



**ST BRIGID'S PRIMARY, NURSERY SCHOOL
AND SPECIAL UNITS**



**School Development Plan
2019-2022**

"Be the best that you can be"

Mission statement

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INTRODUCTION

St Brigid's Primary, Nursery School and Special Units has been involved in the school development planning process since September 1998. This is the seventh cycle of the three-year school development planning process engaged in by St Brigid's governors, staff, parents and pupils. The present school development priorities which are incorporated in this School Development Plan take account of:

- i) Department of Education requirements for School Development Planning which have been statutory since September 2005.
- ii) Effective Practice and Self-evaluation Questions for Primary, ETI January 2017
- iii) Every School a Good School – School Development Planning 2010.
- iv) The Education School Development Plans Regulations and Guidelines 2010/22 (Regulation 4).
- v) The statutory requirements of the Northern Ireland Curriculum and the SEND Order 2016.
- vi) Child Protection and Safeguarding Circular 2017/04, Safeguarding and Child Protection – A Guide for Schools.
- vii) Addressing Bullying in Schools Act (Northern Ireland) 2016.
- viii) Self-Assessment Audit Tool for Schools Circular 2018/07 to promote and maintain the emotional health and wellbeing of children and young people.
- ix) The DENI Inspection Reports of, May 2011 and 2014.
- x) The Chief Inspector's Report 2018.
- xi) CCMS Guidance.
- xii) EA – Education Authority Guidance.
- xiii) The Northern Ireland Commissioner for Children and Young People Guidance.
- xiv) The context and environment of the school.

The final draft of our School Development Plan is outlined in detail within this document. All stakeholders, staff and Governors have been involved in the process as appropriate and it has been agreed and approved by the Board of Governors.



ST BRIGID'S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS

MISSION STATEMENT

***Be the best
that you can be.***

Reviewed June 2019



ST BRIGID'S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS

VISION

***At St Brigid's Catholic Primary, Nursery School and Special Units
every child is nurtured and enjoys a high quality education.***

We encourage our pupils to become the best that they can be.

Reviewed June 2019



ST BRIGID'S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS

CORE VALUES

***Inclusive, child-centred education.
Embracing change to achieve excellence.
Promote strong links with parents and the wider community.***

Reviewed June 2019

AIMS FOR OUR PUPILS

We develop Catholic Education and ethos rooted in gospel values in partnership with parish clergy, parents/carers, pupils, community and CCMS.

The governors, principal, staff, parents/carers and pupils of St Brigid's are committed to the following aims:

To:

- Nurture and enrich pupils' lives through spiritual growth, Sacramental preparation, emotional health and well-being.
- Achieve the highest standards to reach their full potential in all areas of the Northern Ireland Curriculum.
- Experiencing a range of effective learning, teaching and assessment strategies to support learning and achievement.
- Promote Safe Guarding and Child Protection through the Preventative Curriculum and Department of Education Guidance while fostering positive mental health and well-being.
- Developing childrens' language and literacy skills to close the learning gap.
- Foster high self-esteem respecting themselves, others and the environment.
- Develop each pupil holistically in mind, body and spirit.
- Ensure children experience enjoyment in their school lives in a supportive, stimulating, healthy and safe environment.
- Develop thinking skills and personal capabilities, investigative skills and foster independent learning in all areas of the curriculum.
- Ensure a wide variety of experiences and opportunities exist both inside and outside the classroom for pupils.
- Provide all pupils with additional/special educational needs with supportive, structured and appropriate learning opportunities.
- Give pupils experience and confidence in the use and application of new technologies to enhance their learning and online safety.
- Encourage listening, mutual understanding, trust, reconciliation and respect for all cultures and people.
- Ensure inclusion and equality of opportunity for all.
- Prepare pupils to lead fulfilling and purposeful lives as well as contributing to the wider community and society

(Reviewed June 2019)

SCHOOL ETHOS

St Brigid's Primary School is a Catholic Maintained School where everyone is a valued member of the school community. The Catholic Ethos permeates school life at St Brigid's including preparation for the Sacraments of Reconciliation, First Communion and Confirmation.

We aim to deliver a child centred education and a love for learning where all pupils develop their full potential in a safe, caring, supportive, stimulating and nurturing environment.

The core values of equality and inclusion are at the heart of the school life at St Brigid's. We are a Nurturing school with a strong focus on emotional well-being and mental health. The Nurture principles are embedded in school life. Our nurturing philosophy, principles and practices underpin all that we do within the school community. We encourage pupils to take responsibility for their learning and develop resilience skills as they strive to be the best that they can be. This is achieved through a committed team approach including strong home, school, parish and community partnerships.

Evaluation of our School Ethos:

There is good evidence that our Catholic ethos pervades all areas of school life;

- Supporting the parish through participation of pupils in sacramental and seasonal liturgical events.
- High standards achieved by the children as evidenced in a variety of ways including work books, displays, observations and evaluations, half term tests, PTE, PTM, STAR, dyslexia/dyscalculia, summative CEA tasks and end of key stage outcomes.
- Continued improvements made by those pupils identified as underachieving.
- The Nurture Programme and philosophy which pervades the school community.

- The Resilience Education Programme to support wellbeing as evidenced through high levels of pupil engagement and positive feedback from parents/carers.
- An extensive extra-curricular programme to provide enjoyment for pupils and the opportunity to develop social, physical and life skills.
- Feedback from outside agencies including EA Departments, Social Services and EWO.
- Formal and informal feedback from pupils, parents/carers and staff regarding their experiences at St Brigid's Primary Nursery School.
- Feedback from parents/carers through the survey sent home to all parents in April/ May 2019. A large majority of the parents/carers expressed a high level of satisfaction with the educational and pastoral provision provided by our school.
- The responses to the staff survey were overwhelmingly positive regarding leadership and management and engagement of staff in school life. There were a few concerns regarding communication.
- The school's participation in IIP Gold standard has promoted the highest quality of staff development to provide a well-balanced and quality education for our pupils.
- We value engaging in good relationships with other educational organisations including preschool, second and third level education.
- We promote full attendance to ensure each child reaches their full potential.
- The involvement and engagement of a supportive Governing body who help to provide the strategic vision ensure links with the wider community.

Stake holder's surveys have been concluded and suggestions from staff, pupils and parents/carers have influenced the identification of development priorities integrated within this plan for 2019-2022.

SCHOOL CONTEXT

St Brigid's Primary and Nursery School is situated in the Carnhill Estate which is part of the Outer North Electoral Ward. This Ward like others within the city has high levels of unemployment, thus impacting on opportunities for the community which the school serves.

The school has been opened since September 1974. We continuously strive to develop close links with parents, grandparents and the wider community.

The school is managed by a dedicated Board of Governors.

In addition to the two form entry from Year 1 to Year 7, the school has a full-time Nursery Class, Nurture Centre and hosts two Special Units for Foundation, KS1 and KS2 pupils with Autism and additional learning needs.

Our school works in close partnership with St Brigid's Church. The children are engaged through reading, singing, altar serving and performing liturgical dramas for the local church.

The school works in close partnership with the Extended Schools' Cluster which includes all schools (primary and post primary) from within the Greater Shantallow Partnership Area. The focus of this work is to enhance and extend community links with an emphasis on healthy lifestyles and involvement with community groups.

The school offers a broad and balanced curriculum as well as a range of pre and post school extra-curricular activities funded by the Extended School's Programme. We promote our school through community involvement, engagement with GAA, IFA and other sports groups, the School Website, the School Prospectus and our Facebook Page.

Previously the school engaged in the requirements of the Investors In People Programme for four consecutive cycles (2005 and 2008 Standard, 2012 Silver Award, culminating in the Gold Award of 2015). This was a highly motivating staff development process for the entire team. As an outcome we have embedded the plan, do and review model in the schools' self-evaluation process. In addition, we have added a further stage to act. This means to act to continue good practice or to act to change if something needs improvement.

Further information regarding our Ethos and all aspects of school life can be accessed from the School Website. www.stbrigidsp.com.

CHALLENGES FOR THE SCHOOL

- The social and economic challenges faced by the local community.
- Raising and maintaining standards in Communication, Using Mathematics and UICT across the whole school.
- The impact of demographic trends in the local area on pupil intake.
- Improve GL Assessment Outcomes in line with NI National Average.
- The challenge of promoting good attendance is a prerequisite to learning.
- End of Key Stage Assessment outcomes and implementing the new assessment arrangements when agreed.
- Continuing to provide specialised staff development in aspects of the curriculum where EA support is not available.
- To continue to offer a high quality education in a climate of reduced budgets.
- Working with external agencies, accessing formal assessments for special needs children and providing one-to-one specialist support with limited EA input. This takes place in the absence of a functioning Executive.
- Reduction in and uncertainty of the continuation of Extended School's Funding to support extra-curricular activities and community initiatives.
- Engaging parents/carers proactively in school life.
- Maintaining the building and site, in the absence of funding for landlord responsibilities.
- The demands of managing and responding to technological change, (Social media and online safety).
- Providing speech therapy support to increase the language experiences of early years children to close the learning gap with their peers.
- The challenge of promoting mental well-being of all pupils and staff.
- The impact of the current union action on monitoring and evaluation practices within and across the school.

OPPORTUNITIES FOR THE SCHOOL

We see our challenges as providing us with the following opportunities:

- The effective use of assessment and online GL data to track pupils' progress to inform planning, teaching, learning, assessment and target setting.
- Continue to baseline Nursery and Year One intake using GL and Wellcomm. Provide necessary interventions to ensure pupils reach their potential.
- Continue to deliver all areas of the Northern Ireland Curriculum with a focus on Creative and Expressive.
- Continue to use motivational strategies to raise standards within Literacy and Numeracy including Accelerated Reading and Mathletics.
- Build on existing partnerships with parents/carers to support the school ethos and raise standards across all aspects of school life, including attendance, punctuality, homework. Reactivate the Parents' and Friends' Association to support events.
- To continue to develop the Leadership and Management roles of staff.
- Continue the PRSD process for teaching staff and a review programme for support staff to provide opportunities for professional development and commitment to the team.
- Continue to familiarise and up-skill teachers and pupils with the new technologies associated with the UICT Curriculum.
- Continue to Embed the Nurturing Principles across the school in partnership with parents/carers.
- Provide opportunities for pupils to engage with local businesses and services to enhance their learning experiences and improve life skills and future opportunities.
- Continue to develop the Autistic and Learning Support Classes to meet the needs of these pupils and to provide support for their families through parenting and sibling programmes.
- Continue to develop further transition links with other primary/post primary schools and higher education.
- On-going development of school grounds through the renewal of the Green Flag ECO Programme (Green Flag) award.
- Continue to explore involvement in Shared Education Programme through post primary and community links.
- Opportunity to upskill teachers across both the curriculum and pastoral care in line with SDP Priorities.

CONSULTATION ARRANGEMENTS

Our School Development Plan for 2019-2022 has been the result of wide-ranging consultations, including:

- Discussions with our classes and the school council. This has supported our observations that pupils are well-settled and happy in school. The children have made useful suggestions over the past years regarding ways in which our school could be even better. A number of new ideas will be implemented during the cycle of this plan also.
- Open door policy, however, we request that parents/carers make appointments to speak to their child's class teacher outside of the school teaching day regarding important issues.
- All pupils were asked to respond to a questionnaire on their experiences in school.
- Parents/carers were asked to respond to a questionnaire on the work of the school.
- All staff were invited to respond to a questionnaire on the work of the school and their roles within it.
- Staff and governors analysed a range of performance data, feedback from stakeholders, formal and informal observations in identifying areas for development.

Stake holder's surveys have been concluded and suggestions from staff, pupils and parents/carers have influenced the identification of development priorities integrated within this plan for 2019-2022. A summary of these are outlined below.

- Feedback from parents/carers through the survey sent home to all parents in April/ May 2019. A large majority of the parents/carers expressed a high level of satisfaction with the educational and pastoral provision provided by our school.
- A small number of parents/carers drew attention to the following issues:
 - Homework levels day to day
 - Information on the life of the school
- Additional comments provided the opportunity to give feedback.
- Discussions with class councils and school council took place to ensure their views and suggestions for improvement and development are included. The suggestions were focused on practical improvements to changing rooms, water fountains and lunch time games and resources.
- The responses to the staff survey were overwhelmingly positive regarding leadership and management and engagement of staff in school life. There were a few concerns regarding communication.
- The Board of Governors monitor and review progress against SDP each term.

EVALUATION OF THE LEARNING, TEACHING AND ASSESSMENT CYCLE

The available evidence, both quantitative and qualitative, provides a baseline for continuous development of our children and ensures that they are provided with quality learning and teaching experiences leading to a consistently high level of pupil achievement. In addition, the Board of Governors and staff have identified priorities for further development. These are set out in the three-year Strategic Plan and Action Plans. The following is a summary of our evaluation of the evidence.

- The quality of teaching and learning is very good as identified in ETI inspection 2011.
- The PTE and PTM data shows that our children are achieving improved standards in both literacy and numeracy. 65% of classes reached the national average or above and 75% of pupils' achievements were in line with or above the discrepancy band.
- Internal school targets set for the children's achievements in the end of key stage assessments are consistently met and are moderated using CEA tasks.
- ICT was externally moderated by CEA from 2008 to 2018 and levels within our school were validated by CEA consistently.
- A range of evaluations highlighted strengths in the quality of teaching and learning.
- Progress in International Reading Literacy Study outcomes December 2017 - The school took part in this survey and Northern Ireland were placed fourth overall in the world.
- PRSD, pupils' outcomes, coordinator and SLT monitoring, observations and evaluations all support the high expectations and their delivery in the classroom.
- Staff commitment to raising standards for all pupils is evident in our policies, schemes, action plans, assessments and lessons.
- We continuously review and engage in implementing new approaches to bring about improvement.

LEARNING TEACHING AND ASSESSMENT

LEARNING AND TEACHING:

As set out more fully in our Learning, Teaching and Assessment Policy, we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. In order to achieve this, we will endeavour to:

- ensure all learning styles (V.A.R.K.) are planned for and evident in learning and teaching approaches.
- ensure that the tasks provided for the children are appropriately challenging in line with their abilities;
- provide regular opportunities for the children to work individually, in pairs, groups and as a class;
- develop the children's thinking skills and abilities to work independently and co-operatively;
- provide frequent and regular opportunities for active learning;
- create and sustain a stimulating learning environment;
- acquire, maintain and utilise appropriate high quality resources to support learning and teaching; and
- consistently monitor and evaluate provision and provide regular feedback at all levels, in order to ensure consistent high quality learning and teaching experiences within and across all year groups.
- Assessment is an integral part of the learning and teaching process. A.F.L including effective questioning, self/peer assessments and high quality feedback are key elements of the learning/teaching process.

ASSESSMENT

We believe that assessment is an integral part of the learning and teaching process. It provides information with which to evaluate pupil strengths and needs and the effectiveness of learning and teaching. It is used to inform curriculum planning, the setting of the childrens' targets and the provision of resources. A commitment to Assessment for Learning (AFL) ensures the school's participation in the Northern Ireland Curriculum.

The detailed assessment procedures used at St Brigid's are set out in our Learning, Teaching and Assessment policy.

Currently we use:

- CEA end of KS1/2 Levels
- CAT tests
- PTE and PTM tests
- Dyslexia and dyscalculia screening
- PASS Survey
- Wellcomm assessment
- Phonic block assessment
- STAR assessment
- Half Term tests based on CEA tasks
- Weekly spelling/key words, mental maths/times tables tests
- End of key stages CEA assessment tasks to support internal moderation
- Regular positive marking
- Teacher observations
- Peer Assessment
- Self Assessment

The variety of data generated from these assessments managed by teachers using SIMS Assessment, in year groups/teams, key stages teams, SLT and as a whole school to:

- Identify strengths and priorities for development
- Identify and provide for children who may be underachieving
- Identify specific areas in children's understanding that need to be further developed.
- Identify gifted and talented and provide challenge.

RECORD KEEPING

A record of children's progress throughout the school is kept. It includes details of their:

- Academic achievement
- Other skills, talents and achievements
- Educational progress from Year 1 to Year 7

Written records and work samples are retained by class teachers and passed on to successive teachers in individual folders together with an end of year progress report. In addition, an in depth analysis of GL data is passed on each year to successive teachers

At the end of Year 7 the parents of each child receive a Record of Achievement which contains a copy of their Summer Report as well as details of other achievements both in school and in the wider community.

REPORTING TO PARENTS

Parents are welcome to contact the school about their child's learning and levels of achievement throughout the year. They are invited to discuss their child's/ren's progress in the Autumn term and again in the Spring term to join their child for a Celebrating Success afternoon where they can view all of their child's work.

A written report on each pupil is issued annually, commenting on class work, attendance and punctuality. In addition, end of Key Stage levels are reported in year 4 and 7. Though recent industrial action has impacted on this.

EVALUATION

This whole school approach to assessment, recording and reporting is intended to secure high standards for all pupils.

The analysis of data which is timetabled for June and once per term thereafter each year within our staff development programme ensures the targeting of pupils and areas of the curriculum which require support or development.

The internal process of setting projected key stage targets for years 4/7 and then confirming them using CEA tasks and internal school moderation has been consistently achieved annually for the SDP cycle and will continue as a school focus.

The STAR Reading test is used from year 3 to 7 inclusive and provides clear evidence of term on term improvement for the vast majority of pupils.

The assessment process currently in place in our school is fit for purpose, but will be kept under review to ensure maximum effectiveness.

EVALUATION OF CURRICULUM

COMMUNICATION

READING APPROACHES

During the school year 2016/17 we reviewed our approaches to the teaching of reading in both decoding and comprehension. As a result of this evaluation 2017/18 we revised our approaches to the teaching of reading. This included a redrafting of the Synthetics Phonics Programme in place in the school.

EVALUATION

The revised phonics and wider reading strategies programme is evidenced by the year 1 to 4 scheme in place in the school and in teachers' year planners. It is also evident in the level of reading pupils achieve.

WRITING GENRES

During the 2017/18 school year we revised the teaching of writing and the range of writing genre taught. As an outcome of this evaluation we agreed an overview of the writing genres taught in the 3 key stages. A process for redrafting a piece of writing was agreed for KS1 and 2. The communication coordinator has introduced a writer of the month award in 2019/20 to motivate pupils and encourage embedding of the process.

EVALUATION

There is evidence of the revised Communication Policy and Scheme being embedded in weekly planners which clearly include the revised approaches. There is evidence in pupils' books and in writing displays including Writer of the Month.

USING MATHEMATICS

We reviewed our Maths Policy, Scheme and current practices in 2017/18. The outcome of this evaluation was that we needed to provide staff development opportunities for some staff, agree consistent and progressive approaches to the teaching of maths from year 1 to year 7.

We reviewed current practices including planning, learning and teaching. As an outcome of this evaluation we purchased a new scheme and brought in the consultant from OUP to deliver the training for the teaching team. We provided substitute cover for each year team each term during 2018/19 school year.

EVALUATION

This development work is evidenced by all year groups from years 3 to 7 using the new scheme and teachers resource book to enhance their maths teaching and give a range of practical and problem solving learning experiences to all pupils.

There is evidence in pupils' books and photographic wall displays. It is also evident during observations.

UICT

We continued to develop the 5 strands of the UICT curriculum in 2016/17 and 2017/18. We focused on I movie, green screen, scratch and coding. In the current school year we have been developing music and sound in partnership with the Nerve Centre. Every classroom, including the Nursery unit is equipped with an interactive whiteboard. These are used very effectively by the teachers and the children to make use of the most up to date and relevant resources, in order to make learning exciting, fun and challenging. All classes use ICT as a tool to enhance learning, teaching and assessment. They follow the scheme of work based on CEA tasks.

The computer suite consists of 24 computers allowing children the facility to work on a computer. In addition to this each classroom has at least one computer, 5 I pads and teachers have access to a laptop to support learning within the children's own classroom. Children have good opportunities to use ICT resources for a variety of purposes such as research and communication. A regularly updated and effectively managed school website is used to keep parents and other interested parties well informed regarding the life and work of the school. This resource is widely used as is the Facebook page to engage with parents. All assessment outcomes are entered on Sims Assessment Manager.

EVALUATION

The evaluation for the development in UICT is in the pupils' e portfolios, revised UICT policy and scheme, in cross curricular work and displays. It is also evident in teachers' year planners which are clearly linked to the UICT Policy and Scheme.

THE WORLD AROUND US

The key priority during 2016/17 and 2017/18 years was the development of science in partnership with the S.T.E.M. team. We now have science well embedded in each of the key stages. Teachers are confidently delivering practical, hands on investigations which are age appropriate and agreed with the whole school overview scheme.

EVALUATION

This is clearly evident in teachers' joint year planners. It is also evident that the revised school scheme is being integrated in all planners. There is evidence in pupils' books and on wall displays of appropriate and a broad range of topics being covered.

CREATIVE AND EXPRESSIVE

This important and diverse area was identified in the 2016/2019 S.D.P. Owing to the time spent on implementing priorities this area was not fully implemented.

EVALUATION

P.E. is well developed but there is a need to increase gymnastics.

ART: There was some development in the use of clay/pottery.

MUSIC is well developed and the choir has grown in numbers.

DRAMA: more opportunities for children to perform.

PDMU: The overview and scheme needs to be reviewed.

R.E.: The new scheme is well developed and embedded from year 1 to 7.

STRATEGIES FOR RAISING STANDARDS

In this school we place a strong emphasis on raising and maintaining standards for all pupils. There is a particular focus on the core subjects of communication, using mathematics and using ICT.

The strategies currently include:

- A focus implementation of relevant school policies and associated schemes including Communication, Using Mathematics, using ICT, Learning, Teaching and Assessment, Additional Needs including SEN and Pastoral Care
- High expectations for all pupils
- Positive Behaviour Policy
- Planned use of data to inform practice
- Focused deployment of staff and resources to ensure pupils achieve outcomes
- Planned persistent ongoing self-evaluation of TLA to ensure that pupils achieve their targets
- Engagement with parents to support their child's achievement
- Promoting positive attendance
- The effective use of modern technologies to engage pupils, support learning and teachers' professional role
- Engagement with the wider community partners to utilise all available resources

Through rigorous regular monitoring, assessment and focused policy implementations we have in place a system which ensures pupils consistently make progress in line with their ability. Evidence from teacher assessment, standardised test analysis and internally moderated key stage outcomes confirm this.

The ETI report May 2011 stated that the strengths of the school include:

- The quality of English and Mathematics provision is very good
- In all areas inspected the quality of education is very good
- The school is meeting very effectively the educational and pastoral needs of the pupils

In addition our use of accelerated reading, mathematics, focused extended school provision, nurture philosophy and practices and music provision all contribute to our commitment to raising standards and the development of the whole child.

We are committed to utilising innovative and new approaches to support learning and teaching. New approaches are reviewed and evaluated before being introduced. Then carefully monitored and evaluated during implementation. Currently we are engaged in the Headsprout Programme with University of Ulster Mid way analysis by the University of Ulster staff indicate a significant level of improvement for the majority of year 3/4 pupils.

SUMMARY AND EVALUATION OF STRATEGIES PROVIDING FOR THE ADDITIONAL AND INDIVIDUAL EDUCATIONAL NEEDS OF PUPILS

The school ensures that additional, special and individual needs are consistently met by implementing the following strategies:

1. Implementation of our Additional Needs and Pastoral Care Policies
2. Appropriate staff development
3. Differentiation in all classes by all teachers
4. Provision of Nurture Education
5. Whole school screening by the SENCO
6. Provision of withdrawal learning support for targeted pupils and year groups
7. Involvement with external agencies to support the needs of pupils
8. Targeted feedback to all classroom – based staff on provision
9. Provision of pupil and family counselling services
10. Effective and supportive relationships with parents and carers
11. Prioritised deployment of human and financial resources to meet the needs and deliver outcomes for these pupils

Evaluation

The effectiveness of our Additional Needs Programme is evident in pupils' achievements in GL PTE/PTM the STAR Reading tests, half term tests and teachers' professional judgements. It is also supported by pupil, parental and external agencies feedback.

Pupil Health and Well-Being

Health and well-being are central to the development, success, emotional well-being and happiness of our pupils. We take these responsibilities very seriously. The following programmes are currently address this:

1. Breakfast club
2. Homework club with healthy snacks
3. Our Extended Schools' Programme includes a broad range of sports and other clubs
4. Health Education programme is part of the curriculum
5. A broad, balanced PE programme
6. Resilience Education Programme/CALM Programme
7. Counselling service
8. Continued development of pupils' council
9. Range of competitive school teams
10. Promoting and delivering a healthy and varied lunch time menu
11. Provision of fruit juice, water and a range of fruit from our Healthy Eating Tuck Shop
12. Implementation of our Eco-schools Action plans

EVALUATION

The effectiveness of our programmes is evidenced by the participation levels of our pupils in health promoting activities and clubs. Feedback from staff, parents and pupils is very positive regarding the impact of these programmes.

Attendance levels are consistently high at each session. There are waiting lists to join some of the most popular clubs.

Child Protection

The protection of pupils is our key priority. All arrangements are reviewed on an annual basis by the Safeguarding/Child Protection Team and Board of Governors. Improvements to practice are made immediately when they are identified. The strategies in place to ensure that all pupils and the wider school community are safe include:

1. Safeguarding/Child Protection Policy
2. Appropriate training for the designated and deputy designated teachers, principal and the child protection governors
3. Annual child protection training for all staff
4. Displays throughout the school related to both the designated staff and the procedures for reporting concerns
5. Communication of the child protection policy to parents biannually and all new families on arrival
6. Availability of the child protection policy on the school website or from the school office
7. Installation of access control system to manage visitor access
8. Whistleblowing policy
9. Inclusion of teaching programmes in the curriculum to support children in protecting themselves
10. Strong and supportive relationships between the school and the CPSS and other statutory agencies who work in this area
11. Implementation of the advice and guidance from DE and EA regarding child protection procedures
12. Child protection messages delivered in our assemblies
13. Implementation of Resilience Education and Pants Programmes
14. ETI evaluation of our practices by the Safeguarding/Child Protection Team on a regular basis throughout the school year
15. Open and honest relationships with parents
16. Delivery of presentations to pupils by agencies who have professional expertise in the area of online safety

EVALUATION

The school considers the effectiveness of our safeguarding procedures and practices are of a high standard but we remain vigilant to ensure that it continues to be so. We consult on all relevant issues with the CPSS Office in the EA. A recent ETI inspection visit June 2019 indicated that we are broadly in line with DE guidelines.

PUPIL ATTENDANCE

At St Brigid's we promote full attendance by:

Maintaining a welcoming, friendly, inclusive environment within the school community

Regular communication with pupils and parents through text messages, newsletters, website, attendance notice boards and assemblies

High expectations that are constantly communicated

Formal attendance meetings with parents involving the Principal and the class teacher

Regular liaison with the EWO service

Engaging with EWO service in an extended programme of support which includes their attendance at Open Days, Parents' Interviews afternoons and the Celebrating Success afternoon. Reward systems for excellent attendance

Class Shield Award system

EVALUATION

Our attendance rate has consistently been approximately 91% for the previous 3 years. It has been challenging to secure a higher level outcome than this. Our rate for 2016/2017 was 90.7% and for 2017-18 was 91%. The attendance rate for 2018-19 was 90.6%. The pupil attendance target for 2019-20 is 92%.

Good Behaviour and Discipline

In our school we maintain a calm, caring, nurturing and orderly environment based on Catholic principles and values. In order that the school works in close co-operation with parents and carers. Thus supporting the embedding of the mission statement to promote the spiritual, social, emotional, academic and physical development of all our pupils. The strategies we use to promote self-discipline and responsibility for individual actions include:

- High expectations of pupils
- High level supervision throughout the school
- Implementation of our positive behaviour policy which emphasises the promotion of the positive. This is including our pupil of the week award, class of the week award, pupil of the term, class of the term and most caring pupil of the half term award.
- Implementation of our pastoral care policies which supports all pupils in relation to their particular needs
- Provision of nurture education across the whole school
- High visibility of senior staff throughout each school day
- Early diagnosis and intervention for relevant pupils
- Utilisation of the support from outside agencies
- Regular communication with parents/carers
- Implementation of our Additional Needs Policy, suitable differentiation and individual support as required
- Appropriate staff development for all staff
- Provision of a counselling service
- Use of class councillors and a student council from Years 4 to 7

EVALUATION

There is consistently very good behaviour by the 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 positive behaviour policy. The development of our Nurture Centre has had a very positive impact on the management of behaviour over the past 18 years. The Resilience Education Programme in the previous 3 years has had a significant impact on behaviour.

STAFF DEVELOPMENT PROGRAMME

- The Staff Development Plan is closely linked to the School Development Plan.
- Staff development priorities are met by various forms of in-service support.
- Curriculum reviews and Pastoral Care reviews on each staff day mid and end of term.
- Substitute cover is available within the parameters of the annual budget to facilitate staff development.
- Evaluation forms are completed for school based in-service days.

- Teachers are encouraged to develop professionally and their needs are discussed at the formal Principal/Teacher discussion each year.
- Teachers who attend external courses are asked to disseminate information to relevant staff.
- Identifying and supporting effective working procedures and practices for learning support assistants and teachers to enhance learning and teaching.

The Staff Development Programme is central to the professional development of the individual, the whole team in order that we as a school are equipped to meet the needs of the individual child, groups and classes to maintain and raise standards. It supports the delivery of quality learning, teaching and assessment in line with the Northern Ireland Curriculum. It is also central to the delivery of a cohesive and appropriate Pastoral Care curriculum for our pupils.

Having engaged in the Investors in People process successfully on four consecutive occasions, we have fully embedded the Plan, Do and Review cycle in all aspects of our staff development programmes at whole school, key stage, year team and individual levels. This process is central to the continued growth and development of the schools commitment to lifelong learning for all.

EVALUATION

The staff development programme in school days are evaluated by each participant. The summary review is discussed at SLT meetings and is used to inform future planning for staff days and coordinators mentoring of individual and year team members.

Annual Staff Development Programme 2018-2019

This Programme includes:

5 Baker Days,

5 Staff Development Days,

An agreed number of substitute cover days to address Priorities within the School Development Plan.

In the current school year, the Baker and Staff Development Days addressed the Priorities.

Approximate cost; 18 teachers x10 staff days x£300 =£54,000

20 assistants x10 days x£60 =£12,000

Substitute cover was provided for the following Priorities:

Teachers reading planners and implementing the Inspire Maths scheme, 18 days at approximate cost of £5,500.

Review of Communication Policy and Scheme, 7 days at approximate cost of £2,000.

Review of the World Around Us Policy and Scheme, 7 days at an approximate cost of £2,000.

Review of School Development Plan 2016-2019, 8 days at an approximate cost of £2,400.

School Development Plan Re draft 2019-2022, 8 days at approximate cost of £2,400.

External courses 15 days' x £300 = £4,500.

OUP Maths consultant 1 days = £1,000

School Development Plan consultant 3 days =£825

Total cost = £86,625

Union action over previous three years continues to impact on the use of directed time for staff development priorities.

Staff Development Programme 2017/2018

The 5 Baker Days and 5 Staff Development Days were fully utilised to address the Priorities outlined in the Strategic Plan 2016-2019 and the 2017-2018 Action Plan.

18 teachers' x £300 x 10 staff days =£54,000

20 assistants' x £60 = £12,000

8 teachers' x 1 day x £300 =£2,400

External courses 20 days' x £300 = £6000

Substitute cover for Revised Phonics Scheme

Consultant for Reading/Writing 1 day = £500

Total cost = £74,900

Staff Development Programme 2016-2017

The 5 Baker Days and 5 Staff Development Days were fully utilised.

18 teachers' x 10 staff days' x £300 = £54,000

20 assistants' x 10 days' x £60 = £12,000

Reading Development 18 teachers' x 1day x £300 = £5,400

1 day course x 16 = £4,800

Reading consultant 1 day x £300 = £300

Resilience Education planning 18 x 5days x £300 = £2,700

STEM consultant Co-planning 18.5 x £300 = £2,700

Consultant STEM £500

Total cost=£82,400

Grand total for three years =£243,925

Staff Deployment:

- Roles and responsibilities of all staff are clearly defined and good use is made of experience and expertise.
- The expertise, interests and specialist knowledge of the staff is utilised to meet the needs of the pupils.
- New staff/staff in need of support are aware of their team leader or line manager and of the support that is available.
- Recognition of the important contribution of the ancillary staff to the work of the school.
- Temporary Variance of contract is available to support staff in work life balance.

Managing attendance and promoting the emotional health and well-being of staff.

St. Brigid's Primary and Nursery School recognises that the staff of any school is its most valuable resource and that their emotional health and well-being is of primary concern.

The school is committed to producing a caring and supportive working environment which is supporting the welfare of all staff and enables them to develop and contribute fully in their professional role.

St. Brigid's Primary and Nursery School aims to provide support for staff through existing policies and procedures and through individual pastoral care and advice.

The Principal will:

- Ensure the provision of a healthy work environment
- Provide pastoral/welfare support for individual staff as required
- Ensure all staff are treated in a fair, sensitive and confidential manner
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by the CCMS, EA and Department of Education

Individual staff members have a responsibility towards their own health and well-being at work and are advised to raise any matters of concern.

- Any member of staff who has a concern regarding his/her welfare should address this initially to the Principal or, in special circumstances, directly to the CCMS on 02892013014 staff welfare officer or Inspire Wellbeing support group, formally Carecall on 02890328474.
- Staff who are members of a trade union may also wish to consult with their trade union representative regarding any welfare matters.
- Staff also have a responsibility to be sensitive and responsive to the welfare of others at work, and are required at all times to act in a way that respects the health and well-being of others.

Staff work closely as a team and are very willing to help and give advice to others. There are very effective working relationships between all members of staff. The staff feel comfortable to approach their respective line managers with any queries or problems. Line managers recognise that on occasion individuals may have difficulties which may affect their work and will endeavour to empathise and help to alleviate concerns.

At times the well-being or attendance of a staff member may be of concern. To this end, the governors have adopted the 'Managing Attendance at Work' policies for teaching and non-teaching staff i.e. CCMS and E.A. procedures. All members of staff have received copies of their respective policy document. These policies are being consistently implemented.

A staff Code of Conduct has been agreed for staff it is based on the EA model and is included in the staff handbook. This code has been personalised to the school. It was approved by the Board of Governors in October 2017.

It is important as part of pastoral care within our school that the promotion of the health and well-being of staff is central.

Alleviating stress and promoting wellbeing

At St. Brigid's Primary and Nursery School;

- The Principal gives regular verbal recognition, praise and encouragement to staff for their work.
- The Principal operates an 'open-door' policy where staff are free to express concerns directly to senior management.
- Staff share celebrations throughout the school year. There is a special emphasis on whole school Christmas and Summer Celebrations.

FINANCIAL PLAN

The School's current financial position

The school sets out a 3-year Financial Plan on an annual basis as required by the Department of Education. The school's annual budget for 2018/2019 is £1,225.055. The projected carry over is 5.2%. The projected budget 2019/2020 is £1,229.623, projected carry over is 4.4%. the 2020/2021 budget is £1229.623 the projected carry over is 1.6%.

This is within the +/-5% limits set by the Department of Education. The projected budget for the Board of Governors and Principal to draw up the 3-year Financial Plan in consultation with the E.A LMS Officer, this is reviewed on an annual basis, as it is based on protected budget for years 2 and 3.

Minor Works Projects have been applied for through CCMS and the E.A. These include:

- Replacement of part of the perimeter fence adjacent to all weather pitch. No response received.
- Replacement of security system refused on four occasions.
- Refurbishment of central heating boiler completed.

Approximately 85% of the annual budget is used to cover all staff teaching, assistants, office staff, building supervisors and lunchtime supervisors costs. The remaining 15% covers the recurrent expenditure including books, materials, technology, telephone, lighting, heating, replacement of furniture, refurbishment of rooms cleaning and maintenance of grounds. The school strives to maintain a 5%+ balance to ensure that it meets Department of Education requirements, maintaining this as surplus help stop address unforeseen circumstances, e.g. high levels of substitute cover brought about through illness, or a reduction in pupil numbers which would impact on year two and three of the Financial Plan. The school constantly strives to provide the best possible education for the pupils.

EVALUATION

The school has remained within budget over the past 3 years while ensuring human and material resources addressed the S.D.P. Priorities

T.S.N Funding

Current school enrolment is 384 including the nursery class. There are 101 pupils on the Special Needs Register. There are 37 statemented pupils, 17 of these are in the two units and there are a further 3 in the Nursery Class. There is a total of 261 pupils on the free school's meals register. There are 14 children from the travelling community enrolled, 9 of these pupils have a nomadic lifestyle. The T.S.N allocation for the school year 2018/2019 was £263,018. This funding was used in the following areas to support pupils' learning and maintain and raise standards

- Smaller classes as required
- SENCO time substitute cover provided approx. 1 day per week.
- Dedicated Learning Support teacher 5 days per week.
- 6 additional Numeracy/Literacy support groups 3 days per week.
- Speech therapy support programme for Nursery/Year 1 pupils.
- Reading Partnership staffing.
- Fees for online standardised tests to target pupils, maintain and raise standards.
- Purchase of new maths scheme Inspire Maths and Numicon.
- Provide substitute cover for class teachers to plan joint approaches to new maths scheme 1.5 day per teacher.
- Replenish existing reading schemes.
- Replenish Accelerated Reading materials twice in present school year. Buy STAR licence.
- Buy Mathletics licence.
- Reward systems for pupils.

EVALUATION

This funding supports children previously identified by SENCO. The above strategies provide high levels of support for learning, teaching and assessment. Improved outcomes for pupils have been evidenced by GL data for English and Mathematics. STAR outcomes each term, Mathletics Assessments, evaluated IEPs, work in pupils' books and feedback from teachers and pupils.