Established Autumn 2017 (Year 1); Updated Summer/Autumn 2018 (Year 2); Updated Summer/Autumn 2019 (Year 3)

**Enniskillen Model Primary School**

**Introduction:** An effective planning process is an essential feature in every successful organisation. Plans seek to develop the organisation and set out: The organisation’s present position; What it wants to achieve in a defined number of years; How it intends to bring about these achievements; Its performance criteria – those factors by which it will be measuring its progress and success.

As an organisation, we recognise that development planning and target setting are essential and interrelated elements in improving standards in schools. Our School Development Plan is a ‘strategic plan for improvement’. It aims to ‘bring together, in a clear and simple way, the school’s priorities, the main measures it will take to raise standards, the resources dedicated to these and the key outcomes and targets it intends to achieve’. *‘Every School a Good School’ –* Department of Education, Northern Ireland

This document cross references to the use of parent and staff questionnaires. These were compiled from: Together Towards Improvement (TTI) indicators, the ‘new’ Self Evaluating and Effective Practice (January 2017), Kirkland Surveys and ‘older’ SETAQ material. The ‘Every School a Good School’ indicators were also used to structure responses. To further evaluate we considered PASS Assessments (P4 target group) and pupil questionnaires, as well as inviting responses from others connected to the school e.g. governors, parent groups, several post primary principals.

**Appendix 1:** Analysis of Questionnaires (issued to a variety of parties in May 2017 and analysed by an independent body) – response rates included (numerically and as percentages). The following narrative refers scantly to the outcomes.

**Context:** Enniskillen Model Primary School is located on the eastern fringe of Enniskillen. A very inclusive and integrated ethos prevails throughout this school. We educate a selection of children from a wide range of socio-economic, cultural and religious backgrounds. For example, at the last Census (October 2017) some 24% of the pupils were entitled to free school meals, 30% were recorded as coming from a non-protestant background, 20% were on the school’s SEN register (Stages 1 to 5) and a slight increase in Newcomer pupils was evident (now almost 16%). In the Autumn of 2019, there is minimal change noted in these statistics - FSM entitlements remain static, for example (please see ‘Basic Information Sheet’ for details).

The school is very well maintained despite the on-going issues with space, security, lack of resource areas outside classrooms/generally, noise, leaks, heating and insulation, for example. A new two storey building on the same site has been in the pipeline for about 19 years (following considerable effort behind the scenes) and despite many ‘ups and downs’ work finally began on June 3rd 2019. Woodvale Construction have been awarded the contract and it is hoped phase 1 (new building) will be completed by the Autumn of 2020. Phase 2 (demolition of the existing building) is scheduled for completion in the early Spring of 2021. In the interim, investment in this building has continuedand is well supported by the Education Authority. Various enhancements have been made in recent years – new foyer and entrance area, usage and expansion of rooms, play trails, disability access (including lifts), hygiene room, outdoor canopy and cloakrooms, for example.

The majority of our children transfer from Enniskillen Nursery School and the Montessori Pre-School. An induction/settling in policy has been considerably extended in previous School Development Plan cycles and this is enhanced by more effective liaison strategies. The ‘politics’ behind the orchestrated growth of one sector in the town is causing much upset and injustice – enticing children into pre-school/primary places to the detriment of other establishments.

The older children transfer to a variety of post primary schools, usually within the town of Enniskillen, and a comprehensive transition policy is in place - again enhanced by effective liaison. For example, the school has been engaging with Enniskillen Royal Grammar School in order to develop its transition policy (as part of the KS2/3 transition project). The changes to the transfer/common entrance system in recent years have been carefully managed and care has been taken to ensure that a broad, balanced and skills based curriculum is delivered in upper primary classrooms.

The school hosts a Language Centre which enrols children from all over the County – these children (usually in P1 and P2) have been assessed by Educational Psychologists as in need of additional help with their speech and language and spend, on average, three/four terms in the Centre before returning to their mainstream schools. The two teachers are timetabled to support the mainstream school staff/Centre pupils on day 5 and an effective liaison policy has been developed/widened to provide capacity building opportunities for staff and parents – the new ‘Link Up’ booklet has been a recent addition, for example.

**1: A Statement and Evaluation of the Ethos of the School:**

**Summary:** A well-ordered environment exists and all teaching and non-teaching staff work well together for the benefit of the children. A positive emphasis is placed on praise, encouragement and celebrating success and every effort is made to ensure that all children are treated fairly and equally. The following documentation gives an overview and flavour of the positive ethos that has been engendered/prevails in this school.

**Appendix 2**: Model P.S. Vision, Motto, Aims, Values Charter (parents and staff), Prospectus, Website, Pastoral Care literature, previous Eti reports.

**Evaluation:** Enniskillen Model Primary School is committed to maintaining a positive ethos; ensuring sound relationships exist between all members of the school and wider community and continuously developing to improve its standards. There are exceptionally strong, well embedded, evolving and genuine links with parents and the community (including some other schools). Parent and staff values charters are embedding.

The school was awarded the Department of Education’s Derrytrasna Award in March 2017 (for demonstrating exceptional Pastoral Care/Ethos).

In May/June 2019 the school and principal were nominated for ‘Families First’ awards (‘best’ in various categories) – on reflection, it was decided not to proceed with the process.

The collective response to Child Centred Provision from parents (reflecting 166 responses), for example, shows a 98% affirmation of our practices (Ethos and associated areas). All other questionnaire links speak highly of our Ethos (and associated areas) as do previous reports arising out of Eti visits (including four Shared Education visits).

**Future Action:** The challenges and disruption of a new school build – care will be taken to effect sound communication; risk assess to minimise the impact on the day-to-day running of the school. The existing school will function throughout.

**2a: A summary and evaluation, including through the use of performance and other data, of the school’s strategies for learning, teaching, assessment, promoting the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using Information and Communication Technologies (ICT):**

**Summary:** We ensure that every child is taught in order to fulfil his/her maximum potential across all areas of the Northern Ireland Curriculum and to promote independence and lifelong learning.

As outlined in our Learning and Teaching policy, the school carries out its statutory responsibility of delivering the N.I. Curriculum to the Foundation Stage, Key Stage 1 and Key Stage 2 children in its care. The learning areas of Mathematics and Numeracy, Language and Literacy, The World Around Us, The Arts, Personal Development and Mutual Understanding, Religious Education and Physical Education are co-ordinated and planned for as effectively as possible across the FS/Key Stages so that children receive broad, balanced and rich learning experiences and become contributors to society, the economy and the environment. The key skills, including ICT, are developed across the curriculum. Time to devote to key areas is guided.

**Appendix 3: Learning and Teaching policy/’The Big Picture’**

***Planning***: Planning at all levels reflects the Northern Ireland Curriculum and embraces the Department’s ‘Every School a Good School’ policy and associated documentation such as ‘Count, Read, Succeed’. Planning is standardised (but allows for individuality), identifies learning intentions and the foci for learning, taking into account the needs and interests of different learners. All is evaluated to inform future planning, with Literacy and Numeracy evaluations having been developed in more recent years.

***Teaching and Learning***: We aim to ensure that the children at this school are provided with high quality teaching and learning experiences which are differentiated to suit different learners and help each child achieve to the best of his/her ability. At Foundation Stage and Key Stage 1 a lot of learning takes place through play/activity time. All classes timetable their week. We promote the use of different resources, approaches and strategies and encourage cross=curricular links. Parents are well supported in the learning process – through regular communication, for example.

***Assessment:*** Assessment is an important focus of our work and has been invested in heavily in previous SDP cycles - both ‘Assessment of Learning’ and ‘Assessment for Learning’. Assessment of Learning takes place through formative, diagnostic and summative strategies and is not only used to evaluate the effectiveness of teaching and learning but to form a baseline for future teaching. The school has an evolving Assessment policy (and associated areas) which complements DE and CCEA guidance. Co-ordination of this area (evolving) is given high priority. Parents are becoming more actively engaged in this process.

Formative: Assessment for Learning is promoted throughout the school to establish where the learners are in their learning, where they need to go next, and how best to get them there.

Summative: Computer Based Assessments (CBAs – NILA and NINA) have been used to diagnose areas of weakness in Literacy and Mathematics – these assessments ceased in 2016. Standardised tests (and on occasions diagnostic tests) are used to check pupils’ progress in the core areas of learning. Scores are tracked using Assessment Manager on SIMs and teacher records. From Years 4-7 comparisons are made between standardised test scores and the pupils’ CAT4 scores (administered in early P4 and again in early P6). Differentials are noted and used to help identify low, under and high achievers. Fronter analysis screening sheets have been developed further and are now used by/guide all staff in the interpretation of individual and group discrepancies. Individual pupils are then targeted for improvement. The school has also been implementing/plans to develop non-curricular assessments - PASS (Pupil Attitudes to School and Self) and Baseline Surveys, for example. On occasions it is necessary to involve pupils in assessment by outside agencies e.g. the Educational Psychologist. This school invests very heavily in SENCo support (amidst huge budget pressures) in order to enhance what is done post assessment in the knowledge that ‘constantly weighing the pig does not fatten it!’ SENCo support has become increasingly difficult to maintain given the huge financial constraints imposed on the school.

**Appendix 4:** Assessment and Feedback policy (includes grid outlining Summative Assessment approaches /evolving – reviewed annually).

**Promoting the Raising of Standards and Attainment:** The school is actively promoting the highest standards for all pupils. Performance is monitored at class and whole school level, targets for improvement are set and all is targeted with extra support, resourcing, and communication (as finance allows). C2K Sims (assessment) is used widely to enhance this process and has evolved immensely – more dissemination is evident as well as analysing data which includes discrepancies etc. There will be further focus on Using ICT as we seek to improve standards further in this area – this remains an area in which staff are keen to get further help with. For example, in 2018/2019 some in-class support featured and a start has been made to equip staff with better long term planning guides (a draft scheme of work).

**Evaluation:** Teachers’ planning in this school identifies learning intentions, reflects differentiation, evaluation and connectedness across different areas of learning. Evaluation informs future planning and pupils have an opportunity to contribute to the planning process. The school has reviewed its long term planning for Literacy and Numeracy in recent SDP cycles (as well as in many other areas) and this will be prioritised in subsequent cycles. Medium term planning continues to be ‘tweaked’ in light of staff feedback, monitoring and evaluating and perceived expectations. The current structure allows for co-ordinator reflection and feedback. Parents are given a termly summary of what is planned (mostly curriculum related).

The School Development Plan and Action Plans are reviewed and evaluated annually. This is done collectively when all co-ordinators and staff are actively engaged in the process. New templates have evolved in order to help focus on evaluations/priorities and to consider IMPACT more.

Effective Marking and Feedback practices have become more widespread (in line with policy review/recommendations) although there is scope for improvement/consistency/value of the process to embed.

Assessment and other data is used to effectively inform teaching and learning throughout the school, in the classroom and to promote improvement. Our data is tracked and analysed (using SIMs etc.) to inform future teaching and learning and we know the majority of our pupils are achieving as expected in Literacy and Numeracy in line with their ability. As well as class teachers, data is shared with core co-ordinators and, as a new initiative, with parents. Screening and follow up programmes/support are in operation. More support has evolved in relation to catering for children who show significant discrepancies – for example, in 2018/2019 a recently retired teacher from this school, has worked with many targeted SpLD pupils (who would ordinarily be still on a waiting list for EA support). Stage 5 pupil and planning practices remain under review.

June 2017: 17% (P3 to P7 pupils) are currently falling behind in Literacy (less than 89SS, as shown by PTE) and 13% (P3 to P7 pupils) are falling behind in Mathematics (less than 89SS, as shown by PTM) - the N. I. average is 23% (generic). 30% (PTE) and 33% (PTM) of pupils are achieving standardised test results of 112SS+. The N.I. average is 23% (generic).

June 2018 & 2019 (update); Please refer to an analysis of performances as detailed on Literacy and Numeracy Action Plans (new) and in separate Assessment documentation (new).

We aim to continue to focus on our low, under and high achievers, putting different strategies in place to help them improve (amidst ever growing financial pressures). The implementation of CAT4 (first phased in 2016/2017) will help enhance our focus of recent years in identifying those who are showing specific discrepancies (below or above in Literacy and Numeracy). CAT4 for P6 children (2016/2017) was done too late and has skewed results for our current P7 children. New EA fronter (analysis) screening sheets are being phased in for all staff to use; the dual system which operated (NRIT and CAT4) has phased out. Comparisons with CAT4 are available to all teachers for their respective classes – data made available for staff and co-ordinator reflection was widened again in 2018/2019 and includes a breakdown of stanine and discrepancy figures, for example.

**Appendix 5:** Detailed C2K Sims analysis/tracking of data – includes three levels: individual, class/year group and whole school (disseminated)

The school aims to give its pupils consistent access to ICT and will continue to enhance the different strands of ICT through staff development, resourcing and other initiatives.

In May 2017, parental questionnaires (reflecting 166 responses) indicated that the collective response to Teaching and Learning, for example, showed a 98% affirmation of our practices (Child’s Needs being catered for etc.); A 100% positive response was noted from Teaching and Non-Teaching staff when asked about how special needs were being catered for.

To further evaluate we analysed PASS Assessments (P4 target group) and pupil questionnaires, tracked diagnostic assessment (conducted at the beginning and end of a school year) to monitor individual progress. This type of assessment, and baselining children in P1, are areas we hope to develop in.

**Future Action**

* Further/Develop focus on using ICT to highlight/support achievement and support learning
* Disseminate and contextualise screening mechanisms at all levels (widen) – e.g. EA guidance/Fronter spreadsheets
* Review and develop the Assessment, Marking and Feedback policies (and associated areas) – broaden practice. FS, KS1 and KS2 Co-ordinators to become more actively involved here in 2019/2020
* Review SEN provision as scrutinised through a review of SEN policy (and associated areas) - keep staff informed about any changes to Code of Practice/Register etc. SEND legislation more to the fore in 2018/2019 – reflected in policy. In light of huge and mounting budget cuts, try to maintain as high a service as is practical/feasible given the circumstances placed on schools of this ‘type’ (formula funding, SEN. FSM etc…) – using assistants and volunteers (both guided) to enhance the programme
* Build in more scope for greater connectivity through planning.

In May 2017, 62 children were assessed at Key Stage 1 and 62 were assessed at Key Stage 2. The results, based on the professional and honest judgement of teachers are available (Assessment file) – Literacy, Numeracy and ICT. In May 2019, 58 children were assessed at Key Stage 1 and 58 were assessed at Key Stage 2. From 2018, ICT results were sent home for the first time. Again, the results based on the professional judgement of teachers are available (Assessment file) – Literacy, Numeracy and ICT.

The staff in school work hard to ensure that the performance of each individual pupil is the best that the child is capable of at each Key Stage. All of the staff in this school engage periodically in agreement trialling exercises, usually centred around prepared CCEA portfolios (Communication, Using Maths and ICT). For 2017/2018 ‘Using ICT’ was determined as this school’s portfolio focus, in 2018/2019 ‘Communication’ was determined as the school’s portfolio focus and for 2019/2020 the focus will be on ‘Using Mathematics’. Despite ongoing industrial action, a portfolio is always produced.

**2b: A summary and evaluation, including through the use of performance and other data, of the school’s strategies for providing for the special, additional or other individual educational needs of pupils:**

**Summary:** In school we are committed to developing the potential of all the children in our care. We endeavour to provide alternative/extra support for pupils identified with educational needs, including those with SEN (low, under and high achievers) and Newcomer children, as resources allow and with Education Authority support. Teachers use their own informal continuous assessment procedures as well as the formative and summative assessment to judge how children perform in class and any concerns regarding a child’s rate of progress are used to identify children in need of extra support. This is rooted in well-embedded professional dialogue.

The school complies with the requirements of the Code of Practice for Special Needs and our Special Needs policy recognises that early intervention is a priority. This policy is prioritised for reflection and to be tallied further with EA/DE guidance and SEND legislation (deferred in 2018/2019). Pupils who require learning support are listed on a SEN register which is updated as necessary. Individual Education Plans are formulated by teachers, SENCOs, classroom assistants with input from parents and pupils, two times a year for all pupils at Stages 1-5 on the register. Realistic targets for pupils at the different stages are set. Education Plans are reviewed by the SENCOs, teachers and classroom assistants in partnership with parents and pupils. On occasions the advice of other parties is incorporated – Educational Psychologist, SpLD Support teacher etc.

In addition to differentiation within classes, the two part-time (eroded further for 2019/2020) SENCOs provide extra support in Literacy and Numeracy (and sometimes SEBD related) and a large number of special needs and general classroom assistants support individual pupils within the classroom or as part of small focus groups (under the guidance of the teacher). SEN Stage 5 pupils are subject to a new planning template which is to be extended in 2019/2020.

If a child experiences: *Specific Learning Needs*, *Physical Needs, Emotional Needs, Behavioural difficulties, Speech and Language difficulties –* the school works closely with a wide variety of professionals under the guidance of the SENCOs and the EA.

**Evaluation:** The school has 432 pupils (mainstream) – **as at October 2017**. On the SEN register (88 or 20.47% are at Stages 1-5; 82 or 19.47% are at Stages 2-5) – **as at October 2017**. There is very little difference to these statistics as at October 2018 & 2019 (ref. SEN file). The register is reviewed regularly and pupils are closely monitored. This school’s policy facilitates regular face-to-face liaison meetings between teachers, assistants and SENCOs, for example. Although costly, this is deemed a good use of expertise and time. Due to huge budget constraints the ability to do this at previous levels has been curtailed considerably since 2017. The paperwork is of a high quality as verified by different sources, including Educational Psychology. There is a need to review our SEN policy (and associated links) in light of demand/funding/SEND legislation. All of the children in the Language Centre are at Stage 3 or above (20 – as at October 2019).

In May 2017, Parental questionnaires (reflecting 166 responses) reflected that the collective response to Teaching and Learning, for example, showed a 98% affirmation of our practices (Child’s Needs being catered for etc.); A 100% positive response was noted from Teaching and Non-Teaching staff when asked about how special needs were being catered for. With co-ordinator responses there were some references to balancing paperwork and teaching individuals/groups of children.

17% (P3 to P7 pupils) are shown as currently falling behind in Literacy (less than 89SS, as shown by PTE) and 13% (P3 to P7 pupils) are falling behind in Mathematics (less than 89SS, as shown by PTM) – the N.I. average is 23% (generic). 30% (PTE) and 33% (PTM) of pupils are achieving standardised test results of 112+. The N.I. average is 23% (generic). CAT4 and NRIT have allowed us to review discrepancies (currently a dual system) – re. Appendix 5. June 2019 (update) - please refer to an analysis of performances as detailed on Literacy and Numeracy Action Plans (new) and in separate Assessment documentation (new templates 2017, 2018 & 2019 - ‘Analysis of PTE (Literacy) and PTM (Numeracy) Standardised test results for P3 and up children’) – also, note Appendix 5.

We have 68 Newcomer pupils (October 2017) – on the last census 58 of these were registered for additional funding. These children are supported in various ways – co-ordination, baseline assessment, interpreters, face-to-face input etc. The children are making good progress and CEFR records/procedures are kept up to date. 54 out of 68 newcomer pupils were recorded on the census for funding in October 2018 (funding assistance was deemed not essential for more of these children). In June 2019, the school recorded 77 newcomer pupils on the register (not all will appear in the October 2019 census – 69 were recorded) – 5 Syrian refugees were admitted in the Spring of 2019 (4 in 2019/2020) and all receive some additional support in liaison with various support bodies – Interpreter/IDS/VPRS etc.

We have a well embedded Counselling/Play Therapy Service – paid for by school and currently meeting the needs of 12 pupils. Some parents also tap into the service for advice (as offered). The SENCOs/teachers are engaged with this support and help identify need. In 2019, despite huge budget pressures, it was decided that given growing need this service needed to be maintained (but not increased).

To further evaluate we analysed PASS Assessments (P4 target group) and pupil questionnaires, meetings with SENCOs etc.

**Future Action**

* Continue to identify pupils’ needs, target and monitor from P1 and up
* Ensure targets on EPs are SMART and track to monitor the % of pupils who have achieved these targets
* Continue to provide face-to-face discussions regarding pupils and liaise with outside agencies, as necessary/resources allow
* Provide further training for classroom assistants (using NASEN material, for example)
* Promote the use of resources for ICT to support SEN pupils – more potential to do so could be harnessed
* Attend any training for SENCOs provided by the EA/other providers
* Provide parents with more information about the curriculum/learning via training, meetings, data sources etc.
* Continue to support Newcomer pupils in their learning and follow guidelines from the Inclusion and Diversity Service (augmented by other links e.g. South West College and Mandarin lessons)

**2c: A summary and evaluation, including through use of performance and other data, of the school’s strategies for promoting pupil health and well-being, child protection, attendance, good behaviour and discipline:**

**Summary:** Enniskillen ModelPrimary School considers the health, well-being, safety and welfare of our pupils to be of paramount importance.

***Health and Well-being:*** To develop health and well-being we:

* Promote healthy eating at break and lunch and through the delivery of the curriculum
* Promote the Free School Meals scheme
* Develop personal and social skills through the statutory curriculum – incorporates increased access to shared education/community events
* Improve physical and social development through the provision of extra-curricular activities and the employment of coaches
* Promote outdoor play sessions in the Foundation Stage and KS1
* Use the outdoors regularly as a learning environment and advocate ‘learning’ trips etc.
* Participate in workshops to promote health and well-being provided by e.g.
* Participate in many competitions e.g.
* Participate in Fire Evacuation procedures once a term and log them in the Fire Safety log book – major reviews required in light of new school build
* Operate an effective First Aid and Medication policy – very tightly co-ordinated/consistent in roll-out
* Encourage pupils to achieve, e.g. through praise, pupil of the week/month certificates, awarding Golden Time
* Give pupils a ‘voice’ by involving them in decisions through the School and Eco Councils

***Safeguarding and Child Protection***: Our Safeguarding and Child Protection procedures include:

* Making parents aware of who the Designated and Deputy Designated teachers are (also the designated governor – by name only, as agreed)
* Keeping parents informed of the Safeguarding and Child Protection policy and good practice (through relevant and regular correspondence)
* Ensuring Safeguarding and Child Protection procedures are displayed prominently in school
* Ensuring training for all staff is updated in line with DE regulations (currently 2017/04 guidance – ‘Safeguarding and Child Protection in Schools’)
* Renewing/communicating our E-safety (& Digital Technologies) policy with parents and pupils - regularly
* Keeping the Board of Governors informed of any Safeguarding/Child Protection issues and providing an annual report
* Risk Assessments at various levels (including outings/SEN etc.) have been well embedded/maintained

***Attendance***: Enniskillen Model Primary School has a high attendance record which is encouraged.

* The staff note pupil attendance on a daily basis
* Parents are encouraged to send a note into school/telephone the school to explain a child’s absence
* The SIMS system is used to record attendance
* If any child’s attendance falls below 85% the school’s Education Welfare Officer is informed after consultation with the designated teacher (for Attendance), who in turn seeks the advice of the principal
* An Attendance policy was updated and agreed by the Board of Governors in the Spring of 2016.

***Good Behaviour and Discipline:*** Positive behaviour is encouraged on a daily basis and the staff do not accept bullying behaviour, allowing pupils to reach their full potential in a safe and secure environment.

* An updated Positive Behaviour and Anti-Bullying policy was completed and agreed by the Board of Governors in 2014 (reviewed again in 2018/2019). The components of which are discussed with the staff annually and elements of are relayed to parents on a regular basis
* All staff received training about the Northern Ireland Anti-Bullying Forum’s resource, ‘Effective Responses to Bullying Behaviour’ in 2013/ 2014 and from the SEBD Service as part of a recent SDP cycle
* The school participates in Anti-Bullying week and other themed events
* The school advocates Jenny Mosley’s Golden Rules and Golden Time is awarded
* Individual classrooms have positive behaviour strategies in place and a whole school Code of Conduct is referred to regularly
* Individual pupil behaviour is monitored and action sanctioned (more significant events are recorded)
* Advice is taken from the Education Authority’s SEBD Service, as appropriate

**Evaluation:**

**Health and Well-being -** Health and Well-being practices are planned, on-going and compliant with DE policy.

We need to look again at our First Aid and Medication policy – changing guidance (although practice at different levels is highly effective/helped by sound co-ordination of all areas).

The school works very hard to promote Sport and P.E./related activities/inclusiveness (and benefits of) – timetabling, after school activities, themed events, coaching etc. Opting out is very well reduced (targeted in recent years).

A Counselling/Play Therapy Service is paid for by school and is well utilised by parents/pupils (showing growth). In 2018/2019 the NSPCC ‘Keeping Safe’ programme (and associated material) was well embedded throughout the school – P1 to P7.

Parent Questionnaires showed: 99% (of 166 parent responses) agreed with our attention given to the well-being of pupils, for example.

To further evaluate we analysed PASS Assessments (P4 target group) and pupil questionnaires but following reflection in 2018 & 2019 it is felt there is limited value in whole school screening/instead of better value if applied on perceived need only.

**Safeguarding and Child Protection -** Safeguarding and Child Protection is taken very seriously in school (pro forma is kept up to date). An Eti visit in June 2017 verified compliance in this area (evaluation short of strike action). We use 2017/04 (and noting the September 2019 update to this document).

Parent questionnaires showed: 98% (of 166 parent responses) confirmed that they were aware of Child Protection procedures and 100% (of 166 responses) agreed that the school is a caring place, for example.

Pupil questionnaires showed: 99% (of 108 responses from P1 to P7) know who to go to if they have a problem, for example.

**Attendance -** Analysis of data from SIMS indicated that attendance has been very good over the last three years with an average of 96%. This area is co-ordinated and monitored through SIMS etc. and regular liaison takes place with the EWO officer. We have targeted families who have children arriving late (persistently) – with much success.

**Good Behaviour and Discipline**

The behaviour/discipline in this school is sound/consistent/monitored and isolated incidents are addressed proactively from the principal down. The last full Eti evaluation described the behaviour in the school as exemplary. Our ‘Code of Conduct’ has been a great source of reference and helps develop consistency.

Parent questionnaires showed that: 98% (of 166 parent responses) believe staff promote and reward positive behaviour, for example

Pupil questionnaires showed: 97% (of 108 responses) feel ‘safe’ in school, for example.

Statutory EA training on the Bullying in Schools’ Act (2016) was attended in 2019 and policy/recording mechanisms will be subject to further review in 2019/2020 e.g. C2K Sims? Governors were kept informed.

**Future Action:**

**Health and Well-being**

* Review the ‘Food in Schools’ policy and maintain momentum of healthy eating policies/initiatives
* Promote further the importance of P.E. and Sport (and associated areas)
* Allow more staff to avail of/update First Aid training.

**Safeguarding and Child Protection**

* Review and develop Pastoral Care (related), Safeguarding and Child Protection policies in line with the latest DE guidance (2017/04) – involve various parties
* Ensure required Safeguarding and Child Protection training is utilised (including governors)
* Circulate Pastoral Care information and Safeguarding/Child Protection leaflets to parents (periodically)

**Attendance**

* Monitor children who are persistently arriving late to school and address with home; review door access for children who are late

**Good Behaviour and Discipline**

* Ensure all staff members (including new) are aware of the Positive Behaviour and Anti-Bullying policy/strategies.
* Continue with proactive initiatives – supervisor/assistant training, playground duty organisation including zoning, help and activities on offer etc.
* Involve School Council in further discussions about the playground and ideas for developing a more positive playground experience
* Consider Management’s response to alleged incidents of bullying and indiscipline (and subsequent presence at non-class times and record keeping). KS2 practices to be monitored closely in 2019/2020, in particular.

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

**Summary**

Enniskillen Model Primary School recognises that staffing is its most valuable resource. This school has a very professional, talented, dedicated staff and leadership structure who work collaboratively on a daily basis.

* Staff/Co-ordinators are met regularly in relation to their role, have well defined job descriptions and are asked to evaluate their classroom and other practice
* Co-ordinators/Management have developed their roles considerably – record keeping, inset, monitoring and evaluating etc. – helped by Investors in People. The core focus of this school is on curriculum development as outlined in the SDP
* Some changes to roles and responsibilities have evolved – by agreement
* Staff development needs are considered in order to advocate school improvement in line with DE policy – teaching and non-teaching.

Records are kept and dissemination takes various forms.

* Curriculum development needs are addressed during staff meetings and staff development days – a sensible balance/use of time is always to the fore
* Statutory training is kept up to date and other training is supported, as deemed necessary
* The staff have the opportunity to liaise with teachers in other schools in order to develop their expertise
* As well as PRSD and some incidental observation as part of monitoring and evaluating practices, staff avail of an internal peer observation scheme (first implemented in 2016). The action short of strike (from 2017) has had a huge impact in this regard – Union advice to the fore.

**Evaluation**

* The role of different co-ordinators needs to be kept under review and supported/helped to focus on SDP priorities; sharing of effective practice. Newly implemented templates for evaluating targets/action planning are of immense help in ensuring a more strategic and coherent response – these will be embedded, helping to provide focus, direction and to ascertain IMPACT.
* More emphasis has been placed on monitoring and evaluating by all co-ordinators/SLT (including observation) and this is developing well
* ICT co-ordination needs to be considered in light of the existing post holder leaving the school (June 2017) – new appointee (2018)
* Teachers recognise a higher percentage of special needs and newcomer children and consequently a need for more direct adult support (assistant and SENCo)
* Classroom assistants need further training opportunities to help them carry out their duties effectively and efficiently e.g. SDDs, Courses, ICT skills (post audit)
* Governors are reminded of training opportunities and have a developing insight into the work of the school/show lots of support

Staff questionnaires showed: 100% (of 17 responses) agreed that staff development was effective in meeting the priorities of the school and 100% (of 16 responses) agreed that they have had training/development opportunities within the last 3 years and that staff development opportunities have benefited role in last 3 years.

**Future Action**

* Update/evolve job descriptions/co-ordinating roles and responsibilities (including ICT)
* Support staff with co-ordinating roles (all areas) – widening monitoring and evaluating
* Re-think SENCo learning support to best meet need, expectation amidst a difficult financial climate and growing paperwork/expectation
* Endeavour to organise extra support for particular classrooms where the need is considered greater
* Use School Development Days to develop capacity within school to meet present and future needs (as outlined in this SDP)
* Develop the potential of peer observation/exchange in core areas – internally/externally
* Organise/facilitate further staff development for classroom assistants

\*\*2019/2020 – in light of three changes to the teaching staff (mid-year) there is considerable re-organisation to implement\*\*

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

**Summary**

The school is committed to maintaining a high level of self-esteem among all staff members and everyone is valued, respected and recognised as part of a team. Staff health and well-being is very important.

* We endeavour to have clear communication channels to encourage professional, supportive, working relationships – Investors in People – communication structures and Values Charters/Code of Conduct
* Staff are supported by acknowledging what they do and by being flexible to suit the individual needs of all e.g. time out of school
* More teams have been created, most latterly for the co-ordination of Literacy and Numeracy (supported)
* Staff are supported through a social committee and other initiatives such as ‘Positive Parties’ (SDD focus last year)
* Any external information offering support is brought to the staff’s attention e.g. UNION advice

**Evaluation**

* Communication has evolved well and takes many forms (focus of Investors in People some time ago)
* There is an excellent attendance record among teaching and support staff
* Teams are working well together and much sharing of reflective practice is evident – designated dates/times to meet; some release time made available
* Meetings for teachers and assistants are better at celebrating what has gone before and highlighting what has worked well (acknowledging input) – maintain morale in a difficult climate

Staff questionnaires showed that: 100% (of 16 responses) agree there are procedures to ensure sound communication; 100% agreed that their role is acknowledged within school and that management promotes the welfare of staff

**Future Action**

* Staff reviews will take place – better time given to discuss job evaluations in more detail/professionally. More quality discussion to ensue (challenge factor)
* Increased time given for co-ordinators to meet (sometimes with counterpart/s) to sort priorities - as resourcing allows/timetabled
* Embed the use of ‘new’ templates for evaluating targets/action planning

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

**Summary**

Links with parents: We actively promote the involvement of parents in the life of the school and in their child’s learning through:

Welcoming parents; ‘Open Door’ procedures; Regular communication with parents (and more curricular/assessment focused); Consultation and collaboration e.g. via questionnaires, IEPs, parent interviews (formal and informal), P.T.A. meetings; Other themed events etc.; Organised events e.g. seasonal celebrations, P1 Induction, Open Mornings, meetings to exchange information, breakfast morning, sports events; Fundraising and social events through the P.T.A. 2018/2019 – ‘Come and Learn through Play’ sessions (all pre-schoolers and parents) – good support given. To be repeated in 2019/2020.

Local Community: We promote the school in the local community and build positive relationships through participation in local and provincial tournaments, Feis and other local/provincial community Arts programmes, renting the premises, engaging with pre-schools, post primary schools, other local primary school (including Shared Education). 2019/2020: Peace Proms participation and widened Christmas community involvement.

Voluntary and Statutory Bodies: We seek and maintain effective links with voluntary and statutory bodies e.g. Health and Social Services, Education Welfare Officer, Educational Psychologists, EA support services (e.g. Sold, ASD), Inclusion and Diversity Service, PSNI, Eco Schools personnel, the Dairy Council and the Public Health Agency.

**Evaluation**

The questionnaires from all parties show high affirmation of our Parent and Community links. For example, 99.3% of parents (based on 166 responses) agree with all 7 categories – made to feel welcome in school, have opportunities to participate in/out of school, school links with community through trips, invited to school events, school actively involved in the community, staff helping children to prepare for the future and encouraging children to develop personal and social qualities. The text messaging service/general communication, in particular, has been well received. The responses from two of the post primary school principals also speak highly of our links/engagement.

New initiatives in 2018/2019 to promote the value of quality play/interaction with parents etc. more e.g. ‘Come and Learn through Play’ sessions and the organisation of a parenting course by the FS co-ordinator (‘PARENTALK’) in early 2019 were huge successes.

**Future Action:**

* Parent information sessions on Mathematics and Literacy – facilitated on occasions by outside personnel (develop)
* Promote further the value of quality play/interaction more e.g. parents and ‘Come and Learn through Play’ sessions to be repeated
* Continue to forward curriculum updates to parents/broaden engagement
* PTE and PTM – guidance in relation to data/reports – follow through
* Involve the P.T.A. in wider initiatives and schemes – celebrate their work more
* Work with other schools to develop staff through training and support – e.g. joint schools’ SDDs, Shared Education process etc.

**2g: A summary and evaluation, including through use of performance and other data, of the school’s strategies for promoting the effective use of ICT to support learning and teaching, continuing professional development and school leadership and management:**

**Summary**

ICT to support Learning and Teaching:

* We have a well utilised ICT suite which benefits teaching and learning as well as enhancing testing etc.
* In addition, all classrooms have an interactive whiteboard and access to computers/ laptops
* There are currently 25 i-pads shared among the classrooms as well as other items such as probots, beebots etc.
* ICT is integrated across the curriculum and this is encouraged through medium term planning
* We have an ICT policy (evolving) and e-safety policy which is shared with parents
* Staff and pupils use ICT to present work across the 5Es; some use has been made of CCEA tasks to date
* We make extensive use of our website and text service and have embedded a new Facebook page

ICT for Leadership and Management:

We use:

* SIMS to track, monitor and promote pupil attendance.
* Assessment Manager to track, profile and monitor pupil achievement.
* School Website and Facebook
* Text messaging service to keep parents updated.
* ICT software for presentations.
* Email for communication purposes – especially individual staff/internal communications

ICT is always prioritised as part of our School Development Plan.

**Evaluation:** Many pupils from P3 and up feel they are getting more confident with ICT - they have/love access to the suite (including lunchtime and after school). The pressure on ICT resourcing/personnel is ever increasing and the manageability of within the classroom is difficult.Staff often experience difficulties (particularly with older children) in relation to their children having core ICT skills prior to expecting them to use and apply ICT (and in catering for children with different levels of skill). There is still a lack in confidence/understanding/practice/training in relation to the roll out of ICT (with some staff) and a need to explore/develop CCEA tasks is deemed essential etc. There are very strong pockets evident of using ICT creatively however this area needs proactive co-ordination and drive to move away from dealing with technical issues only. Parents have commented that the texting service is a particularly good way to communicate information and support ICT related/driven tasks at home. Extensive use of ICT is used to engage with parents in a wide variety of areas – website, meetings, assessment etc.

**Future Action:**

* Appoint a new co-ordinator for ICT and develop role of (current co-ordinator has been appointed to a post elsewhere)
* Purchase more hardware – laptops (x4), i-pads?
* Develop the school website and regularly update it
* Widen email for communication purposes – involving all staff/internal communications
* Utilise further a school Facebook page in collaboration with the P.T.A. who operate their own page – the school Facebook page will be used largely to advertise school events, celebrate success and keep parents informed when children are on school trips (2019/2020)
* Review ICT and E-safety policies (written guidance) – started
* Make more use of the CCEA tasks and engage staff further in 5Es/Desirable features
* Internally standardise samples of ICT work to enhance the assessment of ICT at the end of key stages 1 and 2

**3a: An assessment of the school’s current financial position and the use made of its financial and other resources:**

**Summary:** Pupil numbers have risen consistently/remained constant over the past number of years and the school is now ‘capped’ in relation to its intake – 71 applications were received for Primary 1 in September 2017. In light of the imminent new build the governors agreed to maintain a two class intake and therefore growth has been curtailed (approved admissions and enrolment numbers are currently 58/420). The principal and Board of Governors monitor the school’s budget carefully and a finance report is presented to the governors at every meeting. Very regular contact is maintained with the Education Authority (LMS). In June 2018 a decision was made to reduce by one member of the teaching staff and accept a voluntary request for redundancy – reluctantly, in light of budget figures. This impacts on the full-time support teachers who now share a class and fulfil their SEN duties on a part-time capacity. As the school has now 16 full-time delegated cost teachers (including the principal), the PTR has been affected. The plan below has been adjusted accordingly. Despite good enrolment figures, the pressure to reduce staff further for 2019/2020 is ever increasing but not sanctioned by the Board of Governors.

**3 YEAR BUDGET PLAN Figures can vary…**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Enrolment** | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **Total** | **PTR** |
| October 2017 | 62 | 55 | 61 | 63 | 65 | 61 | 66 | 433 | 25.47  =17 |
| October 2018 | 62 | 62 | 58 | 61 | 63 | 63 | 60 | 426 | 26.81  =16 |
| October 2019 | 57  (based on a very small pre-school year – 2018/ 2019) | 61 | 62 | 58 | 61 | 63 | 64 | 425 | 26.56  =16 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Figures are based on an Indicative Budget** | **2017-2018** | **2018-2019** | **2019-2020** |
|  | **Projected expenditure summary** | |
| Teaching Staff –permanent and temporary | 914, 505 (17) | 915,520 (17) | 938, 327 (17) |
| Auxiliary staff | = | = | = |
| Auxiliary staff | 217, 583 | 215, 107 | 217, 237 |
| Running costs | 150, 664 | 153, 677 | 156, 751 |
| Capital | 0 | 0 | 0 |
| Income (-) | 90, 000 | 90, 000 | 90, 000 |
| Estimated expenditure – extra | 0 | 0 | 0 |
| **Total estimated spend** | 1, 192, 752 | 1, 194, 304 | 1, 222, 314 |
| **Estimated Balance – 31 March** | (41, 339) in reality (80, 000) | (80.000) impacted by bigger deficit carry over – (123,000) | (123,000) impacted by bigger deficit carry over (?) |

**Evaluation:** AWPU cutbacks and the impact on schools of this size mean that difficult decisions have to be made. Maintaining additional support for larger groups (the norm) is difficult and maintaining full-time SENCo support is under increasing pressure. Alternative income sources have been well embedded by this school – some £80,000 was sourced in 2018/2019 (P.T.A., After School Club, Rent etc.) Year 3 of this plan will see a further review of teaching and non-teaching staff entitlements. Steady pupil numbers will have a positive overall effect on the budget in 2017/2018, 2018/2019 and 2019/2020 - hopefully helping to curtail the impact of carrying a deficit. However, as verified by the EA, School Development Service (Autumn 2019) this school is a victim of the budget formula and given cutbacks, class sizes etc. is unable to do anything else to improve finances (Contact S. McCooey, EA LMS).

**Future Action:**

* Spend as prioritised on the Financial Plan (!)
* Keep the Chair and Board of Governors informed to closely monitor the monthly budget reports
* Closely monitor available teaching and non-teaching hours at the school’s disposal
* Seek (other) opportunities for outside funding e.g. New P.T.A. initiatives; New fundraising initiatives
* Keep under review the school’s current policy of asking parents to contribute towards costs (fees)

**Assessment:**

**3b: An assessment of the planned use of the school’s projected resources during the period covered by the plan in support of actions to bring about improvements to standards:**

* Maintain SENCo support for both Literacy and Numeracy at as high a level as is possible - given the difficult financial climate and higher staff costs
* Use of online standardised testing to allow for fair, detailed analysis and pupil tracking.
* Funding from the P.T.A. and other sources to help with the purchase of e.g. resources and outings/swimming to support the curriculum.

**4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan which is being superseded or revised:**

Staff and governors review the School Development Plan annually and evaluations are completed for each year of the plan. The SDP is always part of the agenda for staff and governor meetings. This allows the school to prioritise areas for improvement.

**Appendix 6:** The evaluations show what the school achieved in 2016-2017 with emphasis on its key targets and presented in a structure to reflect the format of the previous SDP. This information tallies closely with ‘Every School a Good School’ and TTi indicators.

**Appendix 7:** A SWOT Analysis was used to give an overview of the previous 3 year SDP process in 2014. It also alluded to subsequent areas for development over the next three years (2014 to 2017). On this occasion a similar approach has been taken but using an amended evaluation framework.

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

**Challenges:** Maintaining enrolment numbers in the future – local ‘politics’ (‘robbing Peter to pay Paul’)**;** Huge budget constraints and impact of formula changes; lack of uniformity/fairness between schools**;** Staffing arrangements – maintenance of staffing levels (teaching and non-teaching) and impact of reduced (enforced) support arrangements in light of larger class groupings**;** Staff changes;Rising number/better identification of children with special educational needs and maintaining current service as well as managing the process – data, paperwork etc. Balancing parental expectation and changing EA policy; The continuous strive to raise standards by being fair and honest**;** Myriad of change and maintaining morale, providing quality time, guidance for staff etc.

2018 and 2019 update: Government policy and pre-school (development proposals/politics/tactics) – potential huge impact on schools, like us, that have no onsite pre-school facility.; Intensified budget pressures despite having a full enrolment.

**Opportunities: Hard working and motivated teaching and non-teaching staff, augmented by an effective and focused SMT and middle management structure; Staff Development – sharing and openness of practice. New models to the fore e.g. peer observation/exchange; staff changes; Dedicated, supportive and well-informed Board of Governors; Pro-active and supportive P.T.A. who are keen to evolve in their thinking; New school building and facilities; Shared Education links – funding, co-ordination and educational/social benefits**

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

* Parent Questionnaires were distributed. An analysis was done to find out what parents’ views are in relation to different aspects of school life (May 2017)
* The principal attends P.T.A. meetings and meets regularly with the Chair to discuss different events and ideas the members may have to help the school throughout the school year
* A pupil survey was carried out to find out how pupils felt about different aspects of school life (May 2017)
* Other parties were also surveyed (breadth) in May 2017 – staff, co-ordinators etc.
* Meetings with the members of the School Council to allow them to have a say about any aspect of school life and forward any ideas they may have to help the school
* The Eco Schools co-ordinator meets with the members of the Eco-committee to allow pupils to have a say in what the school should do to be Eco-friendly and maintain our Eco-school status
* The principal seeks the views of the other staff members and consults about planning, monitoring and evaluating, self-evaluation and the School Development Plan and associated Action Plans
* Staff members are asked to have an input into Baker Days/School Development Days
* Development of members of the S.M.T. has been evolving
* More FS, KS1 and KS2 and classroom assistant meetings feature allowing staff to be well informed and have an input into how things on-fold

**Future Action:**

* Widen staff evaluation of inset provided
* Widen curricular meetings/opportunities for classroom assistants
* Involve further co-ordinators in giving feedback at Board of Governors’ meetings
* Designated sub-committee of governors who liaise exclusively with SDP matters – allowing more time and quality engagement; involved more during a school day/particular core curricular areas etc.
* Reconstituted Board of Governors – facilitate time spent in school during the school day
* More feedback/suggestions to be gleaned from parents in relation to parent training – questionnaires etc.
* Develop further the role/responsibility of the SLT

**7a: Identification of key areas for development, informed by the school’s self-evaluation, including the school’s key priorities for the period of the plan, based on DE policies for education:**

**EACH YEAR: REVIEW PROCESS STARTS – CO-ORDINATORS JUNE/JULY; STAFF INVOLVED AUGUST/SEPTEMBER; NEW ACTIONS FINALISED OCTOBER/NOVEMBER.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enniskillen Model Primary School Development Plan – 3 Year Overview** | | | |
| **Numbers/letters relate to**  **7 requirements** | **2017-2018**  **(Evaluated)** | **2018-2019**  **(Evaluated)** | **2019-2020** |
| **Language and Literacy**  Whole school action plans devised annually - time bound | WRITING: Monitoring/addressing coverage/ gaps in the writing experience – whole school  READING: Comprehension strategies in FS/KS1 (post audit); Conduct comprehension audit in KS2; Whole school promotion of the enjoyment of reading  TALKING AND LISTENING: Focus on the planning process | Policy updated/cross checked e.g.  CCEA Portfolio to compile encompassing samples from all three areas in L & L – whole staff engagement  Review SEN intervention/support programmes /roll out  KS2/3 cross phase engagement  WRITING: Continuing focus on writing genre (embed) and promotion of writing across the curriculum (link to topic web); (Required) review of KS1 and KS2 Spelling policy  READING: (Required) review of Phonics policy (FS and KS1) – to run parallel with review of Spelling in KS1 and KS2.; Comprehension strategies in KS2 (post audit) – authorial technique/skills primary focus; Whole school promotion of the enjoyment of reading  TALKING AND LISTENING: New resources to disseminate | WRITING: Monitoring of spelling practice/activities especially in P3 and P5; check on writing and coverage of genre; promote WAGOLL  READING: Whole school promotion of the enjoyment of reading; monitor Active Learn; increase supply of picture books, in particular; promote ‘Reading is Thinking’ strategy/resource  TALKING AND LISTENING: promote use of a structured T&L scheme from P1 to P7 (e.g. ‘Literacy Shed’); local cluster participation to develop T&L/glean ideas – link to topic webs and current planning; KS2/3 project – T&L focus (if funded?)  Literacy planning grids/review – especially KS2  New build and Literacy opportunities – explore  Target progress plans (Fronter)  Co-ordination of Literacy to be reviewed |
| **Mathematics and Numeracy**  Whole school action plans devised annually - time bound | Long term planning: Embed topic overview  Address gaps in Handling Data coverage  Update Measures Schemes in relation to Area and Time  Continue to promote further problem solving (tasks/ strategies) from P1 to P7. KS2/3 – Cross Phase link (ERGS) to complement Mathematics across the curriculum – promote planning for (topic web) | Policy updated/cross checked e.g.  Review SEN intervention/support programmes  /roll out  KS2/3 cross phase engagement  Finalise topic overview/map of topic progression – dissemination to staff  Continue to promote further problem solving (tasks/strategies) from P1 to P7 – focus on three strands to upskill staff  Finalise Measures schemes (remaining strands – Volume, Weight and Capacity)  Mathematics across the curriculum –  continued promotion of planning for (topic webs) | Keep topic overview active  Revisit Number scheme  Focus on Word Problems & Bar Modelling - promotion of strategies; evidence of various problem solving strands in planning; P4 new NHM problem solving resource to trial; Isak 9; KS2/3 project – bar modelling (self-fund); local cluster participation (focusing on bar modelling)  Mathematics across the  curriculum – promote planning for (topic web); CEA ‘pop-up’ resources; themed events  Monitor use of Prim. Ed. resourcing (P3 to P7)  CEA portfolio development – as is required  New build and Numeracy opportunities – explore  Target progress plans (Fronter)  Co-ordination of Numeracy to be reviewed |
| **I.C.T.**  Whole school action plans devised annually - time bound | CCEA tasks and familiarisation - 5Es and desirable features; Associated medium term planning  CCEA Portfolio development/engagement  New Co-ordinator for ICT/development of | Implementation of new medium term planner for all P1 to P7 staff - incidental  CCEA tasks and familiarisation - 5Es and desirable features (keep momentum); link to last year’s portfolio feedback – 14.1.19 and 15.3.19 (SDD)  Digital Communications/E-Safety literature (new) and roll-out - incidental  Policy for ICT to be completely revamped – staff engagement – 15.3.19 (SDD) | CCEA tasks and familiarisation - 5Es and desirable features; Focus on Exchanging in particular; Peer in-class support to develop staff/widen pupil exposure. Link to display.  Medium and long term scheme planning – monitor access/relevance  ICT policy to evolve/ staff involvement  Revisit Digital and E-safety guidance  Strengthen links to assessment/SIMs etc. |
| **The Arts**  Community links: *Shared Education*, *Feis and other Arts related events e.g. Peace Proms; Music Box*  Policy/Scheme:Policy review (2011); Grid planning/scheme overview updated every year (2017)  Resourcing: Charanga; claves and bells; Drama and Art support; MPL and Music Box programmes | Musical Pathways project to be rolled out in P4  P1 and P2 music scheme – amend in light of Charanga resource  Review P3 and P4 music scheme (Charanga and Musical Pathways project)  P5, P6 and P7 introduced to Charanga resource (complements recorder)  Policy review | Musical Pathways project to operate in P5  Charanga resource to roll out in P3 to P7 (complementing review of schemes) – own arrangements  ‘Developing the Arts’ guidance to be disseminated (post course) – mostly FS/KS1 – 23.1.19  The Arts policy is to be updated | Musical Pathways project – P1 and P6 to begin  Review P6 and P7 music scheme/ use of Charanga  Art provision – further guidance for staff (developing 2 elements/strands) – Staff Inset 20.1.20  The Arts policy to be disseminated – Staff Inset 20.1.20  Community involvement |
| **P.E. and Games 2c**  Community links: *Shared Education, Daily Mile, Inclusiveness programme (SEN etc.), Swimming programme for P4 to P7; After school activity programme (evolving); Competitions*  Policy/Scheme: Policy (2015); FS – Fundamental Movement, KS2 Games, Gymnastics, Dance and Athletics (2017)  Resourcing: *Update annually; new rugby kit, Hockey coaching course* | Refresh P.E. policy/safety guidance (Baalpe)  ‘Team Teach’ initiative – P3, P4, P5 and P6 (coach/staff development in gymnastics, athletics and games)  Review P3 and P4 schemes games, gymnastics, dance and athletics)  Meet an athlete fundraiser event (February) | Share recently reviewed P.E. and Games policy – staff and parents (incidental)  ‘Team Teach’ initiative – (coach/staff development) – P5 and P7 all year. Focusing on reinforcing/amending P5 and P7 schemes in these areas  Scheme for Athletics (P3 and P4) - review | Monitor policy/guidance (participation, uniform, jewellery, registers etc.)  ‘Team Teach’ initiative – (coach/staff development) – cross checking follow through /subsequent use of guidance  Continue to review P3 and P4 schemes/athletics  P7 Dance – develop  Shared Education links and P.E.  Community involvement including P.T.A. links e.g. 5K |
| **World Around Us**  Community links: *Shared Education, Maintain/ extend outdoor trips, 60th Anniversary of Railways in Fermanagh (P6)*; *School’s 150th Anniversary (whole school focus)*  Policy/Scheme: Policy (2009) Topic Map /Scheme (2017)  Resourcing: *Enthuse STEM training (repeat - practical); sharing of Clounagh resource; Collins Map start booklets (and interactive resource)* | Phasing in of Topic Webs (planning/highlighting cross curricular links); cross match planning to global learning opportunities  Widen usage of ‘Thematic Units’ and ‘Ideas for Connecting Learning’ in topics (P3 to P7)  P3/P4 Topic – check continuity/overlap  Continue focus on STEM – practical opportunities; themed/topic day; Sentinus, Minecraft and Barefoot (CAS) links  Policy review/update | Further development of Topic Web planning in P1 to P7 - incidental  Continue focus on STEM – practical opportunities; themed/topic day for FS and P3/P4 – 14.3.19  KS2 technology trolley to be factored into planning - incidental  The WAU policy is to be updated | Topic Webs – develop from a WAU slant; promote/utilise ‘Explorify’ website and Global issues – address as part of Inset on 4.2.20  Green Flag – to renew  Continue focus on STEM - practical opportunities; SENTINUS engagement; technology trolley etc.  WAU policy/guidance to be disseminated – Staff Inset 4.2.20  Policy/medium term planning – cross check with strands and their development - address as part of Inset on 4.2.20  Community involvement  New build and WAU opportunities – explore  Role of Eco Councillors evolving |
| **PDMU 2c**  Community links: Embed/ expand community links; Roots of Empathy (P3); Shared Education; Develop roles of school and eco councils/activities; support agencies e.g. PSNI, Fire Service, FIND (transition); various health promotion activities/themed events; SUSTRANS – links/themed events  Resourcing: Living learning Together; Playground equipment – incorporate Jenny Mosley resourcing/ ideas; Counselling Service – 12 hours per week  Policy/Scheme: PDMU Policy (2014) – restructured – 4 key sections; Drugs (2014); RSE (2016); Positive Behaviour and Anti-Bullying (2014); First Aid & Medication (2012 – revisited annually) | Finalise and disseminate ‘Food in Schools’ policy  RRSA – continued focus on Level 1 (Strand 2 – global) – includes global learning focus/related activities  Roll out of NSPCC ‘Keeping Safe’ programme (KS2) – pilot/control group  New D.E. guidance in relation to Drugs – tally with current school policy | Monitor ‘Food in Schools’ policy (new)  Roll-out of NSPCC guidance/lesson plan pack (P1 to P7) – link to strand 2 (incidental)  Global/RRSA – roll out of new guidance material to complement topics – link to strand 2 (incidental)  Revisit elements of PDMU/Pastoral policies (overview)/restructured in alphabetical order  Roots of Empathy programme to operate in P3 – November 2018 on | Health messages to be reinforced (at various levels) – involvement of school councillors  Continue to use NSPCC guidance material from P1 to P7/monitoring and evaluating effectiveness (P1 to P7)  Further use of RRSA material to enhance topics (P1 to P7)  Revisit school (written) policies in relation to First Aid and Medication, Relationships and Sexuality (now reflective of new DE guidance), Movement and Supervision – Staff Inset 6.4.20  Shared Education links and PDMU  Community involvement  Role of school councillors evolving e.g. new school |
| **Play**  Community links: Widen parental engagement in play opportunities; Shared Education  Policy/Scheme: Use play as a focus for peer observation  Resourcing: More outdoor stock + Jenny Mosley link; general survey | Play observation – share/ adopt formats used in FS (grid) – formative assessment approaches  Play – develop some specific ideas for mathematical problem solving /activities – link to UM target  Review resourcing for play in P1 to P4 (general)  Revisit topic grid with P1 to P4 staff to monitor progression of play topics | Play – ideas for developing problem solving/ activities – link to UM target – 6.2.19  Maths Play Mornings – P1? P2? P3? (Term 3)  Play and observation strategies in P1 to P4 – including a roll-out of the ‘SEESAW’ app (to be used more widely) - incidental  Promotion/support/development of Play in P3 and P4 – link to topic development (as timetabled) - incidental  ‘Come and Learn through Play’ sessions – develop as part of the school’s Induction programme (November 2018 on) | Play – continue with co-ordinating ideas for developing problem solving /activities – link to UM target  Play Mornings – P1, P2 and P3 (all themed and connected to core areas)  Development of play observations – file passed on to next teacher/use SEESAW as an optional resource  Focus on the development of outdoor play/planning for – FS year group discussions (ongoing)  ‘Come and Learn through Play’ sessions – develop as part of the school’s ‘Settling In’ programme (November 2019 on)  Co-ordination of Play to be reviewed |
| **Religious Education** Community links: Shared Education; Churches link  Policy/Scheme: Policy (cross match to core syllabus 2006/ 2007); Grid of topics (2017)  Resourcing: CCEA Thematic Unit; CEF themed material | Planning formats (medium term) – standardised layout for all classes to be introduced  Review continuity in delivery of some topics – especially in FS/KS1  FS – Postal Bible material to trial – in addition to Thematic Unit and CEF material  Review policy | New medium term planning template to embed in P1 to P7 - incidental  Revisit planning/grid of topics  The R.E. policy is to be updated | Monitoring planning formats  Revisit planning/grid of topics – keep under review/begin to develop scheme  R.E. policy to be disseminated – Staff Inset SDD 16.3.20  Community involvement |
| **Assessment/Planning 2a/3b**  Community links: Shared Education (tracking)  Policy/Scheme: Assessment policy and components (reviewed annually) – includes Marking and Feedback (2017)  2016 on – new electronic system for testing phased in  Resourcing: Cost of core testing – PTE/PTM/CAT4  (all electronic); follow through programmes and personnel  Monitoring and Evaluating:  Screening/tracking at different levels; Assessment for Learning strategies e.g. peer/self-techniques (scoops/sharing of better practice) | Trial GL PASS with selected pupils, as appropriate  Trial GL Baseline assessment with selected P1 pupils/tally to pre-school transition information reports  Continue to assess P1 pupils using Infant Language Link (ILL) and provide follow up; also re-assess P2 and P3 pupils and ascertain if pupil individual support is still required  Continue to assess P2 pupils using MIST and provide immediate follow up, as required  Explore the use of Fronter screening sheets for P3 to P7 – include CAT4 and combination reports for PTE/PTM to monitor discrepancies  Review and provide appropriate parental guidance and access to assessment data, as deemed useful  Marking and Feedback policy (new) to embed; sharing of effective practice  Other related areas; ICT portfolio (include focus on samples on WTL1 and L1 and better use of CCEA tasks)  Planning – reading approaches/skills explicit (KS2); Topic Webs - across the curriculum link –(WAU) | GL BASELINE assessment (to trial) with a small cohort of pupils  GL PASS to be used as required  Continue to use ILL and MIST assessments and follow ups (P1 – P3) - incidental  Fronter analysis screening sheets for P3 to P7 to become standard practice for all (individual and group) – Using CAT4 and combination reports for PTE/ PTM to monitor discrepancies – to be collected  Portfolio development/engagement - focus as specified by CCEA (Communication) – see Literacy Action Plan  Continue to develop planning – Topic Web approach to strengthen all areas of the curriculum - UICT CCEA tasks to feature in planning | IIL/MIST (testing/follow through)  Marking and Feedback practice – review periodically in line with Monitoring and Evaluating practice  Portfolio development/engagement (Using Mathematics) – launch with SLT on 27.1.20 and involve staff in collecting samples incidentally thereafter  Planning – Topic Webs/strengthen  Fronter Analysis sheets – target progress plans (embed) |
| **Special Needs 2a/2b/2d/3b**  Community links: Various support agencies; Business in the Community  Policy/Scheme: Policy (2016 – old format)  Resourcing: Impact of huge budget cuts – review resourcing and face-to-face input; ICT software  Monitoring and Evaluating:  Screening/tracking at different levels; | New written policy devised in line with DE/EA guidance to be phased in – to include a review of Literacy/Numeracy small group support  Review Literacy and Numeracy ICT resources – better staff engagement with; in-class use/dissemination to support SEN pupils (provide inset where necessary)  Motor skills training session to be delivered (help of RISE NI)  Specific classroom assistant training (NASEN – SDD input – Jan. 2018 – development of role)  SEBD – continue with lunchtime club opportunity (e.g. Lego); train assistants accordingly | Policy (new) revisited in light of SEND legislation – staff engagement (15.4.19 – SDD)  Approaches to development of EPs/Pupil Needs Analysis etc. to evolve  Widen use of Literacy and Numeracy ICT resources – better staff engagement with; in-class use to support SEN pupils (provide Inset where necessary) – some Wednesdays in February and March  Social Skills support and Counselling to operate | Further SEND training to be availed of – staff dissemination. Adjust draft policy accordingly  Further development of EPs/PNA procedures (& Fronter sheets)  Promote use of ICT resources – SEN related for Literacy and Numeracy (staff engagement) - incidental  Support groups to operate including counselling/play therapy  Stage 5 planning approaches – embed  Staff Inset: SDD 16.3.20 (SEND and Rise Ni) |
| **Newcomer 2b**  Community links: SWC  Policy/Scheme: Overview frameworks in place; School currently has 68 newcomers  Reviewed annually  Resourcing: Dictionaries; Interpreter – all parent meetings and incidental; Face-to-face support; EA support officer | Ensure key language is a focus as part of the planning process  Review of Newcomer assessment arrangements and develop at Foundation Stage (task booklets)  Provide location for SWC driven Mandarin lessons (roll out of new weekly programme)  Review of dictionaries available and redistribute as required  Embed effective screening/monitoring of all Newcomer pupils required using the CEFR process – support as necessary within the classroom (and in conjunction with SEN policy, as appropriate) | Previous Co-ordinator to provide support to new Co-ordinator (ownership) – shadowing approach  Monitor and Review Key language/vocabulary focus as part of the planning process - topic and parent links as appropriate  Embed effective screening/ monitoring of all Newcomer pupils required using the CEFR (new) process – support as necessary within the classroom (and in conjunction with SEN policy, as appropriate)  Mandarin lessons – facilitate in school  Audit to determine where bilingual dictionaries are required - and provide as essential | Key language focus as part of the planning process - IDS help  Embed effective support/screening/ monitoring of all Newcomer pupils required using the CEFR process (SIMS) – support as necessary within the classroom (and in conjunction with SEN policy, as appropriate) – aided by IDS training (November 2019 on/other dates as guided)  Review resourcing and guidance for parents – translation mechanisms, for example  Bilingual leaflets more readily accessed e.g. Safeguarding and Child Protection  Mandarin lessons – facilitate in school  Review co-ordination |
| **Safeguarding and Child Protection 2c**  Community links: FIND Centre; Shared Education;  Policy/Scheme: C.P. and Safeguarding (2017)  Positive Behaviour and Anti-bullying (2014)  Resourcing: Whole school focus weeks e.g. Anti- Bullying, Internet safety; Counselling Service; support agencies e.g. PSNI, Women’s Aid; PANTS workshop attendance to enhance current delivery of the programme in FS | Leaflet issued to parents  Cross reference the new 2017/04 Child Protection and Safeguarding (file) guidance to align with current practice; refresh policy after consultation with staff, parents and pupils and present to governors/other stakeholders.  Deliver INSET Child Protection and Safeguarding training to all staff  Clarify current practice regarding parent signatures and access to key C.P. and Safeguarding policies  Issue a parental summary of the current Positive Behaviour and Anti-Bullying policy; Consider management response and record keeping  Update Pastoral Care and Intimate Care policies – notably Positive Behaviour and Anti-Bullying  Seek external source for a short Safeguarding/ Mental well-being programme for P6  Align already well-embedded risk assessment procedures (in part) to new Educational Visits guidance (October 2017)  Attendance (especially) late arrivals – monthly monitor and follow through | Leaflet issued to parents (update)  Bilingual leaflets to be sourced (used as required)  SIMs data capture forms (update)  EA organised refresher training for DT and DDT (November 2018) – briefing to update staff; align to GDPR legislation and better monitoring of staff access to  Support roll-out of NSPCC guidance/lesson plan pack (P1 to P7) – link to strand 2  P6 Wellness (new) programme to evolve  Ratify Positive Behaviour and Anti-Bullying policy/practice (post consultation); widen associated roles e.g. SLT. Relate all to roll out of training on Anti-Bullying on ‘The Bullying in Schools Act 2016’ - incidental  Risk Assessments – review implementation/ momentum (led by FS, KS1 and KS2 Co-ordinators) | Leaflet issued to parents (and bi-lingual)  Methodology/collation of data capture key information to embed  Refresher training – Principal (November 2019)  NSPCC lesson material/evaluating effectiveness (P1 to P7)  Policy checks: to include ratification of a Diversity and Inclusion policy and Relationships and Sexuality policy; updating of Staff Code of Conduct in light of the recent DE Safeguarding and Child Protection (2019) and monitoring of other Safeguarding policies e.g. volunteer/visitor guidance, evacuation, movement and supervision, educational visits, access to entrances and exits throughout the new build process (reference A-Z policy guide)  Positive Behaviour and Anti-Bullying policy ratified with governors  Delivery of Aware ‘PAWSB’ mindfulness programme for P6 (February 2020 on) – link to better use of CLA pilot project resources  Dissemination of EA and SWC course guidance on Mental Health issues (Nov./Dec. 2019) – Staff Inset: 29.1.20  Reorganisation of roles and responsibilities for Safeguarding team in light of staff changes e.g. Designated Teacher |
| **Staff Professional Development 2d/2e/2c/2f**  Community links: Shared Education; LC parent mornings (roll-out)  Policy/Scheme: Teaching and Learning policy better disseminated (revamped 2016)  Resourcing: Fronter familiarisation; Joint Schools’ training days; Regular briefings; TPL opportunities | Peer Observation/Exchange opportunities made available – core areas and play (includes ERGS Cross Phase KS2/3 link - Numeracy)  Implement a more coherent monitoring and evaluating schedule (reflected in structure of this SDP)  Coaching (RTU) – further follow up for staff in the area of delegation and role management  First aid training (refresher)  Better staff reviews – training, self-evaluation in line with established job descriptions  Classroom assistant training opportunities (widen)  Induction of new member/s of staff  ICT Co-ordination (support new personnel)  Link to KS2/3 Cross Phase (ERGS) | Peer Observation (pending Union situation)  Peer teaching for e.g. ICT and P.E.  Widen year group collaboration/staff development – Wednesdays/release time  Classroom assistant training opportunities e.g. ICT (15.3.19 – SDD), playtimes  Monitoring and Evaluation by SLT members (self-driven)  New co-ordinator support – ICT and Newcomer  External training opportunities – ELKLAN, TPL etc. | Peer observation/teaching – ICT, Music, Pastoral and P.E.  SLT roles with regard to monitoring and evaluating e.g. year group practices  Better system in place to record staff development opportunities  Classroom assistant planning and training opportunities  Stage 5 SEN planning formats to embed  Review co-ordination (notably Literacy and Numeracy) in light of staff changes (to include some other areas)  Induction for ‘new’ members of staff – several year groups |
| **General 1/2f/3a/3b** | New build – onsite works to commence  Governance – S.D.P. sub-committee/briefings/further training  P.T.A. – Gift Aid exploration; new ventures  EA Complaints Policy (revised) – in line with school policy | New build – onsite works  Governance – S.D.P. sub-committee/ briefings/further training  Reconstitution of Governors – induction of new committee  Complaints policy (new) – ratify by Governors | New school building – health and safety, communication, other school visits, working towards occupancy  Governance– S.D.P. sub-committee/ briefings/ further training  Governors assigned to other key areas in addition to Safeguarding and Shared Education e.g. Literacy and Numeracy  EA Model Complaints policy – tally against school’s policy. Review school’s record keeping in this regard.  Closer links with CSSC – marketing etc. |
| **Language Centre**  **Whole school action plans devised annually - time bound** | Development of links with mainstream schools and encompassing staff development opportunities  Planning formats | Developing links with other Language Centres – sharing of practice  Planning formats - embed | Strengthening links with other Language Centres – sharing of practice/ideas  Review of Language and Literacy and Phonological Awareness policies |
| **Shared Education 2f**  Whole school action plans devised annually - time bound | Expansion to include 2xP4 classes  Community, Council and Parental links strengthened | Defer involvement of second P5 class  Community, Council and Parental links strengthened  New elements to include Peace Proms, Shoe Box Appeal etc. Controversial issue more to the fore (post training) | Expansion to include 2xP2 classes (occasional)  Community, Council and Parental links strengthened |

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**7b: Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in Communication, Using Mathematics and Using ICT:**

**KEY STAGE 1 PREDICTED LEVELS OF ATTAINMENT**

In 2017/2018, 61 P4 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this group in September 2017, 17 pupils are on the SEN register (1 to 4) – 26%. There is one Stage 5 child (to date) – excluded in the table below. This year group/one class in particular has, since P1, been identified as having a very high proportion of SEN children. Level 2 is the expected level for this year group. School policy dictates that Level 3 is only awarded in exceptional circumstances. In 2018/2019, 58 P4 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this group in September 2018, 8 pupils are on the SEN register (1 to 4) – 14%. There are two Stage 5 children (to date) – excluded in the table below (3%). Level 2 is the expected level for this year group. School policy dictates that Level 3 is only awarded in exceptional circumstances. In 2019/2020, 58 P4 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this group in September 2018, 8 pupils are on the SEN register (1 to 4) – 14%. There are two Stage 5 children (to date) – excluded in the table below (3%). Level 2 is the expected level for this year group. School policy dictates that Level 3 is only awarded in exceptional circumstances.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PROJECTED ATTAINMENT | 2017/2018: NUMBER OF PUPILS (P4) | PERCENTAGE  PREDICTED (P4) | PERCENTAGE  ACHIEVED (P4) | 2018/2019: NUMBER OF PUPILS (P4) | PERCENTAGE PREDICTED (P4) | PERCENTAGE ACHIEVED  (P4) | **2019/2020: NUMBER OF PUPILS**  **(P4)** | **PERCENTAGE PREDICTED (P4)** | **PERCENTAGE ACHIEVED**  **(P4)** |
| Communication | Level 3 | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Level 2 | 51 | 84 | 93 | 49 | 84 | 84 |  |  |  |
| Level 1 | 10 | 16 | 7 | 9 | 16 | 16 |  |  |  |
| Using Maths | Level 3 | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Level 2 | 57 | 93 | 98 | 52 | 90 | 91 |  |  |  |
| Level 1 | 4 | 7 | 2 | 6 | 10 | 9 |  |  |  |
| Using ICT | Level 3 | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Level 2 | 36 | 59 | 78.5 | 41 | 71 | 76 |  |  |  |
| Level 1 | 25 | 41 | 21.5 | 17 | 29 | 24 |  |  |  |

**KEY STAGE 2 PREDICTED LEVELS OF ATTAINMENT**

In 2017/2018, 61 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this year group in September 2017, 15 pupils are on the SEN register (1 to 4) – 24%. There are five Stage 5 children (to date) – excluded in the table below. Level 4 is the expected level for this year group. School policy dictates that Level 5 is only awarded in exceptional circumstances.

In 2018/2019, 58 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this year group in September 2018, 15 pupils are on the SEN register (1 to 4) – 26%. There are two Stage 5 children (to date) – excluded in the table below (3%). Level 4 is the expected level for this year group. School policy dictates that Level 5 is only awarded in exceptional circumstances.

In 2019/2020, 58 pupils will be eligible for end of Key Stage Assessment using the levels of progression. For this year group in September 2018, 15 pupils are on the SEN register (1 to 4) – 26%. There are two Stage 5 children (to date) – excluded in the table below (3%). Level 4 is the expected level for this year group. School policy dictates that Level 5 is only awarded in exceptional circumstances.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | PROJECTED ATTAINMENT | 2017/2018  NUMBER OF PUPILS  (P7) | PERCENTAGE  PREDICTED  (P7) | PERCENTAGE ACHIEVED  (P7) | 2018/2019:  NUMBER OF PUPILS  (P7) | PERCENTAGE PREDICTED  (P7) | PERCENTAGE ACHIEVED  (P7) | **2019/2020**  **NUMBER OF PUPILS (P7)** | **PERCENTAGE PREDICTED (P7)** | **PERCENTAGE ACHIEVED (P7)** |
| Communication | Level 5 | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Level 4 | 45 | 74 | 72 | 46 | 79 | 76 |  |  |  |
| Level 3 | 14 | 23 | 26.5 | 12 | 21 | 24 |  |  |  |
| Level 2 | 2 | 3 | 1.5 | 0 | 0 | 0 |  |  |  |
| Using Maths | Level 5 | 1 | 1.5 | 1.5 | 0 | 0 | 2 |  |  |  |
| Level 4 | 47 | 77 | 79 | 44 | 76 | 76 |  |  |  |
| Level 3 | 12 | 20 | 18 | 14 | 24 | 24 |  |  |  |
| Level 2 | 1 | 1.5 | 1.5 | 0 | 0 | 0 |  |  |  |
| Using ICT | Level 5 | 0 | 0 | 0 | 0 | 0 | 0 |  |  |  |
| Level 4 | 42 | 69 | 77 | 45 | 78 | 78 |  |  |  |
| Level 3 | 17 | 28 | 23 | 13 | 22 | 22 |  |  |  |
| Level 2 | 2 | 3 | 0 | 0 | 0 | 0 |  |  |  |

June 2018 and 2019 (update); Please refer to an analysis of performances as detailed on Literacy and Numeracy Action Plans (new) and in separate Assessment documentation (new template).

**7c: Actions to be taken to achieve these outcomes, with final dates for completion:**

**Appendix 10:** Enniskillen Model Primary School’s Action Plans for the year 2017-2018, 2018-2019 and 2019-2020

Our Action Plans: 1. Literacy, 2. Mathematics and Numeracy, 3. ICT, 4. Language Centre, 5. Shared Education (DSc), 6. Other areas (collectively)

**7d: The financial and other resources available to be used in support of these actions to achieve the planned outcomes.**

School Development Days will be utilised to train staff

Clustering with other schools will help staff to access relevant training (e.g. SDD - January of each year, Shared Education, Literacy and Numeracy)

Substitute cover used to release key staff periodically (impact of budget pressures)

School funding will be used to purchase the updated online standardised tests – CAT 4, PTE and PTM.

Parent Teacher Association funding will be used to procure resources

Involvement in the Shared Education programme will enable staff to share expertise and receive training; allow the children to develop skills in key areas

**7e: The arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan:**

It is the policy of Enniskillen Model Primary School to consult with parents, pupils and teaching and non-teaching staff every three years to inform the School Development Planning process. During self-evaluation governors’ views are sought to provide a realistic and honest evaluation of school practices (as well as some other parties who may have a vested interest in the running of the school).

In addition, throughout the academic year, the Board of Governors of Enniskillen Model Primary School receives updates about the School Development Plan. The principal outlines the contents of the School Development Plan, highlighting achievements and areas for priority over a three-year period in the Autumn term. Governors are encouraged to give feedback and recommendations. Progress made against the School Development Plan is discussed and recorded at Board of Governor meetings each term.

Area of Study Co-ordinators set priorities for the next academic year and input into the Action Plans for their respective areas of responsibility on an annual basis. This, in turn, feeds into the School Development Planning process. Area of Study Co-ordinators are invited to update the Board of Governors about the progress of the Action Plans after monitoring and evaluating practices – rolling programme.

An overview of means to progress the plan will be discussed, outlined, shared and evaluated with staff (regularly).