HOLLYBANK PRIMARY SCHOOL

School Development Plan

2016-18

SECTION 1

A STATEMENT OF THE ETHOS OF THE SCHOOL:

It is the policy of this school to create an environment which is child centred, where every child is valued, treated as an individual, is inspired, and is given the opportunity to acquire knowledge and extend and enrich his/her experiences.

Engage, Empower, Excel

VISION

OUR SPECIFIC AIMS ARE:-

- To help each child acquire the skills of literacy and numeracy through high quality teaching provided by an enthusiastic, highly motivated and reflective staff.

- To develop each child to his or her full potential, through moral, spiritual, physical, cultural and aesthetic experiences:

- To ensure that the highest standards of pastoral care and child protection are in place.

- To ensure that sustained improvement is achieved through continual self-evaluation and self-assessment.

- To provide children with a range of experiences to improve their thinking skills, and to assist them to become independent, self-motivated and flexible learners.

- To develop each child's confidence, ability and maturity in using ICT across all aspects of the curriculum and at home.

- To encourage each child to take account of the feelings, views and needs of others, respect diversity and develop in each child the social skills required as a member of a community, both in and out of school.

- To foster, value and encourage partnership between school, parents, families and the community.

- To promote physical development and healthy choices through a sound programme of health and physical education.

- To foster a love and appreciation of art, music and literature and encourage creative talents.

- To make each child aware of the need to protect and respect our environment and the earth's resources.

> *'Among the strengths are the welcoming, inclusive and supportive ethos throughout the school, the effective strategies to promote positive behaviour and the consultation with the children in the compilation of class rules. Individual merit systems, for example, the 'Principal's Tea Party' are in place and are highly valued by the children; there is clear evidence that the reward system has a positive impact on the children's motivation, confidence and self-esteem. The relationships between the children and the staff are very positive. ....'* (Hollybank Inspection Report, 2010).

At Hollybank we believe that we have much to be proud of - the well-ordered yet happy and relaxed atmosphere, the excellent behaviour of our children, the improving attainments of our children regardless of ability or background, the commitment to the continual improvement and welfare of our children from the dedicated teaching and non-teaching staff, the bright, modern classrooms, the fantastic grounds and the extremely wide range of experiences on offer to our children through curricular, extra-curricular and extended schools activities.

Data from Parental Questionnaires June 2016 (73 returns)

100% of returned surveys stated that:

My child is encouraged to respect and value the opinions/views of others. (Parent Survey 73 returns)

A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability. (Parent Survey 73 returns)

The highest standards of pastoral care and child protection are in place. (Parent Survey 73 returns)

Were happy with the number of After-School clubs on offer in 2015/16. (After-Schools Survey 37 returns)

The positive attitudes and excellent behaviour of our children are the direct result of them feeling respected and valued, respecting others, feeling safe and secure and achieving their full potential through high quality teaching and learning. The Principal and senior management team set the tone for the work of the school and aim to ensure that all members of the teaching and non-teaching staff reflect this in their daily work.

Pupils are encouraged to participate fully in school life and take ownership of their learning. An active and evolving School Council has been in operation since September 2014. In May 2016 the School Council led a consultation of pupils in

relation to our new Positive Behaviour policy. In June 2016 we held our first School Council Elections. Duties of the newly elected School Council will vary greatly from previous years and an agenda for the upcoming year has already been drawn up. In addition to the work of the School Council, the pupils complete numerous surveys on such things as after-school clubs, school improvements and other pastoral issues such as Anti-Bullying.

Positive relationships with parents are also central to the ethos of the school. From the beginning of Pre-School we ensure that they are made to feel welcome, are listened to and treated with respect, are consulted, kept well informed about their child's progress and the life of the school and given guidance and support on how to support their children's learning at home. The synopsis from the parental questionnaires in our inspection in 2010 stated,

'Nearly all of the responses indicated a high level of satisfaction with the school.'

The 2010 Inspection Report further stated,

'A small number of the responses raised concerns particularly in relation to the falling rolls, and aspects of the schools procedures related to teaching and learning.'

At Hollybank we recognise that there is always room for improvement and the Senior Management Team encourage feedback both formally and informally, from children, staff, parents and our wider community.

In June 2015 we carried out a Parental Survey. Although the overall feedback was good, the Senior Management Team took the decision to traffic light the survey into Green for areas above 90%, Amber for areas greater than 80% but below 90% and Red for Areas less than 80%. The findings along with actions (for red) were shared and discussed at Board of Governor level.

The same survey was carried out again one year later. In all areas, not just the targeted ones, the school had improved and the feedback from parents both written and oral has been excellent.

The following is a summary of the areas that were below 80% (red) in 2015:

> In June 2015 77.3% of parents stated that the school was well thought of within the community. In June 2016 this figure had risen to 95.89%.

> *"Up in estimations from previous years."*

> *In June 2015 72.7% of parents stated that if their child was being bullied the staff would deal with it effectively. In June 2016, this figure rose to 96%.*

"Would be confident that staff would deal with it effectively."

In June 2015 75.8% of parents believed that there was a commitment to involve young people in the discussions and decisions of school life. In June 2016 that figure had risen to 96.81%

"Enjoyed School Council."

In June 2015 78.8% of parents stated that they had been informed about acceptable use of the internet. This figure had risen to 100% in 2016. In addition, parents and children had been provided with internet safety talks in relation to areas such as social media.

"All parents need to be at this."
(Internet talk May 2016)

In June 2015 78.8% of parents believed that the school used programmes such as Extended Schools to meet the needs of the community. This figure rose to 98.61 in June 2016.

In June 2015 77.3% of our parents believed that effective interventions and support were in place to meet additional education and other needs and to help them (children) overcome barriers to learning. In June 2016, that figure had risen to 100%.

"Better than previous years."
"One to One tutoring when needed."
"Could be improved."

The last comment above is something that we as a school will never ignore or dismiss. We are committed to continually improving the lives of the children we teach, within the community that we serve.

The school has an excellent reputation in the local community and beyond, commented upon frequently by parents, outside agencies and others who visit the school or have had contact with the school.

'There are well-established and excellent links developed with the other local schools, including pre-school, primary and post primary schools which enrich the children's educational and social experiences and ensure smooth transitions.'
(Hollybank Inspection Report, 2010

Since 2010 we have increased these links and have established more strategic, targeted partnerships as part of the Area Learning Community, links with the Jubilee Centre, The Monkstown Village Centre, Barnardo's, the creation of a

Parent Liaison post, the creation of school clusters, and the development of strong peer relationships with both Abbey Community College and Belfast High School. In 2015 we established a Community Use policy to encourage more use of the school by the community.

We believe that the reputation of the school in the Newtownabbey area has improved considerably over the past two years and this is reflected in our increased pupil enrolment.

As a school we are never complacent, and we constantly monitor and self-evaluate our provision in all areas to ensure that children remain at the centre of what we do, that teaching and learning is of the highest quality, that the children attain to the best of their ability and that the school remains at the heart of the community.

SECTION 2

A SUMMARY AND EVALUATION, INCLUDING THROUGH THE USE OF PERFORMANCE AND OTHER DATA, THE SCHOOL'S STRATEGIES IN THE FOLLOWING AREAS:

> ### 2 (a) Learning, teaching, assessment and raising standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communication Technologies (ICT):

Learning and Teaching

This school sustains a pro-active policy to maximise all opportunities for positive teaching and learning. To this end our policy on teaching and learning is central to our school development plan.

Aims
The aims of our strategy are to create a school environment within which the individual needs of our pupils are identified and met, they achieve their full potential and their achievements are celebrated. This strategy will be successful only when pupils and staff are positively motivated and their successes are recognised.

Approaches
Within this strategy there will be opportunities for teachers to develop their teaching skills through observation, investigation and training, thus enabling them to include a wider variety of teaching styles and approaches, and through this flexibility, better meet individual pupil needs. We celebrate that there are different types of learner and we aim to ensure that opportunities are given in the school environment for all learners to achieve. We will therefore target the various learning types to ensure adequate awareness and some degree of provision. We recognise that different abilities will need different teaching/learning strategies and that the teacher will be both a facilitator in learning and a director in the learning situation. As a school we do not focus solely on the cognitive development but also on the attitudinal. We enrich and enhance our pupils by targeting both their individual learning style and attitude to school and self through psychometric testing.

Expectations
We recognise that children come to school with a variety of home experiences of learning and we strive to match, maximise and enrich these. We aim to promote realistic expectations for our pupils through well-structured activities which provide appropriate challenge for all. Consistency of expectation throughout the school is central to this aim, and is dependent on effective monitoring and evaluating of all aspects of teaching and learning. We aim to create an environment conducive to good learning and one which motivates pupils and

gives them a wide variety of experiences. Pupils are actively involved in their learning and are praised for their efforts and achievements. Teachers use various strategies in Assessment for Learning; they involve pupils in the planning process, encourage pupils to think for themselves with more open ended questioning and tasks as well as provide opportunities for enquiry based learning.

> *In almost two-thirds of the teaching of the lessons observed, the quality of the teaching was very good or better. In the most effective practice the lessons were well paced and had an effective developmental structure, the learning outcomes were well focused so that the children were clear about what they were expected to learn and they completed the tasks independently.'* (ETI Inspection 2010).

Despite changes in staffing from 2010, the SMT believe that the above statement is still reflective of the staff and the quality of teaching and learning. In fact, the SMT would state that the quality of teaching has been enhanced further since the last inspection. This has been seen time and time again through the feedback from monitoring and evaluation which takes place in the school every year, and through the PRSD process. The following are evidenced from classroom observations by Senior Management:

> *The pace and flow of the lesson was excellent.*

> *The plenary of the lesson was excellent. The teacher recapped on the main learning points and used the 'thumbs up' strategy to assess learning.*
> *Teacher was attentive and used positive praise e.g. "Brilliant!" A child came in very late – "Don't worry! I will go through it with you in a minute."*

> *The work in exercise books was well presented and it was clear from the observation that all children knew about the teacher's expectations.*

> *The teacher was enthusiastic, energetic and engaged fully with the children. All children interacted well with the teacher.*

We aim to meet the individual needs of our children and take into account their experiences, background and learning styles. Tracking systems and data analysis have been developed from 2010, and these have significantly improved our capacity to identify and target appropriate support to children who are under performing or not performing as well as their peers. When necessary, children

are brought to the attention of the SEN Team and appropriate arrangements are made in the form of education plans, and, if necessary, additional provision. Underachieving pupils are targeted by the class teacher and may receive additional support in various forms, for example Need to Read teacher, Literacy Support assistant, Time to Read volunteers, Numeracy Support assistant, Family Learning Intern, Reading Buddy Support, Post Primary volunteers and external agency such as MASTS, LTSS etc...

Teachers have realistically high expectations of pupils and at all times strive to ensure that activities are well matched to their abilities. All teachers know the value of sound classroom management, the importance of thorough planning and preparation, established classroom routines, stimulating environments and readily accessible resources. In P.1, P.2 and P.3 classes classroom assistants are used to enhance the educational provision for the pupils. Classroom assistants are also used effectively to help assist with pupil target and monitor progress for children placed on an Individual Education Plan. All of the aforementioned have been clearly visible in the majority of lessons viewed in the last 3 years by either co-ordinators or PRSD reviewers.

Teaching is supported by long term (schemes of work), medium term (half termly) and short term planning. Planning is annotated and includes reflections on both learning and teaching as well as considerations for future learning. Half termly planners are evaluated by the subject coordinators and the SMT. The school provides a broad and balanced curriculum and planning for each area of the curriculum reflects this. Co-ordinators have access to all planners to allow for continual monitoring of content to ensure breadth, balance and continuity.

The monitoring and evaluation process is well established in the school and involves looking at books, displays, classroom observations, results in class tests, standardised tests, end of key stage assessment results and on-line assessments such as Maths for Schools (formerly ALTA Maths).

Assessment

In 2012 P4-P7 children completed the CCEA Computer Based Assessments. Technical issues beyond our control did make the administering of the assessments difficult and a level of ICT skill was also required meaning younger children struggled with some of the activities.

2013/14

In September 2013/14 the school took the decision not to use the CCEA Computer Based Assessments. The decision to not subscribe to this tests was twofold - technical issues surrounding the CBA's coupled with a lack of confidence in the scores they produced. The school took the decision to focus on tried and tested online assessments from GL Assessment. Progress in Maths (PiM) and Progress in English (PiE) were used with P3-P7 children. This process

went well though but highlighted the importance of ensuring younger children have the ICT skills and experience necessary for completing these tasks. Also in 2013/14, CAT 3 tests were also administered online with P5 children. In addition, BPVS was used to baseline Primary One.

Two School Development Days were used to analyse the data from these tests and to identify low, high and underachievers. In addition, staff input scores and data into Sims Assessment manager to help track pupils and trends. Intervention programmes were devised for children deemed to be underachieving. The interventions took place mostly in the classroom with limited additional support from existing classroom assistants. Upper Key Stage Two classes interventions were also supported by the addition of a Signature teacher funded by OFMODFM.

2014/15

From 2014 Hollybank have purchased GL Assessment's Complete Digital Solutions (CDS). This is a complete suite of online tests that include a baseline for Primary One, CAT tests, dyscalculia and dyslexia screeners, a psychometric test (PASS), PiE & PiM, New Group Reading and a Spelling portfolio.

The tests continued to be administered in September and School Development Days were used to analyse the data and identify underachievers etc.… However, there were a number of significant changes to the new procedures and tests. CAT 3 was replaced by CAT 4, an additional CAT 4 test for Early Learners was introduced and this was used with Primary Three. In addition, a new baseline test for Primary One replaced BPVS.

Interventions were also overhauled in 2014/15. Two classroom assistants (one for numeracy and one for literacy) were employed on temporary contracts to focus solely on underachievement. These classroom assistants worked and planned closely with the class teacher.

2015/16

In 2015 the intervention model was further enhanced and tweaked. Underachievement assistants were once again employed. In addition, and for the first time, Hollybank attempted to link pupil mentoring with performance using the psychometric test (PASS). However, this had limited success due to the mentoring model used.

In addition, PiE and PiM were replaced by PTE and PTM (standardised against a N.Ireland sample of pupils). A dyslexia test was also purchased by the school to compliment the screener that was part of the CDS from GL Assessment.

Two other significant changes took place in 2015/16. Firstly, the school decided to move the testing for PTE & PTM from late September to early May. The

change would provide receiving teachers with rich data before their new class arrived in September and also assist with the levelling of children across all classes and not just End of Key Stage.

Secondly, the school invested in further training from GL Assessment to look at the comparison and analysis of data. Most significantly, the use of combination reports to identify learning styles and trends. In addition, the staff looked at trends and individual areas within tests. It was agreed that further training in the use of psychometric test (PASS) was required early in the new academic year 2016/17.

Within this new SDP, the school is exploring the limited use of the improved CBA's. In addition, the use and analysis of data through the Complete Digital Solution is to be further enhanced through combination reports and more scrutiny of PASS testing.

Monitoring and Evaluation of Standards of Attainment

The school has procedures for monitoring and evaluating which are systematic and manageable and enable co-ordinators, staff and the Principal to make valid judgements about the quality of the school's provision and the standards achieved by the children. The procedures are implemented consistently and a range of approaches are used, including the extension of classroom observation through the PRSD process, sharing of good practice lessons, clustering with other schools, cross phase projects and critical friend observations.

This practice has, we believe, gone from strength to strength over the past 2 years. Areas for development are carefully decided upon using a range of information, they are clearly identified within the SDP, and appropriate action plans are drawn up which are subject to monitoring and evaluation.

All staff understand the need for careful evaluation of the quality of the school's provision and its importance in school improvement. A culture of self-reflection/evaluation has been developed in the school. A review of our planning in 2014 led to the conclusion that the planning in all areas needed to be reviewed to allow greater focus on the teaching and learning taking place, to provide opportunities for teachers to reflect on their own practice and how they can improve the quality and standard of the pupils' work, and allow teachers to identify connections across the curriculum. From September 2015 the Literacy and Numeracy co-ordinators provided a half termly report on the content of planners for each teacher.

During the past three years the following areas of school provision have been monitored and evaluated:

➤ Numeracy

- Problem Solving
- Data Handling
- Planners
- ALTA Maths
- Levels of Attainment
- Lines of Development

➤ Literacy

- Comprehension
- Writing
- Grammar
- Reading
- Planners
- Levels of Attainment

➤ Assessment

- The methods used to record pupil data
- Assessment for learning (including sharing of good practice)
- The range of tests that we use
- Additional screeners for dyscalculia and dyslexia
- The introduction of a Cognitive Test at P3
- The replacement of PIE & PIM with PTE & PTM
- A new baseline test for P1
- The use of combination reports to ascertain learning styles

➤ ICT

- CCEA Tasks

➤ Planning

➤ Classroom and Corridor Displays

➤ Homeworks

Methods used to monitor and evaluate include:
- PRSD targets and reviews
- Classroom observations
- Evaluated planners
- Samples of written activities
- Classroom and corridor displays
- Internal Standardisation
- Book Scoops
- Sharing of practice in curriculum development
- Questionnaires to staff, parents and children
- Co-ordinator reports and portfolios

Since 2015 each co-ordinator produces an annual audit, which, amongst other things, gives feedback on areas of continuity, progression, cross curricular links, resources available and standards of attainment. Literacy and Numeracy has been robustly monitored and discussed at our Board of Governors. Portfolios with samples of work are also available for staff to view. All staff believe that this is very valuable, for as well as helping to raise standards, it helps to ensure continuity and progression within subject areas as well as the sharing of good practice.

Monitoring the standards of attainment in Literacy and Numeracy are the ongoing responsibilities of both co-ordinators all of which is overseen by the Principal and the SMT. Data on the standards of attainment in literacy and numeracy is generated, analysed and presented to staff annually as well as used for targeting individuals and/or groups of pupils. From 2012, with advice and guidance from C2k, all staff were able to use Assessment Manager to its full potential in assisting with the analysis of data. An Assessment Team, led by the Principal was set up in 2015, to assist in the process of collating and analysing data, identifying the best ways of collating and presenting data, methods of storing and passing on of data, identifying areas for development within Literacy and Numeracy, and targeting children who are underachieving. Under new statutory guidelines ICT will also be monitored by the Assessment Team.

Priorities for 2016-2018 Assessment

- Development of new Assessment policy
- Continue to purchase Complete Digital Suite
- Explore CCEA updated CBA's
- Use PTM & PTE to track achievement in Numeracy & Literacy
- Compare PTE/PTM with CAT4 to create combination report
- Use combination report to ascertain type of learner
- Use other GL products to confirm progress
- Use PASS test to look at other barriers to learning
- Devise intervention models based on the above
- Use mentoring to help with intervention programmes

- Explore intervention baseline and completion tests
- Track pupils to ascertain impact on achievement
- Look at trends in data
- Continue to use resources and personnel efficiently

Promoting Learning, Teaching, Assessment and the Raising of Standards of Attainment in Communication 2013 to 2015

PIE was used to assess for academic years 2012 and 2013 in the month of October. In 2015 PTE was used in October and May. Data in following years will continue to use PTE in May.

Overall average standardised results in PIE/PTE from 2011-2015.

% Group correct by curriculum content from 2011-2015.

	2011	2012	2013	2014	2015/16 Oct (May)	2016/17 (May)
P3					(98.05)	
P4	83.27	94.81	85.95	93.88	88.86(80.68)	
P5		88.58	97.5	93.22	95 (97.88)	
P6			88.73	99.4	95.2 (89.95)	
P7				87.88	94.13(100.43)	

SPELLING

	2011	2012	2013/14	2014/15	2015/16 Oct (May)	2016/17 (May)
P3					(42%)	
P4	34%	62.5%	74.76%	60%	36.8%(50%)	
P5		37.3%	61.42%	64.35%	38.5% (56%)	
P6			35.3%	60.66%	44.6% (63%)	
P7				43.6%	53.8% (59%)	

ANALYSIS:
- All year groups improved when the testing was moved to May.
- The school performs best in the spelling section of the test.

GRAMMAR & PUNCTUATION

	2011	2012	2013/14	2014/15	2015/16 (Oct) (May)	2016/17 (May)
P3					(57%)	
P4	58.7%	83.06%	78.19%	66.75%	PTE (60%) No scores	
P5		72.2%	81.43%	65.57%	65% (34%)	
P6			66.2%	70%	47.85%(43%)	
P7				23.2%	49.3% (42%)	

ANALYSIS:
- The scores for all year groups dropped when the tests were moved to May.

READING NARRATIVE

	2011	2012	2013/14	2014/15	2015/16 Oct (May)	2016/17
P3					(47%)	
P4	52.88%	63.69%	65.95%	60.31%	43.72%(49%)	
P5		49.11%	59.36%	60.09%	58.11%(39%)	
P6			48.07%	59%	42.7% (50%)	
P7				44.04%	44.6% (48%)	

ANALYSIS:
- The scores for all year groups except P5 improved when the tests were moved to May.
- P4-P7 under perform in reading narrative, an area which requires immediate attention and is included in the 2016-2017 action plan.

READING NON NARRATIVE

	2011	2012	2013/14	2014/15	2015/16 Oct (May)	2016/17 May
P3						
P4	24.23%	45.75%	46.76%	50%	PTE7 no score (40%)	
P5		43.96%	49.43%	54.57%	36.5% (31%)	
P6			32.96%	45.27%	36% (36%)	
P7				30.76%	37.3% (49%)	

ANALYSIS:
- All year groups' scores remained the same or improved, with the exception of year 5 when the tests were moved to May.
- The school under performs in the reading non narrative section of the test, this will be a focus for accelerated reader and time to read, though resources are limited.

COMPARISON WITH NATIONAL AVERAGE JUNE 2016

	P3	P4	P5	P6	P7
Phonics	-1%				
Spelling	+4%	-6%	0%	+3%	+2%
Grammar & Punctuation	+14%	-5%	-4%	-8%	+1%
RN	-4%	-14%	-7%	+10%	-7%
RNN		-4%	-12%	-15%	-4%
Retrieval	-2%	-6%	-11%	-14%	-3%
Simple Inference	-5%	-10%	-6%	-14%	-9%
Complex Inference		-14%	-11%	-3%	-6%
Authorial Technique	-4%	-15%	-8%	-12%	-2%

P3 lowest score against national average was simple inference. Children identified with scores 30 and below in this area are: Pupil A, B, C and D. These pupils should be targeted for support in this area during year 4.

P4 lowest score against national average was reading narrative. Children identified with scores 30 and below in this area are Pupil A, B, C, D, E and F. These pupils should be targeted for support in this area during year 5.

P5 lowest score against national average was reading non narrative. Children identified with scores 30 and below in this area are: Pupil A, B, C, D, E and F. These pupils should be targeted for support in this area during year 6.

P6 lowest score against national average was reading non narrative. Children identified with scores 30 and below in this area are: Pupil A, B, C, D, E, F, G, H and I. These pupils should be targeted for support in this area during year 7.

P7 lowest score against national average was simple inference. Children identified with scores 30 and below in this area are: Pupil A, B, C and D.

Pupils identified as achieving much lower than expected against their5 CAT score were: Pupil A (P4), Pupil B (P4) and Pupil C (P5).

Pupils identified as achieving lower than expected against their CAT score were: Pupil D (P4), Pupil E (P4), Pupil F (P5), Pupil G (P6), Pupil H (P6) and Pupil I (P6).

Progress in PTE 2016 (May) Reading

Year	Stanine 1 69-73	Stanine 2 74-81	Stanine 3 82-88	Stanine 4 89-96	Stanine 5 97-103	Stanine 6 104-111	Stanine 7 112-118	Stanine 8 119-126	Stanine 9 127-141
P3	2	0	2	4	3	3	3	0	0
P4	4	1	1	3	4	5	3	1	0
P5	0	1	3	2	6	2	2	1	0
P6	0	1	0	6	5	6	0	2	0
P7	0	4	0	3	1	3	3	1	0
Total	6	7	6	18	19	19	11	5	0

- In year 7 50% are working above target, 7% on target and 43% below target.
- In year 6 40% are working above target, 25% on target and 35% below target.
- In year 5 29.4% are working above target, 35.3% on target and 35.3% below target.
- In year 4 40.9% are working above target, 18.2% on target and 40.9% below target.
- In year 3 35.2% are working above target, 17.6% on target and 47% below target.

Progress in PTE 2016 (May) Spelling

Year	Stanine 1 69-73	Stanine 2 74-81	Stanine 3 82-88	Stanine 4 89-96	Stanine 5 97-103	Stanine 6 104-111	Stanine 7 112-118	Stanine 8 119-126	Stanine 9 127-141
P3	1		1	4	5	1	2	1	
P4	1	1	4	4	9	2		1	
P5		1	1	4	5	4	1	1	
P6		1		4	6	3	5		1
P7	1		3	1	4	1	3	1	
Total	3	3	9	17	29	11	11	4	1

- In year 7 35.7% are working above target, 28.6% on target and 35.7% below target.
- In year 6 45% are working above target, 30% on target and 25% below target.
- In year 5 35.3% are working above target, 29.4% on target and 35.3% below target.
- In year 4 13.6% are working above target, 40.1% on target and 45.4% below target.
- In year 3 38.8% are working above target, 27.8% on target and 33.3% below target.

Progress in English PTE 2016 (May)

	No of pupils	Below target	On target	Above target	On/above target
P3	17	47% 8 pupils	5.9% 1 pupil	47% 8 pupils	53%
P4	22	50% 11 pupils	22.7% 5 pupils	27.2% 6 pupils	50%
P5	17	52.9% 9 pupils	17.6% 3 pupils	29.4% 5 pupils	47%
P6	20	50% 10 pupils	30% 6 pupils	20% 4 pupils	50%
P7	14	50% 7 pupils	21.4% 3 pupils	28.6% 4 pupils	50%
	90	50% 45 pupils	20% 18 pupils	29.3% 27 pupils	50%

According to GL assessment statistics, an average school would have 60% of pupils at Stanine 5 or above. Hollybank is currently 10 % below this.
Annual comparison to be made after PTE May 2017.

PUPIL UNDERACHIEVEMENT AND INTERVENTION MODELS

Prior to May 2016 pupils identified as underachievers were performing 10 or more below their CAT score. After training in June 2016 from GL, it was decided that the CAT combination report should also be used. This report identified pupils who were achieving 'much lower' and 'lower' than their expected outcome, therefore these pupils were also considered as 'underachievers.'

LITERACY ASSISTANT

This intervention model began in 2014 with the first two years of the programme focussing on cognitive support in the identified areas. In 2016 the programme included two cycles, the first focussing on cognitive and second including cognitive and PASS self- perception skills.

2014-2015 PUPIL TRACKING THROUGH INTERVENTION MODEL:

Year Group/Child	Baseline Position	Intervention programme	Outcome
Pupil 1 P3	BPVS 93 PIE Yr3 81 Reading age 7:09	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 4 97
Pupil 2 P3	BPVS 90 PIE Yr3 81 Reading age 7:02	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 4 100
Pupil 3 P3	BPVS 85 PIE Yr3 69 Reading age 6:05	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr4 92
Pupil 4 P3	BPVS 99 PIE Yr3 74 Reading age 6:03	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr4 82
Pupil 5 P3	BPVS 90 PIE Yr3 76 Reading age 6:00	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr4 78 Attendance an issue
Pupil 6 P3	BPVS 79 PIE Yr3 70 Reading age 6:00	2 x ½ hr sessions for 19 weeks with a CA	Follow up not possible
Pupil 7 P4	BPVS 106 PIE Yr 3 69 PIE Yr 4 92	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr5 95
Pupil 8 P4	BPVS 104 PIE Yr3 83 PIE Yr 4 85	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 99
Pupil 9 P4	BPVS 107 PIE Yr3 75 PIE Yr4 88	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 89
Pupil 10 P4	BPVS 92 PIE Yr3 76 PIE Yr 4 79	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 82
Pupil 11 P4	BPVS 93 PIE Yr3 69 PIE Yr470	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 83
Pupil 12 P5	CAT 80 PIE Yr4 75 PE Yr5 70	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 6 74
Pupil 13 P6	CAT 106 PIE Yr5 96 PIE Yr6 96	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 7 85 PTE Yr7 93

Pupil 14 P6	CAT 106 PIE Yr 5 88 PIM Yr 6 90	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr7 90 PTE Yr 7 90
Pupil 15 P7	CAT 92 PIE Yr6 84 PIE Yr7 80	2 x ½ hr sessions for 19 weeks with a CA	
Pupil 16 P7	CAT 104 PIE Yr 6 83 PIE Yr 7 75	2 x ½ hr sessions for 19 weeks with a CA	
Pupil 17 P7	CAT 103 PIE Yr 6 86 PIE Yr 7 87	2 x ½ hr sessions for 19 weeks with a CA	
Pupil 18 P7	CAT 94 PIE Yr 6 89 PIE Yr 7 84	2 x ½ hr sessions for 19 weeks with a CA	
Pupil 19 P7	CAT 87 PIE Yr6 81 PIE Yr7 77	2 x ½ hr sessions for 19 weeks with a CA	

As advised by NEELB CAT Non-verbal was used in this data, this has since changed to verbal for 2015-16 data.

ANALYSIS:

10 pupils out of the 14 retested after intervention had improved. (71.4%)

The three pupils whose scores had not improved were referred to the SENCO.

No retest was available for the year 7s who had been in the intervention model.

2015-2016 PUPIL TRACKING THROUGH INTERVENTION MODEL:

Year Group/Child	Baseline Position	Intervention programme	Outcome
Pupil 1 P3	BPVS PIE Yr3 Yr 2 Reading age 5:03 Yr 3 Spelling age (Oct) 5:09	2 x ½ hr sessions for 19 weeks with a CA 9 weeks P7 reading buddies 15 mins per week	PTE Yr 3 82 Yr 3 Reading Age 5:00- Yr 3 Spelling age (June) 5:09
Pupil 2 P3	BPVS PIE Yr3 Yr 2 Reading age 5:08 Yr 3 Spelling age (Oct) 5:09	2 x ½ hr sessions for 19 weeks with a CA 9 weeks P7 reading buddies 15 mins per week	PTE Yr 3 94 Reading age Yr3 7:01 Yr 3 Spelling age (June) 7:09
Pupil 3 P3	BPVS PIE Yr3 Yr 2 Reading age 5:03 Yr 3 Spelling age (Oct) 5:09	2 x ½ hr sessions for 19 weeks with a CA 9 weeks P7 reading buddies 15 mins per week	PTE Yr3 78 Reading age 5:00- Yr 3 Spelling age (June) 6:00
Pupil 4 P3	BPVS PIE Yr3 Yr 2 Reading age Yr 3 Spelling age (Oct)	2 x ½ hr sessions for 19 weeks with a CA	Follow up not possible
Pupil 5 P3	BPVS PIE Yr3 Yr 2 Reading age 5:03 Yr 3 Spelling age (Oct) 5:09	2 x ½ hr sessions for 19 weeks with a CA 9 weeks P7 reading buddies 15 mins per week	PTE Yr3 98 Yr 3 Reading age 6:07 Yr 3 Spelling age (June) 7:06
Pupil 6 P4	CAT VERBAL 84 PTE Yr 4 71 Yr 3 Reading age 6:08 Yr 4 Spelling age (OCT) 6 :00	2 x ½ hr sessions for 19 weeks with a CA 9 weeks P7 reading buddies 15 mins per week	PTE Yr 4 85 Yr 4 Reading age 7:02 Yr 4 Spelling age (OCT) 6 :08
Pupil 7 P4	CAT VERBAL 96 PTE Yr 4 82 Yr 3Reading age 6 :03 Yr 4 Spelling age (OCT) 5 :09	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 4 70 Yr 4 Reading age 5:00- Yr 4 Spelling age (OCT) 6 :00
Pupil 8 P5	BPVS 104 PIE Yr3 83 PIE Yr 4 85	2 x ½ hr sessions for 19 weeks with a CA	Follow up not possible
Pupil 9 P5	BPVS 107 CAT VERBAL 103 PIE Yr3 75 PIE Yr4 88 PIE Yr5 89 Y5 Reading age 7 :09 Yr5 Spelling age (Oct)	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 95 Yr 5 Reading age 8:04 Yr 5 Spelling age (June) 8:11

	8 :09		
Pupil 10 P5	BPVS 92 CAT VERBAL 92 PIE Yr3 76 PIE Yr 4 79 PTE Yr 5 82 P5 Reading age 6 :11 P5 Spelling age (oct) 5 :11	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 5 77 Yr 5 Reading age 7:01 Yr 5 spelling age 6:08 (June)
Pupil 11 P6	CAT VERBAL 87 PIE Yr3 PIE Yr4 PIE Yr5 PTE Yr6 72 Yr 5Reading age7 :11 Yr 6 Spelling age (Oct) 8 :06	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 6 84 Yr 6 Reading age 9:03 Yr 6 Spelling age (June) 8:08
Pupil 12 P7	CAT VERBAL 100 PIE Yr5 96 PIE Yr6 96 PTE Yr 7 85 (OCT) Yr6 Reading age 10 :03 Yr 7 Spelling age (Oct) 7 :11	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr 7 93 (JUNE) Yr 7 reading age 10:00 Yr 7 spelling age 8:11
Pupil 13 P7	CAT VERBAL 84 PIE Yr 5 88 PIE Yr 6 90 PTE Yr 7 69 (OCT) Yr 6 Reading age 8:00 Yr 7 Spelling age (Oct) 7:00	2 x ½ hr sessions for 19 weeks with a CA	PTE Yr7 79 (JUNE) Yr7 reading age 8:00 Yr7 spelling age (June) 8:03

ANALYSIS:

10 pupils out of the 13 retested after intervention had improved. (76.9%)

The two pupils whose scores had not improved were referred to the SENCO.

No retest was available for the year 7s who had been in the intervention model.

Pupils completed a questionnaire on reading before and after the model and results are included below.

	Percentage of pupils for which responses improved	Percentage of pupils for which responses remained the same	Percentage of pupils for which responses deteriorated
Reading is important to me	50	33.3%	16.6
I enjoy reading in class	33.3%	50	16.6
The books in school are interesting	50	33.3	16.6
When I read and write well I feel good	50	0	50
I like to read books at home	33.3	50	16.6
I think my reading and writing is getting better	66.6	33.3	0
I can use different ways to work out words	50	16.6	33.3
I like to read and write on my own	33.3	33.3	33.3
I like to use the internet	33.3	50	16.6
I like to read magazines and comics	66.6	0	33.3
I have good ideas to write about	66.6	16.6	16.6
Writing makes me feel tired	33.3	66.6	0
I find spelling quite easy	0	66.6	33.3
I know how to make my writing better	50	16.6	33.3

ACCELERATED READER INTERVENTION MODEL

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Children pick a book at their own level and read it at their own pace. When finished, children take a short quiz on the computer. (Passing the quiz is an indication that they understood what was read.) AR gives children and teachers feedback based on the quiz results, which the teacher then uses to help your children set goals and direct ongoing reading practice.

All of our year 5 pupils participated in the first year of the programme and a few weaker year 6 pupils, chosen through teacher judgement. The average reading age was 8:04 at the beginning of the programme and at the end was 9:02.
It was felt this programme could be used more effectively by targeting those children with low RN or RNN scores or a below average reading age. For 2016-2017 16 pupils from year 5 and 11 pupils from year 6 now are being tracked.

	Name	Sentence Completion	After AR	PTE - RN	After AR	PTE - RNN	After AR	Reading Age	After AR
	P6								
1		2B		6%		10%		7.01	
2		3B		24%		30%		10.00	
3		3C		24%		40%		9.00	
4		3A		24%		30%		10.08	
5		3B		41%		30%		9.05	
6		3A		35%		70%		10.03	
7		3B		41%		10%		9.07	
8		3A		29%		40%		10.03	
9		2C		41%		10%		6.11	
10		2A		47%		10%		7.10	
11		2B		24%		0%		7.02	
12		3B		29%		10%		9.03	
13		2A		24%		30%		7.10	
14		3C		53%		30%		9.00	
	P5								
15		2A		8%		57%		8.02	
16		1B		23%		0%		5.09	
17		2A		92%		43%		8.02	
18		2C		31%		14%		6.08	
19		W		8%		0%		5.00-	
20		W		8%		14%		5.00-	
21		2A		62%		57%		8.04	
22		2B		62%		57%		7.02	
23		2B		69%		29%		7.05	
24		2B		31%		29%		7.04	
25		W		8%		29%		5.00-	

TIME TO READ INTERVENTION MODEL

Time to Read has been ongoing for 10 years in Hollybank for children in Year 5, with no formal baselining taking place to target the pupils. The year 5 teacher reported that this programme raised confidence levels and the children were keen to talk about their books. It was felt that more formal baselining needed to be in place to measure the benefits of this programme and the programme would benefit those pupils in year 4 with a relatively weak reading narrative score as this once a week session would enable them to read a wider variety of material, like those more senior pupils on the accelerated reader programme.
Each pupil spends 30 mins per week reading with a volunteer from the business community.

	Name	Sentence Completion	After TTR	Reading Age	After TTR	PTE - RN	After TTR
	P4						
1	Pupil 1	W		7.01		6%	
2	Pupil 2	1B		6.00		38%	
3	Pupil 3	1B		6.00		25%	
4	Pupil 4	W		5.00		38%	
5	Pupil 5	2B		7.07		38%	
6	Pupil 6	2B		7.01		25%	
7	Pupil 7	2B		7.04		31%	
8	Pupil 8	2B		7.01		38%	
	Pupil 9	2C		6.06		44%	
	Pupil 10	2C		7.01		50%	
	Pupil 11	2C		6.11		63%	

NEED TO READ PROGAMME

This daily programme enables children from predominantly P3 to have a reading recovery focussed session to improve their reading fluency, word attack skills and phonetics understanding. It has been running for 4 years. As well as the obvious improvement in reading attainment teachers have noted that pupils' enjoyment and motivation in reading have improved.

Dates	Number of Interventions	Average Improvement
September 2014- June 2016	14	3.00 years / 13.5 levels

Literacy and Numeracy Policy

A new joint policy for Literacy and Numeracy was completed in December 2014. As outlined in 'Every School a Good School' there are four characteristics of a successful school. These are:
- Child centred provision
- High quality teaching and learning
- Effective leadership
- A school connected tom its local community

The policy clearly indicators evidence of Hollybank's provision in relation to each of these areas. Each indicator within the policy has also been cross referenced with sections of the document 'Count, read, succeed.'

The Signature Project

Hollybank Primary was one of only 130 primary schools in Northern Ireland selected to participate in the 'Signature Project' and. The scheme was designed to increase the number of pupils in primary schools who achieve the expected level (Level 4) at the end of Key Stage Two in English and Maths.

Pupil achievement (No.) against target grade, English and/or mathematics							
		English			mathematics		
		Target not achieved	Target achieved	Target exceeded	Target not achieved	Target achieved	Target exceeded
All children who received support over the two year period		18	12	0	13	19	0
FSME	FSM	13	11	0	9	14	0
	Non-FSM	5	1	0	4	5	0
Gender	Male	10	6	0	7	11	0
	Female	8	6	0	6	8	0

Model One

Year One success was limited in that 3 out of 6 Primary Six children either stayed the same on made improvements in Year on Year Progress in English Tests. Within the Primary Seven Target Group only 1 of the 8 children (12.5%) reached Level 4 at the end of Key Stage 2 in Literacy.

The Numeracy results at the end of Year One were better in that all seven Primary Six children made improvements in Year on Year Progress in Maths tests. In addition, 7 out of 13 (53.84%) Primary Seven children achieved Level 4 at the end of Key Stage 2 in Numeracy.

A number of factors can be attributed to this. These include, having two Signature teachers, Primary Six and Seven teachers having no input nor training and differentials between the skillsets of the two Signature teachers.

Model Two: Year Two

A different model was used in Year 2 and proved to be more successful. It would be fair to say that PIE and PIM scores for this particular class were very average. However, 11 out of the16 Target Group (68.75%) achieved Level 4 at the end of Key Stage 2 in Literacy.

In Numeracy, the results were even better. Twelve out of the sixteen children targeted (75%), achieved Level 4 at the end of Key Stage 2 in Numeracy.

Three children had been involved with the programme for the two years. Two out of three achieved Level 4 in Literacy and all three achieved Level 4 in Numeracy.

Internal Standardisation

The Literacy and Assessment Co-ordinator held whole staff meetings to assist staff to become more confident and skilled in levelling children's work. In January 2015 the staff looked at the levelling of writing activities. A 'Pupil Profile' was produced for every child in the school that contained individually levelled samples of writing and activities.

Planning

The six weekly (Medium term) planners ensured staff were referring frequently to the Literacy Curriculum Requirements and helped them familiarise themselves with the Levels of Progression. Literacy planners were carefully evaluated on a half-termly basis.

The Use of Performance Data

The school's most recent inspection report (April 2010) commented that:

'The school has identified the need for more effective use of the analysis of this performance data to track and evaluate the children's progress, identify trends and set appropriate targets in order to improve the standards of attainment in English and mathematics and to inform their whole-school self-evaluation processes. The Inspectorate endorses this as a key priority to promote improvement.' (ETI Inspection 2010).

We believe that we have comprehensively and tirelessly followed this recommendation. We endeavour to use performance data meticulously and extensively to target pupils and improve outcomes in their education. This is completed at whole school, year group, class and individual levels and involves the scrutinising of all tracking data as well as each teacher completing an annual, comprehensive data analysis folder.

End of Key Stage Assessment Data in Literacy
Key Stage 1

Year	QQ HPS	QQ NI Average	Level 1 HPS	Level 1 NI Average	Level 2 HPS	Level 2 NI Average	Level 3 HPS	Level 3 NI Average
2013/14	0	1.33	0	8.73	67	69.03	33	20.91
2014/15	0	1.89	6	9.37	75	70.21	19	18.53
2015/16	9.09	1.79	9.09	11.93	77.27	71.44	4.55	14.84

Key Stage 2

Year	Level 2 HPS	Level 2 NI Average	Level 3 HPS	Level 3 NI Average	Level 4 HPS	Level 4 NI Average	Level 5 HPS	Level 5 NI Average
2013/14	8	3.57	24	16.75	56	61.70	12	16.72
2014/15	8.3	4.21	41.06	17.03	50	60.08	0	16.90
2015/16	7.14	4.22	35.71	18.11	50	61.18	7.14	15.08

2013/14 Benchmarking Data used for Level break down as 2014/15 data from Department incomplete due to industrial action.

Hollybank Primary School Benchmarking 2013/14

During this academic year HPS had 52.4% pupils entitled to free school meals, therefore placing the school in the 50-59.99% FSM band.

Key Stage 1: % of children achieving level 2 or above.	
NI Average by FSME Group	91.1%
Hollybank PS	100%
Difference	+8.9%
Key Stage 2: % of children achieving level 4 or above.	
NI Average by FSME Group	73.2%
Hollybank PS	68%
Difference	-5.2

Based on the above data the school has performed well in Key Stage 1 Assessments but in Key Stage 2 we are below the national average. It will remain a priority for the school to improve our results at level 4 and above in Key stage 2.

Action Plans

An audit was completed in May 2016 with priorities for action including:
- Guided reading comprehension questioning (P4-P7)
- Source funding for non-narrative resources
- Seek home support for reading.

SDP Priorities 2016-2018

- Research benefits of 'Jolly Grammar' and 'Bug Club.'
- Continue to build vocabulary of Key stage 2 children through 'Wow Word' competitions.
- Share good practice
- Audit Talking & Listening
- Develop cross-curricular links for all year groups
- Use PASS test to help tackle underachievement
- Explore timetabling of Reading Recovery trained staff with a view to assisting at Foundation Stage
- Library volunteer to be trained in 'Junior Librarian'

Promoting Learning, Teaching, Assessment and the Raising of Standards of Attainment in Using Mathematics 2013 to 2016

During the previous School Development Plan cycle a range of strategies were developed to promote the raising of standards in the learning, teaching and assessment of mathematics. Action planning included on-going monitoring and evaluation of mathematics by the co-ordinator and linked to the PRSD process in the school. This included: collection of samples of work; book scoops; classroom observations; monitoring of half-term and to ensure practice reflects policy and schemes; displays of work; use of ICT to enhance teaching and learning, and the analysis of standardised test scores and End of Key Stage results. The following is a summary of the work completed during the previous school development cycle.

2013/14

An audit of I.C.T. resources was carried out to identify gaps within the new curriculum and C2k provision. In addition the consultation process of a joint Literacy/ Numeracy policy began. This took into consideration the documents 'Every School a Good School', 'Count, Read and Succeed', 'Better Numeracy' and 'Better Literacy'.

Through Data Analysis, the school identified 'Problem Solving' as an area of development. Problem Solving and mathematical language became a focus across the school which ultimately accumulated in the creation of strategies for problem solving (QUACK) and the formation of 'Problem of the Week' cards.

The school was fortunate to avail of a Signature Teacher from D.E. This was the central employment of a newly qualified teacher to support achievement at Upper Key Stage 2.

Pupils were identified as underachievers through the analysis of 'Progess In Maths' (PIM) compared to their CAT3 score. The children identified were supported by the class teacher and with some classes withdrawn- Signature Teacher (P6/P7).

2014/15

Due to staff changes, a deputy numeracy co-ordinator was appointed.

During this year, the new joint Literacy/ Numeracy policy was ratified by the staff and Board of Governors.

The appointment of a Numeracy Support Assistant took place. The focus of this appointment was to support the interventions in relation to underachievement.

The class teachers analysed the data, identified the pupils and provided work as well as support to the Numeracy Assistant.

The S.M.T. reviewed current Numeracy planners and as a result the format of the planners changed to include- Evaluation of learning, Evaluation of teaching, and Considerations for future planning. In addition, the S.M.T. also monitored and evaluated numeracy books throughout the Key Stages.

The school also focussed on identifying numeracy attainment levels in line with CCEA's new levels of progression.

2015/16

Newly appointed Maths Co-ordinator in Sept 2015.

New Heinemann Mathematics scheme purchased for P1-P7. Heinemann Active purchased for foundation stage.

New medium term planners (6 weekly) have been devised by each teacher (P1-P7) in line with Heinemann Maths

The Numeracy Assistant continued to support pupils from P3-P6 who were underachieving in PTM according to their CAT score. No underachievers identified for Primary 7.

The Numeracy Co-ordinator regularly monitored and evaluated the learning and teaching of Mathematics through the review of teachers' planners and informal conversations with staff.

All teachers internally moderated numeracy classwork from P1-P7 at staff meetings.

During the final term the co-ordinator and S.M.T. completed a book scoop to monitor the teaching and learning of data handling throughout the school. Comments on the findings included:

> *'The quality and range of learning activities evident in the book scoop reflects the excellent teaching observed in the classrooms. The strengths across P1 – P7 include: detailed planning and sharing of resources between year group colleagues; the wide variety of teaching and learning experiences; opportunities for mathematics across the curriculum clearly developed; strong emphasis on the development and use of mathematical language; appropriate use of ICT to enhance teaching and learning; the excellent range of investigations across year groups and the effective support provided for SEN pupils.'* (Numeracy co-ordinator

Numeracy Signature Project Targeted Pupils

The children were initially identified through test scores and teacher judgement. The scheme was designed to increase the number of pupils in primary schools who achieve the expected level (Level 4) at the end of Key Stage Two in English and Maths. The children involved with Signature in both years were excited by the fact that a new teacher had joined the school and that they would be spending time working with them.

The Signature teacher worked with small groups and individuals. Targets were set in conjunction and partnership with the children and shared with the class teacher and parents. These targets were then worked through with the Signature teacher (withdrawal) and within class. This model was used until June 2014.

In Year One/Model One

The children were initially energised going out to the Signature teacher and enjoyed the varied style on teaching and strategies used. However, some issues did arise Spring Term of 2014. Nevertheless, the children benefitted from extra support although this was not always evident within the data.

No. of children taking part in DSC Signature programme				
		Year 5	Year 6	Year 7
FSME	FSME	Year 5	Year 6	Year 7
	Non-FSME	N/A	71.4%	61.53%
Gender	Male	N/A	28.6%	38.47%
	Female	N/A	71.4%	61.53%
		N/A	71.4%	38.47%

Year Two/ Model Two

Senior Management discussed a new approach for the new academic year (Sept 2014). This was then proposed and agreed by our Signature Link Officer at the NEELB. The Year Seven children were very excited to be in different classes. Time and effort was spent reassuring all the children that they would still have joint activities. After initial trepidation, all the children enjoyed the new format and benefitted from it.

No. of children taking part in DSC Signature programme		Year 5	Year 6	Year 7
FSME	FSME	N/A	N/A	75%
	Non-FSME	N/A	N/A	25%
Gender	Male	N/A	N/A	50%
	Female	N/A	N/A	50%

Feedback from pupils was mostly supportive:

"I Like this class more because there is less people, better teacher and easier to concentrate."

"I like it because P7's are in a smaller class. I like P7 because we get to play games more than last year."

"I'm doing better than in P6 and am more confident."

"I get more attention from my teacher because our class is smaller."

Overall, the experiences of smaller, focussed classes was a positive one for the children involved and the majority benefitted socially, emotionally and academically as a result of both models used.

Signature Pupil achievement (No.) against target grade in Numeracy

		Mathematics		
		Target not achieved	Target achieved	Target exceeded
All children who received support over the two year period		13	19	0
FSME	FSM*	9	14	0
	Non-FSM	4	5	0
Gender	Male	7	11	0
	Female	6	8	0

KEY: * = Pupils on the Free School Meals Register.

Performance Data Analysis

The school's most recent inspection report (April 2010) commented that the school needed to:

"promote further improvement in the standards by developing the use of data in order to identify emerging trends, to inform planning, to set targets, and track individual, class and whole school progress".

The use of performance data in numeracy to target pupils and improve outcomes is now well embedded. It is completed at whole school, year group, class and individual levels and involves the analysis of all tracking data as well as each teacher completing an annual, data analysis folder.

End of Key Stage 1 Assessment Data for Mathematics

Year	Level W H.P.S.	Level W N.I. Av.	Level 1 H.P.S.	Level1 N.I. Av.	Level 2 H.P.S.	Level 2 N.I. Av.	Level 3 H.P.S.	Level 3 N.I. Av.
2013/14	0%	NDA	24.0%	7.77%	76.0%	70.34%	0%	20.65%
2014/15	0%	NDA	25.0%	7.89%	62.5%	71.67%	12.5%	18.57%
2015/16	13.64%	NDA	13.64%	11.01%	72.73%	72.27%	0%	15.13%

End of Key Stage 2 Assessment Data for Mathematics

Year	Level 2 H.P.S.	Level 2 N.I. Av.	Level 3 H.P.S.	Level 3 N.I. Av.	Level 4 H.P.S.	Level 4 N.I. Av.	Level 5 H.P.S.	Level 5 N.I Av.
2013/14	8.0%	3.05%	28.0%	16.82%	60.0%	56.16%	4.0%	22.75%
2014/15	8.3%	3.64%	41.6%	17.00%	50.0%	54.78%	0%	22.85%
2015/16	14.29%	4.34%	21.43%	17.19%	42.86%	56.64%	21.46%	20.58%

2013/14 data has been produced based on submitted returns from approx 29% of primary schools. Remaining schools did not submit returns due to industrial action.

2014/15 data has been produced based on submitted returns from approx 20% of primary schools. Remaining schools did not submit returns due to industrial action.

2015/16 data has been produced based on submitted returns from approx 26% of primary schools. Remaining schools did not submit returns due to industrial action.

2013/14 Benchmarking Data used for Level break down as 2014/15 data from Department incomplete due to industrial action.

Hollybank P.S. Data Results compared to Benchmarking/NI Data 2013/2014

During this academic year Hollybank P.S. had 52.4% of its pupils entitled to free school meals, therefore placing us in the 50-59.99% section for Benchmarking(2013/14).

MATHS
Key Stage one: % of children achieving level 2 or above

N.I. Average by FSME Group	87.0%
HollybankP.S.	72.73%
Difference	-14.27%

Key Stage Two: % of children achieving level 4 or above

N.I. Average by FSME Group	70.2%
HollybankP.S.	64.32%
50-59.99% Benchmarking Group	-5.88%

At Key Stage One a major focus of the next SDP will be the targeting of underachieving children in Years 3 and 4 through the Numeracy Support assistant and classroom support. This existing intervention programmes is aimed at helping to improve the outcomes for the children.

The end of Key Stage Two Assessments show a pleasing historical improvement. It is hoped that with specific targeting of children by the Numeracy Assistant we can further improve outcomes for our children.

During 2015/16 the computerised version of PTM was completed by year groups P3 to P7. The system has provided detailed analysis for each year group. By using the data the co-ordinator was able to ascertain specific areas of weakness within mathematics. The following tables provide a summary of the data produced.

PTM – Group Percentage Correct – Curriculum Content Categories 2015/2016

Year Group	Number	Shape, Space	Data Handling	Measures	Year Group Average
Year 3	59% 54% 5	53% 58% -5	49% 52% -3	50% 52% -2	53% 54% -1
Year 4	35% 44% -9	48% 58% -10	36% 42% -6	26% 32% -6	36% 44% -8
Year 5	48% 64% -16	15% 47% -32	63% 69% -6	36% 54% -18	41% 59% -18
Year 6	44% 56% -12	52% 61% -9	72% 72% 0	22% 42% -20	48% 58% -10
Year 7	52% 61% -9	49% 62% -13	49% 62% -13	52% 54% -2	51% 60% -9
School Average	48% 56% -8	43% 57% -14	54% 59% -5	37% 47% -10	

Key Black: % figure for HollybankPS
Blue: % figure for the National Standardised Average
Red: % figure for the difference between Hollybank PS and National Std Average

- The school performs below the National Standardised Average in the four Curriculum Content Categories.

- The area with the lowest positive difference is Shape and Space.

- Historically, Primary 3 scores tend to be lower as the children struggle with the more formal structure of the test, computerised assessment in general and the type of questioning.

PTM - Group Percentage Correct – Process Categories
2015/2016

	Knowing Facts and Procedures	Using Concepts	Solving Problems	Reasoning	Year Group Average
Year 3	61% 69% -8	63% 57% -6	29% 43% -14	52% 49% 3	51% 55% -4
Year 4	46% 53% -7	36% 41% -5	24% 30% -6	26% 41% -15	33% 41% -8
Year 5	52% 73% -21	55% 66% -11	25% 40% -15	35% 58% -23	42% 59% -17
Year 6	63% 73% -10	39% 53% -14	38% 53% -15	45% 54% -9	46% 58% -12
Year 7	58% 71% -13	55% 65% -10	39% 47% -8	50% 58% -8	51% 61% -10
School Average	56% 68% -12	50% 56% -6	31% 43% -12	42% 52% -10	

- Solving Problems/ Facts and Procedures are the areas that requires immediate attention.

- The continued development of Thinking Skills across the curriculum will have a positive impact on Reasoning. However, Reasoning will need reviewed at a later date.

HOLLYBANK PRIMARY SCHOOL PIM/PTM AVERAGE SCORES ANALYSIS

	2011 Oct	2012 Oct	2013 Oct	2014 Oct	2015 Oct	2016 May
P3						99.9
P4	79.3	84.6	83.9	81.1	85.6	92.0
P5		82	91.2	86.2	88.5	90.8
P6			84.2	92.8	92.7	95.2
P7				84.0	101.8	96.6

- When tracking each year group, the standardised score has increased each year.

- New Heinemann Maths scheme introduced in September 2015, standardised scores increased and again in May 2016.

HOLLYBANK PRIMARY PIM/ PTM DATA HANDLING SCORES AVERAGES

	2011 OCT	2012 OCT	2013 OCT	2014 OCT	2015 OCT	2016 MAY
P3						49%
P4	41%	61%	50%	55%	35%	36%
P5		42%	66%	53%	29%	63%
P6			48%	48%	61%	72%
P7				38%	71%	49%

- P4 &P5 scores for DH decreased since introduction of new Heinemann Maths scheme

- PTM test 2015 and PIM 2014 comparable scores have little correlation

- P7 results dropped in May 2016, due to the time of year

- Assessment Coordinator considering changing the time of the testing of P7

HOLLYBANK PRIMARY PIM/ PTM AVERAGE NUMBER SCORES

	2011 OCT	2012 OCT	2013 OCT	2014 OCT	2015 OCT	2016 MAY
P3						59%
P4	34%	41%	45%	29%	39%	35%
P5		36%	53%	44%	41%	48%
P6			31%	48%	75%	44%
P7				33%	53%	52%

- In Oct 2015, increase in average number score for all year groups (except p5). New Scheme introduced in Sept 2015

- Each year group's score for Number has decreased in May 2016

HOLLYBANK PRIMARY PIM/ PTM SHAPE & SPACE AVERAGE SCORES

	2011 OCT	2012 OCT	2013 OCT	2014 OCT	2015 OCT	2016 OCT
P3						53%
P4	44%	56%	49%	51%	39%	48%
P5		38%	51%	43%	55.%	15%
P6			30%	40%	36%	52%
P7				29%	56%	49%

*Up until and including 2014 (PIM test), Measures and Shape and Space are part of the same test.

- Hard to compare PIM and PTM scores

- P5 S&S results low because Heinemann Scheme being followed and angles not taught before PTM test

HOLLYBANK PRIMARY PTM AVERAGE MEASURES SCORES

	2015 OCT	2016 MAY	2017	2018	2019
P3		50%			
P4	55%	26%			
P5	33%	36%			
P6	55%	22%			
P7	37%	52%			

*Up until and including 2014 (PIM test), Measures and Shape and Space are part of the same test. From 2015, there was a separate test for Measures.

- Measures results for P4 & P6 decreased

- National % correct for Measures is low for both P4 (32%) & P6 (42%)

Numeracy Assistant Intervention Programme 2015-2016

Year Group/Child	Baseline Position	Intervention programme	Outcome May 2016 Compared with Oct 15
Pupil A P4	CAT QUANT 102 PTM 92 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 97 +5
Pupil B P4	CAT QUANT 92 PTM 74 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 86 +12
Pupil C P4	CAT QUANT 94 PTM 73 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 85 +12
Pupil D P5	CAT QUANT 112 PTM 100 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 109 +9
Pupil E P5	CAT QUANT 95 PTM 85 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 81 -4
Pupil F P5	CAT QUANT 99 PTM 88 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 88 0
Pupil G P5	CAT QUANT 106 PTM 89 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 93 +4
Pupil H P5	CAT QUANT 141 PTM 113 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	Follow up not possible
Pupil I P6	CAT QUANT 96 PTM 85 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 94 +9
Pupil J P6	CAT QUANT 93 PTM 77 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 83 +6
Pupil K P6	CAT QUANT 85 PTM 75 (OCT 15)	2 x ½ hr sessions for 19 weeks with a CA	PTM 83 +8

Pupils E & F are part of the numeracy support invention programme 2016/17

PROGRESS IN MATHEMATICS (PTM) 2015/2016

Breakdown of Results by Year Group

Year	Stanine 1 69-73	Stanine 2 74-81	Stanine 3 82-88	Stanine 4 89-96	Stanine 5 97-103	Stanine 6 104-111	Stanine 7 112-118	Stanine 8 119-126	Stanine 9 127-141
P3	0	2	4	0	3	4	3	1	0
P4	1	3	5	5	4	4	0	0	0
P5	2	3	5	2	1	2	2	0	0
P6	0	0	4	9	3	3	1	0	0
P7	1	0	2	2	2	2	3	0	2
Total	4	8	20	18	13	15	9	1	2

P3 (17 pupils)

Below Target	On Target	Above Target
35% 6	18% 3	47% 8

P4 (22 pupils)
In P3, 94% were below target (18 pupils) and just 5% on target

Below Target	On Target	Above Target
64% 14	18% 4	18% 4

P5 (17 pupils)

Significant number still below stanine target but an increase of 24% on or above target since P3

Below Target	On Target	Above Target
12 70%	1 6%	4 24%

P6 (20 pupils)
35% of pupils on or above target (compares with only 20% when they were in P5, and only **5%,** when they were in P4 & P3 respectively**)**

Below Target	On Target	Above Target
13 65%	3 15%	4 20%

P7 (14 pupils) 64% of pupils on or above target (in P6 36%**,** P5 50%**,** P4 14%)

Below Target	On Target	Above Target
5 36%	2 14%	7 50%

Priorities for 2016-2018 SDP

- After careful analysis of PTM (May 2016) and consultation with staff it was agreed that the area of Shape and Space and the urgent update of the scheme will be a major focus of the 2016/17 SDP as a means of further enhancing progress for our children. This will be targeted in this new development cycle and will be prioritised in all intervention programmes.

- Continue to devise targets and track pupils on intervention programme

- Raise the profile of Mathematics throughout the school through displays, mathematical challenges.

- Encourage pupils to use Alta Maths program at home. (P3-P7)

- Problem Solving will require further action in the future.

- The teaching and learning of Measures will need to be targeted as a focus in the future.

- Use PASS test to help tackle underachievement.

Promoting the Effective Use, Learning, Teaching, Assessment, Raising of Standards of Attainment and Continuing Professional Development in ICT, 2013 to 2015 (*2a and 2g*)

The NI Curriculum states that ICT across the curriculum *'has the potential to transform and enrich pupils' learning experiences and environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.'*

At Hollybank we are keen to embed the principles of ICT skills into learning and teaching across the curriculum, and to provide pupils with opportunities to acquire and develop the necessary knowledge, skills and understanding of Using ICT. Throughout this three-year SDP issues relating to resources, learning and teaching, assessing of ICT and staff development have been central.

Resources
The school is very well equipped in terms of ICT hardware and software, both supplied by C2K and bought by the school itself.

In 2014/15 two Interactive Whiteboards were installed into the P4 & P1 rooms, meaning every classroom now has an IWB installed. All staff have used these regularly for whole class teaching, shared writing, displaying pictures, sharing information, playing games, and demonstrating programmes/activities.

The ICT Room has been used regularly by P1-P7 classes (usage increases as children move up through the school). Laptops tended to be used in the ICT Room, though laptops were occasionally removed for small group or one-to-one work. There have been some issues with Wi-Fi despite an increased bandwidth. Technical support for the computers continued to be provided by C2K and assistance was generally prompt when requested. Printers were re-located so all computers were linked to one nearby and could be accessed by staff and children. In 2014 the school also acquired a new networked photocopier that also had printer functionality.

Four iPads had been purchased in 2015 and these have been shared between classes. The P.T.A. are in the process of applying for a grant to fund another thirty iPad devices or equivalent hardware. The school is committed to ensuring that these devices are integrated more into learning and teaching during the next SDP. Additional, smaller items have also been purchased including SLR digital camera and recordable microphones.

C2K Transformation

In December 2013 the school computer network underwent 'Transformation' whereby C2K computers were replaced (PCs and pupil laptops) or updated (teacher laptops), users were transferred to the new network system and a new Wi-Fi system was installed. The process was relatively straightforward, and all staff are now familiar with the new system. This new system has far more functionality than its predecessor and provides greater opportunities for learning.

Learning and Teaching

All staff use ICT on a regular basis within their classrooms. Children often use ICT to carry out research activities, to present their learning in a variety of written and visual formats, to reinforce skills covered in numeracy and literacy and to share their learning with others.

The school has invested in iPads and other portable platforms. These are being used at the moment by staff and children to reinforce learning, as a research tool, to record evidence through photos or videos and to assist with the Accelerated Reader programme. Older classes have also begun to use these devices to make linkages between home and school e.g. See-Saw. We hope to roll See-Saw out to all classes as our capacity and hardware increases. As a school we see the potential for further integration of these tablets into everyday learning and teaching, and this will be developed throughout the next SDP.

For the last 7 years the school has also subscribed to the website 'Math for Schools' which provides online diagnostic Numeracy tests tailored to the NI Curriculum. P4-P7 classes use this website to complete work in school, and complete a test at home at least once per week. Maths for Schools is currently being rolled out to our Primary Three children. Maths for Schools is also used with children involved in an intervention cycle.

Additional software has been bought and was used to support learning and teaching. P1-P3 and Literacy Support staff continued to use the Jolly Phonics interactive material. Staff have also used a variety of CD-ROMs to support Numeracy, Literacy and WAU. Over the past two years computer programming has been introduced to some classes.

A number of ICT clubs have also been run over the past three years, taken by teaching and non-teaching staff. These have included a Friday Computer Club and additional clubs run by Abbey Community College. Complimentary to this, Ulster University run successful Robotics workshops through Sentinus. ICT is also used regularly within other clubs such as Music, Mustard Seeds, French and the 2-3 Clubs, predominately through the use of the IWBs and tablet usage.

E-Safety

Due to high-paced, technological world we live in, we are aware of the need for teaching our children about the importance of using technology safely and responsibly both in school and out of school.

Over the past three years we have focused on the importance of staying safe online. The school has developed an E-Safety policy, Code of Practice, Acceptable Use agreement with staff and pupils. Teachers used a variety of stories, games and websites to reinforce this, and Key Stage 2 children received a talk from an expert on internet safety. Parents were also invited to an additional dedicated session on this fast shifting area of concern.

Every year P7 children attend a Be Safe event hosted by the local council which also covers internet safety and social networking.

Children are reminded by staff about what we deem as acceptable use of the internet and ICT equipment within school, and rules regarding this are also displayed in the ICT Room. All internet connections are made using the C2K installed network and Wi-Fi, providing a suitable level of access and filtering.

In light of recent DENI guidance regarding e-Safety it is imperative that refresher training is available for staff and that policies and procedures are explained to the children. This of course falls within the remit of the Department of Education and the Education Authority of N. Ireland. However, Hollybank Primary School is committed to ensuring that this happens in some shape or form regardless of funding from the above.

Computers and Assessment

In from 2009 P4-P7 children have completed numerous assessments online. The number of online assessment have increased significantly and impact across all year groups with the purchase of GL's CDS and the use of Maths for Schools with Primary Three. Technical issues make the administering of these assessments more difficult but increasingly the level of ICT skills required mean younger children struggled with some of the activities.

Within this SDP a focus and review of the equipment will be considered to ensure that children are not disadvantage, especially Foundation Stage children.

Staff Development

Since her appointment in 2010, the ICT Co-ordinator has attended at number of information seminars and training workshops. These have included e-Safety seminars, the ICT in Education Conference, My-School and an ICT assessment information session.

In 2014, led by the ICT Co-ordinator staff participated and developed a new policy for ICT and this was subsequently ratified by the Board of Governors. Also in 2014, training day was led by the ICT Co-ordinator (using NI Curriculum materials) to give them an understanding of the Levels of Progression within Using ICT. This helped staff gain an awareness the five Es (Explore, Express, Exchange, Evaluate, Exhibit) and desirable features that should be demonstrated within ICT. They also looked at ICT samples at different levels and were shown how to access the Using ICT task library.

In 2015 the ICT Co-ordinator visited other schools, shared practice and then subsequently disseminated back to staff. The purpose of these visits was to prepare staff for the development of a skills based scheme. The development of this new scheme has been prioritised within the new SDP as well as within staff's own professional development (PRSD).

Monitoring and Evaluating

Maths for School is monitored by the teachers and co-ordinator. Aspects of planners also include ICT, and these are evaluated by staff. However, this will be overhauled within the context of the development of a new ICT scheme.

All staff are monitored during the year through the Induction, EPD or PRSD process. In almost all cases the use of ICT to enhance learning is evident.

School Website

Having recognised the importance of the need for a new website containing up-to-date, relevant information regarding school life, a new website was initially designed and went live in 2011. Staff regularly updated class pages, photographs and club pages. Staff received training in how to do this, and refresher training has been provided when necessary. However, this website quickly became dated and cumbersome. In 2015 a decision was made to replace the existing website and web host.

The use of a website is also viewed by prospective parents and is regarded as an essential link between school and home.

The Principal and the teachers work conscientiously to ensure that communication with the parents is effective and maintained through regular newsletters, a newly established school website, Open Days, information meetings and a range of valuable courses for parents. (ETI Inspection 2010).

Parental and Community Involvement

In 2015 the PSNI held an Internet Safety workshop for parents. The turnout was small, and as we recognise it is important to hold these types of sessions regularly we may consider holding these at a different time in future to appeal to more parents.

In 2013 the school hosted ICT classes for adults. The classes were led by staff from the local further education college (NRC).

In 2013 parents were provided with training in Maths for Schools (formerly ALTA Maths). During subsequent years this training has been part of Parent Information Sessions during the month of September. A help sheet is also provided to parents.

From 2014 Hollybank has also used Text Local to host a text service through our My School interface. This has become an invaluable tool and effective way to get information to parents quickly.

Priorities for 2016-2018 SDP

- Further integration of iPads and other portable tablets into everyday learning and teaching.
- Provide training on new portable devices i.e. if iPads the iTeach
- Internal moderation and levelling of P3-P7 children in Using ICT.
- External moderation and levelling of P4 and P7 children in Using ICT, and reporting of levels to parents.
- Development of an ICT scheme incorporating a progression of skills and the Using ICT tasks as a means of assessment.
- Staff training in the use of the VLE Fronter and use of this by classes.
- Further development of new website
- Reconfiguring of hardware to allow Foundation Stage children proximity access within their lobbies
- Expansion of See-Saw and other platforms to improve parental links
- Exploration of adult learning courses for parents
- Create a Social Media Policy

2 (b) Providing for the Special, Additional or Other Individual Needs of Pupils:

The school has 3 staff currently tackling Special Needs and underachievement. In addition, two staff are dedicated to individual children. Miss McIlwain is the Special Educational Needs co-ordinator, and her responsibilities include updating the policy, maintaining the register, overseeing the formulation of IEPs, targeting children for extra assistance and liaising with outside agencies. Children with special needs are identified early and, if necessary, appropriate support is given as soon as possible.

'The quality of the provision for children with special educational needs is very good. The very inclusive and supportive ethos throughout the school promotes the children's confidence and self-esteem and ensures that every child is valued. High priority is given to early identification and intervention, and appropriate screening and diagnostic tests are used to identify the children's learning difficulties or delays and to inform the individual educational plans (IEPs). The IEPs set out specific targets and appropriate support strategies for the children in numeracy, literacy and behaviour. The staff use a variety of appropriate methods to record the children's responses and progress, for example, the 'individual records' for each child provide good evidence of the children's progress at the beginning of the focused support, during and at the end of the series of sessions.' (Hollybank Inspection Report, 2010).

Following self-evaluation in 2015, we believe that the above statement is still reflective of current practice, and, indeed we have continued to build upon and improve our SEN provision.

Approximately 22.37% of our children are on the special needs register from stages 1 to 5 in the primary school with all children from Stage Two of the SNCOP receiving additional withdrawal or classroom assistant support from within the school and/or through support services from the EA, for example the ASD service, LTSS, behavioural support, Thornfield Speech and Language or Lea Green Primary Unit. The school has excellent relationships with outside agencies, in particular the educational psychologist, MASTS and the EA, who together ensure that children beyond stage 2 of the Code of Practice receive the provision to which they are entitled. Additional literacy support for children with English as an additional language is currently provided where required.

In relation to training, over the last 3 years the staff from the Foundation Stage staff have attended training offered by MASTS on a range of issues such as, encouraging language development in the early years setting, enhancing resilience and self-esteem and attachment theory and difficulties. Assistants and staff working with children with ASD are given advice and guidance from the EA when appropriate. In February and again in October 2014 the SENCo attended training delivered through the 'Leadership and Management Capacity Building Programme'. Staff working with statemented children are given advice and guidance from the SENCo and class teacher and they are fully involved in

drawing up IEPs and contributing to reviews and annual reviews. One outcome of self-evaluation was to try and source more training for special needs assistants.

All staff have a specific SEN folder which includes the SEN register, IEPs and other necessary information on pupils in their classes. SEN staff have access to half termly planners from class teachers and take these into account in their own planning. While the main method of support is in withdrawal groups, team teaching is also carried out when deemed appropriate. From time to time children make enough progress and have their names removed from the register. We surveyed parents in June 2015 and even though most comments were very positive, a few indicated that we could do better:

'More parental involvement with children with Special Needs.'

'Need to include a second meeting with parents for IEP's'

We are a reflective school and take on board all comments from parents. Changes to procedures were made in 2015/16 and this can be evidenced from questionnaires in June 2016:

'Very happy – tutoring when needed.'

'Better than in previous years.'

'This has improved over the last two years and I am optimistic that given time, it will excel.'

Involving Parents

Parents are updated regularly on their children's progress – they have parent/teacher interviews in November and a yearly report on progress in June. The school also holds information sessions in September and an Open Day in Term Two. Both these sessions afford all parents time to discuss concerns, at the end. Complimentary, and in addition to the above, parents of SEN children will also be consulted in relation to all aspects of the review of an IEP. Review consultations now take place two times per year. Parents are also kept informed in relation to statutory assessments or additional help being received from outside agencies. Additional meetings are also held by those responsible for IEP support as well as workshops and sessions for parents where required.

Since the employment of a parent worker in 2014, the school has worked closely at providing and advising parents of additional support (for them) provided by outside agencies, both statutory and non-statutory.

<ins>Priorities for 2016-2018 SDP</ins>

- Develop Special Needs Policy.

- Further develop our home/school links.

- Revamp the procedures surrounding IEP & IBP's.

- Create greater links with Hollybank Pre-School.

- Transfer relevant paper information onto Sims.net.

- Keep up-to-date with changes in legislation

- Develop a training record in relation to staff

- Continue to put pressure on EA & DE in relation to resourcing and facilities for children with SEN

- Further perfect testing to identify children with SEN as early as possible

- Continue to build our resources for SEN children

2(c) Promotion of the Health and Well Being, Child Protection, Attendance, Good Behaviour and Discipline of Pupils

Pastoral Care

Pastoral Care encompasses every aspect of school life and is at the heart of every activity in Hollybank Primary School and Pre-School. It is concerned with the physical, mental, social and spiritual well-being of pupils, teachers and all other staff in the school community. We feel that the pastoral ethos within our school is excellent and has been further enhanced since our last inspection.

> *'The quality of the arrangements for pastoral care in the school is outstanding. Among the strengths are the welcoming, inclusive and supportive ethos throughout the school, the effective strategies to promote positive behaviour and the consultation with the children in the compilation of class rules.* (Hollybank Inspection Report, 2010).

It is important to us to have the full support and co-operation of parents to help our children attain their full potential and succeed socially, emotionally, physically and intellectually. To do this we use a great many strategies to engage with parents such as newsletters, information boards, a text service, workshops, website, interviews, information sessions, school events and through our family worker.

Promotion of Good Attendance

We view good attendance to be of paramount importance at Hollybank and we endeavour to improve it in partnership with parents.

In 2014/15 we reviewed our Attendance Policy and made the necessary changes to ensure that it complied with the Department of Education's latest guidance. In addition, attendance is monitored monthly and the parents of all children who have attendance of 85% or less are informed in writing. Usually as a consequence of this initial letter attendance improves but from time to time the school will refer parents directly to the Education Welfare Service.

In 2015 the school in conjunction with our local Education Welfare Officer ran an Attendance Month. As part of this initiative, a special assembly was held, weekly class prizes were provided and a celebration and special raffle took place at the end of the month. We emphasise the importance of attendance throughout the school year and as a result of this focus we consistently have attendance above 94%.

Of course, we are never complacent about attendance and are constantly looking for ways in which we can improve further. With this in mind, during this current SDP we intend to make use of our parent worker to this end. In addition, we will continue to develop a focus on attendance despite changes in personnel at the Education Welfare Service. Our goal across this three year plan is to increase average attendance to 95%.

Attendance figures continue to show an improvement:

2011/12 - 92.7%
2012/13 - 93.1%
2013/14 - 93.9%
2014/15 - 94.0%
2015/16 - 94.1%

Underpinning all the improvement in attendance is the excellent communicative relationships that exist between the Education Welfare Office and the school. Meetings are held regularly and both continually monitor attendance issues, acting promptly when a problem arises.

As with everything in Hollybank, it is the team effort. The wide range of activities and genuine concern for the welfare pupils is what makes our pastoral care systems so effective.

Priorities for 2016-2018 SDP

- Keep up-to-date with changes in legislation & guidance

- Continue to monitor attendance at 85% or below

- Consider increasing threshold to 90%

- Increase average attendance to 95% by the end of 2018

- Continue with an Attendance focus i.e. Attendance Week or Month

- Meet regularly with EWO

- Utilise Parent Liaison Worker to help tackle persistent non-attending families

- Ensure attendance is reported to BOG

Child Protection

The most important role of the school lies in the protection and safety of the children in its care. The EA's Health and Safety Policy, the Area Child Protection Committees' Regional Policy and Procedures and the school's own Child Protection Policy, details procedures for the general safety and welfare of pupils on a day-to-day basis. The moral responsibility for the protection of children, however, extends beyond this and is the duty of every adult in the school.

> *'The school has good comprehensive arrangements in place for safeguarding the children and these reflect fully the guidance issued by the Department of Education (DE).'* (ETI Inspection 2010)

Following self-evaluation in 2014 and 2015, we believe that the provision for pastoral care and child protection in Hollybank Primary School can now be described as excellent.

In line with good practice the roles within the Child Protection Team have now changed. Mr Fletcher, the school principal, is no longer the Designated Teacher for child protection – he now occupies the Deputy Designate Role. The role of Designate is now the responsibility of the acting vice principal, Miss Brett. Miss McIlwain remains the senior teacher within the team and Mrs Robinson was elected as Designated Governor for Child Protection in 2014, all of whom have received appropriate training. Mr Fletcher presents a half termly updates to all governors on child protection activity within the school. The Child Protection Policy is reviewed annually and parents receive a summary every 2 years. Copies of the full policy are available in the school's entrance foyer and available on the school website. The Anti-Bullying Policy was reviewed in 2014/15 and is currently being overhauled to meet new legislative directives and guidance that include cyber bullying and the Addressing Bullying in Schools Act 2016. As part of this extensive review the school has undertaken a consultation process with stakeholders. All reports of bullying are always investigated by the Principal and records are kept.

All school staff and volunteers are vetted in line with regulations and training takes place every year. New and/or temporary staff and students on placement are made aware of child protection procedures and the code of conduct. Records in relation to concerns, disclosures, complaints, actions and information from Children's Services are kept in a secure location.

There are dedicated noticeboards, in prominent locations in the entrance halls of the pre-school and primary school, for child protection and pastoral care. Safety messages are displayed around the school, for example Childline and E-safety information, Anti-Bullying. Following a comprehensive audit of all procedures in relation to child protection in May 2015, one of our actions is to ensure that all pastoral policies are available for parents on the school's website.

The school promotes child protection and safeguarding through many of the areas of learning, both formally and informally. Our PDMU topics offer many opportunities to promote child safety and protection, and through E-safety we further promote safeguarding messages to our pupils. Our school assemblies also often reinforce key safety messages. A supportive, caring, respectful, and listening community is essential and our Golden Rules are very important in creating such a climate both in and out of the classroom. These are displayed prominently throughout the school and in every classroom. Children are encouraged and expected to take responsibility (at an age appropriate level) for their safety and welfare. Children know when to ask for help if the problem cannot be sorted out.

The welfare and security of our children is also promoted through the "Family Liaison Worker" who is available before school and during break each Friday- to talk to children about any problems or concerns they may have. This invaluable service, funded through Fourteen Awards, ensures that all children can share their worries, no matter how small, in a safe and familiar environment.

Work with outside groups such as Barnardo's continues to enhance the pastoral care systems within our school, and many children have benefited from the PATHS Programme which is timetabled and taught across every class. Through different activities, the self-esteem and self-confidence of our most vulnerable and needy children is enhanced.

In addition to the above, the promotion of child protection and safety awareness amongst children and staff is promoted in the following ways: Internet Safety Week, the school registered as a 'safe place' with Women's Aid, Helping Hands training and the annual Bee Safe event for P.7 pupils.

Priorities for 2016-2018 SDP

- Implement a concerns box at main entrance
- Keep up-to-date with changes in legislation & guidance
- Train staff and volunteers annually
- Create a sign in/out book for children attending appointments
- Continue to work with Social Services and families
- Provide support for children and where appropriate, their families
- Safeguarding Policy Reviewed annually by Board of Governors
- Updating of files in relation to CP
- Implementation of new Anti-Bullying Policy
- Continue to use materials from NIABF
- Minor works plans around improvements to the school
- Present an Annual Report to BOG in addition to regular meeting updates
- Create a Social Media Policy

Good Behaviour and Discipline

A strong emphasis is put on positive behaviour and a high level of discipline is maintained at all times in Hollybank PS.

'Among the strengths are the welcoming, inclusive and supportive ethos throughout the school, the effective strategies to promote positive behaviour and the consultation with the children in the compilation of class rules.' (Hollybank Inspection Report 2010).

Since 2014/15 there has been a consistent approach to discipline and a greater emphasis on praising positive behaviour to reduce negative behaviour. The introduction of a 'three letter system' for parents has provided them with clarity in relation to the behaviour of their children. The letters are colour coded to illustrate the severity of the incident and to highlight persistently poor behaviour i.e. the first letter is white and generated by the class teacher. The next two letters are amber and red and sent to parents directly by the principal. Copies of the letters are retained with the individual pupil's file and copies are also kept within the Behaviour File.

In addition, the school introduced six simplistic Golden Rules. These replaced the previous Golden Rules. Feedback from staff, parents and pupils had been that the previous rules were too complicated. The new Golden Rules were complimented by a series of Social Story books and assembly materials. Each class received a poster of the new rules, giant Golden Rule boards where mounted within the playground and the rules where sent within a contract to parents.

The retention and enhancement of Headmaster's Tea Party was coupled with the overhaul of Cheeky Monkey Class of the Week. The Class of the Week was restructured to include a points system with a specific foci.

In November 2014 the SMT began Risk Assessment training through the Behaviour Support Service at the NEELB and then the Education Authority of N. Ireland. This comprehensive training involved carrying out behaviour risk assessments and drawing up a Behaviour Reduction Plan. The learning across the multiple sessions was then disseminated to other staff.

In May 2015 procedures were tentatively put in place to ensure that children requiring a Behaviour Risk Reduction were involved in the creation of their 'Big Plan' and the setting of three behaviour targets. These targets and the Big Plan were shared with parents. Targets were monitored by SMT and reviewed on a weekly basis. By September 2015 all staff were using Behaviour Risk Reduction Plans, where appropriate.

Also in May 2015, Hollybank Primary School began the process of reviewing current policies around discipline and engaged with key staff at behaviour support with a view to the creation of a Positive Behaviour Policy.

During the Baker Days of August 2015 and throughout the new academic year 2015/16, Hollybank Primary School consulted with staff, stakeholders, parents and pupils. These consultations have provided the bedrock and framework for the new Positive Behaviour policy.

In addition to the consultations, training has been provided to all staff in relation to behaviour management. The school invested heavily in staff training during 2015/16 to ensure that the values that the new Positive Behaviour policy are enshrined within the school culture and become part of the ethos of the school. The emphasis of 'choice' is at the heart of the new policy coupled with reward and sanction.

Reports of misbehaviour in classes are minimal and there has been a significant reduction of incidents since the introduction of Behaviour Risk Reduction plans. Behaviour inside and outside the classroom is reflective of the effort and invested in the new values by both staff and the children.

School uniform is worn by all children and this helps to give everyone a strong sense of identity with the school. It also ensures equality.

Individual teacher classroom management is consistently of a very high standard, demonstrated through effective planning, organisation, stimulating classroom environments/displays, a strong classroom presence, a clear focus on the learning that is taking place, and, happy and well settled children.   You sense instantly that children behave because they want to, not because they have to.

> *'The classroom management and stimulating environment in each classroom was conducive with learning. In all lessons observed the children were highly motivated and engaged and the behaviour in all classrooms was excellent.'* (PRSD, Monitoring of the teaching of Writing, May 2015).

There is also a strong atmosphere of mutual respect between staff and pupils. All of the above has been commented upon on many occasions by substitute teachers, visitors to the school and the last inspection team.

> *'The very inclusive and supportive ethos throughout the school promotes the children's confidence and self-esteem and ensures that every child is valued.'* (School Inspection Report, 2010).

Hollybank operates a zero tolerance policy on all forms of bullying, all such reports and incident are dealt with and recorded by the Principal.   Themed events such as Anti Bullying Week focus on anti-bullying activities, the continual reinforcement of positive behaviour by all staff in the school, and an ethos of

openness, all help to ensure a happy and safe atmosphere throughout Hollybank Primary School.

Priorities for 2016-2018 SDP

- Explore new system for Cheeky Monkey
- Retraining of Lunchtime Supervisors
- Training for School Council
- Keep up-to-date with changes in legislation & guidance
- Implementation of new Positive Behaviour policy
- Creation of a Principal's Board – pupil work
- Use of reflection spots within the playground
- Consultation with school council on reward and sanction
- Creation of Class Plans for acceptable behaviours
- Exploration of a Rewards Cabinet
- Creation of a 'Green Letter' to parents for excellent behaviour
- Creation of school prefects
- Senior classes to help reinforce rules i.e. no running in corridor
- Purchase of playground equipment for lunchtimes

Health and Well Being

Health and wellbeing is a priority amongst all members of staff in Hollybank Primary School.

Safety

The Principal is in charge of health and safety and makes it his priority to continually review procedures in the school.

- ✓ The wearing of jewellery other than stud earrings, a watch and a signet ring is prohibited for safety reasons.
- ✓ Children must wear the correct clothing and footwear during PE and games activities.
- ✓ Children enter, leave and move around the building in a safe and orderly manner.
- ✓ There are stringent security procedures including a 'buzzer system only' entrance into the primary school.
- ✓ Regular closing of the school gates to exclude traffic entering the school when children are arriving and leaving.
- ✓ Outside doors remain locked.
- ✓ Collection of pre-school and foundation stage children is closely monitored and there are clear, agreed procedures in relation to this.
- ✓ Fire drill procedures are clear and there is a fire drill once per term.

Health

The school has a Healthy Eating policy which includes healthy snacks only at break time each day and this is supported by all parents. Water is available for staff and pupils are allowed to have a water bottle at their table while working. We continue to ensure that:

'The school gives good attention to promoting healthy eating and physical activity, and to encouraging the children to adopt healthy lifestyles. The children enjoy a variety of healthy eating experiences and there is a strong focus on promoting physical activity throughout the school.' (Hollybank Inspection Report, 2010).

In September 2014 the school introduced 'Healthy Snacks' which was a school led initiative that provided healthy breaks for children. Parents would pay a small charge on a weekly basis and healthy breaks would be provided by the school. This proved to be hugely successful and was initially rolled out to Primary One and Two. In September 2015 the Healthy Breaks scheme was extended to Primary Three. The Healthy Break scheme was due to be rolled out to Primary Four in September 2016 but this had to be delayed due to manpower and the need to upgrade current facilities (Food Prep Room). Parental questionnaires and meetings demonstrate how parents appreciate this policy:

'Healthy Breaks is fantastic!'

'Please introduce this (Healthy Snacks) to Primary Four.'

In the autumn of 2015 the school also reintroduced Breakfast Club. Breakfast is widely seen as the most important meal of the day and our Breakfast Club offers a wide range of healthy options and the odd treat on a Friday. Undoubtedly the reintroduction of Breakfast Club provides working parents with a safe, secure and healthy environment for their children to eat breakfast.

The canteen also reinforces the Healthy Eating policy by offering a selection of lunches with varied options. Parents are also made aware of the healthy range of food through a monthly menu which is sent home and available on the school website. Parental questionnaires demonstrate how parents appreciate this policy:

'Breakfast Club has been very helpful and the 8am start in June has been very beneficial and appreciated.'

Well-Being

Hollybank Primary School understands that the emotional well-being of our children is every bit as important as their physical needs.

In September 2014 we introduced a Primary One Buddy System. This system paired our new Primary One children with a Primary Seven child. This has proven very successful and is mutually beneficial for both these year groups by given the older children responsibility they become more empathetic with their younger buddies. While the younger child has an older buddy who can help them settle in and be someone to whom they can speak to about their worries.

In the autumn of 2014 the school embarked on training from Barnardo's to mentor staff in how to use their PATHS programme. This programme fitted very well with PDMU and included the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials that include Pupil of the Day.

Over the next year all staff were trained and the programme was rolled out across all year groups. PATHS is now included within the timetable or every class and the children have benefitted greatly by being able to us the coping mechanisms and strategies in everyday life.

As part of the training for PATHS all lunchtime supervisors and Schools Council members were provided with training around play and the issues at the core of the PATHS programme. A number of sessions were also held for parents.

The school also works closely with our local youth services and the PSNI to ensure that children are educated around the issues of their physical, emotional and mental health.

Monkstown Village Centre provide mentoring for Key Stage Two pupils whom the school feels could benefit. The Village Centre have also tailored specific programmes around transient needs i.e. in 2014 they devised a six week programme for Primary Four around play and conflict resolution. The Village Centre also facilitate a Transition & Stress Beat Programme for Year 7 children.

From time to time some children require a more intensive programme to meet their emotional needs. At this stage the school will work closely with families to ascertain their needs and may make a referral to CALMS, Family Hub, Rathcoole Family Centre or avail of the re:think/re:act therapist at Monkstown Village Centre – offering StressBeat, CBT or a tailored programme.

All children, regardless of age or gender, are encouraged to share their problems. Assemblies, lessons and the ethos of our school is about openness.

The physical well-being of the children is met through the N.Ireland curriculum. Each class is timetabled for two hours of physical education each week. Class teachers use extensive programmes that provide both continuity and progression across year groups and key stages. In addition, outside providers come in from a variety of organisations to teach them key skills to do with specific sports i.e. rugby, hockey, basketball etc…

The core curriculum is complimented by the wide and varied range of after-schools club that meet and exceed the physical needs of the children. These include ju-jitsu, football, hockey, netball, fundamental movement, 2-3 Club, Street Dance and table tennis.

In addition, children spend forty minutes per day in the playground where they are encourage to stay active. Older children are also allowed to use the school football pitch during this time. The school also now has a dedicated play area that has balance beams, play frame and other apparatus. Children are timetabled to use these facilities at break and again during lunch.

This year the school will also launch 'Walk a Mile' and 'Beat the Street' schemes.

Priorities for 2016-2018 SDP

- Build on our transition programmes for both Primary One and Seven children
- Introduce Buddy Benches to the school playground
- Build upon new initiatives such as 'Walk a Mile'
- Encourage children to walk to and from school
- Source additional equipment for use in the playground
- Continue to raise funds for a Food Preparation room
- Expand our 'Healthy Snacks' programme beyond Primary Three
- Continue to seek training for key staff in the area of Health & Safety
- Work with the Education Authority to make modifications and improvements to facilities
- Mark clearly the area for assembly in the event of a fire

<u>Staff and Training</u>

Mr Fletcher ensures that all staff and pupils are aware of the health and safety regulations in the school. All members of staff attend Child Protection training annually. There is one member of staff trained in First Aid; Miss McIlwain. A First Aid cabinet and resources have been placed in a central location and staff made aware of these. All staff have a copy of, and are aware of, the schools procedures in relation to accidents and sickness.

Miss McIlwain attends Heartstart training annually to have her certificate updated. Approximately ten upper Key Stage Two children per year are provided with the basic Heartstart programme.

Priorities for 2016-2018 SDP

- Maintain Heartstart training for staff
- Maintain & update specific medical training in relation to individual children
- Train staff in the use of a defibrillator
- Identify and train an additional member of staff in the use of First Aid
- Staff member to demonstrate CPR to all staff

<u>Themed Days, Programmes & Information Sessions</u>

Every year the school holds special themed days or weeks to raise awareness of health and safety issues. Pupils fully engage in themed days and participate in competitions, making posters, circle time, ICT activities, debates, art and creative writing to extend their learning. These days have included:

- ✓ PATHS Programme Barnardo's
- ✓ Anti-Bullying Week NIABF
- ✓ Helping Hands Programme P4-7 Women's Aid
- ✓ Road Safety Week ROSPA
- ✓ Autism Awareness Week Autism NI
- ✓ Internet Safety week
- ✓ Attendance Month - EWO
- ✓ Smoke Busters Programme
- ✓ Bee Safe P7 PSNI & ANBC
- ✓ Waterbus
- ✓ Arc Bus ANBC
- ✓ Mentoring Programme MVI
- ✓ Rugby & Hockey Programme Ballyclare HS
- ✓ Basketball Programme UUJ
- ✓ Fire Safety NIFB P5
- ✓ Firework Awareness talk
- ✓ Stress Beat P7
- ✓ Transition Programme P7

- ✓ Dairy Council Talk P5/6
- ✓ P1&2 Healthy Eating Talk
- ✓ Funsie in a Onesie Day – charity varies
- ✓ FASA Drug Awareness Talks

Links with Outside Agencies

The school has benefitted greatly from strong links with outside agencies. These agencies have enthusiastically implemented sessions with the pupils on a range of topics to reinforce the teaching of health and safety. The following agencies have been closely involved in school life over the past three years and have contributed new resources to the school.

- ✓ Monkstown Village Initiative – mentoring & transition programme
- ✓ Jubilee Centre – Drug Awareness
- ✓ Place NI – shaping shared spaces
- ✓ Women's Aid – Safety in the home/Domestic violence
- ✓ PSNI – Internet Safety
- ✓ FASA - Drug & Alcohol Awareness
- ✓ N. Ireland Fire Brigade –workshops
- ✓ Cancer Focus N.I. – Safety in the sun
- ✓ Ballyclare High School – Hockey & Rugby outreach programme
- ✓ Barnardo's PATHS programme
- ✓ NISCA (food in schools policy information)
- ✓ Sprocket Rocket (ANBC) – Road safety
- ✓ Hope Centre – Drug and Alcohol awareness
- ✓ St. Bernard's Primary School – Cross Community Football Programme
- ✓ St. Mary's on the Hill – Cross Community Football Programme
- ✓ Seaview Enterprise – Raising the Bar & Cross Community facilitation
- ✓ Northern Trust - School Nurse, MASTS
- ✓ Department of Health
- ✓ British Heart Foundation - Heartstart
- ✓ Beat the Street - Tescos
- ✓ Farm to Fork - Tescos
- ✓ EWO – Attendance Week

Priorities for 2016-2018 SDP

- • Maintain current successful links
- • Review links that do not enhance the current provision of the school
- • Establish new links that will improve current provision
- • Work in partnership core links to establish funding for projects
- • Explore the establishment of a Monkstown Community Hub

<u>Curriculum</u>

Promoting healthy choices and well-being through 'a sound programme of health and physical development' is one of the school's key objectives. Since the inspection in 2010 the staff has continued to work consistently to give pupils an awareness of health and well-being in all aspects of their lives. The parents' questionnaire (June 2016) makes reference to this. Parents were asked to comment on the following:

Q28. A commitment exists, through being healthy at school, to supporting healthy children. 100% of the 73 returns agreed with this statement. One parent stated,

'Healthy Breaks is a fab idea!'

Q10. If my child is being bullied the staff will deal with it effectively. 95.89% of the 73 returns received agreed with this statement. One comment stated,

'Would be confident that staff would deal with it effectively.'

Q27. The highest standards of pastoral care and child protection are in place. 100% of the 73 returns agreed with this. One comment stated,

'This has improved greatly (than in the past).'

- ✓ Primary 7 had a series of Relationships and Sexuality lessons, focusing on puberty and hygiene but unfortunately the Northern Trust has not provided this in recent years.
- ✓ Each year staff have sessions with KS2 children focusing on the dangers of alcohol, tobacco and solvent abuse.
- ✓ Heartstart is carried out with primary 7 children, including training on CPR and the Recovery Position.
- ✓ There are many opportunities for children to participate in learning about health and wellbeing outside of the classroom. The extensive school grounds, trees, willow dome, vegetable beds and outdoor equipment encourage children to be active and engage in outdoor play.
- ✓ The wide range of extra-curricular activities taken by staff and outside agencies further demonstrates the importance placed on health and wellbeing in the school, these include ju-jitsu, football, hockey, netball, fundamental movement, 2-3 Club, Street Dance and table tennis.
- ✓ Every year sports and healthy activities have been closely linked to fund raising events. The children are sponsored to dance, bounce, skip and participate in fun sports days to support school charities each year.
- ✓ Many classes have begun to use Zumba style warmups after break

<u>Priorities for 2016-2018 SDP</u>

- Planners to show evidence of Health & Well-Being opportunities
- Continue to use outside organisations to deliver aspects of the curriculum where there is a significant benefit to the pupils
- Continue to develop cross curricular links to Health & Well-Being
- Explore Love for Life as an external provider for RSE

<u>After School Clubs</u>
Hollybank Primary School offers an exceptionally wide range of both educational and fun activities after school taken by staff, which not only contribute to the health and well-being of our pupils, but help to instil a sense of belonging, promotes personal and social skills, promotes positive discipline and helps to further develop positive relationships with teachers. The choice of clubs on offer for P1 to P.7 children is extensive and includes Senior Football, Senior Hockey, French, Science Club, Junior Football, Netball, Sprocket Rockets, Junior Hockey, Junior Arts and Craft, Guitar, Recorder, Samba Drums, Ju-Jitsu, Music Mayhem, 2-3 Club, Breakfast Club, Need to Read, Junior Homework Club, Better Literacy & Numeracy, Football Cluster, Street Dance, Senior Homework Club, and Mustard Seeds' Scripture Union.

It should also be noted that the vast majority of these clubs are not funded through Extended Schools. In fact, the vast majority could not be delivered if it were not for the generosity of teaching staff, giving up their time free of charge to enhance the lives of our pupils. Many parents have shown their appreciation of the staff's hard work and dedication. These are quotes from school questionnaires about clubs:

> *'Reading Club (Need to Read) makes such a great difference to children and to their self-worth and confidence.'*

> *'Good variety of clubs, something for everyone.'*

> *'Great ideas and time to enjoy indoor and outdoor activities.'*

Hollybank P.S will endeavour to continue to provide as many of these clubs as it can during the next 3 years. Even more clubs might be added in the future, as our school enrolment continues to rise.

Extended Schools funded Clubs that Support the Health and Well Being of Pupils

Health promotion was once again a significant part of our Extended Schools provision; both physical and mental well-being. Through Hockey; Football; Netball and Street Dance the children were provided with opportunities to improve their fitness. Our Guitar; Recorder and Samba Drums clubs provided the children with opportunities to use music as a medium to stimulate the other areas of the well-being.

Junior Football Club (2014-ongoing)
Building on previous successes with this programme, a number of children from P4/5 attended the club for 10 weeks.

Outcomes:
- Enhanced confidence and self-esteem
- Children demonstrated an ability to cooperate with others
- Increased oral participation in class
- Improved Fitness
- Enjoyment

Links with SDP:
- PE/Pupil Welfare/Pastoral Care

Senior Football Club (2013-ongoing)
This was our most popular Extended Schools club with an average of 18 children from P5-7 attending the club for 10 weeks. A number of matches and tournaments were organised for the children involved.

Outcomes:
- Enhanced confidence and self-esteem
- Increased oral participation in class
- Children demonstrated an ability to cooperate with others
- Improved Fitness
- Enjoyment

Links with SDP:
- PE/Pupil Welfare/Pastoral Care

Samba Drums (2015 - ongoing)
Children and parents had asked for music clubs as this was not available in the local community. Attendance at this Club was 82%. The children attended this club for ten weeks and thoroughly enjoyed this.
Outcomes:
- Children experienced a sense of enjoyment and achievement
- Children demonstrated an ability to cooperate with others
- Children improved their basic understanding of percussion and their skills in music
- Children made developments in fine motor skills
- Children learned of the benefits to health of participating in music

Links with SDP:
- Pupil Welfare/Pastoral Care/The Arts
- Resources and Equipment

Recorder (2015 - ongoing)
Children and parents had asked for music clubs as this was not available in the local community. Attendance at this Club was 70%. The children attended this club for ten weeks during lunch.
Outcomes:
- Children experienced a sense of enjoyment and achievement
- Children demonstrated an ability to cooperate with others
- Children improved their basic understanding of percussion and their skills in music
- Children made developments in fine motor skills
- Children learned of the benefits to health of participating in music

Links with SDP:
- Pupil Welfare/Pastoral Care/The Arts
- Resources and Equipment

Guitar (2015 - ongoing)
Children and parents had asked for music clubs as this was not available in the local community. Attendance at this Club was 97%. The five children attended this club for ten weeks. The club was then offered to other children.
Outcomes:
- Children experienced a sense of enjoyment and achievement
- Children demonstrated an ability to cooperate with others
- Children improved their basic understanding of percussion and their skills in music
- Children made developments in fine motor skills
- Children learned of the benefits to health of participating in music

Links with SDP:
- Pupil Welfare/Pastoral Care/The Arts
- Resources and Equipment

Senior Hockey Club (2013-ongoing)
This was a popular Extended Schools club with an average of 9 children from P6-7 attending the club for 10 weeks.

Outcomes:
- Enhanced confidence and self-esteem
- Increased oral participation in class
- Children demonstrated an ability to cooperate with others
- Improved Fitness
- Enjoyment

Links with SDP:
- PE/Pupil Welfare/Pastoral Care

Junior Hockey Club (2015-ongoing)
This club was introduced to teach younger children the basic skills associated with playing hockey. This proved to be very popular with number of children from P4/5 attended the club for 10 weeks.

Outcomes:
- Enhanced confidence and self-esteem
- Children demonstrated an ability to cooperate with others
- Increased oral participation in class
- Improved Fitness
- Enjoyment

Links with SDP:
- PE/Pupil Welfare/Pastoral Care

Street Dance (2013 - ongoing)
Street Dance has been a very popular club for a number of years and is attended regularly by an average of 16 children each week. This club ran for twenty weeks across two terms. Children involved in this club performed for parents at the school Open Day. There was no access to this in the community and it is very beneficial to the children's coordination, self-esteem and movement skills.

Outcomes:
- Children developed their confidence and self-esteem in a healthy way
- Children learned rhythm and coordination
- Improved gross motor skills
- Children experienced a sense of enjoyment and achievement

Links with SDP:
- PE/Pupil Welfare/Pastoral Care/The Arts

Extended Schools survey comments from June 2016:

<u>Pupil Comments</u>

Why did you want to attend the club?

"To learn different types of skills and to mix with other schools.'
'It's fun and for the school.'
'It involved dancing and sounded fun.'
'To play and get more fit.'

What do you like best about your club?

'Making new friends and playing football.'
'Getting to do a performance at the end.'
'I like it when we learn new things and having fun with my friend.'

<u>Parent Comments</u>

Has your son/daughter benefited from attending this club?

'More confident and healthier.'
'It gave her more confidence and more time to see friends.'
'More social interaction for him.'
*'****'s confidence has soared, he enjoys music more and we often find him singing and dancing.'*
*'***** loved this club, showed a genuine interest and would like to continue learning.'*

What did they learn from attending the club?

'How to work more as a team.'
*'****** gained a lot of confidence from this club.'*
'Cooperating with others and dancing skills.'

Other Comments from Parents

'The teacher is very kind and skilful.'
'I am hoping guitar club is on again this term.'
'This club really helped confidence. We are so proud that they got up and performed at the Open Evening.'

Pastoral Care, physical well-being and pupil welfare will continue to be the focus for extended schools provision. It also remains a focus for the school to engage the community in school life and so clubs that use the expertise of the local community, through dance or sports, will continue to be provided through our ES provision. It may be good to provide some other sporting clubs and the possible introduction of golf & tennis may provide the children with some skills training in areas that they otherwise would not get to participate in.

Priorities for 2016-2018 SDP

- Continue to ensure that a significant number after-school clubs have a health benefit to the children
- Monitor the effectiveness of clubs through surveying both parents and children
- Involve School Council in the development of our After-Schools Programme

2 (d)Providing for the Professional Development of Staff:

The school values and benefits significantly from the fact that not only are the staff hard working and committed, but are willing to embrace new challenges and improve on their professional practice. This is demonstrated by the extensive number of courses/training attended by staff during the last 3 years. Despite the limited choice available from the NEELB & then the Education Authority, courses and training have been accessed from other providers including, Barnardo's, Women's Aid, MASTS, CCEA, Stranmillis, C2K, GL Assessment, iTeach, Joan Henderson Education Mentor, Early Years Organisation, STEM Learning Centre, Primary Movement, RTU, Ascert NI, EduFest NI, Ogden Trust, Antrim & Newtownabbey Borough Council and The Association of Science Education.

The professional development of staff has been, and will continue to be, of a high priority and the school will continue to invest the necessary time and resources in this. When available, co-ordinators will attend relevant courses and feedback to staff and the school will continue to access INSET support from the CASS team at the Education Authority and other relevant training providers. Priorities in staff development are matched to the needs of the school through the school development plan.

The restructuring of the pupil timetable (2pm finish on Tuesdays) has greatly enhanced opportunities for staff development and provide a longer session for staff development.

PRSD has provided excellent opportunities for staff development, enabling further sharing of expertise and a commitment from all to the aim of improving practice to the overall enhancement of teaching and learning in the school. An experienced teacher is in charge of beginning teachers and ensures that they receive appropriate help and guidance. Where possible, Hollybank Primary School will always encourage and support staff who wish to undertake additional courses/qualifications.

'The Principal has played a key role in recent years in implementing new management structures and the development of the new middle management roles and responsibilities within the school.' (School Inspection Report, 2010).

Priorities for 2016-2018 SDP

- Continue to consult with staff in the setting realistic goals for PRSD
- Consider all requests from staff in relation to professional development where the benefits to children are significant
- Continue to work in partnership with other schools to establish a network of support in relation to CPD
- Explore a voluntary PRSD scheme for non-teaching staff

- Continue to challenge the Education Authority to provide training for staff in all key areas
- Explore and provide (where appropriate) opportunities for CPD staff from outside providers and facilitators

2 (e) Managing the Attendance and Promoting the Health and Well Being of Staff:

The Principal remains totally committed to the well-being of all staff, and the fostering and promotion of good staff relations continues to be his priority.

The Board of Governors recognise the huge contribution that the dedicated and hardworking staff make to the school and understand that their health and well-being is essential to the continued success of the school. The Governors, through meetings and events often express their support and empathy in relation to the endeavours of staff. In addition, the Governors recognise that a healthy work life balance is the most beneficial element for both the school and its staff.

Staff achievement, both personal and professional, are recognised by the school and supported by the Governors. Dedicated sessions for teambuilding and recognition of success are held jointly between the Governors and staff. The views and aspiration of management and the Governors are supported by a range of complimentary policies that include; Health & Safety, PRSD, Complaints & Concerns etc.....

The school has adopted the policy, and updated procedures in relation to, 'Managing Attendance at Work' (TNC 2008/2). Staff are aware of the impact that casual absence has on the finance, other colleagues, the children, and the general organisation of the school. Staff absences are consistently monitored by the Principal and reported within the Board of Governors, and action is only considered if it falls within the guidelines of this revised document. I am pleased to report that staff absence has been consistently low across the previous three years.

There is a happy and collegiate atmosphere amongst staff in Hollybank, characterised by the high level of staff morale and sense of humour by many of the team. There is a mutual appreciation and respect for the work and contribution of the Board of Governors, Senior Management Team and all members of the teaching staff and non-teaching staff, to the life of the school. It is a happy place to work both for the teaching and non-teaching staff, and the work ethic is such that many of the staff turn up for work even when they aren't feeling their best.

In the questionnaires in June 2016, a parent summed it up very well:

> *'I like the way the teachers are enthusiastic, it's not just a job to them.'*

Through the school development process and the identifying of priorities, great care is taken to ensure that overload does not occur and that staff and relevant co-ordinators are given time and support when required. During the past two years there has been significant time spent building an open atmosphere within the school, whereby everyone is encouraged to express their views either to the Principal or through the senior management team. This is a healthy approach and helps to ensure that problems are aired and shared rather than harboured.

Priorities for 2016-2018 SDP

- Continue to provide opportunities for teambuilding
- Build a collegiate support network for staff
- Ensure that staff are consulted in issues that directly affect them
- Improve facilities for staff
- Ensure that time is provided for staff welfare
- Continue to celebrate staff success
- Explore additional teambuilding exercises that alleviate stress
- Continue to support staff maintain a healthy work life balance

2 (f)Promoting Links with the Parents of Pupils at the School and the Local Community, Including Other Schools, the Business Community and Voluntary and Statutory Bodies:

In Hollybank Primary School we adhere to the *"Every School a Good School-Policy for School Improvement"* and we will continue to enhance "good relationships that facilitate engagement and communication between the school, its parents and the wider community that it serves."

The school's most recent inspection report (April 2010) commented that:

> *'The Principal and the teachers work conscientiously to ensure that communication with the parents is effective and maintained through regular newsletters, a newly established school Web site, Open Days, information meetings and a range of valuable courses for parents. There are well-established and excellent links developed with the other local schools, including pre-school, primary and post primary schools which enrich the children's educational and social experiences and ensure smooth transitions* (ETI Inspection 2010).
> '

Parents

At Hollybank the education of children is seen as a partnership between school and home and this is communicated to parents at induction in Primary 1 and is consistently reinforced at transition and as the child progresses through the school. Feedback from parents includes:

> *They are made to feel welcome.*

> *There is an open and friendly atmosphere.*

> *Parents feel that staff genuinely have their children's best interest at heart.*

When children begin school parents are given information on key policies such as Child Protection, as well as information on the organisation and day to day life of the school.

All staff aim to ensure that parents are made to feel welcome, are treated with respect and listened to sympathetically. The Principal himself ensures that he is approachable and that parents can come to him about any issues, worries or concerns. All staff ensure that parental enquiries are dealt with promptly & professionally and parents always receive feedback where necessary. The entrance hall in school is bright and welcoming with appropriate seating, copies of policies and other information which parents may find of interest. In addition, the names and drawings (by children) of all staff are displayed at the front entrance as well as key pastoral information.

Parent questionnaires, June 2016:

> *'I would like to take this opportunity to thank all the teachers,*
> *classroom assistants, cleaners and everyone else who is*
> *involved in making Hollybank a great school.'*

During the past 3 years many strategies have been put in place including:

- ✓ Information for P.1 parents on phonics, reading and numeracy
- ✓ Barnardo's PATHS sessions for parents
- ✓ Internet Safety sessions for parents
- ✓ Introduction of a Family Liaison Worker
- ✓ Introduction of a weekly newsletter
- ✓ The introduction of Tuesday notes – all notes go out once per week on Tuesday
- ✓ The introduction of a text service
- ✓ Support and encouragement for the PTA
- ✓ The provision of adult learning courses
- ✓ Information sheets for all parents on reading, grammar and mathematics
- ✓ Newsletters for parents - giving information on how to help children at home
- ✓ Dedicated Information Board outside Foundation Stage classes on how to help children at home
- ✓ Class information on the school's website
- ✓ Parent sessions delivered by Women's Aid
- ✓ Parent Consultation on Anti Bullying
- ✓ Parent Consultation on Positive Behaviour

<u>Parent Worker</u>

Hollybank introduced a Family Liaison Worker (FLW) in 2015. This has evolved greatly over the past year as a direct consequence of the efforts of Emma Thompson and now Norma Johnston. A significant number of families have benefitted from working with the FLW. A support group has been established for parents and an art therapy class has seen a significant number of parents and grandparents attend these classes regularly - in the dedicated Parent Support room.

Parent Teacher Association

The PTA has now been established at Hollybank for eight years and has been instrumental in raising funds for projects, securing funding for the refurbishment of classrooms and acting as a focus group for policy changes and new initiatives. The PTA is reconstituted each October at its AGM and the school is very supportive to all of its endeavours.

Communication with Parents

We believe that, over the past 3 years, we have continued to develop and promote excellent lines of communication with our parents in the following ways:

- ✓ Regular notes are sent home and parental permission is always sought for activities outside of school.
- ✓ The Hollybank News is sent home half termly and contains a wide range of information regarding up and coming events, celebration of achievement, school news, reports on past events, appeals for recycling items, healthy recipes, sporting news etc. Hollybank News is produced by the staff, however many of the items are written by children.
- ✓ Newsletters for parents.
- ✓ The entrance halls (main and Foundation Stage) are full of lots of information on the school including safeguarding, policies, Headmaster's Tea Party winners, community information, schools key targets and staffing.
- ✓ We operate a texting service where we are able to send important or urgent information immediately.
- ✓ The school also has its own website, updated regularly, which gives parents, prospective parents and other interested parties an exciting and informative insight into the life of our school. A wealth of information can be found, for example, up and coming events in the nursery and the primary, class news, celebration of achievements, closures, lunch menus, after school activities.
- ✓ We will read notes/communication to any parent who has reading difficulties or English as a second language. When necessary, we organise interpreters for parents at interviews or workshops.
- ✓ Parents have access to the teacher or Principal to answer any questions, queries or concerns, or they are contacted back at the earliest opportunity.
- ✓ All staff and pupils welcome all visitors to the school and treat everyone with respect.
- ✓ A Parent Information session is held in September
- ✓ In Term One parent/teacher interviews ensure that information is shared regarding children, and parents are given clear information about their children's progress and achievements at this interview.
- ✓ A School Open Day is held in Term Two. This Open Day provides parents with a chance to visit classrooms during lessons.
- ✓ A report is provided to parents in Term Three. This report highlights strength, weaknesses and remedies for improvement. In addition, the

report also contains key data and standardised scores. Parents are encouraged to seek further clarification from staff, if required.

✓ Attendance letters are sent to parents in relation to pupil attendance below 85%

✓ Targets on IEPs for SEN children are communicated to parents at the beginning of each review cycle and interviews are made with those requiring additional information.

✓ Those parents whose children are in targeted intervention, e.g. reading partners, literacy support, and numeracy support receive feedback on progress.

✓ Parents are encouraged to provide feedback on events and initiatives through questionnaires and focus groups.

In the questionnaires in June 2016, 100% of parents (73 replies) agreed that they were well informed about what goes on in school. Numerous very positive comments included:

'It's nice to know if there is a problem they (staff) are approachable.'

'I like how parents and pupils are always involved in answering questions about the days in which activities are on,'

Other Parental Involvement

Parents and grandparents are encouraged to become involved in the life of the school, they regularly accompany children on trips and outings, help out at special events, fundraise and assist with productions by providing props or by helping to make items of clothing.

Parents are regularly invited to special assemblies, plays and productions, and to view work which has been going on in the school environment.

When formulating policies, parents' views are sought – recent examples being this development plan, the school's Positive Behaviour Policy and Anti Bullying Policies. Parents are made aware of all policies and they are welcome to come in and take copies of these from the school entrance hall.

Funding from extended schools has contributed significantly in helping the school support parents through the Need to Read and Accelerated Reading programmes. Information and resources go home weekly and parents are invited to meet with the teacher with a view to helping their child at home.

In addition, extended schools funding facilitated the school working with St. Bernard's Primary School. This cross community project allowed two year groups from each school to work together on conflict resolution topics through the medium of sport. As part of this project, parents took part in a number of sessions that concluded in a celebratory event at Seaview Stadium that involved six local primary schools and a special guest appearance by Michael O'Neill, Northern Ireland manager. As part of the St. Bernard's link we also built capacity within our communities by training four parents through the IFA coaching programme.

<u>Priorities for 2016-2018 SDP</u>

- Continue to improve links with parents
- Expand the role of the Family Liaison Worker to make referrals to the Family Hub
- Work directly with Barnardo's in relation to their Family Learning programme
- Provide training and support for parents in relation to GL Assessment's PASS programme
- Develop the new school website for the benefit of our parent body
- Work closely with the reconstituted PTA and provide expertise and support
- Encourage more evening use of the school facilitated through the PTA
- Develop an outdoor programme for parents and children alike i.e. Gardening Club
- Review the current format for Parent Information sessions
- Assist PTA with iPads application to AFA
- Continue to work with statutory and non-statutory organisation to increase parental engagement

Hollybank in the Community

The school has very good and positive relationships with the wider community in Hollybank and beyond. In our questionnaire of June 2016, 95.89%% of parents agreed, that the school is well thought of in the local community. This compares with a figure of 77.3% the previous year – a rise of 18.59%.

As one parent stated during the June 2016 survey:

'Up in (my) estimation than in previous years.'

Over the past three years Hollybank has strengthened our links within the community whilst at the same time establishing new links. We are an active member of the Monkstown Community forum. In addition, we contribute to the iNews magazine.

We have strengthened links with Antrim & Newtownabbey Borough Council, Monkstown Village Initiatives, The Jubilee Centre, Abbey Community College, Belfast High School, Monkstown Baptist Church, Abbey Presbyterian Church and Church of the Good Shepherd.

We have established new links with SureStart, Tesco, Business in the Community, Barnardo's, Ulster University, Place NI, Monkstown Boxing Club and Newtownabbey Regional College.

However, the vision that we have for the school is to put Hollybank at the centre of the community. It was for this reason that we established a Community Use policy in 2015.

<u>Links in the Community</u>

The school welcomes visitors and or various organisations into the school to either enhance the teaching and learning, widen the experiences of our children or provide guidance and support to staff. In the last 3 years this has included:

- Board & then Education Authority services such as educational psychology, education welfare, ASD service, behavioural support service, Thornfield Speech and Language, Road Safety service, Library Service
- MASTS (Multi Agency Support Teams to Schools).
- Representatives from various charities
- PSNI – To deliver safety messages to children
- Local businesses such as Rascals, Tesco
- Women's Aid – Helping Hands
- Jubilee Centre – Drug and alcohol awareness sessions
- FASA – drug awareness
- Dairy Council

- Ballyclare H.S. – rugby and hockey coaching
- Ulster University – outreach programme and basketball coaching
- Waterbus
- Antrim & Newtownabbey Borough Council – Arc Bus, Eco Schools, Sprocket Rockets & Biodiversity
- Forest Schools NI
- Rainbow of Hope Puppets
- Time to Read
- Barnardo's PATHS
- Fitness Freddie
- School Nurse
- Various ministers/pastors/youth workers from local churches for school assemblies
- 'Beyond Skins' (musicians from different countries)
- Students from the NRC, Stranmillis College and local post primary schools
- The Principal attends Newtownabbey Primary Principal's Association. This has helped to foster relations with other local controlled and maintained primary schools and has given many opportunities to discuss the challenges schools are facing, and to share good practice.
- Place NI – Community Development planning
- Lee Savage Ju-Jitsu
- John Marshall – Fundamental Movement
- IFA – football coaching
- St Bernard's PS visit to HPS
- St Mary's on the Hill PS visit to HPS
- Monkstown Village Centre – mentoring, transition, assemblies
- Abbey Community College – STEM, ICT and Art Projects
- West Midland Theatre Company
- Belfast High School – STEM
- Seaview Enterprise – Conflict Resolution
- Mark Hewitt – guitar tutoring
- N. Ireland Museum Service
- Liz Weir - Storyteller
- Sentinus – Robotics Day
- Rachel McKeen - dance

The school is also active in the local community, during the last 3 years this has included:

- Choir at Castle Court
- Choir at Tesco
- Choir at Jubilee Centre Christmas Dinner for pensioners
- Choir at Abbey Mothers & Toddlers.
- Choir at Stenaline
- P.7s attend the annual 'Bee Safe' event.
- P6 attending Mossley Mill
- P4-7 Carol Service in Church of Good Shepherd and Abbey Presbyterian

- P6 to Ulster University to 'Thinking Skills' event
- Belfast High School – various plays
- Belfast High School – P5&6 various challenges that have included projects
- Abbey Community College – football tournament & coaching
- Abbey Community College – Samba Drums
- Swimming lessons in the local pool
- Clustering with Victoria Primary through Carrick Cluster network
- Staff visiting local primary schools and sharing good practice
- P6 & P7 children visits to St. Bernard's PS
- P7 visit to St Mary's on the Hill
- Whole school involvement in 'Adopt a Spot' initiative

Local Charity Links

The school provides extensive support to local charities every year and carries out a variety of fundraising for them. Over the last 3 years alone this has included Andrew Keers Foundation, Women's Aid, Royal British Legion Poppy Appeal, Autism NI, NSPCC, Cedar Foundation and Northern Ireland Cancer Fund for Children. The total donated to charity over the three year period was in excess £5,000.

Priorities for 2016-2018 SDP

- Strengthen established links
- 'Explore Time to Code' and 'Time to Count' programmes
- Continue to build on transition work at P1 & P7
- Scope the feasibility of the creation of a Monkstown Community Hub
- Continue to seek sponsorship
- Create links that have a direct benefit to the education of our children
- Search for a strategic business to work with
- Establish a 'Charity for the Year'

Links within other Educational Establishments

Over the past three years Hollybank has built strategic partnerships with other schools and other educational establishments.

Primary Links

The principal attends regular meetings of the Newtownabbey Primary Principals' Association. Through these meetings good practice is shared and strategic partnerships established. These partnerships have included senior management and coordinators from different schools working closely on a variety of school improvement initiatives and training that include, Carecall, joint Coordinator training and Barnardo's PATHS.

Hollybank has also established strategic partnerships and networks with other primary schools outside of the core NPPA schools. These have included staff from Hollybank visiting and meeting with coordinators and year group teachers to discuss best practice and in some instances establishing a cluster of likeminded schools. Over the past three years Hollybank has worked with Victoria PS, Cavehill PS, Ballykeel PS, Crawfordsburn PS and Hillcroft Special School.

Post Primary Links

Positive links have been built upon with all post primary schools within our locality that include Ballyclre Secondary and Carrick College. However, stronger strategic links have been developed between Hollybank and two of our local post primary schools - Belfast High School and Abbey Community College. Our P5-7 children take part in themed days both at these schools onsite as well as going to see their school plays. Information is exchanged regarding pupils' needs and abilities to help our pupils make a smooth transition. We also forward end of key stage assessment results and IEPs to the feeder schools. Hollybank also takes a number of pupils on work experience from many of these post primary schools. In addition, for the past two years, we have worked closely with BHS to offer weekly placements for sixth form students. This has proven to be very successful for the Year 13 and 14 students as well as Hollybank.

Area Learning Community

In 2014 Hollybank became an active member of our ALC. As part of this Learning Community the principal and other key staff meet with the other schools within this ALC to discuss ways in which primary, special and post primary can work collectively, sharing good practice and harmonising other areas of mutual interest.

The ALC has successfully created an agreed method of the transferring of information and content between three post primary schools, one special school and seven primary. The ALC is actively developing the sharing of good practice in literacy and numeracy between Key Stage Two and Three. This has involved

Key Stage staff meeting, lesson observations, an establishment of assessment procedures and the creation of more productive links between cross phase schools. The work of the ALC has been complimented by the Department of Education's Key Stage Two/Three CPD project.

Other Educational Links

In March 2015 Hollybank PS began the process of establishing a pre-school within the school to act as an important strategic partner. Through consultation with parents, the Education Authority of N. Ireland and Social Services, Hollybank Pre-School was established in June 2015. This strategic partner is firmly part of our school and best practice is shared and reciprocated. Joint training between Foundation staff and Pre-School staff takes place regularly and there is a harmonisation of events, joint ventures and sharing of services and practices.

In addition to our links with Hollybank Pre-School, Hollybank Primary School has developed stronger links with Monkstown Nursery and our other feeder nursery schools. As part of this, Foundation staff from Hollybank visit these establishments to assist with the transition of pupils to our school. Additional meetings and advice is sought when required and this has also been reciprocated by some of these pre-school establishments.

Hollybank Primary School further understands it duties in relation to pre pre-school children in relation to the '0-6 Strategy'. With this in mind we have established a relationship with Sure Start and are beginning to look at joint initiatives and strategic links. In addition, we also invite the local nurseries and playgroups to our infant nativity as well as perform our Senior Nativity at Abbey Mothers' and Toddlers'.

In addition to our links with pre-school providers, we have also established strong links with Ulster University and their Tutoring in Schools programme. We have benefitted greatly from working closely with their students on a number of project during the past three years.

Priorities for 2016-2018 SDP

- Strengthen the links with Hollybank Pre-School
- Assist Hollybank Pre-School with enrolment growth
- Develop the work of the ALC
- Further strengthen Cluster with other schools
- Continue to share good practice with other schools
- Ensure teachers continue to access skills and knowledge from other schools
- Build on links with Abbey Community College and Belfast High School
- Remain an active member of the NPPA
- Develop transitional links with feeder nurseries
- Continue to facilitate the transition of P7 pupils to post primary
- Build on links with Abbey Sure Start

Community Relations and Educational Diversity (CRED)

During the last three years Hollybank P.S. has established links with many controlled, maintained and integrated schools. However, in 2013/14 we established a partnership with St. Mary's on the Hill. This was funded through Peace Three money and facilitated by Seaview Enterprise. Over a ten week period children from Primary Seven worked closely with children from St. Mary's on a variety of tasks inside the classroom and took part in football coaching outside of the classroom. Unfortunately, funding for the project was withdrawn and we could not maintain the link, although many of the children did stay in touch.

In October 2014 we accessed money that was used to facilitate another cross community project. Unfortunately, St Mary's were unable to take part in this project so we established a new link with St. Bernard's Primary School. We used the model from the previous year – classroom and sport based activities. However, we also included a capacity building element that allowed us to fund the training of four parents to assist with football in our respective schools. In addition, we held a celebratory event at the end of the programme that included BBQ for parents and children from both schools, a football tournament at Seaview Stadium and a special appearance by Michael O'Neil, Northern Ireland manager.

Unfortunately, we could not secure funding to continue this link in 2015. However, we are actively exploring a number of cross curricular links as all of those involved, especially the children, benefitted greatly through these links. Hollybank Primary School firmly believes that inclusion and good relations are essential in the normalisation of our community and to this end we established a Good Relations and Inclusions policy in January 2015
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Promoting equality, good relations and diversity are important issues for our school, its' parents and the local community. Over the past three years Hollybank Primary School have been promoting equality, good relations and diversity in many ways. We are aware that the school's ethos, policies and practices, and particularly their implementation need to collectively and consistently value all children. However, the promotion of good relations is not mutually exclusive to people from a different faith background or culture. At Hollybank we believe the ethos of CRED goes beyond this. We consult and build good relations with all of our stakeholders in a variety of different ways.

Community

Over the past three years the school has actively attended meetings within the community about the community. These have included: consultation with Place NI - development of infrastructure and housing within Monkstown; Antrim & Newtownabbey Borough Council - community planning, Eco Schools, recycling and biodiversity; Monkstown Village Centre – adult learning classes, mentoring

and raising standards; Jubilee Centre – Drug Awareness and community planning; Barnardo's – Family Learning Programme & PATHS; DOE Road Service – community planning & road safety; Women's Aid – Helping Hands project and Seaview Enterprise – Raising the Bar to educational achievement.

Many of these meeting have had no direct bearing on the children that we currently teach but as a school we recognise that we are part of a community and therefore should influence decision making beyond our current body of pupils.

Parents

During the past three years we have also consulted with our parents on a wide variety of issue. We understand that parents can be our greatest resource to tackling underachievement. Furthermore, we know decisions that include parents are more likely to be successful. That is why we have consulted our parent body about a vast range of things during the last three years. These consultations have included anti bullying, positive behaviour, extended schools, adult learning and many more areas. We have sent out a variety of questionnaires, held meetings, set up focus groups and provided our parents with access to staff and Governors (Governors' Day)

Pupils

In September 2014 we established a School Council. This Council has evolved immensely since then. Our current School Council is fully elected and meets weekly with to discuss issues and consulted fully with regards to many aspects of school life. Meetings are minuted and involve key staff within discussions. In addition to our School Council, we also survey our pupils on a variety pertinent areas of school life that include extended schools, behaviour and bullying. We have also recently introduced a Tweet Tree in the main lobby – where children can contribute by raising issues to be considered by the School Council.

Staff

Regular staff meetings are held with all staff. Their opinions are always taken on board and everyone is afforded the opportunity to contribute to the discussions or to make suggestions in private. Staff are also consulted and surveyed in a range of issues that include self-evaluation through Together Towards Improvement. We are aware that the promotion of good working relationships including support and encouragement for staff and opportunities for staff development are conducive to the effective operation of the school and whole school improvement.

Other Stakeholders

Hollybank Primary School takes part in a number of consultation from the Department of Education and the Education Authority as well as non-statutory organisations. The school also meets with these stakeholders with regards to

issues that the school feels have not been addressed or where it is felt that the educational entitlement of the children is not conducive with current policy.

We are aware that our school environment should be positively welcoming to all, whatever their identity and we value the contribution of a diversity of cultures. We now have a 'Welcome Board' in the entrance hall which indicates to all the community the diversity of children that are part of our school.

There is clear evidence within our school of the implementation of CRED and we are intent on maximising the embedding of CRED over the next three years. During this time we will be developing a CRED policy, updating the PDMU and RE policies and any other relevant policies.

Priorities for 2016-2018 SDP

- Continue to explore opportunities for cross community links
- Develop a CRED policy
- Update RE policy to take into account guidance from DE
- Create a PDMU policy that reflects the values of the school
- Continue to evolve school council to include a BOG dimension
- Update surveys and questionnaires to capture key data and opinions
- Explore GL PASS testing within context of parental input and support
- Continue to build community links and school profile
- Explore alternative funding streams to develop links with all stakeholders

School Environment

Hollybank Primary School has spacious grounds and over the past three years we have developed our outdoor space extensively. In addition, we have made a number of changes to practices to help the environment.

Recycling
The school continues to have continued success with its various recycling schemes. In 2014 we changed our waste management procedures which has resulted in us saving money and helping the environment through less non-recyclable collections and an increase in items that we recycle. We have also worked very closely with the EA and ANBC on other ways to reduce our waste burden. This has included the introduction of new procedures and storing of paper products.

School Grounds Maintenance
The school currently has a central contract with the EA with regards to grounds maintenance. There have been a number of issues in relation to this contract during the past three years. Thankfully some of these issues have been resolved but the school continues to put pressure on the EA in relation to the fulfilment of their Service Level Agreement with the school. During the past three years the football pitch has been renovated, trees thinned out at the main road and other remedial work undertaken.

Improvements to Grounds
During the past three years the EA has replaced fluorescent lights, school boilers, installed a new CCTV system and installed LED security lighting around the perimeter of the school. Complimentary to this, the school secured funding from the EA to install an additional gate at our infant end, additional fencing on existing gates and fencing along the back perimeter of the school. During this time the school has also worked closely with ANBC biodiversity to secure twenty apple trees, a willow dome, the upgrading of our flower beds. In addition, the school has had work carried out to remove an old wall, install drainage and create new pathways. The school has also secured funding for a new outdoor play area – due to be completed by July 2016.

Sustrans Active Schools
In the process of developing the new 3-year School Development Plan the school sought the views and opinions of parents, children and other stakeholders about all aspects of school life. One of the main areas of concern for parents was the congestion at the school gates at the beginning and end of the school day. We therefore wanted to address this issue directly, as well as promoting healthy living with our pupils, by actively and strongly promoting walking, cycling and scooting to school.

To assist the school carry this through we applied to become part of the three year Sustrans Active Schools' Programme. Unfortunately they were heavily over-subscribed and we have been put on a waiting list.

<u>Priorities for 2016-2018 SDP</u>

- Reapply for Sustran programme
- Continue to work with Road Service to upgrade parking and drop off facilities outside school, on Devenish Drive
- Install outdoor play area
- Secure funding for Polytunnel and outdoor classroom
- Renovate assembly hall
- Install a food preparation room
- Apply for a hygiene room
- Apply for a Multi-sensory room
- Apply for a Nurture Room through EA
- Work with EA to carry out school improvement to lobby, phone systems, relocation of offices, installation of disabled toilet and additional security
- Continue to seek service level agreements for ground maintenance

SECTION 3

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

The school's delegated budget is managed by the Principal who reports at least termly to the Board of Governors on expenditure. The Principal is ably assisted by Mrs Bryden, the school's secretary, who creates orders and invoices as well as managing the bank accounts. The Principal inputs the data on to the FMS system and produces detailed reports for the Board of Governors. The Principal makes shrewd financial management his priority to ensure that staffing is at the appropriate level, including SEN support and teaching assistants, and that there is enough money to buy the resources or sub cover required to support the priorities identified within the school's development plan.

Over the past three years the school has steadily reduced its deficit. In the end of the financial year 2013 this deficit stood at £35,680 and this has now been reduced to £21,343. However, the adjusted figure for the budget deficit at the end of the financial year to March 2016 (after liabilities are discharged and monies due have been received) is approximately £10,000. Unfortunately, the current financial Three Year Plan and estimated funding from the Department of Education will see an increase in this deficit in Year 2 and again in Year 3. The deficit increase is not due to the financial management of the current budget by the school but instead down to factors beyond the school's control i.e. DE not funding increases in Superannuation beyond year one, increased costs associated with National Insurance and incremental pay rises not being funding by DE. The school has submitted a three year financial plan that takes account of these factors and remains within DE guidelines of financial management. The school has submitted a plan that prioritises the current provision of staff.

The school's financial position and resources available to support targets within the development plan, has benefited greatly from the following:
- The school's inclusion in the Literacy and Numeracy Signature Project which resulted in an additional full time teacher (2013-2015)
- Money from the Education Authority for additional cameras, lights, fencing and the renovation of all-weather pitch
- The significant additional allocation to the school's budget in 2014
- Extended schools funding of approximately £11,000 per year
- Areas at Risk funding of approximately £15,000 (to fund underachievement programmes
- Successful application to Fourteen Award to fund Parent Liaison Worker (10 hours per week) since September 2015
- CEIP funding in 2013/14 of approximately £9,000 to work with pupils in the area of mental health and mentoring
- The securing of and Awards for All grant to install an outdoor play area

- The savings of approximately £2,500 per year from ANBC in relation to changes in waste management
- A rental income of approximately £4,000 per year in relation to the hiring of facilities

Extended Schools Funding

Extended schools funding has been used to fund many activities from the Need to Read programme, Need to Count, to sport, music, pupil welfare as well as art and craft. More significantly, in recent years, a sizeable amount of the allocation (including Cluster money) has been used to support the school's target of raising achievement in 'middle band' children and early intervention in literacy Need to Read and the Accelerated Reading programme and initially the 2-3 Club. However, Extended Schools' core funding has been steadily decreasing over the past three years despite an increase in children in receipt of Free School Meals - DE Core Allocation 2013/14 of £17,350 to a figure of £12,596 in 2015/16, a decrease of over 25%.

School Based Fundraising Activities

The school's ability to purchase resources is significantly enhanced by the money raised through various initiatives and activities throughout the year. These activities are organised by the staff and can generate in the region £1,000 each year. However, these fundraisers are usually for specific purchases e.g. towards a new maths scheme and a defibrillator. This fundraising and other monies such as school fund collection, book club and school photographer donations are kept in the school's cheque accounts. These accounts are audited annually and presented to the Board of Governors.

PTA Fundraising Activities

During the past three years the PTA have actively been fundraising to enhance the provision that we can currently offer through direct funding from the Department of Education (DE). The PTA consistently raise approximately £2000 per year and this money is then used to purchase items or services for the school. During the past three years this has included the refurbishment of classrooms and assistance with the purchase of a new maths scheme. The school is very grateful for the endeavours of our PTA and the fundraising that they undertake.

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

The school plans to use its resources to support the improvement of standards in the following ways:

➤ Maintain current staffing compliment.
➤ Continue to employ 2 part time underachievement assistants
➤ Continue to employ 1 part time teacher for reading interventions
➤ Continue to employ staff to run Breakfast Club
➤ Continue to employ staff to run 2-3 Club.
➤ Any resources required to support action plans in Literacy, Numeracy, ICT and Play Based Learning
➤ To enhance SEN resources currently available to teachers
➤ Continue to purchase Complete Digital Solutions from GL Assessment
➤ Use extended schools funding for the following clubs:

- Need to Read
- French Club
- Hockey
- Accelerated Reading
- Netball
- Samba Drums
- Music Appreciation
- Guitar

SECTION 4

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

1. *Compile a new guided reading scheme for use throughout the school.*

The reading materials in school are reasonably extensive. However, they tend to focus more on reading narrative. In addition, it is a constant struggle to ensure reading is being done at home.

The Literacy Coordinator identified this as a key strategy to drive improvement and increase End of Key Stage results. A number of training sessions were held during the period 2013-15. Some of these training sessions were taken by CASS support services.

Staff were introduced to a new reading scheme and were asked to link specific learning outcomes to their medium and short term planners, showing progression between year groups.

Through coordinator monitoring and evaluation of completed fortnightly planners it was clear staff felt comfortable with the learning outcomes involved in a progressive reading scheme.

Senior reading buddies were introduced for younger readers and Accelerated Reading targets set for children who were not fulfilling their full potential.

However, current financial constraints prevent the school from purchasing additional home reading material which would encourage a "reading for fun" attitude amongst some Key Stage Two pupils. The school would also like to build on the variety of non-narrative texts.

The coordinator is currently assessing commercial reading material that it is hoped could help unlock the stubborn pockets of resistance with regards to achievement and end of key stage results.

2.   To embed problem solving in the teaching and learning of Mathematics throughout the school.

Although practical resources for Numeracy at Hollybank were extensive, resources to tackle problem solving were not. In addition, feedback from staff in relation to the barriers to learning sighted that mathematical language and problem solving techniques were key factors in underachievement.

In 2013/14 a series of meetings and sessions were held to look at mathematical language and problem solving techniques. The then Numeracy Coordinator assisted by Liz McParland (CASS) worked with staff to develop resources and lines of progressions with regards to mathematical language and problem solving. A number of commercial schemes and additional resources were also looked at during this period. In addition, staff were provided with practical support on how to teach problem solving.

Throughout a twelve month period staff were provided with time, suitable resources were trialled and a uniform methodology to the teaching of problem solving from Year 3-7 was agreed. In addition, staff made their own 'Problem of the Week Cards' with a modelled problem and independent one. Each member of staff was also provided with an agreed mathematical language whole school progression.

Once the above was put in place the necessary resources and commercial materials were purchased and a problem solving Year Group Progression was created by the coordinator in conjunction with staff. The Problem of the Week and use of problem solving was also monitored by the SMT.

Feedback from staff indicate that the purchase of a new commercial scheme 'New Heinemann Maths' will mean that problem solving needs to be revisited at a later date to ensure that the new scheme compliments the problem solving activities that had been created.

3.   Review positive behaviour policy, Golden Rules and related aspects.

In May 2014 discipline, positive behaviour and the Golden Rules were reviewed by the SMT with a view to making changes in the year beginning September 2014. During the Baker Days of August 2014 the principal also sought the opinions of staff. As a result of this review cycle it became apparent that there was inconsistency in how behaviour both good and bad was dealt with. In addition, feedback from parents, pupils and staff indicated that the current Golden Rules were too wordy and over complicated.

In September 2014, a letter was sent to every parent in relation to school discipline. Within the letter the emphasis of partnership was relayed to parents and they were made aware of current procedures i.e. to class contracts being devised between staff and pupils. In addition to current practices, parents were made aware of the introduction of a three coloured letter system – white, amber and red. This new letter system provided parents with transparency in relation to how persistently poor behaviour would be dealt with and also outlined that extreme behaviour would not necessarily be covered by this new system. Parents were asked to discuss the new letter system with their child(ren) and a signed copy to school.

In October 2014 the parents were provided with an updated version of the Six Golden Rules. Again parents were asked to discuss these rules with their children and return a copy signed on behalf of their child. In addition to the signing of the Six Golden Rules contract, a number of whole school assemblies were held to focus on the new rules. All staff were consulted in relation to these new rules and Governors were also made aware of them. A copy of the rules was also placed in each classroom and weather proof versions mounted at the pupil entrances. A playground version of the rules was also mounted in both infant and senior playgrounds. Complimentary to the copies of the rules, reading books, assembly materials and big books were purchased for each key stage.

The format of Class of the Week (Cheeky Monkey) was also revamped. Each week classes were set a specific target and they collected points for this target and the winning class would then receive Cheeky Monkey, the school mascot, in their class the following week as well as getting a treat.

The structuring of the a letter outlining procedures in relation to discipline, the simplification of the Golden Rules and the revamping of Class of the Week created a focus on positive behaviour. This was further complimented by individual class initiatives and Headmaster's Tea Party that had always proved successful. However, the school also sought advice from the Education Authority and other schools in relation to positive behaviour strategies.

In November 2014 the SMT embarked on training from Behaviour Support at the EA in relation to Behaviour Risk Reductions & Assessments.

The training undertaken here was then disseminated back to staff and risk reduction plans were put in place for a small number of children. These plans were drawn up in conjunction with the individual children and shared with the parents. The Behaviour Reduction Plans proved to be very effective with the vast majority of children.

As a consequence of the above training, the school secured the services of Rosemary Briggs, from Behaviour Support, to assist the SMT in beginning to formulate a new Positive Behaviour policy. To date this has involved consultation with all staff, parents and school council. It has also included training for staff, lunchtime supervisors and School Council.

The changes made to date have been extremely effective in reducing incidents of poor behaviour. In addition, parents have commented positively in relation to the initiatives undertaken by the school and the school is on course to complete a new Positive Behaviour policy within the first year of this new plan.

4.   Review and develop mathematics/literacy and the linkage between both subjects throughout the school.

In early 2012 both the Literacy and Numeracy Coordinators attended an information session in relation to the formulation of a joint literacy/numeracy policy. Both staff came back from this session feeling that the delivery was rushed and inadequate time had been set aside to fully explain the purpose of such a document.

However, during the next academic year, the creating of such a policy was prioritised within action plans and both coordinators provided SMT with information in relation to relevant documents such as Count, Read and Succeed, Better Literacy, Better Numeracy and most importantly, 'Every School a Good School'.

The Literacy and Numeracy coordinators worked closely on the outworking of this policy and consulted with staff in relation to its content. During the next twelve months a series of meetings and consultation were held to ensure that staff had ownership of this policy. Board of Governors were consulted throughout and the final policy was presented to Governors in Term Two of 2014/15 and subsequently ratified.

SECTION 5

An assessment of the challenges and opportunities facing the school:

Hollybank has had a very busy and successful three years and continues to go from strength to strength. Extensive self-evaluation and analysis of parental and pupil questionnaires very much support the work of the school and all that has been achieved over the last number of years. It also confirms that in relation to the performance indicators set out by DE in 'Every School a Good School' and 'Together Towards Improvement' the performance of the school in the majority of aspects is good or better. We can only be satisfied and proud with the following analysis of our parent surveys between 2014/15 and 2015/16 (see below)*.

Statement:	2015 66 returns	2016 73 returns	Difference
1. My child is well settled in school.	95.5	97.26	+1.76
2. My child is well cared for by the staff in the school	95.5	99.63	+4.13
3. The school encourages the pupils to behave well.	97.0	100	+3.0
4. The school recognises and values my child's contributions to school life.	95.5	100	+4.5
5. The school encourages my child to develop his/her personal and social qualities.	92.4	98.63	+6.23
6. My child is encouraged to respect and value the opinions/views of others.	98.5	100	+1.5
7. I am satisfied that my child feels safe and secure in the school.	89.4	97.26	+7.86
8. The school has told me about the procedures to deal with any concerns/complaints I may have.	87.9	97.26	+9.36
9. If my child feels unwell or unhappy in school, the staff will deal with the situation effectively.	87.9	98.63	+10.73
10. If my child is being bullied the staff will deal with it effectively.	72.7	95.89	+23.19
11. The school has informed me about the procedures to deal with child protection matters.	82.0	100	+18.0
12. I have been informed about the school's policy on the acceptable use of the internet.	78.8	100	+21.2

Statement:	2015 66 returns	2016 73 returns	Difference
13. The work my child is asked to do is matched to his/her ability.	98.5	100	+1.5
14. The school has explained to me how I can help my child with his/her work.	92.4	98.63	+6.23
15. I am satisfied that my child can cope with the homework he/she is given.	97.0	100	+3.0
16. My child's written work is marked regularly.	97.0	98.63	+1.63
17. I receive helpful information about my child's progress in school.	86.4	100	+13.6
18. I am informed regularly about the life and work of the school.	89.4	100	+10.6
19. The school provides opportunities for my child to participate in out of school activities, e.g visits.	95.5	100	+4.5
20. The school is well thought of in the community.	77.3	95.89	+18.59
21. Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.	89.4	98.63	+9.23
22. A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.	87.9	97.22	+9.32
23. A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.	89.4	100	+10.6
24. Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.	77.3	100	+12.7
25. There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.	75.8	96.81	+21.01
26. A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, further education college or other provider.	84.9	100	+15.1

Statement:	2015 66 returns	2016 73 returns	Difference
27.The highest standards of pastoral care and child protection are in place.	84.5	100	+15.5
28.A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.	94.0	100	+6.0
29.A broad and relevant curriculum is provided for the pupils.	94.0	100	+6.0
30.An emphasis on literacy and numeracy exists across the curriculum.	92.4	100	+7.6
31.Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.	95.5	98.63	+3.13
32.Good relationships that facilitate engagement and to its local community communication between the school and its parents and the wider community that it serves.	87.9	95.89	+7.99
33.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.	89.4	97.26	+7.86
34.The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.	78.8	98.61	19.81

*Surveys are actioned through traffic light system i.e. below 80% is marked read

However, we are by no means complacent and recognise that the excellent standard of teaching, the introduction of new initiatives (particularly in literacy and numeracy) and a promotion of the school profile contributed greatly to these fantastic results. We understand that school improvement is a journey rather than a destination. We must continue to consolidate and build upon improvements as we strive to ensure that our children get the best quality education possible and achieve their maximum potential. Some suggestions/issues raised by parents were in relation to car parking, SEN support, after school activities for P.1 to P.3 children, and improved community links. We will do our best to address these during the next three years and keep parents informed through the school newsletter and website.

Challenges

- ❖ Maintain our full complement of services at a time when budgets have been cut in real terms
- ❖ Be supported by Education Authority at a time when they are going through seismic change and restructuring
- ❖ Continue to meet and exceed the expectations of our parents
- ❖ Continue to raise the standards of achievement in literacy and numeracy and in particular for our 'middle band' children
- ❖ Build on the good work within ICT by challenging all of our stakeholders during a time of economic restraint
- ❖ Continue to strive to be at or above the NI average at Level 4 in literacy and numeracy despite 58% of our children currently entitled to free school meals
- ❖ Continue to encourage the involvement and support of parents in the education of their children, particularly at the Foundation Stage
- ❖ Secure additional funding for a Parent Liaison Worker beyond the end of this financial year
- ❖ Secure additional funding for Areas at Risk (underachievement interventions) beyond this financial year
- ❖ Continue to address the issue of low aspiration within the Monkstown Area
- ❖ School LMS budget currently in deficit
- ❖ Continue to apply pressure to EA in relation to minor works, capital projects and CASS support
- ❖ The management of the ever increasing provision within the school but with decreasing resources
- ❖ Managing workloads and a work life balance at a time when school is going through so many new initiatives

Opportunities

- ❖ A continued rise in school enrolment –increased from 133 to 143 since end of school year
- ❖ A very enthusiastic, committed and capable teaching and non-teaching staff
- ❖ The school held in higher regard by parents and the local community – build on this
- ❖ Utilise and support our reconstituted PTA
- ❖ Utilise and nurture the new School Council
- ❖ Work closely with Barnardo's in relation to the Incredible Years Programme and Family Learning
- ❖ Outside funding including Areas at Risk, Fourteen Award and extended schools to assist in the raising of attainment in literacy and numeracy
- ❖ Continue to seek funding opportunities for grants from organisation such as Big Lottery and Children in Need
- ❖ Approval of current minor works scheme to improve facilities at school
- ❖ Establishing the school at the centre of the community through school based and ANBC initiatives
- ❖ Scoping the feasibility of development of school pitch
- ❖ Creation of a Monkstown Community Hub to synchronise and deliver better outcomes for children at our school

SECTION 6

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

Consultation in relation to this school's development plan has been extensive. Consultation with staff and governors was carried out using the self-evaluation audit tool which incorporates Every School a Good School and the quality indicators from Together Towards Improvement. Pupils' and parents' views were sought through the use of a questionnaire. Following this, staff with specific responsibilities drafted relevant sections of the plan, which were discussed with the rest of the teachers, and copies were given to non-teaching staff and the Board of Governors for their comments. Every member of the school community will be able to avail of a copy of the finalised plan. Copies will also be available in the entrance hall of the school.

*Staff self-evaluation, and the outcomes of parent and pupil questionnaires, are available on request from the Principal.

In addition, Governors are regularly provided with outcomes of surveys and questionnaires and make recommendation to the principal on how they would like suggestions addressed within the development plan. The Board of Governors also hold a Governors' Day and during this event parents and community representatives have an opportunity to engage Governors and influence development planning.

Section 7

Suggested Whole School Priorities for 2016 – 2018

1.   Communication:
To improve the teaching, learning and standards achieved within modelled, shared, guided and independent reading with a focus on spelling. To make improvements to the grammar scheme and adjust accordingly. Put in place strategies to raise attainment, particularly with underachieving middle band children and track those children who have received support in previous academic year.

2.   Using Mathematics:
To improve the teaching and standards achieved within all areas of numeracy. To teach a progressive and fluent programme across all year groups with the New Heinemann Maths scheme introduced in September 2015. To plan for and provide resources for intervention structures that will develop more confidence in using mathematics. To put in place strategies to raise attainment, with a targeted focus on the underachieving middle band children.

3.   ICT:
To create a scheme of work for ICT, ensuring a progression of skills and learning opportunities that cover all aspects of the 5 'E's and incorporating the 'Using ICT' tasks as a means of assessment. To review and update the ICT and E-Safety policies in line with DENI guidance on good practice. To integrate newly acquired iPads into class teaching and learning.

4.   Assessment:
All Primary One children to complete GL Baseline Assessments. Carry out PTE and PTM testing with P3-7 children. Personal Attitudes Self & School testing to correlate academic performance with attitudes around school and self. Individual profiling to assist further with the targeting of underachieving children and deciding on areas of focus within literacy and numeracy. Mentoring programmes to assist with attitudes/performance- underachievement. Pupil tracking to map performances across year groups. Other tests used to screen children in line with SEN policy.

5.   Discipline:
To review and update policies around the area of discipline. Create a transparent and consistent approach to discipline, positive reinforcement and pastoral support by consulting with parents, children & staff. Advise them of their roles and make necessary changes to current practice. Embed changes within the school ethos and formulate a new Positive Behaviour policy. Ensure that the new policy links with Anti –Bullying, SEN and Child Protection.

3 – YEAR OVERVIEW 2016-2018

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
A. Curriculum	Continue to embed new Numeracy scheme into practice and planning ALTA Maths to be extended to P3 P.E. scheme for Foundation Stage Formulation of updated ICT schemes ICT Assessment Task to be delivered across the school (M&E by SMT) Special Needs policy ratified and implementation of new procedures Review and update the following curriculum policies/schemes: Assessment Policy PE Policy World Around Us Policy More focus on opportunities for music Continue with 'Time to Read' Guided Reading consolidation & resourcing KS2 Pastoral Care Policy to be reviewed Further embed Accelerated Reading Programme Continue clustering with cross phase partners Hockey & Football coaching through Extended Schools Need to Read Programme for P3/4 – Extended Schools Review of Shape & Space within Numeracy Homework Policy Trial Bug Club Develop Wow Word initiative Explore 'Time to Code' and 'Time to Count' Raise profile of Numeracy through displays and mathematical challenges.	ALTA Maths to be used by Years 3-7 Review and update the following curriculum policies/schemes: Play Based Learning Policy Handwriting Policy Review Cross Curricular links in Literacy & Numeracy PDMU Policy Introduce "Jolly Grammar" World Around Us schemes The Arts Policy PE Schemes ICT schemes continued Review opportunities for swimming Review of Measures within Numeracy Continue to build Guided and Shared reading resources Audit of Talking & Listening opportunities across all year groups Develop Cross Curricular links P1-7 Consolidation of activities for mental maths	ALTA Maths to be used by Years 3-7 Audit of computers, software & accessories Review and update the following curriculum policies/schemes: Music Policy RE Policy Review of PE schemes The Arts Schemes Review of mathematical language and problem solving across all year groups Develop a CRED policy Review opportunities for swimming Continue to build Guided and Shared reading resources

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
B. **Teaching and Learning**	Detailed data analysis of all pupils from standardised tests, End of Key Stage Assessments and NFER scores to target low achieving and underachieving groups of children in each class from P.3 to P.7	Detailed data analysis of all pupils from standardised tests, End of Key Stage Assessments and NFER scores to target low achieving and underachieving groups of children in each class from P.3 to P.7	Detailed data analysis of all pupils from standardised tests, End of Key Stage Assessments and NFER scores to target low achieving and underachieving groups of children in each class from P.3 to P.7
	Use GL Baseline test (P1) for early intervention and introduce BPVS test in P2 to monitor progress	Use new baseline test (P1) for early intervention and introduce a repeat test in P2 to monitor progress	Use new baseline test (P1) for early intervention and introduce a repeat test in P2 to monitor progress
	Use CAT4 for Early Learners at P3 and CAT 4 forP5 to monitor intellectual ability vs NFER scores (Value Added).	Use CAT4 at P3 and P5 to monitor intellectual ability vs NFER scores (Value Added)	Use CAT4 at P3 and P5 to monitor intellectual ability vs NFER scores (Value Added)
	The Beginning of analysis of CAT vs Other GL tests to identifying learning styles-Combination Reports	Reading progress teacher to continue to monitor lower KS1 pupils & intervene where appropriate	Reading progress teacher to continue to monitor lower KS1 pupils & intervene where appropriate
	Reading progress teacher to continue to monitor lower KS1 pupils & intervene where appropriate	Analysis of CAT vs Other GL tests to identifying learning styles-Combination Reports	Analysis of CAT vs Other GL tests to identifying learning styles-Combination Reports
	Review assessment procedures	Review assessment procedures	Review assessment procedures
	Devise targets for children on intervention programmes	Tracking of children to continue to ascertain impact on achievement	Tracking of children to continue to ascertain impact on achievement
	Tracking of children to continue to ascertain impact on achievement	Tracking of children to continue to ascertain impact on achievement	Tracking of children to continue to ascertain impact on achievement
	Assessment – Analysis of pupils by Assessment Team	Assessment – Analysis of pupils by Assessment Team	Assessment – Analysis of pupils by Assessment Team
	Complete Pupil Attitude of Self and School test (PASS) Use PASS test to help tackle underachievement and barriers to learning Mentoring programme linked to under achievement and PASS test	Complete Pupil Attitude of Self and School test PASS) Use PASS test to help tackle underachievement and barriers to learning Mentoring programme linked to under achievement and PASS test	Complete Pupil Attitude of Self and School test PASS) Use PASS test to help tackle underachievement and barriers to learning Mentoring programme linked to under achievement and PASS test
	External moderation and levelling of ICT, Numeracy and Communication. Internal moderation and levelling of ICT,	External moderation and levelling of ICT, Numeracy and Communication. Internal moderation and levelling of ICT, Numeracy and Communication.	External moderation and levelling of ICT, Numeracy and Communication.

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	Numeracy and Communication.	Continue with IEP intervention programme	Internal moderation and levelling of ICT,
	Introduction of an IEP intervention programme	C/As timetabled re. IEP assistants	Numeracy and Communication.
		Continue with Barnardo's Intervention	Continue with IEP intervention programme
	C/As timetabled re. IEP assistants	programme – subject to funding	C/As timetabled re. IEP assistants
	Source testing for underachievement programme		Continue with Barnardo's Intervention
		Further integration of portable devices across	programme – subject to funding
	Introduce Barnardo's Intervention Programme	whole school	
		Look at viability of CBA's with whole school	Further integration of portable devices
	Utilise Reading Recovery trained staff to assist		across whole school
	with F.S. reading	World Around Us planners to be updated	Look at viability of CBA's with whole
			school
	Expand use of portable devices across whole		
	school	All co-ordinators to have access to half termly	ICT planners to be updated
		planners	
	Assessment Coordinator to explore updated		All co-ordinators to have access to half
	CBA's		termly planners
		Halt termly planners to be reviewed by	
	All co-ordinators to have access to half termly	curriculum coordinators	Halt termly planners to be reviewed by
	planners		curriculum coordinators
	Halt termly planners to be reviewed by		
	curriculum coordinators		

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
C. Pupil Welfare/Pastoral Care	Monitor punctuality of pupils falling below 85% Monitor attendance of pupils falling below 85% Set 3 Year Goal for average attendance at 95% Continue with Attendance initiatives i.e. Attendance Month, special assemblies Continue with Headmaster's Tea Party for rewarding positive behaviour and work of pupils. Continue Buddy System – P7 to act in a pastoral role for new P1 Continue Class of the Week with set themes Review Golden Rules impact (Parent Liaison worker) Introduction of Anti-Bullying policy Introduction of Positive Behaviour Policy Continue with Positive Discipline (Risk	Monitor punctuality of pupils falling below 85% Monitor attendance of pupils falling below 90% Average Target Attendance 94.5% Continue with Attendance initiatives i.e. Attendance Month, special assemblies Continue with Headmaster's Tea Party for rewarding positive behaviour and work of pupils. Continue Buddy System – P7 to act in a pastoral role for new P1 Continue Class of the Week with set themes Review Golden Rules and make any necessary changes Introduce Anti-Bullying lessons for each class Participate in Anti Bullying Week Review effectiveness of Positive Behaviour	Monitor punctuality of pupils falling below 90% Monitor attendance of pupils falling below 90% Continue with Attendance initiatives i.e. Average Target Attendance 95% Attendance Month, special assemblies Continue with Headmaster's Tea Party for rewarding positive behaviour and work of pupils. Continue with Buddy System – P7 to act in a pastoral role for new P1 Continue Class of the Week with set themes Review Golden Rules and make any necessary changes Review effectiveness of Anti-Bullying policy initiatives Participate in Anti Bullying Week

Assessment) Introduce Class Dojo to all classes Create a Principal's Praise Board Introduce Reflection Spots in playground Participate in Anti Bullying Week Review Child Safeguarding Procedures and policy Record all Child Protection issues in CP file Information on Child Protection Procedures to all parents/staff. Update filing of CP records Produce reports for BOG on CP Create a signing in/out book for parents with children leaving school for appointments Review training needs of those in charge of safeguarding Pupil E-Safety sessions Introduce a Concerns Box in main lobby Use PASS test to assess pupil well being Elect A School Council Elect Prefects Remind staff of composition of Critical Incident Team Continue with Healthy Break policy P1-7 Continue with Health Snacks initiative P1-3 (P4 to begin when food prep room completed.) 'Love for Life' to deliver aspects of RSE Policy Introduce Class Dojo Revamp Cheeky Monkey –Pom Pom jars Introduce Class Plans for Learning Create a Social Media Policy Increase the total number of staff with First Aid skills Install defibrillator within close proximity of school Identify children with medical conditions and ensure that staff can avail of training Continue to ensure that After-School clubs have a health benefit Introduce Weekly Wiggle Continue to build on P1 & P7 Transition Programmes	policy and initiatives Continue with Positive Discipline (Risk Assessment) Introduce Class Dojo to parents Review Child Safeguarding procedures and policy Record all Child Protection issues in CP file Information on Child Protection Procedures to all parents/staff Produce reports for BOG on CP Continue to use signing in/out book for parents with children leaving school for appointments Review training needs of those in charge of safeguarding Pupil E-Safety sessions Review effectiveness of Concerns Box Use PASS test to assess pupil well being Elect a new School Council Elect Prefects from P7 Remind staff of composition of Critical Incident Team Continue with Healthy Break policy P1-7 Continue with Health Snacks initiative P1-3 (Roll out to P4 & P5 when food prep room completed.) 'Love for Life' to deliver aspects of RSE Policy Continue with Class Plans for Learning Review Pastoral Care Policy New Healthy Food in Schools Policy Administering Medication Policy Annual training for those responsible for First Aid Identify children with medical conditions and ensure that staff can avail of training Explore the establishment of a School Liaison group Explore application for a Nurturing Classroom Build on Weekly Wiggle i.e. Daily Dander Continue to ensure that After-School clubs have a health benefit	Continue with Positive Discipline (Risk Assessment) Review Class Dojo effectiveness Review Child Safeguarding procedures and policy Record all Child Protection issues in CP file Information on Child Protection Procedures to all parents/staff. Produce reports for BOG on CP Continue to use signing in/out book for parents with children leaving school for appointments Review training needs of those in charge of safeguarding Pupil E-Safety sessions Use PASS test to assess pupil well being Elect a new School Council Elect Prefects from P7 Remind staff of composition of Critical Incident Team Continue with Healthy Break policy P1-7 Continue with Health Snacks initiative P1-3 (Roll out to P4, P5 & P6 when food prep room completed.) 'Love for Life' to deliver aspects of RSE Policy Continue with Class Plans for Learning Review Critical Incident Plan and policy Annual training for those responsible for First Aid Identify children with medical conditions and ensure that staff can avail of training Build on Weekly Wiggle i.e. Daily Dander Continue to ensure that After-School clubs have a health benefit

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
D. **Staff Organisation and Development**	Review of contracts and related duties for teaching staff. Review the timetables of the classroom assistant. Carry out curriculum audit of needs Provide training (where available) for staff requiring it to fulfil their co-ordinator roles First Aider to demonstrate basic CPR to teaching staff First Aid Staff to renew training as required Additional member of staff to be trained in First Aid Train staff in use of defibrillator Heart Start training as required Seek training for staff with responsibility for children with medical conditions, if required Teaching staff to agree on & complete three targets for PRSD Explore a similar scheme to the above, for Non-Teaching staff Deputy Designated Teacher to have Safeguarding training renewed Designated Children Protection Officer to carry out other duties related to role Provide annual training for staff and volunteers in the area of Safeguarding Review of NCT Tuesday afternoons used for training and completion of school improvement initiatives A teacher to be co-opted onto SMT (rotation) Coordinators to prepare reports for BOG Creation of Improvement Teams for areas identified within SDP Cross Phase clustering and dissemination of good practice Ensure staff continue to have access to visits to other schools in relation to dissemination of good practice Train Volunteer Librarian in 'Junior Librarian'	Review of contracts and related duties for teaching staff. Review the timetables of the classroom assistant. Carry out a curriculum audit Provide training (where available) for staff requiring it to fulfil their co-ordinator roles First Aider to demonstrate basic CPR to teaching staff Two First Aid Staff to renew training as required Renew defibrillator as required Heart Start training as required Teaching staff to agree on & complete three targets for PRSD Build a Non-Teaching professional development framework Designated Teacher to have Safeguarding training renewed Designated Children Protection Officer to carry out other duties related to role Provide annual training for staff and volunteers in the area of Safeguarding Review of NCT Tuesday afternoons used for training and completion of school improvement initiatives Teachers to be co-opted onto SMT Key Coordinators to report directly to BOG Continuation of Improvement Teams for areas identified within SDP Cross Phase clustering and dissemination of good practice Ensure staff continue to have access to visits to other schools in relation to dissemination of good practice Training of staff in the use of Fronter Provide training for staff in the use of suitable portable device e.g. iPad	Review of contracts and related duties for teaching staff. Review the timetables of the classroom assistant. Carry out a curriculum audit in preparation for School Development Planning Provide training (where available) for staff requiring it to fulfil their co-ordinator roles First Aider to demonstrate basic CPR to teaching staff Two First Aid Staff to renew training as required Renew defibrillator as required Heart Start training as required Teaching staff to agree on & complete three targets for PRSD Non-Teaching staff to agree on and complete targets for CPD reviews Deputy Designated Teacher to have Safeguarding training renewed Designated Children Protection Officer to carry out other duties related to role Provide annual training for staff and volunteers in the area of Safeguarding Review of NCT Tuesday afternoons used for training and completion of school improvement initiatives Teachers to be co-opted onto SMT Coordinators to report directly to BOG Continuation of Improvement Teams for areas identified within SDP Cross Phase clustering and dissemination of good practice Ensure staff continue to have access to visits to other schools in relation to dissemination of good practice

	Explore ways to use Reading Recovery trained staff at Foundation Stage and Key Stage One Lunchtime Supervisors to be trained in Positive Behaviour techniques Review of Assessment procedures Junior Librarian to be used throughout the school Volunteer librarian to be trained in Junior		
Area	**Year 1** **2016/2017**	**Year 2** **2017/2018**	**Year 3** **2018/2019**
E. **School Management**	Continue to review, evaluate and update policies, where appropriate SMT to meet on a regular basis to monitor improvement Whole Staff to review SDP on a termly basis SMT to choose areas to be monitored in coming year BOG to review SDP on a regular basis Review Critical Incident procedures Create a staff handbook Produce an Annual Report for Governors Continual monitoring of standards Coordinators to create actions plans for their curricular area Publicise the school through website, Open Day and new school prospectus Sims recording for areas such as Behaviour, discipline and SEN Review of TTI indicators and evaluation of all areas of the school Create a Info booklet for Substitute Teachers Coordinators to submit reports to Board of Governors Strengthen links with Hollybank Pre-School in relation to good practice Principal & VP to carry out review of PRSD Develop a training record in relation to staff BOG to consult fully with stakeholders Ensure that staff welfare is an area of priority for the school Continue to seek funding to improve the facilities	Continue to review, evaluate and update policies, where appropriate SMT to meet on a regular basis to monitor improvement Whole Staff to review SDP on a termly basis SMT to choose areas to be monitored in coming year BOG to review SDP on a regular basis Review Critical Incident procedures Create a staff handbook Produce an Annual Report for Governors Continual monitoring of standards Coordinators to create actions plans for their curricular area Publicise the school through website, Open Day and new school prospectus Sims recording for areas such as Behaviour, discipline and SEN Review of TTI indicators and evaluation of all areas of the school Create a Info booklet for Substitute Teachers Coordinators to submit reports to Board of Governors Continue to build links Hollybank Pre-School in relation to good practice Principal & VP to carry out review of PRSD Maintain a training record in relation to staff BOG to consult fully with stakeholders Continue to ensure that staff welfare is an area of priority for the school Continue to seek funding to improve the	Continue to review, evaluate and update policies, where appropriate SMT to meet on a regular basis to monitor improvement Whole Staff to review SDP on a termly basis SMT to choose areas to be monitored in coming year BOG to review SDP on a regular basis Review Critical Incident procedures Create a staff handbook Produce an Annual Report for Governors Continual monitoring of standards Coordinators to create actions plans for their curricular area Publicise the school through website, Open Day and new school prospectus Sims recording for areas such as Behaviour, discipline and SEN Review of TTI indicators and evaluation of all areas of the school Create a Info booklet for Substitute Teachers Coordinators to submit reports to Board of Governors Strengthen links with Hollybank Pre-School in relation to good practice Principal & VP to carry out review of PRSD Maintain a training record in relation to staff BOG to consult fully with stakeholders Continue to ensure that staff welfare is an area of priority for the school Continue to seek funding to improve the

	at Hollybank Transfer relevant paperwork to Sims.net Monitor attendance of pupils Meet regularly with Education Welfare Service Monitor attendance of staff and complete relevant pay returns Report pupil attendance to BOG Meet regularly with staff and minute meetings Produce regularly Finance reports for BOG Establish a 'Charity of the Year' School Council to be elected and weekly minuted meetings to be held Utilise senior classes to assist with the reinforcement of our Golden Rules Elect Prefects from Primary 7 Create 'green letter' for positive behaviour Continue to provide opportunities for teambuilding Celebrate the successes of the school Identify an additional member of staff for First Aid Update survey questions to ensure that all areas are being covered Manage staff and volunteers Manage School website Review health and safety procedures and manage risk assessments	facilities at Hollybank Transfer relevant paperwork to Sims.net Monitor attendance of pupils Meet regularly with Education Welfare Service Monitor attendance of staff and complete relevant pay returns Report pupil attendance to BOG Meet regularly with staff and minute meetings Produce regularly Finance reports for BOG Choose a 'Charity of the Year' School Council to be elected and weekly minuted meetings to be held Utilise senior classes to assist with the reinforcement of our Golden Rules Elect Prefects from Primary 7 Continue to provide opportunities for teambuilding Celebrate the successes of the school Identify an additional member of staff for First Aid Update survey questions to ensure that all areas are being covered Manage staff and volunteers Manage School website Review health and safety procedures and manage risk assessments	facilities at Hollybank Transfer relevant paperwork to Sims.net Monitor attendance of pupils Meet regularly with Education Welfare Service Monitor attendance of staff and complete relevant pay returns Report pupil attendance to BOG Meet regularly with staff and minute meetings Produce regularly Finance reports for BOG Choose a 'Charity of the Year' School Council to be elected and weekly minuted meetings to be held Utilise senior classes to assist with the reinforcement of our Golden Rules Elect Prefects from Primary 7 Continue to provide opportunities for teambuilding Celebrate the successes of the school Identify an additional member of staff for First Aid Update survey questions to ensure that all areas are being covered Manage staff and volunteers Manage School website Review health and safety procedures and manage risk assessments

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
F. **School in the Community**	Trial See Saw and get feedback from parents Parent Information afternoons Termly Information – individual classes Introduce Parent Liaison Worker Parent Teacher Interview (Term 1) Parent Open Morning (Term 2) School Report (Term 3) P1 Intake Open Day (Nov) Link with Barnardo's to target achievement at KS2 PTA to organise a McMillian Coffee Morning for grandparents Various PTA events i.e. Hallowe'en parties, Christmas Art, Summer Fun Day Forest walks (Newtownabbey BC) Poppy Appeal Harvest, Christmas & Easter services Christmas Crackers Class Trips Sports Day Drug Awareness Programme Bee Safe Programme – PSNI P7 Leavers Assembly Charity Day Anti-Litter Day Christmas Cinema Day PTA to establish a Saturday Morning Gardening Club Use of community based coaches for sport based activities for pupils Develop Cross Community links with partner school Governor's Morning Baptist Church Day Explore use of community based volunteers to run after-school clubs e.g. Silver Surfers Community Anti-Litter Day Village Centre Numeracy & Literacy Parent E-Safety Meeting	Implement See-Saw across all classes Introduce Class Dojo to parents Parent Information afternoons Termly Information – individual classes Introduce Parent Liaison Worker Parent Teacher Interview (Term 1) Parent Open Morning (Term 2) School Report (Term 3) P1 Intake Open Day (Nov) Consolidate links with Barnardo's Coffee Morning for grandparents organised by PTA Various PTA events i.e. Hallowe'en parties, Christmas Art, Summer Fun Day Forest walks (Newtownabbey BC) Poppy Appeal Harvest, Christmas & Easter services Christmas Crackers Class Trips Sports Day Drug Awareness Programme Bee Safe Programme – PSNI P7 Leavers Assembly Charity Day Anti-Litter Day Christmas Cinema Day Strengthen and grow Gardening Club Use of community based coaches for sport based activities for pupils Develop Cross Community links with partner school Governor's Morning Baptist Church Day Review use of community based volunteers to run after-school clubs Community Anti-Litter Day Village Centre Numeracy & Literacy Parent E-Safety Meeting Tesco Farm to Fork	Review See-Saw Parent Information afternoons Termly Information – individual classes Introduce Parent Liaison Worker Parent Teacher Interview (Term 1) Parent Open Morning (Term 2) School Report (Term 3) P1 Intake Open Day (Nov) Consolidate links with Barnardo's Coffee Morning for grandparents organised by PTA Various PTA events i.e. Hallowe'en parties, Christmas Art, Summer Fun Day Forest walks (Newtownabbey BC) Poppy Appeal Harvest, Christmas & Easter services Christmas Crackers Class Trips Sports Day Drug Awareness Programme Bee Safe Programme – PSNI P7 Leavers Assembly Charity Day Anti-Litter Day Christmas Cinema Day Strengthen and grow Gardening Club Use of community based coaches for sport based activities for pupils Develop Cross Community links with partner school Governor's Morning Baptist Church Day Review use of community based volunteers to run after-school clubs Community Anti-Litter Day Village Centre Numeracy & Literacy Parent E-Safety Meeting Tesco Farm to Fork Eco Schools

Tesco Farm to Fork Eco Schools Weekly Newssheet Introduce ASD Support Group Community Use of Hollybank PS Newtownabbey Principal's Group Area Learning Community Continue to work and link with Abbey Community College & Belfast High School Transitional work between KS2 and KS3 CPD Project continued Clustering with other primary schools Continue to build a partnership with Rentokil - Pestaurant and Hygiene Angels Waterbus to visit school Arc Recycling bus to visit school Focus groups and consultations of parent body Build on links established with community organisation to foster greater cooperation between the school and the community it serves PTA led clubs that involve community Work closely with the PTA to build and strengthen links with the community Parent Liaison worker to refer to Family Hub Build strategic relationships with Abbey SureStart Promote Hollybank Primary and Pre-School within the community Identify a local business as a strategic partner Continue to create other strategic links within the community Assist PTA with portable device application Develop an outdoor programme for parents Encourage more after-school use by the community Develop the school website Train community in use of defibrillator Train parents in use of PASS interventions	Eco Schools Weekly Newssheet Introduce ASD Support Group Community Use of Hollybank PS Newtownabbey Principal's Group Area Learning Community Continue to work and link with Abbey Community College & Belfast High School Transitional work between KS2 and KS3 CPD Project continued Clustering with other primary schools Continue to build a partnership with Rentokil - Pestaurant and Hygiene Angels Waterbus to visit school Arc Recycling bus to visit school Focus groups and consultations of parent body Build on links established with community organisation to foster greater cooperation between the school and the community it serves PTA led clubs that involve community Work closely with the PTA to build and strengthen links with the community Parent Liaison worker to refer to Family Hub Build strategic relationships with Abbey SureStart Promote Hollybank Primary and Pre-School within the community Identify a local business as a strategic partner Continue to create other strategic links within the community Assist PTA with portable device application Develop an outdoor programme for parents Encourage more after-school use by the community Develop the school website Train community in use of defibrillator Train parents in use of PASS interventions Explore adult learning classes for parents Expand the role of the Parent Liaison worker Explore the establishment of a Monkstown Hub Survey the community in relation to the development of the school football pitch	Weekly Newssheet Introduce ASD Support Group Community Use of Hollybank PS Newtownabbey Principal's Group Area Learning Community Continue to work and link with Abbey Community College & Belfast High School Transitional work between KS2 and KS3 CPD Project continued Clustering with other primary schools Continue to build a partnership with Rentokil - Pestaurant and Hygiene Angels Waterbus to visit school Arc Recycling bus to visit school Focus groups and consultations of parent body Build on links established with community organisation to foster greater cooperation between the school and the community it serves PTA led clubs that involve community Work closely with the PTA to build and strengthen links with the community Parent Liaison worker to refer to Family Hub Build strategic relationships with Abbey SureStart Promote Hollybank Primary and Pre-School within the community Identify a local business as a strategic partner Continue to create other strategic links within the community Assist PTA with portable device application Develop an outdoor programme for parents Encourage more after-school use by the community Develop the school website Train community in use of defibrillator Train parents in use of PASS interventions Review training needs with community in use of defibrillator

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
G. **School Environment**	Completion of EA project that have already been begun e.g. fencing, windows Continue to review Health & Safety policy Paint remaining downstairs lobbies Submit application - 'Awards for All' for iPads Carry out a fire drill each term Maintain bird feeders and hanging baskets Class rota for Litter around the school Work with local council on Eco Schools Carry out a risk assessment of school buildings/grounds for any hazardous features – BOG Caretaker to continual monitor health and safety risks internally & externally – report to principal Clear and dispose of all redundant, broken and worn equipment and resources Golden Rules Poster for Assembly Manage capital improvement that are earmarked by EA Maintenance and development of Secret Garden – landscaping, benches etc.. Development of an outdoor classroom Source benches for quiet area and Buddy Benches – playground Submit minor work applications as required Follow up with EA re. Hygiene & Multi-sensory rooms Caretaker to monitor work of EA Ground Maintenance and report to principal New directional signs to be sources and located near key roads around school Establish a Gardening Club Work with Department of Infrastructure to ease traffic congestion at the beginning and end of school Create a marked assembly point in event of fire Continue to lobby various organisation to help improve the environment of the school Toilet blocks to be painted	Paint upstairs lobbies Carry out a fire drill each term Maintain bird feeders and hanging baskets Carry out a risk assessment of school buildings/grounds for any hazardous features. Clear and dispose of all redundant, broken and worn equipment and resources Apply for 'Awards for All' for outdoor agility course for KS2 Submit minor works applications as required Spare space to be used effectively & efficiently Outdoor play area to be maintained by the caretaker Explore renovation of assembly hall Apply for refurbishment of pupil toilets	Carry out a fire drill each term Maintain bird feeders and hanging baskets Class rota for Litter around the school Carry out a risk assessment of school buildings/grounds for any hazardous features. Recycling of cardboard, plastic bottles, cans etc. Spare space to be used effectively & efficiently Clear and dispose of all redundant, broken and worn equipment and resources Reapply for Minor Works in relation to car parking

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
	Refurbishment and reconfiguration of offices and main entrance Installation of new phone system Relocation of staff toilets and the creation of a disabled toilet		

Area	Year 1 2016/2017	Year 2 2017/2018	Year 3 2018/2019
H. Resources and Equipment	Purchase of Non-fiction books for P1-7 Interactive Resources 'Maths Packs 1-4' Consumables for the day to day teaching in each classroom Renew ALTA Maths license Renew licenses for performances Phone system Build Guided and Shared reading resources Audit of electrical equipment Trial Bug Club for literacy Update login details for staff, pupils and guests Continue to build SEN resources Purchase Complete Digital Suite and associated tests Purchase equipment for lunchtime play Purchase a Rewards Cabinet Purchase A Headmaster's Praise Board Explore reconfiguration of ICT equipment to allow FS children to use equipment within their lobby Maintain website	Consumables for the day to day teaching in each classroom Renew ALTA Maths license Renew licenses for performances Projector for Assembly hall Food Preparation room Creation of Study room Audit of electrical equipment Continue to build Guided and Shared reading resources	Consumables for the day to day teaching in each classroom Renew ALTA Maths license Renew licenses for performances Revamping staffroom Audit of electrical equipment

I. Monitoring and Evaluation Mechanisms	Review of PRSD targets by Principal & VP	Review of PRSD targets by Principal & VP	Review of PRSD targets by Principal & VP
	Principal, Literacy Coordinator & Numeracy Assistant to review half termly planners	Principal, Literacy Coordinator & Numeracy Assistant to review half termly planners	Principal, Literacy Coordinator & Numeracy Assistant to review half termly planners
	Principal to monitor work of secretary & caretaker	Principal to monitor work of secretary & caretaker	Principal to monitor work of secretary & caretaker
	Caretaker to monitor work of cleaners	Caretaker to monitor work of cleaners	Caretaker to monitor work of cleaners
	Pupil tracking to be carried out by Principal, Literacy, Numeracy & Assessment Coordinator	Pupil tracking to be carried out by Principal, VP and Assessment Coordinator	Pupil tracking to be carried out by Principal, VP and Assessment Coordinator
	Classroom visits by senior staff and coordinators where appropriate	Classroom visits by senior staff and coordinators where appropriate	Classroom visits by senior staff and coordinators where appropriate
	ICT coordinator to monitor assessment procedures and cross curricular themed based tasks	ICT coordinator to monitor assessment procedures and cross curricular themed based tasks	ICT coordinator to monitor assessment procedures and cross curricular themed based tasks
	School to carry out a self-evaluation to identify areas for improvement	School to carry out a self-evaluation to identify areas for improvement	School to carry out a self-evaluation to identify areas for improvement
	Pupil tracking to be carried out by Principal, Literacy, Numeracy and Assessment Coordinator	Pupil tracking to be carried out by Principal, VP and Assessment Coordinator	Pupil tracking to be carried out by Principal, VP and Assessment Coordinator
	Literacy Coordinator to monitor & evaluate the embedding and practice of writing scheme	SMT to have book scoops at intervals to review a focus area.	SMT to have book scoops at intervals to review a focus area.
	SMT to have book scoops at intervals to review a focus area.		
	Explore a PRSD type CPD for non-teaching staff		

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