

Jones Memorial Primary School



School Development Plan 2018 -2021

1. A statement and evaluation of the ethos of the school

Ethos Statement	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Jones Memorial Primary School is committed to inspiring the whole school community in the active pursuit of learning. We encourage a family atmosphere, where children are truly valued and the achievements and contributions of the entire school are recognised and celebrated.</p> <p style="text-align: center;">Learning for Life (under consultation)</p> <p style="text-align: center;">OUR VISION</p> <p>Jones Memorial Primary School promotes the values of respect, perseverance, teamwork, self-discipline, compassion, self-belief, honesty and responsibility.</p> <p style="text-align: center;">OUR MISSION STATEMENT</p> <p>Jones Memorial Primary School is committed to: Motivating pupils to achieve their full potential by developing life skills and independence through progressive and caring teaching; Developing a safe and warm environment where all children are treated as individuals, their contributions celebrated and the pursuit of excellence is encouraged; Nurturing enthusiastic, empowered and responsible children who will develop as lifelong learners, who care about their education, their families, their local community, their world and each other.</p>	<p>All members of the school community share and agreed the school ethos, values and mission statement / vision. Staff & Governor views are taken into account. Parents and pupils are listened to and valued. (e.g. greater development of Pupil participation) Relationships are very good at all levels. Future needs are planned for induction of new staff. Staff, pupils and parents are happy. Staff become more skilled leaders.</p> <p>There is an open culture of evaluation and a willingness to receive feedback. Meetings at all levels ensure good communication. Staff uptake of training and development is very good. Collegiality is strong and staff support each other. All staff are willing to share/ disseminate their practice. An open door policy exists for visitors. All staff have an input into vision which is realised throughout the whole school. High standards are set. Committed leaders in the classroom and throughout the whole school. Hardworking teaching and non - teaching staff. School keeps abreast of new initiatives. Governors understand their role and support and challenge Principal.</p>	<p>As a whole school we gathered evidence from: ISEF Annual evaluation of SDP priorities. Analysis of questionnaires. Staff discussions. Clear structure of meetings. Policies. School News sheets. Pupil intake maintained over last 3 years. Uptake of After School activities. Staff Development records. Comments from audits / questionnaires. Responses from ETI documentation for self – evaluation incorporated in SDP. Board of Governor’s annual report.</p> <p>Parental Questionnaire responses recorded: 96% of children enjoyed school most days. 99% parents felt Jones Memorial PS had a happy atmosphere. 98% were confident the school will work with parents to deal with inappropriate behaviour. Pupil Questionnaire responses recorded: 97% enjoy school. 97% feel safe.</p>
<p>FURTHER ACTION</p> <p>1. TO MAINTAIN AND DEVELOP STANDARDS OF ATTAINMENT.</p>		

2. EXTEND FURTHER THE ROLE OF MIDDLE LEADERS

2a. A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching and assessment, and promoting the raising of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT.

Strategies for Learning and Teaching to include raising standards of attainment in Communication, Using Mathematics and UICT)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>A broad and balanced curriculum is planned for, with clearly defined Learning Intentions/ Success Criteria/ tasks and plenary sessions.</p> <p>On-going staff development.</p> <p>Challenges and extension activities available for High Achievers.</p> <p>Pupils are developed as independent learners.</p> <p>The provision of a stimulating, motivating environment.</p> <p>Learning is adapted to meet different learning styles.</p> <p>Active Learning is promoted.</p> <p>Literacy, Numeracy and UICT are emphasised.</p> <p>Effective teaching ensures opportunities for pupils are interactive, practical and enjoyable.</p> <p>Staff provide challenge and stimulating activities, linked to the pupils' interests, experiences and creativity which includes making choices and encouraging independent learning.</p> <p>Pupils are encouraged to working collaboratively and co-operatively whilst managing information.</p> <p>Assessment data is scrutinised to plan effectively for all pupils at their level and to identify SEN, Under, High and Low Achievers.</p> <p>Developing personal and social capabilities, working creatively and critically.</p> <p>Practical, multimedia, multi-sensory activities used to suit all learning styles.</p> <p>Educational visits and visitors.</p> <p>Staff monitor and evaluate pupil outcomes / policies / practices and procedures.</p> <p>SMAR used with UICT.</p>	<p>The staff set out targets expected and the standard of excellence is commensurate with ability.</p> <p>Staff bond whilst working on curriculum development.</p> <p>The main focus is the desire to improve for the best of our pupils.</p> <p>Through rigorous evaluations and statutory requirements current and future needs are identified as part of a three year cycle of development.</p> <p>Self-evaluation is being embedded within the culture of the school and staff are familiar with observations and evaluations of their work.</p> <p>Guidelines of accepted standards are made clear and we are developing a culture for sharing strengths and identifying areas for development.</p> <p>By upskilling staff it ensures there is a shared responsibility for delivering excellence.</p> <p>Pastoral Care, assessment procedures / monitoring and evaluating/ Staff Development and Target Setting all help staff to ensure improvement.</p>	<p>As a whole school we gathered evidence from:</p> <p>ISEF</p> <p>Teaching and Learning policies</p> <p>Schemes of work / progressions / teachers' planners</p> <p>SEN provision</p> <p>School environment and classroom displays</p> <p>Comments from audits / questionnaires</p> <p>Pupil Portfolios</p> <p>Pupil performance records.- Key Stage / PT Maths / PT English / NRIT</p> <p>Tracking files</p> <p>Tasks – CCEA and teacher created.</p> <p>Range of programmes available – Paired Reading/Reading Rockets/ Accelerated Reader/ Mathletics/Staff Development records PRSD</p> <p>Assessment Data</p> <p>Parental Questionnaire responses recorded:</p> <p>98% of parents felt staff members encourage their child to become independent.</p> <p>98% parents felt Parent / Teacher Consultations were useful</p> <p>94% agreed that the Annual Pupil report gives an appropriate account of their child's progress.</p>

2a. (continued)

Strategies for Learning and Teaching to include raising standards of attainment in Communication, Using Mathematics and UICT)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Base line information and target setting using a variety of age appropriate tests. Formative assessment integrated into daily practice. Summative assessment – Key Stage / PT Maths / English. Assessment for Learning strategies included. Ongoing parental feedback – pupil reports / parent interviews/ informal discussions/meetings. IEPs used to review and assess pupil improvement. Teacher observations.</p> <p>Stringent analysis of school data to ensure consistency and progress in teaching and learning.</p>	<p>Assessment is used to plan and set targets. Assessment information is used to benchmark and set targets. AFL strategies ensure that pupils are involved in assessing their own and others' learning. Assessment is active, ensuring immediate feedback and understanding. Programmes such as Paired Reading / Big Read/ Accelerated Reader / Mathletics and Classroom Assistants are used to support pupils. Coordinators and Principal work collaboratively to assess, monitor and evaluate practice and policies. In addition to classroom practice, solas gives booster groups in Literacy and Numeracy.</p>	<p>As a whole school we gathered evidence from: ISEF</p> <p>Assessment Policy reviewed. Curriculum policies. Pupil performance records.- KS / PT Maths / English.</p> <p>Tracking grids.</p> <p>Pupil reports. IEPs. Tasks – CCEA and teacher created. Assessment / Literacy / Numeracy /</p> <p>ICT coordinators. Assessment Manager. Assessment outcomes and data. Parents, CAs and Business's in the Community Volunteer involvement.</p>
<p>FURTHER ACTION:</p> <ol style="list-style-type: none"> 1. DEVELOP FURTHER UNDERSTANDING OF GROUPINGS OF ACHIEVERS 2. ADAPTATION OF READING SCHEME & INTRODUCE READING BOOSTER GROUP FOR SPECIFIC PUPILS 3. FURTHER DEVELOPMENT OF LEVELLING ICT TASKS 4. FURTHER DEVELOP ROLES OF RECENTLY APPOINTED STAFF 5. WITH EA / C2K AND ADVICE FROM OTHER SCHOOLS REVIEW THE RANGE OF ASSESSMENT TOOLS AND AMEND ACCORDINGLY 		

2b. 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.

Strategies for providing for the special, additional or other individual needs of pupils.		Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Code of Practice I.E.P.s – to include their use in lesson planning and the children's knowledge and focus on individual targets. Classroom Assistant. Behaviour support Differentiated tasks Access to Professional / EA support and referral system e.g. Educational Psychologist / school nurse Referral / Involvement of Aishling Centre / ECT</p>	<p>Training of all staff, when and where available. Dissemination of training to all staff. Communication with pupils and parents Assessment for identification / remediation.</p>	<p>All teachers involved in the writing of IEPs to support pupils' learning. IEP format was adapted and well received by teachers, Classroom Assistants and parents. Positive comments in questionnaires from parents of SEN children. A proportion of pupils are removed from the SEN register each year. Classroom Assistants have involvement in EA training to support pupils. Staff received training and understand referral process. SEN is on the development plan for the next three years due to changes. Q Levels used regularly to level work in P1 & for SEN pupils Closer links with increasing number of pre- schools. Staff aware of SEN children and their needs. Classroom Assistants involved in helping SEN pupils to set / review targets Strong links with EA regarding specific learning needs pupils</p>	<p>IEPs / Reviews / Planners Records kept by individual teachers and SENCo SenCo Meetings / Reviews / Annual Reviews / Tracking Files Additional support – Paired Reading - analysis of specific data. Annual reports Parent / Teacher Consultations / additional meetings during the year as required Dissemination of strands of Stranmillis CPD training Staff Development Records New policies distributed and discussed. Following Data Analysis SDD, Assessment Co-ordinator collates tracking grids which are reviewed Parental Questionnaire responses recorded: 95% received helpful and regular information about their child. TTI Self-evaluation 2016: Teacher responses for Additional Learning Support indicators were rated very good and good.</p>
<p>FURTHER ACTION: FURTHER ADULT SUPPORT REQUIRED FOR EAL / NEWCOMER / TRAVELLER – E.G. SUPPORT FROM CA (ALSO DEVELOPING CA ROLE IN THE PROCESS) ADDITIONAL LINKS REQUIRED FOR EAL / NEWCOMER / TRAVELLER PARENTS TO ENSURE EFFECTIVE COMMUNICATION FOR PUPIL WELFARE / PROGRESS PARENT WORKSHOPS TO SUPPORT e.g. STRATEGIES / APPROACHES USED TO TEACH PHONICS / SPELLING</p>			

2c. A summary and evaluation, including the use of performance and other data, of the school's strategies for promoting Health and Well Being, Child Protection, attendance and good behaviour and discipline of pupils.

Strategies for promoting Health and Well Being, Child Protection, attendance and Good Behaviour and Discipline of pupils.	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Excellent standards of Pastoral Care and Child Protection are in place. Promotion of Healthy Eating – break and lunch times and awards throughout the year. Participation in various Health Programmes and inter school competitions and events. Active School Council Pupils represent school as individuals and team sport Very good provision of extra-curricular programme Positive outdoor environment Effective Buddy system in place Focus on Attendance / Positive Behaviour / Weekly awards Outside agencies promote a healthy lifestyle- Healthy Eating/ Smoking/ Sun Awareness/ Anti-Bullying Parent / Teacher interviews – at agreeable time. Stringent Record keeping. Pupils supported through IEPs to improve achievement and self-esteem. PDMU programme – reinforcing healthy lifestyle. P5 complete Roots of Empathy Programme Full swimming programme for P4 & P5 pupils.</p>	<p>A school culture of ensuring the health and well-being of all pupils. High numbers at After School programmes. Pupils enjoy Buddy system and take their role with younger pupils seriously. Noted in questionnaires, positive parental comments. Recently introduced playground token scheme works well to promote positive behaviour with P3 – P7 pupils Well established process to receipt policies sent to parents e.g. Child Protection / Positive Behaviour / Use of Internet etc. Telephones installed in all classrooms to ensure contact with adults. e.g. medical emergency Attendance Data – Staff working well to promote good attendance. Whole school % Attendance has been between 95 % & 96% in recent years. (e.g. Attendance awards at end of year Achievement Assembly) Excellent range of After School Clubs EV Day visits for all pupils & Residential for Outdoor Education Centre & Edinburgh</p>	<p>As a whole school we gathered evidence from: SEF Positive Behaviour policy reviewed Sept 18 Pastoral Care / Child Protection Policies and procedures in place. DENI circular amendments implemented. (i.e. 2015/13, 2016/20). Health Education Policy and initiatives. School Council meetings / minutes. Regular pupil participation at Fermagh & Omagh District Council sporting events. Up to date Child Protection Training at EA / School Designated ,2 * DDT and Designated Governor. CP / Safe guarding audit completed annually. Risk Assessment Action Plans. Child Protection Security systems / fob system. Visitors sign in system. Programme of assemblies with more visitors. Parental Questionnaire responses recorded: 95% of parents know how to report a Safeguarding matter 95% of parents confident HPS follows correct DENI vetting procedures 96% of children know there is someone to talk to 94% of parents are satisfied with the extra-curricular activities Pupil Questionnaire responses recorded: 99% said that adults listen to them in school 97% know who to talk to in school.</p>
<p>FURTHER ACTION:</p> <ol style="list-style-type: none"> 1. SOURCE ADDITIONAL OUTSIDE RESOURCES TO SUPPORT THE WELL BEING OF STAFF. 2. REVIEW POSITIVE BEHAVIOUR WITH INPUT FROM ALL STAKEHOLDERS. 3. ROOTS OF EMPATHY PROGRAMME / PATHS embedded . 4. TRIAL NEW INCENTIVE SCHEME FOR BEHAVIOUR 		

2d. A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

Strategies for providing for the professional development of staff.	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>SDP – Staff Development Principal / Staff consultations PRSD / Induction/ EPD support Staff Induction programme INSET/ staff training Attendance at Teachers' Conference Dissemination of Good Practice from within staff and feedback to staff after attending training. Coordinators have greater responsibility to lead curricular area. Staff made aware of Finance/ attendance procedures etc which are managed effectively by Principal Principal attending EA Principal Meetings School involved in CPD Lit / Num Transition project</p>	<p>Staff encouraged to attend training to build capacity, dissemination of good practice within the school is required after training. Up-to-date Staff training records available-to be input on SIMS Outside ICT training purchased for 2018 -2019. Governor skills / training to be developed</p>	<p>As a whole school we gathered evidence from: PRSD Induction /EPD – Teacher Tutor Records Individual staff consultations Restructured Key Stage Meetings Annual Staff Audits – impact of amendments reviewed Staff Development records / evaluations. Governor audit of skills Staff Audit Feedback :</p> <ul style="list-style-type: none"> ● EPD completed by member of staff ● Relevant targets to achieve in PRSD helping with professional development ● Regular meetings with CA to disseminate information ● Teacher Tutor supportive
<p>FURTHER ACTION:</p> <ol style="list-style-type: none"> 1. BEGIN TO ALTERNATE & REVIEW PRSD REVIEWERS / REVIEWEES TO DEVELOP AREAS OF EXPERTISE. 2. PROMOTE INTER SCHOOL CLUSTER MEETINGS TO SHARE GOOD PRACTICE AND SUPORT STAFF PROFESSIONAL DEVELOPMENT. I.E.CPD / PEACE 4 PROGRAMME 3. COLLATE GOVERNOR SKILLS & PREVIOUS TRAINING TO ENSURE ANY AREAS OF NEED ARE ADDRESSED. 4. FURTHER OPPORTUNITIES TO DEVELOP SKILLS FOR MIDDLE MANAGEMENT. 		

2e. A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and promoting the health and well-being of staff.

Strategies for managing Attendance and promoting the Health and Well-being of Staff.	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Staff Audits Job Descriptions evaluated for all staff. Staff consultation on school holidays. Forward planning for staff – Month to view, staff meeting agendas, staff weekly arrangements Staff Development. Celebrate staff success. Public acknowledgement of appreciation in Newsletters, on Website at school events Staff celebrations. Staff Code of Conduct. Staff Social Events to bond. Fair deployment of Work Experience / Teaching Students. Responsibilities / weightings - management points. Open door policy for Principal, Heads of Key Stage and Governors are available for meetings.</p>	<p>Staff attendance is continually reviewed in line with managing attendance</p> <p>Staff value forward planning and time in lieu of extra-curricular events.</p> <p>Individual comments from newer members of staff recorded how supportive colleagues have been</p>	<p>As a whole school we gathered evidence from: TTI indicators. Staff Development Records discussed at Governor Meetings Staff Managing Attendance Minutes of Staff Meetings Newsletters Website Staff Audit Code of Conduct Staff Handbook updated due to be updated Audit comments from newer members of staff recorded positive support from colleagues.</p> <p>Parent Questionnaire 95% of parents state that staff promote and encourage pupils to adopt a healthy lifestyle.</p> <p>Learning Support Staff Questionnaire 100% of Learning support staff recorded that the management promotes the welfare of all staff. 100% of Learning support staff feel valued and respected in the school.</p>
<p>FURTHER ACTION: 1. FURTHER DEVELOPMENT REQUIRED TO PROMOTE STAFF HEALTH AND WELLBEING INITIATIVES AND AGENCIES.E.G. ACTION CANCER BIG BUS</p>		

2f. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community and voluntary and statutory bodies.

Strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community and voluntary and statutory bodies.	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>With Parents... Parent Interviews with staff and as required Open Days / Prospective parents welcome at all times PTA events E-mail /Text alerts /Newsletter / Audits Information Evenings / sessions for parents. Curriculum Meetings at night – well received Parent Volunteers (e.g. Reading to pupils, The Big Write)</p> <p>With Community.... Celebrating school 60th Anniversary Links with Primary / Post Primary Schools – e.g. CPD Lit / Num project PTA events outside school e.g. Quiz, Belfast Marathon Links with charities both local and further afield Opportunities for work experience within the school. Community use of facilities e.g. Sustrans Use of agencies to support pupils Involvement in Community events –e.g. Palace Barracks Bonfire Night, Jones Memorial Culture Evening, PSNI e.g. Internet Safety/ Safe Parking Use of local press to promote school events</p>	<p>Positive feedback re: website and enquiries from other schools. Clear communication procedures in place for parents. E-mail message service warmly received by parents. Positive feedback when pupils perform at community events. Numbers in decline joining PTA – need to devise a way to increase numbers and support given to the school by parents. However good numbers attending and support for PTA events / fundraising events. Successful Charity events e.g. In 2016 Jones Memorial PS raised the highest amount ever by a primary school for Action MS Regular musical events performing for parents and visitors both in school and outside Introduce Incredible Years Programme & Partnership with Parents with neighbouring school</p>	<p>As a whole school we gathered evidence from: TTI indicators. Refer to Appendices. Parents' positive comments re: Newsletter, e-mails service and website in questionnaires Audits Minutes of PTA meetings Positive feedback file Big Write was a huge success with parental involvement Concerts / events Regular correspondence to parents via email/ text Wider community links via platform of website Eco Flag and evidence folder Parental Questionnaire responses recorded: 99% of parents recorded that HPS has a happy atmosphere. 94% of parents have attended social and fundraising events. Learning Support Staff Questionnaire 100% of Learning support staff recorded that children are given the opportunity to make a positive contribution to both the school community and the wider community</p>
<p>FURTHER ACTION:</p> <ol style="list-style-type: none"> 1. DEVELOP LINKS WITH PRE SCHOOL SETTINGS. ALSO ENGAGE FURTHER WITH PARENTS TO ACCOMMODATE A WIDER RANGE OF PARENT INFORMATION SESSIONS. 2. FURTHER DEVELOPMENT OF CRED / INTEGRATION E.G. CELEBRATION OF OTHER RELIGIONS 3. FURTHER LINKS WITH LOCAL PRIMARY SCHOOLS, IN THE COMMUNITY e.g. SHARED EDUCATION PROGRAMME 		

2g. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the use of ICT, including its use to support learning and teaching, continuing Professional Development and School Leadership and Management.

Strategies for promoting the use of ICT, including its use to support learning and teaching, continuing Professional Development and School Leadership and Management.	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>ICT embedded into teachers' planners. ICT used extensively throughout the school in create and share resources and in the daily routines of the school. In house ICT training and support from ICT coordinators Outside agencies further support and train staff in ICT. ICT –Club after school. ICT used to support SEN pupils. Training in iPads provides staff support and encourages staff to develop professionally. Opportunities to share good practice / disseminate training. Use of SIMS – Assessment Manager for data and pupil tracking. Use of e-mail for effective communication. IWB in each classroom. School website to promote and celebrate the school and pupils. Audits.</p>	<p>All classrooms have IWB used daily With additional PTA funds assisting with purchasing 82 iPads to support learning Staff ICT training a priority ICT is a priority on SDP. Two ICT co-ordinators appointed IWB (and eventually iPads and computers) will need to be replaced. Will need to plan and budget for this. Also possibility of investing in an additional phone lime to enhance the use of the iPads Further integration of 5 'Es' necessary. Evidence of more ICT being incorporated by staff & pupils e.g, Assemblies, presentations</p>	<p>As a whole school we gathered evidence from: TTI indicators. Refer to Appendices. Teachers' planners Staff audits Pupil tracking files Assessment Manager data displayed in an array of formats ICT Action plans Analysis of pupil/ parent questionnaires ICT / Social Media / Use of Digital Devices / policies recently updated SDD allocated to ICT</p> <p>Parent Questionnaire : 98% of parents are supportive of the text message service 80% are supportive of the email service. (12% had no comment) 8% disagreed – some of the parents who disagreed needed to update the school with new contact details to enable the system to be more efficient. 86% of parents refer to the school website regularly.</p>
<p>FURTHER ACTION: ICT TRAINING NEEDED E.G. TO SUPPORT SHARING IPAD RESOURCES ACROSS KEY STAGES, C2K FRONTER ROOMS ICT SUITE REQUIRED TO DEVELOP ICT FURTHER E.G. COMPLETING OF TASKS TO LEVEL KS1 & 2 PUPILS PERFORMANCE IN ICT PROMOTE SAFE USE OF INTERNET E.G. WORKSHOP INVOLVING PARENTS / OUTSIDE AGENCIES / INTERSCHOOLS REVIEW RECENTLY ADOPTED ICT SCHEME DEVELOP ROLE OF ICT CO-ORDINATORS E.G. MONITORING & COLLATING EVIDENCE TO SHOW USE OF ICT ACROSS THE CURRICULUM</p>		

3 (a) Current Financial Position - 3 year Financial Plan 2016-2019

	October 2015	October 2016	October 2017	October 2018
Full Time Equivalent Enrolment	453	459	468	470
Teaching Complement	18.80	19.80	19.80	19.80
Pupil/Teacher Ratio	24.09	23.18	23.64	23.74
Expenditure Summary		YEAR 1 (2016-2017)	YEAR 2 (2017-2018)	YEAR 3 (2018-2019)
Teaching Staff		£990,390	£1,013,310	£1,038,803
Auxiliary Staff		£103,551	£104,587	£105,622
Ancillary Staff		£69,921	£70,621	£71,320
Premises: Fixed Plant and Grounds		£27,559	£28,110	£28,672
Supplies and Services		£36,229	£36,954	£37,693
Establishment Expenses		£6,104	£6,226	£6,350
TOTAL PROPOSED EXPENDITURE		£1,229,092	£1,255,145	£1,283,798
Budget Summary				
Common Formula Funding (CFF) Budget Share		£1,206,966	£1,220,736	£1,241,391
Transition Funding		£792	£0	£0
MOD FUNDING		£2,750	£20,000	£20,000
Total Delegated Budget		£1,210,508	£1,240,736	£1,261,391
Carry-over from Previous Year		£55,586	£37,002	£22,594
Total BUDGET		£1,266,094	£1,277,738	£1,283,985
less PROPOSED EXPENDITURE		£1,229,092	£1,255,145	£1,283,798
ANTICIPATED CARRY-OVER		£37,002	£22,594	£187
% CARRY-OVER		2.92%	1.77%	0.01%

3 (b) Planned use of projected resources

Use of resources to support improvement in standards as outlined in 3 year SDP	Sources of Evidence (for a &b)	Quality Indicators
<ul style="list-style-type: none"> ● Review leadership structure to ensure sustainability and effective deployment ● Monitor class teacher staffing levels ● Increase provision for SEN / additional needs ● Link resource allocation to SDP 	<ul style="list-style-type: none"> ● LMS statements ● Financial Plan ● Coordinator’s bid for resources (based on SDP) ● Develop greater in-house training ● Source external training when necessary and within budget allocation ● Minutes from meetings ● BOG sub-committee (training when appropriate) ● Requisitions ● Allocate and source additional funding e.g. MOD 	<ul style="list-style-type: none"> ● Resources managed effectively ● Good relationships with education agencies re financial decisions ● Leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the school development plan itself. ● Governors support and challenge the principal in carrying forward the process of improvement.

SUMMARY OF RESOURCE COSTS IN ACTION PLANS & SDP PRIORITIES FOR 2016 – 2017

Resource	Action Plan Reference	Action Summary (see Action Plan for success criteria and evaluation)	School Delegate d Budget 2016-2017	EA FUNDING	PTA / SCHOOL FUNDS
CHILD CENTRED PROVISION					
Release time	CP/PC	CP Case Conference attendance (4 days)		£300	
<p>SEN EA central budget allocation for statemented pupils NO ADDITIONAL COSTS for Staff Training or pupil resources. Target Groups MOD pupils / Booster Groups (Any additional funding required during the year paid from MOD Grant)</p> <p>PC NONE In school -staff lead – timetabled</p> <p>CP NONE Staff Training</p> <p>PE & HEALTHY SCHOOL – NONE in school provision, staff time and outside agency support with no additional costs</p>					
HIGH QUALITY TEACHING & LEARNING					
Release time	Numeracy Literacy ABL	Develop Subject Leaders & SMT leadership roles i.e. Numeracy, Literacy , Teacher Tutor, FS Leader	£450	£150	
Training costs	ICT	Training to improve the quality of teaching i.e. CPD Teacher Conference August 2016 iTEACH SDD Training sessions (two ½ days)	£900 £450		

Resource	Action Plan Reference	Action Summary (see Action Plan for success criteria and evaluation)	School Delegate d Budget 2016-2017	EA FUNDING	PTA / SCHOOL FUNDS
Assessment Release time	Assessment Numeracy Literacy	Allow Subject Leaders to fulfil their monitoring role i.e. Assessment , Numeracy & Literacy	£450		
Assessment Curriculum resources	ICT & Assessment	Investment in GL Assessment Complete Digital Solution	£6000		
		ICT – Whole school Investment i.e. Conversion and installation of infrastructure for ICT Suite	£7000		
		Purchase of 17 computers for ICT Suite			£10000
Curriculum resources	Numeracy Literacy ABL	Additional resources provision for new classrooms i.e. Money spent primarily on ABL / Literacy & Numeracy resources	N/A	£14000	£2750
		LITERACY - Prim Ed. Spelling & Reciprocal Reading Resources / BUG CLUB Licence,	£750		
WAU – NONE ART & DESIGN - NONE					

EFFECTIVE LEADERSHIP MONITORING / EVALUATION / REVIEW					
Resource	Action Plan Reference	Action Summary (see Action Plan for success criteria and evaluation)	School Delegate d Budget 2016-2017	EA FUNDING	PTA / SCHOOL FUNDS
Key Improvement Area		New mobile classrooms costs covered by EA for additional classroom units	N/A	Costs allocated to EA Central Budget	N/A
Training costs	BT / Teacher Tutor	Training costs covered by EA for Teacher Tutor and BT i.e. 5 training days		£750	
PRSD / BT – NONE Completion during school time			Library – No additional costs during 2016-2017		
SCHOOLS CONNECTED TO THE LOCAL COMMUNITY					
Release Time	KS2 / KS3 Transition Programme	Teacher release Days 4 days for P7 and or Literacy Co-ordinator		£600	
Curriculum Resources	EV Visits	EV for all pupils (approximately £10 per pupil / year)			£4500
	Swimming Costs (P4-P7 programme)	Hire of pool plus payment of qualified instructor			£3500
		Business in the Community (P2 – P7) Fee	£250		
All other community links no expenditure					
TOTAL PROPOSED EXPENITURE i.e. ACTION PLANS & SDP YEAR 1 PRIORITIES 2016-2017			£16250	£15800	£20750

4. An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in the 2013-16 School Development Plan.

Please refer to **Appendix 1 & Appendix 2.**

Appendix 1 - Following the evaluation process records attached give an account of the SDP priorities from 2013 – 2016 showing evidence, progress and further action taken. N.B. Feedback is also collated from parents, pupils and Governors.

Appendix 2 – This includes evidence gathered from staff based on the Together Towards Improvement documentation.

5. An assessment of the challenges and opportunities facing the school

Challenges facing the School	Opportunities facing the School	Assessment
<p>More pupils starting in P1 with more complex needs Lack of classroom and resource area space as pupil numbers increase Cost of providing additional curriculum resources e.g. Outdoor play equipment Raising standards Reduced support from EA due to rationalisation and restructuring since April 2015. Ensuring pupils with SEN make progress. By following the SEN Code of Practice and with EA support the needs of these individuals and other pupils in their class are being met. Accessing additional funding Ensuring staff have work life balance Parents supporting learning Budget deficit in Year 3 (i.e. dependent on pupil numbers in FS in comparison to larger numbers in P4 upwards.</p>	<p>Growing enrolment / fluctuating due to transient nature of MOD families Committed staff Staff Development Links with Community Develop further the strong links with other local primary and post primary schools Shared Education Programme Potential to review / upgrade accommodation provision with EA support.</p>	<p>An effective active School Development Plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school. Audits regularly – self – evaluation Discussion at Governor, SMT, Staff and Classroom Assistant meetings. Feedback from parents and pupils Continued input from pupils via the School Council</p>

6. The arrangements made by the Board of Governors to consult and take account of the views of pupils parents, staff and other persons or bodies in the preparation of the plan.

Consultation with pupils	<ul style="list-style-type: none"> ● Annual Questionnaires ● School Council (suggestions invited from all pupils) ● Eco Team ● Discussions
Consultation with parents	<ul style="list-style-type: none"> ● Annual Questionnaires ● Open door policy ● PTA ● Parents' Information afternoons / evenings ● Parent teacher consultations / reviews
Consultation with staff	<ul style="list-style-type: none"> ● Annual Audits / Questionnaires / SDP priorities & TTI indicators ● Staff meetings ● Principal / staff consultations ● Open door policy
Consultation with any other relevant personnel e.g. DENI, EA	<ul style="list-style-type: none"> ● Discussions regarding publications
Input by Governors	<ul style="list-style-type: none"> ● Contribute at meetings ● Regular electronic responses
<p>Reference should be made to the appendices attached to this document. The evidence recorded annually used to monitor and evaluate progress involves the school community .</p>	

7. Identification of the areas for development, which shall be informed by the school's self-evaluation

(a) Overview of key priorities for the SDP 2016-2019

PRIORITIES	2016-2017	2017-2018	2018-2019
<p>CHILD CENTRED PROVISION</p> <p>SEN Pastoral Care Child Protection Inclusion/ Diversity Pupil Involvement PE/ Healthy School</p>	<p>SEN / INCLUSION / DIVERSITY</p> <ul style="list-style-type: none"> ● Continuously update Central Bank of information on SIMS.net and confidential children's files. ● Daily running of SEN timetable - Literacy/ Numeracy groups, fine motor skills. ● Co-ordinate their support of C/A s and parent volunteers – statemented children, EAL, Newcomer, Literacy/Numeracy groups, Reading Partnership, Time to Count. ● Train C/A and introduce P4 Spelling 'booster group'. ● Meetings/ communication with staff. ● Introduce new system for marking PTE & PTM. ● Liaise with Literacy co-ordinator to introduce new P3 & P4 Spelling programme. ● Liaise with ASCET to support teachers i.e. all P1 children are through their first tier of support. <p>Introduce specialist equipment to SEN children – spellchecker, coloured eye-level rulers, books with coloured pages, coloured overlays, new pencil grips, scissors. (Refer to CEA Resource file)</p> <p>Anaphylactic Training for staff</p> <p>Link with EA and outside agencies to co-ordinate staff training needs</p>	<p>SEN / INCLUSION / DIVERSITY</p> <p>Continuously update Central Bank of information on SIMS.net and confidential children's files.</p> <p>Review SEN timetable.</p> <p>Develop further training</p> <p>Audit IEP process and format.</p> <p>Review and Co-ordinate support of C/A s and parent volunteers.</p> <p>Analysis of P5 'booster' spellings and maths group outcomes in PTE & PTM.</p> <p>Review communication process.</p> <p>Review ordering, marking and analysis of PTE & PTM.</p> <p>Review new Spelling Programme and Linguistic Phonics (LP) with SEN children.</p> <p>Continue supporting new P1 children through</p> <p>Teachers delivering ASCET first tier of support.</p> <p>Review use of strategies/ equipment and their effectiveness.</p> <p>Develop links with Outside Agencies / Outreach Support, Jones Memorial Nursery and Special Schools supporting inclusion/ diversity</p> <p>Embedding CRED Policy</p> <p>Refresh of CEA resource file for learners with SEN - Thinking Skills and Personal Capabilities</p> <p>Co-ordinate staff training needs to ensure capacity building</p>	<p>SEN / INCLUSION / DIVERSITY</p> <ul style="list-style-type: none"> ● Continuously update Central Bank of information on SIMS.net and confidential children's files. ● Further review SEN timetable. ● Consolidate and co-ordinate support of C/A s and parent volunteers. ● Consolidate effectiveness of 'booster' groups to improve results. ● Continue implementing communication with staff. ● Consolidate Spelling Programme and Linguistic Phonics with SEN children. ● Consolidate teachers facilitating new P1 children through ASCET first tier of support. ● Review specialist equipment/strategies and introduce new ones if necessary. ● Further development of CRED Policy ● Co-ordinate staff training needs to ensure capacity building

	<p>PASTORAL CARE</p> <p>Further development of School Council Re-establish links with EA re: Counselling service Devise written material to offer SP pupils and families to support transition process and integration into HPS. Continue links with EWO Officer which are well established</p>	<p>PASTORAL CARE</p> <ul style="list-style-type: none"> • Confirm programme for SP pupils and families to integrate into HPS. • Review Anti – Bullying Policy • Establish ICT Buddies KS2 pupils with younger children • PDMU - Review & begin to adapt planning incorporating Living / Learning Together Resource Files • EWO links 	<p>PASTORAL CARE</p> <ul style="list-style-type: none"> • Review effectiveness of School Council • Review Pastoral Care Policy • PDMU – Develop further planning incorporating Living/Learning Together Resource Files • EWO links
	<p>CHILD PROTECTION</p> <ul style="list-style-type: none"> • All Staff attend CP Training • Staff & Governors familiar with amendments to CP / Safeguarding procedures as required 	<p>CHILD PROTECTION</p> <ul style="list-style-type: none"> • Staff have refresh of CP Training • Review procedures for visitors to school • Review Positive Behaviour Policy(PB) • Staff & Governors familiar with amendments to CP / Safeguarding procedures as required 	<p>CHILD PROTECTION</p> <ul style="list-style-type: none"> • All Staff attend CP Training • Review CP Policy • Review Pastoral Care Policy • Staff & Governors familiar with amendments to CP/ Safeguarding procedures as required
	<p>PE / HEALTHY SCHOOL</p> <p>Evaluate the staff/parent/pupil audit on the success of the school's Healthy Break Scheme.</p> <p>Continue to monitor the 'Healthy Break' scheme throughout the school and amend/develop accordingly.</p> <p>To ensure that all staff members encourage / enlighten parents who do not support the Healthy Break Scheme.</p> <p>To continue to liaise with outside agencies (including parents) to avail of suitable grant based schemes for P1- P7.</p> <p>To ensure that all H.E/D.E schemes of</p>	<p>PE / HEALTHY SCHOOL</p> <ul style="list-style-type: none"> • Evaluate the staff/parent/pupil audit on the success of the school's Healthy Break Scheme. • Continue to monitor the 'Healthy Break' scheme throughout the school. • Amend and update the Healthy Break Scheme literature sent home to parents/guardians. • Liaise with Action Mental Health to introduce a programme to develop staff/pupils' awareness to the importance of a healthy mind. • Continue to monitor the government's legislation on drug classification and amend the policy 	<p>PE / HEALTHY SCHOOL</p> <ul style="list-style-type: none"> • Evaluate the staff/parent/pupil audit on the success of the school's Healthy Break Scheme. • Continue to monitor the 'Healthy Break' scheme throughout the school. • Continue with the programme to develop an awareness on positive mental health and incorporate age appropriate workshops for P6/P7. • Continue to monitor the government's legislation on drug classification and amend

	<p>work have working documents and updated termly.</p> <ul style="list-style-type: none"> ● To liaise with the teacher in charge of the Eco Club to develop aspects required to maintain the school's Green Flag status. ● Reinforcement of safe practice arrangements and procedures. ● To develop Fundamental Movement Sessions 3 & 4 (running & hopping) for Primary 1 & 2 pupils. ● To compile associated homeworks to consolidate sessions 3 & 4 for Primary 1 & 2 pupils. ● To continue to liaise with outside agencies to avail of suitable grant based coaching schemes. ● To adapt the current Sports Days and deliver a streamlined session of athletic activities for FS, KS1 and KS2. ● To advance the existing 'House System' for pupils from P5-P7. ● To introduce a rugby club to the school. 	<p>accordingly.</p> <ul style="list-style-type: none"> ● To continue to liaise with outside agencies (including parents) to avail of suitable grant based schemes for P1-P7. ● To ensure that all H.E/D.E year group schemes of work are working documents and updated termly. ● Maintain the requirements for the Green Flag Status. ● Reinforcement of safe practice arrangements and procedures. ● To develop Fundamental Movement Sessions 5 & 6 (jumping for height and distance) for Primary 1 & 2 pupils. ● To compile associated homeworks to consolidate sessions 5 & 6 for Primary 1 & 2 pupils. ● To continue to liaise with outside agencies to avail of suitable grant based coaching schemes. ● To continue to progress/amend the three Sports Days for FS, KS1 & KS2. ● To liaise with the SEN Coordinator after the first two year cycle of the Fundamental Movement ● Programme to discuss the physical intervention required for individual pupils who haven't attained the appropriate skills and the inclusion of their needs on their IEP. ● To introduce a 'weekly playground run' to develop pupils' enjoyment of running and fitness levels. 	<p>the policy accordingly.</p> <ul style="list-style-type: none"> ● To continue to liaise with outside agencies (including parents) to avail of suitable grant based schemes for P1- P7. ● To ensure that all H.E/D.E year group schemes of work are working documents and updated termly. ● Maintain the requirements for the Green Flag Status. ● Introduce a fruit/veg trial day for whole school. Incorporate EV to Helen's Bay Organics. ● Reinforcement of safe practice arrangements and procedures. ● To continue to liaise with outside agencies to avail of suitable grant based coaching schemes. ● Continue to liaise with the SEN Coordinator on the assessment findings from the Fundamental Movement Programme. ● To amend/develop the Dance Schemes of Work for the whole school. ● To review the after-school provision for sport.
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<p style="text-align: center;">HIGH QUALITY TEACHING AND LEARNING</p> <p style="text-align: center;">Literacy & Numeracy Learning & Teaching Assessment / Data Self - evaluation</p>	<p style="text-align: center;">LITERACY</p> <ul style="list-style-type: none"> ● Observe reading lessons throughout the school. ● Introduce Reciprocal reading in Foundation Stage. ● Monitor and develop audit of Writing styles. ● Continue to develop Reading Buddies and promote the enjoyment of reading. ● Introduce Prim Ed Spelling Scheme with P2, P3 & P4. ● Compare Spelling test results for 2016/17 with 2015/16. ● Review the Bug Club phonics programme for FS and KS1. ● Continue to develop Communication CCS evidence for pupil portfolios and Levelling process for each Key Stage. ● Integrate Year Group Literacy focus from SDD. ● Introduce cursive writing with P2. ● Develop a system to record evidence of ICT. ● Attend Governor Meeting to outline Action Plan targets for 2016-17. ● Communication CCS evidence for moderation process for KS1 and KS2. ● Review the transition process from KS2 to KS3 and liaise with local Secondary and Grammar schools. ● Liaise with Principal and Assessment Coordinator to analyse data and seek to initiate improvements. ● Develop long term planning for KS1. 	<p style="text-align: center;">LITERACY</p> <ul style="list-style-type: none"> ● Introduce Reciprocal reading to KS1. ● Evaluate Prim Ed Spelling Scheme and develop scheme with Key Stage Two. ● Continue to develop the writing styles. ● Develop the use of digital Literacy. ● Continue to liaise with Secondary and Grammar schools as part of the transition process. ● Analyse data with Principal and Assessment Coordinator and continue to develop extension groups. ● Introduce cursive writing with P3. ● Develop long term planning for KS2. ● Develop the use of the school library. ● Integrate Literacy focus from SDD. 	<p style="text-align: center;">LITERACY</p> <ul style="list-style-type: none"> ● Introduce Reciprocal reading to KS2. ● Evaluate Prim Ed Spelling Scheme. ● Introduce cursive writing with P4. ● Develop long term planning for FS. ● Assess the use of Talking and Listening within the classroom. ● Review the Literacy Policy (including Drama) ● Integrate Literacy focus from SDD.
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	<p>NUMERACY</p> <ul style="list-style-type: none"> ● Introduction of Mental Maths Strategies – with children ● Focus – Number ● SUMDOG ● Money week ● Planning notes for Mental Maths – update with evidence of strategies ● Termly overviews – updated by individual year groups(cont'd from 2015) ● Real life maths – guests (parents) to talk about the use of maths in the workplace ● Monitor and evaluate the teaching of Mathematics through classroom observations ● Integrate Year Group Numeracy focus from SDD. ● Monitor Maths Class work – book scoop – number, evidence of new MM terminology 	<p>NUMERACY</p> <ul style="list-style-type: none"> ● KS2 / KS3 Transition Programme Numeracy focus Year 1 ● Focus – Data Handling ● Maths Day ● Evaluate P3 resources e.g. text book ● Monitor and evaluate the teaching of Mathematics through classroom observations ● Monitor Maths Class work – book scoop – data ● Planning notes – checking evaluations ● SUMDOG 	<p>NUMERACY</p> <ul style="list-style-type: none"> ● KS2 / KS3 Transition Programme Numeracy focus Year 2 ● Focus – Shape and Space ● Monitor and evaluate the teaching of Mathematics through classroom observations ● Monitor Maths Class work – book scoop – shape and space ● Audit of ICT/ iPad resources
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ● Levelling by all teachers Sept and June. ● Monitoring and Evaluation of ICT through iPads – Learning Journal. ● InCAS test in Sept for P2. ● Analysis of SWST data – Principal/Assessment Coordinator/Literacy Coordinator. ● Administer new PTE/PTM. ● Teachers set specific targets in Feb for 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ● On going areas which are covered on an annual basis. ● Possible use of electronic form of PIE/PIM test with the advent of the computer suite. ● Introduce CAT or other alternative to replace NRIT. ● Further analysis of SWST results feeding into new approach to spelling- liaise with Literacy Coordinator. ● Numeracy Coordinator to become 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ● On going areas which are covered on an annual basis. ● Review Assessment Policy. ● Familiarise staff with electronic feedback from PIE/PIM testing if this approach has been adopted in 17/18. ● Analysis of CAT (or alternative) and comparison of CAT data with PIE/PIM data

	tracked children.		• Continue to develop the use of
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	<p>Research CAT or alternative as replacement for NRIT. Assessment Coordinator to analyse performance based on gender. Provision of support for Service Personnel children.</p>	<p>increasingly involved in analysis of PIM data.</p> <ul style="list-style-type: none"> ● ICT Coordinators to further develop their role in the monitoring of ICT. ● Target setting for tracked children – September and February. ● Develop use of symbols/code for marking of books eg VF = Verbal Feedback Given etc ● Staff to analyse performance based on gender. 	<p>SWST data with Literacy Coordinator.</p> <ul style="list-style-type: none"> ● Continue to develop the role of Numeracy Coordinator in analysis of PIM data. ● Continue to develop the role of ICT Coordinators in monitoring of the use of ICT.
	<p>ICT</p> <ul style="list-style-type: none"> ● Focus – Explore and Express ● Develop timetable for use of ICT suite ● Develop relevant displays in the ICT suite ● Audit of the use of iPads with children and staff ● Monitor and Evaluate ICT planning - showing evidence of the 5E's ● Completion of CCEA tasks as part of ICT End of Key Stage statutory assessment ● Ensure children have their own log in and evidence of tasks saved in their folders ● Monitor downloaded Apps – checking suitability ● Train one member of staff from each year group to upload images to the website on behalf of their year group 	<p>ICT</p> <ul style="list-style-type: none"> ● Focus - Evaluate and Exhibit ● Introduce buddy system to support teaching of ICT ● Monitor and evaluate the teaching of ICT through examples of work and planning ● Displays showing use of ICT – special board in ICT suite for exceptional pieces P1 – P7 ● Encourage use of ICT in assemblies ● Staff training to support use of new software and hardware e.g. animation ● Explore opportunities of employing a IT technician with a number of local schools ● End of Key Stage Statutory Assessment 	<p>ICT</p> <ul style="list-style-type: none"> ● Focus - Exchange ● Encourage KS2 to share work with Foundation Stage and KS1 through buddy system/class presentations ● Use of outside agencies/ collaboration with other schools ● Promote pupil, staff and parent awareness of safe use of the internet with PSNI support ● End of Key Stage Statutory Assessment

	<p>ACTIVITY BASED LEARNING</p> <ul style="list-style-type: none"> ● Produce outdoor play planners ● Establish an outdoor play timetable ● Buy/ acquire any resources needed to be bought (Wish List – PTA funding) ● Focus on progression of sand and aim to include a broader range of learning opportunities within P1 ● Ensure uniformity of planning within P1 and P2 (P1 planners to be more detailed) ● Decide on a suitable app and begin to use it to record observations (liaise with ICT co-ordinators) ● Research ideas to use in role-play for P3 classes(ABL) ● Visit and link with other schools to observe outdoor play and ABL (KS1 staff) 	<p>ACTIVITY BASED LEARNING</p> <ul style="list-style-type: none"> ● Review outdoor play planners, timetable and resources (make any necessary changes) ● Evaluate the progression of sand within P1 and make any appropriate amendments ● Focus on progression of sand and aim to include a broader range of learning opportunities within P2 ● Evaluate use of app for observations ● Focus on role-play for P3 (ABL) ● Maintain links with other schools and visit other schools to observe outdoor play and ABL (KS1 staff) ● Research ideas to use in role-play for P4 classes(ABL) ● Ensure uniformity of planning within P3 and P4 ● Investigate opportunities for role-play within P4 	<p>ACTIVITY BASED LEARNING</p> <ul style="list-style-type: none"> ● Focus on progression of water and aim to include a broader range of learning opportunities within P1 ● Evaluate the progression of sand within P2 and make any appropriate amendments ● Evaluate the progression of role-play within P3 (ABL) ● Aim to incorporate role-play within P4 ABL planners
	<p>WORLD AROUND US</p> <ul style="list-style-type: none"> ● To monitor planning and ensure progression (without overlap) throughout all Key Stages. Create a list of topics being covered and make it available to all teachers. ● To ensure curriculum objectives are clearly displayed in Key Stage 1 planning and progression of WAU Strands evident throughout. ● To pilot STEM activities in P3 classes. One activity for each new topic. ● To take an audit of resources used for Science and begin to cumulate 	<p>WORLD AROUND US</p> <ul style="list-style-type: none"> ● To complete Science Resource Area for whole school. ● To review play planners for P1-P3 and ensure that progression is clear throughout. ● To compile a list of iPad resources useful to W.A.U. topics in KS1 and liaise with other schools to discover more. ● Continue in use of seesaw/other related apps to share learning with parents/ chart progression for children. Review with teachers to monitor success. ● (ECO Schools)- To encourage ECO 	<p>WORLD AROUND US</p> <ul style="list-style-type: none"> ● To incorporate STEM activities to KS2 classes. ● To compile a list of iPad resources useful to W.A.U. topics in Foundation Stage and liaise with other schools to discover more. ● To take an audit of resources used for outdoor play and look at areas that may need development. ● (ECO schools- review role of adults- parents/grandparents in

	<p>resources in one central location.</p> <ul style="list-style-type: none"> ● To compile a list of iPad resources useful to W.A.U. topics in KS2 and liaise with other schools to discover more. ● Liaise with ICT co-ordinator on use of see-saw app to share evidence of topic based learning with parents. ● (ECO Schools)- To bring together an ECO- schools committee and explore ideas for a whole school project (e.g. water / recycling). 	<p>committee towards greater publicity of their role in the school (school assembly performance) Create a drop-file for photos and evidence of Eco-schools throughout the school.)</p>	<p>ECO schools and encourage collaboration with ECO committee.)</p>
	<p>ART & DESIGN</p> <ul style="list-style-type: none"> ● Add Thinking skills and personal capabilities to the new P5 art scheme. ● Update the P6 and, if time, possibly the P7 scheme of work. ● Audit the materials used/required by each year group. ● In Art Club, the main focus will be on printing techniques. Look at how other artists have used print and discuss how we could incorporate it into our work. ● Continue to encourage classes to enter all suitable art competitions. (Particularly local competitions) 	<p>ART & DESIGN</p> <ul style="list-style-type: none"> ● Add Thinking skills and personal capabilities to the new P6/P7 scheme of work. ● Discuss with all P5 teachers how the new art scheme is working and if any changes are required. ● In Art Club, focus on how modern artists depict nature. How can we incorporate some of these ideas into our own art work? ● Continue to encourage all staff to allow their pupils to enter any suitable art competitions. 	<p>ART & DESIGN</p> <ul style="list-style-type: none"> ● Discuss with the P6/P7 year group teachers how the new scheme is progressing. ● Audit which materials are being well used/required to implement the new art schemes. ● Consider, with all staff, the idea of a whole school art project. (e.g. In the style of a well-known artist or specific theme.) ● Art Club focus on modelling in clay /3d work. Look at and discuss other artists' work ● Continue to encourage entries to a variety of art competitions.

<p>EFFECTIVE LEADERSHIP</p> <p>Monitoring/evaluating/review PRSD Curriculum Leadership Financial Management including accommodation</p>	<p>Monitoring / evaluating</p> <p>Staff / Pupil & parent (electronic) questionnaires to chart progress</p> <p>Governor feedback / input incorporated with staff evaluations of SDP 2015-2016 targets incorporating findings in areas for development in 2016-2017 target setting process.</p> <p>Evaluations evident in planners to reflect practise and inform future planning.</p> <p>Continue to implement TTI documentation self- evaluation tool</p> <p>Three members of staff complete class observations to view progression giving feedback based on EA proformas</p> <p>Book Scoops with feedback to staff</p> <p>PRSD / BT Scheme meaningful and challenging for each staff member.</p> <p>Curriculum Leadership SMT provided opportunities to embark on RTU Training e.g. PQH/ Leadership Financial Management (including Accommodation)</p> <p>Discuss further with Governors, staff and parents about potential Grant Applications and effective cost cutting measures.</p> <p>Submit MOD grant application</p> <p>Board of Governors complete realistic 3 Year Plan with EA approval.</p>	<p>Complete indicators from TTI self evaluation documents</p> <p>Use of Count, Read, Succeed document to support future planning/ target setting</p> <p>Staff / Pupil & parent (electronic) questionnaires to chart progress</p> <p>Governor feedback / input incorporated with staff evaluations of SDP 2016-2017 targets incorporating findings in areas for development in 2017-2018 target setting process.</p> <p>PRSD / BT Scheme meaningful and challenging for each staff member</p> <p>SMT to review measures in place to monitor and evaluate Classroom Assistant performance</p> <p>Curriculum Leadership SMT provided opportunities to embark on Training e.g. PQH / Emerging Leadership</p> <p>Create opportunities for teacher professional learning and for staff to participate or share good practice. e.g. On site or electronically with other North Down Primary, Nursery and Special schools.</p> <p>Financial Management (including Accommodation)</p> <p>As in 2016-2017 e.g. External painting</p>	<p>Complete indicators from TTI self evaluation documents</p> <p>Use of Count, Read, Succeed document to support future planning/ target setting</p> <p>Staff / Pupil & parent (electronic) questionnaires to chart progress</p> <p>Curriculum Leadership</p> <p>Conduct further one – to – one discussion with staff to clarify training needs towards leadership and management.</p> <p>Further develop times for staff to participate or share good practice / resources with other North Down Primary, Nursery and Special schools on site or electronically.</p> <p>PRSD / BT Scheme meaningful and challenging for each staff member</p> <p>SMT and other members of staff to review measures in place to monitor and evaluate Classroom Assistant performance</p> <p>Financial Management (including Accommodation)</p> <p>As in 2017-2018</p>
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	Completion of new mobile classrooms		
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	<ul style="list-style-type: none"> • ICT Suite completed Term 1 • Close links with EA to discuss enrolment in FS and KS1 and provision of accommodation • Planning for maximum effective use of Library. 		<ul style="list-style-type: none"> • Continue talks with EA regarding School Enhancement Programme • With LMS or Business in the Community resources establish a cycle of classroom painting. • Replacing corridor carpet area
<p>SCHOOLS CONNECTED TO THE LOCAL COMMUNITY</p> <p>Communication Projects linking with educational agencies</p>	<p>Liaise with MOD Welfare in Jones Memorial and Lisburn</p> <p>Continue parental involvement in Reading Partnership, classroom volunteers, Educational visits and PSNI links for Internet Safety and Preventing Poor Parking</p> <p>Use of Interpretation Service to support EAL pupils</p> <p>Continue links with local churches and residences for the elderly (e.g. Clergy participate in School Assemblies and choir visits)</p> <p>Promote pupil involvement in local and National Art Competitions</p> <p>ECO School involving parents and outside agencies</p> <p>IFA / Ards & ND Council Coaches</p> <p>Social Services links</p> <p>Continue with 5 local Primary School links through Sport, WAU and P7 transition stage events. e.g. Inter school Quiz</p> <p>North Down Primary Principal Conference – sharing good practice</p> <p>School website training for staff to</p>	<ul style="list-style-type: none"> • As in 2016-2017 • ECO school trial Intergenerational for Garden Project • Potential ICT links with other primary schools • Explore links with post primary schools to potentially improve provision prior to transition e.g Maths / ICT/ STEM. • Additional opportunities will be explored and implemented where feasible • Link with local community to review after school provision and facilities 	<ul style="list-style-type: none"> • AS in 2017-2018

	<p>have better accessibility to regular Year Group updates</p> <ul style="list-style-type: none">● Extend Nursery links via staff and pupil events e.g. Christmas● Bike IT Scheme continue Year 6● Educational visits for each class and visits to school premises utilising Council, EA and parental contacts● Business in the Community – strengthen links further via Time to Read, Time to Count targeting needs of individuals who are part of tracking process & Young Enterprise e.g. Banks● PTA development making connections with local supermarkets and businesses where possible		
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(b) Planned outcomes which includes raising standards of attainment in communication, using mathematics and using ICT.

END OF KEY STAGE TARGETS MET IN COMMUNICATION & USING MATHEMATICS 2013- 2016

KEY STAGE 1	13/14	14/15	15/16
Pupils achieving Q Levels in Communication	N/A	N/A	2%
Pupils achieving Level 1 in Communication	9%	10.9%	10%
Pupils achieving Level 2 in Communication	63.5%	56.3%	66%
Pupils achieving Level 3 in Communication	27.5%	32.72%	22%
Pupils achieving Level 1 in Using Mathematics	9%	10.9%	12%
Pupils achieving Level 2 in Using Mathematics	59%	58.19%	50%
Pupils achieving Level 3 in Using Mathematics	32%	30.91%	38%

KEY STAGE 2	13/14	14/15	15/16
Pupils achieving Level 2 in Communication	N/A	10.4%	4%
Pupils achieving Level 3 in Communication	15%	31.25%	15%
Pupils achieving Level 4 in Communication	85%	56.25%	68%
Pupils achieving Level 5 in Communication	N/A	2.1%	13%

Pupils achieving Level 2 in Using Mathematics	N/A	18.75%	4%
Pupils achieving Level 3 in Using Mathematics	15%	25%	19%
Pupils achieving Level 4 in Using Mathematics	55%	25%	43%
Pupils achieving Level 5 in Using Mathematics	30%	31.25%	34%

MEETING KEY TARGETS TARGET SETTING PROCESS 2016/17

KEY STAGE 1 TARGETS	TARGET		% ACHIEVING						
	TARGET 15/16 GIRLS BOYS	ALL	ACHIEVED 15/16 GIRLS BOYS		TARGET 16/17				
			ALL	GIRLS	BOYS	ALL			
Pupils achieving Q Levels in Communication	N/A	1	2%	N/A	1%	2%	N/A	N/A	N/A
Pupils achieving Level 1 in Communication	4%	6%	10%	4%	6%	10%	6%	11%	17%
Pupils achieving Level 2 in Communication	35%	21%	56%	41%	25%	66%	35%	29%	64%
Pupils achieving Level 3 in Communication	16%	16%	32%	10%	12%	22%	7%	12%	19%
Pupils achieving Level 1 in Using Mathematics	2%	6%	8%	4%	8%	12%	6%	8%	15%
Pupils achieving Level 2 in Using Mathematics	31%	17%	52%	30%	20%	50%	34%	32%	66%
Pupils achieving Level 3 in Using Mathematics	18%	22%	40%	21%	17%	38%	7%	12%	19%

HPS teachers have continued to level pupil work and see the merit of recording pupil performance for internal moderation purposes only. There is a significant increase in number of pupils in the Year Group compared with the previous Primary 4 classes. Two new teachers in Primary 4 took considerable additional time gathering information before setting the target level for the pupils in their class. Benchmarking has factored in the number of SP, SEN pupils and those who have EAL. As the year progresses original target setting figures from September 2016 for end of Key Stage 1 results may be adjusted. e.g. A number of pupils are recorded as Level 2(+) in Maths in September but for the purpose of benchmarking were recorded as Level 2 at this stage. Pupil portfolios contain evidence with levelled pupil work throughout the year.

KEY STAGE 2 TARGETS	% ACHIEVING								
	TARGET 15/16		ALL	ACHIEVED 15/16		ALL	Target 16/17		
	GIRLS	BOYS		GIRLS	BOYS		GIRLS	BOYS	ALL
Pupils achieving Level 1 in Communication	N/A	N/A	N/A	N/A	N/A	N/A	2%	0%	2%
Pupils achieving Level 2 in Communication	2%	2%	4%	2%	2%	4%	4%	6%	10%
Pupils achieving Level 3 in Communication	5%	12%	17%	5%	10	15%	10%	22%	32%
Pupils achieving Level 4 in Communication	27%	40%	67%	30%	38%	68%	18%	38%	56%
Pupils achieving Level 5 in Communication	6%	6%	12%	7%	6%	13%	0%	0%	0%
MEETING KEY TARGETS TARGET SETTING PROCESS 2016/17	N/A	N/A	N/A	N/A	N/A	N/A	2%	0%	2%
Pupils achieving Level 2 in Using Mathematics	2%	2%	4%	2%	2%	4%	4%	6%	10%
Pupils achieving Level 3 in Using Mathematics	2%	14%	16%	4%	15%	19%	8%	25%	33%
Pupils achieving Level 4 in Using Mathematics	22%	27%	49%	20%	23%	43%	13%	17%	30%
Pupils achieving Level 5 in Using Mathematics	14%	17%	31%	14%	20%	34%	6%	19%	25%

Primary 7 Year Group had 14 pupils on the SEN register which is 28%. Target setting was reflective of this figure. Teachers worked closely with Key Stage 2 colleagues and SENCo during moderation sessions. As the year progresses original target setting figures from September 2016 for end of Key Stage 1 results may be adjusted. e.g. A number of pupils are recorded as Level 4(+) in Maths in September but for the purpose of benchmarking were recorded as Level 4 at this stage. Pupil portfolios contain evidence with levelled pupil work throughout the year. Despite assurances from DENI about anonymity for schools, Governors and members of staff have concerns about how levels may be used as comparative data for performance against other schools. The process is not consistent in all schools. Recent benchmarking publications from DENI calculating an estimate NI average as % could only be based on 18% returns from NI Primary Schools. Staff will await direction from their Union as to how to proceed in the CEA levelling process (2016-17).

Statutory Assessment 2016-17/ICT Target setting Key Stage 1 & 2					
LEVEL	1	2	3	4	5
KS1	14%	86%			
KS2		10%	8%	70%	12%
Assessment of ICT is a statutory requirement from 2016-2017. Members of staff will be supported by the ICT coordinators to collate evidence of ICT Tasks and class activities appropriate to each child's level of attainment.					

Statutory Assessment 2016-17 ICT Target setting Key Stage 1 & 2					
LEVEL	1	2	3	4	5
KS1	14%	86%			
KS2		10%	8%	70%	12%
Assessment of ICT is a statutory requirement from 2016-2017. Members of staff will be supported by the ICT coordinators to collate evidence of ICT Tasks and class activities appropriate to each child's level of attainment.					

Pupil Attendance 2013-14	2014-15	2015-16
95.2%	96%	96%
Target 2016-17:	Maintain	96%

Section 7 points c & d refer to attached documentation.

Appendix 3 - Evaluations for Action Plans 2015 -2016

Appendix 4 - Action plans for 2016-2017 which define the outcomes and the timescales involved plus expected financial expenditure for Year 2 & Year 3 SDP Priorities

Section 7 (e) – Further to EA Governor Training, Governors have discussed how best to monitor, review and evaluate progress made against the School Development Plan. Governors fully appreciate the importance of Governance evaluation process outlined in the school mission statement as the school strives to maintain and raise standards of attainment. Together the school will continue the methods in place also using available DE documentation to complete a self-evaluation process.

Each term Governors will monitor closely the progress of the key priorities. This will be enhanced with input from Mrs Crookshanks and co-ordinators who will continue to report to Governors at meetings. Evidence will comprise of evaluations, examples of good practice and analysis of target setting outcomes.

Key areas for development are Literacy, Numeracy, Assessment and ICT.

