom assistants so that they are fully aware of learning outcomes and strategies - WALT, WILF, Success Criteria Assessment for Learning etc.</p> <p>Directed Time Budget in place. Principal oversees schedule of meetings with all staff throughout the year. Co-ordinators to lead meetings/training on their subject <u>area</u>. All staff encouraged to share their views, good practice <u>etc</u>. All staff encouraged to professional development at meetings.</p> <p>SDP 100% of teaching staff agreed that the school takes account of staff ideas and opinions and that there is effective communication within St. Tierney's. 100% of non-teaching staff agreed that they enjoy working in St. Tierney's and that they feel valued.</p> | <p>Children happy in school and there is a culture of celebrating high quality teaching and learning.</p> <p>Pupils working towards achieving their attainment level in standardised tests. Whole school performance at or above the national average. Pupils Thinking Skills and Personal Capabilities are being developed through connected learning.</p> <p>Pupils are aware of the priorities in the SDP and working as part of the whole school community to ensure they are achieved.</p> <p>Pupil reflecting on their own learning and highlighting areas they can work on. School community committed to the development of the 'whole child'.</p> <p>Effective governance and motivated staff who are forward thinking and up to date in current developments.</p> <p>Training identified that is strategically aligned to the SDP priorities. Culture of learning and professional development within the school. Leadership capacity of staff <u>developed</u> and training disseminated to all staff for the benefit of all pupils</p> <p>High quality educational experiences for pupils that are current and forward thinking. Pupils benefitting from staff upskilling and modelling processes such as Film Making, Reading partnership.</p> <p>System in place to identify pupils who may be underachieving, and targeted plans put in place.</p> <p>Consistent approach to planning across subject areas and continuity and progression in pupils' learning through key stages.</p> <p>Meetings are more effective and focused – all staff feel informed. The SLT is working collaboratively for the good of all staff and pupils.</p> <p>Staff sharing best practice and learning together at purposeful meetings. Staff given opportunity to voice their views and opinions and learn from each other.</p> | <p>Continue to monitor and evaluate at teacher, class, subject and whole school level with modifications sue to strike action.</p> <p>Ongoing opportunities for professional development identified and overseen by Principal and SLT.</p> | <p>Achieved</p> | <p>Partially Achieved</p> <p>Not Achieved</p> |
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| <p>S.C.4</p> <p>The 'outdoor classroom' is well developed and used to enrich pupil experiences and extend learning that develops children's thinking skills and personal capabilities across the curriculum.</p> | <ol style="list-style-type: none"> Continue to plan for and use outdoor learning and wider community to enhance teaching and learning. Teacher led planned activities to make maximum use of outdoor classroom. Educational trips related to topic or external visitors visit classes to support topic work. Maintain and develop planting and school gardens to enhance outdoor classroom. Oversee use of Live Here Love Here Grant £6800 to develop Eco-Area in school garden. School Council and Eco Council have responsibility for planning and overseeing initiatives outside the classroom. | <p>Teacher planners</p> <p>Teaching and non-teaching staff</p> <p>Teaching staff</p> <p>Staff and pupils Eco council</p> <p>M McElroy E Murray</p> <p>E Murray M McElroy Pupils</p> | <p>Half Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Spring/Summer focus</p> <p>To be completed by Feb 2023</p> <p>Sep 2023 elections. Ongoing meetings and termly events</p> | <p>Opportunities identified in WAU and ABL planners to enhance topic work with learning outside the classroom - visit local businesses/areas of interest/housing estates/local church and heritage centre/visitors to school etc to support learning. Local people with particular expertise invited to the school to enhance topic work. Educational trips planned that are linked to topic work P6/7 Devenish Island, P5 Planetarium, P4 Folk Park, P1/2/3 Water Based Trip or Spring Farm. Parents informed of topic and how to support it at home through class newsletters</p> <p>EA Wellbeing and Outdoor Learning Funding used to ensure maximised use of space around the school – outdoor classroom, picnic tables for whole class work, trim trails at front and back of school, climbing frame. Outdoor play area well utilised for Foundation stage pupils with zoned areas to cater for areas of play. Live Here Love Here £6400 awarded and spent on developing outdoor area and pollinator friendly zone – potting shed, storage units, picnic tables, tepee, canopy shelter, bug hotels, planting, paint, signage. Local newspapers invited to Pollinator Garden opening and press release prepared.</p> <p>School gardens established and all classes involved. Eco-council leading initiatives and Green Flag awarded. Participation in Kiljoy Education Centre Artwork and Launch.</p> <p>Daily Mile at whole school level each morning</p> <p>Maths week activities - all classes participated in active learning and problem solving outside the classroom. Shared on website. Teacher planners also identifying opportunities for outdoor learning.</p> <p>Traditional music taught from P1-P7 and pupils performing at school assemblies, concerts, local masses, Feis etc. Pupils actively participating and achieving success in local and wider afield competitions – Cuirt na nGhursoil blitz and quiz, Uras na Feis, FODC Cross Country, Mullaghmore Equestrian Centre Jumping League, Art Competitions etc.</p> <p>Extended schools coordinator in place. Applications approved and a varied programme in place for school year, catering for all pupils. Shared Education partnership re-established and agreed programmes in place. SDP Survey April 2023 – 100% of pupils and parents agree that children have 'sufficient opportunities to experience learning outside of the traditional classroom'.</p> | <p><u>Pupils</u> skills and talents are nurtured and celebrated in both curricular and extra-curricular activities.</p> <p><i>Pupil Voice</i> valued and pupils making decisions in relation to funding and use of school grounds.</p> <p><i>Pupils celebrating their successes and development of the 'whole child'.</i></p> <p><i>Increased opportunities for learning outside the classroom in all key stages, catering for the learning styles and interests of all pupils.</i></p> <p><i>Connected learning across subject areas developing pupils' Thinking Skills and Personal Capabilities.</i></p> <p><i>Healthy lifestyle promoted amongst pupils through outdoor play/learning, extended school clubs and growing vegetables and plants in the school garden and maintaining them.</i></p> <p><i>Parents taking a more active role in pupil's learning and extending it beyond the classroom.</i></p> | <p>Lessons and resources planned to maximise use of Pollinator zone. Eco council to be fully involved in this.</p> <p>Continue to identify opportunities in planners to make more use of outside classroom, not only for play and topic work but Numeracy, Literacy <u>etc.</u></p> <p>Continue to encourage participation in <u>extra-curricular</u> events and competitions.</p> | <p>Not used</p> | <p>Partially Achieved</p> | <p>Not Achieved</p> |
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Numeracy Monitoring and Evaluation 2022-23 School Year



Maeve McElroy (E Murray – acting numeracy coordinator Sep – June)

Baseline:

- We are now in Year 3 of the 3- year cycle of the School Development Plan. Problem solving has been well developed now throughout the school. The aim of this year is to continue to build upon and embed good practice in teaching Problem solving skills and activities.
- The focus will be on developing pupils' problem-solving skills across the curriculum, with a focus on Handling Data.
- Numeracy will be promoted throughout the school with a focus on developing teaching and learning outside the normal classroom, in keeping with the targets proposed in the School Development Plan.
- Track progress and provide for underachievement.
- Analyse standardised data to identify further future areas for development.

According to PTM Data tests administered May 2022 there has been an improvement in all target areas from last year, e.g. P6 had a -16 difference in Measures between the group data and national average in 2021 compared with a +27 difference between group and national average in 2022.

P4 had a difference of -13 between the group and national average last year and this year in Problem Solving. This year, the new difference between group and national average is +1.

In P4, (current P5 class) The difference between the national average group score in Data Handling is -8 and -8 in Problem Solving.
In P5, the difference between the national average group score in Data Handling is -4 and Facts and Procedures and Reasoning is -1.
In P6, the difference between the national average group score in Data Handling is -2 and Using Concepts is 0.
In P7, the difference between the national average group score in Shape and Space is +7 and +5 in Facts and Procedures.

The whole school is working just above the national average at 102.58%
In P3, pupils are working at a mean score of 104.1% in comparison with the NI average of 100.
In P4, pupils are working at a mean score of 99.4% in comparison with the NI average of 100.
In P5, pupils are working at a mean score of 103.5% in comparison with the NI average of 100.
In P6, pupils are working at a mean score of 98.3% in comparison with the NI average of 100.
In P7, pupils are working at a mean score of 107.6% in comparison with the NI average of 100.

There are 9 out of 92 pupils tested identified as underachieving in Numeracy across the whole school. These pupils have been highlighted, and appropriate support will be given. Their progress will be monitored throughout the school year.

| Key Target | To improve the quality of the teaching and learning of mathematical problem solving to develop pupils' problem-solving skills, across the Numeracy curriculum, with a focus on Shape and Space. | | | | | | |
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| Success criteria, focusing on the impact on the children | Specific actions to bring about improvement <i>What the school will do.</i> | Resources and Staff <i>(Time & Cost)</i> | Specific dates for the work to be included. | Monitoring and Evaluation | | | |
| | | | | Evidence | Overall Progress and Impact <i>(see Learning and Teaching)</i> <i>reference to specific evidence</i> | Further Actions <i>(Are a result of this evaluation what do we need to do next?)</i> | |
| <p>SC 1.</p> <p>Pupils will have the appropriate practical skills and knowledge needed to problem solve with a focus on Handling Data.</p> <p>Pupils apply the skills learned in data handling to practical real-life problem-solving activities utilizing their thinking skills and personal capabilities of Being Creative, Problem Solving, Taking risks.</p> | <ul style="list-style-type: none"> - Construct plan of action and source key resources / materials. - Folder of appropriate resources for problem solving application for Handling Data suited to each year group saved on Private 3. - Meet staff to share plan and set expectations ahead of Focus and Monitoring period. <ul style="list-style-type: none"> - Samples of good practice - Outcomes expected. - Ensure internet sites/ apps for each topic are added to planners. - Agree lines of progression for problem solving in P1-P7. - Draft plan of action and share with staff. - Present to BOG Sub Committee. - Lead staff in the use of Mathematics and the celebration of achievement in Mathematics. - Share calendar of events in Numeracy with staff and inform staff about activities due to take place during Maths Week 2022. - Practical learning, including paired and group work, used to reinforce teaching and engage pupils. - Self-Assessment, practical reinforcement and use of ICT to support learning evident in pupil work. - Show evidence of differentiation in planning. - Problem-solving tasks linked to real life situations. Time given for children to describe and explain how they approached a task and the strategies used. Explore different ways to present their solutions. - Samples of pupil's work collected focusing on Problem Solving. (Term 3 Handling Data) - Teacher to evaluate children's progress in | <p>M/McEroy</p> <p>Teaching Staff M/McEroy</p> <p>M/McEroy/ E Murray Staff</p> <p>M/McEroy/ E Murray</p> <p>M/McEroy Teaching staff</p> <p>M/McEroy/ E Murray All staff</p> <p>M/McEroy/ E Murray Staff</p> <p>M/McEroy/ E Murray Staff</p> | <p>Sep/Oct /Nov 2022</p> <p>Beginning of the year and then termly</p> <p>Term 3</p> <p>Term 1</p> <p>Sept/Oct 2022</p> <p>Ongoing</p> <p>Term 3</p> <p>Term 3</p> | <p>Minutes of staff meetings</p> <p>Samples of <u>problem solving</u> resources</p> <p>Whole school awards, <u>parents</u> evenings, maths week.</p> <p>Samples of pupil work</p> <p>Classroom observation feedback</p> <p>Photos of outdoor and active, practical learning.</p> | <p>SC 1.</p> <p>Teachers are using real life strategies and practical methods to deliver problem solving teaching to pupils.</p> <p>All staff now have a range of <u>problem-solving</u> resources suitable for their year groups and range of pupil abilities. <u>Key</u> 9 and Mathematics booklets are also being used as a <u>problem-solving</u> resource. Staff aware of where available resources are located. Ongoing promotion of Numeracy during the year through Mathematics Certificates, principal's award, parent sessions, to ensure that everyone is enthusiastic and motivated about Numeracy.</p> <p>Pupils are able to work in paired and groups to complete <u>problem-solving</u> activities. They are able to relate problem solving to real life situations and use various <u>problem-solving</u> strategies.</p> <p>Pupils are working at data handling activities appropriate to their age and ability. There is progression in learning around data handling as children move through the school.</p> <p>Children experiencing mathematics through active and practical learning which caters for more active learners. <u>Through the use of</u> practical 'hands on' learning and the use of outdoor learning opportunities, pupils' engagement, motivation and ability to work as a team are improving.</p> <p>Pupils engaging in shared <u>Problem-Solving</u> activities. Developing language and utilizing their Thinking Skills and Personal Capabilities in fun, relaxed way.</p> <p>Pupils are using language related to Data Handling and Problem Solving and have good understanding <u>of the</u> various skills they can use when Problem Solving. They have opportunities to work in paired, group & whole class activities.</p> | <p>Continue to build on <u>pupils</u> knowledge, using practical reinforcement and extend their thinking skills.</p> | <p>Achieved</p> <p>Partially achieved</p> <p>Not achieved</p> |

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| <p>SC2.</p> <p>Staff aware of problem-solving types and strategies which children need to employ.</p> <p>Teachers plan and implement practical lessons which are appropriately differentiated, to develop pupil ability to Problem Solve and share good practice.</p> <p>Teachers use more open-ended questions to develop mathematical thinking.</p> <p>Teachers to evaluate regular problem-solving lessons.</p> | <p>the effective use of problem-solving strategies and use the evaluations to inform future planning.</p> <ul style="list-style-type: none"> - Folder of appropriate resources for problem solving application for Handling Data suited to each year group saved on Private 3. - Lead staff in the use of Mathematics and the celebration of achievement in Mathematics. - Recap on modelling good Problem-Solving lesson. Share templates with staff. Agree detail of planning needed for problem solving with regards to data handling in planning. - Collection of Numeracy planners. - Staff using standardised planner and completed detailed evaluations. - Collegiate planning. Collegiate implementation teaching and learning. (Staff Observations in Numeracy) Term 3 (to agree timetable beforehand). Coordinator to collect evidence of numeracy learning environment including outdoor classroom. - 'Book Look' staff meeting to share good practice across key stages in Numeracy. - Monitor planning. - Feedback to staff on Focus period. - Keep tracking up to date. - Review action plans and progress with principal and Board of Governors. | <p>M/McEroy/ Teaching staff</p> <p>M/McEroy/ E Murray Teaching Staff</p> <p>M/McEroy/ E Murray Teaching Staff</p> <p>M/McEroy/ E Murray Teaching Staff</p> <p>M/McEroy/ E Murray Teaching Staff</p> | <p>Beginning of year and updated for Term 3 focus</p> <p>Ongoing</p> <p>Term 3</p> <p>Ongoing/Half termly</p> <p>Ongoing and Term 3 focus</p> <p>Term 3</p> | <p>Teacher planners</p> <p>Samples of work</p> <p>Classroom displays</p> <p>Monitoring and Evaluation findings and feedback.</p> <p>Samples of work and photographs.</p> <p>Minutes of meetings and correspondence to teachers from coordinator, emails etc.</p> | <p>SC2.</p> <p>Teachers using new planners effectively to focus on providing opportunities to develop pupils TS & PC across the numeracy curriculum.</p> <p>Continuity and progression in planners and teaching of Problem Solving. TS & PC are being developed throughout Numeracy lessons.</p> <p>Continuity and progression across the key stages in teaching of Problem Solving.</p> <p>Pupils are being taught the range of skills of Problem Solving through Mathematics activities.</p> <p>Children experiencing mathematics through active and practical learning which caters for more active learners.</p> <p>Teachers have an understanding of the skills and attitudes pupils have towards Problem Solving and Data handling.</p> <p>Coordinator confident in approach to leading whole school focus on developing Problem Solving. Consistency in approaches being used across the school to <u>monitoring</u> and evaluating areas identified in Action Plans.</p> <p>Teachers are aware and confident in key elements of questioning strategies and use of them to impact positively on pupil ability to problem solve.</p> <p>Teachers report that they are encouraging pupils to ask questions and promoting a culture of enquiry, as well as allowing adequate thinking time to Problem Solve.</p> <p>A range of resources, strategies and practical methods are being used to teach problem solving and pupils are developing their ability to work in pairs and group situations.</p> | <p>Planning for active, practical learning and outdoor learning opportunities to be identified in planners.</p> | <p>Activities</p> | <p>Partially Achieved</p> | <p>Not Started/Achieved</p> |
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| <p>SC 3.</p> <p>Teachers to ensure each child is accessing the curriculum at a level which is appropriate to them, especially focusing on gaps in learning with underachievers in Numeracy.</p> | <ul style="list-style-type: none"> P4-7 GL Data analysed, and pupils identified who are low or underachieving in Numeracy, alongside discussion with teachers, classroom assistants and parents. | E Murray M McElroy Teaching staff | August 2023 | | SC 3. | <p>Data from teacher observations, baselines and standardised assessments has identified pupils in need of additional support. Resources and staffing organised to support learning through class groupings and engage withdrawal groups.</p> | <p>Continue to use individual target setting at class level to allow pupils to focus on areas of difficulty across each term.</p> | | | |
| | <ul style="list-style-type: none"> Staff Meeting at start of term 1 to plan for targeting underachievement | All teaching staff | Ongoing End of each term. | PTM Analysis and Underachievement meeting August 2022. | <p>Evidence of pupils identified along with targeted group and individual plans.</p> | <p>Parent evenings and workshops have been organised to show parents how to help with Numeracy at home. Curriculum overviews for appropriate year groups also shared to highlight work to be covered and expectations for each year group.</p> | <p>Continue to track progress of pupils through on going work and end of year assessments</p> | | | |
| | <ul style="list-style-type: none"> Target setting at class level to focus on areas identified for improvement. - Targeted plans put in place at individual and group level. (Ensure differentiation is adequate for composite classes and for those pupils receiving Numeracy support). | Teaching staff | First staff meeting Ongoing | Term 1 | <p>Class planners individual pupil targets at class level.</p> <p>Samples of work and timetable from Engage groups.</p> | <p>Through focused class teaching and Numeracy support group, pupils are working towards improving their attainment in Numeracy in line with their ability. Pupils are learning at an appropriate pace.</p> | | | | |
| | <ul style="list-style-type: none"> Develop the Numeracy Support Programme to reflect areas identified for underachievement. | M McElroy E Trotter | Ongoing | | | <p>Teachers and pupils are using Mathematics to reinforce learning across the numeracy curriculum, focusing also on areas of difficulty which can be supported at home through online Mathematics learning.</p> | | | | |
| | <ul style="list-style-type: none"> Monitoring of progress with Engage Support, completed activities Teacher made assessments, Mathematics sessions | M McElroy E Murray | Ongoing | | | | | | | |
| | <ul style="list-style-type: none"> Focused whole school monitoring of Numeracy through Standardised Assessments, Samples of Work. | | | | | | | | | |



Language and Literacy Action Plan with Monitoring and Evaluation 2022- 23 School Year



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| Key Focus: | |
| Baseline: | <p>Literacy Monitoring and Evaluation processes highlighted:</p> <ul style="list-style-type: none"> • (School Dev Plan Yr 3) Pupils will demonstrate a range of spelling strategies, spelling words with accuracy, independently and confidently across a range of curricular topics. • <u>References---</u> to inform future planning. —August 2022 • Staff Meetings -August 2022- concluding the significant impact of Covid on pupils’ confidence and particularly their Literacy ‘Speaking skills’ • Guidance to Boards of Governors and Schools on School Development Planning -3rd June 2020 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Strategies to monitor and evaluate –</i></p> <ul style="list-style-type: none"> • Monitoring and evaluating of planners and samples of work, classroom observations, feedback from teachers at staff meetings, feedback from pupils, minutes of staff meetings, tracking progress, analysis of data, reporting to SLT, reporting to BOG sub- committee <p>Key Cross Curricular Links- ICT- Using ICT -Level 3- use a storyboard to plan the story they want to tell in their film or animation and create a script to accompany it, if necessary Using ICT- Level 4- view and talk about selected film clips using film language such as scene, setting, plot, costume, props, close-up, mid shot, long shot, camera angle, soundtrack, atmosphere, style or genre and consider how these are used to tell the story, convey different emotions and engage the audience; • consider and describe how they might change the structure and content of familiar stories or film clips in order to tell them in a different way; • plan and storyboard a short film or animation showing an awareness of audience and consideration of plot;</p> </div> |
| Improvement Targets | <p>Target 1: Pupils will demonstrate a range of spelling strategies, spelling words with accuracy, independently and confidently across a range of curricular topics.</p> <p>Target 2: Pupils will develop a swift and legible style of handwriting. (Nat Cur Doc KS2)</p> <p>Target 3: Pupils will be <u>facilitated</u> to reduce (Covid Related) curricular attainment gap as identified in standardized tests, class tests and teacher assessment.</p> |

| Improvement Target 1 | | Pupils will demonstrate a range of spelling strategies, spelling words with accuracy, independently and confidently across a range of curricular topics. | | | | | | | |
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| Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i> | Specific actions to bring about improvement <i>What the school will do.</i> | Resources and Staff <i>[Time & Cost]</i> | Specific dates <i>Timescale for the work to be included.</i> | Monitoring and Evaluation | | | | | |
| | | | | Evidence | Overall Progress and Impact <i>(on Learning and Teaching)</i> <i>*reference to specific evidence</i> | Further Actions <i>(As a result of this evaluation what do we need to do next?)</i> | | | |
| <p>SC 1. Pupils will use a range of spelling strategies, e.g.- Linguistic phonics, rhyming, syllables, spelling words with accuracy, independently and confidently across a range of curricular topics.</p> <p>SC 2. Pupils will recognise and discuss features of word structure- e.g. letter consonant and vowel patterns, letter sounds, double letters, initial blends, prefixes and suffixes, vowel digraphs,</p> | <p>All staff informed of focus for year ahead in relation to teaching and learning and Literacy in particular.</p> <p>Review of May 2022 PTE data assessments carried out on return to school in August 2022. Underachieving pupils identified through data analysis, discussion with teachers, classroom assistants and parents.</p> <p>Monitoring and Evaluation of <u>evaluated</u> Literacy planners.</p> <p>ICT included in planners to support learning. (Accelerated Reader, Digital Media IWB websites). Ensure differentiation is adequate for composite classes and for those pupils receiving Literacy support. Practical learning, including paired and group work, used to reinforce teaching and engage pupils.</p> | <p>Teacher made assessments</p> <p>CAT/PTE Approx-£1200</p> <p>Accelerated Reader Approx-£1716</p> <p>SPEECHLINK Approx- £275</p> <p>Teaching staff EM -Principal GMrM- Co-ord</p> <p>Teaching staff EM -Principal GMrM- Co-ord</p> <p>Teaching staff EM -Principal GMrM- Co-ord</p> | <p>Sep/Oct 2022</p> <p>Half termly</p> <p>Ongoing monitoring of planners</p> <p>Ongoing</p> <p>Oct 2022</p> <p>Autumn Term 2022</p> | <p>Minutes of curriculum staff meetings</p> <p>PTE Analysis and underachievement</p> <p>Planners and samples of work in co-ord file</p> <p>-Accelerated Reader -STAR reading tests -SPEECHLINK -HF Word Testing -Weekly Tests -PM Benchmarking -Writing Baseline activities -Samples of Work Tests -Seesaw observations</p> <p>Tracking Progress through Classroom Observation</p> | <p>SC 1. Through focused class <i>Teaching and Learning</i> opportunities: e.g. - weekly spelling tests</p> <p>Pupils are learning at an appropriate level and at an appropriate pace.</p> <p>There is continuity and progression in teaching and learning across all key stages</p> <p>SC 2. Through focused class <i>Teaching and Learning</i> opportunities, pupils can recognise and discuss features of word structure- e.g. letter consonant and vowel patterns, letter sounds, double letters, initial blends, prefixes and suffixes, vowel digraphs.</p> <p>Tracking Progress-Classroom Observation - Samples of Work</p> | <p>Continue to monitor progress of pupils.</p> <p>Tracking progress through end of year assessments.</p> <p>Spelling focus weeks to be integrated into Literacy Calendar of <u>events</u>.</p> | Achieved | Partially Achieved | Not Achieved |

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| <p>SC 3. Teachers plan and integrate a wide range of spelling <u>challenge activities</u>: developing the application of a range of spelling strategies to spell and understand the meanings of more challenging and difficult words.</p> | <p>Develop the Literacy Support Programme (<u>Provision of resources e.g. Alpha/Omega</u>) to reflect areas identified for underachievement. Literacy 'reading of mathematical language' focus as part of Numeracy support KS2 Engage Programme.</p> | <p>Teaching staff EM-Principal GMc- LitCo ENGAGE PROGRAMME <u>Money</u> allocated. Approx- £ -to be confirmed E Murray E Trotter G McMahon</p> | <p>Ongoing</p> | <p>Photographs, samples of work, Outdoor Classroom and Seesaw observations (CC-Links-Numeracy and World Around Us topic work)</p> | <p>SC 2. Through focused class <i>Teaching and Learning opportunities</i>: Teachers plan and integrate a wide range of spelling challenge activities: developing the application of a range of spelling strategies to spell and understand the meanings of more challenging and difficult words.</p> <p>Planners Tracking Progress-Classroom Observation Classroom Displays</p> | <p>Continue to build on pupils' <u>vocabulary</u> and topic presentation skills in both classroom and Outdoor Classroom learning environments.</p> | Achieved | Partially Achieved | Not Achieved |
| | <p>Whole school monitoring of Literacy through-</p> <ul style="list-style-type: none"> Standardised Assessments Termly Samples of Work <p>Peer and <u>Self Assessment</u>, practical <u>reinforcement</u> and use of ICT to support learning evident in pupil work.</p> <p>PTE and Underachievement analysis</p> | <p>Teaching staff EM-Principal GMc- LitCo</p> | <p>Term 1</p> | <p>Tracking documents in assessment and co-ord file.</p> | | Achieved | Partially Achieved | Not Achieved | |

| Improvement Target 2 | Pupils will develop a swift and legible style of handwriting. (Nat Cur Doc KS2) | | | | | | | | |
|---|---|--|--|---|--|---|----------|--------------------|--------------|
| Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i> | Specific actions to bring about improvement <i>What the school will do.</i> | Resources and Staff <i>[Time & Cost]</i> | Specific dates <i>Timescale for the work to be included.</i> | Monitoring and Evaluation | | | | | |
| | | | | Evidence | Overall Progress and Impact <i>(on Learning and Teaching)</i> | Further Actions <i>(As a result of this evaluation what do we need to do next?)</i> | Achieved | Partially Achieved | Not Achieved |
| SC 1. Pupils will demonstrate reasonable control over: <ul style="list-style-type: none"> the formation of <u>upper and lower case</u> letters size and spacing of handwriting joining letters in a swift and legible style SC 2. Teachers plan and integrate handwriting into daily /weekly lesson plans. | <p>Handwriting assessments carried out on return to school to gauge levels of writing throughout school. Underachieving pupils identified through discussion with teachers, classroom assistants, <u>parents</u>, and analysis of available data</p> <p>Principal and Co-ordinator to conduct Audit and review Handwriting resources e.g. HW booklets, types of pencils, pencil grips, coloured paper templates for Dyslexic pupils currently in school.</p> <p>Complete resource Requisition</p> <p>Daily handwriting sessions in each class.</p> <p>Whole school monitoring of Literacy through-</p> <ul style="list-style-type: none"> termly HANDWRITING Assessments /Samples of Work Peer and <u>Self Assessment</u>. | <p>Teacher made assessments</p> <p>Teaching staff EM-Principal GMc-M Co-ord</p> <p>Teaching staff EM-Principal GMc LitCo</p> | <p>Sep/Oct 2022</p> <p>Half termly</p> <p>Ongoing monitoring of planners</p> <p>Ongoing Oct 2022</p> | <p>Minutes of curriculum staff meetings</p> <p>PTE Analysis and underachievement</p> <p>Sample planners in co-ord file</p> <p>Planners and samples of work in co-ord file</p> | <p>SC 1. Through focused class teaching and Literacy <u>handwriting group</u> resources (Prim Ed Handwriting workbooks), pupils are working towards improving their attainment in writing Literacy in line with their ability</p> <p>Teachers and pupils are using Handwriting templates and referencing handwriting <u>sample templates</u> to identify and reinforce learning in areas of difficulty</p> | <p>Continue to monitor progress of pupils.</p> <p>Tracking progress through end of year assessments.</p> | Achieved | Partially Achieved | Not Achieved |
| | | | <p>Ongoing</p> <p>Staff Meeting</p> <p><u>April 2023</u></p> | <p>Photographs and samples of work, including Seesaw observations</p> <p>Tracking documents in assessment and co-ord file.</p> <p>Collegial Book Discussion</p> | <p>SC 2. Through the use of practical 'hands on' learning and the use of outdoor learning opportunities, (CC-Links- Numeracy and World Around Us topic work) <u>pupil</u> engagement, motivation and ability to work as a team are increasing. * Photos/ samples of outdoor learning * Seesaw examples</p> | <p>Provide daily class handwriting activities to develop and consolidate handwriting skills. <u>Termly Handwriting Assessments</u> /Samples of Work</p> | Achieved | Partially Achieved | Not Achieved |

| Improvement Target: 3 | Pupils will be <u>facilitated</u> to reduce (Covid Related) curricular attainment gap as identified in standardized tests, class tests and teacher assessment. | | | | | | | | |
|---|--|--|--|---|---|--|-------------------|---------------------------|---------------------|
| Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i> | <u>Specific actions to bring about improvement</u> <i>What the school will do.</i> | Resources and Staff <i>[Time & Cost]</i> | Specific dates <i>Timescale for the work to be included.</i> | Monitoring and Evaluation | | | | | |
| | | | | Evidence | Overall Progress and Impact <i>(on Learning and Teaching)</i> <i>*reference to specific evidence</i> | Further Actions <i>(As a result of this evaluation what do we need to do next?)</i> | | | |
| <p>SC 1. Pupils will demonstrate <u>reasonable achievement</u> in identified Literacy/Numeracy target focus areas</p> <p>SC 2. Teachers liaise and plan with Literacy/Numeracy Partnership teacher/Classroom assistants to implement programmes of work in <u>targeted</u> areas of improvement for pupil focus groups.</p> | <p>Review of May 2021 PTE data assessments carried out on return to school in August 2021. Underachieving pupils identified through data analysis, discussion with teachers, classroom assistants and parents.</p> <p>Develop the Literacy <u>Support/Engage</u> Programme (Provision of resources e.g. Alpha/Omega, ICT included in planners to support learning Accelerated Reader, Digital Media IWB websites) to reflect areas identified for underachievement.</p> <p>Differentiated, practical learning, including paired and group work, used to reinforce teaching and engage pupils.</p> <p>Whole school monitoring of Literacy through-</p> <ul style="list-style-type: none"> Standardised Assessments Termly Samples of Work <p><u>Peer Self Assessment</u>, and use of ICT to support learning evident in pupil work.</p> | <p>All Teaching Staff</p> <p>Literacy Numeracy Partnership Teacher – Mrs E Trotter <i>SEND and ENGAGE PROGRAMME</i> Money allocated. Approx- £3600 & £1800</p> <p>Designated Classroom Assistants</p> <p>GMCM- Lit co ordinator.</p> <p>GMCM & EM</p> <p>Board of <u>Governors Sub Committee</u></p> | <p>Aug 2022</p> <p>Sept 2022– Oct 2022 (Principal)</p> <p>Feedback to Board of Governors Sub Committee (<u>June 2023</u>)</p> | <p>Minutes of curriculum staff meetings</p> <p>PTE <u>Analysis</u> to identify underachievement</p> <p>Planners and samples of work in co-ord file</p> <p>-Accelerated Reader -STAR reading tests -SPEECHLINK -HF Word Testing -Weekly Tests -PM Benchmarking -Writing Baseline activities -Samples of WorkTests -Seesaw observations - Assessments by Mrs Trotter</p> | <p>SC1. Through focused curricular Target Setting and provision of the required Teaching and Learning opportunities for classes, class groups and pupils, any pupils identified as underachieving are progressing in line with their class teachers expectations.</p> <p>SC2. Through focused curricular Target Setting liaison with the Literacy Engage Programme teacher, SENCO and EA Literacy Support staff any class groups and pupils identified as underachieving are progressing in line with their class teachers expectations.</p> | <p>5. Monitor implementation of Action Plan through scrutiny of Planners – Literacy/ Focused Guided Reading planners</p> <p>Pupils Work & <u>Pupil</u> questionnaires</p> <p>Sharing of Good Practice</p> <p>CBD, TCN, Classroom Observations, Staff Meetings</p> <p>Tracking Pupils Progress of <u>Standardised</u> Tests/Weekly Tests/Topic tests</p> | <p>✓ Achieved</p> | <p>Partially Achieved</p> | <p>Not Achieved</p> |



Special Educational Needs Action Plan with Monitoring and Evaluation 2022-23 School Year



| | |
|-----------------------------------|---|
| Baseline: | <p>Where are we now? (<u>with</u> reference to areas for improvement noted above)</p> <ul style="list-style-type: none"> • EM has attended LSC training in the last 2 years on the following areas: <ul style="list-style-type: none"> • consultation on the new SEN Framework • SIMS recording stages 5-3 • use of Additional Assistant training • Training was provided to staff in the areas of SEN Framework and new Code of Practice and use of Additional Assistant in August 2021. • All school-based staff attended Autism Awareness training in school provided by AAIS, August 2021 • School is now using the new SEN and medical descriptors. • All paperwork – including IEP's and IEP reviews have been updated to reflect the change from 5 stages to 3 <u>stages</u> • Parents have been informed of these changes and have been received documentation from the EA explaining this. • No PLP training has been provided <u>as yet</u>. • SEN Provision Mapping and Audit has been completed in January 2022 and will be updated as necessary. • Learning Support Coordinator/Principal, Engage Teacher and teaching staff will continue to identify, <u>monitor</u> and support children on the SEN register in Literacy and Mathematics in class. • Extra SEN money has been given to schools to assist the LSC for the implementation of the SEN Framework and Code of Practice • It is good practice that our pupils are already involved in the IEP process, <u>completing</u> and reviewing a pupil friendly version each term. This will be reviewed in line with EA SEND guidance on Voice of the Child and further developed as necessary. • Rainbow Room has been set up in the middle of the school for use with individuals and small groups. |
| Improvement Target Areas : | <p>The main areas for improvement include the need:</p> <ul style="list-style-type: none"> • Implementation of the SEN Framework • To undergo PLP training and disseminate this to school staff as appropriate. • To further develop the Voice of the Child using guidance from the new SEN framework |

| Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i> | Specific actions to bring about improvement <i>What the school will do.</i> | Resources and Staff <i>[Time & Cost]</i> | Specific dates <i>Timescale for the work to be included.</i> | Monitoring and Evaluation | | | | | |
|---|---|---|---|---|---|--|----------|--------------------|--------------|
| | | | | Evidence | Overall Progress and Impact <i>(on Learning and Teaching)</i> <i>*reference to specific evidence</i> | Further Actions <i>(As a result of this evaluation what do we need to do next?)</i> | | | |
| SC1 The LSC will be familiar with the new PLP format, using SIMS to record the new PLP's and will be able to train school staff in implementing the PLPs within the timeframe given by the EA. | <ul style="list-style-type: none"> - LSC will attend PLP training when available. - LSC will take time to become familiar with the new PLP format and how to complete these on <u>SIMS</u> - LSC will train school staff on using the PLPs. - LSC will be aware of the necessary timeframes for completing training and implementing new PLP in school. | <p>LSC day 1xday per month</p> <p>LSC to liaise with staff and external agencies as and when <u>necessary</u></p> <p>LSC release time to monitor, plan and implement changes on the SEN register.</p> | <p>PLP training completed when dates <u>released</u></p> <p>PLP implemented – timescale to be determined by the <u>EA</u></p> | <p>SENCO PLP Training attended on 6th and 7th March 2023</p> <p>Training section in SENCO File</p> <p>SEN Register and SIMS <u>records</u></p> <p><u>Senco</u> File</p> <p>Whole School Provision Mapping</p> | <p>Senco familiar with the new PLP format and has been given opportunity to complete a sample PLP in the SIMS system.</p> <p>Bank of resources ready to train staff – EA SEN team powerpoints, sample PLPs, C2k videos <u>etc.</u></p> <p>Dissemination of key information at staff meeting. March 2023. Senco regularly updates SEN info and register on SIMS to ensure that it is correct and up to date.</p> <p>Senco has begun to collate additional necessary information to help make the PLP process easier. This includes dates of Ed Psych visits, statements, literacy support and reports from other external agencies.</p> <p>Up to date provision mapping in place that identifies <u>resources</u>, <u>interventions</u> and strategies that can be put in place for pupils at different stages of the COP.</p> <p>*Delay to training and implementation due to strike action</p> | <p>Time and budget allocation for movement to PLP's – use of SDD's, directed time and sub cover.</p> <p>Whole school review of timing and number of PLP's/<u>IEP's</u> per year.</p> <p>Training scheduled for August 2023</p> <p>Information provided for parents and pupils.</p> | Achieved | Partially Achieved | Not Achieved |

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| <p>SC 2.</p> <p>To implement the Voice of the Child as set out in the new SEN framework by develop a format to record the voice of the child to be used with all children on the SEN register and training Classroom assistants in using the new format</p> | <ul style="list-style-type: none"> - Assess the sample forms provided from the EA and change to suit the children in our <u>school</u> | LSC/ All staff | Term 1 LSC | Pupil Friendly IEP's in class SEN files and SEN monitoring. | Good practice Pupils Friendly IEP's already in place in school that allows pupils input to and ownership of their IEP targets. Pupils <u>are able to</u> focus on steps they need to take to meet their targets and teachers are aware of pupil views on what makes learning difficult for them and what can help them with their learning. | Pupil questionnaires will be issued annually to further collect the views of the child. | | | |
| | <ul style="list-style-type: none"> - Develop different versions for children in Foundation / KS1 / KS2 which can be used throughout key stages depending on which is more <u>applicable</u> - Discuss sample versions with teachers and classroom assistants and receive <u>feedback</u> - LSC will receive sub cover with SEND funding to complete the necessary paperwork and updates in SIMS | LSC/All staff | January 2023 reviews and new IEPs (or PLPs) will include the views of the <u>child</u> | School adapted templates for pupil questionnaires ready to share with staff at Term 2/3 meetings and upcoming <u>SDD's</u> | Staff will be familiar with the process of using <u>age appropriate</u> pupil questionnaires to effectively gather the views of the child when planning for IEP's/PLP's and effective individual SEN provision. Parent friendly information ready to inform them on the new PLP process <u>and also</u> to collect their views. *Delay to training and implementation due to strike action | Staff sessions to discuss and finalise templates and to agree timescale for moving forward. | | | |

STRATEGIES TO MONITOR AND EVALUATE:

Whole school SEN monitoring focus in Term 2.

Organise and oversee class SEN files, with relevant information and guidance relating to SEN pupils in class and facilitate a handover meeting with class teacher to discuss file and pupil at beginning of school year.

Attend training provided by the EA and implement the necessary changes within the timeframe.

Monitor SEN register and pupil progress updating the register and SIMS as necessary.

Train staff and pass on information to the necessary people e.g staff, parents, B of G etc

Provide/organise training for all necessary staff to develop the knowledge and skills of teachers and additional assistants to support children.

LSC will refer to the provision map to help support and guide staff and review and amend as necessary.

LSC will collect and collate formative and summative data to record the effectiveness of the provisions throughout the school.

Ongoing staff meetings throughout the school year with a regular focus on SEN.

Termly planning and review meetings with parents and pupils on SEN register.



ICT Monitoring and Evaluation 2022-23 School Year



ICT Co-ordinator – Sharon Conlon

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|--|---|--|--|----------------------------------|--|---|--|
| Baseline: | Having developed the Film and Animation aspects of the Digital Storytelling: Film and Animation desirable feature throughout the school over the last two academic years, staff now feel confident in the delivery of this element of ICT. We will now work on consolidating and embedding Film and Animation with a focus on incorporating the use of Green Screen during the 2022/23 school year. ICT will continue to be promoted throughout the school. | | | | | | |
| Improvement Target: | Pupils will work progressively and with confidence through ICT tasks, with a particular focus on Film and <u>Animation</u> ; incorporating the use of green screen. | | | | | | |
| Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i> | Specific actions to bring about improvement <i>What the school will do.</i> | Resources and Staff <i>[Time & Cost]</i> | Specific dates <i>Timescale for the work to be included.</i> | Monitoring and Evaluation | | | |
| | | | | <i>Evidence</i> | <i>Overall Progress and Impact (on Learning and Teaching)</i> | <i>Further Actions (As a result of this evaluation what do we need to do next?)</i> | |
| SC.1 Pupils engaging in learning activities that are varied, differentiated and provide effective support and challenge; whilst covering the 5 'E's | ICT focus discussed with staff at staff meeting. Agreed timetable for completing ICT tasks throughout the school year with whole staff. Staff all know where to locate CCEA tasks for ICT on CCEA website. | All staff All staff | Oct 22 Oct 22 | Planners Planners | Staff all updated on ICT focus for the year. All to begin planning tasks for the year. ICT co-ordinator discussed planning for ICT tasks with staff. Co-ordinator always available to help with planning for tasks etc. | ICT co-Ordinator will continue to be available to all staff to help with planning or any issues that may arise. | Achieve Partially Achieved Not Achieved |

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| throughout the year. | Training on Green Screening with AmmA Centre to refresh staff knowledge and skills. | Foundation and KS1 staff | 22/11/22 | | Children's work on school website. | Refresher training delivered by Emma in two sessions to all staff via Zoom. Resources to aid delivery of Green Screen lessons all available on AmmA Centre Google Classroom from last year. | Continue to provide support to staff and/or organise training as and when required. | | | |
| | | KS2 Staff | 24/11/22 | | | | | | | |
| | Co-ordinator to provide support and meet with all staff when needed. | On-going | | | | | | | | |
| | Teachers to meet with ICT co-ordinator to plan and deliver lessons throughout the year to cover the 5'E's. | On-going | | | | | | | | |
| SC.2 Pupils will develop the key skills across all the stages of Film and Animation. | Teachers to refresh their knowledge and skills of Film and Animation in Term 1 in preparation for Term 2. | All staff | On-going | Planners | Children's work Photos | Pupils are developing the key skills of: <ul style="list-style-type: none"> Looking at and talking about examples of still and moving images. Using a storyboard to plan the order of images required for a simple film/animation. Using suitable software to produce a simple animation using still photographs or self-created images, showing an awareness of audience. Working in groups and knowing roles and | Teachers continue to plan and deliver high quality ICT lessons across the curriculum. | Achieved | Partially Achieved | Not Achieved |
| | Teachers to plan and deliver lessons to enable children to develop the key skills of Film and Animation. | All staff | Term 2 | | | | | | | |
| | CCEA tasks on Film and Animation to be completed by end of Term 2 | All staff | On-going | | | | | | | |

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| SC3. Staff are clear and confident in the planning, implementation and delivery of Film and Animation. | | | | | <p>functions within the group.</p> <ul style="list-style-type: none"> • Adding a narration, sounds or music to the film/animation. • Experimenting with adding a variety of features such as titles, <u>transitions</u> and effects. • Talking about their work and making improvements. • Organising, saving <u>work</u> and exporting projects in an appropriate format. • Presenting their work to an audience. | | | |
| | Meet with all teachers to discuss planning for ICT tasks in Term 2 | All staff | February 2023 | Planners | Met with all staff to discuss ICT planning for Term 2. Staff then emailed to forward on tasks. | Staff all working on tasks within their own classrooms. | | |
| | Teachers to capture all steps of the process through photographs/short videos. | All staff | Term 2 | | All tasks completed in Term 2. Pupils are developing their TS&PC by working together in small groups to plan and create films. | Continue to ensure there is continuity throughout the school and share best practice. | | |
| | Children have been experimenting with programmes such as My Story Book Creator, Chatterpix, Scratch Jnr and <u>iMovie</u> whilst in school. Display of FS/KS1/KS2 processes. | All staff | On-going April 2023 | | All films are on school website. | | | |

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| | Share some samples of Films/Animations made by children at an end of Term 2 assembly. | | 25 th April 2023 | | Whole school assembly to share children's work <u>25/04/23</u> | Continue to celebrate the children's work. | | | |
| | Peer and self-assessment by children through end of year questionnaires. | | June 2023 | | Feedback from children very positive – children really enjoyed the activities and are keen to continue making films and animations. | Continue to involve children and staff in the evaluation process. | | | |

REQUIREMENT 5: AN ASSESSMENT OF THE CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Challenges:

- Implementation of the primary curriculum and assessment arrangements
- Sustain and improve high academic standards during a period of immense change in the educational environment and at a time of financial constraints
- The uncertainty created by the significant changes proposed in respect to educational administration
- Maintaining high levels of provision without the required resources as evidenced by the shrinking of financial support from both EA and DE
- Lack of political agreement regarding post-primary transfer arrangements
- Implementation of new SEN and assessment arrangements
- Use of physical space around the school – library and resource room.
- No office space for secretary – currently in staff room.
- Only one staff toilet – accessed through staffroom/office.
- General appearance of school is in need of refreshing – painting of identified areas and carpets replaced.
- Continuing to develop distributed leadership throughout the school, training other members of staff in the role of the co-ordinator
- Continuing to improve standards in English, Mathematics and ICT
- Managing a reduced budget whilst ensuring that a very high standard of educational provision is maintained.
- Increasing energy costs.
- The school currently remains in the formal intervention process with ETI.

Opportunities:

- An experienced, talented and committed staff that is enthusiastic about teaching and learning and the acquisition of new skilled staff
- Revised primary curriculum and assessment arrangements
- The increasing availability of new technologies to enhance learning and motivation among pupils, especially iPads
- The Department of Education's stated objective to raise standards as outlined in their standards agenda, every School a Good School policy document, the Count Read: Succeed strategy and the way forward for special educational needs and inclusion policy document
- Developing the School Council to further engage with the pupils and seek their views on how to improve upon their learning experiences.
- Allocation of Extended Schools funding to develop after school activities.
- Shared Education Programme.

REQUIREMENT 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

The development of all plans, result partly, as an outcome of ongoing formal and informal consultation with staff, governors, pupils and parents. At St. Tierney's Primary School, we believe that consultation should not be an event but an ongoing process which informs the development of our plans and targets. We also recognise that via ongoing consultation the implementation of our plans and targets can be adjusted so as to more effectively meet the needs of our community.

The school has carried out a number of consultations with parents, governors, teachers, staff and children as part of the self-evaluation process to inform the School Development Plan:

- All subject co-ordinators complete a Co-ordinator's Curriculum Review on an annual basis as part of the School Development Plan audit.
- Priority areas are reviewed annually at a Governors' meeting.
- The school council meet regularly and their views are sought with regard to the development of the school grounds and links with the local community.
- Questionnaires were circulated to all members of staff, teaching and non-teaching, governors, parents and pupils in March 2018.

The schedule on the following page below reflects the rigorous process involved:

Such consultations will continue during the lifetime of this plan and will inform the evolution of the plan.

IDENTIFICATION OF AREAS FOR DEVELOPMENT

The 3 Year Overview highlights the whole school priorities over the three years of the plan.

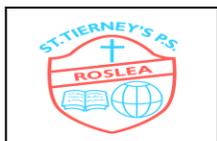
The school's key priorities for the first year of the plan are outlined in the "Action Plans". These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to secure the specified outcomes as well as the arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas.

Schedule for Formulation of School Development Plan

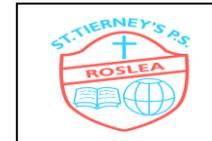
| Schedule Process | Date |
|--|----------------------------|
| Meeting between teaching staff, Chair of Governors, CCMS and EA Advisors to agree strategic approach to writing the SDP. | Feb 2023 |
| Staff and Governor – Evaluation of Ethos. | 5 th April 2023 |
| Questionnaires formulated and distributed to governors, staff parents and pupils. | Feb/March 2023 |
| Teaching staff complete audits of key curricular areas and analysis of questionnaire responses. | March/April 2023 |
| Principal and EA/CCMS Advisors, in consultation with teaching staff, organise all responses and findings in preparation for writing evaluations for SDP. | 2 nd May 2023 |
| Principal presents findings to BOG School Improvement Sub-Committee. | May 2023 |
| Subject co-ordinators meet with BOG School Improvement Sub-Committee to present progress made in key areas for improvement – SDP Requirement 4 | May 2023 |
| Principal and teaching staff complete summaries and evaluations of the school’s strategies for the key areas included in SDP Requirement 2. | May/June 2023 |
| Draft version of SDP and 3 Year Overview presented to Board of Governors by Principal. | 22 nd June 2023 |
| Action plans, informed by the school’s self-evaluation process and identifying key areas for development, completed by subject co-ordinators and presented to Board of Governors – SDP Requirement 7 | August/ September 2023 |
| Final draft of School Development Plan presented to Board of Governors for consideration and ratification. | October 2023 |
| Completed SDP available on school website and as hard copy on request. | November 2023 |
| Summary of SDP and 3 Year Overview presented to parents at Curriculum Evening | November 2023 |
| Pupil friendly version of SDP Key Priorities designed by School Council | Term 1 2023/24 |
| Process of monitoring and continual review established | Ongoing |

REQUIREMENT 7: IDENTIFICATION OF KEY AREAS FOR DEVELOPMENT, INFORMED BY THE SCHOOL'S SELF EVALUATION, INCLUDING:

(A) THE SCHOOL'S KEY PRIORITIES FOR THE PERIOD OF THE PLAN, BASED ON THE DEPARTMENT'S PRIORITIES FOR EDUCATION



ST. TIERNEY'S PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN OVERVIEW



| Priorities | 2019-20 | 2020-21 | 2021-22 |
|--|---|---|--|
| <p>Child Centred Provision</p> <ul style="list-style-type: none"> Pastoral Care Child Protection SEN -interventions /support Inclusion/diversity Pupil involvement Healthy school | <ol style="list-style-type: none"> Child Protection-Whole staff training. Develop a parent friendly overview. Dissemination of policy. Review of Anti-bullying policy and procedures Development of Numeracy Support Programme - Maximise use of Mathletics. Eco Committee - Obtain Green Flag- Develop school gardens. Development of school and class councils - Pupil friendly version of key priorities School/Eco-Council Newsletters Pupil/Parent suggestion box Setting up and managing of Extended Schools scheme in order to develop opportunities for pupils to participate in extra-curricular activities. Sustrans Programme | <ol style="list-style-type: none"> Child Protection/Pastoral care - Review of relevant policies and procedures. Updated training for staff as necessary. Continue to review support/intervention programmes and monitor their success. Use of ICT assistive technology to enhance work in KS1/2 Eco committee - Maintain Green Flag Pupil voice in the school and community - School Council - monitoring priority areas and reporting back. Promotion of Healthy lifestyle through extra-curricular activities. Gain next award level for Sustrans | <p style="text-align: right;">—————→</p> <ol style="list-style-type: none"> Monitor and ensure appropriate provision for SEN pupils Maintain level of involvement for school and eco council. Regular class / school and eco council meetings. Continue to promote school in the community. Promotion of Healthy lifestyle Maintain healthy initiatives |
| <p>High Quality Teaching and Learning</p> <ul style="list-style-type: none"> Curriculum provision | <ol style="list-style-type: none"> Literacy -Develop teaching of Guided Reading. Training of staff and review system and resources in place. Promotion of Reading throughout the school -Accelerated Reader/Book week etc. Audit of Literacy | <ol style="list-style-type: none"> Literacy - Develop teaching of Guided Reading. Continue to promote reading. Paired reading - Develop whole school Handwriting Policy and scheme. | <ol style="list-style-type: none"> Literacy Continue focus on Guided Reading and whole school initiatives. Analysis of standardised data to identify further areas for development. |

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| <ul style="list-style-type: none"> • Literacy and Numeracy • Learning and Teaching strategies • Assessment / data analysis / use • Self-evaluation - teacher / whole school | <p>resources to ensure continuity and progression throughout school.</p> <p>2.Numeracy - Standardise planners across the school. Problem solving & investigation work focusing on Number. Promote Maths throughout school.</p> <p>3.WAU Topic Planners to identify links to local and wider community.</p> <p>4. UICT- Continue to implement ICT key skills in KS1&2 - Film Making. Staff Training - using iPads</p> <p>5. Effective use of SIMMS Assessment Manager to track progress and target set at whole school and individual level. Target setting at class level.</p> <p>6. Review process of monitoring and self-evaluation at whole school/teacher and pupil level.</p> | <p>2. Numeracy Review Policy. Continue promotion of Numeracy. Seasonal Maths Trails in the school grounds/Outdoor learning. Problem solving and investigation work to focus on Shape and Space.</p> <p>3. Develop links with local and wider community to enhance topic work.</p> <p>4. UICT - Continue with implementation of Key Skills in KS1 & 2. Focus on Animation Update and maintenance of Whiteboards.</p> <p>5. Effective use of SIMMS Assessment Manager to track progress / target set.</p> <p>6. Continue process of self-evaluation at whole school/teacher and pupil level.</p> | <p>2. Numeracy - analysis of standardised data to identify further areas for development. Problem solving to focus on Measures/Data Handling.</p> <p>3. Maintain and develop teaching and learning outside the normal classroom.</p> <p>4. UICT - Embed key skills and use of digital technology to enhance teaching and learning.</p> <p>5. Continue to target set and monitor progress.</p> <p>6. Continue process of self-evaluation using ESAGS.</p> |
| <p>Effective Leadership</p> <ul style="list-style-type: none"> • Effective school development plan • Continuing Professional Development • Curriculum leadership • Financial management, including accommodation | <p>1. New Principal Support Programme. Training days and meetings with mentor. Establish Whole school policy schedule.</p> <p>2. Ratification of SDP by Board of Governors. Monitoring process established.</p> <p>3. Development of Middle Management Roles and opportunities for Shared Leadership.</p> <p>4. Development of communication system and training opportunities for Classroom assistants.</p> <p>5. Training for and implementation of SEND Act legislation.</p> | <p>1.Ongoing review and update of policies.</p> <p>2. Review and continue to develop role of middle management and co-ordinators.</p> <p>3. Teaching and non-teaching staff development - relevant training</p> <p>4. Implementation of SEND Act legislation.</p> | <p>1. Ongoing review and update of policies.</p> <p>2. Staff development - relevant training</p> <p>3. Review, evaluate and plan for next School Development Plan.</p> |

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| | <p>6. Effective use of space throughout the school and management of school budget.</p> <p>7. Develop culture of support/enrichment between governors and staff.</p> <p>8. Establish system to oversee PRSD/EPD Process and induction of new staff.</p> <p>9. Review, evaluate and plan for next School Development Plan.</p> | <p>5. Continue to develop use of space throughout the school and manage school budget.</p> <p>6. Review, evaluate and plan for next School Development Plan.</p> | |
| <p>School Connected to the Local Community</p> | <p>1. Update and refresh Parent Notice Board at front of the school</p> <p>2. Curriculum evening for parents at the start of the school year. Introduction of Open Assemblies. Termly class newsletters as standard.</p> <p>3. Key school documents available to parents at front of school</p> <p>4. Establishment of PTA</p> <p>5. Revival of Shared Education</p> <p>6. Opportunities identified for teaching and learning in the local and wider community.</p> | <p>1. Development of links with local businesses and community.</p> <p>2. Development of supportive learning community through shared education and extended schools cluster group.</p> <p>3. PTA to provide financial support to develop outside areas for KS2.</p> <p>4. Promotion of school within the community - open days/PTA events/participation in external competitions etc..</p> | <p>1. Develop outdoor play/garden and open to local community</p> <p>2. Development of community with local businesses</p> <p>3. Continued promotion of school.</p> <p>4. Further development of Shared Education and extended schools.</p> |

REQUIREMENT 7: IDENTIFICATION OF KEY AREAS FOR DEVELOPMENT, INFORMED BY THE SCHOOL'S SELF EVALUATION, INCLUDING:

(B) PLANNED OUTCOMES, INCLUDING PLANNED OUTCOMES IN LEARNING, TEACHING AND RAISING STANDARDS OF ATTAINMENT, WHICH MUST INCLUDE TARGETS FOR RAISING STANDARDS OF ATTAINMENT IN COMMUNICATION, USING MATHEMATICS AND USING ICT

Target Setting – St. Tierney's Primary School 2019/20

KEY STAGE 1

In 2019/20 school year, 14 pupils will be eligible for end of Key Stage 1 Assessment. One pupil has a Statement of Educational Needs for ASD, one is awaiting a diagnosis from AAIS and has received teaching support from MLD services and another is at Stage 3 of Code of Practice, with a diagnosis of ADHD and on the waiting list for Literacy Service support.

| SUBJECT | PROJECTED ATTAINMENT | NUMBER OF PUPILS | PERCENTAGE |
|---------------|----------------------|------------------|------------|
| Communication | Level 1 | 1 | 7% |
| Communication | Level 2 | 11 | 79% |
| Communication | Level 3 | 2 | 14% |
| | | | |
| Using Maths | Level 1 | 0 | 0% |
| Using Maths | Level 2 | 11 | 79% |
| Using Maths | Level 3 | 3 | 21% |
| | | | |
| Using ICT | Level 1 | 0 | 0% |
| Using ICT | Level 2 | 14 | 100% |
| Using ICT | Level 3 | 0 | 0% |

KEY STAGE 2

In 2019/20, 16 pupils will be eligible for end of Key Stage 2 Assessment. Two pupils have a Statement of Special Educational Needs for MLD.

| SUBJECT | PROJECTED ATTAINMENT | NUMBER OF PUPILS | PERCENTAGE |
|---------------|----------------------|------------------|------------|
| Communication | Level 2 | 2 | 12.5 % |
| Communication | Level 3 | 0 | 0% |
| Communication | Level 4 | 12 | 75% |
| Communication | Level 5 | 2 | 12.5% |
| | | | |
| Using Maths | Level 2 | 2 | 12.5% |
| Using Maths | Level 3 | 1 | 6.25% |
| Using Maths | Level 4 | 11 | 68.75% |
| Using Maths | Level 5 | 2 | 12.5% |
| | | | |
| Using ICT | Level 2 | 0 | 0% |
| Using ICT | Level 3 | 2 | 12.5% |
| Using ICT | Level 4 | 14 | 87.5% |
| Using ICT | Level 5 | 0 | 0% |

REQUIREMENT 7: IDENTIFICATION OF KEY AREAS FOR DEVELOPMENT, INFORMED BY THE SCHOOL'S SELF EVALUATION, INCLUDING:

(c) ACTIONS TO BE TAKEN TO ACHIEVE THE OUTCOMES AND FINAL DATES FOR COMPLETION

(d) THE ARRANGEMENTS AND OTHER RESOURCES AVAILABLE IN THE SCHOOL TO BE USED IN SUPPORT OF THE ACTIONS TO ACHIEVE THE PLANNED OUTCOMES

Post Inspection Leadership and Management Action Plan 2019-20

Literacy Action Plan 2019-20

Numeracy Action Plan 2019 – 2020

ICT Action Plan 2019 – 2020

St Tierney's Primary School
POST INSPECTION - LEADERSHIP & MANAGEMENT
ACTION PLAN –
May 2019

The follow-up inspection in February 2019 has identified the following area for improvement:

- to improve the leadership and management at a senior leadership level including, in particular, the strategic direction for the identification of priorities for improvement, and the implementation of an up-to-date school development plan.

Key findings reported:

The leadership and management and action to promote improvement remains an important area for improvement. The senior leadership does not keep the governors informed adequately about key and strategic aspects of the life and the work of the school. There is limited evidence of the use of effective self-evaluation processes and capacity to provide strategic direction for the identification of priorities for the school development plan (SDP).

As well as the area for improvement mentioned above, ETI also noted many positive findings:

- The members of the board of governors have an improved understanding of their governance role and now exercise their challenge function more effectively when working with co-ordinators to monitor and evaluate the children's outcomes.
- The foundation stage and special educational needs co-ordinators work collegially and understand clearly their roles and responsibilities. They report appropriately to senior leadership and the curriculum sub-committee of the board of governors. Their action-planning processes have impacted very positively on the provision for learning and the children's outcomes.
- The outcomes for children remain very good. They are highly motivated and their books show consistent progression in their learning. An analysis of the school's internal data shows that almost all children are achieving as expected or above in both literacy and numeracy.
- The quality of the provision for learning is now very good.

Post Inspection the school has begun to work collaboratively with pupils, parents, staff and governors towards creating an effective School Development Plan. A new Principal has been appointed to take up post September 2019.

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| | | <p>5. Principal to present information gathered to inform the SDP to the BOG School Improvement Sub-committee for scrutiny and further discussion.</p> | <p>School Improvement Sub-Committee meeting x 1</p> | <p>Principal Governors x 3</p> | <p>29th May 2019</p> |
| | | <p>6. Provide further opportunities at a BOG meeting for all Governors to consult with Senior Leaders/Middle leaders on the identification of priorities for SDP using information collated/analysed by staff.</p> | <p>BOG meeting x 1</p> | <p>BOG Principal Middle Leaders</p> | <p>10th June 2019</p> |

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings | Staff/lead responsibility/ External Support | Timescale |
|--|---|---|---|--|---|
| <p>To have in place a SDP which has been developed through a collegial approach, has been shared, understood and will be used by all stakeholders to provide strategic direction for the identification of priorities for improvement.</p> | <ul style="list-style-type: none"> Governors have ratified the SDP which provides strategic direction and leads the school improvement process. Evidence collected from self-evaluations has been used effectively to identify strengths and key areas for improvement in Child Centred Provision, High Quality Teaching and Learning, Leadership and Management and in the School Connected to its Local Community. The whole school community work together to fulfil the vision set out in the SDP. | <ol style="list-style-type: none"> Staff, Governors, CCMS/EA Advisors meet to agree a strategic approach to writing the SDP with a collegiate focus on engaging all stakeholders. Staff and Governors to meet to evaluate School Ethos. Questionnaires to be formulated and distributed to governors, staff, parents and pupils. Teachers/Middle leaders/Principal to complete audits of key curricular areas. Principal and EA/CCMS Advisors in consultation with staff organise all responses and findings in preparation for writing evaluations for SDP Requirements 1-7. Staff complete evaluations identifying strengths, areas for improvement and follow up actions for SDP Requirements 1-7. | <p>Staff meeting x 1</p> | <p>Principal Middle leaders Teachers Governors EA/CCMS Advisors EA Advisor All staff Governors</p> | <p>1st March 2019</p> |
| | | | <p>Twilight session x 1</p> | <p>EA Advisor All staff Governors</p> | <p>1st April 2019</p> |
| | | | <p>Staff meeting x 4</p> | <p>Principal Middle leaders Teachers</p> | <p>April – May 2019</p> |
| | | | <p>3 x sub cover days £200 = £600 Principal Release</p> | <p>Principal Middle leaders CCMS Advisor</p> | <p>1st May 2019</p> |
| | | | <p>Principal Release Staff meeting x 1</p> | <p>Principal Middle leaders Teachers Classroom Assistants Non-teaching staff</p> | <p>8th May 2019</p> |
| | | | <p>Principal Release 4 x sub cover days £200= £800</p> | <p>Governors EA/CCMS Advisors</p> | <p>31st May/7th June 2019</p> |

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| | | 7. Completion of SDP (draft 1) and present to whole staff and Governors. | Staff meeting x 1 BOG meeting | All staff Governors | June 2019 |
| | | 8. Proposed amendments for consideration and ratification by the BOG. | BOG Meeting | BOG/Principal/ Middle leaders | August/ September 2019 |
| | | 9. Completed SDP available for staff/parents/Governors/EA/CCMS on the school website. | Principal Release | | September 2019 |
| | | 10. 3 year overview of SDP shared with parents at Curriculum Night. | 1 x evening meeting | Principal/Middle leaders/ parents | October 2019 |
| | | 11. Pupil friendly version of key priorities of the SDP designed by school council. | School council meetings. Principal Release | Principal School Council | 2019 |
| | | 12. Put in place process of monitoring and continual review of SDP. | Principal/Termly Middle leaders' Release 9 x sub cover days = £1800 Staff meetings | EA/CCMS Governors/Sub- committees Principal/VP and Middle Leaders | Ongoing through each school year |

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| <p>To further develop links with the community.</p> | <p>Feedback will indicate that the school has further developed its links with the community and is held in high regard by the community.</p> <p>Effective programme in place to develop collaborative working practices with shared education partner schools to improve the quality of learning and teaching experiences for pupils.</p> <p>A Parent and Teacher Association using the agreed charter to support and enrich the life and work of the school.</p> <p>All Pupils throughout the school have opportunities to learn outside the normal classroom.</p> | <ol style="list-style-type: none"> 1. Recommence Shared Education programme (SESP) with St. Macartan's PS and Aghadrumsee PS. 2. Introduce and develop after school club provision (Extended Schools Programme) 3. Develop further the Post Primary transition programme to include Literacy, Numeracy and STEM activities where possible. 4. Establish and develop a PTA to support the school e.g. <ul style="list-style-type: none"> - Fundraising for school resources. - Hospitality. - Assistance with funding applications 5. Establish and develop links with local and wider community (to support WAU topic work); | <p>Action Planning Meetings/ Planning meetings/EA led information days</p> <p>Staff meeting x 2 Clubs to run twice weekly throughout the year. 2-3pm and 3-4pm. Clubs and staffing funded through extended schools' allocation.</p> <p>After school meetings between school and post primary staff as necessary. Sessions during school hours for pupils.</p> <p>Steering Group Meetings out of school hours AGM</p> <p>Class outings and organised trips. Termly/Half termly Topic Planners</p> | <p>Vice Principal Principal EA Teaching Staff</p> <p>Extended school co-ordinator All staff</p> <p>VP-P7 Teacher Principal/Senco Post Primary Schools</p> <p>Principal Teacher Rep Parents Parentkind NI Co-ordinator</p> <p>Principal/WAU Co-ordinator/</p> | <p>Term 3 2018-19 Term 1 2019-20 Ongoing</p> <p>Clubs to begin Term 1 2019-20/ Ongoing there after</p> <p>Ongoing - 2019/20</p> <p>Meeting 1 – 10th April 2019 Meeting 2 – 8th May 2019 Meeting 3 - 18th June 2019 Term 1 2019-29 Ongoing</p> <p>Ongoing</p> |

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| | | <ul style="list-style-type: none"> - Classroom visits by members of the local community. - Class trips to local businesses. - Outside learning opportunities to be identified in topic planners. | <p>At least 1 x external link per term Parental contributions for trips.</p> | All teaching staff | |
| | | <p>6. Maintain and further develop existing links. For example:</p> <ul style="list-style-type: none"> - Sustrans - Intergenerational Projects - Links with local business and industry - GAA blitzes - Cross country running competition - Feis - Catholic Schools Week - Christmas concerts/Carol Service - Parish/church -school masses - Local competitions e.g Credit Union/Cumann na mBunscoil quiz. - Open Assemblies - School Council Termly Newsletters | <p>Buses for external competitions - £500. Class time to prepare for local competitions. General assemblies twice weekly with timetable in place. Each class host 1 x Open Assembly throughout the year.</p> | All staff – teaching and non-teaching. Parents | Ongoing Term 1,2 & 3 2019/20 |
| | | <p>7. Consult with stakeholders regularly on the schools' links with the community e.g.</p> <ul style="list-style-type: none"> - Questionnaires - Comments book - Parents' Suggestion/Comments box | <p>Regular Staff meetings BOG meeting (each term) Termly School Council meetings</p> | Governors Staff Parents Pupils | Ongoing/ Questionnaires to inform SDP every 3 years |

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings | Staff/lead responsibility/ External Support | Timescale |
|--|---|---|---|--|---|
| To nurture professional standards of leadership at all levels across the school to embrace a culture of collaboration, innovation and career development | <p>All governors, teachers, classroom assistants engage in professional learning to impact and improve on their work.</p> <p>People in the school feel empowered and supported to learn and develop within a positive working environment attending professional and purposeful meetings.</p> | <ol style="list-style-type: none"> 1. Principal participates in the leadership training for newly appointed principals. 2. Principal schedules and leads engagement sessions to support staff and promote professional development at all levels. <ul style="list-style-type: none"> - V.Principal - Co-ordinators - Teachers - Classroom assistants 3. Set out clear V.Principal leadership roles, responsibilities that support the Principal and fulfil the vision for improvement | <p>4 x 1 day training Sub-cover £500</p> <p>Staff Development Days for all staff. £1000 for facilitators and resources</p> <p>Meet 2 x each term 1.5 hr Tues afternoon</p> <p>Meet 1x per term</p> <p>Agreed meetings every fortnight and as necessary</p> <p>1 x half termly meeting</p> <p>2hr prep. For V.P. meeting</p> | <p>EA /CCMS/ Mentor Principal</p> <p>Principal lead and all staff.</p> <p>Principal and VP</p> | <p>2019-20 school year</p> <p>2019-20 school year</p> <p>Sep 2019</p> |

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| | | <p>4. Promote training, in school and external) for all staff (teachers, co-ordinators and classroom assistants) and governors.</p> <p>5. Establish a clear structure to support Professional Development at all levels – PRSD, EPD and Induction.</p> | <p>£150 sub cover per training day. £600 external providers Pm sessions throughout the year. Staff Development Days</p> <p>1 x termly meetings with relevant staff</p> | <p>EA Training In school training and awareness sessions</p> <p>Principal Led</p> | <p>Termly</p> <p>Needs identified in Term 1 and system in place for school year.</p> |
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| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| To enhance the aesthetic appearance of the school both indoor and outdoor to make it enriching 'where great minds can grow'. | <p>The exterior school building is attractive and promotes a culture of professionalism and an expectation of high standards</p> <p>Both the classrooms and shared spaces throughout the indoor school environment is attractive, organised and of a high standard.</p> <p>The outside classroom is utilized to extend childrens' thinking skills and personal capabilities within a safe and well planned environment</p> | <p>1. Resubmit Minor Works applications regarding school office and staff toilet.</p> <p>2. Initiate steps to secure funding to have the outside of school re-painted – make bid to Education Authority</p> <p>3. Initiate steps to improve lighting in reception foyer and main corridor.</p> <p>4. Up-date the front foyer notice board and reception area</p> <p>5. Organise library and resource room to maximise their potential use.</p> | <p>2 x hr preparation</p> <p>Liaison with EA</p> <p>Liaison with EA</p> <p>2 x hr preparation</p> <p>5-10 hrs work</p> | <p>Principal/DE/EA/CCMS</p> <p>Principal EA</p> <p>Principal EA</p> <p>Principal and support staff</p> <p>Principal, teaching staff and support staff</p> | <p>2019-20 school year</p> <p>Begin in term 1 of 2019-20 school year</p> <p>September 2019</p> <p>Term ½ 2019-20</p> |

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| | | 6. Present 'Wish List' to newly formed PTA to assist with aesthetic improvements to school – replace carpets, paint hall, classrooms and other areas as necessary. | 2 x termly meetings with PTA Fundraising events | Principal PTA | Term 1 2019/20 and then ongoing throughout school year |
| | | 7. Initiate steps to secure funding to develop outdoor play equipment for KS1/KS2 | 3-5 hrs preparation of grant application | Principal PTA | Term 2 2019/20 |
| | | 8. Maintain and develop planting and school gardens to enhance outdoor classroom. | £500 | All staff | Ongoing |
| | | 9. Teacher led planned activities to make maximum use of outdoor classroom. | Half termly planning | Teaching staff | Termly |

Numeracy Action Plan 2019- 2020.

Baseline:

- Numeracy coordinator now experienced in leading Numeracy development throughout school.
- After carrying out an audit with staff and analysing data from PTM May 2019 it was decided to develop 'Problem Solving' throughout the school.
- There is a need for the planning of Numeracy to be developed further. This will include the standardisation of Numeracy planners across all year groups and inclusion of Thinking Skills and Personal Capabilities.
- Numeracy will be promoted throughout the school, with a focus on developing the outdoor classroom during Maths week. See calendar of events.
- Track progress and provide for underachievement.

According to PTM Data tests administered May 2019

The school is generally working above the NI average with an overall performance of 103.5%.

In P3 pupils are working at a mean score of 113.8% in comparison with the NI average of 100.

In P4 pupils are working at a mean score of 105.5% in comparison with the NI average of 100.

In P5 pupils are working at a mean score of 106.9% in comparison with the NI average of 100.

In P6 pupils are working at a mean score of 98.5% in comparison with the NI average of 100.

In P7 pupils are working at a mean score of 102.8% in comparison with the NI average of 100.

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings Lead person | Timescale |
|---|--|--|--|--|
| <p>To develop pupils' problem solving skills, with a focus on number.</p> <p>Results from PTM in Solving Routine Problems.</p> <p>P3 -63% (17% above standard sample).</p> <p>P4- 45% (the same as standard sample).</p> <p>P5- 47% (6% above standard sample).</p> <p>P6- 54% (3% above the standard sample).</p> <p>P7- 59% (1% above the standard sample).</p> | <p>1) Pupils will have the appropriate practical skills and knowledge needed to problem solve in a range of contexts (on an individual basis). Pupils will focus on Problem Solving related to Number.</p> <p>2) Pupils build on existing Problem Solving skills and apply these to practical real life problems, utilizing their thinking skills and personal capabilities of Being Creative, Problem Solving, Taking risks.</p> <p>3) Teacher plan and implement practical lessons to develop pupil ability to Problem Solve and share good practice.</p> | <p>1. Construct plan of action and source key resources / materials –</p> <p>2. Meet staff to share plan and set expectations.</p> <ul style="list-style-type: none"> - Samples of good practice - Outcomes expected. - Carry out General Resources Audit. - Questionnaire, How many times do intend on including Problem solving activities weekly? - Introduce new standardised Numeracy planner. - Ensure internet sites/ apps for each topic are added to planners. - Lead staff in the use of Mathletics and the celebration of achievement in Mathletics. - Share calendar of events in Numeracy with staff. - Inform staff about activities due to take place during Maths Week 2019. - Identify underachieving pupils through discussion with teachers, classroom assistants, parents and analysis of data. Develop the Numeracy Support Programme with KS2 children and assess its provision. - Draft plan of action and share with staff. | <p>Co-ord Directed time 2hrs – plan Half day – 4hrs – sub cover</p> <p>Principal</p> <p>Co-ord Staff meeting 1hr</p> <p>Board of Gov Sub Committee.</p> <p>Using revised curriculum booklet guidance</p> <p>EA – external support</p> <p>All staff</p> <p>Support teacher.</p> <p>All staff</p> <p>Co-ordinator.</p> <p>2 x 1 hour</p> <p>Co-ordinator</p> | <p>September 2019</p> <p>September 2019</p> <p>Term 1</p> <p>Maths Week 14-18th October</p> <p>13th Sept underachiever identification meeting.</p> |

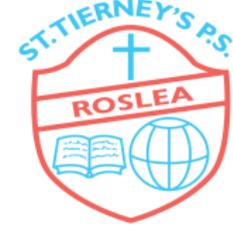
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| | | - Present to Board of Governors Sub Committee. | Sub-cover for co-ordinator | October/ November |
| | | <p>3. Training session – Model a good Problem Solving lesson. Share templates with staff. Talk about awarding a Problem Solver of the week certificate at weekly assembly to raise the profile of Numeracy within the school. Professional development session in Mathematics.</p> <p>4. Discuss results of audit with staff. Sharing ideas resources</p> <ul style="list-style-type: none"> - Learning intentions - Success criteria - Setting targets - Staff implement and plan activities to develop Problem Solving using a range of practical and real life approaches. <p>5. Implement Problem Solving activities and meet to share progress.</p> | <p>Staff Meeting.</p> <p>All staff</p> <p>Principal</p> <p>Coordinator compile and give feedback on findings</p> <p>B o G</p> <p>Staff</p> <p>Coordinator</p> <p>Principal</p> <p>Support teacher.</p> | <p>January 2020</p> <p>March 2020</p> |
| | | 6. Collection of Numeracy planners. Meet with staff prior to discuss new standardised planner and ensure Thinking skills and Personal Capabilities, as well as opportunities for ICT have been included. (Mathletics). | <p>All staff</p> <p>Coordinator</p> <p>Support teacher</p> <p>Principal</p> | Week beginning 23 rd March |

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| | | Ensure differentiation is adequate for composite classes and for those pupils receiving Numeracy support. | | |
| | | <p>7. Samples of pupil's work to focus on Problem Solving. (Agree success criteria beforehand). Peer Assessment should be evident in pupil work.</p> <p>Pupils will devise their own problems for others to solve. Sept-Oct 1 investigation, 2 problems. Nov-Dec Jan-Feb March-April May-June</p> <p>8. Collegiate planning. Collegiate implementation teaching and learning. (Staff Observations in Numeracy)</p> | All staff Coordinator Principal BoG Parents | |
| | | Keep Tracking up to date. Review with principal and Board of Governors. | | |

St Tierney's PS Roslea

Language and Literacy Action Plan

Oct 19 - June 2020



Baseline --

Literacy Monitoring and Evaluation processes highlighted :

- - collective staff evaluation as 'reflective practitioners' concluded that the Literacy focus for 2019/20 should be on auditing, evaluating and developing a consistency of approach in the ***teaching*** of guided reading to maximize pupils understanding of the strategies that can be used and therefore the ***learning*** opportunities and achievement by pupils in their reading..

Strategies to monitor and evaluate –

- Monitoring and evaluating of planners and samples of work, classroom observations, feedback from teachers at staff meetings, feedback from pupils, minutes of staff meetings, tracking progress , analysis of data, reporting to SLT, reporting to BOG sub- committee

| Objectives/Targets to bring about improvement | Success Criteria | Actions to bring about improvement | Time/Material /staff development including costings. | Staff lead / responsibility . External Support | Timescale |
|--|--|---|--|--|--|
| <p>Target 1 <i>Pupils will be able to work their way through a text developing fluency and comprehension.</i></p> | <p>1 Pupils are able to read with fluency. 2. Pupils will demonstrate through responses the skills of retrieval, inference, deduction and summarizing. 3. Pupils will read independently 4. Teachers plan and integrate a wide range of guided reading strategies into literacy sessions to further develop consistency and progression in reading consolidating and further developing higher quality T & L questioning and responses by pupils to a variety of written texts in both fiction and non-fiction..</p> | <p>1. Baseline—Staff discussed and agreed literacy focus. SID facilitator provided resources and Lit Co-ordinator and staff to consult and standardize an operational structure for delivering Guided Reading lessons. Qualitative and quantitative data (eg. -PTE, Sp Young, Comp Age Test , Reading Record tests etc) will inform the action planning, monitoring and evaluation of the Literacy target.</p> <p>2. Action Plan--Co-ordinator will share Draft Action Plans and previous years Evaluations with staff and set out expectations.</p> <p>3. Staff development in the teaching of Guided Reading – Implementing and planning for guided reading sessions.</p> <p>4. Classroom Practice-teachers will ensure :</p> <ul style="list-style-type: none"> • <i>planning and teaching</i> - references questioning skills that require the comprehension skills e.g. retrieval, inference, deduction and summarizing to generate quality answers during Guided Reading sessions. • <i>feedback</i> - from pupils, teacher evaluations, discussions with colleagues and co ordinator is used to inform future planning and teaching approaches to further consolidate progress. <p>5. Monitor implementation of Action Plan through scrutiny of</p> <ul style="list-style-type: none"> • Planners for Literacy and for Guided Reading • Pupils Work & Pupil questionnaires • Sharing of Good Practice • CBD, TCN, Classroom Observations • Tracking Pupils Progress • Staff Meeting | <p>1. S.I.D (Facilitator- £350) (New Comp Age Test) 2. Lit-Co ord Meeting/s 3. S.I.D (Book Banding of Schemes by CAs = 5 x 2hr sessions) 4. Class Teachers 5. Lit co ordinator -Collect Planners--Collect Work Samples -Feedback on Samples/Planners /Observations Classroom Observations (6) Feedback to Board of Governors Sub Committee</p> | <p>ST/GMcM GMcM V McNicholl GMcM All Teaching Staff GMcM GMCM & EM</p> | <p>1.28th Aug 19 2. 4th and 11th September 19 3.Wed 30th Oct 19 4.Ongoing 5.Week commencing 21st Oct 2019 (6) Feedback to Board of Governors Sub Committee date to be confirmed.</p> |

SCHOOL: St Tierney's Primary School Ref no: 2031868

DATE: September 2019

ICT Action Plan 2019 – 2020

Baseline:

- Having developed the 'Interactive Design' desirable feature (from the Explore element of UICT) throughout the school in the 2018/19 academic year, all staff now feel confident in the delivery of this element of ICT. After staff discussion and analysis of children questionnaires it was decided to develop the 'Film' aspect of Film and Animation in the 2019/20 academic year. Two staff members attended training in the AmmA centre on 5th and 6th June 2019 and all staff received a full day's training on 'Film' from the AmmA centre on 30th August 2019.

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/staff development including costings | Staff/lead responsibility/ External Support | Timescale |
|--|---|--|--|--|--|
| <p>Children to work through the processes of film production to relay messages taking account of audience and purpose.</p> | <p>Pupils will develop the key skills:</p> <ul style="list-style-type: none"> • Look at and talk about examples of still and moving images. • Use a storyboard to plan the order of images required for a simple film. • Use suitable software to produce a simple film using still photographs or self-created images, showing an awareness of audience. • Work in groups and know roles and functions within the group. • Add a narration, sounds or music to the film. • Experiment with adding a variety of features such as titles, transitions and effects. • Talk about their work and make improvements. • Organise, save work and export projects in an appropriate format. <p>Pupils complete ICT tasks on 'Film'.</p> <p>Teachers plan, implement and share practice on tasks completed, demonstrating progression.</p> <p>Teachers are confident in the planning and facilitating of Film production.</p> | <ol style="list-style-type: none"> 1. Staff meeting to agree framework for tasks to be completed. 2. Training for teaching and non-teaching staff in the use of ipads for film making 3. Support for staff to plan and implement tasks. Distribute Film and Animation requirements, examples of tasks and levels. 4. Implementation of tasks 5. Collect completed planners and samples of work on Film. 6. Pupil feedback – Questionnaire about what they learned. 7. Display in library showing examples of work from each class. Review displays to ensure lines of progression. 8. Keep tracking document up to date. Review with principal/BoG | <p>1 hour</p> <p>1 x SDD £ 350 for external provider</p> <p>Directed time</p> <p>Classroom practice</p> <p>2 x 1hour</p> <p>2 hours to collect and present findings</p> <p>1 hour meeting in library</p> <p>1 hour x 2</p> | <p>Whole staff</p> <p>AMMA Centre, All staff</p> <p>ICT co-ordinator</p> <p>All staff</p> <p>All staff Co-ordinator compile and give feedback on findings.</p> <p>Pupils/Co-ordinator</p> <p>All staff</p> <p>Co-ordinator/Principal/BoG</p> | <p>29/08/19</p> <p>30/08/19</p> <p>On-going 1/06/20</p> <p>1/06/20</p> <p>8/06/20</p> <p>Oct 2019, Feb and June 2020</p> |

REQUIREMENT 7: IDENTIFICATION OF KEY AREAS FOR DEVELOPMENT, INFORMED BY THE SCHOOL'S SELF EVALUATION, INCLUDING:

(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

It is the policy of the Board of Governors of St.Tierney's Primary School to consult with parents, pupils and teaching and non-teaching staff every three years to inform the School Development Planning process. During the self-evaluation process governor views are sought in order to provide a realistic and honest evaluation of the school practices.

Throughout the academic year, the Board of Governors of St. Tierney's Primary School has many opportunities to discuss the School Development Plan with the Principal. The Principal outlines the contents of the School Development Plan highlighting achievements and future priorities over a 3-year plan in the autumn term. Governors are encouraged to give feedback and make recommendations. Progress made against the School Development Plan is discussed and minutes made at governor meetings each term and with the chairperson on less formal visits to the school.

Subject Co-ordinators carry out an annual curriculum review of their subject area in May and set priorities for the next academic year. Subject Co-ordinators create Action Plans and/or Operational Plans for their respective areas of responsibility on an annual basis, which in turn feed into the School Development Planning process.