

Academy Primary School

*School Development
Plan(Year 1)
2015-18*

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Introduction

Academy Primary is a controlled primary school situated in a rural area on Listooder Road, Saintfield. The school serves Saintfield and also the surrounding country areas drawing pupils from both of the main communities. On Friday 9 October 2015 there were 368 pupils in the main school and 52 in our nursery.

Our School Development Plan is a working document for use by all stakeholders of our school and is produced in line with the requirements of the 1998 Education Reform Order (NI) and the Education (School Development Plans) Regulations (Northern Ireland) 2005. Our plan has been drawn up with reference to Department of Education documents "Together Towards Improvement," "Every School A Good School – A Policy for School Improvement 2009", "Every School A Good School - School Development Planning 2010" and with reference to Department of Education circular 2010/22 "School Development Planning – Regulations and Guidance."

Our School Development Plan encompasses the policies, ethos and aims of our school. It has been drawn up with the full support and cooperation of the staff and governors and sets out how the school will move forward from its current position. The School Development Plan includes Action Plans which outline in more detail specific targets, personnel involved, timescales and monitoring / evaluation procedures. It is a flexible document which may be adapted in order to take account of new developments and initiatives which affect the school.

The School Development Plan is a working document presented by the Board of Governors. It formally identifies the future strategic direction of the school. It is recognition of the need for a coherent, forward looking plan which draws together the following elements in realising the school's vision and aims.

This year's three year plan (2015-18) has been drawn up paying cognisance to the following:

- ETI Inspection March 2014
- Parental, pupil, staff questionnaire responses from 2014, 2015
- SLT Retreat June 2015 and Staff Meeting August 2015
- PTE and PTM scores
- Transfer / Key Stage Data
- SIMS Data including FSM, Attendance etc.

School Key Priorities for 2015-16

- 1 **World Around Us:** This year our aim is to build on the good practice from the third year of the previous plan with regard to science and Technology:
 - i. Developing staff through team teaching / modelling
 - ii. Developing more science investigations for each topic.
 - iii. Developing science investigations using our outside school environment.
(i.e. developing of STEM Trails)
 - iv. Developing the technology aspect of the subject within each topic.

UICT:

- i. Revision and updating of curriculum tasks as changed since transformation.
- ii. Development of effective use of iPads throughout the school in conjunction with iTeach through Shared Education Funding.
- iii. Installation of Wi-Fi to ensure effective use of iPads throughout the school.

Communication:

- i. Co-ordinator to raise the profile of reading for boys.
- ii. Staff to include more opportunities for the teaching of grammar and comprehension through class guided reading books.
- iii. Pupils to develop a neat and legible handwriting style in accordance with policy.

Assessment:

- i. To expand work on Under Achievers to include Booster Groups in Both Maths and Communication.
- ii. Staff training in use of Assessment on SIMS to enable recording of SS on system.

Numeracy:

- i. Co-ordinator to raise the profile of and competence in teaching Problem solving and Mathematical Investigations.
- ii. Staff to include more opportunities for teaching PS strategies in LT and ST planners.
- iii. Pupils to become more confident and competent in PS activities.

Shared Education:

- i. Two Vice Principals to work collaboratively with SENI to draw up action plan highlighting training and financial priorities for the three year project (£40000 to spend)
- ii. Joint staff development for UICT and STEM working with Holy Family Primary School.

Languages:

- i. To ensure the teaching of Spanish is effectively taught from Nursery to P7 by June 2018. Currently it has been introduced and taught from N to P3

- 2 Each subject coordinator has also been responsible for a plan of action in their particular area of expertise. The 6 main detailed action plans focus on Literacy, Mathematics, UICT, Safeguarding & Child Protection / Pastoral Care, SEN and Assessment. Others include ABL, Library, PDMU, Music, World Around Us, RE, Nursery, PE, Art and CRED.
- 3 A school development plan overview has also been agreed which reflects priorities for the incoming year in learning and teaching, staff development, management, community, resources and accommodation

1. The School Ethos

Stage 1	ESAGS	Child centred provision P14 HQ teaching & learning P15 Effective leadership P16 Connected to local community P16, 17, 19	TTI	Strategic leadership P14 Equality of opportunity P19 Curriculum provision P24 Pastoral care P26 Safeguarding P27
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1.1 Leadership

The core purpose of the Principal is to provide professional leadership and management for his/ her school. This will promote a secure foundation from which to achieve standards in all areas of the school's work.

To gain this success the Principal must establish high quality education by effectively leading and managing teaching and learning. The Principal is the lead professional and commits him/herself and the school community to lifelong learning. **(Leading Learning & Teaching)**

He / she must establish a culture that promotes excellence, equality and high expectations of all pupils. **(Shaping the Future)**

Accountable to the Board of Governors, the Principal provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. **(Securing Accountability)**

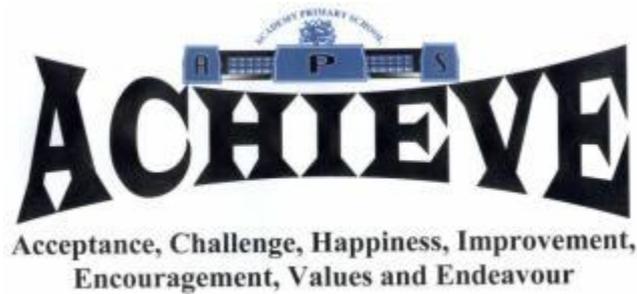
The Principal, working with others is responsible for the delivery of the curriculum and evaluating its outcomes to identify priorities for continuous improvement and raising standards. The Principal, Senior Leadership Team, Coordinators, class teachers and non-teaching staff are also responsible for ensuring that resources are efficiently and effectively used to achieve the school's aims and for the management, organisation and administration of the school. **(Managing the Organisation)**

The leadership of the school seeks to secure the commitment of the wider community to the school by developing and maintaining effective partnerships. Drawing on the support by members of the school community a productive, engaging and fulfilling learning environment is attained for all the school's pupils. **(Strengthening Community)**

1.2 Vision

Academy Primary School will provide a safe and happy environment in which all children will be valued as individuals, where their academic, emotional, physical and spiritual needs are met, where their full potential is realised whilst nurturing tolerance, respect for others and a readiness to support and care for each other within the community and the world at large. This school will maintain these traditional values whilst embracing innovations in learning and teaching, which will keep practice at the forefront of primary education. Academy seeks to develop its status as a flagship of excellence in education whilst being a place and time in their life journey that pupils recall with affection and pride. This school's aims must embrace all of this and are set out as follows.

1.3 Mission Statement



1.4 Values

The school recognises the value of each child as an individual, and the importance of nurturing every aspect of his/her personality - intellectual, creative, emotional, physical and spiritual. All individuals are of equal worth; therefore tolerance, respect for others and a readiness to support and care for each other within the community and the world at large are essential.

The school's vision and its values are necessarily closely inter-linked, and we need to ensure that pupils are provided with the opportunity to develop a reasoned set of attitudes, beliefs and values. Whilst recognising that certain moral issues are personal and family based, moral and social issues do present themselves for discussion within the curriculum. Information is given so that pupils can make considered decisions, when ready to do so, from a base of sound understanding.

Tolerance of others' values is extremely important, but there may be occasions when pupils need to be shown, through discussion and by example, what is and is not acceptable both in and outside school. Although some issues will be viewed differently by individuals, others must generate universal agreement; amongst these, bullying, lying, stealing, religious and racial intolerance cannot be condoned. Equally, the beliefs, ideas, property and rights of others should be respected.

Basic standards of good behaviour require that all should be considerate, polite, respectful and helpful towards each other, and that they should recognise the need to be responsible and reliable and to keep to promises made.

1.5 Attitudes and Dispositions

Values we want to impart, from the CAPS (Character Approach to Problem Solving) programme we use in school:

Responsibility;
Honesty;
Friendship;
Forgiveness;
Courtesy.

Respect;
Care;
Diligence;
Patience;



Individual children and classes are rewarded for demonstrating the above values through the Academy Ace Scheme and OSCAR Awards.

1.6 Aims

To achieve our mission, our aims are:

- to encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all our pupils.
- to help develop in our pupils, lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills.
- to help our pupils understand the world in which we live and to appreciate human achievements and aspirations.
- to develop respect for religious and moral values, tolerance of other religions, races and ways of life.
- to work in partnership with parents and the wider community.
- to encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life.

Evaluation

The March 2014 ETI inspection noted the following:

- Pastoral Care is **Outstanding**
- Overall performance Level **Very Good**, Achievements and Standards **Very Good**, Provision **Very Good**, Leadership & Management **Very Good** and Nursery **Very Good**
- Almost all responses from (teaching and non-teaching staff and parents) indicated **“very high levels of satisfaction”**

Other evaluations include:

- We are a school where children want to come and learn*
*(Attendance 2011-14 is 97% and 2011 CBA Assessment Attitudes show 95% of pupils in P3-7 are happy to come to school)
- We are a school where parents want to send their children*
*(DENI Area Figures for 2004-2013 show Academy to be one of the biggest Controlled Schools within a five mile radius in any direction. Figures show the school is the most popular choice in any Sector in the same region.)
- Parental questionnaires in CP and SEN findings 2013-14
- We are a school where adults want to come to work or volunteers offer their talents and time* because we are a school which seeks to ensure that every adult matters.
* (SETAQ / staff evaluations and attendance figures for all staff and governors)
- We are a school which places emphasis on recognising both the children’s social and academic achievements through the weekly Academy Ace and OSCAR awards and in sport through the House System.
- We are a school where children are encouraged to be involved in the decision-making process about issues which affect them in school e.g. through the School Council and Eco School
- We are a school where parents are happy with the Safeguarding & Child Protection and Pastoral Care arrangements for safeguarding their children. (Safeguarding & Child Protection Parental Questionnaire

Area for Development (AFD)

- Creation of a Worry Box that can be dealt with internally or referred on to Family Works
- Implementation of several recommendations from parental views on homework.

2. The School's Strategies

2.1 Learning, Teaching and Assessment Strategies

Stage 2a	ESAGS	Child centred provision P14 HQ Teaching & learning P15 Effective Leadership P16, P21, P25	TTI	Achievement P29 Planning P21 Teaching & learning P22 Assessment P23 Learning experience P25
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Learning, Teaching and Assessment are pivotal to the success of our school. The Learning and Teaching in Academy Primary School is rooted in the NI curriculum, which is the starting point for a broad, balanced and activity based curriculum that meets the needs of all our pupils. At Academy Primary School we are committed to ensuring our practice takes account of each child's potential and thus plan accordingly. The integrated UICT enhances children's learning.

In all classes there is a good balance of whole-class, group and individual activities. Classes are well-organised and teaching activities and pupils' activities are well designed. Pupils are encouraged to develop their Thinking Skills and Personal Capabilities.

Pupils are actively involved in the planning, implementation and organisation of their own learning e.g. planning board. In our whole school approach to Learning and Teaching we provide suitably challenging and inclusive opportunities for all pupils. Teaching takes account of any special educational needs experienced by a pupil and where necessary tasks and materials are differentiated. Teachers work closely with classroom assistants to support pupils in their learning.

Planning at Academy Primary School reflects the content, skills and capabilities of the main areas of the Northern Ireland Curriculum. As well as these key areas teachers endeavour to make learning active, interesting and connected. Children's learning styles, attainments and strengths are always given consideration. Staff take care to ensure progression and balance. Differing needs are catered for by way of differentiation, using a variety of approaches and the implementation, where appropriate, of an Individual Education Plan. Positive conditions for learning are promoted by positive pupil-teacher relations and effective use of classroom assistant support. The staff use Literacy & Numeracy yearly, termly and weekly planners to ensure a broad and balanced curriculum and Literacy planners have been revised. Planners are evaluated with the emphasis on reflecting on the learning intentions, the progress made by pupils and adaptations in future planning. Evaluated medium term planners and detailed weekly planners are submitted at the end of each half term to relevant coordinators. Coordinators provide written and oral feedback.

Coordinators ensure connected learning takes place. They lead staff development in curricular areas, monitor implementation and evaluate impact. All development initiatives are designed to encourage and improve learning. As a consequence of this work the school aims to see an improvement in outcomes in terms of pupil achievement by way of higher standardised scores and KS levels of attainment.

Assessment is an integral part of planning, learning and teaching in our school. The teachers use various forms of assessment including teacher observation, marking written tests and assessment tasks. Pupils receive clear guidance on the quality of their work and assessment is used to inform teaching and improve learning.

The school continues to develop a self-evaluative culture; teachers reflect on their practice regularly and successes or areas for development in the classroom are noted. Curriculum initiatives are self-evaluated by staff. Coordinators and SLT undertake observations across

the key stages to monitor and evaluate subject teaching and learning. Parents/guardians are kept informed of their child's progress using a range of diagnostic testing information at a parental consultation in October, another consultation in March and by means of the Annual Report in June. Pupils are also encouraged to demonstrate self and peer evaluation.

The pupils at Academy Primary School make appropriate progress consistent with their abilities. Baseline reports are provided from our nursery and analysed by P1 teachers. Pupils from Year 3 to Year 7 complete the GL Progress in Mathematics and English standardised tests. The standardised test scores are recorded and analysed in order to inform future planning for teaching and learning. They are also correlated with SEN Diagnostic Tests, Transfer Results and Key Stage Targets & Results. Pupil portfolios and diagnostic tests aid measuring the effectiveness of the quality of learning and teaching. DENI data assists us with the process of bench-marking our own performance and setting targets for improvement.

The staff make effective use of data. Comparisons are made between PTE & PTM scores and NRIT to determine if each child is performing above/below/as expected compared to potential.

After each test there is an analysis of results with trends identified. The findings are communicated to the staff and during 'Transition Meetings' to the next teacher. Comparisons are made with KS data with trends and patterns identified. Staff use results of analysis to inform their planning and differentiation. Under achieving, low achieving and gifted or talented pupils are identified. KS results are bench-marked against Bench-Marking Data within NI and our FSM band. The aim of the school is to maximise the number of pupils with Level 2+ at KS1 and Level 4+ at end of KS2. The school profiles our pupils in P4 and P7 when setting challenging but achievable targets.

The school sets aside directed time in August to allow staff to analyse data. In this analysis under/over achieving and low achieving pupils are highlighted. Underachieving children are to be offered places in both Literacy and Numeracy Booster Groups. The class analysis will identify those achieving above the average (including gifted and talented) as well as below.

If a child is found to be struggling the SENCO will be informed and where a child is performing well above his/her chronological age, the teacher responsible for gifted and talented pupils will be informed and her advice sought. In daily work in class, teachers will use formative assessment strategies in the whole class and differentiated group working situation. Teachers will monitor pupils' attainment and understanding informally and this assessment will be used in the planning, learning and teaching cycle. The school continues to develop its work in Assessment For Learning (AfL) and as part of this the pupils will be involved in assessment, reflecting on feedback and assessing their own work related to shared learning intentions.

Evaluation

Each child in P1-P2 carried out and a score recorded in:	GL Reasoning
Each child in P2 carried out and a score recorded in:	MIST,
Each child in P3 and P5 carried out and a score recorded in:	CAT, Salford, Schonell
Each child in P3-7 carried out and a score recorded in:	PTE &PTM
Each child in P1 to P7 carried out assessment tasks for portfolios :	

Areas for Development (AFD)

- Release Literacy, Numeracy UICT and WAU co-ordinators to allow the monitoring and evaluation of core areas identified on SDP (see pages 3-4)
- Assist Literacy, Numeracy and UICT coordinator to “dig down” through data to look at specific groups including gender, SEN and FSM.
- Use of stanine analysis to refine knowledge of class achievement profile and provide basis to target set.
- Develop provision for WAU throughout the school

2.2 Provision of Additional Educational Needs of Pupils

Stage 2b	ESAGS	Child-centred provision P14, P19	TTI	Curriculum provision P24 Additional learning support P38 Fulfilling potential P32
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Special Educational Needs provision is an important feature of the support given to our pupils. Our practice is governed by DE circulars including the Code of Practice (1998 & 2005) and Inclusion. Appropriate structures and procedures ensure the code is implemented effectively by all members of staff.

Teachers monitor the progress of the pupils in their class and if they find a pupil is experiencing particular difficulties, they will refer the child to the Learning Support Teacher or SENCO. The LS Team assess the pupil's difficulties and provide additional help and support if necessary. An Individual Education Programme (IEP) will be drawn up, monitored and reviewed termly in main school and annually in nursery. For each pupil on the Special Needs Register, the teacher will draw up an IEP in consultation with parents, SENCO and LST. The appropriate targets reflect the child's needs and the activities in the class to promote progress. The SENCO consults with the teacher termly and keeps progress under review. Care is taken to keep targets achievable - the repetition of targets, or a series of 'not/partially achieved' will be queried by the SENCO.

Every effort is made to keep everyone involved with the child informed about their needs and progress. Parents consult with the class teacher and Learning Support teachers termly and are invited to review meetings. Parents are asked to sign IEPs and evaluations and are given an opportunity to comment. Teachers also ensure in their classrooms that high attaining children are given the necessary stimuli for stretching their performance. Assessment outcomes will also be used to evidence referrals to external services. Links will be made with partner agencies and outreach support e.g. Speech and Language, Social Services, ASCET as appropriate.

We aim to respect the rights of those with SEN in mainstream education and make allowances as appropriate.

Evaluation
<ul style="list-style-type: none"> • ETI Report 2014 "the children who require additional support with their learning make very good progress in line with their ability" • Teachers, coordinators, SENCO use PIE/PIM/CAT scores to inform target groups; • SEN Register is kept up to date. • Support is sought as per Educational Psychology e.g. ASD / Behaviour Support but waiting lists are long. • Additional planning/meeting time allocated to staff to complete IEPs - SENCO time. • SEN Support staffing maintained at three days for first year of SDP.
Area for Development (AFD)
<ul style="list-style-type: none"> • Preparing for SEN review • Continue to develop SMART Targets • Raising standards in Literacy and Numeracy • Refresher Training for G Donnelly / Work with K Reid & J Eadie

2.3 Promoting Health and Well-being of Pupils

Stage 2c	ESAGS	Child-centred provision P14 HQ teaching & learning P15 Connected to local community P16	TTI	Strategic leadership P14 Links & partnership P18 Pastoral care P26 Safeguarding P27
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2.3.1 Safeguarding & Child Protection

Academy Primary School has a caring ethos and the staff are committed to the care and welfare of the pupils as being paramount. Safeguarding & Child Protection notices are on display to reinforce information disseminated to our school community. Pupils and parents know who to contact if they have any problems and they understand that their concerns will be listened to. The arrangements for Pastoral Care are set out in the School's Pastoral Care Policy. The policy is regularly reviewed and updated as necessary. We have a Designated Teacher for Safeguarding & Child Protection, Miss Clarke and two deputy Designated teachers, Mrs Cockroft and Mrs Johnston-Wood. These teachers attend all Safeguarding & Child Protection courses available to them and disseminate to the rest of the staff. All members of staff receive annual training in Safeguarding & Child Protection. All governors are also trained and Rev James Hyndman is the designated governor. There is a clear Safeguarding & Child Protection Policy and Code of Conduct which is communicated to parents via the school website or on request. A shortened form of the Safeguarding & Child Protection Policy is distributed to parents biannually and to all new parents. All employees, peripatetic staff and helpers including parents in regulated activity are vetted in accordance with Department of Education guidelines. Foundation and Nursery staff who are involved in the preparation of food have all completed Food Safety Training.

Evaluation
<ul style="list-style-type: none"> • Comprehensive arrangements are in place ETI Report 2014 • Pastoral Care is Outstanding ETI Report 2014 • CP systems have functioned well and there has been close liaison within the CP Core Team on the issues that have arisen. • CP is a standing item on the BOG agenda and DT provides a report as appropriate. • Parents/Carers support the school's efforts; • The school E Safety policy has brought awareness of the need for internet safety; • Buddy system and Traffic Lights have had a positive impact on school life.
Area for Development (AFD)
<ul style="list-style-type: none"> • Family Works Worry Box • Online Safety to be highlighted and prioritised.

2.3.2 Attendance

Attendance levels at Academy Primary School are consistently high (average of last three years in excess of 97%) with a significant number of pupils achieving full attendance each year. These children receive a certificate at a special assembly in September of the next academic year. Where attendance at school is a problem, staff maintain regular communication with parents and the Education Welfare Service.

Evaluation
<ul style="list-style-type: none"> • There are still a small minority of children / families who are poor attendees. • There are planned, regular visits from SEELB EWO with Principal and Secretary. • Letters issued in accordance with 88% threshold. • Parents are informed of poor attendance and the implications of not improving attendance.
Area for Development (AFD)
<ul style="list-style-type: none"> • Computerised monitoring system (in school foyer) to assist monitoring pupil attendance, punctuality and partial absences. • Attendance and Punctuality Policy • Incentives for good attendance.

2.3.3 Behaviour

Behaviour is very good and has been improved by the adoption of positive behaviour strategies and classroom plans. All discipline issues are managed appropriately. An assertive discipline policy system operates in all classes. There are class awards for good behaviour known as **OSCARS** (Our School Can Achieve Results) and a whole school weekly achievement award for pupils who have made particularly good progress, known as **Academy Aces**.

We encourage high levels of confidence and self-esteem in our pupils and adopt a positive approach to pupil behaviour. Pupils show respect for each other, the staff and their school environment. They understand and cooperate with the whole school behaviour policy and each class has their own classroom code of behaviour. Our aim in promoting positive behaviour strategies is that our pupils will accept responsibility for their own decisions and actions, and realise that there are consequences for others. (See Academy Primary School Positive Behaviour Policy, Pastoral Care Policy, Anti-Bullying Policy and Safeguarding & Child Protection Policy)

We have created a positive climate for learning to take place. There is a supportive and motivating atmosphere throughout our school. All of the teachers use a range of teaching approaches: whole class, group and individual activities as appropriate for the learning intention of their lesson. Pupils are encouraged to think for themselves through investigations and personal research or open ended tasks. Pupils are involved in both the planning and implementation of their learning, and are encouraged to reflect upon it. Teachers plan for differentiation and work with their classroom assistants in order to maximise learning opportunities for all pupils.

Evaluation
<ul style="list-style-type: none"> • ETI 2014 Report recognised children's behaviour as Exemplary • Improved communication and supervision at break/lunch has reduced inaccuracy of reporting and frequency of incidents. • Positive behaviour strategies have been successful in increasing good behaviour. • High levels of staff supervision during breaks, buddy system and a varied range of play equipment continues to have positive effects in pupil behaviour. • Vice-Principal and Principal keep efficient and effective records of small minority of children placed in "red"
Area for Development (AFD)
<ul style="list-style-type: none"> • Child / Class teacher to evaluate behaviour in weekly review book • P / VP to review letter sent home to parents and ensure written or verbal feedback after one week. • Training of lunchtime supervisors. • VP to talk to staff and pupils in August regarding expectations.

2.3.4 Welfare and Opportunities

Healthy Break and lunches are encouraged. Our school canteen offers a range of choices for breakfast, break and lunch following DE Nutritional Standards. Healthy lifestyles, hygiene awareness and balanced diets are encouraged in and through the curriculum. Pupils are made aware of their personal safety, of road safety and of harmful substances. Regular medical check-ups take place in school and children in P6 and P7 are made aware of personal changes to their bodies.

We have provided a variety of playground games and activities for both inside and outside during lunchtime. A team of school buddies organise the use of these activities and ensure that no equipment is lost. These activities ensure that the pupils are involved and active during lunchtime. All children are encouraged to participate and play cooperatively. A school council discusses related issues at their meetings. We also have developed a range of after school clubs and coaching which include: Computers, Rugby, Good News Club, Ceramics, Cookery, Soccer, Boys' and Girls' Hockey, Languages, Rounders, Netball, Badminton, Rugby, Dancing, Cricket, Art, Choir, Cycling Proficiency, School Band, Drama and ECO Club.

Teacher led clubs are very popular and increase the confidence of many children in the groupings. Such clubs are generally available to P4-7 pupils for 20 weeks of the school year. Youth for Sport, IFA, GAA and Galaxy organise sporting activities in six week blocks and these activities are available to P3-P7 pupils. Ballynahinch RFC and Saintfield and N Down CC send coaches to offer specialised training. Musical tuition is offered for a wide variety of instruments including piano, percussion, guitar, drums, flute, clarinet and violin. Singing tuition is also offered.

The school also offers a daily Breakfast Club 0800-0850 and the 225 (*Afternoon Club*) 1400-1500 for P1-3 and from 1500-1800 for P4-7. A break club is also available at 1040 for choices from the school canteen.

All classes have a minimum of one trip to places of interest which are linked to topics being developed in school. P6 have a residential trip to Ardnabannon O.E.C., P7 have had residential trips to York and Castlewellan Castle but this year there will be one main trip to Edinburgh. They participate in a wide range of activities, many on a team building theme. Good relationships are developed at all levels and staff and pupils work well together in a purposeful way.

The children have also many opportunities to participate in a range of activities and competitions such as STEM projects, poetry and art competitions and local community events.

Evaluation
<ul style="list-style-type: none"> • All staff demonstrate a commitment to maintaining a varied programme of after school activities. • Children respond very positively to the activities offered ETI Report 2014 • Numbers of pupils participating in these activities on a weekly basis is high. • Very positive feedback from parents and children on the range of clubs offered. • Success in team sports.
Area for Development (AFD)
<ul style="list-style-type: none"> • Review of educational day visits. • First year as Green Flag Eco School. Build on recommendations. • Extra -curricular programme of events to be monitored and evaluated.

2.4 Professional Development of Staff

Stage 2d	ESAGS	Effective leadership P16, 21	TTI	Strategic leadership P14 Staffing P16 Equality of opportunity P19
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As a result of recent and on-going changes in the curriculum and assessment, staff need the opportunity to reflect, improve their skills and discuss their practice. At Academy Primary School professional development is central to what we do as teachers and learners.

The professional development needs of the staff are identified through PRSD, and matched to the needs of the school outlined in the school development plan. Each year priority areas for development are identified through self-evaluation and action plans drawn up which include areas for the professional development of staff. The staff are encouraged to value their own learning and engage in training and development offered by SEELB, DENI, RTU, Stranmillis, C2K or relevant professional bodies etc.

The aim of professional development is to improve the quality of teaching and learning in the classroom by increasing the knowledge, expertise and personal development of all teaching and support staff working within the school environment. It is also to improve the effectiveness of the school, improve pupil achievement and to address underachievement.

We encourage capacity building whereby staff improve their expertise, pass that expertise on to other members of staff and lead the subject area for themselves. The staff have undergone training on aspects of UICT, Literacy, Numeracy and Assessment (Internal Standardisation and compiling portfolios) and have been given opportunities to disseminate new aspects of the curriculum to their key stage groups. Subject Co-ordinators attend appropriate in-service training. New staff are supported by their year colleagues, co-ordinators and SLT.

Evaluation
<ul style="list-style-type: none"> Professional development has been mainly focused on WAU, Literacy, Numeracy, UICT and assessment during 14-15 They have been led by Curriculum Leaders during Baker Days and weekly directed time on Tuesday afternoons as well as during SDD; Literacy, Numeracy, UICT and topics to be monitored and evaluated on half termly basis. <p>See relevant Action Plans for evaluations.</p>
Area for Development (AFD)
<ul style="list-style-type: none"> Further training for UICT (iPads), new laptops and aps. Training for WAU (Science & Technology) identified as an area of focus by SLT. New initiatives in SD needed to be firmly embedded and the actual practice in the classroom monitored and evaluated to judge progress. Training together with holy Family – See Shared Education Project. Area identified in Literacy by ETI regarding grammar and comprehension. Improve the quality of teaching by 5% through paired teaching, demonstration by experts in their fields, dissemination of good practice.

2.4.1 Support Staff

The school has a large number of classroom assistants and general assistants and we value their contribution and professionalism. They are included in our staff development programme and a range of SD opportunities have been provided for them. Support staff are asked to identify areas of training as well as areas deemed important by the principal. To date, training has included:

- Safeguarding and Child Protection
- First Aid
- UICT
- TEACCH (ASD training)
- Positive Behaviour
- C2K training for office staff

Evaluation
<ul style="list-style-type: none"> • CA are encouraged to use additional days to prepare classroom resources and to attend the training if relevant and appropriate; • A balance between external and in house training is sought to reflect financial limitations whilst still mindful of additional burden in house training places on staff. • SEELB courses are limited in number and are normally over-subscribed.
Area for Development (AFD)
<ul style="list-style-type: none"> • Training in positive discipline for lunchtime supervisory / classroom assistants • CP & SG training for all support staff Oct 2015

2.5 Attendance and Well-Being of Staff

Stage 2e	ESAGS	HQ teaching & learning P15 Effective leadership P16,P19	TTI	Strategic leadership P14 Equality of opportunity P19 Pastoral care P26 Staffing 16
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Our school recognises that it can only provide the best for the children within its care if it provides a caring, supportive structure for its most valuable resource - its staff. In wishing to promote health and well-being, we place emphasis on communication and quality of relationships. We feel it is important to notice if an individual is unhappy. Leadership need to be aware of the demands placed upon staff in the modern school environment and the impact on staff. The quality of social interaction and supportive networks among staff are encouraged. The school adheres to the SEELB Managing Attendance Procedures. The need for good communication with staff is recognised as important in reducing staff stress. Staff are kept informed through the following media:

- Weekly Information Sheet distributed to all teaching staff, office, caretaker and kitchen staff.
- Email - all staff use C2K email to pass information
- RM-Staff – Academy Teachers Folder for access to planners, policies, curricular materials etc.
- Staff Meetings / KS Meetings/ Meetings with non-teaching staff

Evaluation

- The staff are very conscientious and hard working - a fact the ETI acknowledged;
- The programme for SD has been adapted to make the pace of curriculum development more measured and to embed change while allowing for monitoring/evaluating of the work done.
- The greater attention given to planning, delivery of the curriculum and evaluation has required enormous effort from staff and again to help with this more occasions for planning/evaluation time have been set aside.
- The number of periods of non-teaching staff absence remains substantially higher than teacher absence

Area for Development (AFD)

- Jonathan Cockroft (Attendance Governor) monitors staff attendance at each Governors Meeting.
- Staff team Building at Kingspan Stadium August 25th 2015.
- Staff Welfare & Development Interviews to be conducted Oct/Nov 2015
- SLT to look at ways of promoting opportunities for a more “upbeat mood” in December and June.

2.6 Promoting Links with Parents and Local Community

Stage 2f	ESAGS	Connected to local community P16, P31, P32	TTI	Strategic leadership P14 Links and partnership P18 Equality of opportunity P19 Public value P20 Assessment P23 Pastoral care P26
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We encourage our pupils to take an active part in school life and to make their views known about what they do and don't like about our school. Our School Council is the forum for this exchange of views to take place.

Academy Primary School is very much a community school. The development of the village of Saintfield and our school are invariably intertwined. As a school we strive to develop good relationships that facilitate engagement and communication between school and its parents and the wider community. The school and its teachers are held in respect by parents and the local community. Good relationships and clear channels of communication are in place between school and the education agencies that support it.

The school as already indicated in this report participates in a number of annual community events e.g. First Saintfield Carol Service, Lisburn & Saintfield Agricultural Show etc. It uses its local community to provide an outdoor learning facility in areas such as the World Around Us. The school welcomes people from the local community (clergy, business, relatives, services etc.) on a regular basis. Local and national charities are regularly and well supported. The school premises are used by outside bodies for a variety of activities.

We regard the support and contribution of parents as key elements in the success of our school. Parents come into school to help with nursery, educational visits, reading partnership etc. Parents are always made welcome in school and there are various means of communication open between home and school. Information is conveyed to parents through our school website, information letters, curriculum information sheets, parental leaflets and annual overview talks on issues including Safeguarding & Child Protection procedures and our parental texting service.

We hold a series of meetings throughout the year to meet parents and to keep them informed e.g. Annual overviews, Transition to Post Primary School meetings, DELTA, meetings about trips, induction days for Nursery and P1 parents etc. Parent/ teacher consultations are very well attended.

In 2015 parents' views were sought by way of a questionnaire in relation to Literacy, Numeracy and Pastoral Care Provision. Findings were analysed at by SLT and acted upon.

Parents and teachers form an active PTA committee. This develops good relationships between the staff, pupils and parents. Parents are consulted on how money raised will be spent for the benefit of the children. Parents and grandparents are also invited in to school to talk to pupils on a variety of subjects or to assist with school trips.

We have recognised the need to promote effective community links. Pupils are involved in cultural, charitable, musical and recreational activities. Regular contacts with local people through the local churches and businesses help foster positive attitudes and values among pupils.

Previously a successful SCRP operated with Holy Family PS in all seven year groups, culminating in a residential trip at P7. For the year 2011-12 the two schools won a £5000 grant and engaged in a PACT sports project. During the 2012-13 year a CRED grant was been submitted by the two schools to further develop sport. A grant for the teaching of French between Academy PS and St Mary's , Saintfield, has also been granted. The school recently had international links through Comenius with schools in Belfast, Denmark and Eire. Funding of £40000 has been awarded in June 2015 for a three year Shared Education project with Holy Family.

The school welcomes outside agencies to use the school facilities. been used monthly by Barnardo's. The school is used as a polling station for two constituencies. From September 2012 the school has been used for a range of community activities including Slimming World, Core Works, Kettlebells, Bootcamp, Drama Action and as a temporary meeting place for Grace Baptist Church. In the summer it has been used by both ASCET and Galaxy

We have developed good links with our own nursery and local play groups, and the local post primary schools. Effective systems are in place to ensure that we receive relevant information from our nursery and other providers and that we pass the necessary information on to the post primary schools. Members of staff from all these schools are always welcome to speak to staff or relevant pupils in order to ensure smooth transition to and from other schools.

Evaluation
<ul style="list-style-type: none"> • <i>A highly supportive child and community centred ethos influences and permeates all aspects of the school's provision.</i> ETI report 2014 • School council has been a great success - the children gain enormously from the responsibility and classes enjoy being consulted by their reps. • Links with parents are good and there has been favourable feedback from questionnaires. • Our web site has been well received and the parental text service list is growing. • Events and parental interviews are very well supported. • Links with other schools are meaningful and have been recognised in terms of funding e.g. PACT with Holy Family. • Last year five year groups completed the Young Enterprise Programme while both P5 and P6 had one day seminars.
Area for Development (AFD)
<ul style="list-style-type: none"> • Continue to develop a programme with local business people coming in to school to look at fostering early economic awareness. • Numeracy co-ordinator working with counterpart in Saintfield High –transition form year 7-8

2.6.1 Promoting Effective Use of ICT

Stage 2g	ESAGS	HQ Teaching & learning P15 Effective leadership P16	TTI	Staffing P16 Teaching and learning P22 Curriculum provision P24 Achievement P29
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Our school vision specifically mentions the importance of modern technology.

'..This school builds on these traditional core values whilst embracing innovations in learning and teaching and changing technologies which keeps practice at the forefront of primary education.' Using ICT has been an area that has developed significantly in school over the past number of years. In addition to the school computer suite each class has a minimum of 1 PC and an Interactive Whiteboard. Each KS2 classroom has currently 5 iPads each. The staff make use of the school intranet, email and web facilities. Planners and extensive curriculum resources are stored and accessed via RM Staff. The school has a school website and this has links for parents and children to access as well as information about school.

Pupils engage in Statutory Assessment of UICT from P3 to P7 which provides a medium to develop skills and measure performance. Children in P1-2 complete tasks at their level drawn up by their teachers and UICT co-ordinator. Throughout their seven years children are engaged in active and meaningful learning in the 5 Areas of NI Curriculum (Explore, Exhibit, Express, Evaluate and Exchange). Children and staff have active ownership of the school website. Staff regularly engage in training and updating their skills and knowledge through PRSD and both Board and Internal INSET. Recent staff development has included support for Statutory Assessment of UICT, My School, Fronter and E-Safety. Management attend relevant training and receive support for matters relating to C2K, Assessment and SIMS.

Evaluation
<ul style="list-style-type: none"> • <i>Across key stages ICT is integrated effectively</i> ETI Report 2014 • Interactive whiteboards in every class and are used to deliver curriculum daily. • Staff use the C2K system, iPads, BeeBots / Pro-Bots, digital cameras, video cameras, digital microphones. • Across the curriculum pupils are enabled to develop: UICT skills to Explore, Express, Exchange, Evaluate and Exhibit. • A knowledge & understanding of E-safety & acceptable on-line behaviour is incorporated into the school's approaches / PSNI Workshops at Parental Interviews. • Appropriate UICT/internet permission slips are obtained before pupils use equipment. Parents are kept informed and asked to support the school's efforts. • All P4-7 pupils continue to engage in online discussions and activities related to curriculum. • P3-7 staff assesses each child in UICT in Fronter awarding pupils with levels at the end of the school year. • Staff and children take responsibility for the updating of the school website. • Compiled list of general UICT skills for each year group. • Revised reports to parents in terms of content and levelling.
Area for Development (AFD)
<ul style="list-style-type: none"> • INSET through ITeach and Nerve • Portfolios of work • Revise curriculum tasks after transformation of C2K • Look into using "Scratch" in KS2 classes.

3. Assessment of the School's Resources & Finances

3.1 Assessment of Current Resources & Finances

Stage 3a	ESAGS	Effective leadership P16 Connected to local community P16	TTI	Strategic leadership P14 Staffing P16 Public value P20 Additional learning support P28
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3.1.1 Current Resources

- **Parent Teacher Association** - This invaluable source of revenue is to continue to be used for the purchase of equipment at the wish of the PTA in consultation with the Principal, Senior Leadership Team and the staff. This year money was donated towards general classroom resources and SEN
- **School Fund / School Account** - A £25 voluntary contribution from each family is sought annually for the school fund. This money is used to supplement profits made from the school account (from uniform, photographs etc.) to purchase additional resources.
- **Trust Funds** - The Lisowen School Fund is used to purchase books for the library and general resources. The Carricknaveigh Fund is used to pay for engraving.
- **Grants / Additional Funding** - Applications are sought from different voluntary organisations e.g. Lottery Funding and from additional funding made available from SEELB and the Department of Education e.g. Curriculum Reserve Funding

Management of Income

- The Board of Governors in consultation with the SLT and wider staff draw up spending priorities and set budgetary limitations.
- Each class teacher is given an annual budget to purchase textbooks, stationery, practice materials, storage, small furniture and other stated items. The current allocation is £20 per pupil. Shared orders are encouraged to utilise funding to best value.
- Subject co-ordinators are given an allocation to develop subjects / address needs etc. in line with the school development plan.
- Special allocations are given to the curricular areas identified in the Action Plans in the SDP.
- Central allocations are made for photocopying paper, UICT ink etc.

Evaluation

- The Board of Governors' Annual Report to Parents provides details of all financial spending.
- The school funds are audited annually.
- The school LMS account is subject to regular audits.

Area for Development (AFD)

- New CRSA to be carried out 2015
- New Board of Governors to receive training – on-going

3.1.2 Current Finances

SCHOOL FUNDS AUGUST 31 2014 - AUGUST 31 2015

- The accounts listed below are independent from the school's annual budget from the Department of Education. The Governors are responsible for the overall management of this budget with Mr Moore responsible for its day to day management.
- There are four accounts in total; one school account, one school trust managed by EA South Eastern, one nursery account and one after school account.

Current Account (£)	
Opening Balance	22070.19
Closing Balance	31005.44

Carricknaveagh Trust Account (£)	
Opening Balance	334.64
Closing Balance	72.14

Nursery Account (£)	
Opening Balance	343.98
Closing Balance	364.43

After School Account (£)	
Opening Balance	52.22
Closing Balance	181.65

The Board of Governors would like to thank Mr Harry Ritchie for his time and expertise in auditing the accounts.

The Board of Governors would also like to thank Mrs Hilman for her daily responsibility in dealing with all school money and Mr Johnston for his management of the main school account.

The above accounts are available for inspection on request at the school.

S.H. Moore

**SOUTH EASTERN EDUCATION AND LIBRARY BOARD
2014-2015 OUTTURN STATEMENTS**

PART 3: ANALYSIS OF RESOURCE ALLOCATIONS AND EXPENDITURE FOR INDIVIDUAL SCHOOLS

SECTOR: Controlled Primary

SCHOOL NAME: Academy Primary

DE REF NO: 401-6201

COST CENTRE CODE: 0203

TOTAL PUPIL NUMBERS: 387

1 SCHOOL'S BUDGET	SCHOOL RESOURCES £	NON- DELEGATED RESOURCES £	TOTAL RESOURCES £
(a) LMS Carryover from 2013-2014	20,346		
(b) Initial Formula Budget Allocation	1,012,359		
(c) Additional Budget Allocations:			
Extended Schools	0		
Curriculum Reserve	0		
Contingency	0		
Entitlement Framework	0		
SEN Speech & Language Funding	0		
DE Initiatives	688		
(d) Centre Funds Allocated (see 4 below)		678,959	
TOTAL RESOURCES AVAILABLE TO SCHOOL	1,033,393	678,959	1,712,352
2 EXPENDITURE			
(a) Teaching Staff	810,198	26,176	836,374
(b) Non-Teaching Staff	152,668	102,789	255,457
(c) Other Costs	43,695	549,994	593,689
(d) GROSS EXPENDITURE	1,006,561	678,959	1,685,520
(e) Less Income	-5,322	0	-5,322
(f) NET EXPENDITURE	1,001,239	678,959	1,680,198
3 2014-2015 TOTAL CUMULATIVE CARRYOVER			32,154
4 ANALYSIS OF CENTRE FUNDS ALLOCATED (see 1d above)			
(a) Central Substitution		1,512	
(b) Landlord Maintenance		49,236	
(c) Capital Expenditure		428,824	
(d) Redundancy/Premature Retirement		4,476	
(e) Copyright Licences		1,679	
(f) New/Replacement School		0	
(g) Expenses Related to Statemented Children/Special Units		100,979	
(h) Self Insurance		0	
(i) Rates		38,142	
(j) Re-Organisation Allowance		0	
(k) Permanent Teachers Maternity/Adoption Leave		6,528	
(l) Long Term Sickness Substitute Costs		16,851	
(m) SENCO		328	
(n) Other Board Initiatives		0	
(o) Miscellaneous		30,404	
TOTAL		678,959	

* Net Carryover as a percentage of School Resources Available

3.11%

3.2 Assessment of Planned Resources & Finances

Stage 3b	ESAGS	Effective leadership P16	TTI	Strategic leadership P14 Accommodation & physical resources P17 Public value P20
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3.2.1 Planned Resources

Action Plans for seven main areas:

- Literacy
- Numeracy
- UICT
- Safeguarding & Child Protection
- SEN
- Assessment
- WAU

Action Plans are also available for Shared Education and other curricular areas not prioritised.

Planned Finances

SCHOOL BUDGET ALLOCATIONS FOR 2015/16

School Name: Academy Primary	SE Region Cost Centre	0203
School Reference Number: 401-6201	Primary FSME	46
School Type: Controlled Primary School	Nursery JSA/IS	Primary FSM Band 1 Nursery JSA/IS Band

(A) <u>AGE WEIGHTED PUPIL UNITS</u>	AWPU Cash Value	2,007.2434 (for a weighting of 1.0)		
	Pupil Numbers	Weightings	AWPU Totals	Funds Allocated £
Nursery Class Part-time	52	0.895	46.54	93,417
Nursery Class Full-time				
Reception				
Year 1	53	1.08	57.24	114,895
Year 2	51	1.08	55.08	110,559
Year 3	51	1.08	55.08	110,559
Year 4	53	1.08	57.24	114,895
Year 5	43	1.08	46.44	93,216
Year 6	56	1.08	60.48	121,398
Year 7	54	1.08	58.32	117,062
Special Unit				
Total Pupil AWPU Funding				876,001

(B) <u>OTHER FUNDING</u>	Number of Units	Funding per Unit £	Funds Allocated £
Premises By Area	2,054.36	8.62	17,700
Pupil Related	387.00	86.58	33,508
Nursery TSN Social Deprivation Additional Funding			
Primary TSN Social Deprivation Additional Funding	46.00	613.60	28,226
	Assessed	Assessed	1,289
Small Schools Support	Assessed	Assessed	
Primary Principals' Release Time			
Foundation Stage - Mainstream	Assessed	Assessed	44,942
Foundation Stage - Irish-medium Unit	Assessed	Assessed	
Teachers Salary Protection	Assessed	Assessed	9,558
Irish-medium - Curriculum Support			
Irish-medium Unit - Admin. Support			
Service Personnel Children			
Children of the Traveller Community			
Looked After Children	2.00	1,003.62	2,007
Newcomer Pupils			
Special Unit Lump Sum			
Total Other Funding			137,230

Transitional Funding (where applicable)

4,113

Total School's Delegated Funding Allocation 2015/16
(Sections A + B + Transitional Funding)

1,017,345

SCHOOL FINANCIAL PLAN 2015-2018

Academy Primary		SEELB CODE 0203		
<i>Only complete cells in grey</i>				
		YEAR 1 (2015-2016)	YEAR 2 (2016-2017)	YEAR 3 (2017-2018)
1	Full Time Equivalent Enrolment	Oct-14 387	Oct-15 387	Oct-16 387
2	Teaching Complement	Sep-15 16.00	Sep-16 16.00	Sep-17 16.00
	Pupil/Teacher Ratio	24.19	24.19	24.19
Expenditure Summary				
3	Teaching Staff (incl estimated sub costs)	£815,226	£823,378	£831,612
4	Auxiliary Staff	£81,132	£81,943	£82,763
5	Ancillary Staff	£65,932	£66,591	£67,257
6	Other Employee Expenses	£500	£507	£514
7	Premises: Fixed Plant and Grounds	£31,500	£31,941	£32,388
8	Supplies and Services	£21,700	£22,004	£22,312
9	Transport and Moveable Plant	£2,000	£2,028	£2,056
10	Establishment Expenses	£6,300	£6,388	£6,478
11	Capital Expenditure	£0	£0	£0
12	Less Income (enter as negative figure)	-£3,349	-£3,349	-£3,349
13	Estimated Savings (enter as a negative figure)			
	PTA / School Funds	-£5,000	-£5,000	-£5,000
	Please specify	£0	£0	£0
	Please specify	£0	£0	£0
	Please specify	£0	£0	£0
14	Estimated Additional expenditure (enter as a positive figure)			
	R Fegan VP	£659	£1,589	£1,589
	Please specify	£0	£0	£0
	Please specify	£0	£0	£0
	Please specify	£0	£0	£0
	TOTAL PROPOSED EXPENDITURE	£1,016,600	£1,028,021	£1,038,620
	CFF BUDGET SHARE PER CAPITA	£2,618	£2,618	£2,618
15	Budget Summary			
	Common Formula Funding (CFF) Budget Share	£1,013,232	£1,013,232	£1,013,232
	Transition Funding	£4,113	£4,113	£4,133
	Other funding - (Please specify)	£0	£0	£0
	Other funding - (Please specify)	£0	£0	£0
	Other funding - (Please specify)	£0	£0	£0
	Other funding - (Please specify)	£0	£0	£0
	Other funding - (Please specify)	£0	£0	£0
	Total Delegated Budget	£1,017,345	£1,017,345	£1,017,365
16	Carry-over from Previous Year	£33,852	£34,597	£23,921
	Total BUDGET	£1,051,197	£1,051,942	£1,041,286
	less PROPOSED EXPENDITURE	£1,016,600	£1,028,021	£1,038,620
	ANTICIPATED CARRY-OVER	£34,597	£23,921	£2,666
	% CARRY-OVER	3.29%	2.27%	0.26%

The financial plan will not be considered for approval if:

- if it is not signed by the principal and chairperson,
- any of the three years are incomplete,
- estimates of expenditure are unrealistic
- surplus/deficit exceeds the upper limit of 5% of the delegated budget or £75k (whichever is lesser) as per Board Procedures

Comment:

4. Assessment of the School's Key Targets

Stage 4	ESAGS	HQ teaching & learning P15 Effective leadership P16, P17, P25	TTI	Strategic leadership P14 Action to promote improvement P15,
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KEY STAGE 1 - OUTCOMES FOR 2014-15							
% PUPILS ACHIEVING		ALL		GIRLS		BOYS	
		Target	Achieved	Target	Achieved	Target	Achieved
Communication	Level 2 (or above)	100	100	100	100	100	100
	Level 3	32.7	30.7	23.1	22.2	42.3	40
Using Mathematics	Level 2 (or above)	100	100	100	100	100	100
	Level 3	34.6	34.6	23.1	22.2	46.2	48
Using ICT	Level 2 (or above)	100	100	100	100	100	100
	Level 3	30.8	30.8	19.2	14.8	42.3	48

KEY STAGE 2 - OUTCOMES FOR 2014-15							
% PUPILS ACHIEVING		ALL		GIRLS		BOYS	
		Target	Achieved	Target	Achieved	Target	Achieved
Communication	Level 4 (or above)	93	92.6	96.2	96.1	89.3	89.3
	Level 5	20.4	18.5	35	30.8	7.1	7.1
Using Mathematics	Level 4 (or above)	83.3	94.4	96.2	96.1	71.4	92.9
	Level 5	26	25.9	38.5	30.7	14.3	21.4
Using ICT	Level 3 (or above)	100	100	100	100	100	100
	Level 4	92.6	100	96.2	100	89.3	100

TRACKING KS1 and KS2 LITERACY ASSESSMENT OUTCOMES

	2010	2011	2012	2013①	2014	2015	Last 3 years Ave.
KS1 L2+	100%	100%	100%	98%	100%	100%	99%
KS1 L3	50%	56%	61%	13%	21%	31%	22%
KS2 L4+	90%	98%	84%	91%	92%	93%	92%
KS2 L5	29%	50%	40%	11%	24%	19%	18%

KS1 Comments :

The levels attained at KS1 Level 2+ are above the Northern Ireland Average. CEA noted that this year's Northern Ireland Summary is not based on the full cohort of pupils.

KS2 Comments :

The levels attained at KS2 Level 4+ are above the Northern Ireland Average

TRACKING KS1 and KS2 MATHS ASSESSMENT OUTCOMES

	2010	2011	2012	2013①	2014	2015	Last 3 years Ave.
KS1 L2+	100%	100%	100%	100%	100%	100%	100%
KS1 L3	59%	64%	63%	11%	21%	35%	22%
KS2 L4+	88%	92%	88%	89%	90%	94%	91%
KS2 L5	33%	54%	58%	9%	26%	23%	19%

KS1 Comments :

The levels attained at KS1 Level 2+ exceeded the predicted levels for this year groups and are above the Northern Ireland Average. CEA noted that this year's Northern Ireland Summary is not based on the full cohort of pupils.

KS2 Comments :

The levels attained at KS2 Level 4+ are above the Northern Ireland Average.

- To include UICT data from 2015-2016

TRACKING KS1 and KS2 ENGLISH : BENCHMARKING QUARTILE OUTCOMES				
	2009/10	2010/11	2011/12*	2012-15
KS1 L2+	1st	1st	1st	Not published due to ongoing industrial action
KS1 L3	3rd	3rd	2nd	
KS2 L4+	3rd	2nd	4th	
KS2 L5	4th	2nd	2nd	

TRACKING KS1 and KS2 MATHS : BENCHMARKING QUARTILE OUTCOMES				
	2009/10	2010/11	2011/12*	2012-15
KS1 L2+	1st	1st	1st	Not published due to ongoing industrial action
KS1 L3	3rd	3rd	2nd	
KS2 L4+	4th	3rd	4th	
KS2 L5	4th	3rd	2nd	

Numbers of pupils entitled to <u>Free School Meals</u> & on <u>Special Needs Register</u> including pupils with <u>Statements</u>								
Year	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Free School Meals	17	14	23	23	32	43	49	50
Special Needs Reg.	62	66	62	72	47	57	43	43

Comments

It can be seen that the school has many more pupils on the Special Needs Register than Free School Meals figures would indicate.
In more recent years children on the Special Needs Register have joined the school in their upper primary years.

Evaluations

As above

Area for Development (AFD)

- More detailed analysis and actions for gifted and talented.

5. Assessment of the School's Challenges and Opportunities

Stage 5	ESAGS	Child centred provision P14 Effective leadership P16, P17	TTI	Staffing P16 Accommodation & physical resources P17 Equality of opportunity P19 Public value P20
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	Opportunities	Challenges
Learning & Teaching	Focusing on raising standards in the teaching and resourcing of WAU	Time, resources and lack of CASS support.
	Building on focus in raising standards in Literacy. (see specific targets)	Time, resources and lack of CASS support.
	New possibilities in UICT from improved services and hardware	Familiarisation and training in use of new C2 network – only installed September 2014.
	Foreign language – SEELB Spanish initiative and Saintfield High / Janice Cockroft (French)	Time tabling, fitting development into an already busy curriculum.
Building & Resources	Minor capitol works programme completed in September 2014 Excellent facilities / new resources	2 Restricted Classrooms in P6 still remain. New application
	Use of facilities by outside agencies	UF forms, insurance, police checks, securing premises
	Awards for All Grant – mobile log cabin	Electrical Cost and minimise disruption.

Community	Stability of pupil numbers P1-7	Growing FSM – implications? Managing SEN with constraints
	Over- subscribed nursery but places available in P1	Marketing school beyond traditional catchment areas
	Build on good reputation of school	Providing a more detailed gender assessment performance.
	3rd year of collaboration programme with Saintfield High School	Meaningful development – look at area planning proposals
Staff	Staff Stability	Ageing profile of staff (costs)
	Continued SEN (3 days)	Budget Restraints – 3 year plan. May not be able to afford
	Online training / use of clusters /expertise in Castlereagh Group	Time constraints
	Greater expertise to utilise	14 part time staff out of 22
Effective Leadership	Empowering leadership at each level	Time and budget constraints / willingness to share the load
	Building on ETI Visit march 2014	Imparting vision to 14 part time teachers
	Third Year Training for Vice Principal	Raising financial awareness/ ownership of running events

6. Consultation with Pupils, Parents and Staff

Stage 6	ESAGS	Effective leadership P16, P31	TTI	Strategic leadership P14 Links & partnership P18 Planning P21
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The Principal meets with SLT and staff to discuss and prioritise areas of agreed action in the SDP. Targets and progress are regularly reviewed throughout the course of the year. Time for teacher input is built into staff and key stage meetings. All staff, both teaching and non-teaching, were consulted during the drawing up of the school's vision and values. The first board of Governors' meeting of each session also welcomes contributions from governors. Governors receive all Action Plans read them and report back with comments. It is planned to send home a simplified version of the School Development Plan for parents. The full plan will be available in the office for any parent to read. Parents are welcome to contribute at any stage throughout the school year either formally or informally. Pupils' contributions to their learning are valued and welcomed throughout their schooling. Pupils are informed informally through their class teacher and by the principal during assembly as appropriate. Our well established School Council has a major role to play in this. It consists of 10 pupils and 1 teacher. The council has been tasked with the job of consulting with pupils and drawing up proposals for consideration that would improve the life of the school. We encourage our pupils to feel that they have an input to make into all aspects of school life.

Evaluation

- **Pupils**
The School Council has been running for a number of years formerly with Miss Crosby and now with Mrs Kells. To date the issues raised have been minuted and brought to the Principal's attention.
Views are taken from pupil surveys e.g. Attitudes to Maths
- **Parents**
Parents are given opportunity to contribute their input through questionnaires, letters, telephone calls and through formal and informal meetings.
Parents are kept informed in a variety of ways. School letters, parental newsletters, the school website and parental email list, curricular outlines, curriculum afternoons and evenings through the year, parent/teacher consultations reports and IEP Evaluations. There is a very active PTA and its events are well supported by parents and, commendably, by staff. School social events such as plays, carol service, leavers' assembly, attendance assembly etc. are well attended.
- **Staff**
Staff are consulted formally in Staff/KS meetings and through informal conversation.
- **Governors**
Governors are consulted in regular Board of Governor meetings.

Area for Development (AFD)

- Governors' questionnaire about level and quality of consultation.

7. Areas for Development

7.1 Action Plans

Stage 7a	ESAGS	Child centred provision P14 HQ teaching & learning P15 Effective leadership P18, P19, P21	TTI	Strategic leadership P14 Action to promote improvement P15 Curriculum provision P24
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The governors, SLT and staff have self-evaluated their own school in the light of the above indicators of effective performance and collaboratively selected and agreed areas for development in this SDP / Action Plans which will contribute to the raising of standards for pupils.

See individual Action Plans

7.2 Planned Outcomes

Stage 7b	ESAGS	Child centred provision P14 HQ teaching & learning P15 Effective leadership P16, P19, P25	TTI	Action to promote improvement Teaching & learning P22 Assessment P23 Achievement P29
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Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in Communication, Using Mathematics and Using ICT.

KEY STAGE 1 PUPIL ACHIEVEMENT TARGETS FOR 2014-15	TARGET 15/16		
	GIRLS	BOYS	ALL
Level 2 (or above) in Communication	48.5	75	58
Level 3 (or above) in Communication	51.5	25	41.5
Level 2 (or above) in Using Mathematics	60.6	65	62.3
Level 3 (or above) in Using Mathematics	39.4	35	37.7
Level 2 (or above) in U ICT	69.7	55	64.2
Level 3 (or above) in U ICT	30.3	45	35.8

KEY STAGE 2 PUPIL ACHIEVEMENT TARGETS FOR 2014-15	TARGET 15/16		
	GIRLS	BOYS	ALL
Level 3 (or above) in Communication	03	07	05
Level 4 (or above) in Communication	45	79	62
Level 5 (or above) in Communication	52	14	33
Level 3 (or above) in Using Mathematics	04	13	09
Level 4 (or above) in Using Mathematics	48	66	57
Level 5 (or above) in Using Mathematics	48	21	34
Level 3 (or above) in U ICT	00	00	00
Level 4 (or above) in Using Mathematics	100	100	100
Level 5 (or above) in U ICT	00	00	00

*The % of girls and boys target should represent a % of the total number of girls and boys not the total number of pupils.

7.3 Actions to be taken

Stage 7c	ESAGS	HQ teaching & learning P15 Effective Leadership P16, P25	TTI	Action to promote improvement P15 Staffing P16
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The **actions** to be taken to achieve the outcomes mentioned at section 7.2 and final dates for completion are incorporated in the enclosed subject Action Plans for 2015-16.

7.4 Supporting Finances & Resources

Stage 7d	ESAGS	Effective Leadership P16 Connected to local community P16	TTI	Staffing P16 Accommodation & physical resources P17 Links & partnership P18 Public value P20 Additional learning support P28
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The financial and other resources available to the school to be used in support of the **actions** identified at section 7.2 to achieve the **outcomes** identified at section 7.1. are incorporated in the enclosed subject Action Plans for 2012-13.

7.5 Monitoring, Review and Evaluation of Progress

Stage 7e	ESAGS	Effective leadership P16	TTI	Strategic leadership P14
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The arrangements for the Board of Governors in consultation with the principal to monitor, review and evaluate progress against the school development plan Using the Together Towards Improvement (ETI) framework arrangements are in place for the Board of Governors to monitor, review and evaluate progress against the school development plan. The principal and senior leadership team will monitor, evaluate and review the progress of the targets for the particular area under review with the person responsible. Using a self-evaluative approach, evidence will be collated in relation to the action plan drawn up for each focus. During the school year members of staff reported directly to the governors on their respective input into the SDP. As part of on-going PRSD the Board of Governors with external advisor Mrs Florence Davidson continue to monitor and evaluate the impact on staff and curricular development and its impact on school development.

The following key areas have been identified as part of our whole school self-evaluation.

1. The School Development Plan, Action Plans and Management Plan (SLT and Governors)
2. The agreed use of pupil, staff and parent questionnaires (SLT and Coordinators) and gathering of data from School Council, Staff Meetings and PTA / Governors.
3. PRSD Targets / Observations / Review for Principal and staff. (SLT, Coordinators, Governors, External Advisor)
4. Planning Monitored / Lesson Observations (Coordinators)
5. Work / Book Scoops (Coordinators)
6. Data Analysis and Target Setting (SLT, Governors, Assessment, UICT, Numeracy and Literacy Coordinators)
7. Subject briefs at each Governors' Meeting / Named links with individual governors
8. Attendance / Punctuality / Conduct of pupils, teaching and non-teaching staff.(SLT and Governors)

School Development Plan Overview Initially for 2015 & 2015 -18

LEARNING AND TEACHING	STAFF DEVELOPMENT	MANAGEMENT ISSUES	COMMUNITY	RESOURCES/ ACCOMMODATION
<ol style="list-style-type: none"> 1. SEN – Develop Literacy Booster Groups. 2. Literacy – areas identified in ETI Inspection and develop an agreed Handwriting Policy . 3. UICT – Development of meaningful use of Ipads (See p4 and AP) 4. 2ndYr Focus in WAU – Science led by H Martin. (See p3 and AP) Year 1 to be followed by development in Geography / History 5. Numeracy – Review work on PS and Investigations. Look at Staff Planning. 6. Develop UCIT and STEM through funded and agreed Shared Education Prog. with Holy Family. (Refer to Separate AP) 7. Ensure effective teaching of Spanish from N-P7. 8. Assessment – Develop staff recording on SIMS. 	<ol style="list-style-type: none"> 1. SENCO support for GD. 2. C2k training / iPad and other INSET by ITeach. 3. Training needs arising from SDP or individual requirements as across. 4. Personal / Professional learning as well as courses attended. 5. New staff or staff in new year groups support. 6. Ongoing staff welfare: Pastoral / team building eg. Kingspan Aug 2015 7. SLT Development (June annually) 8. PRSD – Refer to Staff Targets 9. Use of ECD, Baker Days and Directed hours. 10. Non teaching INSET & support. 	<ol style="list-style-type: none"> 1. Dealing with limitations of budget. 2. Managing attendance./ staff absences other than illness. 3. Review New SDP June 2016 & Action Plans 4. Analysis of three year trends in school data. 5. Resource and staffing issues arising from subject audits. 6. Training and ongoing practice re. CP and PC 7. Review of areas highlighted under L& T. 8. New Prospectus / marketing of school through displays & media 9. Annual Reports including Finances / Shared Eductaion budget 	<ol style="list-style-type: none"> 1. Collaboration Year 4 with Saintfield High School. 2. Shared Education – programme with Holy Family approved by Dept of Education. 4. Evening class for UICT 5 Using premises for increased number of regular and one –off community events. 6. Supporting Saintfield Community Initiatives e.g. Regeneration Committee 7. Involving greater use of parents and volunteers in day to day life of school. 8 New website – Sept 15 & developing Facebook pages for school & PTA. 	<ol style="list-style-type: none"> 1. Minor Works - Increasing classroom space for last 2 classrooms. 2. Final snag checks for new extension. 3. Repainting of outside of school – school to pay £1500 for high walls 4. Grounds maintenance. 5. Upkeep of wildlife areas. 1. Maintain class requisitions at £20 per pupil 2. Allocation for subject priorities. 3. Marketing at Nursery and P1 . Open afternoon and night. 4. Use of parental monies (£10000) for reading books / library resources. 5. Shared Education Priorities.

Nursery Development Plan Overview 2015-2018

LEARNING AND TEACHING	STAFF DEVELOPMENT	MANAGEMENT ISSUES	COMMUNITY	RESOURCES/ ACCOMMODATION
See Action Plan for this year				

School Development Plan Review of 2015-2018

LEARNING AND TEACHING	STAFF DEVELOPMENT	MANAGEMENT ISSUES	COMMUNITY	RESOURCES/ ACCOMMODATION