



SCHOOL DEVELOPMENT PLAN 2019-2022

St. Tierney's
Primary
School

"Where Great Minds Grow"

CONTENTS

	Introduction	Page 2
SDP Requirement 1	A statement and evaluation of School Ethos	Page 4
SDP Requirement 2	<p>A summary and evaluation, including through the use of performance and other data, of the school's strategies for:</p> <ol style="list-style-type: none"> a. Learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT; b. Providing for the special, additional or other individual needs of pupils c. Promoting the health and well being, child protection, attendance, good behaviour and discipline of pupils d. Providing for the professional development of staff e. Managing the attendance and promoting the health and well-being of staff f. Promoting links with parents of pupils and the local community, including other schools, the business community and voluntary and statutory bodies g. Promoting the effective use of ICT, including its use to support <ul style="list-style-type: none"> • Teaching and learning • Continued professional development and • School leadership and management 	Page 8
SDP Requirement 3	<p>An Assessment of:</p> <ol style="list-style-type: none"> a. The school's financial position and the use made of its financial and other resources b. 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 	Page 45
SDP 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	Page 48
SDP Requirement 5	An assessment of the challenges and opportunities facing the school	Page 66
SDP 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	Page 67
SDP Requirement 7	<p>Identification of key areas for development, informed by the school's self-evaluation, including:</p> <ol style="list-style-type: none"> a. The school's key priorities for the period of the plan, based on the Department's priorities for education 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 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 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 	Page 69

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**
- **School Council Focus Group**
- **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, April 2019

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.
- 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.
- 96% of pupils agreed that they are happy in school and that teachers care about them.
- 93% of parents agree that members of staff in St. Tierney's are caring and show commitment to their child.

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 classes have also agreed their own class code.
- Positive behaviour is rewarded daily and weekly through Star's of The Day, 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 90% 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 and involving young people in discussions. However, staff discussions and questionnaire feedback highlight the need to continue to develop these further,

- 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.
- The theme of the end of year school mass, 2018-19, was The Voice of The Young People.
- 89% of pupils agreed that the school takes account of pupil's ideas and opinions.
- Parent and pupil feedback have expressed the desire to see the School Council further developed.

There have been some excellent efforts to facilitate engagement between the school, the parents and the wider community, however this remains an area for development.

- There are some excellent examples of communication and engagement with parents. For example, the school website, text system, Curriculum Evenings, Mental Health Workshops, class and school newsletters, formal and informal PT Meetings, concerts and carol services, class visits, intergenerational work and links with pre-school and post primary
- 85% of parents stated that they feel welcome when they visit St. Tierney's.
- 56% of parents agreed that St. Tierney's is well thought of in the community.
- 60% of staff agree that there are effective links and partnerships with other schools and the local and wider community.

The school is committed to the holistic development of all children and has identified a need to improve extra-curricular opportunities.

- 34% of pupils agreed that they have opportunities to participate in after school activities.
- 67% of parents stated that the school provides opportunities for their children to participate in a range of activities both during and after school.
- Staff and governor audit feed back has highlighted the need for extra-curricular provision.

Future Actions

- Develop further the pupil voice within the school and the roles of the School Council and Eco Council.
- Improve the perception of the school within the local community.
- Develop links with other schools and the local and wider community.
- All parties need to have ownership of the school motto. Decipher what it means to them, how it can be interpreted and applied in a range of contexts.



Annual St. Patrick's Day Concert, March 2019



P1 Intergenerational Project with residents of Carn Court, Dec 2018



P2/3 visit G Scott Hardware as part of their topic work, Feb 2019



School Council Shoe Box Appeal, November 2018

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. Active Learning in St. Tierney's Primary School focuses on language from the child, a range of materials, manipulation of materials, choice and adult support.

In order to achieve this, we will endeavour to:

- Implement active learning methods regularly.
- Make all 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.
- 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.

*My children are very happy at St. Tierney's, which leaves us happy and settled that they are safe, well looked after and taught well".
(Parent questionnaire response, March 2019)*

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. On every other Tuesday afternoon, staff meet together for staff meetings / curriculum team meeting / Key Stage meetings.

The school has clear, coherent planning which guides effectively 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 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 in line with prioritised needs 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 (P4-7), 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, SENCO and parents. 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.



P5 pupils working on their Problem Solving skills using IZAK9, Jan 2019



P2/3 Activity Based Learning Session in the Construction Site Role Play, Feb 2019

Evaluation of Teaching & Learning Approaches

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

- 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, peer and self-assessment.
- 100% of teaching staff agreed that teachers use AFL strategies to ensure that pupils receive constructive feedback about their work.
- 99% of pupils agreed that they are encouraged to do their best work at all times.
- ETI Report in November '17 noted that *'The effective use of a range of assessment for learning strategies includes marking for improvement, written and spoken feedback, and self-reflection by the children in all key stages.'*

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 pupils are achieving their potential.
- 82% 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.
- 92% of pupils agree that they have opportunities to learn outside the normal classroom.
- 62% 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. However, consultation with stakeholders has indicated more work is needed to promote a culture of high expectation.

- 96% of pupils agreed that they are happy in school.
- Feedback from enrichment activities, Mathletics and Accelerated Reader, highlight high levels of engagement and pupils making progress in their learning.
- ETI reported in March '19, '*children enjoy reading for pleasure.....the children are enthusiastic and fully engaged in their learning.*'
- Staff audit indicated that some teachers set termly/half termly targets for ALL pupils at class level.
- High attendance rates of 94.8% for the 2018-19 school year.

Children benefit from lessons that are well planned and informed by previous learning to provide a balanced curriculum. Staff audit has highlighted the need to develop a consistent approach to format and procedures for sharing planners.

- 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. Feedback from staff audits, parent and pupil questionnaires and staff/governor ethos evaluations indicate that there is further scope to improve learning outside of the normal classroom and to develop use of the space around the school.

- There are high quality displays across the school that highlight and celebrate the children's work. This has been confirmed by advisors from external support agencies (EA, CCMS, ETI), who have commented on the quality of displays.
- 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 office/staff room, the library and resource room and staff toilets.

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.
- ETI Reports in November 2017 and March 2019 highlighted high standards in Literacy. *'The breadth of the children's writing across arrange of genre and curricular areas, and the presentation of their work are of a high standard.'*
- Curriculum audits by teaching staff indicated the need for further staff development on the teaching of guided reading.

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

- Outcome of monitoring and evaluation by Numeracy coordinator has identified appropriate planning for the teaching of Numeracy. *'Teachers plan learning within a clear framework (whole school scheme). Pupils' progress can be mapped and next steps planned to scaffold learning and modify teaching to bring about improvement.'*
- 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 lie 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 review progression in the development of process and problem solving and the related teaching of TS & PC.



Celebrating Achievements in Mathletics, May 2019

Future Actions

- **Build on good practice and further develop Active Learning across the school.**
- **Promote a culture of high expectation.**
- **Consistent approach to formats and procedures for sharing planners.**
- **Further scope to develop learning outside the normal classroom.**
- **Develop the use of space around the school.**
- **Provision for extra-curricular activities.**
- **Staff professional development in the teaching of Guided Reading.**
- **Review teaching of problem-solving.**
- **Setting of targets at whole school, class and individual levels.**

“The management and staff of the school, together with the Board of Governor’s need to work cohesively to provide the best for the children by taking advantage of as many opportunities as possible”. (Governor questionnaire response, March 2019)

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													
													MIST														
				Keywords Sounds Review					HF words Sounds			Keywords/Sounds Review															
		EP 1					EP1 Review EP 2			EP2Review 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 <div></div> = 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. February/March – Progress meeting take place to discuss pupil's progress.
- At the end of each school year an annual written report is issued to parents.
- Pupils in Year 4 and 7 enter 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).

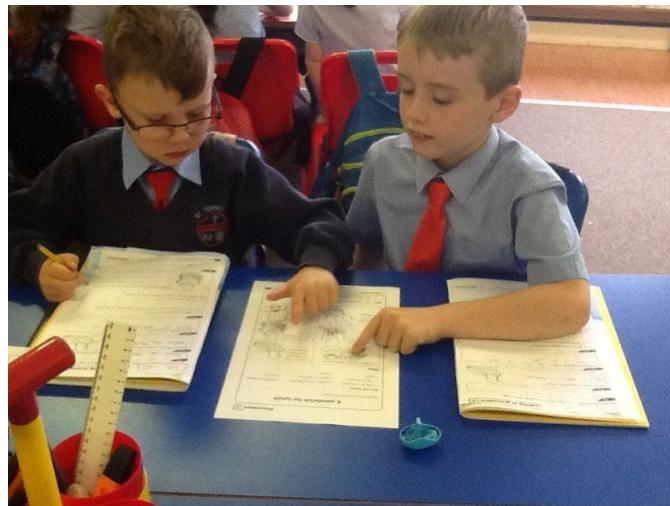
Assessment For Learning

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



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, May 2019

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.
- 82% 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.
- 95% of pupils indicated that if they have difficulty with their work they know who will help them
- Further, 74% 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.

Although very effective, the process needs to be more rigorous i.e. using Assessment Manager reports to supplement the data booklet compiled annually to track pupil progress and this data overview needs to be presented to the Board of Governors or a representative sub –committee at a nominated time annually so that Governors are fully informed:

- 29% 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

- 95% 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.

- 85% 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:

- Review of the timing of assessment and how/when results are shared with parents. Include Standardised test results in Pupil Reports.
- Update of Assessment Policy to reflect current and reviewed arrangements
- School data booklet compiled annually to track pupil progress and this data overview needs to be presented to the Board of Governors or a representative sub –committee at a nominated time annually so that Governors are fully informed.
- Revisiting approaches to feedback including marking for improvement and assessment for learning (including a review of marking policy) to ensure commonality of approach. Update and train new staff commencing employment in Sept 2019 and thereafter.
- Continue to consolidate self-assessment and peer-assessment strategies for pupils in both Literacy and Numeracy activities on a more 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:

- 74% 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 80% of parents agree that St Tierney's sets high standards in Literacy, Numeracy and ICT.

However:

- Only 14% 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 to this point.

- 74% of parent's report that they receive helpful information about their child's progress in school.
- 75% of parent's agree that children's homework helps their overall learning and is matched to their ability.
- All co-ordinators have 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.

Future Action

- Continue to use half-termly 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 – Ipads and Reading Scheme to improve outcomes for learners.
 2. to supplement and purchase physical resources (i.e. outdoor play area for KS2 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.



Literacy workshop for staff and parents on the teaching of reading, Feb 2019.

END OF KEY STAGE RESULTS IN COMMUNICATION, USING MATHS AND USING ICT IN MAY 2019

Summary of End of Key Stage Assessment Outcomes for Pupils 2018/2019

Key Stage 1

	Communication		Using Maths		Using ICT
Level		Level		Level	
Achieving Level 1	5%	Achieving Level 1	5%	Achieving Level 1	5%
Achieving Level 2	81%	Achieving Level 2	68%	Achieving Level 2	95%
Achieving Level 3	14%	Achieving Level 3	27%	Achieving Level 3	0%

Key Stage 2

	Communication		Using Maths		Using ICT
Level		Level		Level	
Achieving Level 1	7%	Achieving Level 1	7%	Achieving Level 1	7%
Achieving Level 2	0%	Achieving Level 2	0%	Achieving Level 2	0%
Achieving Level 3	7%	Achieving Level 3	7%	Achieving Level 3	7%
Achieving Level 4	86%	Achieving Level 4	86%	Achieving Level 4	86%
Achieving Level 5	0%	Achieving Level 5	0%	Achieving Level 5	0%

Group and National Comparison of Standardised Scores: May 2019

LITERACY: Progress test in English

Year Group	BOYS Mean SS	GIRLS Mean SS	All Pupils Mean SS	National Average
P3 (12)	102.1 (7)	106.2 (5)	103.8 (12)	100
P4 (23)	97 (6)	107.6 (17)	104.8 (23)	100
P5 (18)	102.5 (8)	117.4 (10)	110.8 (18)	100
P6 (15)	99.5 (6)	114.7 (9)	108.6 (15)	100
P7 (13)	111.3 (3)	111.1 (10)	111.2 (13)	100
Whole School	102.48	111.4	107.84	100

NUMERACY: Progress test in Maths

Year Group	BOYS Mean SS	GIRLS Mean SS	All Pupils Mean SS	National Average
P3 (12)	116.9 (7)	109.4 (5)	113.8 (12)	100
P4 (23)	103.0 (6)	106.4 (17)	105.5 (23)	100
P5 (18)	98.9 (8)	113.4 (10)	106.9 (18)	100
P6 (15)	90.0 (6)	104.1 (9)	98.5 (15)	100
P7 (13)	109 (3)	100.9 (10)	102.8 (13)	100
Whole School	103.56	106.84	105.5	100

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
- Programme provided by Behaviour Support Service



**P7 PUPILS PARTICIPATE IN A TRANSITION WORKSHOP WITH ACTION MENTAL HEALTH
AS PART OF OUR SBEW PROGRAMME, JUNE 2019**

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

2018-19: With a current enrolment of 111 pupils in the Primary School, 27 pupils are currently on the SEN Register (24%) 7 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.

PtM and PtE scores in May 2018 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.

- 95% of pupils believe that if they have difficulty with their work they know who will help them.
- Over 80% 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 in Terms 1, 2 & 3 2018-19 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.

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
- Development of Numeracy support
- Creative approaches to supporting children with additional learning needs
- Continued staff development on areas of SEN
- 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)

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
- a broad, balanced and consistently implemented PE programme
- '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 and School Council
- We have positivity noticeboards and tv screen and boards celebrating our school council, eco committee and successes
- Participation in in-school and external competitions.
- 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
- 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
- Being a rural school, Farm Safety is promoted for all year groups through curriculum links and participation in competitions
- 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 (April 2019).
- Policy and procedures in place for pupils with medical conditions and/or allergies and for the administration of medication in school.

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

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

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.

- 96% 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.
- 89% of pupils agree that the school takes account of pupil's ideas and opinions.
- 95% 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

Although the delivery of a comprehensive PE programme supports the promotion of a positive attitude to exercise, there is a need to further develop opportunities for extra-curricular activities and opportunities for non-academic activities after school.

- 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.
- 50% of staff and governors indicated during evaluation of ethos that the school needs to develop opportunities to promote the life of the child beyond academic.
- In questionnaire responses, the majority of stakeholders agreed pupils needed more opportunities to participate in afterschool activities.

FUTURE ACTION

- further engage the pupils in the life of the school through the development of the roles of leadership-groups
- develop afterschool and extra-curricular activities
- reviewing how positive choices are identified, recognised and rewarded at whole school level

"I would love to have different types of things to do afterschool like ICT Club or sports"
(Pupil questionnaire response, March 2019)



Eco-Team Big Spring Clean Up, April 2019



P6 take part in an Action Cancer Workshop as part of our Health and Well Being Programmes, June 2019



Anti- Bullying Week Assembly and Whole School Poster Campaign, November 2018

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

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

- Almost all pupils (97%) report that they know who to talk to if they were worried at school.
- 96% report that they are happy at school – and 93% of parents agree that staff show commitment to the welfare of their children and that they have been informed about child protection procedures.

There is an ongoing review of the physical environment to ensure potential threats or hazards are minimised

- 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)

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
- contacting the school's Education Welfare Officer if attendance falls below 80%

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 (2018/19: 94.8%, NI average: 95.5%)

Future Action

- Review of Attendance Policy
- Consider reward system such as certificates to recognise full attendance

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
- Class codes of conduct created 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
- 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
- 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 councillors and a student council

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

- 89% 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

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 behavior
- Engage with student leadership groups to improve behavior in the playground, including reviewing equipment, zones etc.

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, in order 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.

Three classroom assistants are trained in Reading Partnership and all are trained in ASD strategies and interventions. Additional training is offered as/when available, 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 very good. A recent ETI inspection identified that *"all of the lessons observed were very good or better"* and were set in meaningful, engaging contexts.
- An analysis of the school's internal data shows that pupil attainment is in line with the Northern Ireland average.
- Staff dedication is evident through attendance at training, including attendance 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.

"The Literacy night on reading and phonics for parents and staff was a great benefit and very interesting". (Non-teaching staff questionnaire response, March 2019)

Future Action

- St Tierney's has designed a high quality professional development programme to meet the targets set for improvement. However, a staff audit tool has identified further work in meeting the development and training needs of all staff, including classroom assistants. 71% of staff members felt they did not have suitable opportunities for training and development within the school.
- Management and governors continue to value the development of staff, in keeping with the themes promoted within the 'Leading Learners' strategy. Explicit arrangements are needed to value staff commitment and contribution.
- The appointment of a Teacher tutor is required to support newly qualified teachers with Induction and EPD programme.
- Promote a Learning Community- ensuring there are adequate links built with other schools and the wider community.

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.

EVALUATION

80% of teaching staff agreed that the school is suitably resourced for learning and teaching.

80% of teaching staff agreed that the staff work well as a team and have opportunities to be involved in the decision making process.

86%% of non-teaching staff agreed that they know who to talk to if they have any concerns or worries.

60% of teaching staff agreed that there is effective communication in St. Tierney's.

Only 47% of governors stated that they receive regular reports from the Principal on staff attendance and the health and well-being of staff.

FUTURE ACTION:

Principal to provide termly reports to Governors on staff attendance and health and well-being.
Effective communication to be established.

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
- 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

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.

- 90% 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.

Whilst strong links are being forged with school through Shared Education, Transition programmes and local events, however there remains the need to embed and develop more consistent and focused approaches.

- Parents and pupils' feedback all indicate pupils transition smoothly to P1 with information collated from playgroup being used to inform planning.
- 40% of teachers stated the need to develop stronger links with other schools.

FUTURE ACTION:

- Set up PTA to further develop links parents and the community.
- Take a more strategic approach to developing learning communities in the local area through Shared Education and Extended Schools Cluster Group.
- Develop links with local and wider community to enhance learning outside the classroom.
- Promotion of school profile in community.



P4 & 5 Boys celebrate their success at an Inter-School Blitz, May 2019



The School Council present a cheque to Marie Curie, June 2019
St. Tierney's Primary School

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 virtually every curricular area of the school and pupils experience ICT on a regular basis and in a variety of ways inclusive of:

- All classrooms have an interactive whiteboard and 1/2 computers/laptops.
- We had 4 iPads that are used to make observations in FS and KS1. We have recently acquired 12 new Ipad (June 2019) to be used for teaching and learning throughout the school.
- 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 and skill.
- Pupils use ICT for research and presentation purposes.
- Reading is supported through the Accelerated Reader Programme.
- Mathletics is used to support learning in Numeracy in Y1-7, including for homework activities.
- Staff and pupils use ICT effectively and with confidence to present their work in class.

Continuing Professional Development

- ICT is used to assist with recording and analysing 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 eg. 2 members of staff attended 2 day training workshop in AmmA Centre on Film and Animation.

School Leadership and Management

- The ICT co-ordinator is in place and co-ordinates the area effectively collecting samples of pupils' work.
- 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.

Evaluation

ICT is comprehensively embedded in Teaching, learning and assessment throughout the school to enhance all areas of the curriculum.

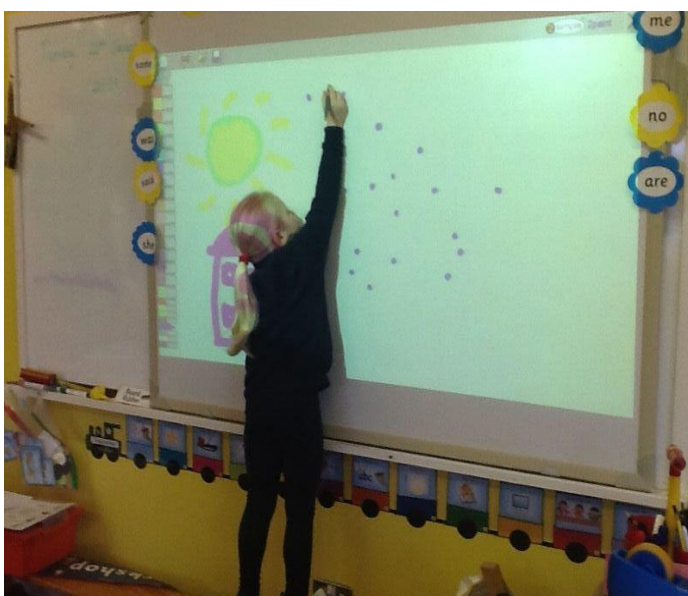
- ICT moderation meetings identify ICT strengths and areas for development in CCEA tasks.

An ICT policy is in place which does not guide current practice and requirements.

- ICT Co-ordinator attendance at Professional Development Training indicated the need to update policy in line with current requirements.

Future action:

- Use SIMS and Assessment Manager effectively to analyse data.
- Update all Interactive Whiteboards
- Update and sync all new laptops and desktops
- Sync all new iPads
- All staff to receive training in Film in August from AmmA Centre.
- Run an ICT afterschool club through Extended Schools programme.
- Update ICT policy
- Levelling of ICT tasks to identify progression and continuity across the key stages.



P1 pupils using the Interactive Whiteboard as part of their Activity Based Learning, March 2019

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: 2018-2021

SCHOOL FINANCIAL PLAN 2019 - 2022									
THREE YEAR FINANCIAL PLAN									
School: St Tierney's Primary, Roslea		Version 1		Cost Centre: 21389					
EA Office: Omagh									
Only complete cells in yellow									
Section A: Enrolments and Teaching Complement					YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)		
					October 2019	October 2020	October 2021		
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	October 2018	109		125	128	128		
2	Planned Teaching Complement (after amendment to Variables as below)		5.40		5.40	5.40	5.40		
3	Planned Pupil/Teacher Ratio (September)		20.19		23.15	23.70	23.70		
Section B: Planned variances in Teaching Staff					YEAR 1 Change in Staff (Enter as Positive Fig's)	Year 2 Change in Staff (Enter as Positive Fig's)	Year 3 Change in Staff (Enter as Positive Fig's)		
Variables - Teaching Staff - To assist in budget forecasting.									
4	Increase in Permanent Teachers								
5	Increase in Temporary Teachers								
6	Decrease in Permanent Teachers (enter as positive figure)								
7	Decrease in Temporary Teachers (enter as positive figure)								
Section C: Planned Expenditure					YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)		
Expenditure Summary					£ %	£ %	£ %		
Staff Costs									
8	- Teaching	77.1%	302,978	76.1%	311,119	76.2%	318,795	76.3%	
9	- Non Teaching	16.1%	50,979	12.8%	51,490	12.6%	52,000	12.5%	
10	- Other Costs	0.1%	100	0.0%	102	0.0%	104	0.0%	
11	Premises, Fixed Plant and Grounds	3.1%	12,275	3.1%	12,521	3.1%	12,771	3.1%	
12	Operating Costs	4.3%	32,430	8.1%	33,079	8.1%	33,740	8.1%	
13	Non Capital Purchases	0.2%	200	0.1%	204	0.0%	208	0.0%	
14	Capital Expenditure	0.4%		0.0%		0.0%		0.0%	
15	Less Income (enter as negative figure)	-1.3%	-630	-					
16	Total Planned Expenditure before Savings and Additional Expenditure		398,332		408,514		417,618		
Estimated Savings (enter as a negative figure)									
17	Reduction in Teaching Staff (as per Variables)								
18	Please specify								
19	Please specify								
20	Please specify								
Estimated Additional Expenditure (enter as a positive figure)									
21	Increase in Teaching Staff (as per Variables)								
22	Please specify								
23	Please specify								
24	Please specify								
25	Total Planned Expenditure after Savings and Additional Expenditure		398,332		408,514		417,618		
* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year									
Section D: Delegated Resources					£3,398	£3,266	£3,245		
26	CFF Budget Share per Capita								
Budget Summary Allocation									
27	Common Formula Funding (CFF) Budget Share		370,333		408,221		415,326		
28	Other funding - (Please specify)								
29	Other funding - (Please specify)								
30	Other funding - (Please specify)								
31	Total Delegated Resources		370,333		408,221		415,326		
Section E: In Year Movement					YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £		
32	In Year Underspend or Overspend of Delegated Resources		-27,999		-293		-2,292		

SCHOOL FINANCIAL PLAN 2019 - 2022



THREE YEAR FINANCIAL PLAN

School: St Tierney's Primary, Roslea Version 1
EA Office: Omagh

Cost Centre: 21389

Only complete cells in yellow

Section F: Cumulative Surplus / Deficit

	YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
33 Opening Cumulative Surplus/(Deficit) 1 April	2,000	-25,999	-26,292
34 In Year Underspend / (Overspend) of delegated resources	-27,999	-293	-2,292
35 Closing Cumulative Surplus/(Deficit) 31 March	-25,999	-26,292	-28,584
36 % Carry Over	-7.0%	-6.9%	-7.3%

Section G: Additional Information

	Sector Average*	YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
37 Pupil/Teacher Ratio	22.2	23.1	23.7	23.7
38 Expenditure per Pupil	£ 3,110	£ 3,187	£ 3,192	£ 3,263
39 Staff Costs per Pupil	£ 3,032	£ 2,832	£ 2,834	£ 2,898

Section H: Financial Plan 2019-2022 Declaration

Declaration

The Board of Governors understand the financial and management responsibilities placed on them with respect to the delegated financial budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme".

The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one Board member has under taken appropriate financial training provided by EA (or appropriate).

The School's Board of Governors have considered each version of Three Year Financial Plan prepared by the school and LMS, in line with the assumptions made in different versions/options. The information contained within this Three Year Financial Plan reflects the Board of Governors final and agreed plan, which has been based on reasonable and realistic assumptions.

Following such consideration, the Three Year Financial Plan has been authorised by the Schools Board of Governors at the meeting held on:

The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly.

Boards of governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the limits of the budget delegated to them. Boards of governors cannot spend more than they receive without the express and advance approval of the EA as Funding Authority, and they must not plan to do so. The Board of Governors therefore understand they must have EA's agreement before incurring any expenditure that would exceed that agreed and approved by EA.

Comment: Incoming Principal (Elaine Hampsey Murray), Chair of BOGs (Father John Chester) and Geraldine Connolly (Finance Sub Committee) met with LMS (Sheena McCooney) to discuss 3 year financial plan. School enrolment is predicted to increase from 109 @ Oct 18 to 125 @ Oct 19, 128 @ Oct 20 and 128 @ Oct 21. The school would prefer to maintain the teaching complement at 5.40 wte to cope with the increase in enrolment, however they will give consideration to plan on reducing teaching complement to 4.40 fte wef Sept 20 due to non renewal of contract. School will consider this next year when considering new budget allocation. School may be eligible for In Year Growth which could impact on their end of year position at March 20.

Authorised by:


Chairman of the Board of Governors Date 25-6-19


Principal Date 25-6-19

Authorised by EA:

Education Authority Date

Note: The Three Year Financial Plan will not be considered for approval if:

- they are not signed by the Principal and Chairperson,
- any of the three years of the Financial Plan are incomplete,
- estimates of expenditure are considered by EA to be unrealistic

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 2019.
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 2019/2020 is £3,398.

The financial future for St. Tierney's Primary School is challenging but manageable. Prudent management may create an opportunity to increase the level of provision for pupils. This opportunity must be contrasted with the impact of reduced access to EA support in respect to SEN assistants. Accordingly, 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 will be taken. We will also be moving toward the creation of a composite class during the lifetime of this plan and the financial implications will be monitored and reviewed regularly.

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

2018-19

Contents:

1. Numeracy
2. Literacy
3. SEN
4. ICT
5. Foundation Stage

Presented to and Discussed with BOG School Improvement

Sub-Committee on Friday 31st May 2019

Numeracy Evaluation Tracking Document 2019 (Targets and Success Criteria taken from Action Plan).

Target: To develop pupils' problem solving skills focusing on their knowledge and skills in measuring.

Success Criteria			Activity- completed and monitored	Impact	Further Action
<p>1) There is an organised and systematic approach to leading improvement in numeracy, focusing on measures.</p>			<p>1) Meeting 6/11/18 with V. McNicholl EA discussing Action Planning. * Read Co-ordinator File from SELB. * Read policy. AFL strategy staff training. * Action plan presented to B.O.G Sub Committee meeting 21st Nov 2018. * Reviewed action plan presented to staff at staff meeting January 2019. * Training by Coordinator- Model Good Numeracy lesson SDD scheduled for 4th January.</p> <p>2) Timetable in place for planners to be sent to coordinator e.g. Jan/ Feb planners collected at</p>	<p>1) All staff now have a range of interactive measures resources suitable for each year group (also saved on school system). See Appendix 1 for photographs of interactive resources in use.</p> <p>2) Teachers are now clear and are working to a precise timetable. The usefulness of the calendar is evident in the following quote from a KS2 teacher. <i>"The Numeracy calendar helps me to understand what exactly is expected off me and when."</i> See Appendix 2 for Calendar.</p> <p>3) Monitoring and Evaluation feedback form for planners carried out on 12.2.19. Evidence of differentiation using agreed acronyms HAG, MAG, LAG in use in all planners and evaluations. It was interesting to see how well all planners were evaluated with insightful comments such as</p>	<p>Review and update Numeracy Policy (last reviewed 2015).</p> <p>Policy to be presented to ALL governors at general BOG meeting.</p> <p>Standardise Numeracy Planner for September 2019. Include box for Further Future Action.</p>
Not Achieved	Partially Achieved	Achieved			
		✓			

	<p>beginning of March and filed accordingly.</p> <p>3)Monitoring and Evaluation of Planners has been carried out- February 2019.</p> <p>4) Collection of samples of work in Measures and the monitoring and evaluation of samples has been completed by coordinator March 2019.</p> <p>6) Lesson Observations scheduled for 22nd/ 24th May 2019.</p>	<p>“perhaps I overestimated P5 ability to find area of compound shapes.” On reviewing Jan/Feb planners it was clear there was a need to standardise planner for all year groups to aid continuity and to ensure Thinking Skills and Personal Capabilities were clearly cited in plans. See Appendix 3.</p> <p>4) Monitoring and Evaluation of Samples of work feedback form carried out on 7.3.19. A range of Measures teaching was evident carried out using practical methods. Appendix 4.</p>				
<p>2) Pupils will have the appropriate practical skills and knowledge in angles, time, length, volume, weight, capacity and area needed to measure in a range of contexts.</p> <table><tr><td>Not Achieved</td><td>Partially Achieved</td><td>Achieved ✓</td></tr></table>	Not Achieved	Partially Achieved	Achieved ✓	<p>1)Research activities in Measures for each year group (check for progression through year group). Staff Meeting January 2019</p> <p>2)Teacher Questionnaire/ Resource audit carried out (Measures focus) December 2018.</p>	<p>Teachers have commenced using real life strategies and practical methods to deliver measures teaching. Process to become established for next focus.</p> <p>Copy of questionnaire/ audit given to teachers and results. One teacher noted; <i>“Pupils need to have practical experience and opportunities in each classroom in using the equipment/ resources of measuring to consolidate the skills in their use, understanding and application of the key concepts</i></p>	<p>Build on pupils’ practical knowledge to extend to outside learning environment, especially within KS2 classroom.</p> <p>Ensure there is an active Numeracy station in each classroom in which pupils can interact with resources e.g. partake in active measuring with measuring jug.</p> <p>Carry out general Numeracy resource audit August 2019.</p> <p>Centralise Numeracy resources.</p>
Not Achieved	Partially Achieved	Achieved ✓				

	<p>3)Tracking Samples of Work in Measures- March 2019.</p> <p>4) Classroom observations of Measures lessons May 2019.</p> <p>Feedback of individual classroom observations relayed to all staff members.</p>	<p><i>and processes in their problem solving work.</i>’See Appendix 5</p> <p>In Foundation Stage pupils were learning about weight and capacity using terminology such as heavier, lighter using balance scales.</p> <p>In KS1 pupils were recognising o clock and half past times in digital and analogue form.</p> <p>In KS2 pupils were learning how to find the area and perimeter of compound shapes progressing to finding right angles using a right angle gobbler.</p> <p>See photographs in Appendix 6.</p> <p>Staff are aware of where available resources are located e.g. trundle wheel in P6/7 classroom.</p> <p>All samples showed a high level of interactive, practical Measures teaching happening across the key stages. (See Monitoring and Evaluation form in Numeracy Coordinator file).</p> <p>Tracking of Classroom Practice Feedback Form. See Appendix 7.</p>	
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3)Pupils apply skills learned in measure to practice real life problem solving. The activities should develop their Thinking Skills and Personal Capabilities.	1) Thinking Skills and Personal Capabilities - Using Mathematics CCEA booklet to be revisited at staff meeting. 2)Research iZak9 and its uses in classroom. 3)Mathletics to be used to support practical learning.	Teachers now aware and confident of the key elements of questioning strategies and use these to impact positively on pupils attainment. See Classroom Practice Feedback form in Appendix 7. Teacher questioning and encouragement set the scene for pupils’ responses during measuring activity. Questions such as “ <i>Show me how you fill half the bottle</i> ” and “Show me the bottle full” were used as well as questions to extend such as “ <i>How many of these small containers would it take to fill the bottle.</i> ” Appendix 8 shows there has been an increase in pupil attainment in Problem Solving and Measures from the 2018 to 2019 testing period within a group of current P7 children. 2018 P5: Measure 30% P5: Problem Solving: 39% 2019 P6: Measure 47% % P6: Problem Solving 54%	Professional Development Day to be scheduled for August 2019 to focus on Thinking Skills and Personal Capabilities. Link with Numeracy. Continue to build on self and <u>peer</u> assessment strategies throughout lessons. Staff audit to be sent on aspects of problem solving which could be focused on for next academic year. Going forward, staff to clearly outline Thinking Skills and Personal Capabilities (BC, PS, WWO) in planners using agreed acronyms. Mathletics is embedded well across all key stages. Celebrate success (during assemblies etc).
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Not Achieved	Partially Achieved ✓	Achieved
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		<p>iZak 9 being used in KS2 classroom to develop Thinking Skills and Personal Capabilities. (See Appendix 9).</p> <p>Sharing learning intentions / success criteria.</p> <p>Pupils using self and peer assessment strategies. Appendix 10 shows a piece of peer assessment carried out in Numeracy work.</p> <p>Teachers report they are encouraging pupils to ask questions and promoting culture of enquiry. (Appendix 11 shows use of Working Wall showing and encouraging higher order thinking skills).</p> <p>Appendix 12 shows evidence of a KS2 Numeracy Investigative piece of work in which pupils were measuring and recording in cms, drawing 3d shapes and calculating the area and volume of a shape focusing on problem solving.</p> <p>Pupils engagement in planning process – adapting plans to meet pupil interest e.g creating and measuring an invisibility potion for a class interested in Harry Potter. (See Appendix 13).</p> <p>Mathletics being used in all classrooms.</p>	
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4)Teachers to plan and implement practical lessons to develop pupil ability to measure and share good practice.			1)Moderation of use of measure strategies to commence on receipt of Numeracy Planners week of 25 th February (week of 25 th March) and Observations (week commencing 20 th May 19)	Through the use of practical approaches pupil’s engagement, motivation and ability to work independently and collaboratively have increased. (Appendix 14 shows a pupil questionnaire which was given to a P5/6 class which highlighted pupil enjoyment in practical maths).	Future Further Action box at top of standardised Numeracy planner.
Not Achieved	Partially Achieved ✓	Achieved	2)Underachieving pupils to be identified and receive support. Staff/EA Meeting 1 st March, 7 th May.	Teachers plan learning within a clear framework (whole school scheme) Pupils progress can be mapped and next steps planned to scaffold learning and modify teaching to bring about improvement. (See Appendix 15 showing New Numeracy Planner with Evaluation and Future Planning box).	Collegiate Colleague Network to observe colleague’s Numeracy lessons to further enhance and share good practice.
				Pupil’s individual ability is tracked and underachievers identified through grouped underachiever plan. Numeracy support took place in Term 2 which included extra support in Measures. (Appendix 16 shows the list of underachieving pupils in the 2019/19 academic year and outlines the actions to promote progress in the identified areas for improvement).	Open Play Mornings for Foundation Stage/ KS1 to share practical Measures ideas.
					Celebrate and raise the profile of Numeracy Week October 2019- Puzzle of the week, Mental Maths Shoot Out in KS2 classrooms. Celebrate success by sharing pupil work and good practice on Numeracy display board.

St Tierney's Primary school: Literacy –End of Year Evaluation June 2019

Target 1: <i>To develop pupils peer assessment skills and consolidate pupils' self-assessment skills.</i>						
Success Criteria			Evidence Base	Impact on Learning and Teaching	Future Actions	
1. Pupils are able to evaluate and reflect on their own and other pupils work relative to the success criteria and any W.I.L.F set at the start of a lesson .			Clear use of WALT, WILF. SUCCESS CRITERIA, PLANNING BOARDS etc. as part of lessons observed, in planning and on display in all the classrooms. Pupils in all classes presented with opportunities in their roles as team members to evaluate resources, methods used and team performance in problem solving task lessons with specific reference to the WALT, WILF and SUCCESS CRITERIA in their whole class feedback.	Pupils able to articulate learning in clear confident questioning and responses referencing the WALT, WILF. SUCCESS CRITERIA, PLANNING BOARDS etc. as part of a lesson.	Develop questioning through Guided Reading Focus in School Development Day (27 th August 2019)	
Not Achieved	Partly Achieved	Achieved				
		√				
2. Pupils can ask questions to develop higher order responses from peers that demonstrate the skills of retrieval, inference, deduction and summarizing.			Teacher feedback and Lesson observation feedback clearly demonstrated evidence of higher order questioning and responses by pupils confirming further consolidation of pupils' retrieval, inference, deduction and summarizing skills.	Through challenge and opportunity in lessons pupils are asking higher order questions and generating quality responses from peers and have access to a wider range of structured lesson support strategies consolidating these skills.	Continue to liaise with SENCO/Teachers in assessing and developing comprehension strategies across whole school supplementing this with a new scheme to be purchased in 2019/20 school year and a whole school, Literacy resource familiarization staff meeting for existing and new staff in Autumn 2019.	
Not Achieved	Partly Achieved	Achieved				
		√				
3. Teachers plan and integrate a wide range of AfL strategies into plenary sessions to further develop consistency and progression in T & L questioning and responses by pupils.			Evidence of teachers utilizing a wide range of questioning strategies at the start, during and in plenary sessions of lessons observed by co-ordinator. Teacher feedback would suggest training and resources provided by ST-EA in comprehension skills have facilitated the use of detailed questioning strategies. Clear use of WALT, WILF. SUCCESS CRITERIA, PLANNING BOARDS, MARKING FOR IMPROVEMENT STRATEGIES etc. as part of lessons observed, in planning and on display in all the classrooms. Detail in planners referencing comprehension skills and strategies.	Pupils have developed and used their skills of retrieval, inference, deduction and summarizing to answer questions with greater detail and accuracy.	Share resources and strategies with new staff to be appointed for Sept 2019.	

Special Educational Needs - Tracking Progress of Sustained Improvement 2018-19

Target 1:

There will be a clear policy and procedure for meeting and sharing information with parents of children with Special Educational Needs

Success Criteria			Actions completed	Impact on learning & Teaching	Further Action
Updated SEN Policy in place with clear guidelines for meeting parents and sharing information.			<p>Policy has been reviewed on 2 occasions (January 2018) with specific emphasis on:</p> <ul style="list-style-type: none"> recognising the role of the parents, the procedure for communicating with parents and involving Parents in the Planning and Review process. <p>January 2019- policy reviewed to facilitate changes in recording SEN categories.</p> <p>See SENCO File – changes to policy highlighted in yellow. Policy adopted by B.O.G. at term 3 meeting 18-19.</p> <p>SENCO has attended SEND ACT Training sessions.</p> <p>Whole staff meeting re SEND ACT and new guidelines on SEN categories shared with staff. 20/5/19. SENCO briefing to governors at Term 3 meeting.</p>	<p>Staff communicating with parents more effectively and this has an overall positive effect on the pupil's targets and outcomes.</p> <p>All staff clear on the wishes of the parents and these are taken in to consideration when planning and implementing programmes of support. See SENCO file – programmes of support.</p> <p>Parents supporting targets at home and more involved in Teaching and Learning.</p> <p>Awareness of impact new legislation will have on school.</p> <p>All staff aware of SEND Act, new categories for recording and future changes with COP. Governors aware of their duties in relation to SEND ACT 2016.</p>	<p>Continue to review and update policy annually in line with new practice, guidelines and legislation.</p> <p>SENCO/Principal to attend any future training and disseminate information to staff and governors.</p>
Not Achieved	Partially Achieved	Achieved √			

Staff are clear on Policy and Procedure outlined in revised SEN Policy and are aware of expectations for meeting and sharing information with parents.			<p>SEN Class Files distributed to all teachers in Sep 2018 including key resources for SEN procedures in school.</p> <p>Reviewed policy included in class Sen files discussed individually with new staff and at whole staff meeting on 24/9/18. New staff meet with SENCO. Familiarisation with class SEN File and School Policy and Procedure.</p> <p>Reviewed IEP schedule agreed and IEP Planning and Review meetings have taken place with parents as agreed. Termly. See Senco file for current IEP's and samples of work. Presented to BOG Sub-Committee 31/5/19</p> <p>Term 1 PT meetings to give further update and general advice and support.</p> <p>Class newsletters sent home termly with outline of class work being covered.</p> <p>Majority of staff using Record of Meeting template.</p>	<p>Staff using Record of Meeting template to record any issues discussed at meetings and information shared with Principal/Senco as necessary.</p> <p>SENCO has facilitated numerous meetings with teachers and parents, including general meetings IEP review and planning meetings, annual review meetings and given clear example to other staff of how meetings should be held. Ongoing</p> <p>Parents communicating directly with class teachers and increased confidentiality between all parties.</p> <p>All parties aware of matters discussed and agreed. Records kept for future reference.</p>	<p>Agreed timetable for IEP's and Reviews to be followed fully by all staff</p> <p>All staff to continue to use Record of Meeting sheet to record matters discussed at meetings.</p> <p>SEN induction meetings with new staff to continue.</p>
Not Achieved	Partially Achieved	Achieved √			

Parents are clear on school policy and procedure and their role in helping their children progress.			Reviewed Policy has been distributed to parents of all pupils on Register in Term1 18/19 and is available to all parents on request.	Teaching and learning being supported at home.	Continue to disseminate policy to parents of pupils that may be added on to register.
Not Achieved	Partially Achieved	Achieved √	Updated policy published on school website. Parents given clear guidance on their role in helping their children progress through discussions at IEP meetings. Attention drawn to parent box and techniques that can be used for helping at home. See IEP's. Attendance of parents at meetings has been very good and there has been specific time allocated for effective collaboration on the review and planning process. Parents with children on withdrawal programme have had Alpha to Omega programme explained to them and are clear on work to be followed through with at home. See samples of work from support programme.		
				Great success with programmes of support as all staff, parents and pupils aware of strategies and expectations. Pupils who have completed their withdrawal block are able to continue Alpha to Omega programme at home with support of parents and class teacher.	

Target 2:

There will be consistency in the targets set for children's learning in their individual education plans.

Success Criteria			Actions completed	Impact on learning & Teaching	Further Action
All teachers setting SMART targets for individual pupils.			<p>Feedback given to teachers on IEP's following SMART Target training in Tm 3 17-18 14/5/18</p> <p>SMART Target update session has taken place at staff meeting on 24/9/18</p> <p>Training info on SMARTE targets in all class SEN files disseminated in Tm 1.</p> <p>Teacher reminded that objectives and recommendations of statements should follow through in to IEP's for pupils in question.</p> <p>Teachers using new EP and Review template and use for all pupils going forward. Pupil Friendly IEPs also being used.</p> <p>Proforma presented to new staff that has been used for SENCO monitoring and Evaluation of IEP's.</p> <p>Whole school monitoring of IEP's and Feedback Feb 2019.</p>	<p>There is improved consistency between all staff, particularly with the review process. Teachers are beginning to focus on the Skill + When+Measure approach when writing IEP's, taking in to consideration their overall aims and desirable outcomes for the individual pupils.</p> <p>Majority of IEP's have identified Pupil Strengths and Areas of Difficulty and most show some progression since Term 1.</p> <p>Overall targets are more focused on the strengths and weaknesses of the individual children enabling pupils to achieve more success.</p> <p>Pupils more aware and focused on achieving their targets.</p> <p>Teachers aware of and using Good Practice Guidelines, SEN Resource File and external reports to inform targets and strategies.</p>	<p>Teachers to implement recommendations from SENCO feedback in future IEP's.</p> <p>SENCO to work with teachers individually to further develop SMART targets as necessary.</p> <p>School policy and procedure on SMARTE targets to be discussed with any new/temporary teaching staff.</p> <p>Staff to ensure that targets they are setting are achievable, for example, within 2 terms</p>
Not Achieved	Partially Achieved	Achieved √	Individual feedback given to all staff. Findings of Monitoring exercise presented to staff at meeting on 26/2/19.		

Targets for individual pupils being catered for in teacher's planners, daily teaching and support programmes.			<p>Individual experiences for LAG children reflected in planners. See planners.</p> <p>SENCO/Teacher/Classroom Assistant meetings have taken place to establish programmes of support for pupils with allocated assistance. Examples of Programmes of support in SENCO file.</p> <p>Literacy support groups have been established. All staff have been briefed on the Alpha to Omega programme and this is up and running across KS1 and 2. Timetable of support programme in SENCO file.</p>	<p>Teaching and support programmes focused on pupil's areas of difficulty and individual targets. Pupils making progress in these areas as evident in samples of work and check sheets.</p> <p>Classroom assistants are aware of their role in helping pupils progress.</p> <p>Classroom Assistants for Stage 5 pupils being are very effective and individualised programmes working well.</p> <p>More pupils on SEN register receiving targeted literacy support. Phonic and spelling strategies being carried through in to class work.</p> <p>Underachievers in Literacy and Numeracy being identified and offered support/catch up programmes.</p> <p>All staff, teaching and non-teaching, have clear guidance on strategies and schemes to support IEP targets. Pupils benefitting from range of resources targeted at their own levels.</p> <p>Pupils continuing to benefit from on going learning and following through in to their class work.</p>	<p>Withdrawal and support programmes to be extended in 2018-19 school year to target Underachievers as well as SEN pupils.</p> <p>Blocks of support to continue to be embedded to reach more pupils and target under and low achievement across key stages.</p> <p>Feedback from support teacher has suggested that Numeracy support group needs to be more focused as there was a wide gap in attainment levels of pupils.</p>
Not Achieved	Partially Achieved	Achieved ✓	<p>Numeracy Catch Up group has been established Term 2 18-19 to focus on Multiplication and Division as identified by class teachers as area of need.</p> <p>SEN resources have been identified and are being used effectively to support individual targets. Eg. Speech Link/New Phonics Blending Programme/See and Learn Reading Programme/Improving Comprehension scheme/SPLD Resource for HF words/Wolf Hill Reading Scheme. Samples of work in SENCO and individual pupil files.</p> <p>Alpha to Omega Support programme is now being extended after withdrawal block. Facilitated by teachers and parents. Senco/withdrawal teacher to complete check up review before end of Term 3.</p>		

Agreed procedure in place for SENCO to monitor and evaluate SEN Provision			<p>SEN Provision mapping has been established to track pupil progress. See Senco file.</p> <p>Proforma and timetable agreed for SENCO feedback to teachers on effectiveness of IEP's. See Senco file.</p> <p>Evidence/samples of work to be given to SENCO along with termly IEP reviews. Held in SEN file and individual pupil files.</p> <p>Good communication has been established with SENCO/Principal and all staff. Termly updates to BOG Sub-Committee</p> <p>Senco/Principal attended SIMS Assessment Manager Training – 16/4/19</p> <p>Whole staff audit of areas of need, with regard to SEN categories and staff training. 20/5/19</p>	<p>When completed we will be able to track the progress pupils have made, see an overview of the support they have received and monitor effectiveness.</p> <p>Focused feedback provided to all staff, enabling them to further improve effectiveness of IEP's.</p> <p>Samples of work show the effectiveness of the resources we have identified. Evidences of Targets achieved and samples of Alpha to Omega presented to governors Term 3 18-19.</p> <p>Best evidences include samples of intervention programmes, samples of classwork with marking for improvement, check sheets and HF word books and excellent use of Seesaw print offs with photographs and observations.</p> <p>Teachers and classroom assistants are clear on expectations for following through with strategies and resources for supporting IEP's.</p> <p>Areas for staff training identified to cater for needs of pupils</p>	<p>Provision mapping to be further developed to incorporate SIMS Assessment Tools</p> <p>SENCO to continue to monitor Education Plans and agreed Programmes of Support</p> <p>Access to staff training to be developed.</p>
Not Achieved	Partially Achieved	Achieved √			

ICT Tracking Action Plan Progress – 2018/2019

**Targets: ICT coordinator to develop knowledge and skills to lead development and fulfil roles and responsibilities.
ICT coordinator leads staff development to work towards progression in ICT tasks, with particular focus on 'Interactive Design'.**

Success Criteria			Actions completed	Impact on Learning & Teaching	Further Action
Co-ordinator clear on roles and responsibilities to improve ICT learning and teaching.]			Co-ordinator clear on roles and responsibilities. Co-ordinator has read and researched key guidance documentation. Co-ordinator attended 'Primary: Using ICT Statutory Assessment Support Session' in Omagh Technology Centre 6/11/18 Co-ordinator attended 'Primary: Using ICT – Exploring Pupil work and Standards' in Omagh Technology Centre 28/01/19 Co-ordinator has been in contact with an experienced ICT co-ordinator in St. Malachy's PS in Armagh.	Co-ordinator is able to support all staff and direct them to the correct documentation, therefore enabling and empowering all staff to deliver the UICT curriculum to all pupils. Meeting with other ICT co-ordinators and teachers has allowed me to consider new ideas and share good practice. UICT training increased my understanding of the role and responsibilities of ICT co-ordinator. During the day we looked at and discussed prioritising areas for learning and teaching, action planning and levelling of pupils' work; all of which will be invaluable in my work as ICT co-ordinator. During the 2 nd day we looked at and discussed levelling of pupil work (Agreement Trials) and received training on Scratch.	ICT co-ordinator to continue to keep abreast of new developments in UICT.
Not Achieved	Partially Achieved	Achieved ✓			

Action Plan and file of evidence in place to organise improvement to provision.			<p>ICT file of evidence is in place. (See ICT file.)</p> <p>Staff Audit completed. (See ICT File)</p> <p>Action plan has been formulated and shared with staff. (See ICT file)</p> <p>2 members of staff (MMcE and GMcM) to attend ICT training in AmmA Centre on 5th and 6th June 2019. Focus on Film and Animation</p>	<p>Following on from staff audit and discussion during staff meeting it is clear that the current staff are all quite confident and competent in the delivery of UICT. Everyone is aware of the focus in UICT for the 2018/19 academic year.</p> <p>Staff are keeping abreast of new developments and taking opportunities to further Professional Development.</p>	Continue to implement and monitor ICT Action Plan
Not Achieved	Partially Achieved	Achieved ✓	All staff to receive one day of training in Film from AmmA Centre on 30 th August.		
<p>Pupils will develop the key skills of:</p> <ul style="list-style-type: none"> Exploring a digital device or environment using simple commands Enter commands to create movement or change Investigate and solve problems using a digital device or environment Design and create an interactive 'product' demonstrating a clear sense of purpose and audience Talk about their work and make improvements Pupils complete ICT tasks on 'Interactive Design' Teachers plan, implement and share practice on tasks completed, demonstrating progression 			<p>Staff have met to agree a framework for tasks to be completed. (See minutes of meeting)</p> <p>ICT co-ordinator available for support when needed.</p> <p>Interactive design requirements and examples of tasks have been distributed to all staff.</p> <p>Teachers have planned and implemented tasks in own classrooms.</p> <p>Levelling meeting with all staff on tasks carried out planned for Tuesday 11th June. All tasks will be displayed in library.</p> <p>Questionnaire to be distributed to children w/b 3rd June 2019</p> <p>Children have completed CCEA tasks and teacher designed tasks on Interactive Design (See ICT folder for all tasks completed).</p>	<p>Outline of task completion is very clear for all staff. Every child from P3 to P7 will complete 3 tasks during the year with a focus on 'Interactive Design' in the Spring term.</p> <p>Children are all experiencing regular stand alone ICT lessons.</p> <p>Children have completed a range of Interactive Design tasks. They can talk about their work and make improvements (See samples of work).</p>	All staff to continue to implement ICT tasks throughout the coming academic year.
Not Achieved	Partially Achieved	Achieved ✓			

Foundation Stage Tracking Progress – 2018/2019

Target: To sustain development and improvement in FS. Embed all actions, policy and procedures established regarding FS.

Success Criteria			Actions completed	Impact on Learning & Teaching	Further Action
All staff up to date on policy, actions and procedures regarding FS.			<p>Staff meetings – shared Operational Action Plan/Calendar with staff. Good discussion followed and everyone is clear on how Learning Through Play and Activity Based Learning are planned for and delivered. Discussed improvements to date and installation of outdoor play equipment. Met with both new Primary 4 teachers to give them an update on work to date and offer any help and advice they may need. Regular discussions on planning for Activity Based learning are taking place. FS teachers are sharing good practice and discussing planning to ensure continuity in the learning. See Saw has been discussed in great detail – sharing ideas and thoughts on use within classrooms.</p> <p>FS co-ordinator attended 'FS Coordinator Capacity Building Support Event' (24th January 2019) – this enabled me to keep abreast of new developments in FS and integrate into my practice in school.</p> <p>See Minutes of meetings;</p> <p>24th September 2018 31st October 2018 15th November 2018 26th November 2018 16th January 2019 23rd January 2019 25th January 2019 9th May 2019</p>	<p>As everyone is aware of policy, actions and procedures regarding FS planning, evaluations and observations are high quality. As lessons are so well planned, motivation and eagerness to learn are high. The learning is connected across the curriculum and all children are making very good progress – see photos and SeeSaw observations.</p>	<p>Continue to meet with FS teachers once a term.</p> <p>Continue to embed the use of SeeSaw for observations in the 2018/2019 academic year. P3/4 to also establish the use of SeeSaw in their classrooms.</p>
Not Achieved	Partially Achieved	Achieved ✓			

All staff in FS and KS1 will use SeeSaw to make high quality and meaningful observations on children which are used to inform the teaching and learning.			All FS and KS1 staff are using Seesaw to make observations on children. See observations on app and samples of pupil profiles in FS file. See monitoring of observations (18 th January 2019) and minutes of meetings; 24 th September 2018 15 th November 2018 16 th January 2018 23 rd January 2018 25 th January 2019 9 th May 2019	Observations are high quality and clearly feed into planning. The needs of all children are being met and they are being encouraged and allowed to be creative, explore and investigate and experiment and draw conclusions through a wide range of exciting and interesting activities. Eg. During the topic 'If you go down to the woods today' children could explore and imagine living in a cave. They could explore materials at the creative table – find out how they stick together and what is the best material to use to make an object. They used playdough to mould, roll, pull and manipulate to create bears, played imaginatively both indoors and outdoors, They could use ICT to explore movement with Beebot etc. In P2/3 during their 'Celebrations' topic the children were also exposed to a wide range of activities to enable them to explore and investigate. They designed and created birthday cards, took on roles, followed instructions, used ICT to research etc.	Continue to embed Seesaw to make observations.
Not Achieved	Partially Achieved	Achieved ✓			
Teachers will plan and develop indoor and outdoor play routines to maximise learning opportunities.			Collect planners for Learning Through Play and Activity Based Learning – 14/12/18 – see planners in FS file FS/SLT meetings to discuss FS developments and progress. See minutes of meetings <ul style="list-style-type: none"> • 24th September 2018 • 15th November 2018 • 16th January 2019 • 23rd January 2019 • 25th January 2019 • 9th May 2019 (FS and SLT) 	Children are all experiencing regular, high quality Learning Through Play and Activity Based Learning experiences. Planning is detailed and activities are differentiated and challenging to meets the needs of all children. Good discussion on planners at FS meetings and all staff fully aware of planning and teaching and learning in the FS. Primary 1/2/3/4 teachers are all working very closely to ensure there is good progression in Learning Through Play. SLT fully aware and informed of the teaching and learning taking place in the FS.	Continue to collect and monitor planners for Learning Through Play and Activity Based Learning once a term. Collect and analyse samples of work once a year.
Not Achieved	Partially Achieved	Achieved ✓			
24 th April 2019 Monitoring of planners – feedback given to all staff (See FS file)					

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.

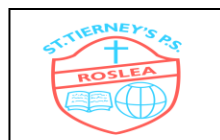
The school's key priorities for the first year of the plan are outlined in the "Action Plans". These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to secure the 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.	1 st March 2019
Staff and Governor – Evaluation of Ethos.	1 st April 2019
Questionnaires formulated and distributed to governors, staff parents and pupils.	April 2019
Teaching staff complete audits of key curricular areas and analysis of questionnaire responses.	May 2019
Principal and EA/CCMS Advisors, in consultation with teaching staff, organise all responses and findings in preparation for writing evaluations for SDP.	8 th May 2019
Principal presents findings to BOG School Improvement Sub-Committee.	29 th May 2019
Subject co-ordinators meet with BOG School Improvement Sub-Committee to present progress made in key areas for improvement – SDP Requirement 4	31 st May 2019
Principal and teaching staff complete summaries and evaluations of the school's strategies for the key areas included in SDP Requirement 2.	June 2019
Draft version of SDP and 3 Year Overview presented to Board of Governors by Principal.	10 th June 2019
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 2019
Final draft of School Development Plan presented to Board of Governors for consideration and ratification.	September 2019
Completed SDP available on school website and as hard copy on request.	September 2019
Summary of SDP and 3 Year Overview presented to parents at Curriculum Evening	October 2019
Pupil friendly version of SDP Key Priorities designed by School Council	Term 1 2019/20
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
Child Centred Provision <ul style="list-style-type: none"> Pastoral Care Child Protection SEN -interventions /support Inclusion/diversity Pupil involvement Healthy school 	1. Child Protection-Whole staff training. Develop a parent friendly overview. Dissemination of policy. 2.Review of Anti-bullying policy and procedures 3.Development of Numeracy Support Programme - Maximise use of Mathletics. 4.Eco Committee - Obtain Green Flag- Develop school gardens. 5.Development of school and class councils - Pupil friendly version of key priorities 6. School/Eco-Council Newsletters 7.Pupil/Parent suggestion box 8.Setting up and managing of Extended Schools scheme in order to develop opportunities for pupils to participate in extra-curricular activities. 9. Sustrans Programme	1. Child Protection/Pastoral care - Review of relevant policies and procedures. Updated training for staff as necessary. 3.Continue to review support/intervention programmes and monitor their success. Use of ICT assistive technology to enhance work in KS1/2 4.Eco committee - Maintain Green Flag 5.Pupil voice in the school and community - School Council - monitoring priority areas and reporting back. 6.Promotion of Healthy lifestyle through extra-curricular activities. 7. Gain next award level for Sustrans	<div style="text-align: right;">→</div> 1. Monitor and ensure appropriate provision for SEN pupils 2. Maintain level of involvement for school and eco council. Regular class / school and eco council meetings. 3. Continue to promote school in the community. 4. Promotion of Healthy lifestyle 5. Maintain healthy initiatives
High Quality Teaching and Learning <ul style="list-style-type: none"> Curriculum provision 	1.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	1. Literacy - Develop teaching of Guided Reading. Continue to promote reading. Paired reading - Develop whole school Handwriting Policy and scheme.	1. Literacy Continue focus on Guided Reading and whole school initiatives. Analysis of standardised data to identify further areas for development.

<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</p> <p>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>

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

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.

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 establish a rigorous process of self-evaluation which will inform the new 3 year SDP, leading to high quality teaching and learning provision for all pupils.	<ul style="list-style-type: none"> A range of highly effective evidence from all stakeholders collated to inform the 3 year plan. Evidence collated has been used effectively to identify key improvements in pupil outcomes in Literacy, Numeracy and ICT. Pupils are highly motivated and enjoying high quality teaching and learning experiences. 	1. To consult all stakeholders (questionnaires/audits): <ul style="list-style-type: none"> Parents Staff (teaching & non teaching) Pupils Governors 	Staff meeting x 4	Principal/VP Middle Leaders EA/CCMS Advisors	1 st April 2019 3 rd April 2019 4 th April 2019
		2. Continue to embed and develop internal moderation/evaluation of; <ul style="list-style-type: none"> Planners Pupils' work Classroom observations (TCN/Tracking progress) Pupil focus feedback groups 	Directed time Sub cover for Middle Leaders' release time = 12 days x £200 = £2400.	Principal/VP Middle Leaders BOG School Improvement Sub Committee CCMS Advisor	Sept 2018 – June 2020 (on-going) Lit/Num/ICT/SEN
		3. Analysis of data; <ul style="list-style-type: none"> CAT PTE/PTM Young Spelling AR/STAR Testing Mathletics SpeechLink MIST (P2) 	SDD x 1 for PTE/PTM Staff meeting x 3	Principal/VP Middle Leaders Teachers	June 2019 & August 2019
		4. Staff meeting to collate, analyse and prioritise key strengths and areas for development.	Middle Leaders and Principal. Principal Release Staff meeting x 1	Principal/VP Middle Leaders Teachers EA/CCMS Advisors	8 th May 2019

		<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
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.	<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. 	1. Staff, Governors, CCMS/EA Advisors meet to agree a strategic approach to writing the SDP with a collegiate focus on engaging all stakeholders.	Staff meeting x 1	Principal Middle leaders Teachers Governors EA/CCMS Advisors EA Advisor All staff Governors	1 st March 2019
		2. Staff and Governors to meet to evaluate School Ethos.	Twilight session x 1		1 st April 2019
		3. Questionnaires to be formulated and distributed to governors, staff, parents and pupils.	Staff meeting x 4	Principal Middle leaders Teachers	April – May 2019
		4. Teachers/Middle leaders/Principal to complete audits of key curricular areas.	3 x sub cover days £200 = £600 Principal Release	Principal Middle leaders CCMS Advisor	1 st May 2019
		5. Principal and EA/CCMS Advisors in consultation with staff organise all responses and findings in preparation for writing evaluations for SDP Requirements 1-7.	Principal Release Staff meeting x 1	Principal Middle leaders Teachers Classroom Assistants Non-teaching staff	8 th May 2019
		6. Staff complete evaluations identifying strengths, areas for improvement and follow up actions for SDP Requirements 1-7.	Principal Release 4 x sub cover days £200= £800	Governors EA/CCMS Advisors	31 st May/7 th June 2019

		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
To further develop links with the community.	<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>

		<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"> Principal participates in the leadership training for newly appointed principals. 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 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>

		<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
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>

		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>

		- 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

		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.</p> <p>Sept-Oct 1 investigation, 2 problems.</p> <p>Nov-Dec</p> <p>Jan-Feb</p> <p>March-April</p> <p>May-June</p> <p>8. Collegiate planning. Collegiate implementation teaching and learning. (Staff Observations in Numeracy)</p>	<p>All staff</p> <p>Coordinator</p> <p>Principal</p> <p>BoG</p> <p>Parents</p>	
		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
Children to work through the processes of film production to relay messages taking account of audience and purpose.	<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"> Staff meeting to agree framework for tasks to be completed. Training for teaching and non-teaching staff in the use of ipads for film making Support for staff to plan and implement tasks. Distribute Film and Animation requirements, examples of tasks and levels. Implementation of tasks Collect completed planners and samples of work on Film. Pupil feedback – Questionnaire about what they learned. Display in library showing examples of work from each class. Review displays to ensure lines of progression. 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.