Stranmillis Primary School

SCHOOL DEVELOPMENT PLAN

2018 – 2021
(year 2)

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

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, end of key stage test results and ongoing classroom observations etc.

- The continued and significant improvements made by those pupils identified as underachieving.

- Formal and informal feedback from pupils and staff regarding their experience at Stranmillis.

- Feedback from parents through the survey sent home to all parents in May 2018. For most questions, nearly all the parents expressed a high level of satisfaction with the educational and pastoral provision provided by our school. For every statement, a very small number of parents disagreed or strongly disagreed.

- Of those parents who submitted additional comments, most took the opportunity to point out positives.

- Of those comments pointing out areas for improvement, there were no very common themes. However, a small number of parents drew attention to the following issues:
  - ✓ more modern and efficient home school communications;
  - ✓ after school activities and opportunities to exercise;
  - ✓ healthy eating; and
  - ✓ gender equality.

Suggestions from staff, pupils and parents have guided the identification of development priorities outlined in section 15 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;

- 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;

- end of key stage assessments;

- 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.

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 shows that our children are achieving standards in both literacy and numeracy that are significantly higher than the national average;
- In both literacy and numeracy, the mean standardised score for nearly every year group has shown an upward trend.
- Underachievement has once again been significantly reduced from May 2018 to May 2019.
- Every child who sat the transfer test (93% of our year 7 pupils) secured a grammar school place.
- Targets set for the children's achievements in the end of key stage assessments are consistently met.
- A range of classroom observations and other evaluations highlighted significant strengths in the quality of teaching and learning.
- Classroom observations also highlighted several 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 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 SENCO will liaise with and support the class teachers in the development and implementation of Individual Education Plans and to ensure that each child follows an agreed programme of work designed to address his or her educational needs.
- The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified.
- The Principal, SENCO and SLT will ensure the provision of appropriate staff training and professional development in order to raise staff capacity to meet the needs of the children.

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 SENCO;
- withdrawal support provided by specialist peripatetic and outreach teachers
- Reading Partnerships, provided by trained classroom assistants; and
- the identification of and support for those children deemed to be under-achieving.

Evaluation of SEN Provision:

Primary 2 *(Non Verbal GL / Verbal GL / New Group Reading Test)*

In September four children continued literacy support from P1. Two children commenced Stage 3 Harberton support and one additional chid was identified for Stage 2 support.

In January the Verbal and Non Verbal GL tests were used to give a learning profile of each child and show their potential in Literacy and Numeracy. The Group Reading test was used to measure reading attainment.

- SS confirmed that two children were underachieving in literacy with SS of 83 and 95. One of these children has now got a Statement and CA.
- Three children scored 104, 101 and 99. They were discontinued from support.

    Further individual testing was taken by five children, four began withdrawal support for Literacy in February and one in May.

Primary 3 *(NNRIT/ NGRT/ PTM/ PTE)*

Much work has been done within P3 with reading being targeted as priority. The New Group Reading Test and NNRIT was taken in January.

The test confirmed that:

- Nine children had reading SS scores below 91. Three of these children are receiving Harberton support and two have Statements.
- Two children were discontinued from Stage 2 support as their scores were 103 and 95. Two additional children were identified for Stage 2 support.
- Primary 7 children paired up with nine Primary 3 pupils to take them for Paired Reading four times a week. This has been very beneficial to the P3 children and has made a difference to their fluency and confidence. PTE scores have now increased for each child: +1 +2 +6 +8 +8 +10 +13 +15 +20
- PTE scores show that 4/4 children receiving Stage 2 literacy withdrawal support are making progress. Their scores increased +8 +8 +13 +20 from January.
- 3/4 children are achieving their potential and one child who is underachieving has been tested by the Educational Psychologist and meets criteria for Dyslexia support.
- There are three children in P3 receiving Stage 3 support in Literacy from Harberton Learning. Test scores confirmed that, although their scores have increased +1 +2 and +6 these three children continue to underachieve. One child has been tested by the Educational Psychologist in May and has met the criteria for Peripatetic support for September for dyslexia.

Primary 4 *(PTE/PTM CAT)*

- Three children were receiving Literacy support. Combination reports confirmed that 2/3 are achieving a SS higher than expected and 1/3 expected. Their scores increased +7 and +9.
- Three children received Numeracy support this year. 2/3 children achieved expected scores. The other child achieved much lower than expected. This child also received 1:1 numeracy support in class. He needs continued daily structured practice and consolidation of the processes in Numeracy. It is hoped that the Mathletics programme will help further support this provision.
- Two children have received Peripatetic support for Dyslexia this year, they are both achieving their expected potential, making +6 and + 12 progress.

Primary 5 *(PTE/PTM CAT)*

- 1 child received Literacy support and is achieving his potential. Progress was + 14.
- 2/2 children receiving support for Numeracy this year are achieving their potential/ higher than expected. Progress was +8 and +10.
- There are 5 further boys with low scores. 4/5 have Statements and CA hours. 3/5 achieved expected PTE scores and 3/5 expected PTM scores.

Primary 7 *(PTE/PTM CAT)*

- One child with a Statement for Dyslexia recommenced Peripatetic support in January. His PTE score shows that he is achieving his potential with +10 progress.

Reading Partnerships

13 children received Reading Partnership this year P4-P7. This support is invaluable. All children have made significant progress. All children's scores increased 8 months- 2 years 8 months.

Lexia Core 5 Reading Programme

The Lexia Core 5 Reading Programme has proved extremely successful in providing a personalised structured literacy programme. In particular, it has targeted gaps in literacy skills. Many teachers have found the data invaluable reporting to parents and planning activities and individual support lessons.
Fifty children commenced the programme in October 2018. Thirteen children reached their end of year group level and thirteen new children commenced the programme.
The table below shows the percentage of pupils: Below Their Year Level Material (YLM) In their Year Level Material (YLM) and Above their Year Level Material (YLM)

	Below YLM	In YLM	Above YLM
October 2018	64%	32%	4%
May 2019	15%	47%	38%

*This data does not include the 13 children who reached their end of year group level.

PTE Standardised scores were compared from the previous year (P3 comparison with NGRT from January.) The table below shows the average increase in score in each year group.

	Average increase in PTE Scores	
P3	+ 6.6	10/12 scores increased to +20
P4	+ 9.8	11/11 scores increased to + 19
P5	+ 6.7	7/10 scores increased to +18
P6	+ 2.3	4/7 increased to +9 2/7 0
P7	+ 5.8	6/6 increased to +14
P3-P7	+ 6.2	

Early intervention continues to be successful in Primary 1

We are fortunate that early identification and intervention has identified difficulties that can be addressed early.

- Six children commenced group literacy support in January and two were identified for individual support.
- All eight children currently withdrawn for support have made progress. Two children will receive Harberton Outreach in September, three were discontinued in June.

Progress of children in addressing under-achievement target groups

36 pupils in P4 – P7 were identified as underachieving using PTM/PTE scores in comparison with CAT data and **12** in P3 using teacher judgement and NNRIT/NGRT data.

In consultation with the Vice Principal, targets were set to address the barriers to learning identified in October 2018. In January the underachievers' register was updated taking into account CAT tests completed by P4 & P6 pupils. Using quantitative & qualitative evidence, teachers and the Vice Principal reviewed and updated these targets in February and a final evaluation took place in May 2018.

- CAT/PTM/PTE combination reports show that **27/36** pupils in this group are now achieving **in line** with or **above** their potential. As can be seen in the table below, underachievement in this group has been **significantly** reduced.
- Across P4-P7 currently, 7 pupils have been identified as underachieving in Literacy and 11 in Numeracy.
- Analysis of individual reports for pupils identified as underachieving doesn't show any trends rather a range of causes.

Whole School Context

P4 – P7	January 2019	May 2019
Total % of Pupils Underachieving	15%	8%
% of Pupils Underachieving in Literacy	11%	3%
% of Pupils Underachieving in Numeracy	5%	5%
% of Pupils Underachieving in Literacy & Numeracy	1%	0%

- ✓ There are 15 pupils in P3, moving into P4 in September, who will be added to the above 18 on the register.
- ✓ Specific initiatives e.g. P7 reading buddies & Lexia support were put into place in this year groups during the year.

General

- There are currently 70 children on the SEN register. 24 children have come off the Register in this academic year. (29.6%)

- Currently we have 16 pupils with Statements. (Next year we will have 15 Statements)

- This year Nurture sessions continued for three individuals. Pupils with Classroom Assistants have particularly benefited from access to the new sensory lounge. The room and equipment is supporting pupils with sensory processing difficulties and difficulties with emotional regulation and it is providing a calm environment for pupils.

- IEPs
  - ✓ IEP targets remain tightly focused and therefore the outcomes are easier to measure.
  - ✓ Teachers continue to share the targets with the child's CA and pupils, and each monitor and evaluate the targets as age appropriate. Targets are included in planning notes.
  - ✓ CAs keep daily records of observations and share these with the Class teacher
  - ✓ Children from P4 are asked to contribute their own target(s).
  - ✓ Targets are then shared with parents; they are asked for suggestions and are invited to meet with the SENCO and/or class teacher.
  - ✓ The targets are effective and pupils are making good progress.
  - ✓ 323/396 targets (83%) were achieved (Sept. 2018–April 2019)

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. In the recent parent survey:

- 93% of parents agreed that their children are well looked after in school;
- 91% are satisfied that their children are safe and secure at school; and
- 92% agreed that their children are encouraged to behave well; and
- 91% agreed that their children are encouraged to respect and value the opinions of others.

5. Attendance

Excellent pupil attendance is promoted at Stranmillis. In the 2018/19 academic year, the attendance percentage for the school was 98%. While this is very high, the main reason it is not higher is that many families continue to take advantage of the cheaper fares available for term-time holidays.

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 the sharing of good practice through team teaching, both within the school and with our three partner schools.

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;
- a regularly updated school website;
- a texting service used to contact parents at short notice if necessary; and
- 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 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;
- the involvement of local business partners in the 'Time to Read' project; and
- on-going links with Social Services, Harberton School, Oakwood Assessment Centre and the BELB Peripatetic Service.

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, in order 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 one computer, and teachers have access to a bank of laptop computers and 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 Manager.

Evaluation of ICT provision:

- During the year interactive whiteboards were replaced by Promethean Touch Panels in several classrooms. All teachers have reported very positively on the upgrade.

- The remaining boards will be replaced by touch panels in August 2019.

- All classes took part in assemblies for Safer Internet Day based on the theme 'Our internet, our choice. FS KS1 & KS2 took part in class lessons and activities.

- Some year groups have included e safety into their planning notes, following the lessons from the Digital Citizenship resources provided. Some also included consolidation of our Conduct, Contact and Content principles.

- We aim next year for all year groups to include e-safety lessons and iPad activities in block planners.

- There is evidence from observations, sharing good practice and Google Drive that all classes are completing 2 ipad activities per block. Most classes have included these in block planners.

- During sharing our good practice session, P3 demonstrated tasks on how they had used google maps to set tasks relating to their Cold Land topic, rather than just as a whole class resource. P7 explained how they used their ICT sessions to support and enhance Literacy, Numeracy and WAU by creating independent subject specific tasks. P6 revisited and demonstrated the C2K app – Newsdesk and its use as a valuable local resource for the purpose of Literacy and WAU teaching and learning.

- Apple TV and device mirroring remains an integral part of our teaching and technology. Year groups continue to use Apple TV to show photos, videos and iMovies. It is used as an outlet to allow children to present and share their work, to help children identify and correct errors in their work, to allow teachers to give instant feedback. It can show examples of outstanding work and for the purpose of self and peer assessment. It also provides the pupils with the opportunity to project to the screen at the front from their desk.

School Finances

	Financial Year		
	2019/2020	**2020/2021**	**2021/2022**
Initial Budget	1,259,095	1,261,463	1,266,199
Carry Over from previous year	-14,739	-65,772	-130,341
Total Budget	**1,244,356**	**1,195,691**	**1,135,858**
expenditure	-1,310,128	-1,326,032	-1,344,267
+ additional expenditure in running costs			
+ additional expenditure in support staff			
+ additional expenditure in permanent teaching			
+ additional expenditure in temporary teaching			
- savings in running costs not being repeated subcover			
- savings in support staff			
- savings in permanent teaching			
- savings in temporary teaching			
Total Expenditure	**-1,310,128**	**-1,326,032**	**-1,344,267**
year end surplus/ - deficit	**-65,772**	**-130,341**	**-208,409**
% surplus/ - deficit	**-5.3%**	**-10.9%**	**-18.3%**

Additionally:

- the current PTA 'Illuminate' project is seeking to raise £25,000 (over three years) to fund the replacement of whiteboards with new interactive touch panels;
- £10,000 has been set aside from Private Funds for resources for WAU; and
- the Educational Trust Fund, consisting of voluntary donations from parents, is estimated to provide an additional £4,000 for Reading and Accelerated Reader Books.

10. Targets

i. KS Targets and results for 2017/18

a) Communication

KS 1	TARGET	JUNE 2019 OUTCOME
Level 2 and above	95%	
Level 3	-	
KS 2	**TARGET**	**JUNE 2019 OUTCOME**
Level 4 and above	94.5%	
Level 5	-	

b) Using Mathematics

KS 1	TARGET	JUNE 2019 OUTCOME
Level 2 and above	95%	
Level 3	-	
KS 2	**TARGET**	**JUNE 2019 OUTCOME**
Level 4 and above	94.5%	
Level 5	-	

ii. KS Targets for 2018/19

a) Communication

KS 1	TARGET
Level 2 and above	
Level 3	-
KS 2	**TARGET**
Level 4 and above	
Level 5	-

b) Using Mathematics

KS 1	TARGET
Level 2 and above	
Level 3	-
KS 2	**TARGET**
Level 4 and above	
Level 5	-

11. Challenges and Opportunities

i.   *Challenges:*

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

a) sustaining the excellent provision in addressing apparent under-achievement;

b) the uncertainty surrounding the arrangements for transfer to post-primary schools; and

c) the growing and very serious impact of the very significant cuts to school budgets.

ii.   *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) our links with various schools, and the opportunities these provide for reflecting upon and sharing good practice;

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

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

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

12. 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 the life and work of the school.
- 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.

13.   2020   VISION

At Stranmillis Primary School, by 2020:

- 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.

14. Development Priorities

2019/20	2020/21
1. The World Around Us Explore further the role of the World Around subjects in developing children's thinking skills. This will include: • developing a whole-school agreement regarding effective teaching and learning in the WAU, in particular, developing a challenging and investigative approach; • reviewing and revising the line of progression / schemes for WAU topics, skills and knowledge, ensuring an appropriate balance between the elements of science, history and geography; • reviewing the opportunities for writing within each element of the WAU, and agreeing how this will progress from P1 to P7; • agreeing a line of progression for research skills, P1-P7; • produce appropriately challenging activities and resources to engage and challenge the children in the WAU topics; • reviewing and updating commercial resources; and • sharing good practice.	**1. The World Around Us** Embedding of good practice and further production of appropriate resources etc.
2. Home School Communications Review all elements of home / school communications and develop a communications strategy to keep parents well informed regarding the life and work of the school. In particular, this will include: • launching the new school website; • agreeing appropriate and manageable protocols / expectations for the website, in terms of uploading photographs, videos, iMovies, children's work, regular updates etc.; • exploring the potential of 'Seesaw' for class teachers to share children's work with parents; and • _reports:_ setting up a working group (one teacher from each KS) to look at a few recent developments in other schools and report back with ideas for change. (making the reports more meaningful for parents and less labour intensive for teachers.)	**2. Music** Review the teaching of Music from Nursery to P7
3. SEN To develop further the support we provide for children with a range of special needs. In particular, we aim to • raise awareness of the implications of the SEND Act on policy and practice; • raise staff awareness of the opportunities for individual, group and whole class development in our new Sensory Lounge; • plan for effective implementation of the Sensory Lounge and associated resources; and • further develop the use of Mathletics to support children with particular needs in numeracy.	**3. Art** Review the teaching of Art from Nursery to P7

4. UICT • Purchase a further 15 iPads to facilitate Lexia, Mathletics, AR and curriculum iPad tasks. • Continue to develop the use of iPads for quality teaching and learning. • Complete the replacement and modernisation of our existing whiteboards and projectors with Promethean Touch Panels. • Train teaching staff in the use of the touch panels and raise awareness of the contribution they can make to effective teaching and learning.	**4. UICT** Install a sound system in the school Assembly Hall for use in assemblies and school productions

5. Professional Development

Beyond Outstanding:

Together with our partner schools, provide opportunities for teachers in P1 and P3 to work together with their partners in the other schools to explore and develop a common area of interest / concern.

Sharing good Practice:

Provide several opportunities within the time budget for

i. Whole School: specific good practice to be shared and discussed with colleagues; eg- handling of pupils with complex needs; use of sensory lounge; effective use of touch panels; … (approximately 3 sessions). As requested by the Principal.

ii. Key Stage Groups: teachers to share (approximately 3 sessions – different year groups sharing each time)

- an example of high quality work; and
- an example from a child / group they are struggling with, to access the shared expertise of colleagues in moving this child(ren) forward.

Each KS team to build in *a single session* of direct classroom observation; for example

- observations focusing on work with a specific child or group as relevant to the above discussions;
- teachers pairing off for one to one visits; and
- a discussion in the KS group exemplifying the good practice observed.

(P1 and P3 teachers will already be involved in classroom observations through BO.)

Classroom Assistant Training and Awareness Raising Programme:
 	
Linda and Deirdre to develop a programme for the professional development of Classroom Assistants. This will include:
 	
• several sessions spread across an agreed time frame;
 	
• clarifying and discussing
 	
    ✓ expectations;
 	
    ✓ the qualities and characteristics of effective practice; and
 	
    ✓ pairing of CAs for paired observations and discussions of 'what went well', 'even better if'.	

6. Literacy Develop further the high standards of children's achievements in reading through: • placing a greater emphasis on home reading; • raising awareness of parents of the importance of home reading, (Literacy Team to develop simple guidance for staff regarding how this might be approached / content / resources etc.) • developing book bags for home use in the FS; • increasing parental engagement with Accelerated Reading; and • P3 children to be given experience (term 3) of AR Quizzing.	
7. Numeracy Sharing good practice w.r.t. • marking for improvement; and • problem solving.	
8. General • Explore the possibility (cost implications) of removing and replacing existing markings in the lower playground. (Jackie) • The school council to raise the school community's awareness of environmental issues by leading the appropriate changes and developments culminating in an application for the ECO-School Green Flag award. (Carol and Deirdre leading, Paul and Linda providing background assistance.)	

Stranmillis Nursery School – Development Plan 2018-2021

A reflective working document highlighting staff priorities and our self-evaluation process for the next three years.

	Year 2 2019-2020	Year 3 2020-2021
School Ethos • *Links with parents* • *Pastoral care*	• Continue with big bedtime read and parent workshop to improve children's language skills • Add to resources • Create a workshop to encourage parental involvement in their children's physical development • Parental questionnaire • Evaluate our safe guarding and child protection measures. Ensure staff, students, parents and children are aware of practices and procedures. • Look at the policies and create a cycle of review to keep them updated and relevant.	• Continue with language/physical development workshops for parents to attend • Create a workshop encouraging early maths at home • 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 • *Planning the curriculum* • *Staffs interactions* • *Assessing, recording progress in learning*	• Create a document which will be given out in June prior to children beginning which should provide relevant information regarding to the child's prior experiences, interests and learning so staff can build upon areas of need immediately. • Parents will share their expectations which can be addressed in the first interview in October. • Assess if we are using a broad enough range of evidence to ensure that children are making progress in line with our expectations and the parents. • Assess if staff are intervening appropriately and providing appropriate opportunities/interactions to meet individual specific needs. • Time set aside/ provided for staff to reflect on individual children's progression and decide how to move forward. • Staff should have time to meet and discuss if particular interventions are successful or not. • Time management to be considered for staff. • Do we provide adequate and accurate information at the key transition stage to p1 to ensure the children's learning pathway is unimpeded**?** • How well are we still recognising and valuing the personal achievements of all the children?	• 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. 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. • Look at how we include the children's ideas and interests in our planning process.

Staff development	• Create a bank of strategies/resources to improve behaviour considering individual needs/backgrounds/time of day .	• 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	• Build upon imaginative resources • Music/physical – look at the visitors we currently have and look into new ones to enhance opportunities for children to develop • Assess how we are using our indoor/outdoor space and it can be used more effectively.	• Improve role play resources • Look for visitors that enhance the children's creative side • Assess the safety of equipment and need for replacing any resources
Environment	• Continue to establish and evaluate our ECO action plan • Create a musical learning environment outdoors • Reflect/ build on our early maths experiences indoors and outdoors	• Continue to establish the ECO action plan and evaluate for the next steps forward • Create a 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

(WAU, Professional Development & Communications)

STRANMILLIS PRIMARY SCHOOL

Action Plan for: World Around Us **Issue & Focus: Review of Policy and Practice** **Year 2019-20**

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**
Teachers are using practical tasks within the WAU. There is a need to review the approaches being taken across the school and to agree a whole school approach to teaching and learning in WAU. Each year group has developed a number of topics for the WAU which are presented in a yearly overview. All staff have attended awareness raising sessions exploring STEM activities. Good practice in Geography and History has been explored.	To promote STEM within the WAU curriculum. To develop a more challenging and investigative approach to STEM as well as to activities in Geography and History To raise awareness of outdoor learning. To share good practice in each element of the WAU To develop a whole school agreement regarding effective teaching and learning in the WAU	1. Staff discussions to **develop a consistent whole school approach to the teaching and learning of WAU** 2. Staff discussions / key stage meetings to **establish the baseline** for each year group: • Topics • Learning objectives – skills / knowledge / concepts • Writing opportunities • Opportunities for and expectations of research skills • Outdoor learning opportunities • Learning tasks 3. **Review and revise the scheme for WAU** ensuring: • an appropriate balance between the elements of science, history and geography; • continuity and progression from P1-P7; • full coverage of skills and learning objectives; • appropriate challenge; and • that the emphasis is on the application of skills and the promotion of thinking skills. 4. **Review and update resources as necessary** • Teacher made resources • Commercial resources 5. **Sharing Good Practice Session** • Each year group sharing children's tasks etc.	Is there evidence in the children's school work of investigative activities? Are the children being given opportunities to explore and test and seeing themselves as discoverers and investigators? Are there practical investigations and photographic evidence in two areas for each year group? Completion of a task pro-forma. An agreed whole school approach to teaching the WAU will be produced.	Term 1 Term 1 Term 1 Term 2 Term 2	WAU team with all staff WAU team with all staff Initially WAU team Whole staff session to share proposals All teachers WAU team All teachers WAU team	1-hour session 2 x 1-hour sessions?? 3 x 1 hour sessions?? 1 –hour session 1-hour session 1-hour session

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Monitoring of World Around Us planners	Term 2	•
		•
		•
		•
Book scoop	Term 2	•
		•
		•
Each class to use an app e.g.Pic Collage to showcase practical activities.	Term 2	•
		•
		•
		•
		Areas for further development
		•
		•
		•
		•
		•
		'New' issues for consideration
		•
		•
		•

STRANMILLIS PRIMARY SCHOOL

Action Plan for: Professional Development   Year 2019-20

Present position	What we want to achieve.	What will we do to achieve the targets?	When will it be done?	Who will do it?	What do we need?	How we will know if we are succeeding.
Baseline	**Target**	**Actions**	**Time**	**Staff**	**Resources**	**Success criteria**
Teachers are very experienced working with colleagues internally and more widely to share good practice.

Sharing good practice sessions have been an integral part of all curriculum developments over the past 8 years.

The system of Trusted Colleague Networks is well-established, with every teacher being involved.

Nearly all teachers have participated in the OLEVI training. | To provide opportunities for P1 and P3 staff to work in a TCN with our Beyond outstanding partner schools.

To share the good practice observed by the Principal and / or the SLT, with all teaching staff.

To develop further the ethos of professional collaboration and support, to allow teachers to avail to a greater extent of the expertise and experience of their colleagues.

To develop a programme for the professional development of classroom assistants, empowering them to learn from each | **1. Beyond Outstanding**
  • Together with our partner schools, provide opportunities for teachers in P1 and P3 to work together with their partners in the other schools to explore and develop a common area of interest / concern.
  • The Principals of the 4 schools to meet in term 3 to consider and discuss the year group evaluations.

2. Sharing good practice
  i.   The Principal / SLT to identify specific examples of good practice across the school.
  ii. Invite teachers to share, in question and answer sessions what they have been doing and the impact upon the children.

3. Developing further the ethos of Professional Collaboration
  i.   Teachers, in key stage teams, to
    ✓ share an example of high quality work; and
    ✓ seek support and ideas from colleagues regarding a child / group with whom they are experiencing difficulty
  ii. Each key stage team to build in a single session of peer observation with teachers working in pairs:
    ✓ observations focusing on work with a specific child or group as relevant to the above discussions
    ✓ each KS team to meet to exemplify and report on the good practice observed in the peer observations

4. Classroom Assistant Training and Awareness Raising Programme:
  i.   Develop a Professional Development Programme for our classroom assistants that will include:
    ✓ clarification of the role / expectations etc.;
    ✓ an exploration of the qualities and characteristics of effective practice; and
    ✓ opportunities for assistants to participate in paired peer observations and discussions of what went well, even better if.
  ii. Delivery of and participation in the programme. | On going

Term 1&2

Term 1&2

Term 2

Term 1

Term 2 | P1 / P3 teachers

Principal / SLT & invited teachers

Key Stage leaders to organise

Key Stage leaders to organise

LW (liaising with DH & EC)

LW/DH with assistants | Non-contact days as arranged through shared education.

2 or 3 x 1-hour whole staff sessions??

1 whole staff session to clarify & plan.
3 x 1 hour KS sessions.

Principal to provide release for observations as required.
1 –hour session for post-observation discussions.

One non-contact day.

Several sessions as planned. | To what extent are teachers sharing good practice and working collaboratively to support each other?

To what extent is the support teachers receive from their peers having an impact upon children's learning?

Are the assistants who will have participated in the CA programme able to demonstrate a clear understanding of what makes their work very good or outstanding?

Do classroom observations of teaching and learning in these assistants' classrooms show that children and assistants are engaging in challenging and stimulating activities, aimed at deepening the learning? |

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
BO evaluations P1 & P3	Term 3	• • • •
Exemplification of good practice observed in peer observations (pro-forma to be provided to KS Leaders)	Term 3	• • • •
Discussions with Principal and teaching staff re the work of classroom assistants	Term 3	• • •
		Areas for further development • •
		• • •
		'New' issues for consideration • • •

STRANMILLIS PRIMARY SCHOOL

Action Plan for Home School Communications   **Issue & Focus – Modernising the Communications Strategy**   **Year 2019/20**

Present position	What we want to achieve.	What will we do to achieve the targets?	When will it be done?	Who will do it?	What do we need?	How we will know if we are succeeding.
A weekly newsletter is sent home by email each Tuesday. Many parents do not read this. Our website is dated. It is not user friendly and consequently not kept as up to date as it should be. It does not allow videos, iPad work etc. to be shared. All payments for trips, meals etc. are made in cash, adding significantly to admin tasks. Our annual pupil reports are very wordy, requiring a lot of teacher time to write.	To put in place effective systems to ensure that parents are well-informed regarding all aspects of school life. Establish a new website that is user-friendly, allowing staff to update regularly and to share samples of the children's work in a range of media. To explore and establish an on-line payment system in order to minimise cash payments and admin time for teachers and office staff. To explore the role of See Saw / emails in keeping parents informed. To put in place clear procedures, with clearly defined roles regarding the use of the website, newsletter, social media etc. in regular home school communications	**1.** **_Website:_** ✓ Populate and launch the new website ✓ Agree expectations regarding what we should be uploading, how regularly, by whom etc. ✓ Staff awareness raising / training session ✓ Explore the use of the website for booking parent-teacher consultations. **2.** **_See Saw_** DH to lead a P1 trial of Seesaw for communications with parents **3.** **_Explore further the use of emails / See Saw for direct communication by teachers with parents_** 4. **Annual Pupil Reports** ✓ Set up a working group (FS+KS1+KS2) to explore possible revisions to our end of year reports. ✓ The working group to bring proposals to SLT / staff. ✓ SLT / Staff to agree changes to the report format such that: ➢ the reports will be informative and easier for parents to access; and ➢ reduce teacher preparation time.	September October October ongoing October January February	Principal JW / JMcK / Terry JW/LW /JMcK DH / LK JW and group Working group SLT / teaching staff	- 1 x 1hr session - - Directed Time Team release as available SLT mtng + Tuesday briefing	<u>**Questions to consider:**</u> Is there evidence of parents being better informed regarding school events? To what extent is the website populated with up to date, relevant and useful information? To what extent is the website and Seesaw being used to share and publish the children's work? Has the new report format reduced teacher workloads To what extent are parents finding the new report format informative and easy to access?

ACTION PLANS

Maintenance Plans

(All other Teams)

Coordinator Action Plan

Coordinator: Joanne Moore **Area of responsibility: Literacy** **Year: 2019-2020**

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?)*
Raise profile of AR **Purchase additional AR books** **Monitor planning** **Responses to reading moderation** **Raise profile of home reading to parents** **Increase parental engagement in AR**	**Raise profile of Literacy** **Encourage more NF books in GR** **Monitor planning** **Writing moderation** **Explore continuing use of book bags in FS**	**P3 to have experience of AR quizzing** **Retain Masterclass and Master school status** **Monitor planning**
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?)*
Setting up AR champions to monitor the board and help keep library organised. Supplement AR readers where gaps are evident (Through AR monthly monitoring from last year) JM will order Literacy team meeting to monitor planning Key stage/ Year group meeting. Teachers will level the children's response to reading and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions Lit team to prepare guidance for staff to add to curriculum evenings	World Book day competition Non Fiction comp on AR board- trialling using books when completing NF quizzes Literacy team meeting to monitor planning Key stage/ Year group meeting. Teachers will level the children's writing and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions Investigate the cost and management of beginning book bags in P1 and replacing current library system in P2 with book bags. Audit use of library books in P3.	JM to set up passwords to allow P3 to take class quizzes and demonstrate to teachers JM to monitor scores and apply when appropriate Literacy team meeting to monitor planning

Coordinator Action Plan

Coordinator: L. Morton **Area of responsibility: Numeracy** **Year: 2019-20**

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?)*
• Formal identification of PSS used. The children in all KS2 classes will identify PSS used when completing investigations. • Teachers will include areas of improvement & questioning to extend or support, where possible, when marking children's work.	• New outdoor resources have been purchased. All staff will be made aware of the new resources and will be encouraged to use them to promote learning.	• Plan event to promote Numeracy throughout the school - **The Benefactor** *Money-based maths fun for up to 420 pupils in a single day!* Exploring: values and denominations of British notes and coins, money notation, pricing and concepts of "change", additive and multiplicative reasoning, patterns and sequences, properties of 2D shapes, fractions, percentages, problem-solving - selected for each age group in line with curriculum objectives.

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?)*
• Sharing Good Practice session to: - raise awareness of **children** identifying Problem Solving Strategies - promote marking to include positive feedback & areas for development/questions to support or extend.	• Numeracy team will meet to discuss ways in which the new resources could be used across the Key Stages.	• Organise a Creative Maths Activity Day – liaise with Jo Stokes from As Creatives

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Sharing Good Practice session	October / November	
Outdoor Learning	January / February	
Classroom observations	March	
Promotional Event	April / May	
Book scoop to ensure problem solving strategies used are being explained in written format by the children	May / June	**Areas for further development**

Coordinator Action Plan

Coordinator: Elaine Cromie   **Area of responsibility: SEN**   **Year: 2019-20**

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. Prioritising children for referral to the Educational Psychologist. 2. The use of educational testing and liaison with teachers to prioritise children for Harberton Outreach and In-school support. 3. Liaison with class teachers, pupils, parents and CA to write IEPs and ensuring the provision is closely matched to the needs of the child. 4. Liaising with Clarawood, Peripatetic Support Service, Harberton, Learning/ Harberton Behaviour RISE team etc. 5. Use data to identify pupils for Reading Partnership. 6. Use data to identify underachievers, write targets. (VP) 7. Arrange Annual Reviews for children with Stage 3/ Statements. 8. Update SEN Register with consideration to SEND. 9. Liaise with teachers and CA discuss provision of children with Statements. 10. Begin and maintain a Register of pupils who need Reasonable Adjustments. 11. Identify agreed areas to explore with Beyond Outstanding Schools. 12. Use CAT test to build up a learning profile of P6 children. 13. Consider Accelerated Reading test scores. 14. SEND Teacher Awareness Training August 2019 to include an audit of number of children with SEN in school and of Staff Training. Consider further implications on policy and practice. (October) 15. Update the Lexia programme role and consider new children to commence the programme. 16. Teacher awareness of the opportunities for individual, group and whole class development in the new Sensory Lounge. 17. Timetable the Sensory Lounge for individual children with CA support and small group teaching. 18. Attend further SEND training and organise dissemination to staff. 19. Development of Mathletics within the classroom. Identification of pupils who will benefit from the programme.	1. Primary 2 children tested using Verbal, Non Verbal Ability and Group Reading Test. 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 Stage 2 learning support. 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. School visits with BOS. 10. Consider AR test scores and progress of children. 11. Trialling use of a Sensory assessment and appropriate activities to meet the needs of individual children. 12. Continue to monitoring Lexia and Mathletics in school. 13. Consider using P7 Buddies to support P3 reading.	1. Identify children for referral to Educational Psychologist to test for Peripatetic support. 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. - Write outcomes for June 2020. 4. Testing for Harberton Outreach September 2020. 5. Update SEN Register. 6. Reading Partnership- children tested with Salford Test to assess progress. 7. Meet with BO schools for evaluation. 8. Track progress for Primary 7 children who were Stage 3 and above. CAT v PTE/ PTM/ Level. 9. Consider AR test scores and progress of children. 10. Continue to monitoring Lexia and Mathletics in school. Consider children who will benefit from the programmes in the Summer. Consider Lexia for P1 pupils.

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. Meeting with Educational Psychologist in September to prioritise children for referral and arrange transfer reviews. 2. Using Educational Tests data, for example PIE, PIM, DRA, NNRIT/ NVR, NGRT, CAT. 3. Meeting with teachers (3 days) to write IEPs. 4. Liaise with Outreach Teachers. 5. Consider PTE scores to identify pupils for Reading Partnership. 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. Meet with teachers and CA for specific pupils, share Ed Psyc. Reports/ Statements outline their needs etc. 10. Teachers to consider the Reasonable Adjustments needed for individual children to access the curriculum. 11. Meet with SENCOs from Beyond Outstanding Schools, identify agreed areas to explore. 12.Administer CAT test to P6. Consider scores. Underachievement. 13. Look at AR scores; consider actions for low scores. 14. Senco to deliver Teacher Awareness of SEND. August 2019. 15.Update Lexia class lists, CA to assist with monitoring the programme. 16. Teacher Training on using the Sensory Lounge by Ciara from Learning Space August 2019. 17. Timetable to be drawn up for Sensory room. 18. Attend SEND training. 19. Identify pupils who will benefit from using the Mathletics Programme.	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. 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 BO school SENCOs. 10. Meet with teachers and look at AR test scores. 11. Trialling use of the Sensory assessment to plan activities to meet the needs of individual children. 12. Monitor how Lexia / Mathletics are working in the classroom and at home and how often children are participating in the programme. 13. Consult P3 teachers to select children to read with P7 Buddies. Consult with P7 teachers to select P7 Reading Buddies.	1. Use PTE/ NGRT/CAT scores and teacher consultation to select children who may meet criteria for Peripatetic support. (Refer to Ed. Psyc.) 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 2019. 5. Update SEN register. 6. Reading Partnership teachers use Salford to assess progress. 7. Meet with BO SENCOs complete evaluation. 8. Track progress for Primary 7 children who were Stage 3 and above. CAT v PTE/ PTM/ Level. 9. Meet with teachers and look at AR test scores. 10. 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.

Monitoring strategies SEN 2019-20		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Analysis of AR/ PTE/ PTM/ NNRIT/ CAT/ NGRT / Verbal/ Non Verbal Reasoning Test scores to identify underachievers and low achievers in P2-P7. Use data to track progress of low and underachievers.	Sept. 2019 (AR) Oct. 2019 (P3 NNRIT) Jan. 2020(P3 NGRT) Feb 2019 (P2 V, NV Reasoning and NGRT- GL) May 2019 PTE/PTM P3-P7.	• • • • • •
Writing SMART IEP targets with outcomes each term. (Are the children achieving the targets?)	September 2019 January 2020 April 2020	• • •
Reading Partnership – Analysis of Salford scores.	September 2019 and every 10 weeks.	• • •
Analysis of school SEN register- number of children moving to Stage 1 or coming off the register.	May 2020	**Areas for further development** •
Using Key Milestones in Foundation years and the DRA Reading test to track progress of children who are withdrawn for in school support.	Ongoing	• • • •
Data and IEPs from Harberton and Peripatetic support to track progress of children receiving Stage 3 support.	May 2020	**'New' issues for consideration** • •
LEXIA and MATHLETICS Monitor the progress of individual children- Teachers, CA, SENCO.	Ongoing	

Coordinator Action Plan

Coordinator: L Wilson   **Area of responsibility: Developing Use of the Sensory Room**   **Year: 2019/20**

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?)*
➢ Resolve all outstanding issues regarding equipment with Learning Space. ➢ Train CAs & teachers in effective use of the pico genie resource with the whole class & individuals. ➢ Facilitate opportunities for all pupils in school to access the sensory room for at least 1 session during term 1. ➢ Continue to facilitate weekly/daily access for individual pupils with identified specific needs supported by CA/LSC. ➢ Identify a CA to manage the resources throughout this year. ➢ CAs to implement a baseline assessment with individual pupils to identify their sensory needs.	➢ Monitor the use & effectiveness of individual sessions. ➢ Monitor the use & effectiveness of lunchtime sessions. ➢ Commence a timetable for FS/KS1 classes to have use of the room. ➢ Provide training for teachers in the use of the sound centre & colour creator.	Evaluate: ➢ the effectiveness of individual/lunchtime/class sessions provided. ➢ The extent to which the room is being used. ➢ CA/teacher training – has it equipped staff with the knowledge & skills to deliver sessions with confidence? ➢ Check all equipment to ensure it is safe, working properly & in good condition. ➢ Augment/replace small equipment as required.
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?)*
Continue direct dialogue with Learning Space regarding equipment provided. Withhold payment until all issues have been resolved. Organise a 90-minute session on use of the Pico Genie, with Learning Space trainer (Ciara) to be delivered during term 1 twilight session. Identify a team of 4 CAs to facilitate lunchtime sessions when pupils across the school will be able to use the room. The teams will be FS/KS1 & KS2. Access will be timetabled on a rotational basis for each class. Access the baseline assessment prepared by Learning Space & train CAs in its use. TIME BUDGET: 1 ½ hours – December Twilight CA in R7 to manage resources.	Meet with individual teachers & agree a timetable of use that fits in with classroom timetables. LSC to monitor use of room using record book, informal discussions with CAs & pupils. VP to: Monitor lunchtime use through observation & discussions with CAs & pupils. Create a timetable in discussion with KS1/FS & LSC teachers for class use. VP/LSC to deliver refresh session to staff on use of sound centre & colour creator. 1 directed time meeting.	Create & ask staff to complete an evaluation pro forma for teachers & assistants. Term 3 2019/20 Discuss with CAs the skills developed & any further training requirements. Talk to pupils about their experiences of the activities & room. CA to check equipment. LSC/VP to use evidence gathered to plan next steps.

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Term 2 Discuss lunchtime use with CAs & a small group of children across year groups.	March 2020	• • •
Term 3 Discuss pupil experiences of sensory/lunchtime sessions in a forum. Staff to complete an evaluation proforma. Discuss CA's experiences of delivering sessions. Monitor CA records.	May 2020	**Areas for further development** • • • **'New' issues for consideration** • • •

Coordinator Action Plan

Coordinator: <u>Jenny Mckay</u>　　　　　　**Area of responsibility:** <u>ICT</u>　　　　　　**Year:** <u>2019-2020</u>

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 complete the replacement and modernisation of our existing whiteboards and projectors with Touch Panels **Explore the purchase of a further iPads to facilitate Lexia, Mathletics, AR and curriculum iPad tasks AND/OR replacement computers** **To train teaching staff in the use of touch panels and raise awareness of the contribution they can make to effective teaching and learning** **To Familiarize ICT co-ordinator with Pico projector in Sensory Lounge** **To trial Seesaw app in foundation stage. P1s to trial its use for sharing information etc. with parents.**	**To Purchase Google play apps for year groups** **To begin to research WAU app for both android and Apple (ICT Team)** **To include e-safety lessons and iPad activities in block planners** **To continue to develop the use of iPads for quality teaching and learning** **To take part in promotional event – Safer Internet Day - Tuesday, 11 February 2020**	**To continue to develop the use of touch panels and iPads for quality teaching and learning**
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?)*
Work with iSchool technician to place orders and oversee installation August training for all staff with Stuart Montgomery from promethean Sharing good practice session of touch panels (Whole staff) Training from Learning space representative Seesaw will be used in class by foundation stage teachers. Mrs Hill will co-ordinate with FS staff	Ask year groups to create a wish list for apps that require payment. Obtain funds and research with technician the best way to go about purchasing these. Meet with ICT team to look at WAU apps - list and evaluate. Disseminate to staff. Scrutinise planners for e-safety and ipad activities Sharing good practice of ipad/touch panels Delivery of Safer Internet Day assembly – disseminate lessons and resources to relevant key stages	Staff to share their development though photographs, google drive and C2K

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Sharing good practice session (Whole staff - 1session)	Nov 2019	
Research WAU apps for staff (ICT Team – 1/2 Thursday sessions)	Jan/Feb 2019	
Scrutinise planners for evidence of ipad task (ICT Co-ordinator)	February 2019	**Areas for further development** .
Sharing good practice session & feedback from FS - Seesaw (whole staff/Sharing good practice groups – 1session)	March 2019	**'New' issues for consideration**
Review photographs, google drive and C2K folders for evince of ipad, touch panel and ccea tasks (ICT Team – 1 Thursday session)	May 2018	

Coordinator Action Plan

Coordinator: C Robinson   **Area of responsibility: Art and Design**   **Year: 2019/2020**

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 the work of the children (all year) **MUSIC** To trial Charanga with all classes from P4-P7. This is a music resource in the form of a resource for the whiteboard.	**ART and DESIGN** • Whole school Art Competition: "A view from a window in my house" • Art and the outdoor environment: Creative activities **MUSIC** To evaluate Charanga.	**ART and DESIGN** • Art and the outdoor environment: Resources • Monitor block planners **MUSIC** Plan how to incorporate new resources into the curriculum.
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 Some examples of children's work/photos of activities from each class to be displayed on the A & D noticeboard Monthly rota for each year group to showcase their creative work on the display board in the Hall **MUSIC** Provide staff with access code and suggestions for use in the classroom.	**ART and DESIGN** Competition: Own choice of size of paper and medium to be used. Research examples of possible creative activities using the outdoor environment One team release session to research activities **MUSIC** To get feedback from staff.	**ART and DESIGN** Research resources for Art and the outdoor environment One team release session to look at possible resources **MUSIC** To meet with music staff to discuss resources/new resources/potential for next year.

Coordinator Action Plan

Coordinator: Mr. Arneill   **Area of responsibility: PE**   **Year: 2019 20**

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?)*
Increase the after-school sports provision for pupils in P4-P7 by introducing one new sports club. (Netball for Primary 6) Develop the basketball club with a view to playing competitive matches. Explore the possibility of replacing/lowering the basketball nets in the hall.	Review Sports Day from 2019 and consider any changes/developments/improvements for 2020. Develop the use of apparatus for pupils in P4-P7.	Organise a whole school PE event – park run in Ormeau Park. Have a successful second year at Mary Peters Track for our school sports day.
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 netball club for Primary 6 pupils. Work with Gavin Garland to develop the basketball club. Contact companies and get quotations to replace/lower basketball nets.	Meet with a small group of parents, PTA members and the PE team to evaluate last year's sports day. If necessary, draw up a list of proposals/changes to include in this year's sports day. Look for/develop a scheme of work for the use of apparatus in P4-P7. Share with staff at a Tuesday briefing.	Find a suitable date and to join in the Ormeau Park Run and organise for a group of parents and pupils to take part. Run Sports Day at Mary Peters on 15/5/20.

Coordinator Action Plan

Coordinator: Mrs Hill   **Area of responsibility: Play based learning**   **Year: 2019/20**

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?)*
Organisation of the outdoor store to make setting up and putting away the equipment easier. Continue to use pic collage as a form of record keeping for play activities. Develop the use of see saw as a way of recording play activities. Improve the outdoor environment. Monitor and evaluate play based learning in Foundation.	Further develop the outdoor environment. Continue to develop activities that are linked to world around us Look at apps for the active panels that can be used at playtime.	Review the resources and identify areas for development especially in connection with WAU
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?)*
Purchase of new/extra boxes and shelving. Monitor the pic collages produced by the Foundation Stage classes and saved into google drive. P3/4 to develop the front play ground by planting bulbs in the large containers and making class signs for each container. Class release to monitor FS indoor and outdoor play this term.	In the front playground have a designated bug hotel area with information on logs Add painted logs to the outdoor play area. Each year group to review their play planning and to think of/identify activities that are connected in their WAU topics. Meet with staff to look at apps that are being used. P3 to review their activities in connection with WAU topics	Review the outdoor/indoor equipment and replace as necessary. Meet with the teachers and discuss what areas need resourced.

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
All early years' teachers to audit their resources	**Term two**	•
		•
		•
		•
To look at the block planners and evidence of play based activities	**Each block**	•
		•
To look at play evaluations		•
		•
		•
Class visits- play sessions	**Block one**	•
		•
		Areas for further development
		•
		•
		•
		•
		•
		'New' issues for consideration
		•
		•

Coordinator Action Plan

Coordinators: K Hamilton, L Kane, D Kelly   **Area of responsibility: PD&MU/RE/DIVERSITY**   **Year: 2019/20**

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?)*
PD&MU/RE 1. To develop relevant displays around the school to promote 'Value of the Month'. 2. *Progression grid in PDMU* guidance document made available to all staff. 3. Each class to produce one piece of ICT on one of the ten values (this can be whole class i.e. using Pic Collage or each child using Publisher). 4. Organise an awareness raising visit by National Deaf Children's Society Roadshow (11th October). 5. Organise Storehouse Harvest visit and food collection. **DIVERSITY** To encourage inclusivity by encouraging pupils from other countries to share their customs and traditions – during Assembly/class time.	**PD&MU/RE** 1. Class pieces of ICT on school values displayed (end of term) 2. Investigate songs to use in assembly for 'Value of the Month' 3. Investigate apps for use in RE/ 'Value of the Month' **DIVERSITY** Continue taking part in QUB project which aims to study the culture and language of newcomer pupils. (More funding received to continue with project)	**PD&MU/RE** 1. Organise RNLI visit (April). 2. Organise 'Play it by Ear' drama group visit to assemblies. **DIVERSITY** Invite and encourage parents from other traditions to talk to pupils about their home language and customs.
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?)*
Monthly 'Values' highlighted to staff and parents Resources suggested to staff. Contact parents of pupils selected and obtain consent. Contact Storehouse charity.	Monthly 'Values' highlighted to staff and parents Resources suggested to staff. Liaise with Liz Weir (storyteller) and Professor Janice Carruthers in the organisation of workshops. Search online and liaise with other schools to find new songs and apps.	Contact and liaise with parents from different cultures taking part in Diversity event. Contact 'Play it by Ear' drama group.

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Regular monitoring of PD&MU/RE planners.	November January March	• • • • • • • • • • • **Areas for further development** **'New' issues for consideration**