



**Victoria Primary School**

**School Development Plan**

**2019 - 2022**



Victoria Primary School is a controlled school built on Coronation Road in Carrickfergus in 1968 to serve the surrounding local community. Many of our pupils in 2019 still come from the adjacent local area and more from further afield. The school has currently 430 pupils enrolled including 52 pupils in the Nursery Unit.

Victoria Primary School is proud of its strong historical tradition of high sporting, musical and academic achievement. It is a school with a true family atmosphere where staff, pupils and parents have a communal identity. The school community is one that fosters high expectations in every area of school life.

In September 2013 the Department of Education Inspectorate (ETI) stated that Victoria Primary and Nursery Unit was a school in which, 'The quality of education and pastoral care provided are very good'. In 2018, during a Sustaining Improvement Inspection, the inspectors concluded that the school has a 'high capacity for sustaining improvement.'

The school development plan and its priorities, has been developed in relation to the following documents, consultations and data analysis:

- ETI inspections 2013 and 2018
- SLT development day May 2019
- Staff consultation Spring and Summer Term 2019
- BOG consultation Summer 2019
- Parental consultation 2019
- GL and End of Key Stage Data analysis with SLT and SMT
- SIMS data including FSM and attendance
- Pupil discussions 2019

This development plan clearly outlines the school's self evaluation position in 2019 and identifies key priority areas for improvement in each area over the next 3 years, 2019 – 2022.



School Quality Profile using ISEF Self-Evaluation Framework Victoria Primary School and Nursery Unit – May 2019 : Baseline Internal Quality Profile

	Outstanding	Very Good	Good	Requires Important Improvement	Requires Significant Improvement	Requires Urgent Improvement
<b>Section A: Outcomes For Learners</b>						
• Standards Achieved						
• Progression						
• Wider Skills and Dispositions/Capabilities						
<b>Overall descriptor:</b>						
<b>Section B: Quality of Provision</b>						
• Quality of Curriculum (breadth/balance/appropriateness)						
• Effectiveness of Guidance and Support in bringing about high quality individual learning experiences						
• Effectiveness/ Impact of Planning/Engagement/Teaching/Training & Assessment in promoting successful learning.						
<b>Overall descriptor:</b>						
<b>Section C: Leadership and Management</b>						
• Effectiveness and Impact of the Strategic Leadership						
• Effectiveness and Impact of Middle Leadership						
• Effectiveness of action to Promote and Sustain Improvement, including self-evaluation and the development planning process.						
<b>Overall descriptor:</b>						
<b>Section D: Governance</b>						
Overall descriptor:						
<b>Section E: Care and Welfare:</b>						
• Care and Welfare						
• Safeguarding						
<b>Overall descriptor:</b>						

## School Development Planning

### Section 1: Statement and evaluation of the school's ethos.

#### Summary statement:

Our mission statement says - 'Working together for excellence'. Our Vision is to, 'create a safe, happy learning community where together we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'

In Victoria Primary School and Nursery Unit, our school ethos reflects the values, attitudes, beliefs and practices of the entire school community, which includes: pupils, parents, teachers, ancillary, auxiliary staff and Governors.

All members of the school community have an important role to play in the smooth running and success of our school. This is evidenced by the opportunities provided to all stakeholders to contribute to the formation of this 3 year school development plan. In Victoria Primary School, each member of the school community is valued and has an important contribution to make to the life and work of the school. Our school is at the very heart of this community. Parents and the wider community are frequently involved in the life of our school.

#### What it looks like in our school?

- Buddies have been appointed within the Primary 7 classrooms in order to support younger pupils across the school environment.
- Senior leadership team meet on a monthly basis to regularly review school business, with respect to ensuring that the school's aims continue to be displayed via a child centred approach.
- We pride ourselves on having an open door policy with all stakeholders and a trust has been developed that allows open and honest conversations to take place, followed by action when appropriate.
- School leaders and staff promote values with the children on a regular basis in a range of different ways – assemblies, in class posters, displays in corridors.
- We have regular contact with local community groups, churches, homes, external agencies, councils and sports groups. These have helped foster positive attitudes and feelings of self -value.
- School's current safeguarding and child protection policy has been ratified by the Board of Governors after being reviewed by CYPS and annual training is delivered to all members of school staff, regardless of role within school.
- Even during Industrial Action, the school continues to provide parents / carers with 2 parent / teacher interviews during each academic year. Teachers also plan and deliver a Meet The Teacher Event at the beginning of each academic year to ensure that parents are equipped to support their child at home. 'Keeping In Touch' (KIT) notes are sent home to parents if a child is experiencing difficulties in school with a particular area of learning.
- Our end of year school report has been reviewed, in consultation with parents, to make it a more informative document.

We are committed to providing a range of learning experiences for all our pupils which will enable them to explore and develop their talents and abilities. We believe that central to high quality teaching and learning in our school is the shared belief that children learn best in a happy, secure environment where mutual respect is nurtured and valued. As a school, we do sincerely value how all aspects of school life, both academic and non-academic, help to shape a child's future. As a result, we place a great deal of emphasis on The Arts, Sports etc as we do on more academic subject areas.

We strive to provide excellence in teaching so that pupils experience a happy, challenging and successful learning environment. Our pupils will have exposure to a very broad and balanced curriculum with emphasis placed on their literacy, numeracy and using ICT. Together we believe in teaching pupils the essential skills, knowledge, attitudes and values necessary to enjoy a successful, peaceful and content life. We believe in instilling a love of learning that can be enjoyed for a whole lifetime. We aim to use the widest variety of strategies to ensure that all learners are catered for including those with special educational needs.

We believe in a life work balance. We aim to develop our own professional abilities that will serve to both enrich the lives and learning experiences of our pupils and build the capacity of the school. We believe in providing an excellent curriculum, one that is broad, balanced

- Pupil voice is a crucial part of our monitoring and evaluative process at school. This happens on a regular basis and was commented upon in our SII May 2018.
- The staff spend time at the beginning of each term to remind children of the safeguarding procedures on place to support them (in age appropriate language).
- Our current values and attitudes revolve around our school 'Golden Rules'. Our behaviour and citizenship policy and pastoral care policy are linked to these rules.

**Parental Survey (March 2019):**

- 98.1% of parents either strongly agreed/agreed that their child enjoys coming to school.
- 100% of parents either strongly agreed / agreed that their child is safe at school.
- 98.3% of parents either strongly agreed / agreed that their child is encouraged to work hard and do their best.
- 100% of parents either strongly agreed / agreed that the school provides and stimulating learning environment for their child.
- 100% of parents either strongly agreed / agreed that the school is welcoming and there are opportunities for them to get involved.
- 100% of parents either strongly agreed / agreed that their child is expected to work hard and achieve their best.
- 95.5% of parents either strongly agreed / agreed that their child's achievements are recognised and celebrated

**Staff Survey:**

- 100% of staff either strongly agreed / agreed that there is an inclusive, welcoming and pastoral ethos for all members of the school community.
- 100% of staff either strongly agreed / agreed that staff support the care, dignity and well-being of all members of the school community.

and challenging, catering for all of our pupil's needs and abilities. We believe that aspiring to excellence in our teaching, assessment, planning and evaluation will serve to develop the full potential of each pupil, socially, academically, physically, morally and emotionally. We have important strong links with our parents helping to support pupil learning and our teaching. We aim to involve our parents in their children's' learning and school life as much as possible. We believe in the importance of strong community links with other schools, the Education Authority, churches, outside support agencies, charities and local businesses.

- 100% of staff either strongly agreed / agreed that they feel valued and respected in Victoria Primary School and Nursery Unit.

**Pupil Survey:**

- 98% of pupils either strongly agreed / agreed that they feel safe and happy at Victoria Primary School and that they enjoy coming to school.
- 95% of pupils either strongly agreed / agreed that they enjoy learning at Victoria Primary School
- 96% of pupils either strongly agreed / agreed that they are praised and rewarded for their achievements at Victoria Primary School.
- 98% of pupils either strongly agreed / agreed that they are well supported and well treated by staff at Victoria Primary School.
- 98% of pupils either strongly agreed / agreed that they feel safe in their classrooms.

**Areas for Improvement:**

- A review of the school's ethos, which includes all stakeholders, to ensure that the current vision, aim and values of Victoria Primary School and Nursery Unit are relevant to young people today and inclusive in order to meet the needs of all our staff, parents, governors and learners.
- Develop links with the local community more in order to ensure that the school continues to be at the heart of the local community.
- School 'Golden Rules' to be revisited to ensure that they are fit for purpose.
- Development of PASS Survey.

**Actions:**

- Involving all stakeholders, effectively review the current whole school ethos. Provide evaluation time for staff and pupils. Invite Governors along to the review sessions of the school ethos with staff and encourage Governors to be

	<p>involved with pupils during their review sessions. Ensure that the reviewed ethos is fully communicated to all stakeholders effectively.</p> <ul style="list-style-type: none"> <li>• A review of the curriculum within school, with subject leaders taking a main role, to ensure that the locality around the school is well used as a learning tool. To include Careers Education within Primary School – local shops and businesses, estate agents, refuse collection, architect, builders, insurance, vets, post office, chemist, dry cleaners etc.</li> <li>• Review the ‘Rights Respecting School’ Agenda to ensure that the school has a renewed accreditation.</li> <li>• Alongside all stakeholders, review the school’s behaviour and citizenship policy including the school’s Golden Rules.</li> <li>• PASS Survey to be administered twice each academic year to identify specific children requiring support in terms of attitude towards school and self.</li> </ul>
--	---

## School Development Planning

### **Section 2a: Summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using information and communication technologies (ICT).**

#### **Summary:**

Learning and teaching in Victoria Primary is wide and balanced and centers around the NI curriculum. Our pupils in Victoria Primary naturally have a wide range of preferred learning strategies and we promote, encourage and support these in school. We also strategically plan for the reality that pupils also have different learning abilities impacted upon by different contextual learning environments at home. Classroom learning is rooted in the rich experiences the pupils receive.

Our key focus is to support our children in becoming independent autonomous learners. We ensure a wide range of learning experiences take place across the curriculum. Active learning strategies will provide the link to comprehensive thinking skills and personal capabilities. Successful teaching and learning is extremely well focused. As a staff, we plan with clear objectives and shared goals so as to ensure consistent whole-school practice, providing

#### **What it looks like in our school?**

- Discussing the 'Big Picture' of the day's learning with pupils (especially helpful with ASD, ADD, ADHD and sequential and precise learners);
- Strategic planning for Communication, Using mathematics and using ICT, taking account of long term objectives, past learning and teacher evaluations;
- Writing and discussing learning intentions/success criteria with pupils at the start/end of topics/lessons; - success criteria to be developed further.
- Pupils being given opportunity to set their own learning targets in topic planning, Individual Education Plans (IEPs), and booster 'step up' groups. - develop in WAU books.
- Pupils reflecting on the teacher's written formative comments on their work;
- Pupils encouraged to partake in active questioning;
- Pupils given opportunity to engage in active learning activities;
- Pupils given specific opportunities to use and develop thinking skills and personal capabilities in activities; to be developed further in this development plan.
- Pupils given opportunities to self-assess and peer assess work; to be developed further in this development plan.
- Pupils presented with problem solving activities each week in using mathematics;

opportunities for both subject specific teaching and the development of a cross curricular approach in line with the revised Northern Ireland Curriculum.

The majority of our planning is centred on the needs, interests and experiences of the child and provides practical teaching and active learning strategies. This needs to be developed further in upper school to include well planned enquiry based learning.

All teacher planning includes detailed schemes of work for each curriculum area, apart from The Arts – an area that requires significant attention within this plan. Half termly plans are presented to co-ordinators. Due to industrial action, short term planning is not made available, however, it is still being completed on a weekly basis by staff.

As a school, we have a commitment to ensure that we have pupils that leave us ‘post-primary ready’.

Within our classrooms, teachers use WALT strategies on a regular basis to make learning explicit to children. Active learning is a key strength within Nursery and Key Stage 1.

- Pupils are tasked with working individually, in pairs and in groups for learning activities;
- Learning tasks and texts are differentiated;
- Challenge and extension activities are provided for all pupils in Communication and Using mathematics;
- Pupils are encouraged to take information from displays and classroom environment;
- Pupils are encouraged to work independently where possible in school and at home;
- Pupils are given opportunity to use ICT to support their learning – internet, cameras, computers, iPads and core curriculum related Apps;
- Pupils encouraged to take more responsibility for managing their skill development in Using ICT; to be developed during this development plan.
- Pupils are supported by a safe and stimulating learning environment;
- Pupils in each year group participate in planned pupil voice discussions about their school life and learning;
- Pupils are provided with lessons in PDMU, R.E. and RSE to assist in understanding and managing emotions.
- Learning rigorously monitored by curriculum leaders. – outside of industrial action.
- Planning weekly/daily to meet the needs of pupils with emphasis on Communication, using mathematics and using ICT;
- Daily/weekly evaluations of teaching and learning are used to inform future planning and teaching;
- All pupils are praised/rewarded efforts in learning;
- Teachers regularly inform the parents of their child’s achievements/difficulties;
- Pupil learning activities differentiated appropriately to meet the learners’ needs;
- Learning formatively marked to help with improvement;

- Strategic observations of nursery/foundation stage
- Set challenging tasks for all pupils;
- Using assessment outcomes and teacher to teacher consultations to establish differentiated working groups within each class;
- Use of pastoral information to support individual pupils
- Creating a stimulating environment with emphasis on literacy and numeracy;
- Including pupils in target setting in topic boards, IEPs etc
- Using whole school initiative like Golden Rules and House Points to instil high expectation, good behaviour and pride in learning;
- Strategically plan for and teach active questioning during lessons;
- Provide an approachability for pupils;
- Provide a caring, safe classroom/school environment;
- Use learning intentions/success criteria to best support learners;
- ASD strategies included in teaching;
- High expectation/standards set;
- Modelling learning when appropriate;
- Using active learning in lessons;
- Providing opportunities for TSPC; - to be developed during new plan
- Teaching PDMU, RE, RSE to enable pupils to manage their emotions;
- Management of a strategic professional development training programme using school development days and a variety of outside training agencies;
- Curricular development time each week;
- Planning time each week;
- VPS takes the lead in organising literacy and numeracy cluster groups for lead teachers from local schools – these groups focus on the sharing of good practice among colleagues.
- Additional time provided to all staff in reviewing and writing IEPs. SENDCO released to quality assure these documents to ensure progression in learning for identified children.

### **Parental Survey (March 2019)**

- 99% of parents either strongly agreed / agreed that the school understands and responds to their child's needs.
- 99% of parents either strongly agreed / agreed that their child is taught well at this school.
- 98% of parents either strongly agreed / agreed that their child is making good progress.
- 100% of parents either strongly agreed / agreed that their child is expected to work hard and achieve their best.
- 98% of parents either strongly agreed / agreed that they felt that parent / teacher interviews are informative.
- 98% of parents either strongly agreed / agreed that they felt well informed about their child's progress.

### **Staff Survey:**

- 95% of staff either strongly agreed / agreed that the school is well resourced for teaching and learning.
- 90% of staff either strongly agreed / agreed that the staff work together to plan for, monitor and evaluate the children's learning.
- 95% of staff either strongly agreed / agreed that teacher regularly review the children's work and provide guidance on how the children can make progress.
- 95% of staff either strongly agreed / agreed that teachers provide the children with opportunities to evaluate their own work and that of others.
- 100% of staff either strongly agreed / agreed that teacher communicate to parents / carers how they might support their child's learning.
- 95% of staff either strongly agreed / agreed that information on children's progress is analysed well and is shared with all relevant members of staff.
- 100% of staff either strongly agreed / agreed that they set appropriately high standards for children's learning to enable them to make good and steady progress.
- 100% of staff either strongly agreed / agreed that the quality of teaching is good or better.

**Pupil Survey:**

- 95% of pupils either strongly agreed / agreed that they enjoy learning at Victoria Primary School
- 96% of pupils either strongly agreed / agreed that they are praised and rewarded for their achievements at Victoria Primary School.
- 97% of pupils either strongly agreed / agreed that learning is fun and interesting and that they have opportunities to do different types of activities.
- 98% of pupils either strongly agreed / agreed that staff help them if they are stuck.
- 92% of pupils either strongly agreed / agreed that they are doing well at school and making good progress.
- 100% of pupils either agreed / strongly agreed that they are expected to work hard and achieve their best in Victoria Primary School

**Areas for improvement:**

- Deliver focused intervention strategies for all underperforming children, not just low attaining children in order to ensure that all children are making good or better progress.
- Introduce pupil progress meetings with class teachers to ensure that individual teachers have the opportunity to talk through the annual progress of children in their class.
- Knowledge of SIMS for assessment purposes for staff in order to ensure that staff have easy access to assessment and data trends.
- Development of teacher competency in teaching of writing skills – editing and redrafting etc.
- Developed internal standardisation sessions to ensure consistency across year groups, key stages and whole school.
- Develop the GL assessment suite to include reading and spelling tests – twice per academic year in order to enhance the quality of parent interviews.

- Use of success criteria to enhance independent learning – TSPC
  - WAU books to include areas of learning / targets children have developed.
  - SEN support assistant to provide information back to class teachers on weekly SEN support sessions.
- Actions:**
- Timetable termly meetings with literacy and numeracy lead teachers to analyse progress data of pupils and determine pupils required for intervention support. Ensure that weekly teaching timetable has time set aside for lead teachers to deliver intervention support. Use SIMS effectively to record interventions taking place and to analyse results.
  - On the yearly staff timetable, plan in end of year pupil progress meetings that involve VP, HOKS, Principal and Class Teacher. This will allow class teachers the opportunity to talk about the progress of each child in their class on an individual basis. The Assessment Co-ordinator will create a pupil progress document that clearly outlines each child's progress journey across assessment period and what support the child has received.
  - During baker/school development days allow sufficient time to train staff in the use of SIMS assessment – book in training time with the SIMS team to come to school to deliver the training.
  - Over a substantial period of time, literacy lead to deliver Inservice training for all staff on the teaching of writing and provide an overview of the progression of writing across the school. A whole school writing policy to be created as an appendix to the literacy policy – this will be shared with the whole school community.
  - Timetable regular internal standardisation sessions for all members of staff, including classroom assistants, to ensure that expectations and progression is of a sound nature across the whole school. Lead teacher action plans to focus on this with the Vice Principal taking a lead in this curriculum area.

	<ul style="list-style-type: none"><li>• Provide more specific in class and out of class support strategies focusing on spelling and reading skills as a result of analysis of GL assessment information. NGRT / NGST.</li><li>• TSPC lead to work alongside subject leads to ensure that the use of success criteria is used effectively across all subjects to enhance the quality of independent learning and learning lead by the children.</li><li>• WAU co-ordinator to develop pupil target setting at the beginning of each topic area and to be reviewed at the end of each individual topic by each individual child.</li><li>• Develop the role of the SEN literacy and numeracy classroom assistant in order to support children on IEPs. Ensure that regular communication between SEN teacher and class teacher is taking place and contains relevant information.</li></ul>
--	---

## School Development Planning

### Section 2b: Summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils.

#### Summary:

Victoria Primary aims to ensure that it provides for the learning needs of all pupils including those with special educational needs. Our provision is in line with the updated DE Code of Practice. We also take due cognisance of the DE Inclusion Policy on SEN (2009).

Pupils who identify as having a special education need through the services of GP, Child Pediatrician, SS, HSS, parental information, Educational Psychologist and or our internal pastoral information and performance data are given an IEP as deemed necessary. These education plans are written in conjunction with the parents, pupils, teachers, classroom assistants, SENCO, EA and any relevant outside agencies. The plans are reviewed each term by the class teacher, SENCO, learning support teachers and classroom assistants in school in the Nursery Unit. The targets set are SMART and are supported by professional judgment and evidential performance indicators from classroom activity and or assessment.

#### What it looks like in out school?

- Literacy and numeracy support for SEN pupils;
- Pupil voice M&E for all year groups in literacy, numeracy, Using ICT and SEN;
- Pupil contribution to planning/target setting;
- Parental permission information/meetings;
- Staff consultation meetings;
- Regular weekly feedback between staff – to be developed further in 2019 – 2022 plan.
- Strategic intervention/planning;
- Booster groups taking place to support underperforming pupils.
- SENCO IEP reviews;
- SENCO annual consultation with Educational Psychologist;
- Differentiation in classroom planning T&L;
- Reporting to parents 5 times yearly about pupil progress in SEN (2 parent information meetings and 3 IEP reviews);
- Formative marking for improvement;
- Dedicated SENCo release time to ensure appropriate actions of legislation as outlined under the Code of Practice.
- Review of SEN PTE and PTM data on an annual basis to identify children requiring additional support.
- We operate an open door policy for parents / carers for advice and guidance in relation to the attainment and progress of all pupils requiring additional support – SEN and/or underperforming.

<p>Close communication is kept between class teachers, learning support assistants, classroom assistants and the SENCO as to progress on a weekly basis.</p> <p>The SENCO will also liaise closely with EA support including Special Education, LTSS, and Educational Psychology to prioritise pupils and secure required support in school for the pupils concerned.</p> <p>End of year performance assessment data is also used to measure any change in improvement. All efforts are made to ensure inclusion of pupils who have a SEN and to ensure that they are never unnecessarily or inadvertently disadvantaged in school in terms of learning and having access to a broad and balanced curriculum and full experience of after school life.</p> <p>In school we also cater for the needs of those pupils for whom performance data would indicate an underperformance. These pupils have additional support time with Literacy and Numeracy lead teachers during afternoon sessions. The staff and pupils both contribute to writing these plans. The targets set are SMART and reflect the learning areas highlighted by professional judgement and performance data in GL and baseline testing that requires improvement.</p>	<ul style="list-style-type: none"> <li>• We have a wide range of need within our school ranging from children who are over-achieving to children who have moderate learning difficulties. Each of those children are planned for, activities differentiated and support and interventions put in place.</li> <li>• We encourage all staff to become active learners in order to best meet the needs of our children. E.g manual handling training, ASD support, English as an Additional Language support, Makaton.</li> </ul>
	<p><b>Parental Survey (March 2019):</b></p> <ul style="list-style-type: none"> <li>• 97% of parents either strongly agreed / agreed that the school provides good support for pupils with Special Educational Needs.</li> <li>• 100% of parents either strongly agreed / agreed that their child is expected to work hard and achieve their best.</li> <li>• 99% of parents either strongly agreed / agreed that they know how to support their child at home academically.</li> <li>• 98% of parents either strongly agreed / agreed that their child is making good progress.</li> <li>• 99% of parents either strongly agreed / agreed that the school understands and responds to their child's needs.</li> </ul>
	<p><b>Staff Survey:</b></p> <ul style="list-style-type: none"> <li>• 100% of staff either strongly agreed / agreed that staff with specific responsibilities carry out their duties effectively and contribute to the improvement of the school.</li> <li>• 84% of staff either strongly agreed / agreed that the school sufficiently supports pupils with Special Educational Needs.</li> <li>• 95% of staff either strongly agreed / agreed that information on children's progress is analysed well and is shared with all relevant members of staff.</li> </ul>

Medical and or behavioural needs requiring support in school or from relevant outside agencies are planned for in the pupil IEP. These IEPs may or may not include curricular targets but are monitored and evaluated in the same manner as other IEPs.

The school procedure for dealing with on-going general medical needs not supported by an IEP are monitored and evaluated. Serious medical conditions are identified in pastoral care information sheets and a staff room noticeboard.

### **Pupil Survey:**

- 98% of pupils either strongly agreed / agreed that staff help them if they are stuck.
- 92% of pupils either strongly agreed / agreed that they are doing well at school and making good progress.
- 98% of pupils either strongly agreed / agreed that they are well supported and well treated by staff at Victoria Primary School.
- 100% of pupils either agreed / strongly agreed that they are expected to work hard and achieve their best in Victoria Primary School.

### **Areas for Improvement**

- Improvement in the planning for small, targeted groups to ensure that work is aligned to classroom work and not separate.
- Communication between members of staff delivering intervention and class teachers requires strengthening;
- More in depth analysis of attainment and progress information required to evidence success of intervention groups;
- Recording of children attending intervention to be strengthened.

### **Actions**

- Set up dedicated Intervention Team to oversee all intervention across the school. HOKS to be involved.
- Dedicated meeting time between SENDCo and intervention staff members planned on a regular basis, within the school calendar, to ensure that planning for these groups is focused and linked to whole class teaching and learning to ensure joined up communication between teacher and intervention support.
- Development of an easy to use, yet effective, communication tool between class teachers and intervention team members.

	<ul style="list-style-type: none"><li>• Pupil progress meetings to be planned in via the school calendar. This is to ensure that class teachers have the opportunity to discuss, in depth, the progress of each individual child in their class. Meetings will also be used to identify children required IEP support or support as a result of underachievement. All key members of staff to be involved in meetings.</li><li>• SIMS training to be delivered to all members of staff in the intervention team. This will be used as a recording tool to monitor effectiveness of interventions.</li></ul>
--	---

## School Development Planning

### Section 2c: Summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

#### Summary:

Victoria Primary is a friendly, nurturing learning environment. We undertake our primary responsibility for the welfare, care and safety of pupils very seriously. We always aim to provide a caring, supportive and safe environment valuing all individuals for their unique talents and abilities. Everyone who works in our school including teachers, nonteaching staff, volunteers and visitors have responsibility for the welfare and safeguarding of pupils. All staff are trained in Safeguarding and Pastoral Care annually by the DT Miss Minnis. All peripatetic staff and volunteers are vetted by Access NI and complete our internal volunteer forms. We have comprehensive school policies that are reviewed regularly by parents and the Board of Governors. Staff are also trained in the Process of the Code of Practice. A shortened Child Protection Policy and E:Safety Acceptable Use Policy are shared with parents annually.

The school Safeguarding Team have regular meetings to discuss on-going concerns and cases. The DT or DDT attend case conferences for LAC and or CP pupils.

#### What does this look like in our school?

A summary of other areas that are provided by the school to directly contribute to the well-being of pupils:

- We have a healthy eating policy and our school canteen adheres to this;
- Pupils have access to drinking fountains during the day;
- We have 6 trained First Aiders to attend to sick or injured [pupils];
- We operate a school playground that encourages free and structured play at break and lunchtime which directly contributes to mental health;
- We operate a 5 star healthy canteen;
- We have a healthy eating school policy;
- We have positive noticeboards and boards celebrating youth governors, eco committee and teams;
- Pupils participate in PE lessons;
- We offer a wide variety of extra curricular clubs for children in Primary 1 – Primary 7 in the Autumn and Spring terms.
- We have weekly Key Stage assembly including singing, star pupil awards, pupil achievements and team and school announcements;
- We have a Youth Governing Body who meet regularly with the Principal;
- We operate a year 7 playground and library;
- We have school badges for members of organisations;
- We have regular pupil voice discussions (Primary 1 – Primary 7) with coordinators and or senior management;
- We have a school worry box in operation;
- We have differentiated learning in each classroom;
- We regularly sing the school song in assembly and at school events.
- Termly meetings between school and EWO take place.

<p>The Designated Teacher contact information is a standing item on every Principal’s newsletter to parents.</p> <p>The Board of Governors is kept informed of on-going CP issues as a regular agenda item at each meeting.</p> <p>Pupils are advised on what to do in school if they have any concerns. Parents are also given information about our Pastoral Care each year and given opportunity to comment.</p> <p>We teach a comprehensive PDMU programme in school to include Relationships and Sexuality Education.</p> <p>We have a whole school healthy eating policy in operation Monday – Friday and a healthy menu in the school canteen and Breakfast club to encourage a positive relationship between eating and enjoying a healthy lifestyle.</p> <p><b>Behaviour and Discipline</b> (See vision and values)</p> <p><b>Attendance</b></p> <p>Pupils attendance is monitored each month. Certificates of full attendance are awarded each month. Pupil low attendance (85% and below) is discussed with staff and parents are informed and asked to comment or make contact with the school principal to discuss in line with DE and EWS guidance. The new absence notification form for parents is to be implemented for all families. There is regular communication with the EWS. Attendance in Victoria Primary has a year on year average of over 95%.</p>	<ul style="list-style-type: none"> <li>• We have relevant policies and procedures in place to support a number of the above targets.</li> <li>• Daily Mile has been introduced in pilot classes across school. Staff have found an increase in concentration of children as a result.</li> </ul>
	<p><b>Parental Survey (March 2019):</b></p> <ul style="list-style-type: none"> <li>• 98.1% of parents either strongly agreed/agreed that their child enjoys coming to school.</li> <li>• 100% of parents either strongly agreed / agreed that their child is safe at school</li> <li>• 100% of parents either strongly agreed / agreed that they know what to do if they are concerned about a child’s welfare in the school.</li> <li>• 97% of parents either strongly agreed / agreed that there is a good standard of behaviour at Victoria Primary School.</li> <li>• 100% of parents either strongly agreed / agreed that their child is encouraged to lead a healthy lifestyle.</li> </ul>
	<p><b>Staff Survey:</b></p> <ul style="list-style-type: none"> <li>• 100% of staff either strongly agreed / agreed that there is an inclusive, welcoming and pastoral ethos for all members of the school community.</li> <li>• 79% of staff strongly agreed / agreed that staff manage well the children’s behaviour and deal effectively with related issues.</li> </ul>
	<p><b>Pupil Survey:</b></p> <ul style="list-style-type: none"> <li>• 75% of pupils strongly agreed / agreed that children behave well at Victoria Primary School – area for development.</li> <li>• 98% of pupils either strongly agreed / agreed that they feel safe and happy at Victoria Primary School and that they enjoy coming to school.</li> </ul>

Attendance notes are collected from children by the class teacher on a weekly basis and sent to the school office. Senior Clerical Officer then types notes on to the child's SIMS attendance record.

- 96% of pupils either strongly agreed / agreed that they are praised and rewarded for their achievements at Victoria Primary School.

**Areas for improvement:**

- Stresses on staff as regards managing the behaviour on a daily basis is concerning. Although we are doing it – can we maintain this and should we have to manage it when it impacts so much on pupil and staff well-being?
- The negative impact of some children's continual poor behaviour and choices has on other classmates and their learning.
- The playground and transition times have highlighted themselves as areas of concern. This is when the negative behaviour is heightened. We need to support supervisory staff during these times to be empowered in managing often difficult situations.

**Actions:**

- Embed good practice from Dining Hall . Continue to link to assemblies and supporting prefects in leading role in these areas.
- Disseminate information at whole school level – ensuring that everyone is aware of IEP's or behaviour plans when necessary, in order to best support the child manage these transitions better. (Create flow chart check list)
- Up-skill of staff in managing poor or unacceptable behaviour – link to policy.
- Develop the role of Anti bullying Ambassadors – Diana Trust
- Use of Rights Respecting Schools Programme to help tie these elements together and create ownership amongst all the stakeholders on their Rights Respecting Journey.
- Review in conjunction with all stakeholders the school's Positive Behaviour Policy.
- Develop termly attendance letters to go home to all children – not just children flagged as a concern – review Attendance Policy.

	<ul style="list-style-type: none"><li>• Implement half termly celebration assemblies to highlight, with parents and carers, achievements from across school. Budget linked to school fund account.</li></ul>
--	--

## School Development Planning

### Section 2d: Summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

#### Summary:

In an ever changing climate of education and increasing accountability and expectation placed on our teachers, they require a supportive and capacity building process of professional development. This programme of development will serve to ensure the continued high quality of teaching and learning in school. Every year the school Senior Leadership Team will assess the school action plans for the year past and the year ahead and prioritise the training requirements for staff. The resulting action plans will identify the training needs of staff. The training will be strategically planned for in line with the available financial resources. The PRSD scheme will also identify the needs for staff in terms of training and development. The overall aim of staff development being the raising of standards and further improving the learning experiences of the pupils.

#### What does this look like in our school?

- The planned use of outside agencies for training and support purposes including Joan Henderson, Emergenetics, CCEA, EA support services;
- Victoria Primary chair the Carrickfergus school cluster groups for literacy, numeracy and SEN;
- Planned calendar of curriculum development given each September;
- Clear actions given by coordinators;
- PRSD observations to highlight strengths and areas for development;
- Regular weekly meetings for year groups and curricular development dissemination and leadership;
- Clear roles and responsibilities;
- Teacher consultations each September to discuss training needs via PRSD system
- Strategic use of Development Days.
- Training in First Aid;
- Curricular leaders training with Joan Henderson;
- ICT – CCEA training for ICT coordinator;
- Assessment training for assessment coordinator;
- NAHT The Edge training for senior leadership team;
- WAU training for coordinators;
- Eco Schools training for coordinator;
- Inspire well being training seminar for all staff;
- Curriculum leaders training staff in reading comprehension, mental maths, ICT, CCEA cross curricular skills assessment.
- RISE Training undertaken by all Foundation and KS1 Teaching Staff.
- SENCo Training by SEND.

- Offer of training from TSS – to staff including playground supervisors.
- RISE Training attended.
- AAIS Training attended.

**Parental Survey (March 2019): N/A**

**Staff Survey:**

- 100% of staff either strongly agreed / agreed that staff participated in staff training and are aware of the school’s procedures relating to child protection / safeguarding.
- 85% of staff either strongly agreed / agreed that there are opportunities for professional development.

**Pupil Survey: N/A**

**Areas for improvement / actions**

- Baseline current needs and skills amongst staff.
- Map out the future needs of the school 2019 – 2022 and see where skills can be applied or enhanced.
- Access appropriate support or training to enhance skills already in school.
- Disseminate learning and apply where appropriate – monitor and evaluate impact and try to build up in school capacity.
- Ensure that all staff follow the same procedure and format for disseminating good practice from courses and training. Ensure that support staff also have the opportunity to do this.

	<ul style="list-style-type: none"><li>• Develop and embed a support staff training programme at the appropriate level. Ultimately have a “Champion” support member who can liaise closely with key co-ordinators, SLT / SMT and Governors when appropriate.</li><li>• Further development of leaders accountability to Board of Governors;</li><li>• Develop staff ability to use SIMS for data analysis and planning;</li><li>• Develop peer observation programme to raise quality and quantity of good to outstanding teaching;</li></ul>
--	--

## School Development Planning

### Section 2e: Summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the health and well-being of staff.

#### Summary:

Staff well-being is vital for the continuity and success of learning in each classroom. The most important resource in school is our staff and the Board of Governors and SLT aim to empower, support and provide all resource requirements to sustain high quality teaching. The SLT discuss resourcing, staff attendance and staff well-being at their conference in June each year. The Board of Governors is updated on staff attendance as a regular item in a Principal's report at each meeting. During staff consultations each September (PRSD), they are encouraged to make requests or voice concerns that are duly addressed in an attempt to alleviate any resulting stress or anxiety. The school staff is given clear weekly communication via the staffroom board. They receive a calendar of the year with events and curricular development times included. They are given a time budget each year. They are given a calendar of all meetings for the year in advance. The school staff is encouraged to avail of an open door to the school vice-principal and principal to discuss issues and concerns.

#### What does this look like in our school?

- August school development day – staff advised of Inspire;
- Annual inter school, programme of staff welfare training planned for September 2019;
- Time for year group planning each week;
- Administration burden reduced where possible including making use of ICT when appropriate including Nursery observation and M&E;
- Requests for year group changes granted where appropriate;
- Staff events including Christmas dinner in school canteen, coffee events, Friday treats.
- Year calendar of school training and events;
- Staff time budget given in September;
- Curriculum leaders given additional time for curriculum development planning and M&E;
- Opportunities given for peer observation – outside of industrial action.
- Clear PRSD scheme in operation.
- Teacher absences recorded and reported to the Board of Governors;
- Regular meetings each half term for staff, key stages and year groups.

**Parental Survey (March 2019): N/A**

#### Staff Survey:

- 100% of staff either strongly agreed / agreed that they feel valued and respected in this school.
- 90% of staff either strongly agreed / agreed that they work well as a team.

<p>The school also has membership of the Play Resource Warehouse for the use of free materials to support classroom learning and teaching.</p>	<ul style="list-style-type: none"> <li>• 100% of staff either strongly agreed / agreed that the school is well led and managed at all levels.</li> </ul>
	<p><b>Pupil Survey: N/A</b></p>
	<p><b>Areas for improvement and actions</b></p> <ul style="list-style-type: none"> <li>• Further develop opportunities for peer observation;</li> <li>• Further development opportunities for staff;</li> <li>• Inter school Staff wellbeing day planned or September 2019</li> </ul>

## School Development Planning

### Section 2f: Summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and the local community, including other schools, the business community and voluntary and statutory bodies.

#### Summary:

Victoria Primary has strong links with parents and its surrounding community. We hold a wide array of events for parents and the community including: a Community Carol Service; parental curriculum evenings; Open Day; Sport's Day; PTA family evenings; school productions; school musical concerts; parental events etc. such as drugs awareness; and eco events. We have historically run courses for parents in ICT, healthy lunch boxes and drugs and internet awareness seminars involving the PSNI and Life Education.

We continually aim to improve communication with our parents. We currently operate an app based communication system for parents and carers. We send home shortened policy documents for parental input and evaluation each year. We keep parents informed about school upcoming events through our monthly newsletter. We send home attendance certificates, praise notes and reminders for

#### What does this look like in our school?

- Growing PTA and an annual increase in funds raised;
- Positive feedback from parents on school environment;
- Very good attendance at school events;
- Encouraging number of pupils attending Breakfast Club and after school activities.
- Parents have the opportunity to use our enhanced wraparound offer – Kids' Cave.

#### Parental Survey (March 2019):

- 100% of parents either strongly agreed / agreed that the school is welcoming and there are opportunities for me to get involved.

#### Staff Survey:

- 100% of staff either strongly agreed / agreed that the Board of Governors has a clear understanding of the work and context of the school.
- 100% of staff either strongly agreed / agreed that there is an inclusive, welcoming and pastoral ethos for all members of the school community.

#### Pupil Survey:

- 100% of pupils either agreed / strongly agreed that they enjoy taking part in after-school clubs and activities.

uniform, punctuality and attendance as required. We have external swing boards and notice boards to inform parents of upcoming events and changes to arrangements.

We have parental volunteers helping with classroom organisation and reading, after school activities as well as having past pupils in school on work experience and offering general voluntary services to school.

We have a thriving PTA who raise substantial school funds.

We link with the neighbouring post primary schools for curricular taster evenings, Young Enterprise Project, sports events and AQE assessments.

We link in with local business and statutory bodies for advertising and PTA events.

Our children have the opportunity to take part in inter school sporting contests and established leagues on a regular basis.

School supports pupils access to events such as Carrickfergus Musical Festival and Northern Ireland Primary Musician of the Year.

**Actions (what are you going to do?):**

- Evaluate the impact of all bodies involved with school and develop a report format to be delivered at regular periods throughout the year.
- Review current PTA and reinforce their good practice last year and encourage new parents to join – ensure that the Parent Teacher Calendar and Board is made up of members who can commit and attend most meetings. Members must be supported to up-skill themselves as regards taking minutes, drafting letters, recording finances etc.
- Baseline the skills of the local community to see who can best help the school and in what capacity. Questionnaire to parents / grandparents etc.
- Build upon the excellent reputation that the school is beginning to develop. Ensure publicity continues through appropriately monitored media outlets.

## School Development Planning

### Section 2g: Summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

#### Summary:

ICT has been integral to learning and teaching in Victoria Primary for over a decade. We aim to implement the statutory elements for the curriculum to daily classroom activity. We also aim to continually enhance the learning experiences of pupils by providing staff with training in relevant areas of Using ICT to use in providing high quality teaching. The schools budget allocation is strategically managed to effectively acquire and maintain suitable ICT resources to sustain improvement and high quality learning experiences.

#### What does this look like in our school?

We include the following areas as part of our Using ICT provision and improvement planning:

- use of iPads by curriculum leaders for monitoring and evaluation of learning and standards;
- use of iPads and App for Nursery/Foundation observations;
- Use of iPads for PRSD scheme for observation and evaluation of teaching and learning;
- Use of UICT CCEA tasks and staff training;
- Opportunity to take iPads home for familiarisation for staff;
- Classroom assistant training in C2K system, iPads;
- ICT included in weekly Using Mathematics and Communication planning;
- Apple TV used in entrance, staffroom and classrooms\* (in progress 2019)
- Interactive boards used in each classroom and playroom;
- Use of iPads timetable;
- Computer suite timetabled;
- New website and parent app launched – very positive feedback in relation to parent app.
- Website development for information and communication with parents and local and global community.

**Actions (what are you going to do?):**

- Creation of Digital Leaders
- Baseline needs of staff and focus on this as PRSD target for some staff.
- Support co-ordinator through accessible training.
- Provide webinars to help develop staff knowledge and skills.
- Continue to embed the appropriate use of parent app as a means of communication with parents.
- Ensure that reviewed policies, practices and calendar dates are updated and shared on the website.
- Develop SMT and then staff skill in the use of SIMS.
- Encourage all staff to create Google Classrooms to best share and disseminate good practice.

## School Development Planning

### Section 3a: An assessment of the school's current financial position and the use made of its financial and other resources:

#### Assessment:

School: **Victoria Primary, Carrickfergus** Cost Centre: **20757**  
 EA Office: **Ballymena**

\*\*\*Only complete cells in yellow\*\*\*

Section A: Enrolments and Teaching Complement		YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)
	October 2018	October 2019	October 2020	October 2021
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	398	390	388
2	Planned Teaching Complement (after amendment to Variables as below)	16.00	16.00	16.00
3	Planned Pupil/Teacher Ratio (September)	24.88	24.38	24.25
	October 2018	404		
		16.00		
		25.25		

  

Section B: Planned variances in Teaching Staff		YEAR 1 Change in Staff <i>(Enter as Positive Fig's)</i>	Year 2 Change in Staff <i>(Enter as Positive Fig's)</i>	Year 3 Change in Staff <i>(Enter as Positive Fig's)</i>
Variables - Teaching Staff - To assist in budget forecasting				
4	Increase in Permanent Teachers		1.50 M3	
5	Increase in Temporary Teachers			
6	Decrease in Permanent Teachers (enter as positive figure)		1.50 UPS3	
7	Decrease in Temporary Teachers (enter as positive figure)			

  

Section C: Planned Expenditure		YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)
Expenditure Summary		£ %	£ %	£ %
Staff Costs				
8	- Teaching	930,878 75.9%	954,571 75.8%	966,510 75.9%
9	- Non Teaching	240,988 19.6%	243,274 19.3%	245,682 19.3%
10	- Other Costs	0.1% 0.0%	0.0% 0.0%	0.0% 0.0%
11	Premises, Fixed Plant and Grounds	27,200 2.2%	27,744 2.2%	28,299 2.2%
12	Operating Costs	32,300 2.6%	32,946 2.6%	33,605 2.6%
13	Non Capital Purchases	0.3% 0.0%	0.0% 0.0%	0.0% 0.0%
14	Capital Expenditure	0.5% 0.0%	0.0% 0.0%	0.0% 0.0%
15	Less Income (enter as negative figure)	-1.3% -4,500 -		
16	<b>Total Planned Expenditure before Savings and Additional Expenditure</b>	1,226,866	1,258,535	1,274,096

	<b>Estimated Savings (enter as a negative figure)</b>			
17	Reduction in Teaching Staff (as per Variables)		-46,124	-79,070
18	<i>Please specify</i>			
19	<i>Please specify</i>			
20	<i>Please specify</i>			
	<b>Estimated Additional Expenditure (enter as a positive figure)</b>			
21	Increase in Teaching Staff (as per Variables)		31,582	54,140
22	<i>Please specify</i>			
23	<i>Please specify</i>			
24	<i>Please specify</i>			
25	<b>Total Planned Expenditure after Savings and Additional Expenditure</b>	<b>1,226,866</b>	<b>1,243,992</b>	<b>1,249,166</b>
	<i>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</i>			

<b>Section D: Delegated Resources</b>				
26	<b>CFF Budget Share per Capita</b>	<b>£2,805</b>	<b>£2,812</b>	<b>£2,821</b>
	<b>Budget Summary Allocation</b>			
27	Common Formula Funding (CFF) Budget Share	1,133,254	1,119,046	1,100,102
28	<i>PTA FUNDING</i>		4,500	4,500
29	<i>Other funding - (Please specify)</i>			
30	<i>Other funding - (Please specify)</i>			
31	<b>Total Delegated Resources</b>	<b>1,133,254</b>	<b>1,123,546</b>	<b>1,104,602</b>

<b>Section E: In Year Movement</b>				
		<b>YEAR 1 (2019-2020) £</b>	<b>YEAR 2 (2020-2021) £</b>	<b>YEAR 3 (2021-2022) £</b>
32	<b>In Year Underspend or Overspend of Delegated Resources</b>	<b>-93,612</b>	<b>-120,447</b>	<b>-144,565</b>

<b>Section F: Cumulative Surplus / Deficit</b>				
		<b>YEAR 1 (2019-2020) £</b>	<b>YEAR 2 (2020-2021) £</b>	<b>YEAR 3 (2021-2022) £</b>
33	<b>Opening Cumulative Surplus/(Deficit) 1 April</b>	<b>-10,341</b>	<b>-103,953</b>	<b>-224,399</b>
34	<b>In Year Underspend / (Overspend) of delegated resources</b>	<b>-93,612</b>	<b>-120,447</b>	<b>-144,565</b>
35	<b>Closing Cumulative Surplus/(Deficit) 31 March</b>	<b>-103,953</b>	<b>-224,399</b>	<b>-368,964</b>
36	<i>% Carry Over</i>	<i>-9.3%</i>	<i>-22.0%</i>	<i>-41.9%</i>

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

**Assessment:**

**See section 3a.**

**Due to the severe funding constraints being felt by the school and as a direct result of under investment in the Education System in general in Northern Ireland, it is not feasible to project spending limits as current delegated resources are not large enough to allocate monies in terms of purchasing requirements.**

## School Development Planning

**Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a SDP supersedes or revises.**

### Assessment and Analysis of 2016-2019 Key Targets:

#### Numeracy:

Numeracy policy was updated quickly in 2017/18 to reflect current practice.

An overview of numeracy from P1-P7 exists.

A scheme of work (half termly planners also exists from P1-P7 detailing what should be covered. The area of number was reviewed by staff a few years ago and updated in line with the NC and recommendations from NEELB.

The planning format is consistent for medium and short term planning from P1- P7. Most of the layers of planning link to each other. Planning matches work in pupils' books. There is evidence of differentiation in weekly planning. I think planning is linked to age related expectations and POS. Most year groups plan well together for numeracy.

Most classes appear generally well resourced for the teaching of numeracy and there is a lot of practical equipment. Some teachers are good at sharing resources, especially within year groups.

No M&E of books or planning took place this year due to ongoing industrial action.

Pupil voice took place in January and most children were very positive about their numeracy experiences. The pupils' opinions inform the co-ordinator regarding areas to develop eg sending mathematical words home or include in spellings.

Standards in Numeracy are generally good and in line with the National average. Data is analysed in June/August and used to inform year group targets and booster groups. (This has been happening for several years. ) Most pupils tend to make expected or better than expected progress. PSolving is an area in which most year groups fall a little below the national average.

Written MMaths is well established across year groups and children are benefitting from using S/Sims,DWorkout and Think & Solve. There is evidence of progression across the year groups with written MM and information is passed on at the end of the year to the next class teacher.

Internal standardisation took place (2018) and staff had opportunity to discuss levels of various tasks.

Standardised tests are completed online (PTM) – some teachers a bit wary of some of the results.

## **Literacy:**

Literacy policy in place. Reviewed 2017-18. Reflects current practice. No M&E to check if policy is being followed. New policy procedure – staff meeting/key Stage meetings to discuss. Co-ordinators write up policy and send to Principal/BOG for ratification.

Scheme of work in place for all areas of literacy. Teachers use half termly planners for weekly planning notes.

Consistent format in place for medium and short term planning. Layers of planning link to each other. Planning matches work in pupils' books. Differentiation used to meet needs of pupils. Planning needs to be checked against N.C. to ensure there are age related expectations.

Resources need updated as they have been in place for a long time. Reading books in particular need replaced in KS2.

Budget required – LOTS !!

New reading books for P1 have been purchased 2018.

No M&E on books or notes has been undertaken this year due to ongoing industrial action.

Pupil voice only undertaken – pupils' opinions inform co-ordinators regarding areas to develop in literacy eg: Word Of The Week, supplementing class libraries and introducing free writing books in p5.

Standards in Literacy are generally good (Just above national average)

Pupils generally make expected or better than expected progress (exceptions current p6&7)

Literacy data has been analysed for several years by coordinators and senior management. No patterns identified. The only trend would be reading comprehension – narrative and non – narrative – tends to feature as needing improvement. Steps have been put into place over last few years to improve standards in comprehension. Staff have worked hard at this.

Internal standardisation has taken place (2018) and staff had opportunity to discuss expected levels of attainment in literacy.

The only form of standardised tests we do are online (PTE) – some staff not convinced these tests are accurate representation.

We are ok to lead meetings and training.

We would like to be able to help and offer literacy training to support new staff or NQT's or key support staff or staff new to year group, but we would need time to do this.

We are always keen to implement new ideas in literacy to improve progress and learning and have tried to do this (eg: reading skills, active comprehension, WOW words, Pie Corbett's reading spine novels). We always give resources and ideas to staff before asking them to implement new things

## **ICT:**

Internet Safety Policy 2015

ICT policy 2015

Responsible use 2015

As a cross curricular skill ICT is within our Literacy, Numeracy and WAU.

Through Assessment tasks able to see progression in skills from Primary 1 to Primary 7 from Level 1 to in some cases Level 5.

ICT is embedded in our medium term Literacy, Numeracy and WAU topic planners.

Each year group has agreed to carry out at least 3 CEA Assessment tasks that will ensure that pupils have covered the 5 'E's and desirable features in ICT.

School investment in iPads.

Interactive whiteboards in all classrooms.

ICT suite with class set of laptops

Pupil voice twice a year and feedback on the questions asked / answers given by pupils provided to staff and principal.

Staff as a year group sending 2 examples of each completed ICT assessment tasks to coordinator.

Jan 2018 staff met to internally standardise the levels of work produced by children throughout the school

After internal standardisation January 2018 by the end of Key Stage 1 most children were able to achieve level 2 and at the end of Key Stage 2 nearly all the children could achieve level 4. In some assessment tasks children were able to produce pieces of work at level 5.

In previous action plans have looked to ensure continuity and progression of skills in ICT from foundation to the end of Key Stage 2.

Use of ICT Accreditation tasks have helped staff to plan work at the appropriate level for their year group.

Have looked at the skill of coding and have started to develop.

Subject is cross curricular and has been used to support learning especially within Literacy, Numeracy and across the curriculum.

Staff update on annual basis.

Coding training using programme 'Scratch' for all staff.

In previous years training for classroom assistants.

## School Development Planning

<b>Section 5: An assessment of the challenges and opportunities facing the school.</b>	
<p><i>An assessment of the <b>challenges</b> facing the school, with reference to impact and <u>what is being done to overcome these challenges</u>.</i></p>	<ul style="list-style-type: none"><li>• Overall school finances are an ever growing concern – limited actions can be taken by the school to combat this issue.</li><li>• Sustaining intake numbers – National Lottery Funding applied for to enhance Nursery and Foundation outdoor learning area. Wraparound Club (Kids’ Cave) created to provide additional out of hours care to the local community, Open Morning and Advertising a Key aspect of school development.</li><li>• SEN Provision – due to increased number of children with special educational needs the resourcing of this area is a challenge for school – in light of budget situation. School continues to provide; dedicated SENCO, support groups for children with additional needs.</li></ul>
<p><i>An assessment of the <b>opportunities</b> facing the school, with reference to impact and <u>what is being done to maximise the key benefits to the school</u>.</i></p>	<ul style="list-style-type: none"><li>• School now has a strong and stable senior leadership team.</li><li>• Outdoor development of school has increased in pace – leading to a more fit for purpose learning environment for all our pupils.</li><li>• Literacy and Numeracy Intervention groups being led by lead teachers on a weekly basis in order to improve progress for identified pupils.</li></ul>

## School Development Planning

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

#### **Arrangements:**

Questionnaires sent to all stakeholders by the Principal, Mr C. Fulton, and analysed.

Results evident throughout the above plan.

#### **Future Actions:**

The School Development Plan lists a range of future actions in order to continue the rate of positive development. The Governors are aware that the plan may need amended over the 3 years as changes to the path of development may change.

## School Development Planning

Section 7: Identification of the areas for development, which shall be informed by the school's self-evaluation and include-	
7a: the school's key priorities for the period of the plan, based on the Department's priorities for education;	<i>7a. As a result of in school self evaluation 2018/19 the four areas to be developed within the 2019/20 academic year have been outlined below. For Literacy and Numeracy, the areas within co-ordinator action plans have been identified from in year monitoring and evaluating and from a review of end of year progress data.</i>
7b: 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;	<i>TSPC and The Arts is as a result of in school monitoring by the school Principal. A new TSPC and The Arts co-ordinator have been appointed in order to lead these areas of school development.</i>
7c: the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;	The action plans for 2019-2020 are: <ol style="list-style-type: none"> <li>1 Literacy</li> <li>2 Numeracy</li> <li>3 Thinking Skills and Personal Capabilities</li> <li>4</li> </ol>
7d: the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and	<i>7b. See attached action plans</i>  <i>7c. The school anticipates that the end date for actions in the attached plans will be 30<sup>th</sup> June 2020.</i>
7e: the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.	<i>7d. As outlined previously in the plan, Victoria Primary School is currently operating within a deficit budget. Spending on resources will be limited, however, the Governors have made a commitment to ensure that this development plan will be fully funded in order to ensure that the quality of teaching and learning remains high at Victoria Primary School and Nursery Unit.</i>

	<p><i>7e) A School Development Plan update will be a standing item within the Principal's Report at each full board meeting.</i></p>
--	--