

Area of Responsibility; Nursery

Continue to develop Outdoor area

- ~ move to a more continuous provision approach – children to take more responsibility for learning and develop independence.
- ~ continue to develop area where needed

Move to a more continuous provision approach indoors

~ trying to continue the provision for learning in absence of an adult. To move to an approach that focuses on the process not the outcome. This is to enable children to work independently and creatively at all times.

Develop talking and listening in the Nursery

- ~ to include - developing circle time
 - developing plenary sessions
 - show and tell sessions
 - building children’s self esteem and confidence as they talk in front of the group

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| Continue to develop outdoor area. <ul style="list-style-type: none"> - Move to continuous provision approach - continue to develop area where needed. | Continuing progression of outdoor area. New play areas to include an improved mud kitchen, music, investigation area and sand areas developed. Evidence of children learning at play outdoors. Evidence of areas of learning put into action (photographs). | New play areas set up and old areas improved. New areas of continuous provision put in place. Nursery cluster groups – sharing good practice. | SDD Teaching time | Principal Nursery staff Nursery clusters | End term 3 (2016) and on going if necessary. |
| Move to a more continuous provision led approach. | <ul style="list-style-type: none"> - evidence of planners: - areas throughout the room - children at independent, purposeful, independent play. | Play areas changed to provide a more continuous approach with appropriate extensions and challenges added as necessary. | SDD Teaching time | Nursery staff | Begin term 1 (2015) |

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| <p>Develop talking and listening in the Nursery ~ to include - developing circle time - developing plenary sessions - show and tell sessions - building children's self esteem and confidence as they talk in front of the group</p> | <ul style="list-style-type: none"> - Evidence of planners - Circle time sessions - Show and tell sessions - Evidence of the voice of the child throughout room. - Plenary sessions - Special talking devices – microphones, etc. | <p>Develop circle time planners – look at Jenny Mosley</p> <p>Special plenary 'area' set up so children can talk about their work.</p> | <p>SDD Teaching time</p> | <p>Principal Nursery staff</p> | <p>End term 3 (2015)</p> |
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Area of Responsibility; Foundation Stage

Outdoor play –

To integrate Outdoor Play into planners both classes' planners

- To integrate Outdoor Play into P1 and P2 planners and evaluations - looking also with regards to daily/weekly notes/ observations.
- Review Activity Based Learning policy.
- Implementation of Science into teaching in Foundation Stage following STEM training.

Literacy and Numeracy Tasks will be included in half term plans from term 1 next year which should make it more manageable to complete throughout the school year.

| | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| To integrate Outdoor Play into planners | <ul style="list-style-type: none"> • ½ term plans to show evidence of planning, indicating clear targets and learning intentions. • Foundation Stage teachers to display evidence of learning outcomes in the form of photos/work. • Evaluations clearly show link to new plan. | Teachers in Foundation Stage; <ol style="list-style-type: none"> I. made aware of this Action Plan. II. Meet in KS meetings to share ideas and ensure progression (mins kept) III. Engage with Nursery to ensure the continuity and progression. IV. Have clear learning intentions in their planners. V. Retain evidence of learning / observations. VI. Self evaluate their lessons/ class progress, to inform new plan. | Teaching time Planning K.S. meetings | Foundation and Nursery teachers | Beginning Term 1 2015 ongoing |
| To implement Science into teaching in Foundation Stage following STEM training | As above plus Children will be confident in being able to use basic Scientific language. Children will develop scientific skills outlined in planner | As above plus Children will develop their scientific skills and language through; <ol style="list-style-type: none"> I. a range of activities eg role-play, A.B.L., II. different teaching strategies/techniques | Teaching time Planning | Foundation Stage teachers W.A.U. co- ordnator | Beginning Term 1 2015 ongoing |
| To review Activity Based Learning Policy | Activity Based Learning Policy policy is in line with the Curriculum for Early Years | In Foundation Stage meetings to ensure that the policy develops skills in all areas and meets the requirements of the Curriculum. | Planning K.S. meetings | Foundation Stage teachers | Completion by Term 3 2015/6 |

Area of Responsibility; Key Stage One (and RE)

- Literacy and Numeracy Tasks will be included in half term plans from term 1 next year which should make it more manageable to complete throughout the school year.
- The World Around Us plans to be revised to include the subject areas History, Geography and Science following advice.
- These subject areas should be used in class and the children made aware of the subject area they are studying.
- More emphasis will be on investigations and developing skills alongside content throughout these subjects.
- RE - advise staff on document 'Religious Education in Primary School (Non-Statutory Guidance Materials)' – check existing content compliance.

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| <ul style="list-style-type: none"> ➤ Include Literacy and Numeracy tasks within half term plans. | <p>All KS1 children complete appropriate tasks to evaluate their level of development /progress within Literacy and Numeracy.</p> | <ul style="list-style-type: none"> ➤ Teachers refer to Literacy and Numeracy tasks to refresh what is available. ➤ Choose appropriate tasks for each term. Confirm tasks used with P4. ➤ Make further adaptations to tasks if necessary. ➤ Highlight tasks within half term plans. ➤ Discuss outcomes of task within a KS meeting. | <p>ccea website Tasks folder KS meetings</p> | <p>KS1 staff KS 1 co-ordinator</p> | <p>Sept 2015 confirm tasks. Per term have tasks ready at start of each term.</p> |
| <ul style="list-style-type: none"> ➤ Revise World Around Us plans. | <p>World Around Us plans will include subject areas History, Geography and Science.</p> <p>KS1 children are aware of working within each distinct subject area.</p> | <ul style="list-style-type: none"> ➤ Adapt current World Around Us (WAU) plans to highlight clearly subject areas History, Geography and Science. ➤ Use these subject areas in class orally and visually. ➤ Plan investigations within each topic to develop thinking skills. (Check available resources) | <p>Existing plans WAU co-ordinator</p> | <p>KS 1 staff WAU co-ordinator</p> | <p>Topic per half term or as topic is taught.</p> |
| <ul style="list-style-type: none"> ➤ Update/advise staff on guidance materials for teaching R.E. | <p>All staff made aware of new Non-Statutory Guidance Materials. Current R.E. policy checked for content and adaptations made if necessary.</p> | <ul style="list-style-type: none"> ➤ Staff will be shown new document and a summary given. ➤ R.E. policy will be cross referenced with new document by co-ordinator. Policy will be adapted if necessary. | <p>Non-Statutory Guidance Materials Staff meeting</p> <p>Directed time</p> | <p>R.E. co-ordinator/whole staff at meeting</p> <p>R.E. co-ordinator</p> | <p>Term 1 – as early as possible.</p> <p>Complete by Oct. 2015</p> |

Area of Responsibility; LITERACY KS 1 and 2

- Plan, with staff, to use more of the CEA assessment tasks to give children a chance to get used to the idea of testing and to give teachers further practice at ascertaining correct levels. Monitor each class's use of these tasks.
- Ensure all areas of T& L are being covered and the materials that were issued to teachers are further clarified in a staff training session and cater sufficiently for the areas of learning
- Look at questioning techniques to improve higher order thinking skills to further enhance eg plenary sessions at the ends of lessons.
- All staff to ensure they are familiar with the techniques covered in afternoon drama lessons and implement where appropriate into their teaching. Amend current drama policy to include new activities for afternoons (jed).
- Amend Literacy policy to include Talking and Listening

| | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings. | Staff/lead responsibility/ External Support | Timescale |
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| Plan, with staff, to use more of the CEA assessment tasks to include talking and listening. Give children a chance to get used to the idea of testing and to give teachers further practice at ascertaining correct levels. Monitor each class's use of these tasks. | <p>-CEA assessment tasks are completed by children in each class.</p> <p>-Staff are more confident their skills in ascertaining correct levels.</p> <p>-Pupils are more familiar with the testing process.</p> <p>-Literacy coordinators monitor tests administered, gain feedback about levels</p> | <p>Ensure teachers know which CEA Assessment tasks they have to carry out each half term.</p> <p>Ensure tasks are completed by children in each class.</p> <p>Meet with staff, to receive feedback on;</p> <ul style="list-style-type: none"> • Administration of the tests • Outcomes / results • Evaluation of test as an assessment tool | Key stage meetings and staff meetings. | All teaching staff | 2015-2016 |
| Ensure all areas of T& L are being covered and the materials that | Planners clearly identify learning outcomes for T & L. | Co –ordinators scrutinise planners for appropriate learning outcomes | SDD | Literacy | |

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| <p>were issued to teachers are further clarified in a staff training session and cater sufficiently for the areas of learning</p> <p>Pupils achieve good attainment and progress against speaking and listening levels .</p> <p>Look at questioning techniques to improve higher order thinking skills to further enhance eg plenary sessions at the ends of lessons. All staff to ensure they are familiar with the techniques covered in afternoon drama</p> | <p>There are more opportunities for presentations, group discussion, role play and drama within class room activities.</p> <p>Teachers make assessment of levels of speaking and listening skills in each year group, with children showing a widening range of vocabulary (evidenced in spoken and written language by lesson observations, book scrutinys and walkthroughs)</p> <p>Future targets set based on baseline</p> <p>Teacher develop their questioning techniques.</p> <p>Children given scope to give more open, detailed, responses within class.</p> <p>Teachers have a good knowledge of the different drama techniques they could</p> | <p>Clarification given to teachers in staff meetings and SDD on the learning materials issued and the techniques and activities used.</p> <p>Teacher assessments of Speaking and Listening levels to be completed, recorded and forwarded to literacy coordinators</p> <p>Moderation of judgements between teacher and co-ordinators</p> <p>Whole staff INSET in the effective use of questioning techniques. Use of more open ended/ higher order questions.</p> <p>Children encouraged to express themselves and explain the reasons for their choice of answer.</p> <p>Plenary sessions developed to encompass this. Drama will be taught by the teachers in Primary 1-</p> | <p>Monitoring time</p> <p>SDD</p> <p>Planning and Observation</p> <p>Levels of Progression in Communication</p> <p>SDD</p> | <p>coordinator with staff.</p> <p>All teaching staff</p> <p>Literacy coordinator with staff.</p> | <p>Term 2 4th January</p> <p>On going</p> <p>September 2015 end</p> <p>Term 2 4th January</p> |
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| <p>lessons and implement where appropriate into their teaching. Amend current drama policy to include new activities for afternoons (jed).</p> <p>Amend Literacy policy to include Talking and Listening</p> | <p>employ in their lessons to ensure progression</p> <p>Children experience techniques taught progressively.</p> <p>An updated version of the drama policy and drama featured within the Literacy policy will provide all staff with guidelines from which to work.</p> | <p>3 within their teaching of the curriculum.</p> <p>P4 – P7 will be taught drama techniques in afternoon classes, but they will also be used by their class teachers as part of their curriculum.</p> <p>Whole staff INSET to ensure teachers have a sound knowledge of drama techniques and ideas of how they could use these within their teaching alongside drama class in the afternoon.</p> | | <p>Literacy coordinator with staff.</p> | <p>Term 2 4th January</p> <p>2015-2016 to update drama to literacy policy</p> |
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Area of Responsibility; ICT

- ICT coordinator will continue to monitor C2K system and endeavour to keep the computers in a workable state.
- Whole staff training organised with particular focus on esafety, ActivInspire1.6 and iPads.

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| C2K system maintenance. | All computers/interactive whiteboards to be kept working efficiently. | ICT co-ordinator will check equipment at beginning of term. Teachers to inform ICT coordinator of any problems with the C2K system after this. If this cannot be resolved by the coordinator a call will be logged with the C2K helpdesk by the ICT coordinator. | Directed Time Non-contact time | ICT Coordinator C2K helpdesk | On-going. |
| ICT Training | Evidence that staff have integrated ActivInspire software into lessons. Evidence that pupils have used a selection of available, and appropriate apps on the iPads. | ICT coordinator will arrange for training through C2K on ActivInspire and the AMMA centre for training regarding use of the iPads and available apps. Teachers should record usage in half term evaluations | SD day 04/01/16 Directed time | All staff led by ICT coordinator. | January 2016 |
| 360° Safe | Increase our current level of attainment from 2.6. Continue to work towards getting our e-safety mark. We are currently 88% of the way towards achieving this. | ICT coordinator to work upon recommendations highlighted within the 360° safe report. | Directed time | ICT coordinator Consultation with 360° Safe assessor. | June 2016 |
| C2K eLearning Partnership Programme | Work with Donaghey PS to produce a Publication on 'Our School' using shared resources communicated via video conferencing and online discussions. | Training in Collaborate, Planning sessions with Donaghey PS, facilitation of video conferences and online discussions between partner classes. | Directed time Training/Planning Days | ICT coordinator C2K elearning partnership programme | Jan/Feb 2016 |

Area of Responsibility; NUMERACY (and KS2)

- Share the izak9 resource with the rest of the staff and decide if it could have its place in their classrooms.
- Review Numeracy Policy in accordance with the levels and audit if the year planners in current policy document are still relevant to each class.

RECOMMENDATIONS FOR KS 2

Further work is needed on the WAU planners and integration of the new work to be done into planner.

| Objectives | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| Training of staff using izak9 resource | Individual staff decide to use resource in their classroom. Children find the resource challenging and benefit from the practical / problem solving element. Co-ordinator to receive feedback from staff. | During a staff meeting teaching staff are introduced to new resource izak9. Staff will participate in at least one of the tasks which can be done in the class using izak9 resource. Children are given the opportunities to explore and use the resource with teachers | One staff meeting Izak9 resource View other tasks in Directed time | Numeracy co-ordinator will lead staff meeting of all teaching staff | September 2015 October 2015 |
| Review Numeracy Policy | Numeracy Policy up to date and relevant. Teachers content they are pitching work at the right level for children | Teachers cross-check work in planners with levels stipulated in 'Using Mathematics' file | Key Stage meetings Directed time | Staff work in Key Stages or individually | January – April |
| Integration of new WAU topics into planners, linking as much Literacy & Numeracy with chosen topics | New planner written at beginning of new two monthly cycle & used as a working document. Specific learning intentions in planners. By end of academic year a new set of planners will be in place | Finalise content of each topic to cover WAU Integrate Literacy & Numeracy where there are links to topics into new planners | Directed Time SDD in Sept., Nov. & March Literacy & Numeracy Policies | Individual work supported by Co-ordinators | Completed by beginning of May 2016 |

Area of Responsibility; World Around Us

- Revised topic planners are to be put in place during the academic year, outlining the contributory strands – Geog., Hist. and Science & tech.
- Connective learning opportunities also need to be identified, within each of their topics.
- The learning intentions in our current planners to be more specific rather than descriptive.
- Make WAU, particularly the science and technology strand, more investigative and enquiry-based and to emphasise its place in everyday life, including careers and the world of work.

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| <p>1. Topic planners, based on agreed topics from last year, to be in place for all WAU units of work throughout the school.</p> <p>2/3. Connective learning opportunities with clear learning intentions to be identified within topic planning.</p> <p>4. Ensure a more investigative and enquiry-based approach within WAU learning, particularly within science and technology.</p> | <ul style="list-style-type: none"> ➤ Revised planning overviews provided to the WAU Co-Ordinator and Principal alongside 6 weekly planners, by P1 -7 teachers ➤ Topic planners for all WAU implemented by the end of the current academic year. ➤ All teachers must identify Connective learning and learning intentions on the agreed planning template. ➤ more specific Learning intentions within planners ➤ Children in each class undertake at least one science/technology investigation. ➤ Investigation clearly highlighted on topic overviews | <ul style="list-style-type: none"> ➤ Whole staff meeting to agree on a planning format for topic overviews that allows for the distinct identification of the content/skills being covered within the 3 contributory strands of WAU as well as the connective learning opportunities within each topic. ➤ Teachers refer to the SELB lines of development to support their planning and teaching of WAU. ➤ P4-P7 teachers meet with teachers of afternoon classes to collaborate on connective learning opportunities. ➤ Teachers to refer to the learning intentions identified within lines of development to support their planning and teaching for learning. ➤ WAU Co-ordinator to audit science/technology resources available and make information known to all staff. ➤ Teachers will plan and carry out a scientific investigation with their class – using an enquiry based approach. ➤ Staff to follow examples and support gained from STEM project last year. | <p>Whole school topics overview put in place last year</p> <p>SELB Lines of Development</p> <p>S.D.D. to allow teachers time to plan</p> <p>Directed Time & Planning Time</p> <p>Whole Staff and Key Stage Meetings</p> | <p>All teachers P1-P7 WAU Co-ordinator Principal</p> <p>All teachers P1-P7 WAU Co-ordinator</p> <p>All teachers P1-P7 WAU Co-ordinator</p> | <p>September 2015</p> <p>Ongoing from September 2015 - May 2016 alongside 6 weekly planning</p> <p>Ongoing from September 2015 - May 2016 alongside 6 weekly planning</p> <p>September 2015 - May 2016</p> |

Action Plan – Principal 2015/6

Child Centred Provision

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

| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
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| <p><u>Pastoral Care</u></p> <p>To provide adequate response for 2 children with Anaphylactic responses to allergies in school</p> <p>Implementation of new Code of Conduct as decided upon by pupils.</p> <p>P1-3 will develop a more ‘infant friendly’ document.</p> | <p>Class teachers and classroom assistants trained in use of epipen</p> <p>By end year Pupils will have greater awareness and ownership of new Code of Conduct.</p> <p>Infant version will have been discussed with children and posters created to reinforce the message.</p> | <p>Refresher training in Epipen/ Anaphylaxis / Epilepsy for 5 teachers and 4 CAs (Aug)</p> <p>Within Assembly P4-7 examine all aspects of the new Code of Conduct.</p> <p>An agreed document will be produced as the new Code of Conduct.</p> | <p>Half day training during Baker Day.</p> <p>Assembly at beginning of the new year</p> <p>Circle time activities.</p> | <p>Miss Bates Mrs Jeffers Mrs McGucken Mrs McClung Mrs Allen Mrs Currie Mrs Donnelly + nursery staff</p> <p>All staff. Principal will lead.</p> | <p>August 27th 2015</p> <p>Completion by June 2016</p> |

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| <p><u>Child Protection</u></p> <p>To provide a safe, secure environment for our pupils. To ensure compliance with Child Protection requirements.</p> <p>To ensure new Board of Governors are trained in their obligations in regard to Child Protection</p> | <p>Relevant staff receive refresher training from Child Protection Team</p> <p>All Governors receive refresher training in Child Protection issues.</p> | <ul style="list-style-type: none"> ➤ Designated and Deputy designated Officers attend refresher training as necessary. ➤ E safety policy to be upgraded to increase compliance with 360 degree online assessment. (see ICT Action plan also) ➤ All Governors to complete Child Protection Training by June 2016 ➤ All Governors to be trained in selection and recruitment procedures ➤ ETI audit of child protection procedures to be completed June 2016 | <p>Non Contact time</p> <p>Governor training sessions – twilight</p> | <p>All staff</p> <p>Mr Millington - lead Mr Wright</p> <p>All Governors</p> | <p>June 2016</p> <p>June 2016</p> <p>Throughout the year.</p> |
| <p><u>SEN-interventions</u> <u>/support</u></p> <p>Effective SEN provision is provided within school to meet the needs of all pupils</p> | <p>Children identified as having SEN will receive appropriate support measures within the resources of the school, and those supplied by the SELB and other agencies – eg MAST.</p> <p>Intervention measures show pupil progression as a result</p> | <p>Continual review of SEN provision, procedures and access to it.</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 / staff / Principal</p> <p>All staff</p> <p>Class teachers and Class assts. Senco</p> | <p>All staff</p> <p>All staff</p> <p>All staff</p> | <p>Through out the year.</p> |

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| <p><u>Healthy School</u> Children learn about and adopt the elements of a Healthy lifestyle.</p> | <p>of those measures.</p> <p>Pupils will know what a healthy diet consists of and the importance of exercise.</p> <p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p> | <p>‘Ourselves’ element of WAU Healthy Lifestyle promotion through annual Fitness and Healthy Eating Week.</p> <p>Continue access to sporting activities after school and participation in local sports competitions.</p> <p>Invite outside agencies in to school to address children on health issues – Dairy Council, Cancer Focus etc</p> | <p>Mrs Jeffers to lead. Review of WAU content in relation to Health.</p> <p>Healthy Lifestyle week – 26th October</p> | <p>All staff</p> | <p>Week beginning 26th Oct 2015</p> <p>June 201</p> |
| <p><u>Inclusion/diversity & Pupil Involvement</u></p> <p>To increase the element of ‘pupil voice’ within decision making in school</p> | <p>Pupil will have more 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>P1-3 involved in creation of new Infant Code of Conduct.</p> <p>P4-7 implementation of Code of Conduct designed by pupils last year</p> | <p>PDMU classes.</p> <p>Assembly with Principal.</p> | <p>All staff / pupils</p> <p>P1-3 pupils</p> <p>P4-7 pupils and staff.</p> | <p>June 2016</p> <p>Nov 2015</p> <p>On going</p> |

| High Quality Teaching & Learning | | | | |
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| Major Focus – The World Around Us | | | | |
| Objectives/targets to bring about improvement | Major Focus | Nursery, Foundation and KS 1 ICT | ICT, KS2 and Literacy | Input |
| <p><u>Curriculum Provision</u></p> <p>See co-ordinator action plans for more detail</p> | <p>World Around Us.</p> <p>See co-ordinator action plan</p> | <p><u>FS/KS1</u> To integrate Outdoor Play into planner</p> <p><u>Nursery</u> Continue to develop outdoor area.</p> <p>Move to a more continuous provision led approach.</p> <p>Develop talking and listening in the Nursery</p> <p><u>KS 1</u> Include Literacy and Numeracy tasks within half term plans.</p> <p>Revise World Around Us plans.</p> <p>Update/advise staff on guidance materials for teaching R.E.</p> <p><u>ICT</u> ICT Training 360° Safe</p> | <p><u>KS 2 and Numeracy</u> Training of staff using izak9 resource Review Numeracy Policy</p> <p>Integration of new WAU topics into planners, linking as much Literacy & Numeracy with chosen topics</p> <p><u>Literacy - KS 1 and 2</u> Plan, with staff, to use more of the CEA assessment</p> <p>Ensure all areas of T& L are being covered</p> <p>Develop questioning techniques to improve higher order thinking skills</p> <p>All staff familiar with the techniques covered in afternoon drama lessons</p> <p>Amend Literacy policy to include Talking and Listening</p> | <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 monitoring progress.</p> <p>Mentoring co-ordinators.</p> |

| Effective Leadership | | | | | |
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| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ Extern Support | Timescale |
| <p><u>School Development Plan</u></p> <p>Review year 1 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"> is reviewed and adapted to meet the requirements of the school. meets the requirements laid down by DENI is approved by the Board of Governors. <p>Successful implementation during the year.</p> | <ul style="list-style-type: none"> Review Year 1 of SDP with staff. Collate Co-ordinators reports Prepare amended SDP for remainder of 3 year cycle Consult on with staff and prepare Action Plans Submit to BoG for consultation and approval. <p>Place a simplified version on website.</p> | <p>Co-ordinator have use of Baker Day August 2015</p> | <p>Principal</p> <p>Co-ordinators and all staff.</p> <p>Principal</p> | <p>May 2015 – Sept 2015</p> |
| <p><u>CPD (Staff Development)</u></p> <p>Curriculum leadership</p> <p>Facilitate sharing of Good Practice.</p> | <p>Staff fulfil roles as Co-ordinators</p> <p>Peer observation and sharing of Good Practice by staff.</p> | <p>Plan monitored and evaluated throughout the year – report back to Governors as agenda item each meeting by Principal</p> <p>Develop roles of all co-ordinators to include Monitoring & Evaluating Strategies to include;</p> <ul style="list-style-type: none"> Book Scoops, Classroom Observation, Data Analysis, Scrutinising half term evaluations and planning, daily notes etc <p>Co-ordinators to visit classes and identify good practice. Other staff given opportunities to share good practice.</p> | <p>Non contact / directed time and release by principal</p> | <p>All Staff</p> <p>Co-ordinators</p> | <p>Throughout year.</p> <p>Throughout year.</p> |

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| <p>Cross Sectoral interaction</p> | <p>Meetings take place with CHS</p> | <p>Nursery</p> <ul style="list-style-type: none"> • Creation of local Nursery cluster groups to share good practice, ideas, resources and identify area of need to arrange professional training sessions. ➤ Principal to meet with CHS principal during the year. ➤ Action plan to be submitted by CHS as lead school in Lit and Num CPD Project. ➤ Transfer meetings with VP and Head of year 8 | <p>Non contact time</p> | <p>Nursery Staff</p> | <p>Begin September 2015 - June 2016</p> |
| <p>Possible engagement with Erasmus+ programme</p> | <p>Explore possibility of resuming European links within Erasmus +</p> | <p>Attend information sessions regarding Erasmus Make contact with possible partners with suitable project ideas / plans</p> | | <p>Principal</p> | <p>Throughout year.</p> |
| <p><u>Financial Management</u></p> <p>Sound management of school finance with allotted resources.</p> | <p>Produce 3 year financial plan for school</p> | <ul style="list-style-type: none"> • Use monthly financial reports to assess expenditure for year. • Review budget in light of out-turn statement. • Prepare draft budget for BoG • Submit to BoG for approval then SELB • Monitor monthly expenditure against plan, making savings where possible | | <p>Principal</p> | <p>Throughout year.</p> |
| | <p>Regulate and control financial resources.</p> | <ul style="list-style-type: none"> • Minor works application submitted for new replacement Nursery Unit to comply | <p>Monthly evaluation. Reported as an agenda item to BoG</p> | | <p>April 16</p> <p>June 2016</p> <p>Sept15 – April 16 Throughout year</p> |

| <u>Board of Governors</u> | Members to receive relevant training opportunity | with up to date specifications based on building handbook. Existing and new members to receive timely advice on training opportunities | | | Throughout the year. |
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| School Connected to Its Local Community | | | | | |
| Objectives/targets to bring about improvement | Success criteria | Actions to bring about improvement | Time/materials/ staff development including costings | Staff/lead responsibility/ External Support | Timescale |
| Communication /relationships/ projects | 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"> • Events file on display in school • School events eg Xmas concert Spring concerts Prize Day Sports Day • After school activities • P7 residential trip with Ballytrea and Donaghey schools. • Parent Support Group events in school • Participation in local music/sports events and competitions. • Evening classes for adult lifelong learning • Regular newsletters to parents | | | Throughout year |
| Links with educational agencies and others | Children benefit from our links with Educational and Health Agencies | Referrals to SELB specialist services Referrals to MAST | | | Throughout year |

Orritor Primary School 3 Year Overview

| Priorities | 2014/2015 | 2015/2016 | 2016/2017 |
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| <p>Child Centred Provision</p> <ul style="list-style-type: none"> • Pastoral Care • Child Protection • SEN- interventions/support • Inclusion/diversity • Pupil Involvement • Healthy School | <ul style="list-style-type: none"> • Child Protection Update training by Principal Jan 2015 • Attend refresher training as necessary. • Refresher training in Epipen/ Anaphylaxis / Asthma for 2 teachers and 2 CAs (Aug) • SENCO continue to attend training & review • Develop effectiveness of IEP's: - 3 per year. • On going review of SEN provision and access to it • High profile of circle time plus pupil involvement in decisions eg .new Garden area/ vegetable bed / After school activities. • Review by pupils of Code of Conduct for pupils. • Healthy Lifestyle promotion through annual Fitness and Healthy Eating Week • Continue access to sporting activities after school and participation in local sports competitions | <ul style="list-style-type: none"> • Refresher training in Epipen/ Anaphylaxis / Asthma for 2 teachers and 2 CAs (Aug) • Introduce Code of Conduct or pupils | <ul style="list-style-type: none"> • Raise awareness of SDP- Display of targets in basic child friendly language on school notice board • Child Protection/Pastoral Care - update • SEN provision, monitored & evaluated • Promotion of Healthy Lifestyle |
| <p>High Quality Teaching & Learning</p> <ul style="list-style-type: none"> • Curriculum Provision • Literacy & | <ul style="list-style-type: none"> • Prioritised areas for Literacy and Numeracy development with co-ordinators <ul style="list-style-type: none"> ○ Literacy - Talking and Listening • Numeracy <ul style="list-style-type: none"> ○ Develop Assessment tasks - | <ul style="list-style-type: none"> • Actions in Literacy & Numeracy identified by audit and data analysis • Actions for other subjects identified by PRSD reports by co-ordinators of areas of | <ul style="list-style-type: none"> • Actions in Literacy & Numeracy identified by audit and data analysis • Actions for other subjects identified |

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| <p>Numeracy</p> <ul style="list-style-type: none"> • Learning & Teaching Strategies • Assessment/data analysis/use • Self-evaluation-teacher/whole school | <p>spotlight on Using Maths ('Processes')</p> <ul style="list-style-type: none"> • Measures to support identified underachievers in Literacy & Numeracy • World Around Us - review of content and yearly schemes of work. • Outdoor Play - FS/KS1 • Activity Based Learning - P3 • Review present Planning and Evaluation procedures each half term. • ICT - develop set of half termly notes for P5-7 | <p>responsibility</p> <ul style="list-style-type: none"> • Continue process of self evaluation using TTI quality indicators • Implement assessment of Cross Curricular skills <p>Literacy</p> <ul style="list-style-type: none"> • Plan to use more Assessment Tasks. • Following class observations and discussions, ensure all areas of T and L are covered. • Fine tune Questioning strategies to improve higher order thinking skills to further enhance plenary sessions etc. <p>Numeracy</p> <p>Review Numeracy Policy in accordance with levels to check if current policy/ schemes still relevant to each class.</p> <p>Share Izak 9 Resource with staff.</p> <p>World Around Us - Major focus</p> <ul style="list-style-type: none"> • Revised topic planners outlining the contributory strands - Geog., Hist. and Science & tech. • Connective learning opportunities identified, within each of their topics. • The learning intentions in our current planners to be more specific rather than descriptive. • Make WAU, particularly the science and technology | <p>by PRSD reports by co-ordinators of areas of responsibility</p> <ul style="list-style-type: none"> • Continue process of self evaluation using TTI quality indicators • Implement assessment of Cross Curricular skills |
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| | | <p>strand, more investigative and enquiry-based</p> <p>SEE OTHER ACTION PLANS 2015 FOR OTHER AREAS OF CURRICULUM.</p> | |
| <p>Effective Leadership</p> <ul style="list-style-type: none"> • SDP • CPD (Staff Development) • Curriculum leadership • Financial Management | <ul style="list-style-type: none"> • Prepare SDP for 3 year cycle • Develop roles of all co-ordinators to include Monitoring & Evaluating Strategies • CPD related to focus areas for teachers • Classroom Assistants training in Behaviour Management Strategies (Aug) • P2 teacher Elkin Language Development course • Possible engagement with Erasmus+ programme • Effective and planned use of SDDs • Peer observation and sharing of Good Practice by staff. • Review outdoor play resources • Review budget in light of out-turn statement. • Assist in the Induction of new Board of Governors. | <ul style="list-style-type: none"> • Review SDP to inform next stage • Continue to develop the role of the Co-ordinators • Relevant CPD for teaching & teaching assistants • Possible engagement with Erasmus+ programme. • Links with Sellyoak Nursery. • Effective and planned use of SDDs. • Review of budget in light of Out-turn statement. | <ul style="list-style-type: none"> • Begin evidence gathering for new 3 year plan • Review, evaluate and plan for SDP 16/17 and inform next stage • CPD |
| <p>Regulation 4 - 2g</p> <p>Promoting the effective use of ICT</p> | <ul style="list-style-type: none"> • Example set of ICT year planners for P5, P6 & P7 will be completed. • All staff and children will be familiar with My School, able to access their documents, create new documents and be making use of some of the software available through My apps. • Teachers are confident in using iPads and have an understanding of how they can be used to support learning and teaching • A range of suitable Apps are used to support the development of | <ul style="list-style-type: none"> • Whole staff training organised with particular focus on ActivInspire1.6 and iPads. • Evidence that staff have integrated ActivInspire software into lessons. • Evidence that pupils have used a selection of available, and appropriate apps on the iPads. • Increase our current level of attainment from 2.6. Continue to work towards getting our e-safety mark. | |

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| | <p>children's literacy and numeracy skills throughout the school</p> | | |
| <p>School Connected to It's Local Community</p> <ul style="list-style-type: none"> • Communication/relationships/projects • Links with educational agencies | <ul style="list-style-type: none"> • Continue to offer extra curricular. Add Craft / cookery depending on pupils' survey • Speedwell Project: St Mary's if place available • Events file on display in school • Update School Website • Parent Support Group events in school • Participation in local music/sports events and competitions. | <ul style="list-style-type: none"> • Review and continue with after schools • Maintain existing measures. • Develop further the use of school facilities with community groups. | |