

ORRITOR PRIMARY SCHOOL

GOVERNORS' REPORT

2016 - 2017

Dear Parent,

I am pleased to have this opportunity to present to you the Governors' Report on Orritor Primary School for the last academic year. It is our intention that you should be kept informed about your child's progress at school and this report is one of a number of ways in which this information will be provided.

The report, however, can only be a snapshot of the working of the school. Please note that this report relates to *last* year i.e. up to June 2017.

Following last year's summary of our Internet Safety, we have included our Child Protection Policy Summary, which we would encourage you to read.

I commend this report for your consideration.

Yours sincerely,

Wilbert Mayne MBE

ORRITOR PRIMARY SCHOOL BOARD OF GOVERNORS

BOARD REPRESENTATIVES

Mr. S. Glasgow MBE (2018)
Mr. W. Mayne (2018)

CHAIRMAN
Mr. W. Mayne
1 Gortacar Road
COOKSTOWN BT80 9DB
Tel. 028 867 65941

TRANSFEROR REPRESENTATIVES

Mr S Laughlin (2018)
Rev M Simpson (2018)
Mrs G Charles (2018)
Mrs Judith Mills (2018)

SECRETARY
Mr. K. Wright
Orritor Primary School
Tel. 028 867 51412

PARENT REPRESENTATIVES

Mrs. E Thompson (2018)
Mr R Kane (2018)

TEACHER REPRESENTATIVE

Mrs.K. Bell (2018)

PRINCIPAL

Mr. K.S.Wright

Each Governor's name is followed by the date on which his/her term of office expires.

WHAT ARE THEIR MAIN RESPONSIBILITIES

The Governors are ultimately responsible for the overall management of the school. They are required to meet for a minimum of three times each year but in practice meet more often than this.

Some of their duties include:-

1. The oversight of the curriculum.
2. The control of the budget.
3. The provision of information to parents.
4. The selection of staff.
5. The maintenance of the premises (shared responsibility with SELB).
6. The Admissions Policy.
7. Fostering links with the local community and pursuing the objectives of Mutual Understanding.

STAFFING COMPLEMENT FOR 2016/2017

Teaching Complement

1. Mr. K.S. Wright	B. Ed., D.A.S.E. M.Ed.	Principal
2. Mrs. J. Currie	B.Ed. (Hons)	P.1
3. Mrs. J. Eldon	B.A. (Hons)	P.2
4. Miss S. Bates	B.Ed. (Hons), M.Ed	P.3
5. Mrs K Jeffers	B.Ed (Hons)	P.4
6. Mrs. H. McClung	B.Ed. (Hons)	P5
7. Mr. J. Millington	B.Ed. (Hons)	P6
8. Mrs. K. Bell	B.A. (Hons)	P7
9. Miss S. Thompson	B.Ed (Hons)	Nursery
10. Mrs A. Bell	B. Ed (Hons)	SEN

Ancillary Staff

Mrs. R Dallas	Secretary
Mrs. W. Thom	Clerical Assistant
Mr. R. Curran	Caretaker &
Lunchtime supervisory assistant	
Miss Zoe Wilkinson	Cleaner
Mrs. A. Gillis	Cleaner and Lunchtime supervisory assistant
Miss D. Brown	Nursery Assistant
Mrs R. McQuitty	Classroom Assistant P1
Mrs. J. McIvor	Classroom Assistant P2
Mrs. L. McGucken	(SEN) Assistant P5
Mrs. L. Allen	(SEN) Assistant P4
Miss S Wilson	(SEN) Assistant P3/4
Mrs K Donnelly	(SEN) Assistant P6
Mrs D Bownes	(SEN) Assistant P7

School Meals Staff

Mrs. M. Cunningham	Cook
Mrs. M. Wilson	Kitchen staff
Mrs. B. Mallon	Kitchen Staff

Annual Attendance Rate

Attendance at the school was very good for the year 2016/17 with 19 children receiving full attendance certificates on the last day of the summer term.

Average attendance for the year was **96.7 %**

Extra Curricular Activities

Teachers continue to provide after school activities for the children. Some are also provided through our involvement with Active Communities. We currently offer; Football, Netball, Hockey, Modern Dance, Tag Rugby, Art and Craft, Cookery and Foreign Language.

Maintenance

- MrMiss Zoe Wilkinson, Ruth Burnside, Mrs. Gillis and Reggie continue to keep the premises in fine order.

Parents Support Group

The Support Group continue to organise their own school events for parents and pupils throughout the year and help out with school based events also. A new committee would be elected in early October this year.

Board of Governors

**The members of the Board of Governors continue to give of their time and expertise to support the work of the school.
My thanks to all the staff who have contributed to the process of formulating the new School Development Plan.**

Outturn Statement

TOTAL RESOURCES AVAILABLE TO SCHOOL	£640816
EXPENDITURE – NET	£612231

K. WRIGHT

PRINCIPAL 08/11/2017

Review of 2015/16

Targets and outcomes – 2016/17

Key Stage 1	Level 1	Level 2	Level 3	L2 + L3
English	11.5% (3)	84.5% (22)	4% (1)	88.5% (23)
Outcomes	11.5% (3)	84.5% (22)	% (1)	84.5% (22)
Mathematics	11.5% (3)	88.5% (23)	% ()	88.5% (23)
Outcomes	7.5% (2)	24% (92.5%)	% ()	92.5% (24)

Key Stage 2	Level 2	Level 3	Level 4	Level 5	L4+ L5
English	8% (2)	56% (14)	36% (9)	0% ()	36% (9)
Outcomes	8% (2)	60% (15)	32% (8)	% ()	32% (8)
Mathematics	8% (2)	56% (14)	32% (8)	4% (1)	36% (9)
Outcomes	4% (1)	52% (13)	44% (11)	% ()	44% (11)

A more accurate set of figures (used by ETI and teachers) is shown below. When we compare the final column below which shows the total number of pupils working at or above their own ability level, with the final column in the table above (L4+L5), we get a better picture of how our pupils are actually performing

Primary 7 – (27 pupils) Inc 2 statements			
P7	More than 10pts above NRIT	Within 10pts of NRIT	Total within 10pts or above NRIT
Literacy	26%	67%	93%
Maths	11%	89%	100%
Overall P4-7 (95 pupils) Note: Figures include 11 statemented pupils ie 12% of total			
Literacy	20%	67%	87%
Maths	23.5%	71%	94.5%

Our data shows that the vast majority of our children reach their potential in both Literacy and Numeracy, with many exceeding this. The small number who underachieved are either statemented or have been given additional support and guidance during their time here and have in most cases made progress towards reaching their potential.

We will supply a more accurate set of figures (used by ETI and teachers), as we did at the end of last year, which shows the total number of pupils working at or above their own ability level, to get a better picture of how our pupils are actually performing.

Action plan reviews from 2016-17

Action Plan – Principal 2016/7

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	Progress
<p><u>Pastoral Care</u> To provide adequate response for 2 children with Anaphylactic type allergies in school</p> <p><u>Child Protection</u> To ensure staff compliance with Child Protection requirements.</p> <p>To ensure Board of Governors are trained in their obligations in regard to Child Protection</p> <p><u>SEN-interventions /support</u></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>Staff are more aware of the</p>	<p>Refresher training in Epipen/ Anaphylaxis / Epilepsy for 5 teachers and 4 CAs (Aug)</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 ➤ Specific Governors to complete Child Protection Training by June 2017 	<p>Completed August 2016 and October 2017</p> <p>Completed 26/10/16 – Principal</p> <p>Further progress made</p> <p>Completed for Governors Mayne and Kane 15/3/17</p>

<p>Effective SEN provision is provided within school to meet the needs of all pupils</p> <p>Healthy School Children learn about and adopt the</p>	<p>indicators of Autism and more aware of their needs and how to address them.</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>Pupils take part in Health and fitness related activities</p>	<p>SDD day used for training of staff by the ASD team.</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> <ul style="list-style-type: none"> • ‘Ourselves’ element of WAU 	<p>Completed 16/3/17</p> <p>Completed November 2016</p> <p>Completed September 2016</p> <p>SEN register updated 3 times during the year.</p> <p>IEP data recorded eg xmas term – No of targets 47 Fully met 20 / 43% Partially 23 / 49% Not met 2 / 4% Exceeded 2 / 4%</p> <p>Children’s work books retained as evidence.</p> <p>Paired Reading programme rolled out in January for identified children. Record of intervention strategies maintained.</p> <p>Completed – October 2016 and through WAU elements of the curriculum.</p>
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<p>elements of a Healthy lifestyle.</p> <p><u>Inclusion/diversity & Pupil Involvement</u></p> <p>To increase the element of ‘pupil voice’ within decision making in school</p>	<p>during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p> <p>Pupil will have influence on some of the decisions which effect them and their learning environment.</p>	<ul style="list-style-type: none"> • promotion through annual Fitness and Healthy Eating Week. • access to sporting activities after school and in local sports competitions. • Invite outside agencies to address children on health issues. <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>Completed – Afterschool activities included ;</p> <ul style="list-style-type: none"> • Rugbytots • Soccer – tri-county competition also • Netball – tri-county competition also • Hockey – tri-county competition also • Healthy Cookery. • Cycling Proficiency <p>New Eco Council established , led by Miss Bates, and incorporating various WAU class initiatives (all classes) throughout the year – plus Pollination Project, British Bee Keepers assoc, Mid Ulster council etc.</p> <p>Grant from Pollination used to buy suitable shrubs and seeds for planting and to landscape areas of school grounds</p>
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High Quality Teaching & Learning

<p>Objectives/targets to bring about improvement</p>	<p>Major Focus</p>	<p>Nursery, Foundation and KS 1 ICT</p>	<p>KS2, Numeracy and Literacy</p>	<p>Progress</p>
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<p><u>Curriculum Provision</u></p> <p>See co-ordinator action plans for more detail</p>	<p><u>Development of Roles and Responsibilities of Coordinators.</u></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><u>FS</u></p> <p>Development of Play / Outdoor Play to include;</p> <ul style="list-style-type: none"> • more creativity • open ended and • child initiated play activities. <p><u>Nursery</u></p> <p>Outdoors (to include forest school training)</p> <ul style="list-style-type: none"> - Parental involvement in Nursery - Develop more Nursery specific discipline and anti-bullying policies. - Develop further links between Nursery and Foundation stage <p><u>KS 1</u></p> <ul style="list-style-type: none"> • 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. <p><u>ICT</u></p> <ul style="list-style-type: none"> • Development of teaching and learning of ICT throughout the school to ensure continuity and progression. 	<p><u>KS 2 and Numeracy</u></p> <ul style="list-style-type: none"> • Relate Numeracy standards in our school to 'Better Numeracy' document. • Review Numeracy policy <p>Recommendations for Key Stage 2;</p> <ul style="list-style-type: none"> • Children will have more opportunities to engage in open ended problem-solving & investigative work <p><u>Literacy - KS 1 and 2</u></p> <ul style="list-style-type: none"> • 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. 	<p>See Co-ordinator reviews for detailed feedback on progress in curriculum areas.</p>
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		<ul style="list-style-type: none"> Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards. Preparation for and completion of CBA. <p>WAU</p> <ul style="list-style-type: none"> Ensuring a more investigative and enquiry-based approach to the planning and teaching of WAU, particularly within science and technology <p>Review of progress in 2015-16 to ensure all objectives met and actions taken have been embedded</p>	<p>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"> Library - To reorganise the library with the help of library service and put in new current stock. 	
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Effective Leadership

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Progress
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<p><u>School Development Plan</u></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"> • 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 2 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>Plan monitored and evaluated throughout the year – report back to Governors as agenda item each meeting by Principal</p>	<p>Completed – September 2016</p> <p>Approved at BoG meeting 4/10/17</p> <p>On to website October 2017</p> <p>Completed – agenda item on each meeting.</p>
<p><u>CPD (Staff Development)</u></p> <p><u>MAJOR FOCUS Development of Roles and Responsibilities of Coordinators.</u></p> <p>Development of the capacity of middle management roles (Co-Ordinators and KS Heads) in monitoring and evaluating their area of responsibility.</p> <p>Dissemination and embedding of best</p>	<p>Curriculum leadership</p> <p>Facilitate sharing of Good Practice.</p>	<p>Provide specific training for Co-ordinators by Education Mentor – Joan Henderson ‘Roles and Responsibilities’</p> <p>Co-ordinators to visit classes and identify good practice. Other staff given opportunities for sharing of good practice.</p> <p>All co-ordinators to develop Monitoring & Evaluating Strategies to include;</p> <ul style="list-style-type: none"> • Book Scoops, • Classroom Observation, • Data Analysis, 	<p>Nov 2nd 2016 – SDD with Mrs Joan Henderson, Education Mentor. Half day on the Role and Responsibilities of the Co-Ordinator and on Play in foundation stage progressing into ABL in KS1.</p> <p>7 dates given to co-ordinators to undertake class visits in October 2016. 5 completed – 1 cancelled due to a hospital appointment by co-ordinator.</p> <p>Union industrial action also meant that teachers were advised by their union that such visits were not to be accommodated.</p> <p>Book Scoops carried out in October also. Industrial action prevented any more follow up actions. We did continue to monitor through Staff meetings and the</p>

<p>practice across the school.</p>		<ul style="list-style-type: none"> • Scrutinising half term evaluations and planning, daily notes etc <p>Nursery</p> <ul style="list-style-type: none"> • Continuation of local Nursery cluster groups to share good practice, ideas, resources and identify area of need to arrange professional training sessions. 	<p>half term evaluations and plans. Other SDD days also allowed for co-ordinators to share good practice and to liaise with other staff members.</p> <p>New Evaluation template now in operation – segregating pupils progress and lesson / activity evaluation.</p> <p>. ‘Getting Ready to Learn Project’ – Big Bedtime Read initiative. See Nursery review.</p> <p>No Opportunity this year.</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><u>Financial Management</u> 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 EA 	<p>Plan formulated and accepted in September 2016.</p> <p>Completed ALL STEPS.</p>

<p><u>Board of Governors</u></p>	<p>Regulate and control financial resources.</p> <p>Members to receive relevant training opportunity</p>	<ul style="list-style-type: none"> • Monitor monthly expenditure against plan, making savings where possible • Minor works application submitted for new replacement Nursery Unit to comply with up to date specifications based on building handbook. <p>Existing and new members to receive timely advice on training opportunities.</p> <p>Focus on Child Protection measures</p>	<p>Agenda item at all BoG meetings.</p> <p>Brought to attention of Sandra Overend MLA to raise with EA and at NI Assembly.</p> <p>Training events circulated to governors Oct 16</p> <p>Messrs Mayne and Kane attended CP training 15/3/17</p>
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School Connected to Its Local Community

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Progress
<p>Communication /relationships/ projects</p>	<p>School is contributing to and serving the community through developing contacts with parents, hosting events and working with other</p>	<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 	<p>Completed – all actions except Spring concert this year.</p>

Links with educational agencies and others	schools in the wider community. Children benefit from our links with Educational and Health Agencies	<ul style="list-style-type: none"> • P7 residential trip with Ballytrea and Donaghey schools. • Parent Support Group events in school • Participation in local music/sports events and competitions. • Regular newsletters to parents • School Website updates Referrals to SELB specialist services Referrals to MAST	<p style="color: red; text-align: center;">Timely interventions made to all agencies.</p>
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Review of Action Plan 2016 – 2017

Area of Responsibility; Principal Addressing main area for development as identified by ETI Inspection report June 2016			
Areas for Development: <ul style="list-style-type: none"> - 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	Progress

<p>To develop monitoring and evaluation roles of middle management.</p>	<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"> ➤ class visits and feedback (written and oral) ➤ book scoops etc ➤ staff meetings / Key Stage meetings ➤ other SDD training etc <p>These actions should be timetabled throughout the year.</p>	<p>Nov 2nd 2016 – SDD with Mrs Joan Henderson, Education Mentor. Half day on the Role and Responsibilities of the Co-Ordinator and on Play in foundation stage progressing into ABL in KS1.</p> <p>New Evaluation template now in operation – segregating pupils progress and lesson / activity evaluation.</p> <p>7 dates given to co-ordinators to undertake class visits in October 2016. 5 completed – 1 cancelled due to a hospital appointment by co-ordinator.</p> <p>Union industrial action also meant that teachers were advised by their union that such visits were not to be accommodated.</p> <p>Book Scoops carried out in October also. Industrial action prevented any more follow up actions. We did continue to monitor through Staff meetings and the half term evaluations and plans. Other SDD days also allowed for co-ordinators to share good practice and to liaise with other staff members</p>
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<p>Strategies used to Monitor and Evaluate</p> <p>Principal will;</p> <ul style="list-style-type: none"> ➤ Ensure Half term plans and Evaluations are collated and the Co-ordinators and KS Heads receive their specific information. ➤ Monitor the feedback given to teachers by the Co-ordinators and KS Heads. ➤ Facilitate class visits and examine feedback given to staff by the Co-ordinators and KS Heads. ➤ Chair whole staff meetings at which issues are discussed. ➤ Engage in class visits. ➤ Agree PRSD target with each teacher to address their role as a coordinator of an Area of Responsibility. <p>'To develop robust monitoring and evaluation strategies within ...'; 'evidenced by.....'</p> <p>The Co-ordinators and KS Heads;</p> <ul style="list-style-type: none"> ➤ Provide each teacher and Principal with acknowledgement of their half term plans and evaluations – providing written feedback. ➤ Devise effective and robust monitoring and evaluation procedures for their area of responsibility, and implement them with the approval of the principal.
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- Use whole staff or Key Stage meetings / SDDs to share or develop best practice.
- Use directed time to carry out their duties as co-ordinator or Head of Key Stage.
- Plan for class visits and provide feedback.
- Provide evidence of more robust monitoring and evaluation within their area of responsibility.

Review of Action Plan 2016 – 2017

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	Progress
To provide learning opportunities for play based learning with particular emphasis on more	<ul style="list-style-type: none"> • All children across Foundation Stage engage in open-ended and child-initiated play • Activities planned and carried out as part of weekly plan. • Session observations 	Teachers, based on the developmental needs and approaches of the children, <ul style="list-style-type: none"> • identify strategies in their play planners • provide opportunities for all children across Foundation Stage to develop and engage in open-ended and child-initiated play. 	As this was an area flagged up by the inspection team, I was keen to take this on board. Whilst I personally like the idea of structure during Play, I realise now the importance of giving children more choice and allowing them to initiate more. This was done more this year and I felt that Play sessions

<p>child initiated, open-ended and challenging play.</p> <p>To develop further monitoring and evaluating of learning in Foundation Stage</p> <p>To develop further childrens' writing skills in Foundaition Stage and promoting independent learning.</p>	<p>recorded and brief evaluation on progress of whole lesson</p> <p>Children become more confident to work on their own initiative and are keen, challenged and interested in their learning.</p> <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> <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>	<ul style="list-style-type: none"> This will be carried out through a range of activities and teaching strategies/techniques especially effective questioning. <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> <ul style="list-style-type: none"> Teachers in Foundation Stage made aware of this action plan. Meet in K.S. to share ideas with the aim of ensuring progression. Classroom observation to assess quality and standards and provide productive and valuable feedback. <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>were more beneficial for the children. At any one time there were 8/9 play activities on offer, 2 of these being adult led. I was able to consolidate sounds teaching, number formation teaching more effectively through Play. I was able to bring out “teacher-made” games which I had and never used and these would have been used to consolidate a number/sounds/High Frequency Words.</p> <p>Again observations were carried out using the format previously used. We did benefit from guidance given by Joan Henderson in November 2016. With regards to an Observation folder for each child, covering each area of the curriculum, this was not completed but it is something which I am putting into the Action Plan for next year.</p> <p>With the absence of the P.2 teacher, meetings were not as regular as I would have liked but Rachel did a superb job of ensuring progression and providing the necessary support for both the very able and less able in this class. This is an area which we will look at further in September. We have and are trying to secure progression from Nursery to P.1 – now we have to ensure that throughout Foundation Stage. Some classroom observations were made and quality and standard of teaching was excellent. Outdoor Play is developing well in Foundation Stage and we will continue to reflect on how we can make this environment more stimulating and conducive to learning. Writing material was always available whenever children were outdoors in the form of clipboards/chalkboards/ whiteboards and word mats to encourage independent reading and writing.</p>
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			<p>All children in P.1 encountered High Frequency Words – 30 were covered and half the class have a fair- very good working knowledge of these. Again play activities provided a more “fun way” to learn them and use them through the medium of sand, water, dough, seeds etc.</p>
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Strategies used to Monitor and Evaluate

- Enable children to become involved in planning the activities, which will in turn promote more interest in their learning and enable them to learn from each other.
- Plenary! Give children feedback on their learning and use conversation and carefully framed questions such as “How can we...?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge.
- Plan time well so most of it is working with children (classroom assistants included). This will enable systematic observations and assessments to be made of each child’s learning styles which will in turn be used to identify the range learning strategies required and each individual’s ‘preference’.
- Updating each child’s observation folder as planned plus general incidental observations occurring.
- Providing feedback to parents twice during the year
- Evaluation of half term plans to Principal
- Provide feedback to P2 teacher on her half term Evaluation.
- Monitor P2 play plans and Evaluations - observe
- Foundation Stage meetings
- Self-evaluate continually and constructively.

Review of Action Plan 2016 – 2017 Miss S. Bates

Area of Responsibility; Key Stage One and Eco-Schools			
Areas for Development:			
<ul style="list-style-type: none"> ➤ 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	Progress
<ul style="list-style-type: none"> ➤ Develop Activity Based Learning throughout Key Stage One. 	<p>All KS1 children will have regular Activity Based Learning sessions.</p>	<ul style="list-style-type: none"> ➤ School Development Day – Activity Based Learning & Outdoor Play 	<ul style="list-style-type: none"> ➤ P3 children continue to have weekly ABL sessions and thoroughly enjoy learning in this fun, active environment. Some new activities have been introduced, using outdoors when appropriate to the activity and weather. ➤ I suggested we seek advice about KS1 ABL activities/expectations from Mrs Joan

<ul style="list-style-type: none"> ➤ Utilise CCEA ICT tasks and iPads further within the Key Stage. ➤ Establish an Eco-Committee and work towards Bronze Award. 	<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.</p>	<ul style="list-style-type: none"> ➤ Timetable and plan Activity Based Learning in P4 and trial sessions based on advice given. ➤ Refer to CCEA tasks. Select appropriate tasks for P3. ➤ Refer to apps recommended by Declan Evans. Choose most appropriate apps. ➤ Download apps and use during Literacy. ➤ Refer to information on Eco Schools NI website. ➤ Speak to other Eco- Schools co-ordinators for advice. 	<p>Henderson (Education Mentor). Her main focus during the SDD was on FS and her advice to Mrs Jeffers was to include practical activities within formal teaching. Afternoon class timetabling presents an issue for some areas and planning. Following this advice no further action was taken.</p> <ul style="list-style-type: none"> ➤ CCEA tasks- Art Attack! Graph It, Movers and Groovers and Create an ebook were carried out with P3 and integrated within the existing tasks during ABL. ➤ In addition to the four tasks P4 have carried out for a number of years the Bee-Bot challenge and Poster Magic have been added. ➤ No time was set aside to choose appropriate apps therefore this target will remain a focus for next year. ➤ Eco Schools NI website was referred to and relevant information printed for the Eco Schools File. This is a work in progress. ➤ I had an opportunity to meet and speak with Eco Schools co-ordinators from local schools at the Mid Ulster Eco-Schools Cluster Group meeting in February. I also made contact with Emma O’ Hagan from Mid Ulster Council as a further support. ➤ Mr Wright had previously registered the school in 2013. I now have access to this via my email address. Two meetings have been conducted and the third in June. An Eco Club will be formed next year.
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	<p>Increased eco-awareness</p> <p>Achieve Bronze Award.</p>	<ul style="list-style-type: none"> ➤ Register school and set up an Eco-Committee/Club. ➤ Carry out an Environmental Review. ➤ Write an action plan, shared with whole school. ➤ Create a school notice board. 	<ul style="list-style-type: none"> ➤ An Eco-Council was formed on 24/11/16 consisting of 4 pupils from P4-7 following class votes. ➤ The simple Environmental Review was carried out during a whole staff meeting, as expected for Bronze Award. ➤ A Bronze Award action plan has been finalised after several drafts and redrafts, as I became more familiar with what was expected from looking up other school websites. As a result this was not shared with the whole school however will be displayed on the Eco Schools notice board. Originally I had included too much content which will form part of the Silver Award. I intend to apply for the Bronze Award following the outcome of the third meeting as we need to decide on a school Eco Code. ➤ A new Eco Schools notice board has been erected in the school foyer where all pupils/parents can view it. Some work has been displayed on this and photographs have been added to the school website, following my request to Mr Millington to add this section to our website. All staff have been asked to provide samples of work and photos, and to add photos to the website. ➤ The three topics chosen are Waste, School Grounds/Outdoor Learning and Healthy Living. ➤ All teachers were made aware of these topics and have continued to incorporate these within class learning and some new activities
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		<p>➤ Incorporate issues within all classes as part of curriculum work.</p>	<p>were carried out. (See Eco Schools Action Plan). P4 took part in the Big Spring Clean followed by a talk on Litter.</p>
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Strategies used to Monitor and Evaluate

- Regular Key Stage meetings and whole staff meetings.
- Read and discuss half term plans and evaluations with staff.
- Highlight all ICT tasks and apps used within planners. Both staff review use of these at end of each half term.
- Observe one ABL session during 2nd /3rd term and ask children for feedback.
- Keep a file for Eco-Schools. Photograph and display work completed in classes and by Eco-Club on central notice board.
- Follow Eco-Schools Action Plan and ask staff for regular feedback.

Review of Action Plan 2016 – 2017

Area of Responsibility; World Around Us			
Areas for Development:			
<ul style="list-style-type: none"> ➤ 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	Progress
<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"> ➤ Teachers to refer to the learning intentions and skills identified in the SELB Lines of Development to support their planning and teaching. ➤ Children to experience more open ended type investigations in science ➤ Science/technology activities in play and ABL at Foundation/Key Stage 1. 	<ul style="list-style-type: none"> ➤ Due to industrial action many of the strategies proposed in this action plan to monitor its progress have not implemented. Classroom observations have not taken place and teachers have not submitted WAU books/files to monitor the content or types of activities going on within WAU in each classroom. ➤ Evaluation on the progress of this action plan is based on the information provided in half term planners and evaluations submitted by each teacher. ➤ All 3 strands of WAU (Geog, Hist and Science & Tech) are clearly identified in all planners with the learning intentions within each strand highlighted. Teachers are working hard to ensure these are specific and focused but more work is still needed with this. Many of the learning intentions are based largely around the ‘content’ being taught with little reference to the ‘skills’ being developed. ➤ There still seems to be overlap in the content being covered within P1-P4, e.g. seasons in P2 & P3, addresses in P2/P3/P4, personal history P2/P3/P4 and the developmental stages in human growth in P1/P3/P4. Due to time and the absence of P2

			<p>teacher, Key Stage meetings with the Co-Ordinator have not taken place to address these overlaps.</p> <ul style="list-style-type: none"> ➤ Investigative/practical tasks for each topic are not always identified within planners or the skills focus highlighted. ➤ A reoccurring comment on many evaluations has been that not all WAU work has been covered due to time constraints. Evaluations would suggest that these practical investigations tend to suffer the most. This may be indicative that some topics are still too content heavy. ➤ The main objective in this action plan was to ensure a more investigative and enquiry-based approach to WAU, particularly within Science and Technology, but I feel this is still very much work in progress.
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Strategies to Monitor and Evaluate

- Monitoring of planners and evaluations
- Key Stage meetings with Co-Ordinator
- Classroom observations/Shared Practice
- Photographic evidence of children at work rather than the end product.
- Examination of WAU books/files from each class.
- Self-evaluate continually and constructively.

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	Progress
<p>Talking and listening-</p> <ul style="list-style-type: none"> ● stretch the levels of vocabulary employed by children ● effectivequestioning leading to more independent thinkers. ● Pupils achieve good attainment and progress using agreed speaking and listening criteria. 	<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"> ● Use 'thinking time' instead of shouting out ● Frame their own questions e.g using hotseating, 20 questions, using question cards <p>Pupils are assessed during structured tasks and observations in class which will inform future planning .</p>	<ul style="list-style-type: none"> ▪ Use of effective questioning and more open ended literacy investigations. <p>Teachers</p> <ul style="list-style-type: none"> ● ensure that everyone will respond in class during T&L ● Allow more thinking time for responses. <p>Strategies employed to promote T and L:</p> <ul style="list-style-type: none"> ● Encourage active listening using quick pair work/ group-work using a chairperson. ● consider alternative seating patterns to encourage greater participation. ● Teachers use alternatives to teacher whole class interaction e.g pairs / discussion groups <p>Agree speaking and listening criteria so teachers will have a sound basis on which to from judgements</p>	<p>Teachers have included opportunities for the development of T and L skills across the curriculum. They have started to plan for opportunities to extend discussions e.g. in maths, literacy and W.A.U. and be more conscious of teaching approaches , using more open-ended questioning .I held a staff meeting with staff to discuss / explain the development of T and L skills in the form of progress ladders which I thought were good from Lancashire grid for Learning .Although these are from England I thought they gave further detail than what we had to go on from the literacy framework and were helpful to me. .Many teachers felt that they were confident in their methods and evaluation techniques and chose not to take a copy for their year group .Mrs Currie took a copy for P.1and thought that she could use it.</p> <p>All teachers felt that it was impossible to plan and carry out <u>separate</u> T and L tasks which teach skills .Instead they thought it would be wiser to use time better by</p>

			<p>incorporating best practice and skills into work already planned in Literacy and Numeracy and W.A.U .</p> <p>Talking prompt sheets , which model sentence starts and question starts etc might be a wise investment for staff - many of these are organised and prepared for teachers who just have to tweak them for purpose/ topic and are great for developing talk for a purpose..These could be used to develop vocabulary / responses .Again finding time to do this is the major issue- teachers already feel swamped and with added pressure to keep adding good practice and learning opportunities in and taking nothing out because so much content from literacy and numeracy framework needs to be covered .Teachers use observations during group tasks, questioning in both formal and informal scenarios to evaluate their pupils</p> <p>There is no written record of this at present in K.S.2 - information about each child and their progress is relayed to next teacher in a hand- over meeting and in reports at the end of the year where strengths are celebrated and weaknesses are highlighted to be built upon and improved upon.. Parents are advised during two parent teacher meetings in the year and with a written report in June. K.S1 carry through separate plans / observations for activity based learning/ guided reading etc which are used to form judgements .There have been no classroom visits this year due to strike action and I have had to rely on monitoring 6 week plans and evaluations. Some of the staff were vehemently against the idea of book scoops when this was put to them. There have been some informal discussions with staff in particular P2,P3,P4.P7.It has been hard to find time to meet and speak with teachers as everybody seems to be always busy and just getting on with what they have to do Finding time to deal with issues that have come up when I have noticed them in planning or evaluations is very hard and not always welcomed by teachers who state that they haven't enough time to do the job they have been asked to do. Mrs Eldon has also been off from beginning of</p>
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<p>Writing- - greater depth in writing through better quality content. 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.....</p> <p>- take into account;</p> <ul style="list-style-type: none"> ▪ accuracy ▪ form, ▪ layout ▪ and typical features 	<p>Evidence of;</p> <ul style="list-style-type: none"> • greater detail and depth in children's written work. • Children, initially using writing scaffolds / target sheets to guide them, progressing to more independent writing in each class. • children writing with increased accuracy and proficiency and applying S.P.A.G.in various forms of writing. • Evidence of pupils using high frequency words to construct grammatically correct sentences with 'wow' words 	<p>Highlight to staff the importance of linking;</p> <ul style="list-style-type: none"> • Children's writing with Talking and Listening; • their grammar, spelling and punctuation objectives with their reading and writing. (contextualising) <p>Children taught writing skills – e.g.</p> <ul style="list-style-type: none"> ▪ sentence structure, ▪ language features, ▪ word / vocab choice <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>November but I have tried to be there to discuss issues after school- split lunch hour makes it very difficult to meet ks1.</p> <p>Listening is becoming an increasingly worrying area for all teachers - right across the key stages, Teachers complaining that focus and concentration is weak all around the ability levels .Listening for the main point and to recall and repeat or build and extend upon is poor. It is evident that this will continue to be a major focus in our planning and development , next year It seems to not be as an important consideration at home now so these basic skills seem to be thrust upon teachers now to teach greater patience in listening and use purposeful talk.</p> <p>Teachers have continued to plan opportunities for breadth of genre types - linking in with primary literacy framework objectives/ topics in Literacy and W.A.U and suited to ability levels. .The staff have been advised about the importance of linking talk to writing- using think pair share and talk partners before writing begins. Teachers use shared reading examples and rich text type examples which are modelled interactively or by reading to their classes as a sound basis to begin writing. This helps the children know what an actual good piece of writing looks like .They use writing prompts / scaffolds , target sheets to organise their thinking and use self and peer assessment to reflect on the work that is produced. Teachers use marking checklists across the forms of writing tasks to inform pupils about the positives in their work and advice about what needs to be improved upon. Time is also given for pupils to try and edit their own work to improve it in terms of word choices, sentence types, spelling, punctuation and organisation of sentences and paragraphs. Most do not relish this process but teachers continue to stress the importance of working at their writing / crafting it until it is the best that they can do. Teachers also regularly remind</p>
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<p>-Improve continuity in the quality of handwriting / presentation throughout the school.</p>	<ul style="list-style-type: none">• All children will develop a legible and neat handwriting style.	<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>pupils of the need to incorporate elements of S.P.A.G into their writing that they have been learning about in general literacy lessons .Asking the pupils to apply these skills has started to improve the quality of writing produced. Children do not find this application easy and see the editing process as laborious but further developing and continuing this will need to be a focus next year. The editing / improving process tasks/ genre covered for each planning period is time consuming and impacts on the overall amount of writing completed and many teachers have reported that improving and drafting pieces of work minimises the amount of writing types that they can cover .The ability of the class and the needs within it can also prevent a wider coverage .</p> <p>Handwriting books have been created and used by each class teacher to develop correct handwriting formation and introduce the joined script into general school work especially for final drafts. Children for the most part produce lovely work in workbooks when it comes to copying but applying what they have learned and using it independently into their own independent work is still problematic and will need continued monitoring and development.P6 and P7 do not continue with this and I think it might need to be discussed and made a whole school aim to try and improve children's presentation and neatness in handwriting. I.C.T does seem to take over by this stage and I appreciate that skills need to be developed in this area too but time needs to also be given to handwriting also especially when so much effort is put in up to P.5</p>
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<p>Reading - 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>Library-To reorganise the library with the help of library service and put in new current stock.</p>	<ul style="list-style-type: none"> • Children will increase the number of books they read independently and record in a suitable diary • Evidence that pupils employ a variety of reading strategies from an early stage. • Children will be able to read more high frequency words to improve reading ability. • Children have new current reading materials to use in school and at home. • Children access books and a record kept of reading. 	<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"> • Staff consulted on new library format for feedback. • Coordinators then work with Library Service to renew and restock the current library. • Children given access to new books. 	<p>Teachers read to pupils in class and in assembly and provide time for library book reading and activities / some challenges, they use reading pairs also to foster a love of reading. At K.S. 2 level it is very hard to get time to carry out lots of reading challenges (darts activities) as the books that children are reading take long to complete but some have been done, although I wish we had more to complete more of these as the children really enjoy doing these tasks. Monitoring and marking the quality of what they produce is problematic because the reading is individual library books and it's hard for teachers to know the content of all the books in their libraries. World Book Day was celebrated in assembly and in activities during school day.P7 designed board games based on early reading books and visited P2 and P3 to play them. The children keep a personal record of books read as well as teachers. Guided reading notes and observations are also retained for monitoring and tracking progress of individuals and groups. Teachers have carried out reading assessment tasks throughout the year as well as formal standardised tests at the beginning and end of the year to track progress. The use of Rigby Star has really been a worthwhile purchase because the books cover a range of genre which links to the children's writing and literacy framework objectives for each year group. Teachers' books are coherent and give great support and ideas on how to develop children's comprehension skills. The tasks are challenging and really make the children think and the reading sessions and follow up materials really give the teachers a brilliant insight into the children's understanding and reading ability. Reading strategies for decoding and comprehension are an integral part of these daily guided reading sessions. Teachers use Rigby as well as additional comprehension tasks based on W.A.U. (factual and fiction) and home readers ensuring they are given a wide range of reading experiences .Reading at foundation / K.S.1 level are following a progressive</p>
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			<p>approach to the development of phonics for reading but need more opportunities to practise and apply new learning of phonic sounds and High frequency words using unfamiliar and challenging text . Perhaps we need teacher - made texts with short stories and sentences focusing on reading and revising of key sounds and high frequency words that are separate to the home reading materials/ guided reading to provide extra practise. At ks 2 level we are increasingly finding that many children are not retaining the phonic sounds encountered in linguistic phonics and have a lot of trouble decoding as the sounds and their variations become more complex. Automatic recall of High Frequency words is also problematic especially with the children who do not read much or are not read to , over and above school reading materials.</p> <p>S.E.N pupils really struggle with retaining phonic sounds and H.f.w due to memory problems and overload but more and more children who are not S.E.N are not making progress because they have missed the basics at Foundation and K.S.1 level and are not doing any additional reading because it is difficult so this may be an area for consideration next year. Learning and using H.F.W for rapid recall yes but also for spelling and writing in sentences which would show greater grasp and control.</p> <p>Staff all got topic boxes with suitable age related books for topics in W.A.U.The Library service was contacted about refurbishing the school library but due to funding cuts this will no longer be possible.</p> <p>We have purchased new O.R.T. and P.M. higher book band levelled books to further add to our existing reading scheme. This will ensure progression is made and that children are placed on correct book band level from P4/P5 up and will also be used as S.E.N material by upper school .</p>
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			<p>A twilight was used to reorganise the books again to get the books correctly banded for middle school .</p> <p>A paired reading information leaflet was prepared and given to parents at an information morning which I led in January. Parents carried a short book with their child and most made some progress, in particular those that really stuck to it and did not waver.</p> <p>Reading partnership was again used this year to try and boost pupils who would benefit with additional reading support.</p>
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Strategies used to Monitor and Evaluate
<ul style="list-style-type: none"> • Plenary! Teachers must give, and receive, feedback from children on their learning and use conversation and carefully framed questions such as “How can we....?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge. • Teachers will include in their half term plans and evaluations, the form of writing and strategies/teaching approaches used to develop that writing. Coordinators will monitor if this has been included and have any discussions needed to further clarify/ remedy. • Observation periods and feedback (subject to industrial action) - A focus for classroom observations, and walk-throughs, will be to ascertain if a particular form of writing is being taught as discussed/ agreed and if it is of a sufficient standard. Coordinators will expect to see marking for improvement in book scoops and class visits. Feedback will be given to teachers. • Monitor and provide feedback to teacher on their half term Evaluation and subsequent Plans. Following on, each half-term’s evaluations will be monitored to see how each class is progressing. • Progress will also be monitored through Key Stage Meetings from discussions with each teachers. • Feedback from staff regarding the reading challenges, Reading Partnership and Pair Reading will be used to inform how successful each was and will further inform future planning. • Parent information leaflet prepared by coordinators and delivered to parents at an information evening/ parent interviews. • Providing feedback to parents twice during the year

- Self-evaluate continually and constructively.

Area of Responsibility: Numeracy & Key Stage 2 <u>Action Plan 2016 – 2017</u>			
Areas for Development: <ul style="list-style-type: none"> • Relate Numeracy standards in our school to ‘Better Numeracy’ document. • Review Numeracy policy Recommendations for Key Stage 2 <ul style="list-style-type: none"> • Children will have more opportunities to engage in open ended problem-solving & investigative work 			
Objectives	Success criteria	Actions to bring about improvement	Progress
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’	The audit using the ‘Better Numeracy’ document produced by ETI was done by each Key Stage during a SDD in November. The outcome of this was mostly positive with ‘Yes’ being the answer to indicators. It was felt in Key Stages 1 & 2 that one of the less effective areas was the fact that more open-ended problem-solving activities & investigations needed to be done

<p>Review Numeracy Policy</p>	<p>Numeracy Policy up to date & relevant</p> <p>Teachers content they are pitching work at right level for children</p>	<p>Work on areas where we have identified as being 'less effective'</p> <p>Check work being done in each class is still relevant to our existing Numeracy Policy</p> <p>Teachers cross-check with planners levels stipulated in 'Using Mathematic' file</p>	<p>but with time constraints this has proved difficult. Foundation teachers felt they do this through their Activity-based learning. In Foundation & Key Stage 1 it was also felt that the use of ICT in Numeracy was limited and the apps & storage available have hindered usage. Each Key Stage indicated there was no School Council or contribution to the development of a Numeracy rich environment. Senior pupils had opportunities to set up Playground Friends & take responsibility to do the Book Fair, Christmas Shop & Poppy Shop where they & younger pupils had the opportunity to handle money.</p> <p>Each teacher was given a copy of Mental Maths for their specific year group & asked to refer to the existing Numeracy Policy comparing what is actually taught in Numeracy in their class in comparison to the content suggested by Clounagh.</p> <p>Feedback was given to me by each teacher. The content of our existing Policy is basically what is done in each class & is similar to what is provided by the Numeracy team at Clounagh. Comments were made by some teachers that reference is made to particular textbooks but alternative material is used. Testing done is different. The content of the Mental Maths policy is relevant to each year obviously with this having to be differentiated for ability levels with them being able to access previous year group's Mental Maths if required. Teachers make judgements on what groups/individuals are able to cope with. Again this is the same as what is provided by the Numeracy team, the only difference being that our documents are two separate ones whilst the Numeracy & Mental Maths were one provided by the team.</p> <p>In upper Key Stage 2 there are aspects of financial capability/budgeting which isn't done to the same extent as suggested by the Numeracy team but I feel more of this should be done.</p>
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<p>Children more confident with investigative work & open ended problem-solving</p>	<p>Children presented with more opportunities to engage in these types of activities</p>	<p>Aim for one investigation/open ended problem-solving task each month</p>	<p>Our existing Policies are still relevant for each year group with teachers covering the content but not necessarily at the time suggested in the existing policy. It is felt here is no need to change the policy.</p> <p>Within P7 the children have been presented with opportunities to engage in investigations & open-ended problem-solving. However, time did not permit for this to be monitored throughout the school. Therefore I feel I need to ensure more of this is done next year.</p>
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<p>Strategies to Monitor and Evaluate</p> <ul style="list-style-type: none"> • Plenary! Teachers must give, and receive, feedback from children on their learning and use conversation and carefully framed questions such as “How can we....?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge. . • Evaluation of half term plans to Principal - Areas identified as being ‘less effective’ will be noted and evidence of inclusion of activities in half-term plans will be monitored throughout the year. Following on, each half-term’s evaluations will be monitored to see how each class is progressing. • Progress will be monitored in Key Stage Meetings from discussions with each teacher. Also from discussions with the individual teachers, assessment will be made of the relevance of each teacher’s content in line with our current policy. Through book scoops I will see each class’ content & will check this with the Policy document. Feedback will be given to teachers. • Monitor and provide feedback to teacher on their half term Evaluation and subsequent Plans – Teachers will include in their half-term evaluations what investigations and open ended problem-solving activities were done. As co-ordinator of Key Stage 2, I will monitor this has been included in P5 & P6 evaluations. If discussions are required with an individual teacher I will follow up with these for clarification. • Observation periods and feedback - A focus for a classroom observation in each of these classes will be to see this type of work being carried out. • Providing feedback to parents twice during the year • Self-evaluate continually and constructively.
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Area of Responsibility; Nursery			
Areas for Development: - Outdoors (to include forest school training) - Parental involvement in Nursery - Develop more Nursery specific discipline and anti-bullying policies. - Develop further links between Nursery and Foundation stage			
Objectives	Success criteria	Actions to bring about improvement	Progress
- Continue to develop Nursery outdoor area. ~ to include integration of new resources, possible introduction of forest school and forest school training (subject to funding).	Continuing progression of outdoor area. New play areas to include an improved mud kitchen, maths area, sand area, water area, quiet area and small resources areas developed. Evidence of children	New play areas set up and old areas improved. New resources and storage areas. Forest school training (subject to funding). Forest school area developed Nursery cluster groups – sharing good practice.	Nursery outdoor area is progressing well and the change over the last few years has been immense. We have put a lot of money and time into the area and it has been really pleasing to see the progression in the children’s independent investigative and exploratory play. Our aim to provide the children access to the resources and enable them to challenge themselves and develop / extend their own play. All areas have been developed but we have a few changes to make. The area just needs a bit more refinement (areas need moved and sheds need moved for better access) but over all the progress made has been very good. With a bit more development and fine-tuning the Nursery outdoor area will be close to where we envisaged it to be. It

<p>- Encourage more parental involvement in Nursery. ~ to include questionnaires, after school sessions, reading sessions, stay and play, big bed time read and forest school training and participation (subject to funding). Use of seesaw app to record and share children's progress. (Begin Sept 2016 with view to adding parent viewing 2017-18).</p>	<p>learning at play outdoors.</p> <p>Evidence of areas of learning put into action (photographs).</p> <p>Forest school training for staff and parents (Subject to funding).</p> <p>Implementation and development of new forest area and evidence of learning. Completed questionnaires to inform planning future development plans.</p> <p>Parents take part in stay and play sessions, reading sessions, big bedtime read sessions and after school activities.</p> <p>Parents trained and participate in forest school activities.</p> <p>Parents more aware of and involved in their child's learning.</p>	<p>Questionnaires to parents carers to focus on what they can do for the school, how and if they would like to be involved in their child's learning, what they found helpful, what would be more helpful.</p> <p>Big Bedtime read sessions for parents and children – lending libraries and guided reading sessions.</p> <p>After school time for parents / grandparents e.g. crafts, jumping clay, etc.</p> <p>Stay and play and reading sessions for parents / significant person to the child</p> <p>Use of individual clipboards and seesaw app to record and share children's progress.</p> <p>Forest school training for parents.</p>	<p>has been pleasing to see the progress in the children's play and in particular collaborative play where the children are working together sharing their ideas. The new mud kitchen in particular has been a big success. Previously there was not enough room for the children to access this in large numbers and not enough surface area to work in. The new kitchen is large with big work areas that the children can play collaboratively in.</p> <p>Unfortunately we did not receive the funding for the Forest School Training so we were unable to continue with plans to develop a forest school within the school grounds.</p> <p>At the beginning of the year we sent our questionnaires to parents to gauge interest in a range of different ideas for parental involvement. Only eleven questionnaires were returned. From this the most popular options were shared reading sessions and one off after school events.</p> <p>We received funding from the Big Bed Time read and this enabled us to provide shared reading sessions with parents and children which were very popular. We were also able to provide fifty book packs that the children could take home to share with their parents.</p> <p>Throughout the year we held ten parental involvement sessions. These included a mixture of talks to parents, after school activities (making masks, physical development play-dough afternoon and making owl babies) and shared reading sessions. All these were very well attended with 24 out of 26 families attending some of the night shared reading sessions. All parents took part in a number of the sessions which was very pleasing to Nursery staff. All the parents involved thought that the activities were worthwhile and many have commented on the benefits of these sessions throughout the year. We feel that we have learnt a lot from this year and would like to continue and develop this next year. A new set of parents may be more receptive to other aspects of parental involvement and we will send out questionnaires again to try to meet the needs of these parents.</p>
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<p>- Develop specific Nursery discipline and anti-bullying policy to promote positive behaviour and to reflect what these behaviours look like in Nursery and how certain behaviours are dealt with in Nursery.</p> <p>- Develop further links between Nursery and Foundation stage</p>	<p>Parents and children more aware of ethos and expected behaviours in the Nursery.</p> <p>Close links between Nursery and Foundation stage.</p> <p>Progression in play between Nursery and foundation stage is developed.</p>	<p>Write Nursery specific discipline policy detailing how we promote positive behaviour, what these behaviours look like in Nursery and actions if these behaviours are not achieved.</p> <p>Add a Nursery specific paragraph within the schools anti-bullying policy.</p> <p>Foundation stage meetings</p> <p>Class visits</p> <p>Sharing of planning and good practice</p>	<p>Unfortunately we did not receive funding for the forest school training / resources.</p> <p>The parents have commented on how they enjoy coming into the room and looking at the children's clipboards. We found on the afternoons and nights they were in the setting they spent a lot of time with their children looking through their work.</p> <p>We are continuing to develop usage the see-saw app in the classroom and will continue to utilize this next year. Nursery specific discipline and anti-bullying policies were written at the beginning of the year.</p> <p>The Nursery specific Discipline Policy and Anti-bullying Policy will be distributed to parents and added to the School's existing Policies.</p> <p>(See attached sheets for both policies).</p> <p>This is an area that we need to continue with over the coming years. Staff met regularly at the beginning of the year but closer links need to continue to be formed. Next year it may be an idea to set up a more regular meeting schedule. E.g. first Tuesday in every month. Meetings this year tended to be more informal. At the meetings planning and play were discussed. We talked about the children and their levels and baselines for primary one so the children can build on their knowledge and progress.</p>
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CHILD PROTECTION ARRANGEMENTS

What if a parent has a concern about possible child abuse?

If you are concerned about the safety of your child (or another) then you should speak either to the class teacher or directly to the school's designated teacher, Mr. Wright, or in his absence to Mrs. Bell, or Miss Thompson for Nursery.

It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, the staff may need to share this information with other professionals. However only those who need to know will be told.

The class teacher will not investigate the matter but will report the concerns to Mr. Wright, Mrs. Bell or Miss Thompson, who will keep a written record of the concerns. The principal will then decide whether, in the best interests of the child, the matter needs to be referred to the Social Services.

PLEASE NOTE: If there are concerns that the child may be at risk, the school is obliged to make a referral.

Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.

The principal may seek advice or clarification and consult with Ms. Alex Barr, the S.E.L.B. Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

The safety of the child is our first priority.

If a complaint about possible child abuse concerns a member of staff, the Principal must be informed immediately. Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.

If a complaint is made against the Principal, one of the deputy-designated teachers, Mrs. Bell or Miss Thompson, should be informed immediately. She will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.

How a parent can make their concerns known.

I have a concern about my/a child's safety



I can talk to the class/form teacher



If I am still concerned, I can talk to Mr. Wright, the designated teacher for child protection, or Mrs. Bell or Miss Thompson the deputy designated teachers.



If I am still concerned, I can talk or write to the Chairman of the Board of Governors.

At any time , I can talk to the social worker (C'town 86762792) or thePSNI (028 90259299 – or - 101 ext 30299 – Central Referral Unit)

Other useful contacts who will also deal with your query include:

NSPCC - 24 hour call line 0800 800500

Barnardos 01232672366

Save the Children 01232 431314

Childline 0800 1111