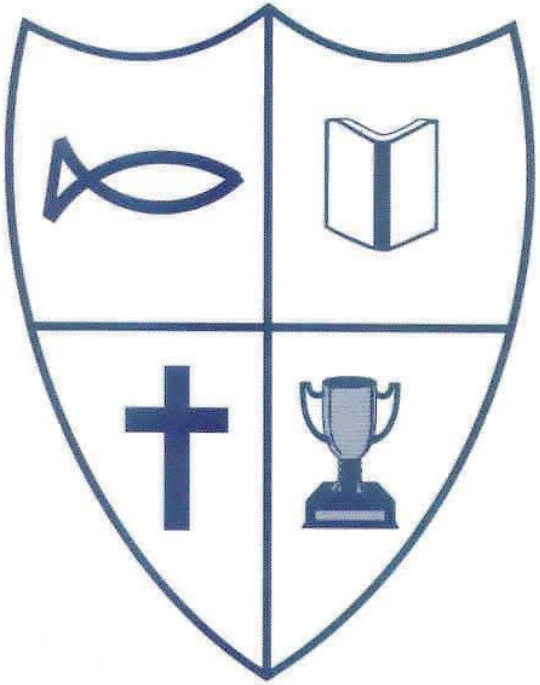
Aughnacloy Primary School
3-year Development Plan
2019-2021



Aughnacloy Primary School Development Plan is a collaborative document to which all stakeholders have contributed.

Our School Development Plan is a working document for use by all stakeholders and is produced in line with the requirements of the 1998 Education Reform Order (NI) and the Department of Education Northern Ireland, ESAGS, Leading Learners (A Strategy for Teacher Professional Learning) and School Development Planning Guidance Regulations 2010. This plan seeks to give an outline of the school's present situation and express how the ongoing developmental work of the school is being defined, planned, implemented and evaluated over the next three years.

The Development Plan also translates the policies, ethos and aims of the school into practice. It has been drawn up with the full support and co-operation of the staff and governors and all stakeholders have been consulted. 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 to take account of new developments and initiatives which affect the school.

Annual evaluation of the School Development Plan will involve all staff and the Board of Governors. Priority areas will be set for the following academic year and support will be accessed from the EA and other agencies where appropriate. The Board of Governors will formally approve the plan and any subsequent revisions to the plan.

Sources of Evidence

This School Development Plan is based on a rigorous process of self-evaluation in which evidence has been collated from a range of sources, including those listed below. All sources of evidence are available on request.

- **Staff questionnaires, feedback from non-teaching staff**
- **Minutes of staff meetings, records of professional discussions**
- **Parent and Pupil questionnaires**
- **School Council Focus Group**
- **Data – individual, group, formal (standardised), informal teacher assessments**
- **Internal monitoring & evaluation reports, planners, samples of pupils' work, observation of classroom practice, annual coordinator reports**
- **Board of Governor meetings**
- **ETI Inspection Findings**
- **RRSA Level 2 Assessment**

SDP Requirement 1: A statement and evaluation of the ethos of the school

Our mission statement states – "Your education is your life, guard it well."

At Aughnacloy P.S. we are committed to involving pupils in discussions and decisions on school life that directly affects them and to listen to their views. (Article 12 – Every child has the right to say what they think in all matters that affect them, and to have their views taken seriously.) At Aughnacloy Primary School we aim to provide the highest standards of pastoral care and child protection. (Article 19 - Protection from all forms of violence). We are committed to being a healthy school, to supporting healthy children, who are better able to learn and develop. (Article 24 Every child has the right to the best possible health). Pupils have opportunities to explore Global Learning themes and concepts integrated through the N.I curriculum and take part in whole school initiatives within the Global Learning context.

At Aughnacloy Primary School there is a strong emphasis on literacy, numeracy and ICT across the curriculum and we aim to provide high quality education for all pupils. (Article 28 – Every child has the right to an education). Our results in English and Maths are excellent and above the NI Average in all areas. Analysis of data shows that almost all children are achieving as expected or above in both literacy and numeracy. Expectations for all pupils are realistically high and teaching is matched to the needs and abilities of our pupils. Positive behaviour is encouraged. Children are at the centre of the learning process and the pupils' voices are valued and celebrated. The teachers are committed and enthusiastic and they enjoy a positive relationship with their pupils and with other school-based staff and they are dedicated to improving learning. Teachers reflect on their own work and the outcomes of individual pupils so that each child achieves their full potential. All successes and achievements, academic or otherwise, are celebrated and shared among the school community.

The school Principal demonstrates a commitment to providing professional development opportunities for all staff promoting a readiness to share and learn from best practice. Teachers are given the opportunity to share in the leadership of the school.

Aughnacloy Primary School has good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves. The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school. As a school community, we are committed to building relationships at all levels. This partnership consists of the Board of Governors, the staff, the pupils and parents all working together to ensure that our children receive the best education possible. The ethos of the school is experienced through the warm welcome given to all. Children are given opportunities to take on roles & responsibilities within school life eg class council, school council and eco council.

Evaluation of Ethos

- Class assemblies throughout the year celebrate and promote various themes.
- 100% of parents agree that members of staff at Aughnacloy Primary respect and value pupils
- Aughnacloy Primary is committed to listening to the voice of pupils and involving young people in discussions.
- School Council and Eco-School are established.
- 99% of parents agreed that the school takes account of pupil's ideas and opinions.
- There have been some excellent efforts to facilitate engagement between the school, the parents and the wider community.
- There are some excellent examples of communication and engagement with parents. For example, the school website, class do-jo, Curriculum Evenings, school newsletters, formal and informal PT Meetings, concerts and carol services, class visits and links with pre-school and post primary
- 98% of parents stated that they feel welcome when they visit Aughnacloy Primary.
- 99% of parents agreed that Aughnacloy Primary is well thought of in the community.
- The school is committed to the holistic development of all children and has identified a need to improve extra-curricular opportunities.
- 99% of parents stated that the school provides opportunities for their children to participate in a range of activities both during and after school.

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UNICEF UK Rights Respecting School Award Level 2 Assessment Report stated:

It was clear to the assessor during the visit that the UNCRC is at the heart of the daily operation of the school.
Strengths of the school are:
The Principal, together with the enthusiastic and committed staff and governors, place real importance on developing and embedding a rights respecting ethos.
The confident, welcoming and friendly children who know their views are listened to and valued

Future Action

Continued work of SLT

Class assemblies – parents/grandparents invited

Shared Education

Continue Roots of Empathy

SDP Requirement 2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)

Summary

Here at Aughnacloy Primary School, we use the following strategies to promote and support successful learning.

Planning: The school Literacy, Numeracy & ICT policies are in line with NIC. Teachers write 6 weekly literacy and numeracy planners based on their long term plans and ICT is integrated across all subjects. These planners are consistent throughout the school. Literacy/Numeracy Co-ordinators monitor & evaluate planners once per year or more often if necessary. This informs future teaching. Learning intentions are part of the planners.

Teaching & Learning: We aim to ensure all children are provided with high quality learning experiences that will enable each child to achieve their full potential. We give the children experiences which will enhance their understanding of the world around them. We encourage mathematical curiosity about their environment and provide situations which lead the children to ask questions and, where possible to devise methods of finding their own answers.

In Aughnacloy 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. 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. Thus, the teaching we provide ensures that the curriculum:

- ✓ is broad, balanced and well-planned, with clear objectives and shared goals so as to ensure consistent whole-school practice, providing opportunities for both subject specific teaching and the development of a cross-curricular approach
- ✓ is centred on the needs, interests and experiences of the child and provides practical teaching and learning activities
- ✓ promotes excellence at every level of school life
- ✓ encourages pupils to take responsibility for their own learning and to play an active role in the life of the school and the wider community

- ✓ is further enriched by the active involvement of parents in pupils' learning
- ✓ involves opportunities for teachers to monitor and evaluate practice.

Currently, the pupils are taught in either straight or composite classes and class sizes vary from 17 to 31 pupils.

All teachers in the school are registered with the General Teaching Council and avail of professional training and development. Every Monday, staff meet together for staff meetings.

Communication

Children undertake Star Reading test 5 times during the year in order to determine their ZPD. Children take regular book tests on accelerated reading books. Celebration of progress in regular assemblies throughout the year and with a special treat day at the end of each term for those children who have met their A.R. target.

Literacy planners evaluated weekly by the class teacher. AFL strategies used – WALT, WILF, pink/green marking, peer & self-assessment. PTE scores are analysed each year against cognitive ability tests (CAT4 Verbal) to determine children who are attaining at, above or below their ability.

Using Mathematics

Numeracy lessons are evaluated weekly by the class teacher. Mental maths activities are part of each numeracy lesson and TSPC are incorporated on numeracy planners. Teachers plan for a minimum of one problem solving activity every 2 weeks. PTM scores are analysed each year against cognitive ability tests (CAT4 Quantitative) to determine children who are attaining at, above or below their ability. The online Mathelitcs programme is used throughout the school to reinforce key mathematical concepts. Maths boxes are used in P.1 to develop practical maths activities at home.

ICT

Across the curriculum, at a level appropriate to their ability, pupils develop their ICT skills in the 5'Es.

We use Information and Communications Technology across the curriculum to transform and enrich pupils' learning experiences.

Assessment: Assessment is an important focus of our work. Teachers ensure assessment 'of' learning and assessment 'for' learning are part of daily teaching. Teacher's evaluations at the end of each week allow teachers to assess their previous weeks teaching and evaluate next weeks planning, taking into account children's progress.

Assessment of learning takes place through formative, diagnostic and summative assessment and is used to evaluate the effectiveness of teaching and inform a baseline for future teaching.

We currently use PTE & PTM, CAT4 tests, Accelerated Reading Tests, Star Reader, NGST, Drumcondra Spelling, NGRT, pre CAT4

BPVS is used as a baseline at the start of P1 for those children for whom there are concerns and Primary 1 & 2 undertake the Early Literacy Test. Running Records are undertaken throughout the year. Children take part in peer and self-assessment on a regular basis throughout the year.

Evaluation

Our June 2019 analysis of CAT4 Verbal and PTE, illustrates that 89% of our children are attaining at or above their ability level.

Our June 2019 analysis of CAT4 Quantitative and PTM, illustrates that 90% of our children are attaining at or above their ability level.

The latest parent questionnaire showed that:

98% of parents felt teaching at Aughnacloy Primary School was of a high standard

94% of parents felt teachers had high expectations for their children

85% of parents felt their child was reaching his/her full potential

98% of parents felt their child's work was marked regularly with effective feedback on how their child could improve

98% of parents felt teachers set realistic & achievable targets for their child

Key Stage 1 & 2 Results

		2016	2017	2018	2019	4 Year Av.	NI Av 2018
Communication	KS1 Level 2+	90%	83%	100%	100%	93%	86.8%
	KS2 Level 4+	75%	73%	71%	85%	76%	77.7%
Using Maths	KS1 Level 2+	95%	83%	100%	100%	95%	88%
	KS2 Level 4+	85%	100%	76%	85%	87%	78.6%
Using ICT	KS1 Level 2+		83%	100%	94%	92%	89.9%
	KS2 Level 4+		86%	100%	100%	95%	84.5%

Future action:

Evaluate the effectiveness of Accelerated reader and Inference & Comprehension activities at the end of the year to ensure it is developing children's comprehension and reading skills.

Carefully analyse PTM & PTE against CAT4Q and CAT4V to identify children who are underachieving.

Where possible, underachieving children to be withdrawn for 1-1 support for 20 minutes per week for 12 weeks as part of school intervention programme

Co-ordinators & SLT to monitor and evaluate interventions.

Problem Solving tasks to be completed every 2 weeks

Set aside time each week to review work/make improvements.

Curriculum evening for parents

Set up a curriculum sub-committee on the Board of Governors to monitor action plans

Data overview presented to governors annually

SDP Requirement 2b: A 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

At Aughnacloy Primary School we aim to provide a broad, balanced curriculum in order to promote the spiritual, moral, intellectual and physical development of each child. We are committed to meeting the needs of all pupils by offering appropriate forms of education provision through the partnership of teachers, parents and external agencies. (Article 28 Every child has the right to an education…). We use assessment procedures which are aimed at identifying learning difficulties as early as possible and we provide support for pupils with identified educational needs, including those with SEN and underachievers. Our support is reviewed regularly and reflects current DE guidance. Standardised scores are used to identify children with SEN and class teachers also identify children who require additional support. A register of children with SEN is maintained by the SENCO and teachers devise IEP's where necessary. Governors are regularly informed of this progress.

The role of the SENCO is very effective within the school. She has received appropriate training and attends regular meetings and relevant course where available. Information from SEN training courses is disseminated by the SENCO to all staff. The SENCO liaises with our Educational Psychologist to refer children who are on stages 3 & 4 of the Code of Practice.

The school ensures that the special, additional and other individual educational needs are effectively and consistently met by implementing a number of strategies and by sustaining an inclusive culture among all. These include:

- Implementation of our SEN, safeguarding and all related policies
- Implementation of appropriate staff development
- Effective deployment of human and financial resources, where available, to secure appropriate outcomes for pupils
- Classroom activities that are organised to ensure that all pupils are suitably challenged

- Extension activities for more-able children
- Full implementation of assessment procedures
- Utilisation of external agencies as appropriate to support the needs of pupils
- Regular reviews of targets set on Individual Education Plans
- SEN monitoring by SENCO / staff / principal
- Effective and supportive relationships with parents and carers
- Adjustment of the physical environment to meet the needs of pupils
- Consistent, high expectations for all pupils

A range of school-based interventions are in place to support children identified as under achieving or where their achievement is considered to be low/under achievers. These include:

- ✓ Learning support from classroom assistants in Foundation Stage
- ✓ Literacy and Numeracy support from classroom assistants in KS1/2 Classrooms
- ✓ Teacher and Classroom Assistant led Literacy and numeracy withdrawal groups, when possible
- ✓ Mathletics – Computer based home-school mathematical support programme
- ✓ AR Reader – Computer based programme to improve reading fluency and comprehension
- ✓ Use of Read and Write computer programme
- ✓ Education-Authority or Health Board support

This support may be provided in response to a referral to an outside agency i.e Educational Psychology, Autism Advisory Service, RISE etc. It is always completed in conjunction with the consent and support of parents. Such support follows the identification of one or more areas of concern. With RISE, this may be at any point within Foundation Stage. RISE (a multi-agency support agency) carry out assessment and may then offer support and advice for pupils in Foundation Stage displaying challenges in speech & language, gross/fine motor skills and behaviour. In the case of other agencies, referrals will be made in consultation with Education Psychology who advise on priorities for referral. Often this will have been after a period of school-based intervention.
Education Authority/Health Board-based interventions are normally one-to-one in delivery format and include:

- RISE support Speech & Language Service, Physiotherapy, Occupational Therapy and other appropriate therapies
- Teaching support provided by LTSS (Literacy Teaching Support Service)
- Teaching support provided by MLD Support teachers

- Programme provided by Behaviour Support Service

EVALUATION OF THE PROVISION FOR PUPILS WITH SPECIAL, ADDITIONAL OR OTHER INDIVIDUAL NEEDS

2018-19: With a current enrolment of 150 pupils in the Primary School, 27 pupils are currently on the SEN Register (18%) 5 pupils have a Statement of Educational Needs.
There is a high level of confidence among the stakeholders that children with additional needs are supported effectively.
Monitoring, evaluation and systematic tracking of the children's progress is a key strength of the special educational needs provision.

- Over 92% of parents agreed that their child is making good progress in line with their ability
- 98% agreed that teachers set realistic targets for their children
- 93 % of parents were happy that school provided adequate guidance on how they could help their child at home.
- 98% of parents at Aughnacloy Primary School, in a recent survey, felt if their child needs additional help the school provides it.
- A staff questionnaire reported that 100% of teachers believe that children with special educational needs are well supported in Aughnacloy Primary.
- Most recent ETI report indicated; " *There is prompt and accurate identification of children who require additional support with their learning and they learn in a fully inclusive classroom environment. The individual education plans identify appropriate targets for the children along with clear teaching strategies and include input from the children and their parents.*"
- Teachers write clear targets for the individual education plans and children are aware of their personal targets and that these targets are monitored.

Provision for SEN

Children who have a marked difference in their CAT score and PTE score are referred for SpLD support from the peripatetic service. Analysis of 2019 PTM & PTE against CAT4 scores indicate that 11%(11/98) of our pupils in P3-7 are underachieving in Literacy & 10% (10/98) of our pupils in P3-7 are underachieving in Numeracy.

Provision for Underachievers.

Discussions with assistants confirm that children enjoy the reading partnership programme and not only gain confidence with their reading but increase their instructional reading levels. Maths catch-up strategies are used by class teachers with identified children.

Future Action:

Identify individual children who are underachieving in PTM/PTE and put in place a programme of 1-1 withdrawal targeting each child's individual needs. This is all very much depending on staffing and budgets

Review of SEN Policy.

All IEP's to be word processed and colour coded

New Target Progress Plans to be written for under achieving children

Update medical register as part of new SEN regulations

Use of CDS & SIMS to record and monitor data

SDP Requirement 2c: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil health & well being, child protection, attendance, good behaviour and discipline

Summary

We at Aughnacloy Primary School have a responsibility for the care, welfare and safety of the pupils in our charge in a caring, supportive and safe environment, in which all our pupils can learn and develop to their full potential. Aughnacloy Primary School recognises the important role of health and nutrition in child development and the need to encourage healthy eating habits from an early age, to help children to reach their full potential.

Health & Well-being

Promote healthy eating through Healthy Break initiative, PD & MU statutory part of the curriculum, Physical development – extra-curricular sports activities & sports coaches employed. Residential trips P6 & 7 (Article 24 – Every child has the right to the best possible health.) Participation in Heart Start by all children – 1 teacher and 2 classroom assistants trained in Heart Start.

Fire drill carried out once per term and logged. Majority of staff hold a First Aid Certificate.

Regular assemblies to celebrate achievements in/outside of school and to reinforce messages linked to health and well-being in class, in the playground and at home.

- ✓ Development and implementation of Playground friends, ECO Council and School Council
- ✓ Participation in in-school and external competitions.
- ✓ Physical exercise and activity are actively promoted throughout the school and we offer a range of extra-curricular activities and have whole school participation in the Daily Mile
- ✓ Emotional and Mental Health and Well-being links are made with the curriculum and supported by outside agencies
- ✓ Being a rural school, Farm Safety is promoted for all year groups through curriculum links and participation in competitions
- ✓ Road Safety lessons are an important part of the curriculum and our P7 pupils are prepared for the Cycling Proficiency Test every year

- ✓ Participation in Sustrans Walk/Cycle to School, Anti-Bullying week and other initiatives
- ✓ Most staff, teaching and non-teaching, have been trained in First Aid.
- ✓ Policy and procedures in place for pupils with medical conditions and/or allergies and for the administration of medication in school.

Facilities which support health and well-being

- breakfast club & healthy break provision
- promoting and delivering a healthy and varied lunch time menu
- Staff aware of Fire arrangements and Emergency Evacuation Procedures (fire drill termly)
- Clear First Aid arrangements and training for staff

Strategies involving links with outside agencies

- educational visits from outside agencies such as NI Fire Service
- links with outside agencies including Action Cancer
- implementation of the sustainable travel programme (SUSTRANS Bronze Level)
- full implementation of our Eco-schools' Action plan

UNICEF UK Rights Respecting School Award Level 2 Assessment Report stated:

The detailed portfolio of evidence and Impact Evaluation form indicates that RRSA is having a significant impact across key performance indicators on attainment, attendance, pupil referrals, bullying and well-being.

Child protection

The protection of pupils is the number one priority in the school and as such all arrangements are reviewed on an annual basis and improvements to practice are made immediately when recognised. (Article 19 "Children have the right to be protected from abuse and neglect." The strategies in place to ensure that all pupils and the wider school community are safe include:

- ✓ Child Protection & Safeguarding Policies
- ✓ Appropriate training for the designated and deputy designated teachers and the child protection governors
- ✓ Annual child protection training for all staff

- ✓ Visible displays throughout the school related to both the designated staff and the procedures for reporting concerns
- ✓ Communication of the key child protection policies to parents bi-annually
- ✓ Availability of the key child protection policies on the school website
- ✓ Inclusion of teaching programmes in the curriculum to aid children to protect themselves
- ✓ Maintenance of strong and supportive relationships between the school and the various statutory agencies who operate in this area
- ✓ Maintenance of clear and honest relationship with parents
- ✓ Full implementation of the advice and guidance of DE child protection procedures
- ✓ Regular and consistent child protection messages delivered via our assembly system

All files, notes and records in relation to Child Protection are kept by in a locked safe. Only staff members in the Safeguarding Team have access to the child protection records. A Child Protection Report is presented to Governors on a termly basis and the Chair of the Governors sign the 'Child Protection-Complaints Against Staff' book on an annual basis.

Attendance

The school's Board of Governors and staff promote good attendance by:

- ❖ creating an ethos in which regular attendance is viewed as a priority for children hoping to reach their full potential
- ❖ maintaining a safe environment in which children's welfare and well-being is paramount
- ❖ providing a welcoming environment, which promotes respect for others
- ❖ providing an attractive and stimulating learning environment
- ❖ providing opportunities for the good behaviour of children to be praised, as set out in the school's 'Positive Behaviour Policy'
- ❖ providing opportunities to celebrate pupils' success and achievements

The need for regular attendance is highlighted through:

- ❖ monthly monitoring of attendance by the Principal
- ❖ parents to inform the school by telephone/home-school book or class do-jo, prior to or upon initial absence
- ❖ teachers following up absences
- ❖ ensuring explanatory notes are produced upon return to school
- ❖ notifying parents upon noticeable low levels of attendance
- ❖ contacting the school's Education Welfare Officer if attendance falls below 85%

Absence is closely monitored through the SIMS system. Pupil attendance is logged daily using the appropriate code.

% Attendance over last 3 years:-

2016/17 – 96.6%

2017/18 – 95.5%

2018/19 – 96.3% (NI average: 95.5%)

Behaviour & Discipline

Aughnacloy Primary School is a Rights Respecting School, having achieved our RRSA Level 2. We utilise the following strategies:

- High, consistent expectations of pupils. Class/lunchtime/outdoor charters displayed throughout the school and referred to regularly
- Class codes of conduct created and agreed by all pupils
- Regular communication with parents
- Creating an ethos whereby good behaviour is viewed as essential if learning is to be maximised
- Full implementation of our positive behaviour policy which places great emphasis on the promotion of the positive.
- Creating an active playground

- Promoting positive attitudes
- Developing good rapport between staff and pupils
- Full implementation of our pastoral care policy which supports all pupils
- Regular and appropriate staff development for all staff
- Utilisation of the support of outside agencies as appropriate
- Use of playground buddies, class councillors and a student council

As a result of the full implementation of our pastoral care and associated policies, there is consistently very good behaviour by the vast majority of pupils. Incidents of poor behaviour are mainly a direct result of specific issues associated with individual pupils and these are addressed in co-operation with parents and/or statutory agencies and the appropriate implementation of the school discipline policy.

Bullying is related to other forms of social peer behaviour. It is not a separate issue; rather it is integral to the Positive Behaviour Policy of the school. Bullying is unacceptable behaviour.

Evaluation

The quality of pastoral care at Aughnacloy Primary School is of a very high quality.

UNICEF UK Rights Respecting School Award Level 2 Assessment Report stated:

Participation and inclusion are well established. The visit confirmed the ETI report that 'the children's behaviour was exemplary. They are confident, interact respectively with adults and demonstrate great pride in their school. They collaborate well …and suggest ways in which they can improve the quality of their work.' The Principal said 'Pupil participation is an integral part of the school's rights respecting ethos and the children have a key voice in the decision-making processes.' The school's three elected pupil councils: the class council, the school council and the Eco council contribute to the SDP, school policies and make decisions about the school's environmental and charity work.

The quality of pastoral care at Aughnacloy Primary School is of a very high quality. 99% of parents reported that their child feels safe and secure in school. 99% parents reported that their child is well cared for by the staff of Aughnacloy Primary School.

Health & Well-being The Healthy Break initiative is working well. All parents support the initiative, either by paying for the school to provide healthy break or by providing a healthy break for their child. 100% of parents feel Aughnacloy Primary School helps to promote a healthy life style. Extra-curricular activities are well supported in school. P1-7 children are offered a wide range of activities by school staff and P1-7 children are involved in sporting activities provided by sports coaches and specialists. Children are given a wide & varied range of extra-curricular activities at school. P3-7 attends swimming lessons in Monaghan Swimming Pool – 10 lessons per class per year. 99% of parents report that their children are given a wide & varied range of extra-curricular activities at school.

Future action:

- Review of Pupil Attendance Policy
- Review of Healthy Eating Policy
- Breakfast Club continued in School
- Staff to attend Centralised Health Awareness training when necessary
- Involvement of Niamh Louise Foundation

Child protection

The school has a child-centred focus in which the welfare and care of every pupil is paramount. This is implemented through the school using a comprehensive list of safeguarding policies.

There is confidence in the arrangements for Safeguarding and Child Protection at all levels

- Almost all pupils (97%) report that they know who to talk to if they were worried at school.
- 99% report that they are safe and happy at school – and 98% of parents agree they know who to talk to if they have a problem

or a concern and that their concern would be dealt with in a satisfactory manner.

There is an ongoing review of the physical environment to ensure potential threats or hazards are minimised

- Staff complete risk assessments as appropriate (trips, playground etc)

Future Action

- Ongoing review of Safeguarding and Child Protection policies and arrangements
- Child Protection Policy written in line with UNCRC. Children are made aware of child protection procedures in assemblies and through PD & MU lessons. PSNI visit school to talk about safe use of internet, mobile phones & social media sites. Be Safe workshops – PSNI. Fire safety talk –P5
- Designated/Deputy Designated Teacher keep training up-to-date. C.P. notice board to be updated regularly.
- C.P. Flyer sent out yearly
- Designated governor to attend C.P. training
- Whole staff Child Protection Training delivered by DT annually.
- Review of Child Protection & Pastoral Care Policy

Good Behaviour and Discipline

There is confidence in the systems already in place to reward and praise pupils

- 98% of parents are confident that Aughnacloy Primary School deals with inappropriate behavior effectively
- Feedback from class and school council that class charters have improved behaviour

Future actions

- Develop the PATHS programme in school
- Roots of Empathy Project continues

SDP Requirement 2d: A 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

We at Aughnacloy Primary School ensure effective leadership and teaching by recruiting, deploying, supporting and developing staff in a systematic way.

Training opportunities for all staff – co-ordinator/specialism courses

Staff trained in First Aid.

PRSD is used to enhance the quality of teaching and learning. It helps identify training needs.– Most classroom assistants trained in Reading Partnership

Staff expertise used to full potential – music/sport/ICT specialists.

Staff share successful ideas through staff meetings, classroom observations and courses attended.

Curriculum co-ordinators visit classrooms to observe teachers and give support where needed

Opportunities are made available for ~~–~~staff to participate in personal and professional development –

Our Performance Review and Staff Development policy applies to all teaching staff with the exception of those in their induction and in EPD and assists us with promoting continuous professional development. Our aim is that PRSD will continue to be a vehicle for school improvement. As a staff we are committed to writing challenging and regenerative objectives. PRSD is closely linked to the improvements identified in the School Development Plan.

Subject co-ordinators are responsible for writing, monitoring, evaluating and reviewing action plans for their subject area which form an integral part of the School Development Plan.

Most staff members are trained in First Aid and hold First Aid Certificates.

Most of our classroom assistants are trained in Reading Partnership. Additional training is offered as/when available.

Evaluation

The staff in school are aware of who has responsibility for each co-ordinator area. They work well together and know their roles and responsibilities. Staff are confident with PRSD process and co-coordinators are frequent visitors to each class to observe their curriculum area, note and share good practice and monitor and evaluate teaching & learning.

SLT meet regularly to monitor and evaluate planners, books and observations to ensure shared accountability.

Principals, co-ordinators and SENCO's meet regularly to share good practice.

Governors are frequently reminded of training opportunities

Classroom assistant now trained as a Roots of Empathy Instructor

Future action:

Principal to attend Cluster meetings to co-ordinate school needs

Co-ordinators to attend training

Training for relevant staff in First Aid/Epi-pen training

SESP co-ordinator to co-ordinate all aspects of shared education project giving support and planning time to all teachers.

Give staff time to develop co-ordinator roles

SDP Requirement 2e: A 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

We at Aughnacloy Primary School strive to create a safe and supportive working environment for all staff in which they are valued as individuals, supported in maintaining good health and treated with dignity and respect.

The school takes into account the Strategy for Health and Wellbeing in Northern Ireland (THAW)

Staff are supported in any professional development

There are clear lines of communication between all staff to allow for professional, supportive working relations

Technology is used where possible to help reduce staff workloads

Additional specialists to come into school to support staff in the delivery of the curriculum e.g. football coaches, rugby coaches, table tennis coaches, zumba instructors, art specialists.

All teachers have opportunities to develop professionally and are encouraged to do so. Similarly, classroom assistants are provided with training opportunities to further develop their skills. We believe being valued and enabled to have job satisfaction contributes to a sense of well-being.

- Co-ordinators are provided with non-teaching days to allow them to complete co-ordinator tasks in line with the SDP priorities and as the budget permits.
- Management acknowledges and thanks staff for hard work and achievements at staff meetings and Board of Governors' meetings, at public events as well as informally.
- Flexibility arrangements are supported by the school leadership.

Evaluation

Discussions with staff and through staff questionnaires all staff indicated that they feel valued and that they are consulted and included in decision making in school. Staff commented that they were happy working in Aughnacloy Primary School and that there was a clear focus for the development of the school with realistic expectations. Working relationships at all levels throughout the school are excellent

Staff attendance - both teaching & non-teaching, is excellent. The number of staff absence days is minimal, reflecting on each member of staffs' commitment to the children in their care and the value they place on an uninterrupted education for the children in their care.

FUTURE ACTION:

Principal to provide termly reports to Governors on staff attendance and health and well-being.

Staff attendance to be recorded on SIMS to monitor attendance

Focus on mental health & well-being of all staff & pupils

PATHS programme for schools

SDP Requirement 2f: A 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 local community including, other schools, the business community and voluntary statutory bodies.

Summary

Links with parents

At Aughancloy Primary School we create a positive ethos and climate within the school, promoting the active involvement of parents in the life of school and in their child's learning. *(Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child.)*

Consultation – Parent questionnaires, IEP's, Parent/Teacher meetings, PTA.

Organised events – Harvest/Christmas celebrations, Christmas nursing home scheme, coffee mornings/bun sales, sports days, P.1 induction, parent information sessions at the start of each school year, open days, curriculum nights

Parent assemblies each month. Parents/grandparents/friends of children presenting each month's assembly invited in to watch assembly and have a cup of tea with their children and class teacher.

Communication- web site, newsletters, Home/School books, text messaging service, email, Parents' noticeboard', class do-jo

Parent information evenings – Numeracy, e-safety

Breakfast Club and after school homework club in school

Local Community

Aughnacloy Primary School has good relationships that facilitate engagement and communication between school and the local community through making full use of the school facilities e.g. Sure Start, Slimming World (occasionally)

Involvement with charities, local ministers take regular assemblies, school choir singing at Copperfields Nursing Home, Fiddes Court sheltered housing, local press

Links with other schools e.g. transitions programme – Aughnacloy Playgroup and P.1, Aughnacloy College/RSD and P.7, Shared Education – P1-P7-St Mary's Primary, Aughnacloy College – use of sports facilities and assembly hall, use of local churches for services

Local expertise –local shops (healthy break), eco park, council playing fields, gardening experts – parents/grandparents.

Active links with other schools – sports, clusters

Sponsorship from local businesses – football kits, raffle prizes

Switching on of Christmas lights – joint choir with St Mary's.

UNICEF UK Rights Respecting School Award Level 2 Assessment Report stated:

Parents, carers and governors are well informed about the Convention and have many opportunities to deepen their knowledge and understanding. They said the school displays, newsletter, website, assemblies and homework offered an abundance of informative material. 'It is important that the children are taught how to stand up for themselves but understand others have rights as well.' (Parent) They believed their children had become more globally aware. 'They see children denied their rights and believe they can do something to help. They act on it.' They also believed parental voice had been strengthened. 'Our concerns are quickly acted on and more parents are involved in the life of the school'. They quoted a recent example of the need for more advice on the school website relating to attendance and the speedy response of the Principal. A parent on the steering group reported that the rights respecting strategies are now evident in local youth groups. The governors talked enthusiastically about the collegiate ethos of the school and how RRSA contributes to overall school improvement. Governors regularly meet with the steering group to discuss their rights respecting work. 'The children understand our role as duty bearers.'

Voluntary & Statutory Bodies

Education Psychologists, EWO, Sure Start, Eco Schools, UNICEF, PSNI, Social Services, Speech & Language, SPLD/Peripatetic support,

RISE NI.

Evaluation

98% of parents agreed that they felt welcome when they came into school

85% of parents felt school kept them well informed about their child progress

99% of parents felt that Aughnacloy Primary School had a good reputation in the community.

95% of parents felt that P/T meetings provided them with the information they required about their child's progress and achievements.

100% of parents felt that the school's newsletters, web site and text messaging services provided clear information regarding what happened in school and about future events

99% felt school encouraged parents to play an active role in school life

99% of parents felt Aughnacloy Primary School had strong links with the local community

Future action:

More active leadership role of PTA

Hold parent information evenings on demand

Extension of homework club to P4-7

SDP Requirement 2g: A 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 & teaching, continuing professional development and school leadership and management

Summary

Support Teaching and Learning

ICT has consistently contributed to the enhancement of learning and teaching throughout Aughnacloy Primary School. ICT contributes to virtually every curricular area of the school and pupils experience ICT on a regular basis and in a variety of ways inclusive of:

ICT to support T & L

- All classrooms have an interactive whiteboard and access to computer, laptops and/or ipads
- Integration of ICT across the curriculum
- Planning for the progression of the 5 E's
- Use of ipads to support teaching & learning
- Staff and pupils use ICT effectively and with confidence to present their work in class, parent workshops and assemblies
- Pupils' work is displayed effectively showing clear progression and skill.
- Pupils use ICT for research and presentation purposes.
- Reading is supported through the Accelerated Reader Programme.
- Mathletics is used to support learning in Numeracy in Y1-7, including for homework activities
- Use of CCEA Tasks & Exemplification library

- ICT coordinator consults with all teachers and evaluates ICT tasks and identifies areas for development.

- ICT for CPD

- ICT co-ordinator to visit all classes to observe ICT as a cross curricular skill.
- Different focus each term determined by ICT coordinator. ICT co-ordinator to observe how the 5 E's are covered through the desirable features. Staff to save work on 'staff' site to be monitored and evaluated by ICT coordinator.
- ICT is used to assist with recording and analysing assessment data to track pupils' achievement in Literacy and Numeracy and identify underachieving pupils.
- Staff access online resources for teaching and learning.

ICT for L & M

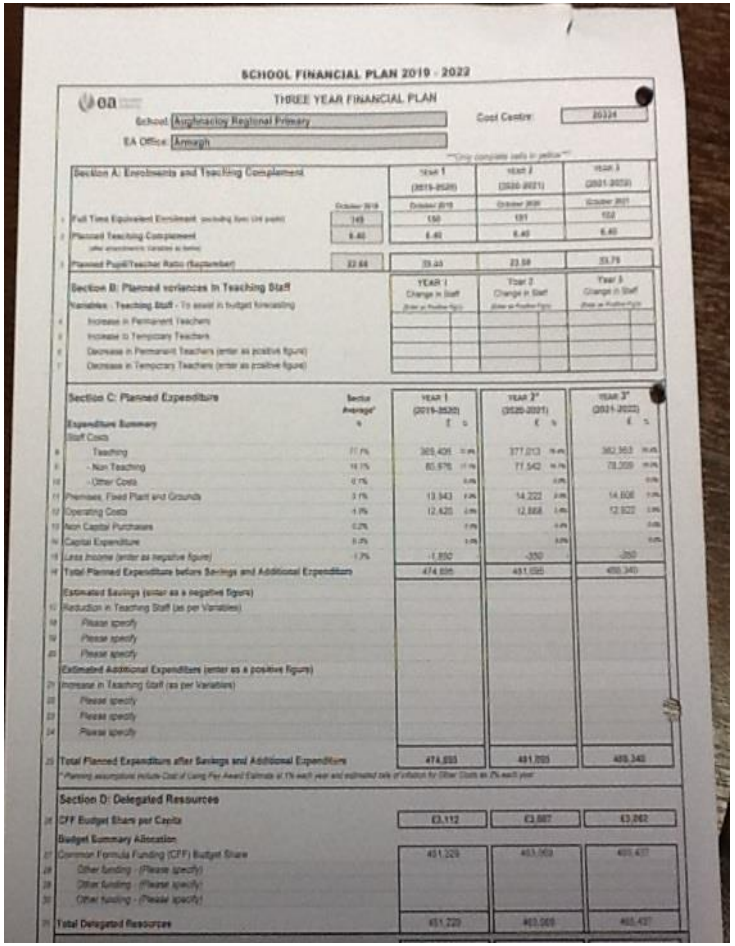
- The ICT co-ordinator is in place and co-ordinates the area effectively collecting samples of pupils' work.
- ICT is given priority on the School Development Plan.
- Use of SIMS, Assessment Manager, CDS –GL Assessment
- Literacy/numeracy planners word processed
- Communication – email, internet, shared documents, website, newsletters, class do-jo, online payment app
- Use of ICT software for parent/Governor presentations

Evaluation

- 100% of parents felt the school newsletters, website, and text messaging service provided clear information regarding what had happened in school and about future events
- PTE, PTM and CAT4 were used in combination to develop individual intervention strategies to support underachieving children.
- Future action:
- Compilation of pupil portfolio in Using ICT
- Review of esafety policy
- Further develop a shared education space on the school website

- Staff development - Use of class do-jo
- Purchase additional up-to-date ipads

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



SCHOOL FINANCIAL PLAN 2019 - 2022

THREE YEAR FINANCIAL PLAN

School: Aughnacloy Regional Primary — Cost Centre: 20324

EA Office: Armagh

Section A: Enrolments and Teaching Complement

	October 2018	Year 1 (2019-2020) October 2019	Year 2 (2020-2021) October 2020	Year 3 (2021-2022) October 2021
Full Time Equivalent Enrolment (excluding Nursery Unit pupils)	149	150	151	152
Planned Teaching Complement	6.40	6.40	6.40	6.40
Planned Pupil/Teacher Ratio (September)	22.64	23.44	23.59	23.75

Section B: Planned variances in Teaching Staff

Variables - Teaching Staff - To assist in budget forecasting

	Year 1 Change in Staff (Enter as Positive figure)	Year 2 Change in Staff (Enter as Positive figure)	Year 3 Change in Staff (Enter as Positive figure)
Increase in Permanent Teachers			
Increase in Temporary Teachers			
Decrease in Permanent Teachers (enter as positive figure)			
Decrease in Temporary Teachers (enter as positive figure)			

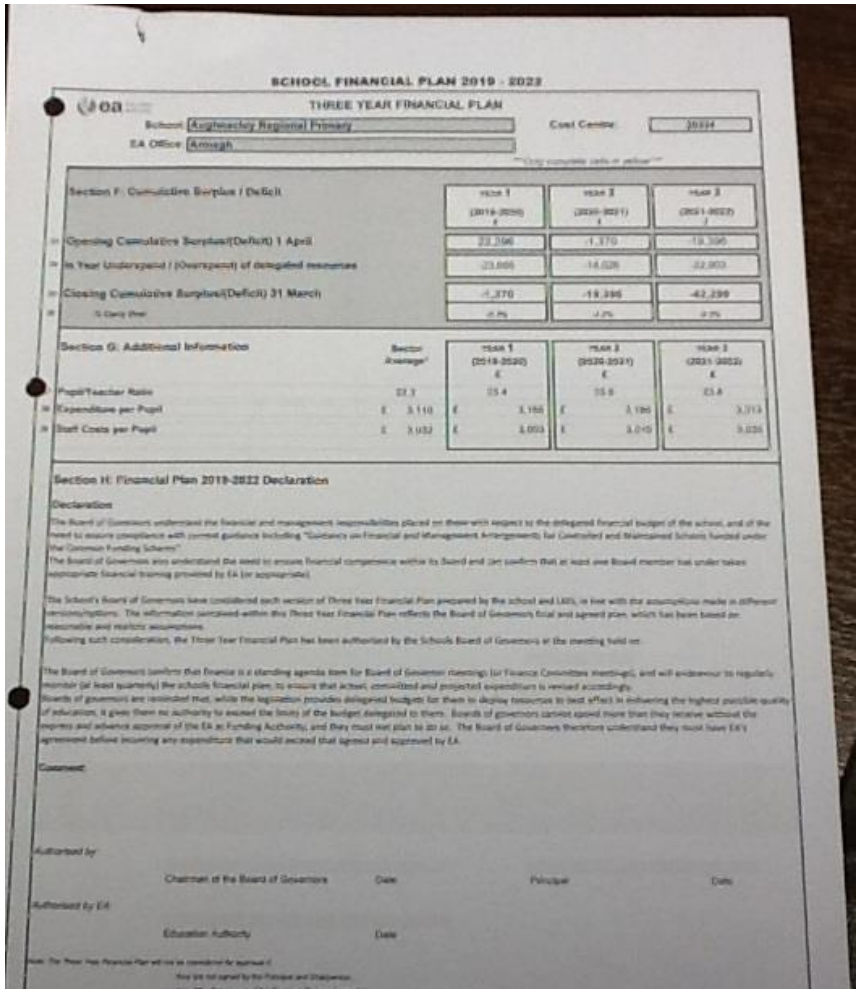
Section C: Planned Expenditure

	Sector Average* %	YEAR 1 (2019-2020) £	%	YEAR 2* (2020-2021) £	%	YEAR 3* (2021-2022) £	%
Expenditure Summary							
Staff Costs							
Teaching	77.1%	365,405	77.1%	377,213	78.4%	382,363	78.4%
- Non Teaching	18.1%	85,976	17.1%	77,542	16.1%	78,559	16.1%
- Other Costs	0.1%		0.0%		0.0%		0.0%
Premises, Fixed Plant and Grounds	3.1%	13,943	2.9%	14,222	2.9%	14,508	2.9%
Operating Costs	1.9%	12,420	2.6%	12,668	2.6%	12,922	2.6%
Non Capital Purchases	0.2%		0.0%		0.0%		0.0%
Capital Expenditure	0.1%		0.0%		0.0%		0.0%
Less Income (enter as negative figure)	-1.7%	-1,850		-350		-350	
Total Planned Expenditure before Savings and Additional Expenditure		474,695		491,595		488,340	
Estimated Savings (enter as a negative figure)							
Reduction in Teaching Staff (as per Variables)							
Please specify							
Please specify							
Please specify							
Estimated Additional Expenditure (enter as a positive figure)							
Increase in Teaching Staff (as per Variables)							
Please specify							
Please specify							
Please specify							
Total Planned Expenditure after Savings and Additional Expenditure		474,695		491,595		488,340	

*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

Section D: Delegated Resources

CFF Budget Share per Capita	£3,112	£3,887	£3,262
Budget Summary Allocation			
Common Formula Funding (CFF) Budget Share	451,220	463,069	485,437
Other funding - (Please specify)			
Other funding - (Please specify)			
Other funding - (Please specify)			
Total Delegated Resources	451,220	463,069	485,437



SCHOOL FINANCIAL PLAN 2019 - 2022

THREE YEAR FINANCIAL PLAN

School: Aughnacloy Regional Primary — Cost Centre: 20324

EA Office: Armagh

Section F: Cumulative Surplus / Deficit

	Year 1 (2019-2020) £	Year 2 (2020-2021) £	Year 3 (2021-2022) £
Opening Cumulative Surplus/(Deficit) 1 April	22,396	-1,370	-19,396
In Year Underspend / (Overspend) of delegated resources	-23,666	-18,026	-22,903
Closing Cumulative Surplus/(Deficit) 31 March	-1,370	-19,396	-42,299
% Carry Over	-0.3%	-4.2%	-8.7%

Section G: Additional Information

	Sector Average*	YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
Pupil/Teacher Ratio	22.3	23.4	23.6	23.8
Expenditure per Pupil	£ 3,110	£ 3,166	£ 3,196	£ 3,213
Staff Costs per Pupil	£ 3,052	£ 3,053	£ 3,010	£ 3,026

Section H: Financial Plan 2019-2022 Declaration

Declaration

The Board of Governors understand the financial and management responsibilities placed on them with respect to the delegated financial budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme".

The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one Board member has undertaken appropriate financial training provided by EA (or appropriate).

The School's Board of Governors have considered each version of Three Year Financial Plan prepared by the school and LMS, in line with the assumptions made in different versions/options. The information contained within this Three Year Financial Plan reflects the Board of Governors final and agreed plan, which has been based on reasonable and realistic assumptions.

Following such consideration, the Three Year Financial Plan has been authorised by the Schools Board of Governors at the meeting held on

The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly.

Boards of governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the limits of the budget delegated to them. Boards of governors cannot spend more than they receive without the express and advance approval of the EA as Funding Authority, and they must not plan to do so. The Board of Governors therefore understand they must have EA's agreement before incurring any expenditure that would exceed that agreed and approved by EA.

Comment

Authorised by

Chairman of the Board of Governors — Date — Principal — Date

Authorised by EA

Education Authority — Date

SDP Requirement 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

The financial future for Augancloy Primary School is challenging. Prudent management may create an opportunity to increase the level of provision for pupils. This opportunity must be contrasted with the impact of reduced access to EA support in respect to SEN assistants. Accordingly, the task facing the school is to balance the challenges and maximise the opportunities so that our pupils are the beneficiaries.

In order to address these challenging circumstances, it is anticipated that:

- increased fund raising will be required
- all cost centres will be tightly managed and flexibility will be reduced
- increased funding applications will have to be made
- staff deployment may need to be altered in order to sustain provision
- staff reductions in certain areas may be required in the worst-case scenario although all other avenues will be explored prior to progressing along that route

All financial resources will be utilised to ensure that the core objectives of the school development plan are delivered. Accordingly, there will be variation from year to year on how the resources are deployed. The core areas for funding during any given year will be those priority areas for development which are highlighted as action plans. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible as we are firmly of the belief that the better the pupil /teacher ratio the more likely that pupils will attain to a high level. Accordingly, any long-term opportunity to increase teaching levels will be taken. We will also

be moving toward the creation of a composite class during the lifetime of this plan and the financial implications will be monitored and reviewed regularly.

Future action:

Extension to assembly hall

Refurbishment of staff toilets

Replacement of exterior boundary fencing

Continued subscription to Accelerated Reader Programme & mathletics

Use of online standardized testing to allow for detailed analysis and pupil tracking

PATHS Programme for schools - Barnardos

ETI recommendations – January 2014 – still not been addressed

1. The staff and children's toilets are in need of refurbishment.

2. The corridor is not a suitable location to teach the children who are receiving peripatetic support.

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

Aughnacloy Primary School Development Plan 3 Year Overview 2016 – 2019

Priorities	2016-2017	2017-2018	2018-2019
Child Centred Provision	Send out C.P. flyer Yearly C.P training Designated Governor to attend CPSS training Review of Pastoral Care Policy Review of Child Protection Policy Provision of Breakfast club and After School homework club – P1-3 Jane & Karen CPD – SEN capacity building – Certificate of Competence in Educational Testing Classroom assistant trained as Roots of Empathy instructor Election of Eco/School council Appointment of RRSA steering group RRSA level 2 Eco flag – 2 Review of Healthy Eating policy Staff to attend Centralised Health Awareness training Global Education Level 2 Junior Enterprise	Yearly C.P training Review of Positive Behaviour Policy Provision of Breakfast club and After School homework club – P1-3 Election of Eco/School council Appointment of RRSA steering group Review of Intimate Care Policy	Yearly C.P training Review of Anti-bullying Policy Provision of Breakfast club and After School homework club – P1-3 Classroom assistants trained in reading partnership Election of Eco/School council Appointment of RRSA steering group Eco Flag 1 Review of Policy for Administration of Medication

	Shared Education Signature Project. Improve the shared education experiences of children in ICT. Literacy & PD & MU strand 2 Engage KS1 & KS2 pupil's views in order to inform shared education ***SEN*** Jane & Karen CPD capacity building – CCET Utilise Dyslexia Screening tool – GL assessment Support from ACE team Review of SEN Policy SENCO training All IEP's to be word processed Identify underachievers for specific one-to-one withdrawal Shared Education CPD training in use of Wellcomm Toolkit for Foundation Stage	***Shared Education Signature Project.*** Improve the shared education experiences of children in ICT. Literacy & PD & MU strand 2 Engage KS1 & KS2 pupil's views in order to inform shared education ***SEN*** Utilise Dyslexia Screening tool – GL assessment Support from RISE team SENCO training All IEP's to be word processed Identify underachievers for specific one-to-one withdrawal	***Shared Education Signature Project.*** Improve the shared education experiences of children in ICT. Literacy & PD & MU strand 2 Engage KS1 & KS2 pupil's views in order to inform shared education ***SEN*** Utilise Dyslexia Screening tool – GL assessment Support from RISE team SENCO training All IEP's to be word processed Identify underachievers for specific one-to-one withdrawal Review of SEN provision
High Quality Teaching and Learning	***LITERACY*** Reading comprehension – Kate O'Hanlon – cluster Accelerate Reader/Bug club/Phonic bug PTE analysis – comprehension/Inference Co-ordinator to visit classes – monitor & evaluate Embed medium term planners P3/4 shared education – class novel – year 1 SESP – Kate O'Hanlon developing KS1 staff capacity in the effective use of novels in the classroom. Monitor underachieving/targeted children – withdrawal for specific needs/PASS issues	***LITERACY*** PTE analysis – Guided reading Monitor underachieving/targeted children P3/4 shared education – class novel – year 2 Review of Literacy Policy	***LITERACY*** PTE analysis - spelling Monitor underachieving/targeted children Shared Education

	NUMERACY PTM analysis – processes & problem solving Medium term planners embedded Clogher valley cluster Monitor underachieving/targeted children	***NUMERACY*** PTM analysis – Processes – strategy per half term Monitor underachieving/targeted children P1/2 shared education – Numicon Review of Numeracy Policy	***NUMERACY*** PTM analysis – number bonds/times tables Medium & long term planners cross-referenced Monitor underachieving/targeted children shared education Use of IZAK9
	ICT – ICT assessment procedures SESP – Amma Centre to support staffs capacity for effective delivery of ICT. SESP – Parent & specialist, Paul McClean to run a joint after school code club Shared education P6/7 – ICT Focus – Raspberry Pi's – year 2 SESP e-safety workshops – pupils & parents Co-ordinator to keep file of evidence – staff – work to be levelled Review of e-safety Policy Staff training on CDS - GL	***ICT*** – 5 E's Shared education P5-7 – ICT Focus – Year 3 Review of ICT Policy	***ICT*** – exploring music and sound esafety - PSNI
Priorities	**2016-2017**	**2017-2018**	**2018-2019**
	ASSESSMENT NINA & NILA – pilot CCEA – cross-phase cluster groups - Communication workshops – pilot – use levels of progression to level work PTE, PTM, CAT4, PASS, CDS	***ASSESSMENT*** PTE, PTM, CAT4, PASS – CDS Introduction of Wellcomm Toolkit Tracking using Accelerated reader	***ASSESSMENT*** PTE, PTM, CAT4, PASS – CDS Wellcomm Toolkit Sandwell Early Numeracy Test- Tracking using Accelerated

	Tracking using Accelerated reader Drumcondra spelling CCET – Jane & Karen	Drumcondra spelling Review of Assessment Policy	reader Drumcondra spelling
Effective Leadership	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating Co-ordinators to attend CV clusters and to observe lessons Support CRA in completion of NVQ level 2 Support CRA in training for Roots of Empathy Instructor Support teacher in completion of EPD2 Development Proposal – resubmission Review of open enrolment criteria ***Minor works – hall extension, exterior fence, staff toilets (turned down by EA)*** Review of Attendance Policy Shared Education CPD training in use of Wellcomm Toolkit SESP co-ordinator to co-ordinate all aspects of shared education project giving support and planning time to all teachers.	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating Review of Staff Attendance Policy School Prospectus Revised & updated Clogher valley cluster	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating Classroom assistants trained in reading partnership Support teacher in completion of Induction Development Proposal – resubmission Review of open enrolment criteria Clogher valley cluster
School Connected to its Local Community	After school homework club/breakfast club PTA involvement increased Parent/grandparent assemblies once per month Continue with large range of after school activities Parent evenings – decomposition/phonics Shared Education year 2 with St Mary's Engage parents in Shared Education	After school homework club/breakfast club PTA involvement continued Parent/grandparent assemblies once per month Continue with large range of after school activities	After school homework club/breakfast club PTA involvement continued Parent/grandparent assemblies once per month Numeracy parent evening Continue with large range of

	Further develop a shared space on the school website Harvest and Christmas events Christmas Shoe Box Appeal Coffee mornings Support of ACE team Roots of Empathy Junior Enterprise Virtual Art Programme Support charities/events 'close' to our own community – Eg Christmas Lights	Shared Education year 3 with St Mary's Roots of Empathy Junior Enterprise Virtual Art Programme Support charities/events 'close' to our own community – Eg Christmas Lights, Brain Injury trust – sponsored cycle	after school activities Shared Education year 4 with St Mary's Roots of Empathy Junior Enterprise Virtual Art Programme Support charities/events 'close' to our own community – Eg Christmas Lights,Air Ambulance– sponsored activities, Pounds for Presents (Christmas), Children in Need

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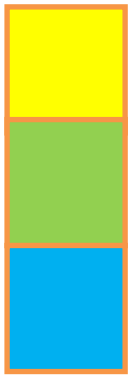

Achieved 2016-17

Achieved 2017-18

Achieved 2018-19

SDP Requirement 5: An assessment of the challenges and opportunities facing the school.

Assessment

Opportunities:

- Hard-working & motivated staff keen to participate in collaborative learning & professional development.
- The increasing availability of new technologies to enhance learning and motivation among pupils, especially iPads
- Developing the School Council to further engage with the pupils and seek their views on how to improve upon their learning experiences.

➢ We continue to develop links with our local school St Mary's primary School through the 'Shared Education Signature Project'.
➢ SLT established to ensure shared accountability

Challenges:

- Development Proposal approved - June 2019 – now need additional accommodation urgently
- Assembly hall no longer fit for purpose due to increase in enrolment numbers
- Allocation of children for referral to educational psychology. Despite our increase in the number of children in school, we only have an allocation of 2 children per year.
- Slow pace of referrals when children are identified early
- Last few years children referred to educational psychology have not qualified for ANY help
- Sustain and improve high academic standards during a period of immense change in the educational environment and at a time of financial constraints
- The uncertainty created by the significant changes proposed in respect to educational administration
- Maintaining high levels of provision without the required resources as evidenced by the shrinking of financial support from both EA and DE
- Lack of political agreement regarding post-primary transfer arrangements
- Implementation of new SEN and assessment arrangements
- General appearance of school is in need of refreshing – painting of identified areas and carpets replaced.
- Managing a reduced budget whist ensuring that a very high standard of educational provision is maintained.

Future action:

❖ Training of DT/DDT/SENCO and updating policies
❖ Resubmit Minor works for assembly hall
❖ Keep pressure on for additional accommodation

SDP Requirement 6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan

The development of all plans, result partly, as an outcome of ongoing formal and informal consultation with staff, governors, pupils and parents. At Aughnacloy Primary School, we believe that consultation should not be an event but an ongoing process which informs the development of our plans and targets. We also recognise that via ongoing consultation the implementation of our plans and targets can be adjusted so as to more effectively meet the needs of our community.

The school has carried out a number of consultations with parents, teachers, staff and children as part of the self-evaluation process to inform the School Development Plan:

- The school council meet regularly and their views are sought with regard to the development of the school grounds and links with the local community.
- Questionnaires were circulated to all members of staff, teaching and non-teaching, parents and pupils in June 2019.

Such consultations will continue during the lifetime of this plan and will inform the evolution of the plan.

Parental questionnaires were sent out to all families in June, 2019 to gather evidence from parents on their thoughts about the quality of provision within Aughnacloy Primary School. 86% of our families responded.

100% of families reported

- ✓ Aughnacloy Primary School helps to promote a healthy lifestyle
- ✓ Staff Respect and value pupils

- ✓ The end of year school report provides me with the information I require about my child's progress and achievement
- ✓ The school newsletters, website and text messaging service provide me with clear information regarding what has happened in school….

99% of families reported

- ✓ My child is happy at Aughnacloy Primary School
- ✓ My child is well cared for by all staff in school
- ✓ My child feels safe and secure at Aughnacloy Primary School
- ✓ The school promotes effective use of computers to support my child's learning
- ✓ The outdoor environment at Aughnacloy Primary School is effective at supporting creativity & learning
- ✓ My child is given a wide and varied range of extra-curricular activities
- ✓ Aughnacloy Primary School has a good reputation and has strong links in the local community
- ✓ The school encourages parents and guardians to play an active part in school life
- ✓ The school is well managed
- ✓ Members of staff are approachable
- ✓ The school takes account of pupil's ideas and opinions

IDENTIFICATION OF AREAS FOR DEVELOPMENT

The 3 Year Overview highlights the whole school priorities over the three years of the plan.

The school's key priorities for the first year of the plan are outlined in the "Action Plans". These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to secure the specified outcomes as well as the arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas.

Future action:

Class council's feedback to School council meetings as a result of pupil 'wishes'

Engage KS1 & KS2 pupil's views in order to inform shared education

Engage parents in Shared Education

Online payment app with notification details

***SDP Requirement 7a: Identification of key areas for development, informed by school's self-evaluation, including the school's key priorities for the period of the plan, based on DE priorities for education*.**

Aughnacloy Primary School Development Plan 3 Year Overview 2019 – 2022

Priorities	2019-2020	2020-2021	2021-2022
Child Centred Provision	Send out C.P. flyer Yearly C.P training Designated Governor to attend CPSS training Review of Pastoral Care Policy Review of Child Protection Policy – child protection team to meet at regular intervals each term to discuss and review on-going cases Provision of Breakfast club and After School homework club – P1-7 Election of Eco/School council – pupil voice Review of Healthy Eating policy Continue with a limited range of after school activities (limited due to class in assembly hall) to encourage pupils to exercise regularly and engage in a healthier lifestyle Shared Education Signature Project.	Yearly C.P training Review of Positive Behaviour Policy Provision of Breakfast club and After School homework club – P1-7 Election of Eco/School council – pupil voice – ideas presented by our school/eco councils will be used to inform our SDP Continue with a variety of after school activities to encourage pupils to exercise regularly and engage in a healthier lifestyle	Yearly C.P training Review of Anti-bullying Policy Provision of Breakfast club and After School homework club – P1-7 Election of Eco/School council- pupil voice- ideas presented by our school/eco councils will be used to inform our SDP Continue with a variety of after school activities to encourage pupils to exercise regularly and engage in a healthier lifestyle Review of Policy for

	Improve the shared education experiences of children in ICT. Literacy & PD & MU strand 2 Engage KS1 & KS2 pupil's views in order to inform shared education <u>SEN</u> Utilise Dyslexia Screening tool – GL assessment Support from RISE NI team Review of SEN Policy SENCO training All IEP's to be word processed Identify underachievers for specific one-to-one withdrawal Use of Target progress plans Continue to seek support from outside agencies	Review of Ultimate Care Policy Further targets will be set when 2019/20 school year has been reviewed	Administration of Medication Further targets will be set when 2020/21 school year has been reviewed
High Quality Teaching and Learning	LITERACY Accelerate Reader PTE analysis – writing/spelling Co-ordinator to visit classes – monitor & evaluate Embed medium term planners P3/4 shared education – Art – Monitor underachieving/targeted children Reading Partnership will be offered to children identified as underachieving. Dissemination of good practice. Literacy co-ordinator to carry out book scoops and provide written feedback to all teachers	LITERACY - PTE analysis – focus for development identified though analysis of data Review of Literacy Policy Partnership will be offered to children identified as underachieving. Dissemination of good practice. Further targets will be set when 2019/20 school year has been	LITERACY PTE analysis– focus for development identified though analysis of data Partnership will be offered to children identified as underachieving. Dissemination of good practice. Further targets will be set when 2020/21 school year has been reviewed

		reviewed	
	NUMERACY PTM analysis –problem solving & times tables Medium term planners embedded & long term planners cross referenced Children engage actively in their learning and are confident when working independently and/or small groups and in applying their knowledge, understanding and skills in unfamiliar contexts Teachers will share best practice regularly and engage in team teaching Numeracy coordinator will carry out book scoops regularly and provide written feedback to teachers Differentiation will be planned for and clearly evident within planning notes Monitor underachieving/targeted children Regular use of Mathletics	NUMERACY PTM analysis-focus for development identified though analysis of data Review of Numeracy Policy Further targets will be set when 2019/20 school year has been reviewed	NUMERACY PTM analysis- focus for development identified though analysis of data Further targets will be set when 2020/21 school year has been reviewed
	ICT ICT assessment procedures – coding – term 1 Co-ordinator to keep file of evidence – staff – work to be levelled Review of e-safety Policy Purchase new ipads Use of class do-jo to communicate with parents and as a positive behaviour tool Teachers will take an active role to maintain their individual class page on the school website	ICT ICT links closely identified on planners Review of ICT Policy Refresh school website Ipads will be used effectively as a means of extending learning experiences Further targets will be set when 2019/20 school year has been reviewed	ICT Further targets will be set when 2020/21 school year has been reviewed

Priorities	2016-2017	2017-2018	2018-2019
	ASSESSMENT PTE, PTM, CAT4, CDS Tracking using Accelerated reader Drumcondra spelling-NRST, NGRT Use of class do-jo profile pages as evidence of practical activities in P1. End of Key Stage assessment levels for Communication, Using Maths & ICT Co-ordinators feedback to governors at end of school year – (Lit/Num/ICT)	PTE, PTM, CAT4 – CDS Tracking using Accelerated reader Drumcondra spelling-NRST, NGRT Use of class do-jo profile pages as evidence of practical activities in P1. End of Key Stage assessment levels for Communication, Using Maths & ICT Review of Assessment Policy	PTE, PTM, CAT4, PASS – CDS Tracking using Accelerated reader Drumcondra spelling-NRST, NGRT Use of class do-jo profile pages as evidence of practical activities in P1. End of Key Stage assessment levels for Communication, Using Maths & ICT
Effective Leadership	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating PRSD focus –planning for opportunities to write using a range of genre and using level descriptors for literacy writing. Support CRA in continued delivery of Roots of Empathy programme Provide opportunity for non-teaching staff to meet with SLT throughout the year Ensure co-ordinators receive non-contact time to fulfil their expected duties Development Proposal – additional accommodation Minor works – hall extension, exterior fence, staff toilets Review of Attendance Policy	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating PRSD focus Provide opportunity for non-teaching staff to meet with SLT throughout the year Ensure co-ordinators receive non-contact time to fulfil their expected duties Review of Staff Attendance Policy School Prospectus Revised &	Continued work of SLT Co-ordinators to visit classrooms – monitoring & evaluating PRSD focus Provide opportunity for non-teaching staff to meet with SLT throughout the year Ensure co-ordinators receive non-contact time to fulfil their expected duties

	SESP co-ordinator to co-ordinate all aspects of shared education project giving support and planning time to all teachers. School budget to be monitored on a monthly basis Develop governor involvement	updated School budget to be monitored on a monthly basis	School budget to be monitored on a monthly basis
School Connected to its Local Community	After school homework club/breakfast club PTA involvement increased – ladies night, carwash, table quiz Parent/grandparent assemblies once per month(not happening this year due to class being taught in assembly hall) Continue with large range of after school activities (limited due to class in assembly hall) Parent evenings – Shared Education year 1, 3 & 7 with St Mary's Engage parents in Shared Education Further develop a shared space on the school website, class do-jo, online payment app Harvest and Christmas events Coffee mornings Support of RISE NI team and other outside agencies Roots of Empathy Health & well-being – visit from Cancer Focus Group Junior Enterprise Residential P6/7 – Kilbroney Cycling Proficiency – P7 Heart Start Virtual Art Programme – show case finale Support charities/events 'close' to our own community – Eg Christmas Lights, presents for the elderly	After school homework club/breakfast club PTA involvement continued Parent/grandparent assemblies once per month Continue with large range of after school activities Parent evenings – Further develop a shared space on the school website, class do-jo, online payment app Harvest and Christmas events Coffee mornings Support of RISE NI team and other outside agencies Roots of Empathy Junior Enterprise Residential P6/7 Cycling Proficiency – P7 Heart Start Support charities/events 'close' to our own community – Eg Christmas Lights, presents for the elderly	After school homework club/breakfast club PTA involvement continued Parent/grandparent assemblies once per month Continue with large range of after school activities Parent evenings – Further develop a shared space on the school website, class do-jo, online payment app Harvest and Christmas events Coffee mornings Support of RISE NI team and other outside agencies Roots of Empathy Junior Enterprise Residential P6/7 Cycling Proficiency – P7 Heart Start Support charities/events 'close' to our own community – Eg Christmas Lights, presents for the elderly

SDP Requirement 7b: planned outcomes, including planned outcomes in learning, teaching & raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT.

Key Stage 1 Predicted Levels of Attainment

In 2019 22 children will be eligible for end of Key Stage 1 Assessment. Four pupils have been referred for SpLD intervention. Five pupil are having withdrawal for extra support once per week.

SUBJECT	PROJECTED ATTAINMENT	NUMBER OF PUPILS	PERCENTAGE
Communication	Level 3	0	0
	Level 2	20	91%
	Level 1	2	9%
Using Maths	Level 3	0	0
	Level 2	20	91%
	Level 1	2	9%
Using ICT	Level 3	0	0
	Level 2	22	100%
	Level 1	0	0

Key Stage 2 Predicted Levels of Attainment

In 2019 22 children will be eligible for end of Key Stage 2 Assessment. Five pupils are having withdrawal for under achievement. One child has a statement of Education needs and is at stage 5 of the COP. Two children are at stage 3 COP

SUBJECT	PROJECTED ATTAINMENT	NUMBER OF PUPILS	PERCENTAGE
Communication	Level 5	0	0
	Level 4	13	57%
	Level 3	10	44%
Using Maths	Level 5	0	0
	Level 4	17	74%
	Level 3	6	6%
Using ICT	Level 5	0	0
	Level 4	100	100%
	Level 3	0	0

Target Setting Numeracy 2019-20

- Analysis of data and staff discussion identified problem solving & times tables as areas for whole school improvement.
- 10% of children in school are underachieving in numeracy. An intervention startegy has been set in place withdrawing these under achievers for 1-1 sessions, 20 minutes per week, for 12 weeks in an effort to reduce their score of -10 or more compared to their CAT4 score. (Miss Kyle)

- Problem solving and times tables to be a focus this year. 2 weekly prolem solving tasks to be completed in each classroom.

Target Setting Literacy 2019-20

- Analysis of data and staff discussion has identified writing as an area for whole school improvement.
- 11% of children in school are underachieving in literacy. An intervention startegy has been set in place withdrawing these under achievers for 1-1 sessions, 20 minutes per week, for 12 weeks in an effort to reduce their score of -10 or more compared to their CAT4 score. (Reading Partnership)

SCHOOL: **Aughnacloy Primary School**

DATE: September 2019

ACTION PLAN: Numeracy

Areas for development identified through self-evaluation:

Feedback form teachers indicate the need for a more focused approach to problem solving strategies & mathematical reasoning

PTM analysis indicates a need to develop problem solving and mathematical reasoning

BASELINE: Where are we now? (with reference to areas for development noted above)

- 90% of children in P3-7 are working at or above their ability level in numeracy (June 2019)
- 10% of children in P3-7 are underachieving in their numeracy (June 2019)
- 100% of children achieved level 2 or above at end of Key Stage 1(June 2019)
- 85% of children achieved level 4 or above at end of Key Stage 2 (June 2019)
- 31% children are at stanine 7- 9 (June 2019)
- 15% of children are at stanines 1-3 (June 2019)

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Staff/lead responsibility/ External Support	Timescale
TARGET 1: To develop children's ability to apply their mathematical knowledge in problem solving activities	1a: All teachers plan for a range of appropriately challenging problem solving activities which provide regular opportunities for children to apply their mathematical learning in a variety of everyday life and relevant contexts 1b: Children are active participants in learning activities, discussing and explaining their ideas using accurate mathematical language 1c: Children show increased ability to work independently selecting the mathematical knowledge required. Children are active participants in learning activities, discussing and explaining their ideas using accurate mathematical language	1.1 Staff meeting/discussions to ensure teachers have the knowledge and understanding to effectively implement activities designed to develop problem solving activities Medium term planners monitored and evaluated by numeracy co-ordinator	Staff meeting	Numeracy co-ordinator All teaching staff	29/8/19 26/3/20
		1.2 Identification of skills and associated problem solving activities within mathematics planning, to include open-ended questions, problem-solving and investigative activities set within mathematics, across the curriculum and in real-life contexts. Use of mathletics program Book scoops by numeracy co-ordinator – monitor and evaluate children's work	Directed time/planning	All teaching staff	September 2019 14/11/19
		1.3 Implementation of planning, ensuring regular opportunities for children to develop their ability work effectively in groups and to discuss their approaches using accurate mathematical language, with quick recall of 'times tables' and 'number bonds' Classroom observation	Teaching time	All teaching staff Numeracy co-ordinator	September 2019 6/2/20

		1.4 Identify opportunities to apply mathematical knowledge and skills in other areas of the curriculum and record in planning. Teachers share examples of effective teaching and learning activities	Staff meeting Sharing of work from book scoops	Numeracy co-ordinator All teaching staff	18/11/19

Target 1:	STRATEGIES TO MONITOR & EVALUATE
Success Criterion 1a: All teachers plan for a range of appropriately challenging problem solving activities which provide regular opportunities for children to apply their mathematical learning in a variety of everyday life and relevant contexts	Evaluation of planners – 26/3/20 SLT - 27/3/20 Dissemination to staff – 30/3/20
Success Criterion 1b: Children are active participants in learning activities, discussing and explaining their ideas using accurate mathematical language	Book scoops – 14/11/19 SLT – 15/11/19 Dissemination to staff- showcase of work/progression of work P1-7 – 18/11/19
Success Criterion 1c: Children show increased ability to work independently selecting the mathematical knowledge required.	Classroom Observations – problem solving - 6/2/20 SLT – 7/2/20 Feedback to staff – 10/2/20

Action Plan – Miss Kyle 2020 | Area for Improvement – ICT | Date – 2019-

Baseline Position: All teachers are using ICT to support learning and teaching across the curriculum. This is recorded in a specified ICT box in Numeracy, Literacy and WAU planners. Evidence of children's work is increasingly stored in a variety of ways including electronically and in classroom folders, as well as individual evaluations of ICT work by children. Samples of each level in a Desirable Criteria will be kept by the Co-ordinator. C2KNewsdesk is also being increasingly used and chunky KitKat Friday was a great success last year, wherein our Digital Leaders chose the best news reports and rewarded them with a Chunky Kit Kat. C2K Newsdesk will continue to be used for homeworks and news reports etc. These were then displayed on a display board. Hard copies of ICT samples are kept in folders in a filing cabinet for the next teacher. Each child in the new school year has their own individual username and password. Each class will compile their own set of e-safety rules to be followed. We have signed up to Class Dojo as a whole school after it being trialed in P2 last year. See planning for this below. iPads are being used but unfortunately due to their age the latest software to enable the latest apps to be downloaded cannot be downloaded. We are currently fundraising for a new iPad for each classroom. The school website continues to be updated often by most staff members. The school secretary does an excellent job of updating the calendar and newsletters for parent information. As a whole school, we concentrate on one desirable criteria per term. Staff are also allocated CCEA tasks to complete each term. An online folder on staff has been made where tasks at each level are in folders for staff to choose from. We continue this year to cover the 5 E's and posters for the 5E's should be displayed clearly for children in each classroom. Evaluation and exchange will continue to be a focus. It is envisaged that children will **'communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.'**

Targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ external support	Timescale
1. **To develop teachers understanding of statutory requirement for ICT by continuing to carry out internal standardisation for using ICT**	• All staff will have knowledge of what must be taught in relation to ICT. • Use The Levels of Progression for Using ICT are set out in can-do statements. They set the standards of what is expected for pupil competence in Using ICT. They can help teachers make judgements about the levels pupils are	1.1 ICT coordinator leads whole staff meeting to discuss action plan and way forward. Computational Thinking and Coding (Interactive Design*) will be our focus in the first term. Teachers should also be encouraged to use the CCEA ICT tasks in relation to their WAU topics. Repeat for Digital storytelling: **Film and Animation**	• Staff Meeting • Photocopying costs • Time allocated for levelling work (ICT time given every Monday afternoon)	ICT coordinator All teachers Senior Leadership team	September – June 29/08/19 - ICT planning- staff meeting deciding on year ahead targets Term 1 – Computational Thinking and Coding (Interactive Design*) Staff meeting 23/09/19 Term 2 – Digital Storytelling: Film and

	working at and are a guide to progression in this skill. • Use The Expansion of the Levels of Progression in Using ICT to help teachers better understand the Levels of Progression statements. The guidance includes examples that show how each broad progression statement might look in practice. • Staff will be able to upload ICT examples into a class folder on the staff drive. These samples will then be leveled into appropriate level folders 1-5. • Hard copies with children's evaluations will also be submitted, with evaluations and information provided (on a template) of the background to the task etc. • Each teacher will receive a template of an evaluation sheet that they can work on with their class,	(term 2), **online communication** (throughout the year) and for this year teachers can choose their own desirable criteria they feel most confident in for our final term. 1.2 ICT coordinator will disseminate CCEA tasks at different levels within chosen desirable criteria throughout year to staff to ensure levels of progression. 1.3 Staff will upload samples of children's work together to the appropriate folders to show progression and levels of achievement. Repeat for terms 2 and 3. 1.4 Children from P2 up have pen drives. This will be a means to transferring work onto teachers folders and should be done by the children, where possible. 1.5 Staff meetings to view samples of work and decide on levels. The online CCEA exemplification Library will be used to view	• Observations – term 2 • Feedback for observations – staff meeting • Day to compile levels etc. for CCEA	All teaching staff Coordinator Sub cover	Animation Term 3 – Teachers choice Terms 1 – 3 will also have a focus on online communication Term 2 – Monitoring 26/02/20 classroom observations for ICT

	ranging from P1 – perhaps completing it as whole class to P7 completing independent evaluations on any task completed. • There will be an online folder with evidence from each year group and samples of leveled work (agreed by the staff) at allotted staff meetings. • Completed folder with task samples, evaluations, write up (background to task) and levels	samples of work and support leveling. www.nicurriculum.org.uk 1.6 Leveled work will be kept as evidence in a folder. Further guidance will be given to teachers once training has been completed.			
2. Google Classroom will be used for "exchange" learning.	• Pupils will be confident in communicating online using a range of digital resources, e.g. participating in a videoconference on Google Classroom.	2.1 Staff to familiarize themselves with Google Classroom tools. 2.2 Children will have experience of exchange in various contexts ranging from posting comments on Newsdesk to posting on the school website, to using Google Classroom. 2.3 Revisal of acceptable use of internet policy and agreement to be sent out in conjunction with social	• Staff meeting - share action plan and time to explore Google Classroom • Time allocated Monday afternoons to revise agreements, add to and compile to send out to parents. E-safety	All teaching staff Coordinator / whole school	Staff meeting – 14/10/19

		Media awareness letter. Children and parents will sign – E-safety focus week	focus week		
3. Focus on the 5 E's	**Explore** Explore includes two statements. The first statement is about looking for, finding, choosing and using information. Pupils move from having resources provided for them to being more independent and discerning users of ICT. The second statement is about pupils using digital tools to investigate, enquire and solve problems. **Express** Express is about pupils being creative, developing and presenting their ideas using text, sound, music and still or moving images. It ranges from simple text, sound or pictures to developing a	3.1 Teachers need to cover both E's to meet the statutory requirements. 3.2 Children will have experience of sending and receiving emails, videoconferencing, contributing to online discussions or collaborating with digital tools. 3.3 Introduction of whole school Class Dojo, an online communication, exchange and collaboration tool. 3.4 Time given to pupils to exchange and exhibit.	• Staff meeting – Discussing ways of doing this. Emphasis on two parts of explore. • New iPads to be purchased for each classroom. 1 new iPad for each class. Computers updated to Windows 10. • All staff members will set up a Class Dojo account for their class. Each child will have a profile where the class teacher / the child can use a QR Code to log in and upload pieces of work to their profile, this	All teaching staff, each staff member will be responsible for the set up and care of their iPad. Fundraising PTA events Coordinator / whole school Parents	Date to be confirmed upon purchase of iPads September 2019

	multimedia digital product. **Exchange** Exchange relates to communicating with others online to share and develop ideas. It can include sending and receiving emails, videoconferencing, contributing to online discussions or collaborating with digital tools. **Evaluate** Evaluate is about pupils reflecting on both their process and outcome, thinking about how they carried out an activity and how they might improve on what they did. **Exhibit** Exhibit is about managing and showcasing work digitally. It ranges from pupils printing and saving their work to organising and maintaining digital files and folders.		profile is linked to a parental account at home. Each child will have a profile through from P1-P7. • Parents will sign up to Class Dojo and can comment on their child's work etc. • ICT Buddies – each child has an ICT buddy that they can exchange with and showcase their work to, from another class.		

Strategies to monitor and evaluate – linked to each target

1.1 ICT coordinator leads whole staff meeting to discuss action plan and way forward – Staff will be aware of change in desirable criteria and plan for year ahead
1.2 ICT coordinator will disseminate CCEA tasks at different levels within chosen desirable criteria throughout year to staff to ensure levels of progression – Check teacher's tasks against the Levels of Progression and 5 E's, children will have a wide range of experience with technology, classroom observations.
1.3 Staff will upload samples of children's work together to the appropriate folders to show progression and levels of achievement. Repeat for terms 2 and 3 – Collection of evidence available for levelling on ICT folder.
1.4 Children from P2 up have pen drives. This will be a means to transferring work onto teacher's folders and should be done by the children, where possible, or increasingly shared on Google classroom – Monitor work uploaded to folders and Google Classroom
1.5 Staff meetings to view samples of work and decide on levels. The online CCEA exemplification Library will be used to view samples of work and support leveling. www.nicurriculum.org.uk - Progression of work should be apparent from P1-P7 for each desirable criteria, this should be easily accessed.
1.6 Leveled work will be kept as evidence in a folder – Folder for year 2019 will have evidence from P1-P7 accompanied by children's evaluations and descriptions of activities either written by the child or the teacher, use templates from last year.

2.1 Staff to familiarize themselves with Google Classroom tools – Staff to share their experience, evidence of homeworks etc. set for children to access at home.
2.2 Children will have experience of exchange in various contexts ranging from posting comments on Newsdesk to posting on the school website, to using Google Classroom – Children will evaluate their use of these digital tools – questionnaires
2.3 Revisal of acceptable use of internet policy and agreement to be sent out in conjunction with social Media awareness letter. Children and parents will sign – E-safety focus week – Updated E-Safety policy and E-safety week in school

3.1 Teachers need to cover both E's to meet the statutory requirements – Evidence of both E's being covered in tasks and through classroom observations.
3.2 Children will have experience of sending and receiving emails, videoconferencing, contributing to online discussions or collaborating with digital tools – Evidence on Class Dojo and Google Classroom, Classroom observations
3.3 Introduction of whole school Class Dojo, an online communication, exchange and collaboration tool - Children will have work displayed on their DoJo profiles
3.4 Time given to pupils to exchange and exhibit - Digital Leaders will meet to discuss ways of doing this and will monitor ICT Buddies.

Conclusion – overall evaluation with relevant evidence

SCHOOL: **Aughnacloy Primary School**

DATE: September 2019

ACTION PLAN

The areas for development identified through self-evaluation:

Feedback from teachers indicates that there is a need for a more focused approach to the teaching of writing, (including extended/re-drafting) and providing children with greater opportunities to write across the curriculum.

BASELINE: Where are we now? (with reference to areas for development noted above)

- 89% of children in P3-7 are working at or above their ability level in Literacy. (June 2019)
- 11% of children in P3-7 are underachieving in their Literacy. (June 2019)
- 100% of children achieved level 2 or above at end of Key Stage 1 in Literacy. (June 2019)
- 85% of children achieved level 4 or above at the end of Key stage 2 in Literacy. (June 2019)
- % of children are at stanine 7-9 in Literacy. (June 2019)
- % of children are at stanines 1-3 in Literacy. (June 2019)
- PTE – P3 Lowest areas – Phonic knowledge and skills (-4%)

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Staff/lead responsibility/ External Support	Timescale
TARGET 1: To develop children's ability to apply their Literacy skills, including phonics, spellings and grammar in writing activities.	1a: All teachers plan for a range of appropriately challenging writing activities and experiences, which provide regular opportunities for children to apply their Literacy skills and what they have learnt for a range of different purposes and audiences, taking into consideration a variety of genre types.	1.1 Staff meeting/discussions to ensure teachers have the knowledge and understanding to effectively implement activities designed to promote writing and to develop extended writing experiences in Literacy and across the wider school curriculum. Medium term planners monitored and evaluated by Literacy co-ordinator.	Staff meetings. Language Framework and associated resources from Clounagh.org, including Overview of range of texts, fiction and non-fiction, writing pyramids etc. CEA level descriptors.	Literacy co-ordinator All teaching staff.	28th August, 2019 Ongoing/ termly throughout the year. 25th March, 2020
	1b: Children are active participants in learning activities, discussing and explaining their ideas, planning and using accurate terms and language to explain their writing experiences.	1.2 Identification of language and literacy, writing skills and associated activities which promote written work. Planning for opportunities to write in real life situations and scenarios relating to fiction and non-fiction texts, WAU topics studied, as well as poetry and drama experiences. Use of News Desk for opportunities to read and write in a variety of contexts and for a wider audience. Book scoops by Literacy co-ordinator – monitor and evaluate children's books.	Directed time/ planning Use of Language Framework and Literacy resources on Clounagh.org C2K News Desk.	All teaching staff. Literacy co-ordinator	September 2019. 13th November, 2019
	1c: Children show increased confidence and ability to work independently to plan and write, using an increased awareness of audience, style, tone, use of a variety of language, sentence openers, paragraphs etc. and correct use of punctuation and verb tenses.	1.3 Implementation of planning, ensuring regular and purposeful opportunities for children to develop their ability to plan and write in a variety of styles and for a wide range of audiences. Classroom observations.	Teaching time. Substitute teacher employed to cover Literacy co-ordinator's class.	All teaching staff. Literacy co-ordinator.	September, 2019. 27th January, 2020.
		1.4 Identify opportunities to apply language and literacy knowledge and skills in other areas of the	Staff meeting – sharing samples of	Literacy co-ordinator.	18th November, 2019.

		curriculum and record in planning. Teachers given opportunities to share examples of effective teaching and learning experiences and activities that they have carried out within the classroom. Apply CEA assessment levels/ criteria to work produced.	work from book scoops.	All teaching staff.	

SDP Requirement 7d: the financial and other resources available to be used in support of these actions to achieve the planned outcomes

- ✓ SDD's used to train staff in Paths Programme
- ✓ SDD's used to embed planning format from last year and ensure short term planning is consistent and shows progression.
- ✓ LMS budget to purchase on-going subscription for Accelerated Reader, mathletics and CDS.
- ✓ Sub cover days to allow co-ordinators to monitor & evaluate – book scoops, planners & lesson observations
- ✓ Sub cover days for Inset training to support SENCO, DT & DDT
- ✓ PTA fund raising to purchase additional resources to support pupils learning within school

SDP Requirement 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.

Throughout the academic year the Board of Governors of Aughnacloy Primary School has many opportunities to discuss the School Development Plan. The Principal outlines the content of the School Development Plan, highlighting achievements and future priorities at the start of each academic year.

Progress made against the SDP is discussed and recorded in Governor Minutes.

The Senior Leadership Team, comprising of the Principal/Numeracy Co-ordinator, SENCO/Literacy Co-ordinator & ICT Co-ordinator meet regularly to review priorities set out in the SDP and ensure collective accountability.

Subject co-ordinators review their subject annually and set out targets for the next year. They write Action Plans for the areas of responsibility and feedback annually to the governors.