

**Areas for Development:**

- Relate Numeracy standards in our school to ‘Better Numeracy’ document.
- Review Numeracy policy

**Recommendations for Key Stage 2**

- Children will have more opportunities to engage in open ended problem-solving & investigative work

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
Relate Numeracy standards to ‘Better Numeracy’ document	Identification of where we are being ‘less effective’ in a bid to become ‘most effective’	In SDD view document with staff to identify where we feel we are ‘less effective’  Work on areas where we have identified as being ‘less effective’	SDD Document – ‘Better Numeracy’  Directed time	Numeracy Co-ordinator to lead  Staff	October SDD  Ongoing throughout the year
Review Numeracy Policy	Numeracy Policy up to date & relevant  Teachers content they are pitching work at right level for children	Check work being done in each class is still relevant to our existing Numeracy Policy  Teachers cross-check with planners levels stipulated in ‘Using Mathematic’ file	Key Stage Meetings  Directed Time	Work in Key Stages or individually	January – March
Children more confident with investigative work & open ended problem-solving	Children presented with more opportunities to engage in these types of activities	Aim for one investigation/open ended problem-solving task each month	Directed Time  Key Stage Meetings	Staff supported by Co-ordinator	Ongoing throughout the year

**Area of Responsibility; Foundation Stage**

**Areas for Development: \* To make learning (with particular emphasis on play) more child-initiated and open-ended.**

**\* To develop further monitoring and evaluating of learning in Foundation Stage.**

**\* To develop further children’s writing in Foundation Stage and promote independent writing.**

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff dev including costings	Staff/lead responsibility/ Ext Support	Timescale
To provide learning opportunities for play based learning with particular emphasis on more child initiated, open-ended and challenging play.	<ul style="list-style-type: none"> <li>All children across Foundation Stage engage in open-ended and child-initiated play</li> <li>Activities planned and carried out as part of weekly plan.</li> <li>Session observations recorded and brief evaluation on progress of whole lesson</li> </ul> <p>Children become more confident to work on their own initiative and are keen, challenged and interested in their learning.</p>	<p>Teachers, based on the developmental needs and approaches of the children,</p> <ul style="list-style-type: none"> <li>identify strategies in their play planners</li> <li>provide opportunities for all children across Foundation Stage to develop and engage in open-ended and child-initiated play.</li> <li>This will be carried out through a range of activities and teaching strategies/techniques especially effective questioning.</li> </ul> <p>P.1 and P.2 teachers liaise closely with Nursery for advice to ensure necessary and natural progression and to share ideas. They are to seek advice from other early years specialists.</p>	<p>Directed Time</p> <p>Planning</p> <p>Teaching Time</p> <p>K.S. meetings</p> <p>Non-contact time</p>	<p>F.S. co-ordinator</p> <p>Mrs Eldon Miss Thompson</p> <p>Support from early years specialists</p>	<p>Beginning Term 1 2016 ongoing to June 2017</p>
To develop further monitoring and evaluating of learning in Foundation Stage	<p>- ½ term plans to show evidence of planning indicating clear targets, learning intentions and differentiation.</p> <p>- display evidence in the form of photos/work</p> <p>- Record observations</p>	<ul style="list-style-type: none"> <li>Teachers in Foundation Stage made aware of this action plan.</li> <li>Meet in K.S. to share ideas with the aim of ensuring progression.</li> <li>Classroom observation to assess quality and standards and provide productive and valuable feedback.</li> </ul>	<p>Directed Time</p> <p>Teaching Time</p> <p>K.S meetings</p> <p>Planning</p>	<p>F.S.co-ordinator</p> <p>Mrs Eldon</p> <p>Principal</p> <p>Whole Staff</p> <p>F.S.co-ordinator</p>	<p>Beginning Term 1 2016 ongoing to June 2017</p>

<p>To develop further childrens' writing skills in Foundaition Stage and promoting independent learning.</p>	<p>As above plus</p> <p>All children given opportunity both indoors and outdoors to enhance learning within an environment conducive to both reading and writing.</p> <p>Continue to evaluate work carried out last year on High Frequency Words, sentence structure and making interesting sentences.</p>	<p>As above plus</p> <p>Developing their writing skills through a variety of teaching strategies, techniques and activities.</p> <p>Creation of learning environment conducive to enhancing reading and writing</p> <p>Ensure all children are keen, challenged and interested by planning relevant and motivating learning experiences.</p> <p>Ensure all children in Primary 1 have encountered the first 30 high frequency words and encourage the more able children to use these correctly in interesting sentences.</p>	<p>Directed Time</p> <p>Teaching Time</p> <p>K.S meetings</p> <p>Planning</p>	<p>Literacy co-ordinator</p>	<p>Beginning Term 1 2016 ongoing to June 2017</p>
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**Area of Responsibility; Key Stage One and Eco-Schools**

**Areas for Development:**

- Develop Activity Based Learning throughout Key Stage One.
- Utilise CCEA ICT tasks and iPads further within the Key Stage.
- Establish an Eco-Committee/Club and work towards Bronze Award.

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<ul style="list-style-type: none"> <li>➤ Develop Activity Based Learning throughout Key Stage One.</li> <li>➤ Utilise CCEA ICT tasks and iPads further within the Key Stage.</li> <li>➤ Establish an Eco-Committee and work towards Bronze Award.</li> </ul>	<p>All KS1 children will have regular Activity Based Learning sessions.</p> <p>Both classes will complete at least 4 CCEA tasks. Use new apps to support learning.</p> <p>- Evidence of children being involved in Eco friendly activities. - Increased eco-awareness</p>	<ul style="list-style-type: none"> <li>➤ School Development Day – Activity Based Learning &amp; Outdoor Play</li> <li>➤ Timetable and plan Activity Based Learning in P4 and trial sessions <b>based on advice given.</b></li> <li>➤ Refer to CCEA tasks. Select appropriate tasks for P3.</li> <li>➤ Refer to apps recommended by Declan Evans. Choose most appropriate apps.</li> <li>➤ Download apps and use during Literacy lessons.</li> <li>➤ Refer to information on Eco Schools NI website.</li> <li>➤ Speak to other Eco- Schools co-ordinators for advice.</li> <li>➤ Register school and set up an Eco-Committee/Club.</li> <li>➤ Carry out an Environmental Review.</li> </ul>	<p>Mrs Joan Henderson</p> <p>Materials may be required.</p> <p>CCEA tasks List of apps</p> <p>Eco Schools NI website</p> <p>Staff from local schools.</p> <p>Possible expense</p>	<p>KS1 staff KS1 co-ordinator</p> <p>ICT co-ordinator</p> <p>Eco-Schools co-ordinator</p> <p>All staff and possibly parents</p>	<p>SDD – 2<sup>nd</sup> November 2016 On-going from SDD.</p> <p>Sept download apps. Oct. become familiar with apps then use.</p> <p>Seek advice Sept/Oct 2016</p> <p>On-going throughout year.</p>

	<p>- Achieve Bronze Award.</p>	<ul style="list-style-type: none"><li>➤ Write an action plan, shared with whole school.</li><li>➤ Create a school notice board.</li><li>➤ Incorporate issues within all classes as part of curriculum work.</li></ul>	<p>depending on outcome of Review.</p>		
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**Area of Responsibility; ICT**

**Areas for Development:**

- ✓ **Development of teaching and learning of ICT throughout the school to ensure continuity and progression.**
- ✓ **Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards.**
- ✓ **Preparation for and completion of CBA.**

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p>Ensure continuity and progression of ICT.</p> <p>Across the curriculum, at a level appropriate to their ability, pupils will develop their ICT skills to Explore, Express, Exchange, Evaluate and Exhibit.</p>	<ul style="list-style-type: none"> <li>• Teachers will highlight ICT planning in half termly planners.</li> <li>• Completion by pupils of 3 appropriate ICT tasks</li> <li>• Evidence of pupils' work in each aspect of skills</li> </ul>	<p>September meetings with teachers individually or in key stages to discuss NI curriculum document 'Planning for Using ICT in the Primary School'.</p> <ul style="list-style-type: none"> <li>• Three CCEA tasks will be chosen for each class which are appropriate and relevant to teachers' planning.</li> <li>• During the course of the year samples of work and feedback on each task will be given to the ICT coordinator.</li> </ul>	<p>Directed time.</p>	<p>All staff led by ICT coordinator.</p>	<p>September 2016 – June 2017</p> <p>These tasks will be completed September 2016 – April 2017.</p>
<p>To develop 'Coding' as a focus for the year</p>	<p>Evidence of children using Scratch (C2k) for coding activities.</p>	<p>'Scratch' used to develop coding skills.</p> <p>'Sherson Coding' licence obtained for 2 year period to further develop skills and interest in coding.</p>	<p>C2k network.</p> <p>Sherson licence- £500 over 2 years</p>	<p>ICT coordinator.</p> <p>Principal</p>	<p>Throughout year</p>
<p>Oversee preparation for and administration of CBA.</p>	<p>CBA completed for P4-7.</p> <p>Feedback retrieved and printed out for class teachers and Principal.</p>	<p>Pupils watch the demos and do practice assessments.</p> <p>Pupils who need SEN entry point identified.</p> <p>Pupil Data Export File, set SEN entry points, print pupil passwords and.</p>	<p>P4-7 class time</p> <p>P4-7 staff</p> <p>ICT coordinator</p>	<p>School Principal</p> <p>P4-7 teachers</p> <p>ICT coordinator</p> <p>CBA Helpdesk</p> <p>028 9026 1274</p>	<p>SIMS upload by 26 Sept 2016.</p> <p>Assessments 3 – 7 Oct 2016.</p> <p>Data Analysis 28 Oct 2016. (SDD)</p>

**Area of Responsibility; World Around Us**

**Areas for Development:**

- **Ensuring a more investigative and enquiry-based approach to the planning and teaching of WAU, particularly within science and technology**
- **Review of progress in 2015-16 to ensure all objectives met and actions taken have been embedded (WAU coordinator back from maternity leave June 2016)**

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p>Review of progress in 2015-16 to ensure all objectives met and actions taken have been embedded</p> <p>Ensure a more investigative and enquiry-based approach within WAU learning, particularly within science and technology.</p>	<p>WAU planners and schemes of work are up to date and Policy reflects this. Evidence of all 3 strands of WAU being addressed.</p> <p>Open-ended and progressive science/technology investigations/tasks included on half term planners from P1-P7. Evidence of children engaging in scientific investigation – using an enquiry based approach.</p> <p>A balance between both science and technology tasks across topics in each class</p>	<p>Each teacher’s WAU planning is checked and evidence submitted of activities carried out.</p> <p>Sample of children’s WAU files or books checked for content and activity types.</p> <ul style="list-style-type: none"> <li>➤ Teachers to refer to the learning intentions and skills identified in the SELB Lines of Development to support their planning and teaching.</li> <li>➤ Children to experience more open ended type investigations in science</li> <li>➤ Science/technology activities in play and ABL at Foundation/Key Stage 1.</li> </ul>	<p>WAU plans and evaluations.</p> <p>Children’s books/files</p> <p>SELB Lines of Development</p> <p>Directed Time &amp; Planning Time</p> <p>Whole Staff and Key Stage Meetings</p>	<p>Coordinator</p> <p>All teachers P1-P7 WAU Co-ordinator</p>	<p>Sept / Oct 2016</p> <p>Ongoing from September 2016 - May 2017</p> <p>Ongoing from September 2016 - May 2017</p>

**Area of Responsibility: Numeracy & Key Stage 2**      **Action Plan 2016 – 2017**

**Areas for Development:**

- Relate Numeracy standards in our school to ‘Better Numeracy’ document.
- Review Numeracy policy

**Recommendations for Key Stage 2**

- Children will have more opportunities to engage in open ended problem-solving & investigative work

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Relate Numeracy standards to ‘Better Numeracy’ document	Identification of where we are being ‘less effective’ in a bid to become ‘most effective’	In SDD view document with staff to identify where we feel we are ‘less effective’  Work on areas where we have identified as being ‘less effective’	SDD Document – ‘Better Numeracy’  Directed time	Numeracy Co-ordinator to lead  Staff	October SDD  Ongoing throughout the year
Review Numeracy Policy	Numeracy Policy up to date & relevant	Check work being done in each class is still relevant to our existing Numeracy Policy	Key Stage Meetings	Work in Key Stages or individually	January – March
Children more confident with investigative work & open ended problem-solving	Teachers content they are pitching work at right level for children  Children presented with more opportunities to engage in these types of activities	Teachers cross-check with planners levels stipulated in ‘Using Mathematic’ file  Aim for one investigation/open ended problem-solving task each month	Directed Time  Directed Time  Key Stage Meetings	Staff supported by Co-ordinator	Ongoing throughout the year



**Area of Responsibility;** Literacy

**Areas for Development:**

- **Talking and listening-** staff embed good practice in the classroom.
- **Writing-**
  - develop depth and independence in writing , striving for quality content through teaching of all areas of sentence structure, language features, words choices.
  - Children can edit and improve their work to include previously learnt SPAG (Spelling, punctuation and grammar)
  - continuity in the quality of handwriting / presentation throughout the school.
- **Reading-**
  - Continue to develop and foster an interest in reading.
  - Disseminate practices such as reading challenges, paired reading and reading partnership.
  - Research and purchase suitable reading materials to cater for SEN and upper book bands to link with genre and themes from primary literacy.
- **Library** - To reorganise the library with the help of library service and put in new current stock.
- **Monitoring of achievements and standards-**
  - develop robust cross referencing of 6 week plans and evaluations, books scoops, classroom visits, key stage and staff meetings.
  - Develop observation techniques to ensure staff are given feedback that is productive and valuable.

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff dev inc cost	Staff/lead resp/ Ext Support	Timescale
<p><b>Talking and listening-</b></p> <ul style="list-style-type: none"> <li>● stretch the levels of vocabulary employed by children</li> <li>● effective questioning leading to more independent thinkers.</li> </ul>	<p>Children will be able to give more detailed responses in class and ask focused, valid questions to improve their learning.</p> <p>Children ;</p> <ul style="list-style-type: none"> <li>● Use 'thinking time' instead of shouting out</li> <li>● Frame their own questions e.g using hotseating, 20 questions, using question cards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of effective questioning and more open ended literacy investigations.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>● ensure that everyone will respond in class during T&amp;L</li> <li>● Allow more thinking time for responses.</li> </ul> <p>Strategies employed to promote T and L:</p> <ul style="list-style-type: none"> <li>● Encourage active listening using quick pair work/ group-work using a chairperson.</li> <li>● consider alternative seating patterns to encourage greater participation.</li> <li>● Teachers use alternatives to teacher whole class interaction e.g pairs / discussion groups</li> </ul>	<p>Staff meetings/ key stage meetings/ directed time.</p>	<p>Literacy coordinators to lead.</p>	<p>September 2016- June 2017.</p>

<ul style="list-style-type: none"> <li>Pupils achieve good attainment and progress using agreed speaking and listening criteria.</li> </ul> <p><b>Writing-</b></p> <ul style="list-style-type: none"> <li>greater depth in writing through better quality content.</li> <li>e.g . Detail in a recount or instruction; communicate feelings/ thoughts; describe settings and characters; develop stories and plots; empathise with, and write for, different audiences.....</li> <li>take into account; <ul style="list-style-type: none"> <li>accuracy</li> <li>form,</li> <li>layout</li> <li>and typical features</li> </ul> </li> </ul> <p>-Improve continuity in the quality of handwriting / presentation throughout the school.</p>	<p>Pupils are assessed during structured tasks and observations in class which will inform future planning .</p> <p>Evidence of;</p> <ul style="list-style-type: none"> <li>greater detail and depth in children’s written work.</li> <li>Children, initially using writing scaffolds / target sheets to guide them, progressing to more independent writing in each class.</li> <li>children writing with increased accuracy and proficiency and applying S.P.A.G. in various forms of writing.</li> <li>Evidence of pupils using high frequency words to construct grammatically correct sentences with ‘wow’ words</li> <li>All children will develop a legible and neat handwriting style.</li> </ul>	<p>Agree speaking and listening criteria so teachers will have a sound basis on which to form judgements</p> <p>Highlight to staff the importance of linking;</p> <ul style="list-style-type: none"> <li>Children’s writing with Talking and Listening;</li> <li>their grammar, spelling and punctuation objectives with their reading and writing. (contextualising)</li> </ul> <p>Children taught writing skills – e.g.</p> <ul style="list-style-type: none"> <li>sentence structure,</li> <li>language features,</li> <li>word / vocab choice</li> </ul> <p>aiming for quality, not necessarily quantity.</p> <p>-Staff will provide productive feedback and opportunities for pupils to edit and improve progress in their writing (taking account of SPAG).</p> <p>-Foundation Stage to work on spelling high frequency words. They will have a bank of approximately 30 words by the end of P1 and 100 by the end of P2. Monitor into P3.</p> <p>-Expectation of quality in handwriting in finished piece.</p> <p>-Each class teacher has responsibility to observe and correct letter formation and writing fluency.</p> <p>Coordinators to monitor and evaluate progress (see below)</p>	<p>Staff meetings/ key stage meetings/ directed time SDD day during term</p>	<p>Literacy coordinators to lead.</p>	<p>September 2016-2017.</p>
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<p><b>Reading</b> - develop and foster an interest in reading.</p> <p>Research and purchase suitable reading materials to cater for SEN and upper book bands to link with genre and themes from primary literacy work.</p> <p><b>Library</b>-To reorganise the library with the help of library service and put in new current stock.</p>	<ul style="list-style-type: none"> <li>• Children will increase the number of books they read independently and record in a suitable diary</li> <li>• Evidence that pupils employ a variety of reading strategies from an early stage.</li> <li>• Children will be able to read more high frequency words to improve reading ability.</li> <li>• Children have new current reading materials to use in school and at home.</li> <li>• Children access books and a record kept of reading.</li> </ul>	<p>Class teachers will devise a 'diary' to monitor books read .</p> <p>Teach reading strategies to improve reading performance. Paired reading and reading partnership will improve reading standards, reading confidence and interest in reading. Concentration on high frequency words for all children</p> <ul style="list-style-type: none"> <li>• Staff consulted on new library format for feedback.</li> <li>• Coordinators then work with Library Service to renew and restock the current library.</li> <li>• Children given access to new books.</li> </ul>	<p>Coordinators and Library Service. Staff meeting.</p>	<p>Literacy coordinators to lead.</p>	<p>September 2016-June 2017</p>
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**SDD – School Development Days 2016/17**

28 <sup>th</sup> Oct 2016	Numeracy and Data Analysis
2 <sup>nd</sup> Nov 2016	Joan Henderson – Role of Coordinator and Play in FS, moving into KS1
4 <sup>th</sup> January 2017	Literacy, ICT and Lit/Num
24 <sup>th</sup> April 2017	ASD awareness
31 <sup>st</sup> May 2017	Data analysis

**Area of Responsibility; Principal**

Addressing main area for development as identified by ETI Inspection report June 2016

**Areas for Development:**

- **Development of the capacity of middle management roles (Co-Ordinators and KS Heads) in monitoring and evaluating their area of responsibility.**
- **Dissemination and embedding of best practice across the school.**

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
To develop monitoring and evaluation roles of middle management.	<p>Coordinators will have received specific training on the Roles and Responsibilities of a Coordinator / middle management'</p> <p>Evidence of effective use is made of teacher half term plans and evaluations by the Co-ordinators and KS Heads.</p> <p>Evidence of feedback from classroom visits given to staff by the Co-ordinators and KS Heads.</p> <p>Evidence of more frequent monitoring through use of different strategies by co-ordinators.</p>	<p>School Development Day used for Inset delivered by former Inspector and Education Mentor – Mrs Joan Henderson</p> <p>Principal collates Half Term Plans and Evaluations. Co-ordinators acknowledge receipt and provide feedback for staff on each evaluation / plan for their area of responsibility.</p> <p>Class visits are facilitated by Principal. Feedback given to each teacher.</p> <p>Best practice is shared through;</p> <ul style="list-style-type: none"> <li>➤ class visits and feedback (written and oral)</li> <li>➤ book scoops etc</li> <li>➤ staff meetings / Key Stage meetings</li> <li>➤ other SDD training etc</li> </ul> <p>These actions should be timetabled throughout the year.</p>	<p>SDD – 2<sup>ND</sup> Nov 2016 £500</p> <p>Directed time</p> <p>Directed time / class visits / staff meetings / SDD training (£400)</p>	<p>Mrs Joan Henderson Education Mentor.</p> <p>Overview – Principal</p> <p>All members of staff who have Areas of Responsibility.</p>	<p>2 Nov 2016</p> <p>Sept 2016 – June 2017 and following on once embedded.</p>

**Action Plan – Principal 2016/7**

**Child Centred Provision**

- **Pastoral Care**
- **Child Protection**
- **SEN-interventions/support**
- **Inclusion/diversity**
- **Pupil Involvement**

<b>Objectives/targets to bring about improvement</b>	<b>Success criteria</b>	<b>Actions to bring about improvement</b>	<b>Time/materials/ staff development including costings</b>	<b>Staff/lead responsibility/ External Support</b>	<b>Timescale</b>
<p><b><u>Pastoral Care</u></b></p> <p>To provide adequate response for 2 children with Anaphylactic responses to allergies in school</p> <p><b><u>Child Protection</u></b></p> <p>To ensure staff compliance with Child Protection requirements. To ensure Board of Governors are trained in their obligations in regard to Child Protection</p>	<p>Class teachers and classroom assistants trained in use of epipen</p> <p>Principal to receive refresher training from CPU</p> <p>Governors receive refresher training in Child Protection issues.</p>	<p>Refresher training in Epipen/ Anaphylaxis / Epilepsy for 5 teachers and 4 CAs (Aug)</p> <ul style="list-style-type: none"> <li>➤ Designated and Deputy designated Officers attend refresher training as necessary.</li> <li>➤ E safety policy to be upgraded to increase compliance with 360 degree online assessment</li> <li>➤ Specific Governors to complete Child Protection Training by June 2017</li> </ul>	<p>Baker Day 25<sup>th</sup> August</p> <p>Inset Oct 24<sup>th</sup> 2016</p> <p>PRINCIPAL</p> <p>Governor training sessions</p>	<p>Eldon, Currie, Jeffers, McClung, McGucken, Allen.</p> <p>McIvor, McQuitty</p> <p>Mr Millington</p> <p>Governors</p>	<p>August 25<sup>th</sup> 2016</p> <p>October 2016</p> <p>Completion by June 2017</p> <p>Completion by June 2017</p> <p>Completion by June 2017</p>

<p><b><u>SEN-interventions</u></b> <b><u>/support</u></b> Effective SEN provision is provided within school to meet the needs of all pupils</p>	<p>Policy to be ‘fine tuned’ to rectify the ‘underselling’ aspect identified by ETI.</p> <p>Intervention measures show pupil progression as a result of those measures.</p>	<p>Policy document to reflect the measures we have in place and which were contained in our Quality Indicators document.</p> <p>IEP’s pro forma amended to record pupil’s strengths.</p> <p>More robust monitoring procedures to record progress ; eg observations / ipad clips / written evidence/ % targets met at review period Increased use and dissemination of CPD materials by SEN teacher.</p> <p>Follow through identification of ‘concerns’ into planners in the particular aspects of literacy / maths where those concerns were identified.</p> <p>Records maintained of results of any intervention strategy used – Reading Partnership / Paired reading etc.</p>	<p>SEN teacher and Principal</p> <p>SEN teacher and Principal</p> <p>SEN teacher and Principal</p> <p>SEN Teacher and other staff.</p> <p>All Staff</p> <p>Principal</p> <p>Mrs Jeffers</p>	<p>Principal</p> <p>SEN Teacher</p> <p>SEN Teacher</p> <p>SEN Teacher</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>October 2016</p> <p>Sept 2016</p> <p>June 2017</p> <p>Throughout the year.</p> <p>Through out the year.</p> <p>Week beginning 24<sup>th</sup> Oct 2016</p>
<p><b><u>Healthy School</u></b> Children learn about and adopt the elements of a Healthy lifestyle.</p>	<p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p>	<ul style="list-style-type: none"> <li>• ‘Ourselves’ element of WAU</li> <li>• promotion through annual Fitness and Healthy Eating Week.</li> <li>• access to sporting activities after school and in local sports competitions.</li> <li>• Invite outside agencies to address children on health issues.</li> </ul>			

<p><b><u>Inclusion/diversity &amp; Pupil Involvement</u></b></p> <p>To increase the element of ‘pupil voice’ within decision making in school</p>	<p>Pupil will have influence on some of the decisions which effect them and their learning environment.</p>	<p>Higher profile of circle time.</p> <p>Pupil involvement in decisions eg .new Garden area/ vegetable bed / After school activities/ snack menu</p> <p>Eco School Awards programme</p>			<p>On going</p> <p>June 2017</p>
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**High Quality Teaching & Learning**

<b>Objectives/targets to bring about improvement</b>	<b>Major Focus</b>	<b>Nursery, Foundation and KS 1 ICT</b>	<b>KS2, Numeracy and Literacy</b>	<b>Input from Principal</b>
<p><b><u>Curriculum Provision</u></b></p> <p>See co-ordinator action plans for more detail</p>	<p><b><u>Development of Roles and Responsibilities of Coordinators.</u></b></p> <p>Development of the capacity of middle management roles (Co-Ordinators and KS Heads) in monitoring and evaluating their area of responsibility. Dissemination and embedding of best practice across the school.</p>	<p><b><u>FS</u></b> Development of Play / Outdoor Play to include;</p> <ul style="list-style-type: none"> <li>• more creativity</li> <li>• open ended and</li> <li>• child initiated play activities.</li> </ul> <p><b><u>Nursery</u></b> Outdoors (to include forest school training)</p> <ul style="list-style-type: none"> <li>- Parental involvement in Nursery</li> <li>- Develop more Nursery specific discipline and anti-bullying policies.</li> <li>- Develop further links between Nursery and Foundation stage</li> </ul>	<p><b><u>KS 2 and Numeracy</u></b></p> <ul style="list-style-type: none"> <li>• Relate Numeracy standards in our school to ‘Better Numeracy’ document.</li> <li>• Review Numeracy policy</li> </ul> <p>Recommendations for Key Stage 2;</p> <ul style="list-style-type: none"> <li>• Children will have more opportunities to engage in open ended problem-solving &amp; investigative work</li> </ul> <p><b><u>Literacy - KS 1 and 2</u></b></p> <ul style="list-style-type: none"> <li>• <b>Talking and listening-</b> staff embed good practice in the classroom.</li> <li>• <b>Writing-</b></li> </ul>	<p>Overview of all development in Areas of Responsibility</p> <p>Facilitating Staff meetings and training sessions.</p> <p>Organising SDDs and Baker Day content.</p> <p>Collating Half term plans for co-ordinators.</p> <p>Evaluating and</p>

		<p><b><u>KS 1</u></b></p> <ul style="list-style-type: none"> <li>• Develop Activity Based Learning throughout Key Stage One.</li> <li>• Utilise CCEA ICT tasks and iPads further within the Key Stage.</li> <li>• Establish an Eco-Committee/Club and work towards Bronze Award.</li> </ul> <p><b><u>ICT</u></b></p> <ul style="list-style-type: none"> <li>• Development of teaching and learning of ICT throughout the school to ensure continuity and progression.</li> <li>• Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards.</li> <li>• Preparation for and completion of CBA.</li> </ul> <p><b><u>WAU</u></b></p> <ul style="list-style-type: none"> <li>• Ensuring a more investigative and enquiry-based approach to the planning and teaching of WAU, particularly within science and technology</li> </ul> <p>Review of progress in 2015-16 to ensure all objectives met and actions taken have been embedded</p>	<p>develop depth and independence in writing , striving for quality content through teaching of all areas of sentence structure, language features, words choices. Children can edit and improve their work to include previously learnt SPAG (Spelling, punctuation and grammar)</p> <p>continuity in the quality of handwriting / presentation throughout the school.</p> <ul style="list-style-type: none"> <li>• <b>Reading-</b></li> </ul> <p>Continue to develop and foster an interest in reading. Disseminate practices such as reading challenges, paired reading and reading partnership. Research and purchase suitable reading materials to cater for SEN and upper book bands to link with genre and themes from primary literacy.</p> <ul style="list-style-type: none"> <li>• <b>Library -</b></li> </ul> <p>To reorganise the library with the help of library service and put in new current stock.</p>	<p>monitoring progress.</p> <p>Mentoring co-ordinators.</p>
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<b>Effective Leadership</b>					
<b>Objectives/targets to bring about improvement</b>	<b>Success criteria</b>	<b>Actions to bring about improvement</b>	<b>Time/materials/ staff development including costings</b>	<b>Staff/lead responsibility/ External Support</b>	<b>Timescale</b>
<p><b><u>School Development Plan</u></b></p> <p>Review year 2 of 3 year SDP.</p> <p>Make changes where necessary to plan overview.</p> <p>Finalise Action Plans for all Areas of Responsibility</p>	<p>The School Development Plan;</p> <ul style="list-style-type: none"> <li>is reviewed and adapted to meet the requirements of the school.</li> <li>meets the requirements laid down by DENI</li> <li>is approved by the Board of Governors.</li> </ul> <p>Successful implementation during the year.</p>	<ul style="list-style-type: none"> <li>Review Year 2 of SDP with staff.</li> <li>Collate Co-ordinators reports</li> <li>Prepare amended SDP for remainder of 3 year cycle</li> <li>Consult on with staff and prepare Action Plans</li> <li>Submit to BoG for consultation and approval.</li> </ul> <p>Place a simplified version on website.</p> <p>Plan monitored and evaluated throughout the year – report back to Governors as agenda item each meeting by Principal</p>	<p>Co-ordinator have use of Baker Day August 2016</p>	<p>Co-ordinator have use of Baker Day August 2016</p>	<p>May 2016 – Sept 2016</p> <p>Throughout year.</p>
<p><b><u>CPD (Staff Development)</u></b></p> <p><b>MAJOR FOCUS</b></p> <p>Curriculum leadership</p>	<p>Staff develop roles as Co-ordinators</p>	<p>Provide specific training for Co-ordinators by Education Mentor – Joan Henderson ‘Roles and Responsibilities’</p> <p>All co-ordinators to develop Monitoring &amp; Evaluating Strategies to include;</p> <ul style="list-style-type: none"> <li>Book Scoops,</li> <li>Classroom Observation,</li> <li>Data Analysis,</li> </ul>	<p>Principal to facilitate</p>	<p>Principal</p> <p>Co-ordinators and all staff.</p> <p>Principal</p>	<p>2 Nov 2016</p> <p>Throughout year.</p>

<p>Facilitate sharing of Good Practice.</p>	<p>Peer observation and sharing of Good Practice by staff.</p>	<ul style="list-style-type: none"> <li>• Scrutinising half term evaluations and planning, daily notes etc</li> </ul> <p>Co-ordinators to visit classes and identify good practice. Other staff given opportunities for sharing of good practice.</p> <p>Nursery</p> <ul style="list-style-type: none"> <li>• Continuation of local Nursery cluster groups to share good practice, ideas, resources and identify area of need to arrange professional training sessions.</li> </ul>	<p>Non contact / directed time and release by principal</p>	<p>Co-ordinators and Principal</p>	<p>Throughout year.</p> <p>Begin September 2016 - June 2017</p>
<p>Possible engagement with Erasmus+ programme</p>	<p>Explore possibility of resuming European links within Erasmus +</p>	<p>Attend information sessions regarding Erasmus</p> <p>Make contact with possible partners with suitable project ideas / plans</p>	<p>Principal</p>	<p>Principal</p>	<p>Throughout year.</p>
<p><b><u>Financial Management</u></b></p> <p>Sound management of school finance with allotted resources.</p>	<p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p>	<ul style="list-style-type: none"> <li>• Use monthly financial reports to assess expenditure for year.</li> <li>• Review budget in light of out-turn statement.</li> <li>• Prepare draft budget for BoG</li> <li>• Submit to BoG for approval then SELB</li> <li>• Monitor monthly expenditure against plan, making savings where possible</li> </ul> <ul style="list-style-type: none"> <li>• Minor works application submitted for new replacement Nursery Unit to comply with up to date specifications based on building handbook.</li> </ul>	<p>Monthly evaluation. Reported as an agenda item to BoG</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>Throughout year.</p> <p>April 16</p> <p>Sept16 – April 17</p> <p>Throughout year</p>

<b>Board of Governors</b>	Members to receive relevant training opportunity	Existing and new members to receive timely advice on training opportunities. Focus on Child Protection measures			
<b>School Connected to Its Local Community</b>					
<b>Objectives/targets to bring about improvement</b>	<b>Success criteria</b>	<b>Actions to bring about improvement</b>	<b>Time/materials/ staff development including costings</b>	<b>Staff/lead responsibility/ External Support</b>	<b>Timescale</b>
<b>Communication /relationships/ projects</b>	School is contributing to and serving the community through developing contacts with parents, hosting events and working with other schools in the wider community.	<ul style="list-style-type: none"> <li>• Events file on display in school</li> <li>• School events eg Xmas concert Spring concerts Prize Day Sports Day</li> <li>• After school activities</li> <li>• P7 residential trip with Ballytrea and Donaghey schools.</li> <li>• Parent Support Group events in school</li> <li>• Participation in local music/sports events and competitions.</li> <li>• Regular newsletters to parents</li> <li>• School Website updates</li> </ul>			Throughout year
<b>Links with educational agencies and others</b>	Children benefit from our links with Educational and Health Agencies	Referrals to SELB specialist services  Referrals to MAST			Throughout year