Stranmillis Primary School

SCHOOL DEVELOPMENT PLAN

2021 – 2024
(Year 3 Revised 2023-24)

'a quality education in a caring environment'

1. **School Ethos:**

   i. *Our Vision: 'a quality education in a caring environment.'*

   We believe that all the members of our school community are unique and special individuals. Our school will nurture all these individuals in their life-long journey to achieve their full and unique potential. The members of our school community will be empowered to take ownership of their role as citizens of the local and global communities. We will celebrate our self-worth, appreciate our individual talents and achievements and strive to understand and empathise with others. We will embrace diversity and individual difference and demonstrate, through our daily practice and procedures, respect for all. We will all accept our responsibility to ensuring that our vision is transparent in all that we do.

   ii. *Our Aim:*

   All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the Primary Curriculum (NI).

   iii. *In our school we will:*

   - maintain high expectations for all members of our school community;
   - cater for the needs of individual children from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
   - facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
   - create and maintain an exciting and stimulating learning environment;
   - ensure that each child's education has continuity and progression;
   - ensure that there is a match between the child and the tasks he/she is asked to perform;
   - provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
   - ensure that the health and well-being of pupils and staff is a priority;
   - ensure that all members of staff are involved in the leadership of our school community;
   - continually monitor and evaluate the quality of teaching and learning in order to enable us to identify appropriate priorities for our ongoing development;
   - recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process; and
   - treat everyone in a dignified way;

iv. In our school children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;

- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;

- be happy, cheerful and well balanced;

- be enthusiastic and eager to put their best into all activities;

- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;

- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;

- care for and take pride in their school;

- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;

- be developing non-sexist and non-racist attitudes;

- know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, and handling data;

- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;

- be developing an enquiring mind and scientific approach to problems;

- have an opportunity to solve problems using technological skills;

- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;

- be confident and competent in the use of Information and Communication Technologies (ICT);

- know about the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;

- have some knowledge of the beliefs of the major world religions;

- be developing agility, physical co-ordination and confidence in and through movement; and

- know how to apply the basic principles of health, hygiene and safety.

v. Evaluation of our School Ethos:

There is ample evidence that our desired ethos as set out above pervades all areas of school life; this includes:

- The high standards achieved by the children as evidenced in a variety of curricular observations and evaluations, PTE and PTM test results etc.
- The continued and significant improvements made by those pupils identified as underachieving.
- The very high percentage of pupils receiving learning support who are achieving their expected level and above in Literacy and Numeracy.
- The number of children who through intervention & support with social, emotional & behavioural issues continue to achieve their expected potential.
- Formal and informal feedback from parents, pupils, and staff regarding their experience at Stranmillis PS.

Suggestions from staff, pupils and parents have guided the identification of development priorities outlined in section 14 of this plan.

2. Learning, Teaching and Assessment

i. Learning and Teaching:

As set out more fully in our Learning & Teaching Policy, we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. In order to achieve this, we will endeavour to:

- ensure that the tasks provided for the children are appropriately challenging in line with their abilities;
- provide regular opportunities for the children to work individually, in groups and as a class;
- develop the children's thinking skills and abilities to work independently and co-operatively;
- provide frequent and regular opportunities for active learning, including learning outdoors;
- create and sustain a stimulating learning environment;
- acquire, maintain and utilise appropriate high quality resources to support learning and teaching; and
- consistently monitor and evaluate provision and provide regular feedback at all levels, in order to ensure consistent high quality learning and teaching experiences within and across all year groups.

ii. Assessment:

We believe that assessment is an integral part of the learning and teaching process. It provides information with which to evaluate pupil strengths and weaknesses and the effectiveness of learning and teaching. It is then used to inform curriculum planning, the setting of children's targets and the provision of resources. A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually.

The assessment procedures used at Stranmillis are set out in our Assessment Policy. Currently we make use of:

- PTE and PTM tests;
- CAT tests;
- Diagnostic tests administered by LSC;
- regular curriculum marking; and
- teacher observations.

The variety of data generated from these assessments is used by teachers, individually, in year groups and as a whole school to:

- identify strengths and priorities for development;
- identify and provide for children who may be underachieving; and
- identify specific areas in children's understanding that need to be further developed.

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iii.   Evaluation of learning, teaching and assessment:

The available evidence, both quantitative and qualitative, supports our belief that our children are provided with quality learning experiences that lead to a consistently high level of pupil achievement. Based on this evidence governors and teachers have also identified several priorities for further development, set out in section 15 of this document.

The following is a summary of our evaluation of the evidence.

- The PTE and PTM data show that our children are achieving standards in both literacy and numeracy that are significantly higher than the national average.
- Underachievement in Literacy & Numeracy has once again been significantly reduced from January 2023, when reviewed taking into account new CAT data, to May 2023 (22% reduced to 6%).
- The PTE and PTM data show that underachievement is very significantly lower than the expected national average of 25% and in fact a large majority of pupils are overachieving in both literacy and numeracy.
- 95% of our year 7 pupils secured a place in a grammar school.
- Targets set for the children's achievements in underachievement action plans and IEPs are consistently met.
- A range of observations, team and area of learning coordinator evaluations highlighted significant strengths in the quality of teaching and learning.
- Staff evaluation of qualitative and quantitative evidence highlighted areas for further development.

3. SEN

As a school committed to developing all our pupils in a holistic manner, we recognise that all pupils are unique and develop at varying rates. We aim to cater for all these individuals, including the most able and those who are experiencing social, emotional, behavioural, physical or learning difficulties. We have high expectations of all our pupils and a determination that each child will achieve to his / her full potential, and that any barriers to learning will be identified and overcome. The arrangements for addressing special educational needs are set out in our Special Needs Policy. In particular:

- We aim to identify as early as possible, children who are experiencing difficulties with their learning. Such early identification of need will be achieved through a mix of teacher judgement and diagnostic assessment.
- We recognise that all teachers have a collective responsibility for the special needs of our pupils.
- The LSC will liaise with and support the class teachers in the development and implementation of Individual Education Plans and to ensure that each child follows an agreed programme of work designed to address his or her educational needs.
- The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified.
- The Principal, LSC and SLT will ensure the provision of appropriate staff training and professional development to raise staff capacity to meet the needs of the children.

Currently SEN provision includes:
- the development of IEPs and group EPs;
- differentiation of work within the class;
- withdrawal support for targeted children, provided by our LSC and an additional teacher x1 day weekly;
- withdrawal support for individual children displaying emotional and social anxieties, provided by our LSC;
- access to a fully equipped sensory lounge for those children who benefit from sensory input with the support of a classroom assistant or our LSC;
- withdrawal support provided by specialist peripatetic and outreach teachers;
- Reading Partnerships, provided by trained classroom assistants;
- Reading and Numeracy support provided by adult volunteers, and
- the identification of and support for those children deemed to be under-achieving.

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SEN Evaluation 2022-23

This year we were fortunate to have additional SEN budget from March 2022-23 to further implement the SEND Act. We were able to employ an extra Learning Support teacher for 3 days per week until September -March and 2 days March-June. The Engage Programme and Counselling ran from September to March (2x 1 day per week)

Additional support has included: Literacy withdrawal, Numeracy withdrawal, Reading Partnership, P7 Reading Buddies, The Engage Programme, Lexia, Mathletics and Counselling Service.

Support has aimed to meet both learning and emotional needs.

Our SEN provision was outlined to the Board of G

Registers	Number of Children
The SEN Register - children receiving school-based support plus external provision.	30
Statemented Children with CA	17 (Statement requested for a further 4 children 2x Nursery and 2x P1)
Reasonable Adjustment Register	130

Internal Provision	Number of Children	
Literacy support including literacy booster groups	39	57 TOTAL
Numeracy including maths booster groups	18	
Reading Partnership	37	
P7 Reading Buddies	16 (P2 -P4)	
Adult Volunteers	9 Reading P3 4 Numeracy P4	
Lexia	65 Licences	
Mathletics	160 Licences including all P4 and P5	
Nurture Support	7	
The Engage Programme	28 including Relax Kids for Nursery, P1 and P6 children	
Counselling- Art	14 received 8 weekly sessions 1 x 16 weeks	

External Provision (children on the SEN Reg)	Number of Children (20)
Harberton Learning Support (MLD)	5
Harberton Behavioural Support	4
Clarawood Behavioural Support	1
RISE (Regional Integrated Support for Education)	8
Literacy Support Service	1 (waiting list)
Language and Communication service	1
Early Years Inclusion Service (EYIS)-	2

Staff Development Training

- The Role of the Classroom Assistant and the new SEND Framework, 25thAugust 2022.
- Dissemination of PLP training to teachers and further training of 1 teacher.
- Calm Plan Training for all teachers – 6th March 2023.
- Boundaries, Routines and Expectations – 24th April, 2023 (1hr) (Educational Psychology)
- Follow up session with Classroom Assistants 26th April, 2023 (2hrs), including discussion on the six stages of crisis and sharing of good practice in positive behaviour management, expectations and boundaries.

Withdrawal support sessions in Year groups including children on IEPS and Booster Targets

P1	November	January	March	June
Literacy Support	2	7	6 (3 off 2 on)	6
Nurture	2	1	1	1

P2	Sept	Nov	Jan	June
Literacy Support	7	9 + Group of 4 (Nov-March)	9 (2 off 2 on)	7

Booster Groups

Year Group	Pupils who no longer receive support	Pupils Remaining	Total
P1	3	4	7
P2	4	6	10
P3	7	3	10
P4	8	1	9
P5	5	2	7
P6	1	1	2
P7	1		1
Total	**29**	**17**	**46**

Data Analysis using PTE/PTM

P3 LITERACY PTE 23	% National average SS 89-111		NUMERACY PTM 23	% National average SS 89-111	% Below National Average >89
Literacy Support (6)	100%		Numeracy Support (4)	50%	50%

Data Analysis using PTE/PTM/CAT

P4 LITERACY PTE 23	% Progress Expected-Higher	% Achieving potential/ Higher Than Expected		NUMERACY PTM 23	% Progress Expected-Higher progress	% Achieving potential
Literacy Support (2)	100%	100%		Numeracy Support (11) 1 new	90%	82%

P5 LITERACY PTE 23	% Progress Expected- Much Higher	% Achieving potential		NUMERACY PTM 23	% Progress Expected- Higher progress	% Achieving potential
Literacy Support (2)	100%	100%		Numeracy Support (3)	100%	100%

P6 LITERACY PTE 23	% Progress Higher	% Achieving potential		NUMERACY PTM 22-23	% Progress Expected- Higher progress	% Achieving Potential
Lit Support (1)	100%	0%		Numeracy Support (3)	67%	100%

P7 Pupils	% Achieved their potential
Pupils with a Statement (4)	75% Numeracy 75% Literacy
Pupils who received Literacy Support P1-P7 (10)	90%
Pupils who received Numeracy Support P1-P7 (8)	100%

Harberton Learning 2x per week

LITERACY PTE	% National average SS 89-111	% Below Average >89		% Progress Much Lower	% Much lower than expected
P3 2 Pupils	50%	50% *	P4 3 pupils (1 new)	100% *	100% *

*Consideration will need to be given how to best support these children. P4 - I child has a Statement, and 1 child came from another school this year and she meets criteria for the Literacy Support Service. The P3 child is also on the waiting list for the Literacy Support Service.

Nurture Support

Supporting children's mental health and their emotional well-being continues to ensure pupils are ready and able to learn in the classroom. Our children have had to cope with an increasing number of pressures and throughout the year and 7 children have attended short term Nurture support 1:1 sessions.

The Sensory Lounge

The Sensory Lounge continues to play a vital role in the nurturing process, it is used to calm children first thing in the morning, as a 'safe place' for de-escalation and as a time for relaxation and enjoyment.
Classroom Assistants play a key role in using the room, not only with Statemented children but others that would benefit from their class or year group.

The Counselling Service

Counselling through art therapy continued in school one day per week from September to March 2023

- 14 children received 8 weekly sessions
- 1 child received 16 weeks support
- 5 drop in sessions

Primary	P1	P2	P3	P4	P5	P6	P7	Drop in
Children receiving counselling	2	2		4	2	2	2	5 sessions

The SEN Register

There are currently 30 children on the SEN Register (6.4% of the school population) including:
- 16 children with Statements (4 Statements have been requested).
- 2 children will be moving to Post Primary in September, we will have 18 Statemented.
- There were 48 children on the SEN Register in September- 10.3% of the total school population a 3.9% reduction
- Implications of SEN framework means that most children are receiving literacy and numeracy support through booster groups, including 57 pupils receiving literacy/ numeracy support.

Reading Partnership

Reading Partnership has had a considerable impact on 37 children P3-P7 and their progress and reading outcomes. Classroom Assistants spend quality time reading 1:1 with children often taking time to question them about the text.

PTE 22-23	% Lower/Much Lower progress	% Expected/Higher/Much Higher progress
Reading Partnership 24 Pupils P4-P7	16%	84%

Lexia

We continue to use the 65 Lexia licences to target low achievement, under achievement and gifted and talented children.

Currently: YLM (Year Level Material)

	Below YLM	In YLM	Above YLM
Sept 2022	52%	47%	2%
May 2023	11%	72%	17%

Children have achieved 178 certificates for completing a Level this year, that's a great accomplishment!

Mathletics 2022-23   We have licenses for 160 pupils for Mathletics, including all P4 and P5.

Year Group	Activity Points	Live Points	Total Points	CERTIFICATES Bronze	Silver	Gold
P3	22200	418	24688	7	1	0
P4 Class	950150	40920	994380	345	52	4
P5 Class	804920	174642	985562	277	31	0
P6	429710	205981	635691	225	40	5
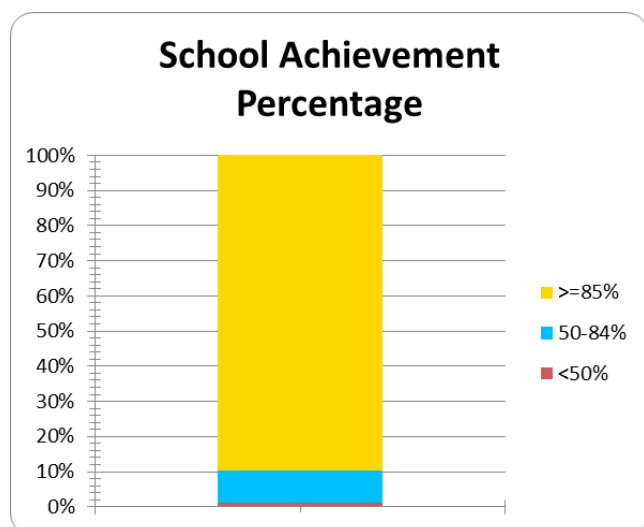
Average Completed Activities Per Student	
Average Per Student	**128**
Total Completed Activities	20,236

Average Time Online Per Student	
Average Per Student	**13h 36m**
Total Time Online	2149h 5m

IEPs/ PLPs

- We piloted PLPs for 2 pupils in Term 1 and a further 5 pupils in Term 2
- Two IEPs were written this year in line with PLPs
- There were 133 targets in the Terms 1 and 2.
- 68% were achieved and 32% were ongoing

The Engage II Programme

Funding for the Engage Programme continued this year, and allocation for Nursery was included. Greater flexibility with how the money could be spent has meant that more children benefitted from the programme.

Support included:

- Relax Kids – Nursery, P1 and P6.

- Emotional wellbeing support- 28 children.

Challenges and Next Steps

Children presenting with significant and complex interaction of needs including Social, Behavioural, Emotional and Well-being difficulties

Often children arrive at Nursery and P1 with no diagnosis or support in place and our challenge is meeting these individual and often significant and complex interaction of needs in mainstream classes of 30.

We must respond to the needs of the child and the rest of the class by being creative and flexible in our approach. For example, using current adult provision and additional resources and making changes to the school environment. We will consider the use of a calm tent in the P1 and P2 classrooms.

Balancing learning and emotional needs

Children only learn when they are happy, and we have placed a huge effort to support individual emotional needs through Nurture support sessions, Healthy Happy Minds- Art Therapy and the Engage programme. Funding for these programmes is no longer available but the needs remain.

Sensory Circuits

We have trialled sensory circuits in P1 with a tub of resources and ideas for Alerting, Organising and Calming activities, that can easily be used outside. We would like to develop this to extend to other year groups.

Addressing Underachievement: 2022/23

In September 2022, thirty-four children were identified as underachieving in Maths or English. Sixteen children were underachieving in English, and eighteen children were underachieving in Maths. Each class teacher wrote an underachievement action plan for the children in their class. These action plans were reviewed in January 2023. In the reviews, some children were no longer achieving as they had met their targets, whereas several children were added to the underachievement register because of the P4 CAT tests in January 2023. As of January 2023, nineteen children were underachieving in English, and thirty-three children were underachieving in Maths. A total of 52 pupils which is 22% of P4-P7.

The children were identified as under achieving based on their standardised tests scores in English (PTE) and Maths (PTM). These scores were compared with their CAT scores.

Data for Years 4-7:

P4 – P7	Jan 2023	June 2023	Difference +/-
Total % of Pupils Underachieving	22%	6%	- 16%
% of Pupils Underachieving in Literacy	8%	2%	- 6%
% of pupils Underachieving in Numeracy	14%	4%	- 10%

Of the fifty-two children identified as underachieving in January 2023, thirty-eight children are no longer underachieving, and fourteen children are still underachieving. This is 6% of the pupils in Years 4-7, a decrease of 16% since January 2023.

Data for each year group in Numeracy and Literacy:

Year Group	Percentage of Pupils in Each Year Group Underachieving – January 2023	Percentage of Pupils in Each Year Group Underachieving - June 2023	Difference
4	56%	16%	- 40%
5	9%	0%	- 9%
6	16%	5%	- 11%
7	12%	3%	- 9%

There has been a decrease in underachievement in all year groups, and in both numeracy in literacy. The number of children in P4 underachieving in maths reduced from twenty-five children to seven children, there are no pupils underachieving in P5, and the number of children underachieving in both P6 and P7 is 5% or lower. These are very pleasing results and are a testament to the hard work of our staff, the application of our pupils, and the considerable level of support put into classes to address underachievement.

4. Pastoral Care

i. The *policies and procedures* relating to the health and well being of children at Stranmillis are set out in the following policy documents:

- Behaviour Policy;
- Drugs Education Policy;
- Health and Safety Policy;
- Health Education Policy;
- Pupil Supervision Policy;
- Child Protection Policy and Staff Code of Conduct; and
- Anti-Bullying Policy.

ii. Evaluation of Pastoral Care:

The quality of provision for the pastoral care, health and well-being of our pupils is consistently very high. Pupil teacher relationships are observed by the Principal to be very good. Many parents have taken the opportunity to comment on the quality of these relationships and the extent to which teachers go to ensure the safety, happiness, and educational progress of the children.

As a school community our continued focus on promoting a school value each month and the five ways to well-being is equipping pupils with the tools and strategies to understand and support their own well-being.

Several children have been identified by parents or teachers as displaying signs of anxiety. Some pupils have benefitted from 1 to 1 support from the LSC. 28 pupils were supported with emotional and social issues through The Engage Programme and 20 pupils received counselling delivered by a play therapist through funding from the Healthy Happy Minds project.

Feedback from pupils has shown they value these sessions greatly in providing a comfortable space to talk and learn strategies to deal with their difficult emotions. Parents have also reported very positive outcomes from this support.

5. Attendance

Excellent pupil attendance is promoted at Stranmillis. In the 2022/23 academic year, the attendance percentage for the school was 94.4%. This is the lowest attendance in the last 10 years & is a pattern seen across schools in Northern Ireland post covid. A significant number of absences were recorded as unauthorised due to holidays taken during term time. This will be addressed in 2023/20204 through the Well Being action plan.

6. **Staff attendance, health and well-being**

Staff attendance is managed by the full implementation of the staff attendance policy. The attendance of nearly all staff is excellent. Staff health and well-being is promoted through the implementation of all school policies, in particular the health and safety, attendance, pastoral care and safeguarding policies. Moreover, flexibility and good-will are demonstrated by both leadership and staff.

7. Professional Development

Currently the quality of teaching within the school is consistently good or better. All staff avail of high-quality staff development through PRSD, curriculum review meetings, school based INSET, and external INSET. In addition, the management structure for our school is based around a team approach which encourages and provides opportunities for all teachers to be involved in providing leadership, monitoring and evaluating provision, identifying priorities, and planning and leading curriculum development sessions. Within our action plans this year we will be providing continued opportunities for professional development through Learning Hubs and the sharing of good practice through peer observations within the school.

In October 2017, the Education and Training Inspectorate reported, *"There is a strategic and systematic approach to school improvement. This important work is built upon the professional development of the teachers to use effectively a range of data, provide skilful observations of learning, and share in-depth evaluations of the quality of the children's work, which lead to the identification of priorities for further improvement. There is an agreed focus placed on effective classroom practice; the staff engage appropriately as a team to set challenging targets, monitor the differentiated planning, measure progress and secure further improvements in the children's learning."*

8. Parents and the Community

The partnership between home and school is recognised as being centrally important to the life and work of the school. Effective communications between home and school are therefore given a high priority. This includes:

- year group curriculum meetings in September;
- formal parent teacher consultation meetings in October and February;
- an annual written report on children's progress, sent home in June;
- a weekly newsletter & information shared via the school Twitter account;
- a regularly updated school website;
- a texting service used to contact parents at short notice if necessary;
- teachers' school email addresses shared with parents and the facility to communicate through the Seesaw app as mechanisms for direct contact.
- an open-door policy whereby parents can address concerns to the Principal or arrange to meet with their child's class teacher.

In addition, parents contribute in many ways to the life of the school by speaking to children in particular classes, assisting on school trips, acting as classroom assistants and through the ongoing work of the Parent Teacher Association.

Excellent links exist with the local and wider community. This is encouraged through, for example:

- the involvement of the local churches in school assemblies;
- the opportunities extended to local groups and businesses to place notices in our weekly newsletter;
- the opportunities for our school choir and other musical groups to 'perform' in church services and other local events;
- ongoing sporting and curricular links between our school and other schools;
- use of local amenities to enhance children's learning opportunities and experiences (The PEC, The Boat Club, The Mary Peters Track, Stranmillis College Drama Theatre, The Ulster Museum, Lagan Meadows, The YMCA Playing Fields)
- the involvement of local business partners in the 'Time to Read' project;
- on-going links with Social Services, Harberton School, Oakwood Assessment Centre and the EA Peripatetic Service; and
- rental of our building to various local community groups to facilitate activities.

9. ICT

Every classroom, including the nursery unit is equipped with an interactive touchscreen. These are used effectively by the teachers and the children to make use of the most up to date and relevant resources to make learning exciting, fun and challenging.

The Computer Suite consists of 31 computers, allowing every child the facility to work on his/her own computer. In addition to this each classroom has at least 1 computer, 2 laptop computers and 10 iPads to support learning within the children's own classrooms. Children have good opportunities to use the ICT resources for a variety of purposes such as research and communication.

A regularly updated and effectively managed school website is used to keep parents and other interested parties well informed regarding the life and work of the school. This resource is widely used resulting in numerous enquiries from potential parents and colleagues from schools across the world.

All assessment results are entered on Assessment Management

Evaluation of ICT provision:

- Using the updated task overview, all year groups identified the Desirable Features for each task and the appropriate level of progression.
- There is evidence of the Es being covered in each Year group with Exchange being covered predominantly by P4 – P7.
- All the Desirable Features are being covered across each KS with appropriate levels of progression identified in planning overviews
- All year groups have provided evidence on both the network and google drive which demonstrates work on PCs, iPads & e-Safety Activities. These take the form of examples of work, presentations, and photographic evidence
- A staff development session took place to agree a consistent and progressive approach to the teaching and learning of ICT
- ICT expectations were discussed, and agreements drawn up firstly as Key stages and then as a whole staff.
- A whole school ICT pilot agreement was created to be reviewed 2024.
- Two staff development sessions were led by Stuart Montgomery on the use of Promethean.
- New resources were acquired:
  - ✓ 47 iPads
  - ✓ 65 Cases (to include replacements)
  - ✓ 5 lightning cables
  - ✓ 4 power adaptors
  - ✓
- Seesaw continues to be used as a successful home school communication tool and foe classroom activities.
- E Safety is now included in Planning for ICT.
- School participated in Internet Safety Day
- A Coding programme was delivered to P5 by an external agency through links with a parent.

Recommendations

- Embed the use of touch panels for teaching and learning into daily classroom practice – continued focus to included sharing good practice sessions
- Pupil voice on use of Panels
- Review of Pilot agreement document created in 2024
- Complete ICT Policy
- Expand coding opportunities
- Online safety Staff training/Update Online policy

School Finances

| | Financial Year | | |
	2023/2024	2024/25	2025/26
Total Budget	1,376,309	1,379,376	1,384,639
Total Planned Expenditure	-1,420,367	-1,431,343	-1,450,441
In Year Underspend/Overspend	-44,058	-51,967	-65,802
Carry Over from Previous Year	52,302	8,244	-43,723
Closing Cumulative Surplus/Deficit	8,244	-43,723	-109,526

Additionally:

- the current PTA project is seeking to raise £25,000 (over three years) to fund an outdoor classroom in the playground to the side of the Nursery; £15,000 has been donated so far.

- £5,000 has been set aside from Private Funds for resources for; ICT, Professional Development of all staff & Wellbeing which are the priorities identified for development.

- £8,000 has been set aside to refurbish the library, music room, resource room & foyer to provide much needed teaching & learning space & to enhance the aesthetic appearance of the school building.

- the Educational Trust Fund, consisting of voluntary donations from parents, is estimated to provide an additional £7,000 to purchase reading material & support priorities identified in the School Development Plan in Numeracy.

- Renting of premises has increased from £10 to £20 per hour to meet some of the huge increase in utility costs. This will be reviewed with governors in line with EA guidance. This will raise approximately £15,000 in income should all the organisations continue to avail of our premises. From September 2023 the Chinese School no longer use Stranmillis PS as the numbers have grown to an extent where there isn't the capacity to accommodate all the pupils.

10. **Challenges and Opportunities**

Challenges:

The school faces several challenges in ensuring that all our children continue to experience high quality educational experiences. These include:

a) implementing a curriculum which supports pupils who continue to display signs of emotional, academic, physical and social disadvantage due to a disrupted experience of education resulting from a pandemic.

b) sustaining the excellent provision in addressing apparent under-achievement.

c) sustaining the current high level of SEN support whilst supporting the hugely increased number of pupils presenting with significant emotional issues.

d) mentoring and support of 4 newly appointed staff ensuring there are many high-quality professional development opportunities provided leading to high quality teaching and learning provision in their classrooms.

Opportunities:

There are numerous opportunities available to the school over the lifetime of this development plan, including:

a) opportunities to share more widely the very good practice observed across all year groups;

b) harnessing the significant developments that took place in response to the pandemic, in particular in the use of technology to enhance learning and in effective communication and the use of the outdoor environment for learning.

c) our link with Gilnahirk PS & local schools, and the opportunities these provide for reflecting upon and sharing good practice;

d) the embedding of PRSD to further enhance staff expertise and collegiality;

e) the opportunities presented by our management structure for all staff to be centrally and significantly involved in curriculum leadership; and especially

f) harnessing the unique skills, talents and experience of new staff to enhance the broad curriculum in place.

g) the continuing professionalism, expertise and commitment of our teaching and non-teaching staff.

11. Consultation arrangements

This development plan has been the result of wide-ranging consultation; this has included:

- On-going discussions with our school council and a whole school pupil survey. Not only has this supported our observations that pupils are well-settled and happy in school, but the children have made mature suggestions regarding ways in which our school could be even better; several of these ideas will be implemented during the life of this plan.

- Parents were asked to respond to a questionnaire on their experiences of remote learning.

- All members of staff were invited to respond to a questionnaire on the life and work of the school.

- Staff and governors analysed a range of performance data and curricular observations, identifying several areas for development.

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12. **VISION**

At Stranmillis Primary School:

- Each child will be engaging in learning, across all areas of the curriculum, which is appropriately challenging & which engages his/her interests.

- The development of each child in all areas of his / her life, including the academic, physical, social & emotional, will be at the centre of all our work.

- The family ethos, where children are nurtured and feel valued will be maintained.

- All members of staff will feel valued and will be leading and directing school development confidently rather than by response to external pressures.

- Across all areas of learning a clearly articulated, common and consistent understanding of effective pedagogy will have been agreed.

- Teachers, within agreed trusted colleague networks, will be supporting and challenging each other by:
  - ✓ identifying their own strengths;
  - ✓ sharing good practice;
  - ✓ identifying their own development needs; and
  - ✓ continuing to learn from the strengths of colleagues within and beyond Stranmillis.

- New members of staff will be supported and integrated into the team, adopting successfully the 'Stranmillis Pedagogy.'

- The effective use of technology will be an integral part of the learning process.

13. Development Priorities

2023/24	2024/25
1.Professional Development	**1.Professional Development**

The Principal & Vice Principal will facilitate a programme which focuses on developing outstanding pedagogy. This will dedicate space & time for teachers to explore outstanding teaching and learning & to reflect on their own practice in line with the learning.
Continue to use the Learning Hub model to facilitate professional development within school linked to the school development priorities.
 	
During the year teachers will have the opportunity to engage in:
• 7 facilitated sessions to explore highly effective pedagogy.
• A follow up session to each of the above in Learning Hubs to:
   o discuss learning.
   o read relevant research documents.
   o plan change in their own practice because of the learning.
• Sharing changes to their own practice & the impact this has had on pupil learning.
• Sharing learning from active research & educational papers.
• Peer observations of improved practice.
Learning Hubs:
• Will be a platform for teachers to participate in professional dialogue stimulated by what is shared & identification of outstanding pedagogy.
• Have an identified person responsible for coordinating the hub activities.
• Have their own Seesaw Classroom for sharing of examples of high-quality learning experiences for pupils, resources, research, etc.
• Will build in *two sessions* of direct classroom observation for each member, 1 in term 1 & 1 in term 2 followed by professional discussion on what was observed & the impact on pupil progress.
Develop link with Gilnahirk PS
• Session for staff from both schools to meet informally & discuss how we might work together for improvement.
• VP in both schools to continue contact to plan a programme of development.
• VPs will investigate the possibility of a link with a school in Liverpool through Liverpool Hope University.
Classroom Assistant Professional Development:
Provide professional development opportunities for all classroom assistants:
• Provide a facilitated CPD session once each half term based on needs identified by assistants & SLT or priorities in the SDP.
• Deliver a session on effective use of the sensory room to meet individual pupils' needs. Clarify and discuss expectations and the qualities and characteristics of effective practice.
• Calm Plan training
	Embed the development that took place because of development on pedagogy.
	
	Review the groups in the Learning Hubs and this model of professional development. Update, make changes to the model as appropriate for improvement.
	
	Develop the link with Gilnahirk PS to include staff liaison.

2.UICT
 	
Maximise valuable use of touch panels for teaching and learning in daily classroom practice:
• Research & identify best practice in use of touch panels to:
   i. Teach across the curriculum e.g., online, apps, promethean resources, interactive resources to introduce new learning.
   ii. Facilitate learning e.g., through interactive activities, use of apps showcasing pupil work.
   iii. Enable pupils to use this technology independently engaging in activities that enhance their learning.
Maximise effective use of touch panels to support daily classroom management:
• Research & identify best practice in use of touch panels to:
   i. Engage pupils in learning.
   ii. Promote positive behaviour
   iii. Manage administration tasks
Embed the use of iPads in teaching and learning in daily classroom practice
• Review how effectively current iPad activities promote high quality learning.
• Improve on the activities in planning.
• Each year group to explore a new app to support teaching & learning.
Expand opportunities for coding across all year groups:
• Identify coding opportunities each term in planning.
• Investigate the possibility of external bodies supporting the development of coding.
Review UICT Agreement & agree final draft.
• Whole staff review what has been implemented in pilot agreement
• What is best practice to be retained?
• What amendments are required ensuring that the agreement fulfils all requirements from the ICT curriculum.
Staff awareness raising sessions in:
• Effective use of touch panels to support high quality teaching & learning experiences for pupils.
• Effective use of touch panels to support classroom management & teacher administration.
• Effective use of iPad apps ensuring planned activities provide high quality learning opportunities.
• Online safety.
Sharing of best practice:
• The integration of touch panels in everyday education to promote learning & support classroom management.
• High quality learning facilitated through apps.
	2. UICT
	
	Embed use of touch panels in teaching & learning & support of classroom management.
	
	Review use of iPad apps to enhance learning opportunities.
	
	Complete ICT Policy to include:
	• Final UCIT agreement
	• Online conduct
	
	Use of AI in schools

3.Wellbeing **Keep pupil and staff wellbeing and mental health at the fore of all teaching and learning in school:** • Provision of whole school Wellbeing lessons and resources as we continue to support children in developing strategies to care for their emotional needs. • Supporting pupils academically, socially and emotionally in dealing with wellbeing issues. **School Ethos & Values:** • Continue to promote our school values with a focus on a different one each month and encouraging the school community to keep these at the heart of how they interact and communicate with each other. **Embed the '5 Ways to Wellbeing' initiative:** • Whole school emphasis on 1 way each half term. • Focus on learning BSL throughout the school & continuing this beyond the half term. • In consultation with the School Council identify an aspect of 'Giving' for whole school focus. • 1 afternoon per half term to be set aside for a specific wellbeing activity linked to the focus for that term where children mix across the school. • 1 afternoon per half term for a focus on staff wellbeing.	**3.Wellbeing** Review resources and approach to wellbeing. Write a wellbeing policy.
5.SEN- Maintenance Plan • Continue to work towards implementation of SEND; raising awareness of PLPs and their impact on practice. • Balance learning & emotional needs. Seek new ways to support individual emotional needs which continue to be significant, after the loss of funding from The Healthy, Happy Minds & Engage programmes. • Respond to the needs of children presenting with significant and complex interaction of needs including Social, Behavioural, Emotional and Well-being difficulties. • Extend the use of 'Sensory Circuit Tubs' to other year groups.	

Priorities 2023/24 Stranmillis Nursery
Year 3

Based on the evaluation and school development plan –
Links with parents

- Create a workshop encouraging early maths at home
- Continue to Build a bank of resources for borrowing
- Based on findings of questionnaire address the areas to reflect upon/change etc.
- Look at the development of technology and how it can be used to pass on information to parents/p1.
- Consider how we know that our policies, procedures, and intervention ensure that the learning needs of every child in our setting are identified as early as possible and barriers to progress are reduced.

Learning and teaching

- Staff will reflect on our planned activities to see if they promote the development of all aspects of learning and if we are using our indoor/outdoor space to the maximum potential to enhance learning.
- How well are we developing the children's physical skills – fine and gross motor?
- Evaluate how we as staff are actively involving the children and parents in the life of the setting and what we can do to make the year inclusive to all and celebrate achievements.
- Assess the usefulness of the information we provide to parents at interviews and send a short questionnaire asking parents what they expect to know/find about. See self-evaluation from last year. How can our information sharing process be improved so its effective to help parents be partners with school in their child's education?
- Consider changes in technology and how we can use it as an assessment /recording tool or to add to play and learning in class.
- Look at how we include the children's ideas and interests in our planning process.

Staff development

- Training for staff and time to build upon the adult's interactions and engagement with the children to promote their language and thinking.
- Consider if we are developing the children's independence, confidence and decision making.

Building/resources

- Improve role play resources
- Look for visitors that enhance the children's creative side – use of parent's talents
- Assess the safety of equipment and need for replacing any resources

Environment

- Create a more creative learning environment outdoors
- Consider the opportunities provided to develop the children's scientific skills and knowledge of the world around them

ACTION PLANS

Priority Areas

(Professional Development, UCIT, Wellbeing)

STRANMILLIS PRIMARY SCHOOL

Action Plan for: Professional Development   **Issue & Focus:** Developing an Understanding of Outstanding Pedagogy   **2023 24**

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success criteria**	**Time**	**Staff**	**Resources**

All teachers are involved actively in curricular leadership through their work as members of the curriculum team.
 	
All teachers have been part of a school-based Learning Hub of 4 with an agreed focus for development based on priorities identified in the SDP for the past 2 years.
 	
All teachers have participated in a range of sharing good practice sessions and curriculum-based developments in Learning Hubs and whole school sessions.
 	
All teachers have observed indoor or outdoor learning and been observed by their peers and members of SLT
 	
A significant turnover in staff has taken place due to retirement. 4 teachers joined our team in September 2023 & 4 over the past 2 years.
	To promote an ethos which nurtures teachers as learners both within and beyond our school.
	
	To improve outcomes of pupils through provision of good to outstanding teaching which deepens the learning for all.
	
	To have an agreed & shared understanding of outstanding teaching & learning which positively impacts on pupil progress.
	
	To increase teachers' awareness of effective pedagogy and best practice to improve pupil outcomes
	
	To facilitate professional discussions where teachers reflect on their practice and support and challenge each other to progress.
	
	To give teachers a platform where they can learn from each other, ask questions, and celebrate successes.
	
	To support and challenge teachers to engage in professional development which is action and research based.
		LW & PA to facilitate a professional development programme across the year which provides the opportunity for reflection, discussion & agreement on highly effective pedagogy.
		
		1. Initial whole staff meeting to share & agree the aims & schedule for the programme.
		
		2. 7 facilitated sessions to discuss & gain a shared understanding of effective pedagogy
		   • What is pedagogy?
		   • What does an outstanding lesson look like?
		   • Challenge & engagement
		   • Questioning
		   • Assessment & feedback
		   • Differentiation
		
		3. Teachers to be provided with 4 directed time sessions to meet in the Learning Hubs to reflect on practice & learning from facilitated sessions.
		
		4. Teachers to use directed time, although not exclusively, for some scheduled development time to implement & evaluate the programme.
		
		5. All staff to meet and evaluate the effectiveness of the programme.
		
		6. Learning Hub classrooms to be amended on Seesaw for teachers to share ideas, ask questions and celebrate successes. Each Hub to have a coordinator.
		
		7. Each teacher to engage in observations in the Hub, 1 opportunity to observe best practice & 1 to be observed in terms 1 & 2.
			Questions to consider in May:
			
			Do classroom observations of teaching and learning show that children are engaging in challenging and stimulating activities, aimed at deepening the learning?
			
			Are teachers able to demonstrate a clear understanding of what makes teaching effective?
			
			To what extent do Learning Hub team reports give evidence of improved pedagogy, approaches to teaching and learning, or structures?
			
			How has the practice of individual teachers changed due to this professional development?
			
			Does practice across the school reflect the agreement on highly effective pedagogy?
			
			Does the data and the qualitative evidence gathered show improved pupil outcomes?
				Sept through to April	**Facilitated Sessions**
					LW/PA
					Teachers
					
					Learning Hub Sessions
					Teachers
					Coordinators:
					Hub A – PA
					Hub B – MM
					Hub C – EIC
					Hub D - CR
						12 Directed Time sessions
						
						5 sessions in Term 1
						
						5 sessions in Term 2
						
						2 sessions in Term 3
						
						2 Briefing sessions in Term 3
						For evaluation of programme
						
						Cover for observations

Present position / Baseline	What we want to achieve. / Target	What will we do to achieve the targets? / Actions	How we will know if we are succeeding. / Success criteria	When will it be done? / Time	Who will do it? / Staff	What do we need? / Resources
A link between the principals & vice principals has been established with Gilnahirk PS The staff of both schools have met during a Baker Day icebreaker session at Stranmillis PS	To engage in a link with GPS where we are supported and challenged to lift the ceiling in learning in our school. To establish a professional development network to support & challenge teachers to continue to elevate their practice to improve pupil outcomes.	A programme will be organised throughout the year facilitating a visit for every teacher to the other school to learn about each other's practice.	**Questions to consider in May**: What have you learned from this link to date? How has it impacted on your practice?	Term1 & Term 2	PA to coordinate with GPS	Facilitated through the Thursday timetable
Classroom Assistants CAs participated in 3 professional development sessions, 'Effective Practice as a CA' and 'Dealing with Challenging Behaviours.' These were delivered by the SENCo, Principal & school Educational Psychologist in 2022/23. TAs participated in a session on 'Communication Issues in Autism' delivered by Sp & L therapist Elaine McGreevy in Aug 2023.	To promote an ethos which nurtures classroom assistants as learners both within and beyond our school. To motivate & engage classroom assistants to engage in professional development which raises their practice & so impacts positively on pupil outcomes. To provide professional development which meets the needs of CAs to improve pupil outcomes.	Classroom assistants will have the opportunity to engage in 4 more development sessions throughout 2023/24. 1. Identifying more serious injuries & updated training on using the portable defibrillator – delivered by the Red Cross. 2. Overseeing a healthy, happy playground. 3. Effective use of the sensory room. 4. Reflecting on effective practice for a CA. CAs will meet as a group x1 each half term with the VP.	Is there evidence of high-quality engagement between assistants and pupils during playtime & in the classroom? Do CAs feel confident in recognising more serious injuries? Do Cas feel confident that they clear in how to use the defibrillator? Are pupils appropriately engaged in activities which meet their needs when using the Sensory Lounge with an assistant?	Term 1 Sessions 1 & 2. Term 2 Sessions 3 & 4.	Red Cross Principal Vice Principal SENCo	2 x1hr sessions on Friday mornings in term 1 & 2 x1hr in term 2. Red Cross – deliver session 1 Vice Principal release x1hr to deliver session 2. SENCo/P deliver session 3 SENCo deliver session 4.

STRANMILLIS PRIMARY SCHOOL

Action Plan for: ICT **Issue & Focus:** Maximising the use of touch panels and class iPads for teaching and learning. **2023 24**

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success criteria**	**Time**	**Staff**	**Resources**
Touch panels are used across all classes for lesson delivery, classroom management, sharing work, providing feedback, and collaboration.	1. To equip teachers with the skills and knowledge required to maximise and deepen teaching and learning using the touch panels.	1. Teachers all complete a template to record use of the touch panels in a typical week. 2. ICT team evaluate the responses to determine exact usage of the panels and ways in which they could be utilised more fully. 3. Sharing good practice session in Term 1 to focus on how key features of Promethean the panels are used effectively to deepen learning: *- use of the timer and spinner for classroom mgt. or engagement - saving a series of lessons using the whiteboard app so children can revisit and review learning - use of the whiteboard app to allow children to come up to the board, interact and exhibit their learning on the panel - Use of screen mirroring for assessment, collaboration and showcasing learning/standards* 4. Second sharing good practice session in Term 1 to focus on how apps and websites are used to deepen learning. Share list of apps and website links from Promethean well in advance of the meeting, so teachers have opportunity to explore and test the apps and websites.	*Are teachers using the key features of the Promethean touch panels to engage, assess, manage, and enthuse their pupils?* *Are children learning through a range of interactive and fun apps, and websites, on the touch panels?*	Sept through to April	All staff complete the baseline templates (x2) ICT Team to evaluate responses. All staff to be involved in sharing good practice sessions	Template for responses X2 1-hour meetings for sharing good practice in Term 1 X2 1-hour meetings for sharing good practice in Term 2 Key Stage Meetings
Each class has 10 iPads which are used for Lexia, AR, Mathletics, research, and some creative learning activities.	2. Give children increased opportunities to learn independently using class iPads and develop the range of learning experiences using iPads.	1. Teachers all complete a template to record use of the iPads in a typical week. 2. ICT team evaluate the responses to determine exact usage of the panels and ways in which they could be utilised more fully. 3. Sharing good practice session (x1) in Term 2 to focus on how iPads can allow children to research, create, and exhibit new learning, through apps such as Book Creator, Pic Collage, Keynote and iMovie. 4. Sharing good practice session (x1) in Term 2 to focus on how a year group can pool their iPad stock and use iPads to deepen learning. For example, the use of Kahoot quizzes.	*Are teachers making effective use of the school's iPads by collaborating with colleagues to give children 1:1 or 1:2 iPads to deepen learning?* *Are children researching independently and using iPads to create and exhibit learning?*			
Most classes complete some coding activities using Beebot, Scratch and Minecraft.	3. Develop children's logical thinking skills and creativity through a range of coding tasks.	1. In Key Stages, teachers will share good practice of coding in their meeting in Term 2. 2. In February and April, the ICT team will promote a "coding week" in which classes are encouraged to give children opportunities to code in their ICT lessons and using class iPads. P7 pupils will be used to help in classes and support younger children in their learning.	*Are children developing their logical thinking skills and creativity through coding?*			
A UICT agreement has been completed and is due to be reviewed and finalised in 2023 24.	4. Review and finalise the UICT agreement to ensure children have a breadth and depth of high-quality learning experiences in ICT.	1. ICT Team to monitor evidence x3 in the year to review the agreement and ensure each year group is following the agreement. Feedback to staff at the end of the year and finalise the agreement.				

STRANMILLIS PRIMARY SCHOOL

Action Plan for Wellbeing **Issue & Focus: Promoting and supporting mental health and wellbeing** **Year 2023/24**

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success criteria**	**Time**	**Staff**	**Resources**
The 5 Ways to Wellbeing; connect, be active, keep learning, take notice, and give, have been explicitly taught to pupils for the past 2 years

Activities are scheduled regularly for pupils to actively engage in these ways to wellbeing.

Our 10 school values are embedded in our ethos & are core to developing & maintaining positive relationships & to supporting wellbeing in school.
(Good Manners, Co-operation, Respect, Forgiveness, Honesty, Kindness, Friendship, Patience, Perseverance & Thankfulness) | To infuse the Five Ways to Wellbeing throughout the curriculum.

To make the language of wellbeing part of our weekly repertoire with children.

To explicitly teach P1 pupils the 5 Ways to Wellbeing & role model making this part of daily life.

To provide opportunities for pupils to engage in the steps to wellbeing as a whole school community.

To continue to uphold the school values as a model for all our behaviour and attitudes to others. | Teachers
• Identify to pupils explicitly, on some occasions throughout each week, when they are engaging in one of the ways to wellbeing in their learning.
• Engage in 'Feel Good Friday'
  ✓ pupils will have a task/challenge on Fridays which encourages positive wellbeing.
  ✓ Star pupils awards given for demonstrating our school values or as teachers decide.
  ✓ Star pupils have break with LW.

Assembly
• P1 – P3 make connections to wellbeing in weekly assemblies.
• P4 – P7 make connections e.g., begin the weekly singing practice with a focus on wellbeing e.g., have a short activity which allows children to be active, connect, learn, give, or take notice.
• A whole school focus on one of our values in assembly at the beginning of each month.

Connecting in school
2 classes from a different KS pair up and come together to engage in:
• 1 whole school activity termly which promotes a collective sense of wellbeing.
• 1 or more sessions of wellbeing activities per block. Possible activities detailed in Staff-Curriculum Folder-PDMU | Pupils will be able to identify the 5 Ways to Wellbeing and talk about what part they play in their daily lives.

Pupils will know, demonstrate and be able to talk about our school values

There will be an improvement in pupil wellbeing demonstrated through successful support of pupils identified as having social, emotional & behavioural issues.

Pupils will overwhelmingly state that they are happy & feel cared for in school. | Weekly & monthly assemblies

Throughout each week in everyday teaching & learning.

At least 1 planned wellbeing session where classes mix each half term

1 whole school planned each term.

Questionnaires to be issued in April | Principal

Vice Principal

PDMU Team

staff

School Council

PDMU Coordinator to introduce 'Feel Good Friday' and share implementation of this wellbeing plan. | Dedicated time for School Council to meet

BSL online resource

Wellbeing questionnaire for pupils & staff

Suggestions for Wellbeing activities – PDMU Co-ordinator & team |

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success criteria**	**Time**	**Staff**	**Resources**
Wellbeing forms a significant aspect of PDMU programmes in each year group.		PDMU activities • Provide opportunities for pupils to develop & improve their wellbeing by learning about their emotions & managing them. • Learning outdoors will continue to be a focus in PDMU & across the curriculum. Give & Learning Steps in 5 Ways to Wellbeing Give: • School Council to agree & manage the collection of items for Storehouse & • Choose a charity to raise money & lead this Learn: • All pupils will learn BSL using the Sign Source online resource			Teachers	PDMU learning intentions & activities identified in Connected Learning planners PDMU resources provided by the PDMU team. Allocated time for the School Council to meet monthly BSL online resource
	To put up wellbeing displays throughout the school.	Displays • A new values graphic has been created. Display this in all classrooms and on an outer wall to be clearly seen by all visitors to school. • Wellbeing activities completed by children will be displayed on the notice board in the upper corridor & outside LW's office. • The 5 Steps to wellbeing will be displayed in corridors.				
Staff have an open line of communication with the principal, Vice Principal & SLT Team. The Principal met with each member of teaching staff & The Vice Principal met with each member of the non-teaching staff on 1 occasion last year to discuss their role, career progression and how they feel about their working life in Stranmillis.	To allocate a 1 to 1 session for each member of staff with the Principal or Vice Principal to discuss opportunities and challenges in their roles and their wellbeing.	Staff • Allocate a 1 to 1 session for each member of staff with the principal (teaching staff, secretary & caretaker) or vice principal (Classroom assistants).	Staff will know they have a voice in school, feel informed, supported, and valued.	Term 1/2	Principal/Vice Principal	P- 18 sessions x15mins VP – 18 sessions x15mins
There is no wellbeing policy or agreement on wellbeing.	To produce a wellbeing pilot agreement.	Engage all staff in a discussion to evaluate the effectiveness of this action plan & decide the Wellbeing Pilot Agreement		Term 3	LW & all staff	1 session – Tuesday briefing

ACTION PLANS

Maintenance Plans

(All other Teams)

Nursery Action Plan

Coordinator: J Finney   **Year: 2023/24**

School ethos, Links with Parents, and Pastoral care	Learning and Teaching	Staff development
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
- Create a workshop encouraging early maths at home - Continue to Build a bank of resources for borrowing - Based on findings of questionnaire address the areas to reflect upon/change etc. - Look at the development of technology and how it can be used to pass on information to parents/p1. - Consider how we know that our policies, procedures, and intervention ensure that the learning needs of every child in our setting are identified as early as possible and barriers to progress are reduced.	- Staff will reflect on our planned activities to see if they promote the development of all aspects of learning and if we are using our indoor/outdoor space to the maximum potential to enhance learning. - How well are we developing the children's physical skills – fine and gross motor? - Evaluate how we as staff are actively involving the children and parents in the life of the setting and what we can do to make the year inclusive to all and celebrate achievements. - Assess the usefulness of the information we provide to parents at interviews and send a short questionnaire asking parents what they expect to know/find about. See self-evaluation from last year. How can our information sharing process be improved so its effective to help parents be partners with school in their child's education? - Consider changes in technology and how we can use it as an assessment /recording tool or to add to play and learning in class. - Look at how we include the children's ideas and interests in our planning process.	- Training for staff and time to build upon the adult's interactions and engagement with the children to promote their language and thinking. - Consider if we are developing the children's independence, confidence and decision making.
Building and resources	**Environment**	
- Improve role play resources - Look for visitors that enhance the children's creative side – use of parent's talents - Assess the safety of equipment and need for replacing any resources	- Create a more creative learning environment outdoors - Consider the opportunities provided to develop the children's scientific skills and knowledge of the world around them	

Coordinator Action Plan

Coordinator: Elaine Cromie   **Area of responsibility: SEN**   **Year: 2023/24**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
1.Whole staff Training on 'Autism' Elaine McGreevy SPL August 2023. Teachers update CEFR on 'SIMS' 2. Prioritising children for referral to the Educational Psychologist- ongoing. 3. The use of educational testing and liaison with teachers to prioritise children for Harberton Outreach and In-school support.- Literacy and booster groups. 4. Liaising with SEN support staff, especially new CAs, Clarawood, Harberton, Learning/ Harberton Behaviour, RISE team etc. 5. Identification of children for Reading Partnership, Reading with 2x adults and P7 Reading Buddies. 6. Use data to identify underachievers, write targets. (VP) 7. Arrange Annual and Transfer Reviews for children with Statements. 8. Update SEN Register with consideration for SEND. 9. Extend the use of 'Sensory Circuit Tubs' to P2 classes. Use canopy/ tents to create a calm area in the classroom for P1 and P2 pupils. 10. Maintain the Register of pupils who need Reasonable Adjustments. 11. Continue to use CAT test to build up a learning profile of P6 children. 12. Consider Accelerated Reading test scores. 13. Update the Lexia programme roll and consider new children to commence the programme. 14. Sensory Lounge timetable. 15. Attend further SEND training and organise dissemination to staff. 16. Update Mathletics roll. Identification of pupils who will benefit from the programme.- All P4 pupils to use Mathletics. 17. Liaison with class teachers, pupils, parents and CA to write IEPs and ensuring the provision is closely matched to the needs of the child. 18. Liaise with Nursery about support needed. 19. Support individual pupils who have presented with emotional issues 20. Continue to respond to the needs of children presenting with significant and complex interaction of needs including SBEW.	1. Primary 2 children to be tested using the Verbal, Non Verbal Ability and Group Reading Tests. Use data to give a learning profile of each pupil and consider low achievement in Literacy. 2. Use DRA test with individuals in Primary 3 to prioritise for Harberton outreach (Feb.) and referral to Educational Psychologist. 3. Liaise with Primary 1 teachers and identify pupils who would benefit from learning support. (Write Booster plans) 4. Write outcomes for IEPs and new targets. 5. Reading Partnership- children tested with Salford Test to assess progress. New children identified. 6. Liaise with Nursery about referrals to Educational Psychologist. 7. Update SEN Register. 8. Primary 3 children tested using NGRT and NNRIT. Use data to identify low/ underachievers. 9. Consider AR test scores and progress of children. 10. Continue to monitor Lexia and Mathletics in school. 11. Consider a draft interim SEN policy taking into consideration the SEND Act.	1. Identify children for referral to the Literacy Support Service. 2. Analysis of PTE, PTM, CAT scores Consider SEN evaluation- Tracking of children on the SEN register, children coming off the register, the progress in the IEP targets. 3. Write outcomes for Term 2 IEPs and new targets. 4. Testing for Harberton Outreach September 2024. 5. Update SEN Register. 6. Reading Partnership- children tested with Salford Test to assess progress. 7. Consider AR test scores and progress of children. 8. Continue to monitoring Lexia and Mathletics in school. Consider children who will benefit from the programmes in the Summer. Consider Lexia for P1 pupils. 9. Prioritise SEN areas for next year.

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*
1. Whole staff Training on 'Autism' Elaine McGreevy SPL August 2023. Teacher's update CEFR on Sims. 2. Meeting with Educational Psychologist in September to prioritise children for referral and arrange transfer reviews. 3. Using Educational Tests data, for example PIE, PIM, DRA, NNRIT/ NVR, NGRT, CAT. 4. Liaise with CAs, prioritise training needs, meet external agency staff. 5./6 Use of Data from May 2023 to identify pupils for support. Consider PTE scores to identify pupils for Reading Partnership, liaise with Principal. 6.Teachers to meet with VP use data to identify underachievers and write targets. 7. Arrange Annual Reviews and Transfer Reviews in consultation with Ed Psyc. 8 Update SEN register. 9. Order resources for sensory tubs for P1 (Shared) and the two P2 classrooms. Order tents for P1/P2 classrooms. 10. Rollover RA register and remind teachers to update their classes. 11. Teachers to administer CAT tests to P6. Consider scores. Underachievement. 12. Look at AR scores consider actions for low scores. 13. Update Lexia class lists, CA to assist with monitoring the programme. 14. Timetable to be drawn up for Sensory room. 15. Attend SEND training sessions and disseminate information to staff. 16. Roll over Mathletics and add P4 year groups. Consider licenses in October. 17. Meeting with teachers (3 days) to write IEPs, Booster plans. 18. Liaise with Nursery teacher to support transition. 19. Support individual pupils who have presented with emotional issues 20. Continue to respond to the needs of children presenting with significant and complex interaction of needs including SBEW needs.	1. Class teachers to administer V, NV and NGRT tests to P2. Consider scores/ support. 2. Liaise with Harberton Teacher. Administer DRA Prioritise children for Stage 3 support. 3. Consultation with Primary 1 teachers. Identify pupils for Stage 2 support. 4. Teachers and SENCO to meet and write IEPs PLPs with outcomes. 5. Reading Partnership teachers use Salford to assess progress, consider progress and new list. 6. Liaison with Educational Psychologist and Outreach teachers. 7. Update SEN register. 8. Administer NGRT to P3. Use NNRIT to identify low/ underachievement. 9. Meet with teachers and look at AR test scores. 10. Monitor how Lexia / Mathletics are working in the classroom and at home and how often children are participating in the programme. 11. Begin the process of incorporating the SEND Act and current arrangements for SEN into a draft interim SEN Policy.	1. Use PTE/ NGRT/CAT scores and teacher consultation to select children to refer to the Literacy Support Service. 2. Using data from PTE/ PTM/ CAT Tests to track progress of children on the SEN Register and underachievers. (Begin to identify low/ underachievers for next year.) 3. Teachers and SENCO to meet and write IEPs. 4. Use DRA to prioritise children for Harberton Outreach for September 2024. 5. Update SEN register. 6. Reading Partnership teachers use Salford to assess progress. 7. Meet with teachers and look at AR test scores. 8. Evaluate and continue to monitor how Lexia and Mathletics is working in the classroom and at home, how often children are participating in the programme and the progress they are making. 9. Evaluate provision and prioritise SEN area for next year.

Coordinator Action Plan

Coordinator: Joanne Moore   **Area of responsibility: Literacy**   **Year: 2023/24**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
• **Continue promotion of AR** • **Set up and develop role of Reading Ambassadors** • **Monitor planning** • **Responses to reading moderation** • **Investigate dough disco and wiggle movements for FS** • **Agree the approach to phonics and teaching handwriting in FS** • **Ensure all new teaching staff are aware of the Literacy Policy, Writing & Reading Agreements.**	• **Raise profile of Literacy- link to World Book Day** • **Encourage more NF books in GR** • **Literacy Book scoop** • **Writing moderation** • **Lesson observations**	**Retain Masterclass and Master school status** **Review Literacy Policy** **Formalise our handwriting agreement and phonics for FS** **Showcase Reading Ambassadors**
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Publicize rewards on board and newsletter Develop new rewards and competitions for each block JM to get badges for P5-7 Ambassadors to promote reading, our new library books and help others make good book choices and recommend books to others. Literacy team meeting to monitor planning Key stage/ Year group meeting. Teachers will look at standards in children's response to reading and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions Trial dough disco and wiggle movements in FS Meet with new staff to share & discuss the Literacy policy & Writing & Reading Agreements	World Book Day activities and competition Non-Fiction comp on AR board- reminding using books when completing NF quizzes Key stage/ Year group meeting. Teachers will look at the children's standard of writing and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions Classroom Observations to focus on guided reading	JM to monitor scores, inform teachers and apply if possible JM to ensure policy is updated and added to Private 7 Add detail to our agreements wrt how we launch the genre or theme each week, and how many lessons we have for grammar, writing, comprehension FS meeting to ensure consistency and progression in phonics and handwriting. Ambassadors to lead a reading assembly and share their favourite books.

Coordinator Action Plan (non-priority area)

Coordinator: L. Morton   **Area of responsibility: Numeracy**   **Year: 2023/24**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
• Consistent neat presentation across all year groups with underlined LI at the top of each new piece of work (P4-P7) and 1 digit per square. • All pupils in P4 & selected pupils in P5-7 use Mathletics for support & extension • Outdoor learning environment is being used for Numeracy (ongoing) • Ensure new staff are aware of the Numeracy Policy & Agreement.	• Monitor teaching of mental maths to ensure all strategies are being taught (new members of staff) • Appropriate mathematical language is being used by adults and children • Lines of Progression document referred to when completing Block Planners. • Children across Key Stages to work with each other to promote Numeracy • Outdoor learning environment is being used for Numeracy (ongoing) • Lesson observations	• Plan Outdoor Maths Day event • Outdoor learning environment is being used for Numeracy
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
• Numeracy coordinator use book scoop to check for consistent presentation *(1 afternoon session for coordinator)* • Monitor Google Drive for evidence of outdoor numeracy lessons. • Monitor use of Mathletics across year groups (teachers award certificates via Seesaw for achievement) • Meet with new staff to share & discuss the Numeracy policy & Numeracy Agreement.	• Classroom observations focusing on appropriate mathematical language *(1 day for coordinator)* • Liaise with PDMU team to promote Wellbeing. Children *connect* and promote the fun aspect of numeracy • Numeracy Team look at Block Planners to ensure LI's have been taken from Lines of Progression documents. Check for any gaps. *(1 afternoon session for team)* • Monitor Google Drive for evidence of outdoor numeracy lessons.	• Liaise with Numeracy Team to plan and organise a Maths Day Event • Monitor Google Drive for evidence of outdoor numeracy lessons.

Coordinator Action Plan (non-priority area)

Coordinator: Mrs McLaughlin   **Area of responsibility: World Around Us**   **Year:**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
To plan and set a date for Earth Day 2024. (One Thursday Meeting with WAU Team required.) To ask staff to communicate any WAU topic changes for the current year. To contact parents in September via the school newsletter & Twitter page to inform them of all topics covered in each year group and to request the help of any parents with specialities. Continue to promote learning in WAU through the outdoors/new outdoor classroom.	To meet with WAU team to finalise planning for how to celebrate Earth Day across all Key Stages. (One Thursday Meeting with WAU Team required.) To make contact with parents again in November via the school newsletter & Twitter page to remind them of upcoming topics in each year group and to request the help of any parents with specialities. To establish links with parents/members of our local community and to involve them in the delivery of WAU lessons.	To deliver a range of activities to enable us to celebrate Earth Day across all Key Stages. To continue to establish links with parents/members of our local community and involve them in the delivery of WAU lessons this year and in subsequent years. Continue to promote learning in WAU through the outdoors/new outdoor classroom.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Meet with WAU team to decide on a suitable date for Earth Day. Add this to diary dates. Ask staff to email a member of the WAU team with any changes to topics. Team to update the whole school topic overview (if required) and email to Linda & Paul for newsletter & Twitter. Include a brief message requesting that anyone with specialities or connections linked to our WAU topics contact their child's teacher directly. Teachers to pass on any parent/visit details to WAU team.	To meet with WAU team to decide what activities would be suitable for Earth Day this year. What resources are needed? Do we need to approach any local businesses for support? Teachers to save photos of WAU lessons to Google Drive. Upload one 'PicCollage' to the school newsletter containing photographs of WAU lessons. Use this alongside reminder prompting parents to get involved in the delivery of our topics. To liaise with teachers to organise and facilitate parent/community involvement in topics.	To promote and facilitate Earth Day activities across all Key Stages. Teachers to take photos and upload to Google Drive. To continue to liaise with teachers to organise and facilitate parent involvement. To form a contact list of parents with expertise to approach next year.

Coordinator Action Plan (non-priority area)

Coordinators: K Hamilton, C Robinson, C Bell, L Kane   **Area of responsibility: PD&MU/RE/DIVERSITY**   **Year: 2023/24**

Term 1	Term 2	Term 3
What do I want to achieve this term?	**What do I want to achieve this term?**	**What do I want to achieve this term**
PD&MU • To give children and staff opportunity to develop and improve their wellbeing. • Children are developing their use of PD&MU by learning outdoors. • To promote Anti-Bullying Week (14 -18 Nov) **Diversity** • Celebrate European day of languages. • Help children participate in greeting of the month. • Organise language clubs (Spanish/Mandarin) **RE** • Pupils will donate items to Storehouse for Harvest and at Christmas to promote sharing and caring for others in our community. • Children will learn some more BSL songs in assembly and consolidate those from last year. (P1-3)	**PD&MU** • To continue to embed wellbeing throughout school. • PD&MU lessons are taking place outdoors. (ongoing) **Diversity** • Celebrate food from different cultures. • Celebrate significant events from other cultures. (P2 Diwali – curriculum) **RE** • Pupils will watch a dramatization of Bible stories from the 'Play it by Ear' drama group • Children will have the opportunity to act out Bible stories on the stage in the Outdoor Classroom.	**PD&MU** • Children will be able to talk about how they can support their own and others' wellbeing. • Review Google Drive for evidence of wellbeing activities. **Diversity** • Pupils produce a diverse welcoming 'hello' video. • Helping pupils contribute to Culture Day (Claire Murray) • Giving pupils opportunities to share their home language in assembly and class. **RE** • Review current planning and school activities that contribute to RE.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
PD&MU • Ensure staff have access to sample wellbeing resources for 'Feel Good Friday' and values. • Provide P1-3 teachers with new 'Wellbeing Way' resources. • Meet with the School Council to discuss activities in which wellbeing will be promoted throughout school. • To display our new 'Values' graphic in each classroom and around the school. • Monitor Google Drive for evidence of wellbeing activities. • Organise focused assemblies and resources for 'Odd Socks Day'. **Diversity** • Lessons available for teachers and assembly. • Laminated flags available **RE** • Liaise with Matt from Storehouse and School Council. • Research new BSL songs	**PD&MU** • Ensure staff have access to wellbeing resources. • Liase with other subject co-ordinators to encourage opportunities for our children to 'Connect', 'Keep Learning', 'Be Active', 'Take Notice' and 'Give'. • Monitor Google Drive for evidence of wellbeing activities. **Diversity** • Canteen having themed food days • Volunteers / Parents into school to talk about significant cultural events. • Parents and volunteers in to talk about Chinese New Year. • (Develop a document with ideas for parents) **RE** • Organise a visit to assembly from the 'Play it by Ear' drama group. • Save RE PowerPoints and resources into a folder in Google Drive to be used in class/ assembly/ as inspiration for children acting out stories in the outdoor classroom.	**PD&MU** • Evidence of wellbeing activities will be online. • Feedback from pupils and staff. **Diversity** • Video pupils and edit the different parts together (shared for class viewing) • Classes doing activities in preparation for and decorating posters / art for Culture Day. **RE** Gather information from planners and teachers.

Coordinator Action Plan (non-priority area)

Coordinator: Mr Arneill   **Area of responsibility: Outdoor Learning**   **Year: 2023 24**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short-term goals/targets?)*	**What do I want to achieve this term?** *(What are my short-term goals/targets?)*	**What do I want to achieve this term?** *(What are my short-term goals/targets?)*
To develop further our culture of active travel by promoting the benefits for children and parents of walking, cycling, or scooting to school. (1) Give children opportunities to learn outdoors in our new outdoor classroom.	To develop further our culture of active travel by promoting the benefits for children and parents of walking, cycling, or scooting to school. (2) Enhance the children's outdoor learning experiences by redesigning and resourcing the back playground. (1) Ensure all children have quality learning experiences outdoors using the forest school model/lessons.	To develop further our culture of active travel by promoting the benefits for children and parents of walking, cycling, or scooting to school. (3) Enhance the children's outdoor learning experiences by redesigning and resourcing the back playground. (2) Give children further opportunities to learn outdoors at the YMCA and in Lagan Meadows.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Organise a programme of events for Sustrans in Term 1, to include 'Ditch the Stabilisers' sessions, puncture repair lessons, and a link with the Eco Club. Promote Cycle to School Week by organising a 'Bike Breakfast', incentives for the children, and a parking facility at the YMCA to facilitate children and parents who want to 'Park and Stride'. Promote 'Walk to School' month in October by getting parents to establish walking buses. Establish a booking system for our new outdoor classroom. Collect evidence in Google Drive of children learning outdoors in the new outdoor classroom. Share the good practice with all staff. Resource the new outdoor classroom. Complete the Sustrans bronze award assessment.	Organise a programme of events for Sustrans in Term 2 to include 'Cycle Skills' sessions for P4-P6, cycling proficiency sessions for P7, and further 'Ditch the Stabiliser' sessions for P1-P3, and other pupils who may need them. Whole school participation in the Sustrans 'Big Walk and Wheel' event in March. Meet with teachers in Nursery-P3 to share ideas for the redesign of the back playground. Include ideas from the pupils through the School Council. Get quotations for the fixed works and resources. Share forest school lessons and good practice with all staff. Collect evidence of forest school activities on Google Drive.	Complete the Sustrans silver award assessment form to develop further our promotion of active travel. Order the works and resources required to redesign and zone the back playground. Pair year groups to participate in learning experiences at the YMCA and in Lagan Meadows. Develop orienteering skills in P5 and P6 by setting up a course at YMCA. Plan a week in Lagan Meadows when all classes visit, and children take part in high quality learning experiences.

Coordinator Action Plan (non-priority area)

Coordinator: Mr. Cromie   **Area of responsibility:** PE   **Year:** 2023 24

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in **dance** through lessons taught by their teacher. Provide children in P1-7 with the opportunity to experience a wide range of sport during the school day and after school. Develop a curriculum map for **gymnastics** in PE from P1-P7.	Provide children in P3-P7 opportunities to develop knowledge, understanding and skills in **gymnastics**. Evaluate our Sports Day from 2023 and plan Sports Day for 2024. Develop a curriculum map for **gymnastics** in PE from P1-P7.	Continue to give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in **athletics**. (Linked to Sports Day 2024) Have a successful fourth year at Mary Peters Track for our school sports day. Plan a third year of "sporting fun days" at the YMCA for all classes.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Explore and share dance resources with class teachers for use in PE lessons from P1-P7. Plan after school clubs in football, netball, cricket, golf, basketball and judo. Plan for children to experience squash, tennis, tag rugby and swimming during school. Complete a curriculum map for gymnastics in Term 1.	Run a session showing staff how to set up gymnastics apparatus in hall. Organise short sessions for P3-P7 to experience gymnastics using apparatus in hall. Plan Sports Day for 2024, which includes throwing and catching events, and uses the grass area of the venue for non-competitive activities. Complete a curriculum map for gymnastics in Term 2.	Share athletics resources for use in PE lessons in the lead up to Sports Day. Run our Sports Day at Mary Peter's. Organise a sporting fun day for each class at the YMCA in June.

Coordinator Action Plan (non-priority area)

Coordinator: Angela King   **Area of responsibility: Play Based Learning**   **Year: 2023 24**

Term 1	Term 2	Term 3	
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	
To provide the children with increased opportunities for high quality outdoor play. To actively engage the children in role play situations where they can make their own decisions and interact with others (indoor and outdoor play). To update 4 weekly planners to include new and improved activities.	To update 4 weekly planners to include new and improved activities. To actively engage the children in role play situations where they can make their own decisions and interact with others (indoor and outdoor play). Evaluate the back playground space to decide how it could be developed to maximise children's learning in play	To update 4 weekly planners to include new and improved activities. To actively engage the children in role play situations where they can make their own decisions and interact with others (indoor and outdoor play). Increased opportunities for children to experience play with, and learn from children in P4-P7	
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	
Evaluate the outdoor play timetable to ensure it maximises outdoor learning time for the children. Increase the amount of time children have for outdoor play from 1 hour to 2 hours. Develop the use of the learning space in the back playground, theming it for each block of 6 weeks. Research and share good practice in play during weekly planning and KS meetings. Discuss good practice when visiting Gilnahirk PS.	Research and share good practice in play during weekly planning and KS meetings. Develop the use of the learning space in the back playground, theming it for each block of 6 weeks. Meet with teachers and classroom assistants to plan zones and resource the back playground.	Research and share good practice in play during weekly planning and KS meetings. Develop the use of the learning space in the back playground, theming it for each block of 6 weeks. Discuss link with other classes and organise for each class P4/P5 to have one play session with P1/P2.	

Coordinator Action Plan (non-priority area)

Coordinator: C Robinson
M Menary

Area of responsibility: Art and Design
Music

Year: 2023/2024

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
ART and DESIGN • Showcase work of the children (all year) • To encourage staff to include examples of collaborative Art tasks in planning to link with PDMU & Wellbeing sessions **MUSIC** • Establish a link with Downshire Brass to encourage pupils to develop pupils' brass playing outside of school. • Organise a charity event with Downshire Brass and the choir. • Test P4 pupils and liaise with the SOM with regard to instrumental selection. • Audition P5 pupils for the choir and train choir to sing 6 new songs for the Christmas season. • Start up musical groups - band, orchestra, recorder, woodwind. • Prepare music for Christmas concert.	**ART and DESIGN** • Monitor block planners – range of collaborative and outdoor Art tasks • Look at range of Art work on classroom display boards and in Google Drive • Explore the use of regulatory Art exercises (one class) **MUSIC** • Monitor class music and the use of Charanga in classrooms. • Organise performance of musical groups in assembly before Easter.	**ART and DESIGN** • Continue to research resources/ideas for creative activities using the outdoor environment • Monitor the effectiveness of regulatory Art exercises **MUSIC** • Organise music for the school play. • Prepare SOM pupils for aural tests as part of exam preparation. • Select recorder group for P6.

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*
ART and DESIGN Examples of children's work/photos of activities from year groups to be displayed on the A & D noticeboard (Monthly rota) Folder in Google Drive in which year groups save photos of collaborative Art tasks Research ideas of activities for collaborative Art tasks (paired and small group) **MUSIC** - Inform pupils of link and introductory evening. Attend the introductory evening to promote this link. Follow-up encouraging pupils to attend. Play music in the band from the Downshire brass evening. - Liaise with Michael Alcorn re Christmas event. - Inform P5 parents about choir. Schedule lunch time auditions. - Inform P4 parents about testing and instrumental selection. Test P4 classes. - Send information to parents and pupils about extra-curricular music groups rehearsals. - Update list of pupils who receive instrumental tuition in school for office. - Select music for Christmas concert. Teach songs and music to groups and classes.	**ART and DESIGN** One team release session to monitor Block planners Discussion with year group teacher (Regulatory Art exercises) **MUSIC** - Discussion with staff about class musical activities and use of Charanga. - Prepare the band and orchestra for 2/3 pieces for a performance in assembly.	**ART and DESIGN** Look at photos in Google Drive Discussion with year group teacher (Regulatory Art exercises) **MUSIC** - Teach choir songs for the play. - Arrange break and lunch times for aural test practice with SOM pupils. - During P5 recorder lessons assess each child on recorder with a view to selecting approx. 20 for recorder tuition in P6.