

St Oliver Plunkett Primary School and Nursery Unit



School Development Plan

September 2024 - June 2027

Love more, Learn More



	<u>2021/2022</u>	<u>2022/2023</u>	<u>2023/2024</u>
ENROLMENT			
Applicants/Nursery	30	26	26
Nursery	26	26	26
Applicants/P1	23	26	24
Primary 1	23	26	28
FREE SCHOOL MEALS			
Number on FSM	36	29	28
FSM as (%)	12.7%	10.1%	9.7%
SPECIAL NEEDS			
SEN %	13%	14%	13%
ATTENDANCE (%)	96%	93%	95.5

MONITORING, REVIEW AND EVALUATION

This plan will be kept under continuous review by the Board of Governors.

The Curriculum Sub-committee will be responsible for the detailed analysis of specific aspects of the plan e.g. meeting team leaders to discuss their action plans.

The Governors will receive termly progress reports on the implementation of the plan and will annually undertake, in partnership with the principal, a detailed evaluation of the progress that has been made towards the attainment of the planned outcomes.

In addition, all staff will be informed of the achieved outcomes on an annual basis and the progress towards our core priorities each term.

Introduction: School Context

St Oliver Plunkett Primary School is a maintained school which is situated in the village of Toomebridge. St Oliver Plunkett, formerly Toome Primary School, opened in February 1973 and has just celebrated its 50th year celebration in 2023.

Although it is an old building, it is designed and equipped to provide the very best learning and working environment for our children.

The school has a wide catchment area with children attending the school from the neighbouring areas of the Cargin /Toome area, Moneyglass, Creggan and the Ahoghill areas.

St Oliver Plunkett PS has a Nursery Unit attached with 26 full time students attending. In October 2021 the total pupil enrolment number was 189 pupils which has grown now to 209 (September 2023). The school has 7 straight classes, an ICT Suite, a spacious Physical Education hall/dining hall, a school library area and is fully accessible for disabled children with a specialised toilet and sensory room. We have an additional room which is used for meetings to extend the 'Pupil Voice', PTA and for nurturing purposes. School improvements recently at St Oliver Plunkett have seen the establishment of an Outdoor Play Area, the achievement of Eco-Flag Sensory Garden and a new Sensory Nurturing Unit, which supports the school's ethos; that all the children's learning needs are met.

In September 2009 the Department of Education Inspectorate (ETI) stated that St Oliver Plunkett Primary School was a school in which, 'The quality of provision for pastoral care is very good. The school strives to promote a strong sense of inclusion in which each child is valued. The school's planning for special educational needs highlights appropriately the importance of early identification of those children who experience difficulties in their learning and is linked closely to the pastoral care policy.'

This School Development Plan and its priorities, has been developed in relation to the following documents, consultations and data analysis:

- ETI inspection 2009
- Staff Data Analysis Development Day August 2024 (GL)
- Staff Consultation August 2024
- BOG Consultation annually
- Parental Consultation June 2024

- SIMS data including FSM and Attendance
 - Staff & Pupil Discussions 2021-2024 - Whole School Pupil Evaluation.
- This development plan clearly outlines the school's self-evaluation position in recent years and identifies key priority areas for improvement in each area over the next 3 years, September 2024- June 2027.

Vision



As a Catholic school, we at St Oliver Plunkett aim to provide a caring, secure, inclusive and happy learning environment in which all children are treated as special and most precious members of our school community.

Mission Statement

We endeavour to meet their needs of all in the school community, nurturing their gifts and talents. We celebrate achievement and improvement and ambition. We have high expectations that all pupils can and will achieve to the very best of their ability. We will seek to create a faith community.

Core Values

Inclusive, child-centred education.

Embracing change to achieve excellence.

Powerful collaboration with parents and the wider community.

ST OLIVER PLUNKETT CATHOLIC SCHOOL ETHOS

St Oliver Plunkett Primary School and Nursery Unit is a Catholic Maintained School where everyone is a valued member of the school community. We develop Catholic Education and ethos rooted in gospel values in partnership with parish clergy, parents/carers, pupils, local community and CCMS, this includes preparation for the Sacraments of Reconciliation, First Communion and Confirmation.

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

All staff endeavour to provide an ethos in which fairness, forgiveness and compassion are evident.

The core values of equality and inclusion are at the heart of the school life at St Oliver Plunkett PS. We are a Nurturing school with a strong focus on emotional well-being and mental health. Our nurturing philosophy, principles and practices underpin all that we do within the school community. We encourage pupils to take responsibility for their learning and develop resilience skills as they strive to be the best that they can be. This is achieved through strong school, home, parish and community partnerships. Effective collaboration is key to us all and something we will strive to build upon further.

EVALUATION OF OUR SCHOOL ETHOS:

There is good evidence that our Catholic ethos pervades school life daily:

- Supporting the parish through participation of pupils in sacramental and seasonal liturgical events.
- High standards achieved by the children as evidenced in a variety of ways including workbooks, displays, observations, evaluations and the encouragement of the highest standards of behaviour.
- ETI Inspections May 2009
- Feedback from E.A. visiting staff and other outside agencies.
- Formal and informal feedback from pupils, parents/carers and staff regarding their experiences at St Brigid's Primary Nursery School.

- 135 Parents/Carers surveys were distributed; 86 were returned. Those who responded expressed high levels of satisfaction with the educational and pastoral provision provided by our school. Any areas of concern identified will be included in the new School Development Plan.
- Ongoing feedback from parents, through the Seesaw App, emails and telephone discussions is acted upon to support pupils' curricular and pastoral needs.
- A Staff evaluation was completed. The responses were very positive regarding leadership, management, and the engagement of staff in school life. This evaluation formed a part of the new ETI framework for empowering improvement.
- Pupils class surveys were very positive - these were facilitated via 'Whole School Circle Time.'. Pupils can articulate responses when asked to reflect and evaluate upon their learning. They are also able to give suggestions as ways to improve.

IMPLICATIONS FOR LEARNING AND DEVELOPMENT OF ETHOS:

- Continue developing a high-quality learning environment that meets the needs of all pupils and staff.
- Closing the gaps in learning /overcoming the barriers.
- To encourage all staff to use the Sensory Room to support emotional and mental health of children. Lego therapy, art therapy and a counselling service will continued to be used.
- To continue to engage with outside agencies to enhance the quality of services provided through a stronger multi-agency approach.
- We strive to promote full attendance to ensure each child reaches their full potential. This has been impacted by current challenges.
- The involvement and engagement of a supportive Governing body who help to provide the strategic vision ensure links with the wider community. The new reconstitution of the Board of Governors is evolving.
- We engage in positive, proactive engagement with parents by recognising and respecting their role.

1. A statement and evaluation of the ethos of the school.

St Oliver Plunkett Primary School	What it looks like in our school?
<ul style="list-style-type: none"> - St. Oliver Plunkett PS is a Catholic Primary School where all teachers and governors are committed to The Catholic Statement of Aims, whilst pursuing the highest standards of education for the pupils. - We are an inclusive school. We have a high level of capacity for sustained improvement in the interests of all learners. - The learning environment is happy, secure and stimulating. All staff including auxiliary and ancillary, teachers and classroom assistants, visiting tutors and students aim to make each interaction with 	<ul style="list-style-type: none"> • We pride ourselves on having an open-door policy with all stakeholders. A trust has been developed that allows open and honest conversations to take place, followed by action when appropriate. Restorative Practice has begun with the Senior Leadership Team/BoG has now been filtered through to the rest of the staff. This will be closely monitored and evaluated moving forward. • Our school is a welcoming environment for the school community. • Members of staff, (Principal/Vice-Principal) are at the front door in the morning to welcome children in and speak with parents/guardians. This is key for our pastoral approach to parents and is a way of ensuring our Catholic ethos permeates on a daily basis. • We operate a 'Meet and Greet 'system in the playground every morning with the Principal and all staff. The children are greeted by the Principal/class teacher/school supervisor/classroom assistant daily. • Playground Buddies have been appointed within the Primary 7 classrooms to support younger pupils in the school environment/playground. Safeguarding Superheroes have appointed a 'Pupil Voice Mediation Service' at break and lunchtimes as part of Restorative Practice. • The school staff promote values with the children on a regular basis in a range of different ways, this includes; assemblies, class posters and school displays in the corridors. • Weekly staff meetings and frequent meetings with the Senior Teacher/Vice-Principal are in place to regularly review school business.

children, a learning opportunity.

- We always aim for high morale. Relationships are based on Christian and Catholic principles, underpinned by love and forgiveness.
- Expectations of pupils and staff are high and are made explicit through the School Aims, Mission Statement, our Core Values and in everyday dealings with children in and outside the classroom.
- The school places high importance on the value of good relations with parents.

- We have contact with local community groups, these include; churches, external agencies, councils and sports groups. These help foster positive attitudes and feelings of self-value.

- The school's current 'Safeguarding and Child Protection Policy' has been ratified by the Board of Governors and annual training is delivered to all members of school staff, regardless of their role within school.

- The staff spend time at the beginning of each term to remind children of the safeguarding procedures in place to support them (in age-appropriate language).

- The school continues to provide parents/guardians with one parent/teacher interview during each academic year and one end of year report.

- Pupil voice is a crucial part of our monitoring and evaluative process at school. Pupils are given a voice through the roles of; School Councillor, Digital Leaders, School Librarians, Playground Buddies, Safeguarding Superstars, Road Safety Officers and Eco Committee.

- Our current values and attitudes revolve around our, 'Golden Rules'. Our Positive Behaviour Policy, Anti-Bullying Policy and Pastoral Care Policy are linked to these rules.

- In September 2022, we opened our new Sensory Room Area, which provides space for children to work with staff, one-to-one or in a small group.

- In September 2022, we opened our new Outdoor Classroom Area, providing children with access to developing outdoor learning.

Further Evaluation

- The school attendance at St Oliver Plunkett for the academic year 2023/2024 was 96.2%.

- Parents are kept well informed regarding developments and changes through frequent letters, the school website, monthly newsletters, and online platforms such as Seesaw (Nursery, P1-P7) and recently 'X', formerly known as Twitter.

A text messaging service is also used to communicate messages to parents on a need to basis.

2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:

a. learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in Using Communication, Using Mathematics and Using Information and Communications Technologies (ICT);

Strategies for learning and teaching (to include raising standards of attainment in Using Communication, Using Mathematics and Using ICT)

What it looks like in our school?

Summary

- In St Oliver Plunkett Primary School we aim to help every child experience success at a level applicable to his or her ability; we have high expectations for all our pupils. We aim to provide a broad and balanced curriculum which is rooted in the requirements of the Northern Ireland Curriculum. This curriculum will be accessible to all pupils; all pupils will be given the opportunity to experience success in learning and to achieve as high a standard as possible.

Approaches to Teaching and Learning

- Children learn best when learning is interactive, practical and enjoyable. To help achieve this, teachers at St Oliver Plunkett PS have begun to embed the

- St Oliver Plunkett places a high emphasis on children attaining high standards in Literacy, Numeracy and UICT.
- Industrial action has prevented the monitoring by curriculum coordinators.
- Additional aided help for children experiencing ASD, ADD, ADHD and sequential and precise learners). Visual timetables in place within the classrooms.
- Writing and discussing learning intentions/success criteria with pupils at the start of lessons. (Gillian McGrath)
- Pupils encouraged to partake in active and effective questioning. (TEEP & Gillian McGrath).
- Pupils given opportunity to engage in active learning activities as part of TEEP.
- Pupils given specific opportunities to use and develop thinking skills and personal capabilities in activities.
- Pupils are tasked with working individually, in pairs and in groups for learning activities.
- Challenge and extension activities are provided for all pupils.
- Pupils are encouraged to take information from displays and the classroom environment. Displays are changed often to ensure they stimulate the learning eye.

elements of TEEP as the way forward within our school.

Approaches to Planning

- An MLE has been set up between the Principal and the Senior Teacher. These 2 individuals work together to take the school forward by looking at planning and evaluation.
 - Planning will take into account the individual needs of the pupils and will ensure continuity and progression. The areas of learning will be connected to enable the pupils to understand how knowledge gained in one area can connect to another. Pupils will also see how similar skills are being developed and reinforced across the curriculum.
- Pupils are encouraged to work independently, where possible in school and at home.
 - Pupils are given the opportunity to use ICT to support their learning; Internet, Computers/Laptops, iPads, and core curriculum related Apps. A focused approach for UICT will begin during this year. During 2023-2024 a focused approach began with the implementation of desirable feature Animation. Provision of the e safety, digital literacy (as part of the Preventative Curriculum).
 - Pupils are encouraged to take more responsibility for managing their skill development in Using ICT.
 - Pupils are presented with problem solving activities each week in Using Mathematics. A planned and focused Problem-Solving Day is facilitated by each class on a Thursday of each week. Numeracy co-ordinator has employed a whole school approach to Using Mathematics where problem solving/decision making is at the core.
 - Feedback on this day is achieved from the pupil and teacher at staff meetings.
 - Robert Thompson (EA) facilitates training and support. An in depth look into short, medium and long term planning as well as action planning.
 - Pupils are supported by a safe and stimulating learning environment.
 - All pupils are praised/rewarded for their efforts in learning.
 - Modelling learning takes place when appropriate.

Approaches to Assessment

- Assessment is an integral part of the learning process. Teachers and pupils will build a comprehensive picture of progress and learning through ongoing, integrated assessment as well as standardised tests.
- Teachers make use of assessment (formally and informally) to inform them of pupils' progress and to establish the next steps in teaching and learning. All teachers use a range of assessments in the classroom.
- Summative assessments include; daily and weekly spellings, tables/number facts tests, end of topic tests, end of term tests and end of year tests.
- Currently, the following standardised tests are used in St Oliver Plunkett Primary School:

- Group Reading & Spelling (NGRT & NGST)
- Cognitive Ability Tests (CAT4)
- Progress in English (PTE) & Progress in Maths (PTM)
- Dyslexia & Dyscalculia Screening Portfolio

- There are different areas of the year dedicated to maintaining a focused approach to Using Mathematics, Using Literacy and Using ICT. Numeracy week, problem solving days, literacy week as well as other periods of curriculum celebrations.

Planning

- Planning time is allocated.
- Strategic planning in place for Communication, Using Mathematics and Using ICT, taking account of long-term objectives, past learning and teacher evaluations.
- All staff plan effectively for the range of abilities in all classes; learning tasks are differentiated (use of assessment outcomes).
- All staff use agreed templates for planning and evaluation.
- St Oliver Plunkett PS strives to develop Stretch & Challenge & Problem-Solving activities across all Key Stages. Effective questioning remains a focus where the children are invited to use a wider range of high order questions.
- Development of Literacy, Numeracy & ICT cluster groups for curriculum coordinators from local schools. These groups focus on the sharing of good practice among colleagues.

Assessment

- The Primary 1 teacher analyses transition reports from pre-school settings and has in place a baseline assessment.
- Staff analyse standardised tests and in conjunction with teacher professional judgement, identify high, low, and underachieving pupils.
- Out of class support is then arranged according to the literacy/numeracy needs.
- Pupils are being given the opportunity to set their own learning targets; Individual Education

- Additionally, all pupils are levelled in line with their achievement in the NI Curriculum areas of Using ICT at the end of Key Stage One and Key Stage Two. Internal Standardisation takes place within all of the areas of Communication, Numeracy and UICT.
- Teachers gather evidence about a pupil's learning by observing, listening, questioning, discussing and reviewing pupil's work. This formative assessment helps teachers to identify progress and gaps in learning.
- The data obtained from these standardised assessments identifies progress or underachievement and is used as a basis for planning ahead.

The use of School Information Management Systems (SIMS) and Assessment Manager is utilised to track and monitor pupil progress.

Teachers ensure the following AFL strategies are applied throughout the teaching and learning in their classrooms:

Plans (IEPs) and targets following GL assessments (PLPS).

- Pupils are supported by a safe and stimulating learning environment.
- All pupils are praised/rewarded for their efforts in learning.
- Modelling learning takes place when appropriate.

Planning

- Planning time is allocated.
- Strategic planning in place for Communication, Using Mathematics and Using ICT, taking account of long-term objectives, past learning, and teacher evaluations.
- All staff plan effectively for the range of abilities in all classes; learning tasks are differentiated (use of assessment outcomes).
- All staff use agreed templates for planning and evaluation.
- All staff evaluate monthly planners and use this information to plan for the next steps in pupil learning.

Assessment

- The Primary 1 teacher analyses transition reports from pre-school settings and has in place a baseline assessment.
- Staff analyse standardised tests and in conjunction with teacher professional judgement, identify high, low and underachieving pupils.
- Pupils are being given the opportunity to set their own learning targets; Individual Education Plans (IEPs) and targets following GL assessments.

- Focus on learning (the learning intentions and success criteria are shared with the pupils).

- Effective questioning (to encourage pupils to think about their learning).

- Quality formative feedback (allows teachers to identify pupils' achievements, gaps in their learning and possible areas for further work).

- Scaffolding reflection (giving pupils time to reflect on their learning - including self and peer assessment).

- Teacher reflection (helps teachers decide what they may need to teach again in a different way). Raising of Standards of Achievement.

The Assessment, Numeracy and Literacy Coordinators analyse GL assessment data; CAT4, PTE, PTM, NGRT & NGST.

This data analysis enables coordinators to pinpoint strengths

- Staff discuss and implement intervention strategies to support identified pupils, supported by the school SENCo.

- Staff track pupil performance throughout the year.

- Assessment for Learning is in place, which includes constructive feedback.

- Pupils reflecting on the teacher's written formative comments on their work with help for improvement.

- Pupils given opportunities to self-assess and peer-assess work. This is to be developed further in this development plan.

- Teachers regularly inform the parents of their child's achievements/difficulties. This is to be developed more throughout this plan.

- Strategic observations are in place in the Foundation Stage.

- Challenging tasks are set to all pupils. This is to be developed further during this development plan.

Further Evaluation

- Pupils in each year group participate in planned pupil voice discussions about their school life and learning. Whole school circle time is used to influence TSPC, effective questioning, pupil voice, problem solving and decision making and as a way confidence within the children.

- Pupils are provided with lessons in PDMU, R.E. and RSE to assist in understanding and managing emotions.

- Use of pastoral information to support individual pupils.

- Use of newly formed Sensory Room to support pupils both academically and pastorally.

- Using whole school initiative; 'Golden Rules', 'Golden Book' & 'Golden Time' to instil high expectation, good behaviour and pride in learning.

- End of month treat and certificates.

and areas for improvement at pupil, class and whole school level.

The available qualitative and quantitative evidence for 2021/2022 supports our belief that the pupils at St Oliver Plunkett Primary School are provided with quality learning experiences that lead to a high level of pupil achievement.

The sharing of learning intentions is common practice and is well embedded. Teachers are broadening their use of success criteria.

- Differentiated learning is evident in Literacy, Numeracy and Using ICT to target individual needs.
- Children are given feedback about their own progress through the marking of work and through individual discussion.
- Praise and rewards are used along with focused marking to celebrate success i.e. marking linked to success criteria.
- Marking is carried out promptly and provides feedback that will result in improvement.
- End of Year Assessment Data (P3-P7) for pupil tracking is in place.
- Foundation Stage make use of internal assessments and teacher observations (Observatory App). This information is evaluated with teacher professional judgment and used to inform lesson planning, differentiated tasks and inform Individual Education Plans.
- All teaching staff are using tracking to inform their teaching and the learning for individual pupils. Groups have been identified according to analysing their individual scores in Literacy and Numeracy; high achievers, those maintaining steady progress, underachievers and those needing additional support.
- Literacy and Numeracy Coordinators consult with the Assessment Coordinator to track pupils progress and an annual assessment report is kept.
- The schools' reading scheme is well resourced and established.
- The schools' Numeracy scheme will be reviewed through this development plan.

Requirement 2b:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils.

Summary

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

Pupils who identify as having a special education need through the services of, GP, Child Paediatrician, Social Services, Educational Psychologist, parental information or our internal performance data, are given an Individual Education Plan (IEP) as deemed necessary. These education plans are written in conjunction with the parents, pupils, teachers, classroom assistants, school Learning Support Coordinator (LSC), Education Authority and any relevant outside agencies. These plans are reviewed each term by the class teacher, the school LSC and classroom assistant/s.

The targets set on our IEP's are SMART and are supported by professional judgment and evidential performance indicators from classroom activity and or assessment.

Close communication is kept between class teachers, the school LSC and

What it looks like in our school?

- We operate an open-door policy for parents/guardians for advice and guidance in relation to the attainment and progress of all pupils requiring additional support; SEN and/or underperforming.

- We have a wide range of needs within our school. All these pupils are planned for, activities differentiated and support and interventions put in place.

- Literacy and Numeracy support for SEN pupils is in place.

Inclusive Classroom Practice checklist - this is implemented and monitored in Term 1.

- Pupils contribute to planning and target setting - Pupil Passports.

- Staff consultation meetings.

- Strategic intervention and planning. We have a Whole School Provision Map in place.

- Literacy & Numeracy Booster Sessions taking place to support underperforming pupils.

- Withdrawal timetable in place - includes P1 and P2 after school learning provision.

- Withdrawal tracking document.

- Teachers conducts IEP reviews in conjunction with LSC.

- LSC has an annual consultation with the Educational Psychologist.

classroom assistants. The LSC will also liaise closely with EA support including, Special Education, Literacy Training Support Service (LTSS), Special Educational Needs Inclusion Service (SENIS), Behavioural Support and Educational Psychology, to prioritise pupils and secure required support in school for the pupils concerned.

End of year performance assessment data is also used to measure any change in improvement. All efforts are made to ensure inclusion of pupils who have a special educational need and to ensure that they are never unnecessarily or inadvertently disadvantaged in school in terms of learning. We ensure pupils with a special educational need have access to a broad and balanced curriculum and have a full experience of after school life.

Children who are not on an IEP but are identified as 'Underachieving' or 'Low Achieving' or having concerns receive differentiated work and are on the schools' 'SEN, Reasonable Adjustments and Medical' class list.

This is recorded, evaluated and monitored in our whole school tracking grids.

At St Oliver Plunkett PS, we further cater for the needs of those pupils for whom performance data would indicate an underperformance. These pupils have additional support time within Literacy and Numeracy Booster Sessions during

- Reporting to parents throughout the year regarding pupil progress in SEN (1 parent/teacher interviews and 2 IEP reviews).

- Formative marking is in place for improvement.

- Dedicated LSC release time to ensure appropriate actions of legislation as outlined under the Code of Practice.

- Review of GL Assessment Data on an annual basis to identify children requiring additional support.

- We encourage all staff to become active learners in order to best meet the needs of our children. e.g. ASD support training, CALM Plan Training, Supporting children with a SEBW Statement.

- Use EA Children and Young People's Services Training Programme.

- Rise Training.

Further Evaluation.

- When parents are offered a place for their child in St Oliver Plunkett Primary School they are invited to attend an induction day with their child to meet the class teacher and are asked to complete a data collection form to identify additional needs. SEN is discussed as part of the Induction meeting PowerPoint presentation.

- All staff are involved in providing support to integrate SEN children within the class. Using our Transition Policy.

the afternoon timetable. The targets set for these sessions are SMART and reflect the learning areas highlighted by professional judgement and performance data in GL and baseline testing.

Medical and or behavioural needs requiring support in school or from relevant outside agencies are planned for in a pupil IEP.

These IEPs may or may not include curricular targets but are monitored and evaluated in the same manner as other IEPs.

The school procedure for dealing with on-going general medical needs, not supported by an IEP are monitored and evaluated. The school Medical and Dietary Register is monitored and updated as necessary.

- Individual SEN pupil records are regularly reviewed and updated, copies of all relevant correspondence are kept in a SEN Class File and LSC files stored centrally.
- Following a thorough review of every pupil's progress the SEN register is reviewed and updated regularly. It is a working document and is saved on the system.
- SEN Register June 2024: 34 pupils on SEN Register out of 208 pupils. This equates to 16% of our pupil population.
- 'Effective Use of Classroom Assistant Training' (began Term 3 2024) by school LSC. Classroom Assistant files are in place.
- IEPs include parent and pupil comments and are shared with both pupils and parents at individual parent meetings in October and written correspondence in February.
- IEP reviews are monitored closely to note children's progress within the SEN stages.
- Good relationships are evident between classroom assistants and the children; classroom assistants are encouraged to attend training where available. Staff training register held in the office.
- Staff are provided with summaries and risk assessments of known health concerns for all pupils.
- The school follows guidelines regarding the 'Administering

	<p>Medication' in schools and relevant policies are in place.</p> <ul style="list-style-type: none"> • The school will form links with the Inclusion and Diversity Service as required to embed good practice.
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Requirement 2c:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil health & well-being, child protection, attendance and good behaviour and discipline of pupils.

Summary

Child Protection

St Oliver Plunkett Primary School undertakes the primary responsibility for the welfare, care, and safety of pupils very seriously. We always aim to provide a caring, supportive, and safe environment valuing all individuals for their unique talents and abilities. Everyone who works in our school including teachers, non-teaching staff, volunteers and visitors have responsibility for the welfare and safeguarding of all pupils.

All staff are trained in Safeguarding and Pastoral Care annually by the Designated Teacher for Child Protection.

All peripatetic staff and volunteers are vetted by Access NI and an Access NI school register is kept.

We have a wide range of comprehensive school policies that are reviewed regularly by parents and the Board of Governors.

What it looks like in our school?

Child Protection

- All child protection issues are dealt with in line with School and the EA Safeguarding & Child Protection Policies and where appropriate, in conjunction with other agencies.
- The Designated Teacher & Deputy Designated Teacher receive training and in turn provide annual training for all other staff within the school, including new and temporary staff.
- The Board of Governors has a safeguarding team.
- Safeguarding & Child Protection is a standing agenda item for all Board of Governors meetings.
- Strong communication with Board of Governors is in place; Annual Safeguarding & Child Protection Report, awareness of vetting procedures etc.
- We implement fully our Safeguarding and Child Protection Policy, which is in line with the requirements of the relevant DE circulars. This policy is reviewed annually and is made available to all parents

Staff are trained in the process of the Code of Practice for Safeguarding and Child Protection. A shortened Child Protection Policy, Pastoral Care and E Safety Acceptable Use Policy are shared with parents annually. The school Safeguarding Team have regular meetings to discuss on-going concerns and cases. The DT/DDT/Principal attend case conferences for LAC and or CP pupils.

The school Safeguarding Team (including contact information) is a standing item on our monthly newsletter to parents.

The Board of Governors is kept informed of ongoing child protection issues as a regular standing agenda item at each meeting.

Pupils are advised on what to do in school if they have any concerns.

Newly appointed staff have an induction meeting with the Principal to inform them of the relevant procedures and policies.

Health & Well-being

We teach a comprehensive Preventative Curriculum - PDMU programme in school to include Relationships and Sexuality Education. A School Council is established at the beginning of each academic year, which is made up of two pupils from each year group from P3- P7. Regular School Council meetings provide pupils

via the school website.

- There is a Safeguarding Notice Board in place in school, which informs pupils what to do if they have any concerns.
- There is a designated area on the school website which contains relevant safeguarding information and key contact email addresses.
- Through assemblies, PDMU and circle time activities, children are reminded what to do if they have any worries or concerns and who to contact should problems arise such as, feeling unwell, bullying or other serious issues.
- Appropriate records kept (new school note of concern template in school).

School security has been increased through our door entry system. All visitors must also sign in.

Health & Well-being

- New Preventative Curriculum programme for P1-P7 has been piloted and is operational with effective provision.
- We operate a school playground that encourages free and structured play at break and lunchtime which directly contributes to mental health. The School Council have comprised a 'Positive Playgrounds' format which opens

with the opportunity for their voice to be heard and listened to.

At St Oliver Plunkett Primary School, we constantly encourage a Healthy Lifestyle. This is promoted through curricular teaching and activities. Healthy Eating guidelines are distributed to every family and is included in our school newsletters.

We promote a Healthy Break Policy; we encourage pupils to eat bread-based products, or a piece of fruit/vegetable along with a drink of water/milk.

We aim to help the pupils understand and recognise the importance of leading an active and healthy lifestyle. There is a wide variety of activities on offer throughout the school year to help promote an active childhood amongst our pupils. These activities are delivered by the staff at St Oliver Plunkett along with Cumann na mBunscol as well as Sports Development Officers.

Additionally, the pupils in Primary 5, 6 and 7 participate in a swimming programme at the Greenvale Leisure Centre.

At St Oliver Plunkett Primary School we take seriously the children's mental health and well-being, especially as we recover from the impact of Covid. We also celebrate Children's Mental Health week annually in February. In

opportunities as well as caters to SEN pupils who struggle at these times. Lunchtime clubs are also operational: Chess Club, ICT Clinic, Sensory Room etc.

- We operate a Primary 7 playground buddy system.
- School Council meets regularly to hear pupils' views (P3-P7).
- We have positive noticeboards and boards celebrating School Councillors, Eco-Council, Digital Leaders, School Librarians etc.
- Children's Mental Health Week is celebrated every year in February.
- We have a school worry box in operation in each classroom.
- We have a healthy eating policy and our pupil/staff and school canteen adhere to this.
- We have a Healthy Break school initiative.
- 22% of pupils are entitled to Free School Meals.
- Pupils have access to drinking fountains during the day.
- Preventative Curriculum pilot was conducted and now forms a part of .
- We have four trained First Aiders to attend to sick or injured pupils.
- Pupils participate in PE lessons (at least two hours per week).
- We offer a wide variety of extra-curricular clubs for children in Primary 1-Primary 7 throughout the school year.
- We are a Sustrans Active School and have achieved the Bronze Award. We have organised initiatives such

addition, we have offered workshops from Inspire for the children and one-to-one counselling sessions.

Behaviour and Discipline

In our school, we are exceptionally proud of the behaviour of our children. Incidents of poor behaviour are rare, far from the normal and restricted to a small number of children. We believe our children are our greatest asset.

Children are encouraged to be honest and make good choices with their behaviour. They participate in Anti-Bullying Week activities annually and reminded of anti-bullying strategies throughout the year. We have a team of Anti-Bullying Ambassadors chosen in September who host meetings/assemblies and build upon an effective ethos of reasons why bullying is not accepted in our school.

In every classroom, good behaviour and discipline routines are emphasised and practised. The class teacher, along with the pupils, will formulate rules for individual classrooms at the beginning of each school year. These will be displayed in the classroom and referenced regularly. We feel it is important that children have some ownership of the rules that they will be expected to adhere to and this is why they are involved in helping to create them.

as; Walk to School Week; Ditch the Stabilisers Day, Santa Daily Mile and Active Travel Superhero Week.

- The Daily Mile has been introduced across the school.

Development of Eco-Schools and awareness of Environmental concerns.

- Development of outdoor learning areas; staff are engaging with ways of using the outdoor environment to maximise pupil learning opportunities.

- Cycling Proficiency programme for pupils in Primary 7.

- Weekly swimming lessons for P6 1st term, P7 in 2nd term and P5 in 3rd term.

- Twice weekly PE in all classes.

- Participation in physical and sporting activities within the community.

- We have been awarded the Bronze Award for Sustrans (November 2019).

- Personal safety issues addressed by PSNI, NSPCC, Farm Safety, Fire Safety, BEESAFE, Fire Service. Behaviour and Discipline

- School expectation and procedures are outlined in our Anti Bullying and Positive Behaviour Policies.

- We have weekly whole school assembly which re-affirms expected behaviour.

- High standard of behaviour expected by Principal, teachers and non-teaching staff at all times.

In St Oliver Plunkett Primary, we set and expect high standards of behaviour from our pupils and we feel that it is only right that those who respond should be given some kind of reward or some recognition of their efforts. This encourages the pupils to continue behaving in this favourable manner and also encourages others to behave well. It is hoped that the effective use of rewards and incentives will shape, establish and maintain positive and desirable behaviour.

Our whole school behaviour initiative focuses on our 'Golden Rules'. Class teachers also have rewards. Teachers are encouraged to find regular opportunities to celebrate and reward achievements or behaviours that they want to encourage, as soon as they occur. There is also a 'Head Teacher's Award' presented to one pupil from the school (once a month - Care and Kindness).

Sanctions are an integral part of our behaviour policy. They are set in place to uphold rules and procedures so that pupils are provided with the security of clearly defined boundaries. A range of sanctions will be used that are appropriate to different categories of misbehaviour or inattention in class. The purpose of these sanctions will be to stop misbehaviour and influence pupils to choose more appropriate behaviour in future.

- Staff positively reinforce good behaviour.
- School Buddy system is in place and Friendship Stops/Buddy Benches are in the school playground.
- Pupils devise classroom rules and agree to abide by these.
- School Council discuss pastoral issues for pupils.
- Sanctions in place; Reflection Time, Time-out, Contact Parents etc. Principal/teachers work together with parents if a child displays unacceptable behaviour;
- Bullying concern forms are used to record more serious incidents
- External support as required e.g. Behaviour Support Team (EA) and RISE.

The classroom teacher will have the primary responsibility for establishing and maintaining good behaviour within the classroom in line with the school's disciplinary procedures.

Where there is persistent misbehaviour, the classroom teacher will refer the difficulty to the Principal.

Attendance

Pupils' attendance is monitored each month. Certificates of full attendance are awarded at the end of each term. Pupil low attendance (85% and below) is discussed with staff.

Parents are informed and asked to contact the school Principal to discuss any attendance concerns this is in line with DE and the Educational Welfare Service (EWS) guidance.

There is regular communication with the EWS.

Attendance

- Termly meetings between school and EWO take place.
- The school has a pleasing annual school attendance: 95.8% in 2023/2024.
- Percentage attendance is reported verbally to parents during Parent meetings where relevant and is recorded on the pupils Annual Report in June.
- Principal monitors attendance below 85% and contacts parents and EWO if concerned.
- Holidays during term time are recorded as 'holidays not agreed'.
- Advice and posters have been sourced from EWO on how to address possible poor attendance.
- We have incentives in place for pupils/classes. Certificates are presented for unbroken attendance at the end of each term and at our prize-giving assembly annually in June.
- School Development Days will, if possible, be added to long holidays to facilitate parents who wish to take family holidays at less busy times.
- The school only provides work for pupils who are absent in

	<p>exceptional circumstances. We have relevant policies and procedures in place to support a number of the above targets.</p>
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Requirement 2d:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

Summary

In an ever-changing climate of education and increasing accountability and expectation placed on our teachers, they require a supportive and capacity building process of professional development. Teachers require up to date training following Industrial Action.

This programme of development will serve to ensure the continued high quality of teaching and learning in our school.

Every year the Principal and curriculum coordinators assess the school action plans for the year past and the year ahead and prioritise the training requirements for staff. This is a whole school evaluative process.

Staff training will be strategically planned for in line with the available financial resources.

What it looks like in our school?

- Clear actions are given by curriculum coordinators and action plans are in place. There is a strategic use of staff development days and baker days in August.
- Formal & informal discussions take place with the curriculum co coordinators.
- Teaching allowances are in place for three members of staff: Vice-Principal, Senior teacher and SENCo.
- The school avails of outside agencies for training and support purposes including; EA, Shared Education TPL Units, CCEA, RISE, etc.
- St Oliver Plunkett PS Primary School is part of a primary school cluster group for Literacy, Numeracy and Using ICT, which supports the staff in their curricular area.
- PRSD is in place to highlight strengths and areas for development for staff. Job descriptions are discussed with teachers during August to pave an effective way forward.

The PRSD scheme will also identify the needs for staff in terms of training and development. With the lifting of Industrial Action, classroom observation will resume by the Principal in September 2024. Feedback will be delivered in a pastoral way to encourage the development of effective teaching and learning.

The overall aim of staff development being the raising of standards and further improving the learning experiences of the pupils.

The Senior Teacher and Vice-Principal (mainly) will continue play a key role in the daily provision of school life and work alongside the Principal to ensure that the vision for Restorative Practice is continuing.

- There is beginning teacher support in place; Induction and Early Professional Development (EPD) teachers can seek training support as required.
- Teaching staff have moved up the main pay spine and the upper pay spine as required.
- Regular weekly staff meetings take place and opportunities for curricular development dissemination sessions.
- SIMS behaviour and assessment training is in place for assessment coordinator.
- Coaching Principal Sessions.
- Shared Education Training: TPL Units for curricular coordinators and senior leadership.
- Eco Schools/Sustrans Schools training for WAU coordinator.
- RISE training undertaken by Foundation and KS1 teaching staff.
- Autism Advisory Intervention Service (AAIS) training accessed.
- Children's and Young People's Service Training is accessed.
- Learning Support Coordinator (LSC) Training by SEND.
- ICT coding training for all staff.
- Staff are encouraged to continue keep a log and review of all staff development events.
- Staff disseminate material to colleagues at staff meetings.
- Professionals from RISE and LTSS work with special needs assistants, when appropriate, giving advice and guidance.
- Non-teaching staff attend in-house child protection and other

	<p>relevant training sessions as required.</p> <ul style="list-style-type: none"> • Supervisory assistants are advised in positive behaviour strategies and procedures regarding lunch time supervision.
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Requirement 2e:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance

Summary

Staff well-being, including the Principal, at St Oliver Plunkett PS is vital for the continuity and success of learning in each classroom. We recognise that the most important resource in school is our staff, and the Board of Governors aim to empower, support, and provide all resource requirements to sustain high quality teaching and learning.

We do not as a school tolerate or influence negative behaviours which lead to a toxic environment. Restorative Practice has a been employed to build upon the positive atmosphere our school employs daily. A member of the BoG, Mr Brendan Boyd, has a profound interest in this area and liaises with the Principal and staff to ensure that the whole school are developing restoratively together.

The Board of Governors are updated on staff attendance at each Board of Governors meeting; staff attendance is a standing item on the agenda.

The school staff are given clear weekly communication via the weekly staff board, frequent emails, or additional notes. They

What it looks like in our school?

- Teacher and staff absenteeism is not an issue in our school and there is a strong work ethic within our school and promoting the health and well-being of staff. Staff have been informed as to how to self-certify for short illnesses and how to inform the Principal of absence/illness.
- All staff are responsible for 'Self Certification' or providing medical evidence when appropriate.
- Teacher absences are recorded by the Principal and reported to the Board of Governors.
- The school has a Staff Attendance Policy, which has been approved by the Board of Governors.

receive a calendar at the start of the academic year with events and curricular development dates included. Staff are given a time budget each year in the baker days in August. This time budget is evaluated and agreed by the Senior Leadership Team. Accountability for a Senior Leadership Team growing together with delegated roles is key to us in St Oliver Plunkett Primary School to enhance whole school development.

The school staff are encouraged to avail of the open-door policy to the school Principal to discuss any issues and concerns. Personal issues with all staff are discussed in confidence.

The sickness absence of staff is managed in a fair, consistent and confidential manner. Teachers and other staff members are informed of the attendance procedures at the beginning of each school year. If necessary, the Principal seeks advice from the Employing Authority.

An informal 'Return to Work' meeting takes place to provide the Principal with the opportunity to welcome the member of staff back and discuss any support, or further action which may be required. This is in accordance with schools'

Staff Attendance Policy and Staff Code of Conduct.

The staff are made aware of 'Inspire Workplaces' and the service provided.

Staff received an updated version of the Attendance Policy in August 2024.

- In the August baker days, the staff are advised of the support of Inspire.

- Any requests for year group changes are considered and granted where appropriate.

- Staff directed time budget is given to all staff in the August baker days.

- Curriculum coordinators are given additional time for curriculum development planning.

- Opportunities are given for staff peer observation-outside of industrial action.

- The school has a clear PRSD scheme in operation, including a PRSD Policy.

Promoting Staff Health and Well-Being at St Oliver Plunkett PS

The staff at St Oliver Plunkett PS meet at different times during the school year for occasions outside of school premises/hours. This helps to maintain a very positive working relationship. The staffroom maintains a positive atmosphere

All staff within St Oliver Plunkett PS and Nursery Unit are aware of the importance of the Staff Code of Conduct and adhering to this as part of the Safeguarding Proforma.

A Board of Governor is now responsible for working with the Principal to ensure the Staff Code of Conduct is fitting to the school and all roles within the school.

Close evaluation and monitoring of this takes place to ensure that all staff are working within a healthy working environment, including the Principal.

and a calming area has been set up for staff to sit and relax.

- Teacher Union (INTO) information is displayed at staff meetings by the teacher INTO representative.
- There is designated staff break and lunch times in the staff room.
- St Oliver Plunkett PS is a safe, stimulating, and appropriate environment for teaching.
- We hold staff-only social events throughout the year e.g. Christmas events, coffee treats, Christmas gifts, galas dinners and end of year meals.
- We celebrate the success and achievement of pupils and teachers.

Requirement 2f:

A summary and evaluation, including using performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and the local community, including, other schools, the business community and voluntary and statutory bodies.

Summary

- The Board of Governors have an active role in the everyday life of school at St Oliver Plunkett PS. They meet on a

What it looks like in our school?

- Our parents/guardians are very supportive of school events/initiatives such as;

<p>regular basis (at least once every term) and are involved in all school initiatives.</p> <ul style="list-style-type: none"> - St Oliver Plunkett PS has strong links with parents and its surrounding community. We hold a wide array of events for parents and the community including key stage Christmas shows, community open evening, sport's day, PTA family events, school musical concerts and parental events such as, Internet Safety. - We schedule one parent teacher interviews every academic year (November) and a written report is issued in June identifying positives and areas of improvement. - This provides the teachers with the opportunity to highlight progress made by the pupils or address any concerns arising. However, parents can arrange to meet the class teacher at any time throughout the year. - All parents are welcome to discuss the annual report in the summer term. - We continually aim to improve communication with our parents. - A school newsletter in the new format of SWAY is produced monthly and each family receives a paper copy (on request) and a digital copy. The school newsletter celebrates the fantastic teaching and learning opportunities throughout the school and notifies parents of upcoming calendar dates. The digital leaders 	<p>parent/teacher meeting (November), Literacy & Numeracy workshops, open evening, sporting events, Christmas concerts & PTA events.</p> <ul style="list-style-type: none"> • We have a very strong link with the local GAA club which aids school provision; afterschool club GAA training, use of their premises for things such as Sports Day. • Encouraging number of pupils attending Breakfast Club, Bush Buddies and after school activities. • The school Annual Report is sent to every family which includes news on, housekeeping, curriculum, sporting, musical, fundraising and school success. The Annual Governors' Report is made available both in hard copy and via the website. • The school website is well established highlighting good practice and including links to educational websites. Facebook is operational and used well to promote an inform things for the school. • Local newspapers/magazines are contacted with newsworthy events and photographs. • Staff have endeavoured to promote the school's activities
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have learned to upload photo albums onto these documents according to school development.

- We have a school website which is regularly updated and allows the wider community to see what is happening in our school. We have a Facebook page and a newly opened twitter (X) account which upholds the PR for the school.
- St Oliver Plunkett PS has a very active and enthusiastic PTA. The members meet regularly and have planned several wonderful events throughout the school year to help raise school funds. This PTA evolved in September 2023 and have already financed much needed resources for the school.
- We link with our wider community through a variety of means. We welcome visitors to our classrooms, both parents and members of the local community to contribute to our learning. e.g. PSNI, doctors, dentists, opticians, fire-fighters etc.
- We welcome the local Parish Priest, Fr James O'Reilly, into assembly and the classrooms.
- The pupils have been involved in local community visits; a local farm, Save our Lough and other local initiatives.
- We have undertaken various charity initiatives such as, Run with Adrian Air Ambulance and Mary's Meals. These events were planned and organised by the staff, PTA members as well as the

through regularly including articles and photographs in the local press, school website and in the school's monthly newsletter and on seesaw.

- Many students visit the school for work experience opportunities and teaching practices.
- Throughout the school year a number of charities are supported, and this is highlighted through weekly newsletter and local press.
- The school organises visits from outside agencies such as PSNI Community Officer, Fire Service, NSPCC, Period Dignity to support, enhance and extend children's learning experiences.
- The school works closely with Antrim and Newtownabbey and Sustrans Active Schools'.
- Children participate in a variety of Inter School Sporting events e.g. Large Schools' Football Soccer League and take part in all competitions associated with Cumann na mBunscol in all codes.
- Local businesses & individuals contribute prizes and treats at various functions.

<p>School Council, enabling the pupils to have an important role in connecting with the community.</p> <ul style="list-style-type: none"> - Our Wrap-Around childcare service (Breakfast Club & Fun Buddies) has been very positively embraced by parents/carers. The provision of Breakfast Club is also very effective as it allows pupils to be dropped off to school from 8am and collected at 4pm. At present, the school caters for after school clubs using outside agency provision. 	<ul style="list-style-type: none"> • We have opened up entrepreneurship as a way to look into learning about the business culture. • We link with the neighbouring post primary schools for curricular taster evenings, musical productions and SEAG assessments. • We link with our pre-schools for Christmas concerts. • We are part of a Shared Education Partnership with Kells and Connor Primary School. • The library van visits the school twice a month and every pupil have the opportunity to borrow books. The school librarians operate a fully functional school library to cater for all children's reading needs.
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Requirement 2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

<p>Summary</p> <ul style="list-style-type: none"> - ICT has grown to become a more integral element of the learning and teaching in St Oliver Plunkett PS Primary throughout previous years. We aim to implement the statutory elements for the curriculum to daily classroom activities. We also aim to 	<p>What it looks like in our school?</p> <p>We include the following areas as part of our Using ICT provision and improvement planning:</p> <ul style="list-style-type: none"> • Use of iPads by curriculum coordinators for monitoring and
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continually enhance the learning experiences of pupils by providing staff with training in relevant areas of Using ICT to provide high quality teaching.

- The school's budget does not have allocation to effectively acquire and maintain suitable ICT resources to sustain improvement and high-quality learning experiences. We rely heavily on PTA fundraising.
- We currently use ICT to support learning and teaching in many ways throughout the school.
- We have begun to equip the classrooms better with up-to-date and recent educational tools, such as Interactive Whiteboards, in order to make learning engaging and challenging. Additionally, the pupils have access to the schools' computer suite and iPads.
- Our computer suite consists of desktop and laptop computers. Each class has ICT opportunities, enabling the pupils to save, revisit and edit their work on a regular basis. All pupils have good opportunities to develop the 5Es (Exhibit, Express, Explore, Evaluate and Exchange) within the ICT curriculum and through the use of the laptops/desktops and iPads in the classrooms.
- Additionally, pupils have access to other ICT resources including,

evaluation of learning and standards.

- Use of iPads and Apps for Foundation observations.
- Use of UICT CCEA tasks and staff training.
- Opportunities to take iPads home for familiarisation for staff.
- ICT included in weekly Using Mathematics and Communication planning.
- Interactive smartboards progression used in each classroom.
- Computer suite timetabled (as required).
- Pupils have access to computers, iPads and programmable devices to enhance independent learning.
- Teachers use ICT to record and analyse the assessment of Literacy and Maths progress through the use of SIMS.
- Progression of skills in Using ICT continues to be developed and embedded in all classes.
- The use of ICT for staff development is constantly evolving. We continue to incorporate new initiatives effectively.
- ICT is used as an effective management tool including storage of data, communication and staff training/presentations.
- Report writing to parents and internal school reports/

Beebots, which further developing their ICT skills.

Using ICT to support School Leadership and Management

ICT plays a key role in the leadership and management of St Oliver Plunkett PS. It plays a crucial role in all aspects of the day to day running of the school including:

- Managing finances.
- Assessing and observing children.
- SIMS system & SIMS Assessment Manager to aid tracking of pupils.
- Communicating with other schools and outside agencies.
- Responding effectively and efficiently with outside agencies.
- Reporting to parents and other agencies on the progress of pupils.
- Seesaw and Text alert system to parents.
- Website notifications, photographs and updates.
- PRSD and CPD.

presentations using ICT packages.

- Online learning platforms of Seesaw and Google Classroom.
- ORACLE system is used by the Principal and Secretary to ensure the budget is used as planned.

• The iProcurement system is used by the Principal and Secretary to order requisitions and other items online. This system is also used for Shared Education orders including transport requirements.

- Planners and schemes continue to be made available on staff folders.

• Governors receive communication, minutes, policies and other information electronically.

• The Principal and teachers use email to communicate with each other.

• Assessment Manager on SIMS is used effectively by the Principal to tailor the teaching and support required for individual pupils.

• Heightened engagement with reading due to the online Accelerated Reader programme.

Requirement 3a: An assessment of the school's current financial position and the use made of its financial and other resources. **Requirement 3b:** An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards.

All teaching staff (8) are on UPS 3, VP and 2 other staff members with points.

3a: Schools' Financial Position Summary

	Oct 2023	Oct 2024	Oct 2025	Oct 2026
1 Full Time Equivalent Enrolment (excluding Spec Unit pupils)	206	213	221	223
2 Planned Teaching Complement (after amendments to Variables or below)	9.00	9.00	9.00	9.00
3 Planned Pupil/Teacher Ratio (September)	22.89	23.67	24.56	24.78
B Changes in Teaching Staff		Year 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4 Increase in Teachers				
5 Decrease in Teachers (enter as positive. Grids must be included in calculation)				
C Planned Expenditure		Year 1 (2024-2025) £	Year 2 (2025-2026) £	Year 3 (2026-2027) £
6 Staff Costs - Teaching		628,458	631,253	631,253
7 Staff Costs - Non Teaching		148,951	147,981	147,981
8 Staff Costs - Other		148	148	148
9 Premises, Fixed Plant and Grounds		32,360	32,683	33,010
10 Operating Costs		23,606	23,842	24,080
11 Non Capital Purchases				
12 Capital Expenditure				
13 Less Income (enter as negative figure)				
14 Total Planned Expenditure		833,522	835,907	836,472
15 Estimated Savings (enter as a negative figure)				
16 Reduction in Teaching Staff (as per Variables)				
17 Please specify				
18 Please specify				
19 Estimated Additional Expenditure (enter as a positive figure)				
20 Increase in Teaching Staff (as per Variables)				
21 Please specify				
22 Please specify				
23 Total Planned Expenditure after Savings and Additional Expenditure		833,522	835,907	836,472
D Budget				
24 Common Formula Funding (CFF)		691,589	713,190	734,877
25 Other Funding (please specify)				
26 Other Funding (please specify)				
27 Split Site Schools ONLY				
28 Total Budget		691,589	713,190	734,877
E In Year Movement				
29 In Year Underspend / (Overspend)		-141,933	-122,717	-101,595
F Cumulative Position				
30 Carry-over from previous year		-341,882	-482,915	-605,632
31 In Year Underspend / -Overspend of delegated resources		-141,933	-122,717	-101,595

What it looks like in our school?

- Our school has been fortunate to see a rise in enrolment year on year since September 2021, which has a positive impact on the budget.

- Safeguards are in place regarding requisitions; resources are ordered centrally where possible.

- Private School Fund account is audited by a professional auditor annually.

- PTA create a surplus which enhances

the school to purchase additional curriculum materials, as well as treats such as, buses for trips and treats at Christmas/AR Prizes and Academic Prizes.

- The school PTA also do separate fund-raising events to allow them to pay for school resources, fun events and additional treats for the children. E.g. ICT, safeguarding boards.

- The report below is subject to a £40,000 payback from SEND due to money owed back to the budget.

In addition, £127,000 stalk take is to come off the total which brings about a cumulative figure of current deficit at £173,000.

- Key areas of investment continue to include; ParentMail, GL assessment, school website and school photocopier.
- The school is well resourced in terms of teaching staff and physical resources.
- Shared Education continues to provide much needed funding for the school.

Within the last 3 years we have been very fortunate to avail of extra funding through the following DE Funds:

All funds have now finished and are no longer available with the exception of LAC and SEN.

- Covid Fund
- Wellbeing Fund
- LAC Fund
- SEN Fund
- Happy Healthy Minds
- Engage Programme

These funds have been used to purchase some of the following school resources:

- School sensory area
- School SEN and sensory equipment
- Outdoor play equipment
- Outdoor learning resources
- Wellbeing workshops e.g., Fitness with Freddy
- Additional teaching staff

Requirement 3b

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

The Governors, specifically our finance sub-committee and whole school are working hard to ensure that, with careful financial management, the school someday may finally resolve the current deficit and be in a much stronger financial position to ensure optimal learning conditions for pupils and staff.

It is anticipated that St Oliver Plunkett PS will hopefully continue to deplete its deficit and enrolment numbers will continue to grow.

2021/2022: 189

2022/2023: 200

2023/2024: 208

2024/2025: 208

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

Assessment

Unfortunately, due to the appointment of a new Principal in October 2021 and a school closures due to the Coronavirus pandemic a full and thorough evaluation of the previous SDP is limited.

This document is part of three interim plans which were put into place for the academic years 202/2022 and 2022/2023 and 2023/2024.

Through consultation with stakeholders and robust data analysis, the new Principal has identified areas to be addressed for this new school development plan. These are included within the roadmap towards further whole school improvement.

What it looks like in our school?

- The school put in place an Interim School Development Plan for 202/2022, 2022/2023 and 2023/2024.

- The school has reviewed and evaluated all of the Interim plans.

The review included an evaluation of the following areas:

- Pastoral Care
- Child Protection and Safeguarding
- Pupil Involvement
- Healthy School
- Curriculum Areas; Numeracy, Literacy, ICT, WAU, The Arts, PE, PDMU, Play Based Learning
- SEN
- Assessment
- Curriculum
- Strategic Leadership
- Professional Development
- Financial Management
- Accommodation
- Communication
- Relationships
- Projects
- Links with Educational Agencies

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

Assessment of Challenges

- School Finance: Overall school finances are an ever growing concern; limited actions can be taken by the school to combat this issue.
- School Enrolment: Sustaining intake numbers; wraparound care (Breakfast Club and Fun Buddies) continue to provide additional out of hours care to the local community. The school open evening and advertising is also a key aspect of school enrolment development.
- SEN Provision: Due to the increased number of children with special educational needs the resourcing of this area is a challenge for school. The school continues to provide interventions for children as much as possible. Educational support for our SEN children is also a challenge as our school only has 3 referrals earmarked for the year 2024/25; we continue to promote 'early intervention' as a priority.
- Teaching Principal: With increasing school numbers the dual role of Principal and class teacher continues to be a challenge.
- Staff Training: Lack of CPD opportunities for staff, including classroom assistants and the reduction of budget allocation to the school to give opportunities for staff in-service training.

Assessment of Opportunities

- The new Principal has developed good working relationships among the staff and has raised the profile of the school within the community.

What it looks like in our school?

- The school maintains close links with DENI and the EA.
- The Board of Governors undertake a financial review on a regular basis and prioritise spending allocation. Staffing costs are considered carefully each year.
- The Board of Governors will continue to manage and support the school, ensuring a professional and informed management and decision-making process is maintained and that standards continue to be a priority.
- We seek to improve pupil numbers by, promoting our school through continued high standards of achievement, positive publicity and the continued development of our school website.
- The school will continue to encourage staff to undertake INSET and CPD opportunities.
- The school works closely with parents, staff, the schools' LSC and pupils in order to prioritise needs and availability of resourcing and staff.

- Highly motivated staff who are keen to participate in collaborative learning and professional development.
- The school has a strong and stable leadership team with the roles of senior teacher and curriculum coordinators recently established.
- The school outdoor environment has been developed, which includes a new outdoor classroom area. This leads to a more purposeful learning environment for all our pupils.
- School Interventions established, which is led by lead teachers on a weekly basis, to improve progress for identified pupils.
- Increase collaboration with local community, including other local primary and secondary schools.
- Continue to raise the profile of the school PTA.
- Develop awareness of outside agency support and utilise their resources.
- Shared Education opportunities for further staff development and school resources.
- Involve the community at all levels; consider how we can best achieve this and identify benefits for school and community.
- Governors to take a more active role within the school community. Governors are now linked more closely with co-ordinators and be more present within the ethos of the school.

- The school strives to ensure that its own resources meet the daily needs of individual children inside their classrooms or through withdrawal support. The school works closely with any outside agencies and support personnel e.g. LTSS, Behavioural Support, ASD services, LAC etc.

- The staff work with our Shared Education partner school, through teacher professional development courses, in line with our School Development Plan priorities.

- Targets are set in the areas of Numeracy and Literacy as well as in other areas, where appropriate, to tackle underachievement. Numeracy and Literacy Coordinators have responsibility for leading staff in the achievement of 'agreed' targets being met. The Principal and coordinators maintain close liaison with all staff with regular monitoring and evaluation of targets taking place through verbal & written communication and 'feedback' processes.

The school publicises local community events through our school newsletter and school website. Community agencies are invited into the school to enrich and enhance the curriculum, for example the

	<p>local Fire Service to raise awareness of Safety at Home. We have established close links with our local Post-Primary Schools in order to ease the child's transition from Primary to Secondary School.</p> <ul style="list-style-type: none"> • We have formed close partnerships with the school nursing team, Educational Psychologist and EWO to ensure the welfare of all our pupils.
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Requirement 6: The arrangements 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.

<p>Arrangements</p> <ul style="list-style-type: none"> - Questionnaires were sent to all stakeholders by the Principal, Mrs Kearney and analysed. The results evident throughout the above plan. - Our recent surveys with parents, pupils and staff have proved to be a great way of gauging opinions and monitoring success. We will continue to develop surveys throughout this development plan. - The School Council at St Oliver Plunkett Primary School is well established. Pupils are involved in decision making. The children are confident in speaking to adults and are happy to talk about their work and their experiences both in and out of school. <p>Parent Teacher meetings are generally very well attended, and many parents contact the</p>	<p>What it looks like in our school?</p> <p>Consultation with Pupils</p> <ul style="list-style-type: none"> • School Council Meetings convened to give pupils 'a voice' and involvement in the decision-making processes of the school. • Informal conversations take place frequently with pupils. • Specific questionnaires/surveys to pupils on various topics. • Whole School Circle Time opportunities. <p>Consultation with Parents</p> <ul style="list-style-type: none"> • Parent Teacher Meetings formally twice a year and informally as and when requested.
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school to arrange other informal meetings as the need arises.

Parents are kept very well informed through our regular updates via Seesaw, the school website and school newsletters.

Our website viewing figures are testament to the regular usage.

We continue to consult with and seek advice from the bodies as listed and are happy to welcome other experts into the school to advise or simply to share their experiences.

- School Newsletters, Website and frequent Seesaw messages keep parents informed on specific issues.
- Questionnaires/Surveys to parents on various topics.
- Consultation with staff
- All staff complete specific questionnaires on various topics.
- Curriculum Coordinator met with Principal regularly throughout the year.
- Teaching and non-teaching staff have a voice through staff meetings, training days and informal discussions.
- School Development Days give opportunities for staff consultation.
- PRSD opportunities with the staff.
- 'Open Door' policy with Principal for teaching and non-teaching staff. Consultation with any other relevant personnel
- Governors consulted on SDP and issues affecting the school.
- PTA meeting to outline priorities for fund raising to have an impact on SDP.
- Consultation/Discussions with outside agencies such as; Educational Psychologist, RISE, PSNI, Fire Service & Local nursery, primary & post-primary schools.

June 2024 Parent Questionnaire Analysis

PART A -

- 99% of parents strongly agree or agree that they feel welcome at St Oliver Plunkett P.S
- 95% disclose that they are kept up to date.
- 100% confirmed that they strongly agree or agree that there is a clear vision for improvement.
- 98% felt that the school works closely with parents/carers.
- 100% agree that the school is promoting positive behaviour.
- 100% believe that links between school and the local community are good.
- 100% feel that the school respects diversity and welcomes members from all communities.

PART B

- 95% declared that the teaching in the school is good or better.
- 98% state that the school supports children who have special educational needs.
- 98% believe that their children's additional needs are being catered for and is well integrated into the school.
- 100% of parents declared that children are taught to appreciate people who have different backgrounds.
- 100% state that the children are encouraged to work to the best of his/her abilities.
- 96% state that the learning and teaching experiences are well matched to their children's abilities.
- 100% reveal that their children are provided with a balanced curriculum.
- 98% believe that the school provide an interesting range of activities outside classroom lessons.
- 96% reveal children's homework is enough to create consolidation and challenge.

PART C

- 96% state that they would be able to speak to a Senior Leader or to the Principal.
- 100% declared that there are people within the school who support pupils effectively.
- 12% state that they are still not aware of who the specific staff are with specific roles within the school.
- 100% agree that the school provides pupils with opportunities to take on leadership roles.
- 100% state that the school encourages all pupils to participate in all parts of school life.
- 98% of parents feel that their child has a strong sense of belonging to the school.
- 100% feel that a range of pupil achievements are recognised.

PART D

- 98% of parents feel that families are encouraged to be involved with school activities/events.
- 98% believe that parents/guardians are listened to by the school.
- 98% get a chance to speak to school staff which concern them.
- 100% feel comfortable seeking advice from the school.
- 100% are encouraged to participate in the local community.
- 100% believe that the school prepares children for the future.

Requirement 7: Identification of key areas for development, which shall be informed by the school's self-evaluation and include:

- (a) the school's key priorities for the period of the plan, based on the Department's priorities for education;
- b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT;
- c) the actions to be taken to achieve the outcomes, mentioned at sub-paragraph (b) and the final dates for completion;
- d) the financial and other resources available to the school to be used in support of these actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and
- e) the arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the school development plan.

Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027
<p><u>Literacy</u></p> <p>Improving standards and attainment in spellings.</p>	<p><u>Literacy</u></p> <p>Developing standards and attainment in writing skills/genres.</p>	<p><u>Literacy</u></p> <p>Focused approach to developing teaching and learning in comprehension.</p>

<p><u>Numeracy</u></p> <p>Develop knowledge, understanding and application of Data Handling in line with National Average according to PTM scores.</p>	<p><u>Numeracy</u></p> <p>Focus on including ICT in Numeracy to encourage the provision of effective Problem Solving.</p>	<p><u>Numeracy</u></p> <p>Develop reading stories in Numeracy.</p>
<p><u>UICT</u></p> <p>Lines of Progression for assessment implemented.</p> <p>Embed further Desirable Features and 5Es in a cross curricular way.</p>	<p><u>UICT</u></p> <p>Lines of Progression for assessment implemented.</p> <p>Embed further Desirable Features and 5Es in a cross curricular way.</p>	<p><u>UICT</u></p> <p>Lines of Progression for assessment implemented.</p> <p>Embed further Desirable Features and 5Es in a cross curricular way.</p>
<p><u>WAUS</u></p> <p>Embed STEM Focus: Science and Technology</p>	<p><u>WAUS</u></p> <p>Embed STEM Focus Geography</p>	<p><u>WAUS</u></p> <p>Embed STEM Focus: History Completion of new scheme</p>
<p><u>SEN</u></p> <p>Whole school approach to reduce barriers to learning.</p> <p>Use CAs and support staff to deliver intervention and</p>	<p><u>SEN</u></p> <p>Whole school ASD training - teaching and support staff.</p> <p>Sen provision map update.</p>	<p><u>SEN</u></p> <p>The use of more formal Numeracy and Literacy support programmes and delivery by Cas to reduce the attainment gap.</p>

<p>reduce the attainment gap.</p> <p>Revised PLP training for teachers.</p>		
<p><u>RE</u></p> <p>Completion of Sacred space to include outdoor learning arena to allow further outdoor learning opportunities.</p>	<p><u>RE</u></p> <p>Review 'Flourish' RSE primary school programme. Discuss if compatible with our ethos. Evaluate with whole school community.</p>	<p><u>RE</u></p> <p>Review of RE teaching in schools - core elements and themes. Appraise spaces in classrooms.</p>
<p><u>The Arts</u></p> <p>Art: Develop overview of Art Scheme.</p> <p>Music: Scheme</p>	<p><u>The Arts</u></p> <p>Art: Pilot Art planner - review all areas of NIC covered.</p> <p>Music: Ulster Orchestra.</p>	<p><u>The Arts</u></p> <p>Art: Review art planners</p> <p>Music: Review music scheme.</p>
<p><u>PE</u></p> <p>Pilot handball and include within planners.</p>	<p><u>PE</u></p> <p>Long term scheme developed.</p>	<p><u>PE</u></p> <p>Evaluation</p>
<p><u>PDMU</u></p> <p>Promotion of positive behaviour through whole school circle time. Implementation of Roots to Empathy (Preventative Curriculum).</p>	<p><u>PDMU</u></p> <p>Ensure universal approach to PDMU planning and all statutory requirements are being met across the key stages.</p>	<p><u>PDMU</u></p> <p>Develop PDMU scheme to include other areas of the Preventative Curriculum.</p>

<p><u>Leadership and Management</u></p> <p>Reconstitution of BoG.</p>	<p><u>Leadership and Management</u></p> <p>Promoting greater contact between staff and governors</p>	<p><u>Leadership and Management</u></p> <p>Evaluating SDP progress and drawing up new SDP</p>
<p><u>Planning Teaching & Assessment</u></p> <p>Increase the identification of 'gifted and talented children through testing and analysing results.</p> <p>Whole school approach to short term planning.</p> <p>Whole school approach to action plan.</p>	<p><u>Planning Teaching & Assessment</u></p> <p>Ensure all staff implement planning and resourcing and actions to better cater for gifted and talented children.</p> <p>Medium term planning</p>	<p><u>Planning Teaching & Assessment</u></p> <p>Evaluate progress of programme for gifted and talented children.</p> <p>Evaluation of whole school planning.</p>
<p><u>Play/Activity Based Learning</u></p> <p>Enhance play and activity-based learning experiences in foundation stage and create a continuous outdoor provision framework to support and extend pupils' independent learning and development.</p>	<p><u>Play/Activity Based Learning</u></p> <p>Evaluate and enhance activity-based learning experiences in Foundation Stage classes. Promote parental engagement by hosting come and play workshops for years 1 and 2.</p>	<p><u>Play/Activity Based Learning</u></p> <p>Promote outdoor learning throughout the whole school. Try to avail of Forest School training.</p>

CURRENT FINANCIAL POSITION 2024 - 2027 AND THE USE MADE OF ITS FINANCIAL AND OTHER RESOURCES

The school is facing a challenging time because of the tightening of the economic conditions and the reduction of the level of financial support from both the Education Authority and DE. This financial situation has meant that in September 2018, the school is forced to make a redundancy of one highly experienced and professional teacher. This reduction is compounded by the fact that the school also recorded an increase in its enrolment with 354 children enrolled for 2018. The school is currently at the well beyond limits of its enrolment band.

Providing quality education in an old building which is prone to mechanical breakdowns of its heating system, frequent leaks in its roof and water systems and blockages of its underground pipe work provides additional challenges to the maintenance budget. This will restrict what is possible and will have a knock-on effect on other school developments. The financial Plan for 2024 - 2027 is attached at the back of this document.

To address these challenging circumstances, it is anticipated that:

- increased fund raising will be required
- all cost centres will be tightly managed, and flexibility will be reduced
- staff deployment may need to be altered to sustain provision
- further staff reductions may be required although all other avenues will be explored prior to progressing along that route.