

**Cliftonville Integrated Primary  
School & Nursery Unit**



**School Development Plan**

**2025-2028**

*'Leading, Listening  
& Learning Together'*



# School Development Plan

## Contents

- Chairperson's Comments Page 3
- Core Question 1: Vision & Values Page 4
- Core Question 2: Strategic Intents 2025 to 2028 Page 5
- Core Question 3: Challenges & Barriers 2025 to 2028 Page 7
- Core Question 4: 'Begin with the end in Mind' Page 9
- Core Question 5: Building Capacity to Succeed Page 11
- Strategic Intents Three-Year Plan (Primary) Page 13
- Strategic Intents Three-Year Plan (Nursery) Page 14
- Four Key Annual Action Plans Page 16+

### Appendices

- Appendix 1: Categorisation of Priorities & Operational Projects
- Appendix 2: Task Overview 2025 to 2028
- Appendix 2: Policy Review Schedule
- Appendix 3: Department of Education SDP Update May 2024



## 'Leading, Listening & Learning Together'

The Board of Governors see Cliftonville Integrated Primary School as a **child-centred** school that seeks, with its community, to **listen** and **lead** towards a dynamic future.

We launch this new school development plan (SDP) with a sense of **anticipation** and **confidence** for the future.

Every effort has been made to always keep the present and future **needs of our children** as central to all we have planned in this SDP.

We also are confident in that this plan has the '**fingerprints**' of the **children, parents/carers, staff** and the **wider community** within its pages. The school's leadership has made every effort to ensure our community were given the opportunity to shape this vision/SDP.

The Board of Governors welcomed the Department of Education's guidance, issued in May 2025, that allowed for a **more streamlined SDP**. While this is our most concise SDP, we also are confident that this gave us time to reflect on the rich sources of data we had gathered from our **community conversations** and **collaborative problem-solving**.

The Board of Governors acknowledge the key role played by our inspection service's new **Five Core Questions**. These questions have guided our **engagement with our community** and our **resulting self-reflections**.

The Board of Governors formally ratified this plan on the **26th September 2025**. The governors would like to **thank the staff** for all the considerable effort that went into its creation.

The participation and **commitment of parents/carers and other community partners** in this process is also acknowledged. Many engaged in questionnaires and conversations with enthusiasm. Their **insight has been valued and has shaped the formation of the plan**. During the coming three years, the school's leadership is keen to maintain an **ongoing school improvement conversation** with our stakeholders.

Finally, and most importantly, the input of our children was crucial. A special word of thanks is offered to our **school council**. Their '**voice**' was both **interesting** and **thought provoking**.

Regards,

Dr Jim Williamson

Chairperson of Board of Governors

## School Development Planning & the Five Core Questions

### Question 1: What is the school's vision and what informs it?

#### VISION:

*'Leading, Listening & Learning Together'*

Our school's vision has four core principles that guide all we strive to achieve.

**'Together'** - While the last word of our vision statement, it is arguably the most important part of our vision. We see integrated education as one of the catalysts for change in our post-conflict society. The promotion of a more united, diverse and embracing society was core to our creation and now marks out all we do.

**'Learning'** - We strive to create an inclusive and high-quality learning environment where academia is promoted in unison with a clear focus on social, moral, emotional and physical development.

**'Listening'** - Listening to our school community is at the heart of what we do, working in partnership with families and ensuring that we put children at the heart of our decisions.

**'Leading'** - The school is pioneering in terms of integration and promoting reconciliation; however, our leadership is more far reaching. We are empowering our children to be life-long learners and leaders in their communities now and in the future. Likewise, our staff are committed to leading the way in developing high-quality learning based on research and best practice through collaborating locally as well as globally.

#### Visioning Process: Stakeholder Engagement

Engagement Stakeholders	Questionnaires	Conversations	Workshops	Meetings
Children	✓	✓		✓
Parent/Carers	✓	✓		✓
Teaching	✓	✓	✓	✓
Non-Teaching	✓	✓	✓	✓
Governors	✓	✓	✓	✓
Wider Community		✓		✓

## **Question 2: How is the school setting about achieving the vision, within its context?**

After a thorough self-evaluation proceed the following strategic intents were identified:

Strategic Intents	Rationale
<p style="text-align: center;"><b>Embed and celebrate our ethos to enhance leading, listening and learning together.</b> (Primary &amp; Nursery)</p>	<p>Our school has changed significantly since the creation of our existing values and vision. This includes our religious and ethnic balance, as well as our levels of SEN need. This review is seen as a catalyst to enhance and refresh our already good ethos to allow all our children, staff and community to thrive. There is a commitment to share and celebrate the refreshed values and vision more effectively to ensure that it impacts whole school life.</p> <p>Central to this strategic intent is to deepen our integrated ethos. Implementing aspects of 'Faiths and Beliefs' guidance from NICIE and working towards achieving the Excellence in Integration Award are key priorities. We also see the successful development of a wellbeing strategy as intrinsically linked to our reviewed values and vision.</p> <p>It is essential that these new values and vision are shared effectively.</p>
<p style="text-align: center;"><b>Better identify, target and reduce children's literacy and numeracy underperformance.</b> (Primary Only)</p>	<p>The development of good literacy and numeracy skills is a key goal. Post Covid-19 a minority of children in Primary 4 – Primary 7 are still underachieving. Literacy UA in May 2025 was 33.3% and Numeracy 42.3%, by comparing PTE/PTM scores with CAT scores.</p> <p>Through high expectations/aspirations, building up children's confidence and their resilience then we can close the gap in attainment in the coming three years. To address underperformance, the school will continue to use data and teacher judgment to identify underachievement and distinguish it from an identified special need in a timely fashion.</p> <p>This will be achieved through the use of the learning support staff, creative flexible setting classroom practice, other school-based initiatives, and where appropriate, outside agency support. Whilst the school will continue to rely on its highly skilled staff, the initiatives will be coordinated and delivered through SMT and the relevant coordinators. The approach that we use for mainstream teaching must be adaptive, flexible and help to eradicate the barriers to learning to achieve our targets and outcomes.</p>
<p style="text-align: center;"><b>Develop children's musical skills and stimulate children's creativity skills.</b> (Primary &amp; Nursery)</p>	<p>The value of effective music teaching is acknowledged, including its impact on wider academic attainment (staff engagement).</p> <p>There is an acceptance that development time needs to be invested to improve progression, cross-curricular links, staff confidence and the children's learning. Key focus areas: Listening, Performing and Composing (incl. digital resources).</p>

<p><b>Enhance home-school partnership to deliver the school's dynamic shared vision.</b> (Primary &amp; Nursery)</p>	<p>We value partnership with our families and the wider community. The impact of successful and effective partnership with families and the wider community is a key school improvement driver. However, since Post Covid-19 levels of engagement have decreased. This is despite the fact that the vast majority of our parents have made a very conscious decision to send their child(ren) to an integrated school. However, this consciousness could also be our greatest enabler for delivery of this strategic intent.</p> <p>We are seeking to empower families to better support learning and increase their educational aspirations to boost children's confidence and outcomes through opportunities in the development of parental skills and building curriculum knowledge of parents.</p> <p>A key outworking of this strategic intent will be the improvement in attendance levels to Pre Covid-19 levels. 93%+ by June 2028.</p>
--	---

<b>Nursery Focus</b>	
<p><b>To create consistency and synergy between the second nursery unit to increase outcomes for learners.</b></p>	<p>We will open second Nursery Unit in September 2025. This will involve and expansion of the team.</p> <p>This brings many exciting options and opportunities. It is also key that consistency and effective collaboration is developed across both classes and the wider team.</p> <p>This expansion provides the opportunity for greater pupil choice, more fluidity across the setting and better provision for indoor/outdoor transitions.</p> <p>Digital technology will be used to enhance planning, recording and introducing new tools for tracking of all children's learning (including AI).</p> <p>There is also an intention to build on the links between the Nursery units and the Foundation Stage of the main school. This spirit of seeking greater collaboration will also include collaboration with other local early years' settings.</p>

### Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

Strategic Intent	Barriers	Drivers
<p style="text-align: center;"><b>Embed and celebrate our ethos to enhance leading, listening and learning together.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>▪ Many stakeholders have limited ownership or knowledge of the existing values and vision</li> <li>▪ Developing a collaborative set of values, vision and ethos requires an investment of time and effort</li> <li>▪ Limited funding to invest in a new wellbeing strategy</li> <li>▪ Limited staff time to complete various awards/accreditations</li> </ul>	<ul style="list-style-type: none"> <li>✓ SDP Strategic Intent</li> <li>✓ School Development Days</li> <li>✓ Effective TPL for Staff</li> <li>✓ Allocated Substitute Cover</li> <li>✓ Support from EA, CSSC &amp; NICIE</li> <li>✓ Parent Forum Reboot</li> <li>✓ Effective e-Platforms and Physical Displays</li> <li>✓ Professional Marketing/PR Services</li> <li>✓ Nurturing staff</li> </ul>
<p style="text-align: center;"><b>Better identify, target and reduce children's literacy and numeracy underperformance.</b> (Primary Only)</p>	<ul style="list-style-type: none"> <li>▪ Large class numbers 26+</li> <li>▪ Wider range of additional needs.</li> <li>▪ Less school ready Nursery &amp; P1</li> <li>▪ Standard variation of CAT</li> <li>▪ Wider range some children's life experiences e.g. ACES</li> <li>▪ Balancing learning support resourcing to address SEN, low ability and UA</li> <li>▪ Increasing number of children without English</li> <li>▪ Increasing number of MLD</li> </ul>	<ul style="list-style-type: none"> <li>✓ KS2 Flexible Setting pilot results.</li> <li>✓ Clear UA procedures and resourcing</li> <li>✓ More focused learning support</li> <li>✓ In class UA intervention TPL</li> <li>✓ Reading Programmes – Lexonic &amp; RP</li> <li>✓ E-Learning tools and AI</li> <li>✓ Attendance/punctuality schemes</li> <li>✓ Family Learning/Empowerment</li> <li>✓ Highly profession &amp; capable staff</li> <li>✓ EA Cultural Support Service</li> <li>✓ DE RAISE Cross-Cutting Initiatives</li> <li>✓ Extended Schools funding</li> <li>✓</li> </ul>
<p style="text-align: center;"><b>Develop children's musical skills and stimulate children's creativity skills.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>▪ Lack of music TPL available.</li> <li>▪ A busy curriculum/timetables.</li> <li>▪ Finding time for choir practices.</li> <li>▪ Cost of music tuition for families.</li> <li>▪ Building capacity for supporting music learning at home.</li> <li>▪ Competing priorities for parents</li> <li>▪ Limited music opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ TPL funded via PEACE PLUS</li> <li>✓ Cross-curricular planning</li> <li>✓ Skills Ladder provision</li> <li>✓ Music tuition (subsidised)</li> <li>✓ New music storage</li> <li>✓ Better use of staff skills</li> <li>✓ Highly profession &amp; capable staff</li> <li>✓ Resourcing budget</li> <li>✓ Extended Schools funding</li> <li>✓ St. Anne's Trust</li> </ul>
<p style="text-align: center;"><b>Enhance home-school partnership to deliver the school's dynamic shared vision.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>▪ Some families have low aspirations</li> <li>▪ Some families lack confidence and capacity in supporting learning</li> <li>▪ Some families have significant economic/social challenges</li> <li>▪ Motivating families to engage programmes in a 'view on demand' culture</li> <li>▪ Increasing number of families where English is not their home language</li> <li>▪ Post-Covid apathy towards attendance</li> <li>▪ Parents are not aware of importance of play, reading with their child, and of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Visioning Process</li> <li>✓ Family Worker (funding needed)</li> <li>✓ Social/Introduction Activities</li> <li>✓ Family Learning Workshops</li> <li>✓ E-Tools</li> <li>✓ EWO Service</li> <li>✓ Cross-Agencies Working</li> <li>✓ Cross-Agency Programmes</li> <li>✓ New Parent Forum Group</li> <li>✓ Digital translation tools</li> <li>✓ Continue to develop PTFA</li> <li>✓ Parent Governor representation</li> <li>✓ Extended Schools funding</li> <li>✓ Parent and grandparent EA nurture sessions in Nursery</li> <li>✓ Getting Ready to Learn programme to enhance importance of reading, play, and physical development</li> </ul>

Nursery Focus		
<p><b>To create consistency and synergy between the second nursery unit to increase outcomes for learners.</b></p>	<ul style="list-style-type: none"> <li>▪ Need to build the team's capacity &amp; skills</li> <li>▪ The outdoor spaces require creative thinking to meet the needs of an enlarged number of children</li> <li>▪ More children are arriving in our nursery with more complex needs so necessitating a more flexible and broader range of provision</li> <li>▪ Developmental delays e.g. toilet training</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recruitment of new staff</li> <li>✓ Collaboration and visits to local early years' settings to focus on a more fluid manner of blending indoor and outdoor learning for all the children and the use of digital technology</li> <li>✓ The outdoor space will be a catalyst for building teamwork</li> <li>✓ Funds for new resourcing</li> <li>✓ Improved storage</li> </ul>

## Question 4: How does the school define, celebrate and embed success for all learners?

Strategic Intent	What will success look like?
<p style="text-align: center;"><b>Embed and celebrate our ethos to enhance leading, listening and learning together.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ New values and vision will be launched by June 2026.</li> <li>✓ School community awareness and ownership of our values and vision.</li> <li>✓ A Whole-School Wellbeing Strategy will be ratified by June 2028.</li> <li>✓ Embed 'Faiths &amp; Beliefs' into RE by June 2027.</li> <li>✓ Submit Integrated Education Excellence Award application by June 2028.</li> <li>✓ Reaccreditation of British Council International Award by June 2028.</li> <li>✓ New values and vision embedded into all policy reviews by June 2028.</li> <li>✓ Opportunities for 'Pupil Voice' will be developed further by June 2026.</li> <li>✓ Pupil Voice will be further embedded into practice by June 2028.</li> <li>✓ High satisfaction in surveys to stakeholders in area of ethos.</li> </ul>
<p style="text-align: center;"><b>Better identify, target and reduce children's literacy and numeracy underperformance.</b> (Primary Only)</p>	<ul style="list-style-type: none"> <li>✓ 90%+ of pupils will achieve as expected or better in Literacy by June 2028.</li> <li>✓ 90%+ of pupils will achieve as expected or better in Numeracy by June 2028.</li> <li>✓ 85% of pupils in interventions &amp; flexible setting (UA) will increase their standardised score by a minimum of 3 points by June 2028.</li> <li>✓ 85% of reading interventions will show an increase of 6 months or more in reading ages over the duration of the programme e.g. 10-week programme</li> <li>✓ 90%+ of families will Believe/Strongly Believe that the school supports children to meet and exceed their potential by June 2028.</li> <li>✓ 90%+ of pupils in Learning Interventions will have improved PASS scores after their participation in targeted support.</li> </ul>
<p style="text-align: center;"><b>Develop children's musical skills and stimulate children's creativity skills.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ 90%+ of staff will report higher levels of confidence in teaching music by June 2026.</li> <li>✓ All teachers' planners will include cross-curricular music lessons in each topic by June 2027.</li> <li>✓ Music resources will be organised, accessible and used by staff</li> <li>✓ 90%+ of Key Stage 1 children will compose a simple tune using untuned percussion instruments by June 2027.</li> <li>✓ 90%+ of Key Stage 2 children will create digital tunes by June 2027.</li> <li>✓ 90% of Key Stage 2 children will have the opportunity to learn a musical instrument by June 2028</li> <li>✓ 90% of Key Stage 2 children will be able to perform a tune on a recorder using a minimum of 5 notes by June 2028.</li> <li>✓ Increased number of children attending after-school music tuition by June 2028</li> </ul>
<p style="text-align: center;"><b>Enhance home-school partnership to deliver the school's dynamic shared vision.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ 70%+ of families will attend a family learning workshop by June 2027.</li> <li>✓ Parent Forum will be up and running by June 2026.</li> <li>✓ Parent focus groups will be operational from Term One 2025/2026.</li> <li>✓ School will explore funding for a parent worker in first year of this plan.</li> <li>✓ 100% of parents will receive Curricular Content leaflets by Term One 2026/27</li> <li>✓ 90%+ of families will agree that the school values home/school partnership by June 2028.</li> <li>✓ 95%+ of families will attend parent teacher interviews by June 2028.</li> <li>✓ 70%+ of families will attend Parent Information sessions by June 2028.</li> <li>✓ The average attendance level for children will be 93%+ by June 2028.</li> <li>✓ The average punctuality level for children will be 90%+ by June 2028.</li> </ul>

<b>Nursery Focus</b>	
<b>To create consistency and synergy between the second nursery unit to increase outcomes for learners.</b>	<ul style="list-style-type: none"> <li>✓ A minimum of 30% of children’s time will happen outdoors by June 2026.</li> <li>✓ A minimum of 20% of the nursery week will involve both classes working collaboratively in an open learning environment (including outdoors) by June 2027.</li> <li>✓ 90%+ of families will engage in the use of digital sharing technology that will also be used to celebrate children’s learning with families by June 2028.</li> <li>✓ Each June 90% of families will express high levels of satisfaction in the quality and breadth of the Nursery provision.</li> <li>✓ 90%+ of parents will attend joint Nursery class events.</li> </ul>

## Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Strategic Intent	How will capacity be built and sustained?
<p style="text-align: center;"><b>Embed and celebrate our ethos to enhance leading, listening and learning together.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ Extensive Community Engagement</li> <li>✓ EA Planning for Improvement Programme</li> <li>✓ Integrated School Clusters</li> <li>✓ Support from NICIE, EA, DE and CSSC e.g. Ethos training, RAISE</li> <li>✓ Revise Faiths &amp; Beliefs guidance embedded</li> <li>✓ Benchmarking ourselves against other integrated schools</li> <li>✓ Refresher anti-bias training for staff</li> <li>✓ EA Being Well, Doing Well Programme delivered</li> <li>✓ Policies, protocols and procedures reflect ethos and wellbeing strategies</li> <li>✓ Pupil voice will continue to be developed</li> <li>✓ Renew and refresh various awards e.g. British Council, School of Sanctuary</li> <li>✓ Continue to survey stakeholders and act upon findings, where appropriate</li> <li>✓ Opportunities to celebrate and showcase ethos above</li> <li>✓ Both Primary &amp; Nursery to take part in PEACE PLUS APSIRE Project</li> </ul>
<p style="text-align: center;"><b>Better identify, target and reduce children's literacy and numeracy underperformance.</b> (Primary Only)</p>	<ul style="list-style-type: none"> <li>✓ Local Literacy &amp; Numeracy Clusters</li> <li>✓ Visits to other schools</li> <li>✓ EA TPL for Middle leaders</li> <li>✓ Trusted Colleagues Network</li> <li>✓ Team Teaching</li> <li>✓ Sharing of good practice</li> <li>✓ Policies, protocols and procedures reflect and impact positively on teaching and learning</li> <li>✓ PEACE PLUS collaborations reflect and impact positively on teaching and learning</li> <li>✓ Clear delivery of pupil expectation and parental curricular knowledge</li> </ul>
<p style="text-align: center;"><b>Develop children's musical skills and stimulate children's creativity skills.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ EA Music Service</li> <li>✓ Locality School Improvement Team SIPs.</li> <li>✓ Wider Community Support Services</li> <li>✓ Parent tutors and local music tutors</li> <li>✓ Upskilling staff</li> <li>✓ Trusted Colleagues Network</li> <li>✓ Team Teaching</li> <li>✓ Sharing of good practice</li> <li>✓ PEACE PLUS collaborations</li> </ul>
<p style="text-align: center;"><b>Enhance home-school partnership to deliver the school's dynamic shared vision.</b> (Primary &amp; Nursery)</p>	<ul style="list-style-type: none"> <li>✓ EWO</li> <li>✓ EA Family Worker</li> <li>✓ Support Agencies (e.g. Save the Children)</li> <li>✓ Funded Parent Worker</li> <li>✓ Annual timetable of parental engagement opportunities</li> <li>✓ Re-establish Parent Forum</li> <li>✓ Establish Focus Groups</li> <li>✓ Nurture PTFA &amp; Parent Governor involvement</li> <li>✓ Clear delivery of expectation and parental curricular knowledge</li> <li>✓ Continue to survey parents and act upon findings, where appropriate</li> </ul>

<b>Nursery Focus</b>	
<b>To create consistency and synergy between the second nursery unit to increase outcomes for learners.</b>	<ul style="list-style-type: none"> <li>✓ Visit other double Nursery units in local primary schools</li> <li>✓ Better use of technology for planning, tracking and recording children's progress</li> <li>✓ Harmonised timetable for Nursery activities and events</li> <li>✓ Quality training for all staff within Nursery setting</li> <li>✓ Linking in with the primary school's P1 &amp; P2 classes</li> <li>✓ Wider EA Services, as required</li> </ul>

## 2025 to 2028 Primary School Three-Year Plan

Strategic Intent	Key Strategic Intent Outworkings/Projects	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-28
<b>Embed and celebrate our ethos to enhance leading, listening and learning together.</b>	<ul style="list-style-type: none"> <li>✓ Promote Integration</li> <li>✓ Pupil &amp; Staff Wellbeing Strategy</li> <li>✓ Promotion of Pupil Voice</li> <li>✓ Enhance Good Behaviour &amp; Restorative Practices</li> </ul>	<p>Values, Vision &amp; Ethos Review &amp; Development</p> <p>Excellence in Int. Education (explorative work)</p> <p>Governors Links (initiated)</p> <p>Staff Wellbeing Strategy</p> <p>Integration Policy (Consultations &amp; Ratification)</p>	<p>Celebrate &amp; Share Values, Vision and Ethos</p> <p>Excellence in Int. Education (evidence gathering)</p> <p>Governors Links (developed)</p> <p>Pupil Wellbeing Strategy</p> <p>International School Award Evidence gathering</p>	<p>Update new SDP, including new Values &amp; Vision</p> <p>Excellence in Int. Education (application submitted)</p> <p>Governors Links (embedded)</p> <p>Whole-School Health &amp; Wellbeing Framework developed</p> <p>International Schools Award reaccreditation</p>
<b>Better identify, target and reduce children’s literacy and numeracy underperformance.</b>	<ul style="list-style-type: none"> <li>✓ Literacy &amp; Numeracy Planning</li> <li>✓ Adaptive Teaching</li> <li>✓ Fluid &amp; Adaptive Setting</li> <li>✓ Literacy &amp; Numeracy Interventions</li> <li>✓ PLP &amp; SEN Review</li> </ul>	<p><b>Comprehension Focus:</b></p> <p>Improve the quality learning &amp; teaching of comprehension across the school</p> <p><b>Number Work:</b></p> <p>Continue to develop &amp; embed Collins scheme</p> <p><b>UA Interventions:</b></p> <p>Flexible Setting Model KS2, Reading Partners, Time to Count &amp; Time to Read</p> <p><b>PLP Implementation</b></p> <p><b>Lesson Observations</b></p>	<p><b>Comprehension Focus:</b></p> <p>Guided Reading</p> <p><b>Number Work:</b></p> <p>Problem-Solving</p> <p><b>UA Interventions:</b></p> <p>Withdrawal Support</p> <p><b>PLP Embedded</b></p> <p><b>Lesson Observations Foundation</b></p>	<p><b>Comprehension Focus:</b></p> <p>Reciprocal Reading</p> <p><b>Number Work:</b></p> <p>Measures</p> <p><b>UA Interventions:</b></p> <p>Digital Support</p> <p><b>PLP Review</b></p> <p><b>Lesson Observations Foundation</b></p>
<b>Develop children’s musical skills and stimulate children’s creativity skills.</b>	<ul style="list-style-type: none"> <li>✓ Introduce and embed the core elements of music (pulse, rhythm pitch).</li> <li>✓ Develop teacher confidence and classroom resources.</li> <li>✓ Encourage pupil engagement and enjoyment.</li> <li>✓ Broaden musical skills in composition and performance.</li> <li>✓ Integrate music with ICT.</li> <li>✓ Provide enrichment opportunities.</li> <li>✓ Development of assessment and ways to record progress.</li> <li>✓ Encourage pupil-led music making and creative expression.</li> <li>✓ Develop performance confidence and community links.</li> <li>✓ Embed a sustainable and inclusive music culture.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Plan cross-curricular music lessons for each year group</li> <li>- Review and update music progression scheme (P1-P7)</li> </ul> <p><b>Build Staff Confidence</b></p> <ul style="list-style-type: none"> <li>- CPD opportunities</li> </ul> <p><b>Resource Audit</b></p> <ul style="list-style-type: none"> <li>- Audit and organise resources in new music room</li> </ul>	<p><b>KS2 Cross Curricular Composition Skills</b></p> <ul style="list-style-type: none"> <li>- Use ICT to create a digital tune e.g. Garage Band, or Music Lab</li> </ul> <p><b>KS1 Music Composition</b></p> <ul style="list-style-type: none"> <li>- Compose a simple tune using untuned percussion instruments</li> </ul> <p><b>Musical Instruments</b></p> <ul style="list-style-type: none"> <li>- Explore opportunities to be exposed to learning different instruments, including percussion and recorder (TBC)</li> </ul> <p><b>Music Partnerships</b></p> <ul style="list-style-type: none"> <li>- Music Makers, St. Anne’s choir, EA music tuition etc.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Create music progression scheme (P1-P7)</li> </ul> <p><b>Assessment and Music Portfolio Building</b></p> <ul style="list-style-type: none"> <li>- See-Saw.</li> <li>- Audio and video recordings.</li> </ul> <p><b>Music in the Community</b></p> <ul style="list-style-type: none"> <li>- Opportunities to perform to the local community.</li> </ul> <p><b>Sustainability and Legacy</b></p> <ul style="list-style-type: none"> <li>- Order new music resources.</li> <li>- Set up Music Ambassadors.</li> </ul>

<p><b>Enhance home-school partnership to deliver the school's dynamic shared vision.</b></p>	<ul style="list-style-type: none"> <li>✓ Home-School Attendance Project</li> <li>✓ Parent Workshops &amp; Resources</li> <li>✓ Development of Family Learning</li> <li>✓ Pilot Family Support Programmes</li> </ul>	<p>Attendance Matters linked to school review of attendance procedures</p> <p>Curricular Workshops &amp; Resources Development</p> <p>Review of homework</p> <p>Development of Learning Videos</p> <p>Parent Forum reestablished</p> <p>Parent Focus groups established for key policies</p> <p>PTFA focus on foundation parents</p> <p>Parent Surveys developed</p>	<p>Embedding of a new Attendance strategy linked to Attendance Matter</p> <p><b>Family Engagement:</b> Family Learning Projects</p>	<p>Evaluate impact of Attendance strategy</p> <p><b>Family Engagement:</b> Parenting Programme Pilot</p> <p>New SDP process to develop 2028 to 2031 SDP</p>
--	---	--	---	---

**2025 to 2028 Nursery Unit Three-Year Plan**

Strategic Intents	Key Strategic Intent Outworkings/Projects	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-28
<p><b>To create consistency and synergy between the second nursery unit to increase outcomes for learners.</b></p>	<ul style="list-style-type: none"> <li>✓ Develop use of a collaborative digital planning and tracking system.</li> <li>✓ Build teamwork across an enlarged nursery team.</li> <li>✓ Develop the outdoor space via better planning, more effective practice and a resource update.</li> <li>✓ Create more opportunities for children to work collaboratively across class bases and the outdoors by all 52 children.</li> <li>✓ Use effective questioning skills to enhance children's learning.</li> </ul>	<p>Both nursery teachers to attend the Early years cluster group at Ballysillan Primary School.</p> <p>Weekly Nursery meetings to discuss planning, observations, consistency and the children's learning.</p> <p>Nursery Teachers to visit other local nurseries to share ideas and practice.</p> <p>Ensure all Nursery assistants have training on observations, adult/child interactions, SEN, learning through play etc.</p> <p>Both classes to take part in joint events such as the Christmas sing-a-long, stay and plays, sports day and graduation.</p> <p>Audit current outdoor equipment with staff input to ensure consistency across both classes.</p> <p>To ensure consistency across both Nursery classes, update and implement</p>	<p>Implement the Tapestry app to enhance planning, recording and tracking children's learning.</p> <p>Harmonise the use of resources - new shelves and storage to reorganise the play resources for both nurseries.</p> <p>New outdoor resources to be bought for dual outdoor area to accommodate 52 children.</p> <p>Ensure staff have Nursery/SEN training to meet the complex needs of all the nursery children.</p> <p>Joint events to encourage family engagement.</p> <p>Parent sessions delivered by Joint Integrated Services on positive behaviour, importance of play and how to help their child's transition into Primary one.</p>	<p>Complete resource updates and maintain high-quality provision for the outdoor area. Introduce seasonal or project-based outdoor learning themes.</p> <p>Develop joint practice to use questioning to support observations assessment and planning.</p> <p>Schedule Reflection Time for assistants to include peer reflection slots in staff meetings or planning sessions.</p> <p>Develop a shared music curriculum for the early years and with an updated policy.</p> <p>Build a strong, inclusive parent community.</p> <p>Use the same platforms, message formats, and communication frequency across both classes.</p>

	<ul style="list-style-type: none"> <li>✓ Provide purposeful play that will nurture children’s physical, social, and emotional well-being</li> <li>✓ Continue to establish joint events to encourage family engagement through the Getting Ready to Learn programme.</li> </ul>	<p>our new Intimate Care policy to take into consideration that many of the pre-preschoolers are not fully toilet trained.</p> <p>Nursery teachers to complete IEF training focusing on outdoor learning.</p> <p>Create a shared set of question displayed in both classrooms and outdoor areas to reinforce effective questioning.</p> <p>Nursery Red to take part in PEACE PLUS ASPIRE bringing children from different backgrounds together to foster peace, reconciliation and inclusivity through shared education.</p>	<p>Review Nursery Assistants hours to reflect full-time provision for all 52 children within the setting.</p> <p>Regular staff meetings including all members of staff at the same time, when both classes are full-time.</p> <p>Joint action plan focusing on digital learning.</p> <p>Provide joint training or modelling sessions to build confidence for teachers and assistants in area of effective questioning.</p> <p>Nursery Green to join with Nursery Red on the PEACE PLUS ASPIRE project to reflect new full-time status.</p>	<p>Strengthen connections, consistency and collaborations between our Nursery classes and the rest of Foundation Stage for all children transitioning to the main school and ensure that transition reports, for all others are reflective of practice and routines.</p> <p>Both nursery classes to focus on the Media Initiative (with partner nursery school) for respecting difference through the Early Years’ organisation and PEACE PLUS ASPIRE.</p> <p>New SDP process to develop 2028 to 2031 SDP</p>
--	--	--	--	---

## Our Vision: Categorisation of Priorities (Appendix 1)

<p><b>Strategic Intent</b> A whole school or department priority that requires significant input over one or more action plans. Strategic intents are not targets but areas of focus. Targets are included in action plans.</p>	<p><b>Team Projects</b> A development that can be completed by an individual or team which has been given additional resource. Its benefits have no significant workload for the beneficiaries.</p>
<p>Embed and celebrate our ethos to enhance leading, listening and learning together. (Primary &amp; Nursery)</p> <p>Better identify, target and reduce children’s literacy and numeracy underperformance. (Primary Only)</p> <p>Develop children’s musical skills and stimulate children’s creativity skills. (Primary &amp; Nursery)</p> <p>Enhance home-school partnership to deliver the school’s dynamic shared vision. (Primary &amp; Nursery)</p> <p>To create consistency and synergy between the second nursery unit to increase outcomes for learners. (Nursery Only)</p>	<p>Review RE Policy, Scheme &amp; Practice (Faiths &amp; Beliefs guidance)</p> <p>EA Attendance Pilot (Staff)</p> <p>Translation Software tools exploration</p> <p>RAISE Programme Cross-cutting initiatives</p> <p>Tackling Pupil Lateness &amp; Attendance</p> <p>Pupil Voice Development</p> <p>Prayer &amp; Reflection Room operational</p> <p>Library Volunteer appointed – book lending 2-4pm</p> <p>STEAM Room</p> <p>Outdoor Play Planning (FS/KS1)</p>
<p><b>‘Quick Wins’</b> An identified need that only requires a short and sharp intervention.</p>	<p><b>Delay</b> These priorities/projects need to be addressed, but there is no resource and/or time to complete. If possible, these will be addressed fully or in part if additional resource/time can be found or in a future SDP.</p>
<p>Standard Policy Reviews (See Policy Review Calendar Appendix 2)</p> <p>Review of SEN files and centralised training</p> <p>Complete staff handbook</p> <p>Library organisation – Pupil &amp; Volunteer helpers</p> <p>Outdoor Lending Boxes monitored and restocked</p> <p>Maths Milestones Reviewed (Teacher Targets vs Individually)</p> <p>Weekly Wiggle for health &amp; wellbeing (best format)</p> <p>Termly Curricular Leaflets per year group (electronically or hard copy)</p> <p>TSPC Resources</p>	<p>Community Library (funding)</p> <p>Fixed Agility apparatus for assembly hall (delayed SEP)</p> <p>Whole-school TSPC at strategic development level</p>



School	Cliftonville IPS
Reference Number	1056483
Start Date	September 2025
End Date	June 2026
Lead Member of Staff	Heather Verner & Jane Gray



**ACTION PLAN FOR IMPROVEMENT**



REVIEW		
Number	Date	Reviewer(s)
1	Dec	SLT
2	March	SLT & Link Governors
3	June	Board of Governor Impact Report

**Areas for improvement identified through inspection/self-evaluation:  
To embed and celebrate our ethos, mission statement and values.**

**Where are we now:  
This focus was identified because of:**

- Many stakeholders have limited ownership or knowledge of the existing values and vision.
- It has been several years since this has been updated and reviewed, with changing staff, circumstances and the school community evolving.
- Our current mission statement or values is not clearly displayed in our school community.
- Our values and mission statement need to reflect our diverse school community. This includes our religious and ethnic balance, as well as our levels of SEN need.
- A greater importance of our integrated status needs to be reflective within our ethos.
- As a school, we have a good ethos already embedded with positive staff members and supportive Governors.
- A review took place in term 3 2025 with a staff and governors training session refocusing and re-evaluating our mission statement and values.
- In the new SDP, there will be a focus on further development of our school ethos including a new mission statement and 6 core values and how that is implemented and embedded within our school community.
- The Board of Governors will be involved in and are very supportive of this plan. Our link Governors have committed to provide the Ethos team with support to help them deliver on their goals this year and across the three-years of this strategic intent.

Key target	School's evaluation (Concise and evaluative overview focusing on impact)
<b>1. New vision, mission statement and core values will be established by June 2026.</b>	

<b>Vision Link:</b>	<b>Achievement:</b> <b>To embed and celebrate our ethos, mission statement and values.</b>	<b>Key Core Question/s:</b>	<b>How does the school monitor how many stakeholders have ownership or knowledge of the <u>schools</u> values, vision and mission and how responsive is it to overcoming challenges and barriers?</b>																	
<b>Key Contributory Areas:</b>																				
<b>Improvement Target:</b>	<b>1.New vision, mission statement and core values will be established by June 2026.</b>																			
<b>Success criteria, focusing on the impact on the children</b> <i>How the school knows it has succeeded.</i>	<b>Specific actions to bring about improvement</b> <i>What the school will do.</i>	<b>Resources required to bring about improvement</b> <i>(Time &amp; Cost)</i>	<b>Staff/lead responsibility</b> <i>Who is responsible for each action and what support is required?</i>	<b>Specific dates</b> <i>Timescale for the work to be included.</i>	<b>Monitoring and Evaluation</b>															
					<b>Evidence</b>	<b>Specific dates? Whom?</b>	<b>Overall Progress</b>	<b>Overall Impact (on Learning and Teaching)</b>	<b>Further Actions (As a result of this evaluation what do we need to do next?)</b>											
<b>SC1</b> <b>All stakeholders are to be consulted and involved in the develop of a new mission statement and core values for our school.</b>	Ethos training for all staff & governors	School dev. session	HV & JG	12 <sup>th</sup> May 2025	Feedback from each focus group.  Workshop materials  BOG minutes  Survey results of values.	HV & JG <u>12.05.25</u>														
	Ethos workshop for school council, Board of Governors and parent focus group.	Time built into <u>Governors</u> meeting.	HV & JG	October 2025		Ethos Team 09.25														
	Review and collate all findings from each workshop.	Time for school council & parent focus group.	Ethos Team	September 2025		HV & JG 10.25														
	Planning day for HV & JG Sub x 2		HV & JG	October 2025																
<b>SC2</b> <b>All Stakeholders including our pupils are aware of our new vision, mission statement and core values.</b>	Whole Ethos team development day to establish new mission statement, vision and core values.	Sub cover X4	Ethos Team	January 2026	A new vision mission statement and core values will be established.	Ethos Team 16.01.26														
	Staff workshop - How our Ethos can be embedded in our classroom and the wider school community.	Staff Development Session  NICIE	HV & JG	February 2026	Evaluation of staff training and list of practical actions for each core value.	Ethos Lead & NICIE 02.26														

<p><b>SC3</b> Pupils know and understand the mission and the core values of our school.</p>	<p>Meeting with graphic designer to decide on the different platforms to display and inform our school community of our new ethos.</p>	<p>Sub cover 2 x ½ day JG &amp; HV</p>	<p>HV &amp; JG</p>	<p>February 2026</p>	<p>New Branding and published materials displaying new Mission statement, vision and values. Outside and inside school along with digital platforms.</p>	<p>BF, HV &amp; JG TBC</p>									
	<p>Celebration Day launching new mission statement, vision and values. Inviting all stakeholders, celebrating our community and the importance of each of our core values.</p>	<p>Branding and PR publications £1000 Budget</p> <p>Prep day – all Ethos team 4 sub cover days</p> <p>Food &amp; refreshments and music Budget???</p>	<p>Along with principal and 3 creative designer.</p> <p>Ethos Team</p> <p>School Council &amp; International ambassadors</p> <p>Principal</p>	<p>April 2026</p> <p>May 2026</p>	<p>Photographs, media publicity.</p> <p>Pupil voice speeches &amp; evaluations.</p>	<p>Ethos team 04.26</p> <p>Ethos Team Launch Day 13.05.26</p>									



School	Cliftonville IPS
Reference Number	1056483
Start Date	September 2025
End Date	June 2026
Lead Member of Staff	



**ACTION PLAN FOR IMPROVEMENT**



REVIEW		
Number	Date	Reviewer(s)
1	Dec	SLT
2	March	SLT & Link Governors
3	June	Board of Governor Impact Report

**Areas for improvement identified through inspection/self-evaluation:**  
**Addressing underachievement and increasing the number of children who achieve “as expected” or higher in Literacy and Numeracy.**

**Where are we now:**

**This focus was identified because of:**

- ✓ In Primary 5 – Primary 7, the percentage of children underachieving in Literacy is 29%.
- ✓ In Primary 5 – Primary 7, the percentage of children underachieving in Numeracy is 34%.
- ✓ It has been observed by teachers that the gap in attainment has widened.
- ✓ There has been an increase in the number of children with EAL who attend Cliftonville IPS.
- ✓ There has been an increase in the number of children on the SEN register over the past few years.
- ✓ There is a need for in class support to be streamlined to provide a more manageable approach in Key Stage 2.
- ✓ There is a need to improve parental engagement in supporting children with Literacy and Numeracy home learning.

<b>Key target</b>	<b>School's evaluation (Concise and evaluative overview focusing on impact)</b>
Better identify, target and reduce P5 – P7 children's literacy and numeracy underachievement by June 2026	

--	--

Vision Link:	Achievement: Reducing Underachievement	Key Core Question/s:	How does the school monitor how well its learners are doing and how responsive is it to overcoming challenges and barriers?									
Key Contributory Areas:	Tackling Underachievement in Literacy and Numeracy.											
Improvement Target 1:	Better identify, target and reduce P5 – P7 children’s Literacy and Numeracy underachievement by June 2026.											
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>(Time &amp; Cost)</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact <i>(on Learning and Teaching)</i>	Further Actions <i>(As a result of this evaluation what do we need to do next?)</i>			
<p>SC1a</p> <p>80% of pupils are achieving as expected or better in Literacy by June 2026.</p> <p>80% of pupils are achieving as expected or better in Numeracy by June 2026.</p> <p>80% of pupils, who are underachieving, have increased their standardised score by a minimum of 3 points by June 2026.</p> <p>80% of pupils who are underachieving have improved PASS scores by June 2026.</p>	<p>PTM, PTE and PASS tests to be administered for baselines.</p> <p>At risk pupils identified and focus PASS groups to be established. Staff to analyse data from PTE/PTM tests and to implement new flexible setting groups.</p> <p>Literacy, Numeracy and Assessment Coordinators to analyse September and May data.</p> <p>Numeracy and Literacy to be taught in flexible setting groups. Consistent approach in P5-P7.</p> <p>Time to Read groups to be established</p>	<p>Teaching time</p> <p>Directed time – Wednesday</p> <p>2 days – 3 subs</p> <p>Key Stage Meetings Year Group Planning Class Teaching and Evaluations</p> <p>Literacy Coordinator Time</p>	<p>Assessment Coordinator P5-P7 Teachers</p> <p>Numeracy and Literacy Coordinators P5 – P7 Teachers</p> <p>Numeracy and Literacy Coordinators P5 – P7 Teachers</p> <p>Numeracy, Literacy and Assessment Coordinators</p> <p>Head of KS P5 – P7 Teachers</p> <p>Literacy Coordinator</p>	<p>Sept 25</p> <p>Sept 25</p> <p>Sept 25 May 26</p> <p>Sept 25</p> <p>Ongoing Sept 25</p>								

	<p>List of underachieving children to be given to each KS2 teacher</p> <p>Time to Count groups to be established</p> <p>Teachers to make changes to flexible setting groups as necessary</p> <p>Termly planner evaluations to reflect flexible setting and inform future planning</p> <p>Year group and Key Stage meetings to discuss effectiveness of flexible setting</p> <p>Class tests to be administered and analysed</p> <p>Pupil Voice Focus sessions: How are Literacy and Numeracy going?</p>	<p>Numeracy Coordinator Time</p> <p>Year Group Planning Class Teaching and Evaluations</p> <p>Year Group Planning Class Teaching and Evaluations</p> <p>Key Stage Meetings Year Group Planning</p> <p>Teaching Time</p> <p>3 days sub cover – half day Numeracy, half day Literacy</p>	<p>Strategic Intent Lead</p> <p>Numeracy Coordinator</p> <p>P5 – P7 Teachers</p> <p>P5 – P7 Teachers</p> <p>Head of KS P5 – P7 Teachers</p> <p>P5 – P7 Teachers</p> <p>Literacy and Numeracy Coordinators</p>	<p>Sept 25</p> <p>Sept 25</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p>															
<p><b>SC1b</b></p> <p><b>75% of families will believe/strongly believe that the school supports pupils to meet and exceed their potential by June 2026.</b></p>	<p>Parent surveys – to ascertain views on school meeting the needs of their pupils. Identify where support could be given in Literacy and Numeracy.</p> <p>Parent workshops to be arranged for Numeracy and Literacy.</p> <p>Maths and Grammar support booklets to be</p>	<p>Literacy and Numeracy Coordinator Time</p> <p>Sub cover – <u>1 day</u> x2</p> <p>Teaching Time</p>	<p>Literacy and Numeracy Coordinators</p> <p>Literacy and Numeracy Coordinators</p>	<p>Sept 25, Jan 26 and May 26</p> <p>TBC</p> <p>Sept 25</p>	eSurvey														

	sent home with children in September.  Review of homework to take place to ensure consistent, accessible approach for parents and pupils.	Literacy and Numeracy Coordinator Time Key Stage Meetings	P5 – P7 Teachers  Head of KS P5 – P7 Teachers	Twilight – 23/3/26														
<b>Vision Link:</b>	<b>Achievement:</b> Reducing underachievement		<b>Key Core Question/s:</b>		How does the school monitor how well its learners are doing and how responsive is it to overcoming challenges and barriers?													
<b>Key Contributory Areas:</b>	Comprehension Skills																	
<b>Improvement Target 2:</b>	To improve the quality of the learning and teaching of comprehension in Literacy.																	
<b>Success criteria, focusing on the impact on the children</b> <i>How the school knows it has succeeded</i>	<b>Specific actions to bring about improvement</b> <i>What the school will do.</i>	<b>Resources required to bring about improvement</b> <i>(Time &amp; Cost)</i>	<b>Staff/lead responsibility</b> <i>Who is responsible for each action and what support is required?</i>	<b>Specific dates</b> <i>Timescale for the work to be included.</i>	<b>Monitoring and Evaluation</b>						<b>Further Actions</b> <i>(As a result of this evaluation what do we need to do next?)</i>							
					<b>Evidence</b>	<b>Specific dates? Whom?</b>	<b>Overall Progress</b>	<b>Overall Impact (on Learning and Teaching)</b>										
<b>SC2a</b> Teachers know how to develop effective approaches to teach a range of key skills within comprehension.	Staff training in understanding and developing key skills in comprehension.  Teachers identify appropriate comprehension skills for each class.	Sub cover x1 planning day for Literacy Coordinator  SDD	Literacy Coordinator  All Teachers	Oct 25														
<b>SC2b</b> Teachers plan, implement and evaluate effective lessons on key skills within comprehension.	Share lines of progression in comprehension key skills with P1 – P7 teachers.	SDD day as above	Literacy Coordinator  All Teachers	Oct 25														
	Teachers develop a range of resources making sure to include cross curricular links.	Directed Time - Wednesday	All Teachers	10/12/25														
	Plan, teach and evaluate weekly comprehension tasks. Identify key skills in in half termly planners.	SDD	All Teachers	Twilight – 23/3/26														

	<p>Evaluate half termly planners</p> <p>Include comprehensions in other areas of the curriculum.</p> <p>Book Share</p>	<p>Coordinator Time</p> <p>Directed Time</p> <p>SDD</p>	<p>Literacy Coordinator</p> <p>All Teachers</p>	<p>Half Termly</p> <p>From November</p> <p>2/2/26</p>									
<p><b>SC2c</b> <b>Question analysis in PTE shows in increased competence in reading comprehension categories</b></p>	<p>Administer and use of analysis of PTE results to review progress in reading comprehension categories.</p> <p>Identify actions for future review based on review of progress.</p>	<p>Teaching Time</p> <p>Directed Time</p>	<p>Literacy Coordinator</p> <p>All Teachers</p>	<p>Sept 25 and May 26</p>									



School	Cliftonville IPS
Reference Number	1056483
Start Date	September 2025
End Date	June 2026
Lead Member of Staff	Laura Holdsworth (Lead) and Marge Thompson



**ACTION PLAN FOR IMPROVEMENT**



REVIEW		
Number	Date	Reviewer(s)
1	Dec	SMT
2	March	SLT & Link Governors
3	June	Board of Governor Impact Report

**Areas for improvement identified through inspection/self-evaluation:**

**To develop staff and children’s knowledge of and confidence in the key elements of music.**

**Where are we now:**  
**This focus was identified because of:**

- Lack of staff knowledge and confidence in teaching music.
- Lack in pupils’ musical skills and knowledge.
- Lack of music resources in school.
- Lack of provision of musical tutoring in school.
- Each year group has evidence of music planning in six weekly planners.
- Each year group has had some experience of listening to and performing music (singing e.g. Christmas concerts, Primary 7 - recorders).
- Some commercial schemes have been trialled in 2024-25 – Music Express, Charanga and Fjschy Music.
- Teachers have identified some links between WAU topics and music lessons in these schemes.
- The Board of Governors are very supportive of this [plan](#) and it is in line with the SDP for this year.

Key target	School's evaluation (Concise and evaluative overview focusing on impact)
1. All children will participate in a minimum of 12 cross-curricular music lessons focusing on the key elements of music by June 2026.	

<b>Vision Link:</b>	<b>Achievement:</b> A good vocabulary of the elements of music.	<b>Key Core Question/s:</b>	<b>How does the school monitor how well its learners are doing and how responsive is it to overcoming challenges and barriers?</b>											
<b>Key Contributory Areas:</b>	Digital Skills & Curriculum for All													
<b>Improvement Targets:</b>	1. All children will participate in a minimum of 12 cross-curricular music lessons focusing on the key elements of music by June 2026.													
<b>Success criteria, focusing on the impact on the children</b> <i>How the school knows it has succeeded.</i>	<b>Specific actions to bring about improvement</b> <i>What the school will do.</i>	<b>Resources required to bring about improvement</b> <i>(Time &amp; Cost)</i>	<b>Staff/lead responsibility</b> <i>Who is responsible for each action and what support is required?</i>	<b>Specific dates</b> <i>Timescale for the work to be included.</i>	<b>Monitoring and Evaluation</b>									
					<b>Evidence</b>	<b>Specific dates? Whom?</b>	<b>Overall Progress</b>	<b>Overall Impact (on Learning and Teaching)</b>	<b>Further Actions (As a result of this evaluation what do we need to do next?)</b>	<b>Achieved</b>	<b>Partially Achieved</b>	<b>Not Achieved</b>		
<b>SC1a</b> All teachers are confident in teaching lessons focusing on the key elements of music.	Staff development session on the key elements of music (including progression within each year group) and music planning format.	Time allocated out of class for preparation of dev. session (1 day sub - £250)  Teacher expertise – 1 session	Music Strategic Team	12 <sup>th</sup> November 2025	Materials  Staff minutes	12.11.25								
<b>SC1b</b> Teachers' planners to include lessons based on the key elements of music.	Planning workshop: Staff will plan lessons collaboratively with year group partners which include the key elements of music.	1 planning session with year group colleagues + ongoing teacher PPA time	All Staff	19 <sup>th</sup> November 2025	Updated year group planners	3.12.25								
	Planner review by Music Co-ordinator.	Time allocated out of class for co-ordinator	Music Co-ordinator	Term 2	Updated six-weekly planners	3.12.25								
<b>SC1c</b> The children can listen to a variety of genres of music and can discuss the key elements.	Class teacher observations  ABL and PBL targets completed (FS + KS1)  Staff Audit	Time given to complete staff audit	All staff	Term 3	ABL + PBL targets completed (FS + KS1)  Staff e-survey	Term 3								



School	Cliftonville IPS
Reference Number	1056483
Start Date	September 2025
End Date	June 2026
Lead Member of Staff	Louise Withers (L) Katie Millar



**ACTION PLAN FOR IMPROVEMENT**



REVIEW		
Number	Date	Reviewer(s)
1	Dec	SLT
2	March	SLT & Link Governors
3	June	Board of Governor Impact Report

**Areas for improvement identified through inspection/self-evaluation:**

**To enhance home- school partnership to support children in their learning of key skills.**

**Where are we now:**

**This focus was identified because of:**

- Parents/ carers lack confidence and capacity in supporting learning.
- Parents/ carers not attending curricular meetings.
- Changing of teaching methods from parent’s experiences and they are unaware of how to effectively support their child.
- In previous academic year 2024-2025 a larger number of parents attended phonics workshop than previous academic years, which we want to build on.
- Attendance figures have still not returned to pre-Covid levels.

Key target	School’s evaluation (Concise and evaluative overview focusing on impact)
<b>To engage 70% of parents in Foundation and Key Stage 1 in key skills related to focused curricular areas.</b>	

<b>Vision Link:</b>	<b>Achievement: Increase in parental engagement.</b>	<b>Key Core Question/s:</b>	<b>How can we increase engagement of parents in supporting their children in key learning skills?</b>											
<b>Key Contributory Areas:</b>	Underachievement in literacy and numeracy.													
<b>Improvement Targets:</b>	<b>To engage 70% of parents in Foundation and Key Stage 1 in key skills related to focused curricular areas.</b>													
<b>Success criteria, focusing on the impact on the children</b> <i>How the school knows it has succeeded.</i>	<b>Specific actions to bring about improvement</b> <i>What the school will do.</i>	<b>Resources required to bring about improvement</b> <i>[Time &amp; Cost]</i>	<b>Staff/lead responsibility</b> <i>Who is responsible for each action and what support is required?</i>	<b>Specific dates</b> <i>Timescale for the work to be included.</i>	<b>Monitoring and Evaluation</b>									
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions (As a result of this evaluation what do we need to do next?)</i>					
<b>All teachers have agreed strategies for teaching: Phonics in Foundation stage Mental Maths in Key Stage 1</b>	Staff Key Stage workshop on phonics and mental maths.  Review of information shared with parents on phonics and mental maths.	Wednesday session per Key Stage to review current information shared and plan for workshops.	Lead staff for each key stage.	Term 1- October 2025.										
<b>Parents are engaging in helping their child develop key skills within literacy and numeracy.</b>	Parental survey- focusing on confidence of parents and what support they need including whole school. KS2 information used for next years planning.  Parental workshop in Foundation stage (P1) focusing on supporting children in their phonics and reading.  <u>Learning video in Foundation stage (P2) focusing on phonics and spelling.</u>  Learning video in Key Stage 1 (P3) focusing on early mental maths.	QR code- Google forms Shared to Seesaw/ parent board.  2 teachers out of class to deliver workshop. Leaflet information for parents.  iPads. Wednesday or SDD time to create video. Individual resources for video.	L Withers  Lead staff for each key stage plus 1 additional team member.  Key stage staff.  Key stage staff.  Lead staff for each key stage	Term 1- September 2025.										
				Term 1- November 2025.										
				Term 2- January 2026.										
				Term 1- November 2025.										

	<p>Parental workshop in Key Stage 1 (P4) focusing on supporting children in mental maths strategies.</p> <p>Foundation and Key Stage 1 teachers to send home practical active learning tasks related to phonics (FS) or numeracy (KS1).</p> <p>Resource library for literacy and numeracy for parents. Flyer to be shared with parents via SeeSaw &amp; parent information board.</p>	<p>2 teachers out of class to deliver workshop. Leaflet information for parents.</p> <p>Key stage meeting discussing practicalities of this.</p> <p>Range of literacy and numeracy resources.</p>	<p>plus 1 additional team member.</p> <p>Lead staff &amp; FS and KS1 teachers.</p> <p>Lead staff</p>	<p>Term 2- January 2026.</p> <p>Sent home 3 times per term.</p> <p>Initially shared in January 2026 and continued throughout remainder of the year.</p>															
<p><b>Parents are more supported to engage in their child's learning.</b></p>	<p>Parental survey- focusing on views of school support given this year and ideas for future support.</p>	<p>Google form</p>	<p>Lead staff</p>	<p>Start of May</p>															

**Task Overview 2025-28 (Appendix 2)**

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>A. Curriculum</b>	<p>Create or review and update the following curriculum policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PDMU Policy</li> <li><input type="checkbox"/> RE Policy</li> <li><input type="checkbox"/> Outdoor Learning Policy</li> <li><input type="checkbox"/> ICT Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school review of Numeracy</li> <li><input type="checkbox"/> Whole school review of Literacy</li> <li><input type="checkbox"/> Whole school review of RE</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to develop music opportunities throughout the school – tuition, whole class teaching, Music Makers, Charanga etc.</li> <li><input type="checkbox"/> Staff to look at NICIE guidance document on Faiths and Beliefs and begin to integrate parts of this into RE curriculum</li> <li><input type="checkbox"/> Further development of Computational Thinking</li> <li><input type="checkbox"/> Further embed Collins’ scheme for Numeracy</li> <li><input type="checkbox"/> Further embed Numicon in foundation classes</li> <li><input type="checkbox"/> Development of keyboard skills and progression across all key stages</li> <li><input type="checkbox"/> Explore additional resources and opportunities for the delivery of Foundation Maths</li> <li><input type="checkbox"/> Outdoor Learning to include opportunities for Literacy, Numeracy and WAU skills</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinators to review schemes, identify changes and create an annual calendar for their area of responsibility</li> </ul>	<p>Create or review and update the following curriculum policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Thinking Skills Policy</li> <li><input type="checkbox"/> The Arts Policy</li> <li><input type="checkbox"/> Play &amp; Activity Based Learning Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school review of ICT</li> <li><input type="checkbox"/> Whole school review of PDMU</li> <li><input type="checkbox"/> Whole school review Thinking Skills</li> <li><input type="checkbox"/> Key Stage review PABL</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Further embedding of music across all key stages with development of opportunities for music across year groups</li> <li><input type="checkbox"/> Staff to further integrate Faiths and Belief guidance into RE curriculum</li> <li><input type="checkbox"/> Development of STEM Skills &amp; Knowledge Ladder beginning with Science Skills</li> <li><input type="checkbox"/> Develop Termly Curricular Leaflets to share learning with parents (electronically or hard copy)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinators to review schemes, identify changes and create an annual calendar for their area of responsibility</li> </ul>	<p>Create or review and update the following curriculum policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Around Us Policy</li> <li><input type="checkbox"/> Joint Literacy &amp; Numeracy Policy</li> <li><input type="checkbox"/> PE Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school review of WAU</li> <li><input type="checkbox"/> Whole school review of PE</li> <li><input type="checkbox"/> Whole school review of The Arts</li> <li><input type="checkbox"/> Whole school review of Outdoor Learning</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Music embedded with classroom practice and development of a music scheme</li> <li><input type="checkbox"/> Staff to review RE curriculum in line with changes made re Faiths and Beliefs guidance</li> <li><input type="checkbox"/> Further development of STEM Skills &amp; Knowledge Ladder</li> <li><input type="checkbox"/> Further develop Termly Curricular Leaflets to share learning with parents (electronically or hard copy)</li> <li><input type="checkbox"/> Development of ideas for Thinking Skills and higher order questioning</li> <li><input type="checkbox"/> Coordinators to review schemes, identify changes and create an annual calendar for their area of responsibility</li> </ul>

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>B. Teaching and Learning</b>	<p>Create or review and update the following T&amp;L policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Marking &amp; Assessment for Learning Policy</li> <li><input type="checkbox"/> Differentiation Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 within each class - P.3 to P.7</li> <li><input type="checkbox"/> Baseline test P1/2 pupils for early intervention</li> <li><input type="checkbox"/> Use both creative and resource-based approaches to tackling underachievement – streaming, addition assistants, targeting attendance etc.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of CAT4 in P3, P4 and P6 to monitor intellectual ability vs NFER scores (Value Added)</li> <li><input type="checkbox"/> Analysis of CAT4 vs Other GL tests to identifying learning styles-Combination Reports</li> <li><input type="checkbox"/> SEN staff to continue to monitor lower KS1 pupils &amp; intervene where appropriate</li> <li><input type="checkbox"/> SMART targets to be continued for SEN</li> <li><input type="checkbox"/> SMART targets to be tracked and analysed by Learning Support Team and class teacher</li> <li><input type="checkbox"/> Continue with End of Topic tests related to Collins’ scheme</li> <li><input type="checkbox"/> Tracking of children to continue and further developed to ascertain impact on achievement through T&amp;L</li> <li><input type="checkbox"/> Assessment – Analysis of pupils by Assessment Team</li> <li><input type="checkbox"/> Continue to use Pupil Attitude of Self and School test (PASS) to help baseline and measure progress with underachievement</li> <li><input type="checkbox"/> External moderation and levelling as per guidance by CCEA re. ICT, Numeracy or Communication</li> </ul>	<p>Create or review and update the following T&amp;L policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Needs Policy</li> <li><input type="checkbox"/> Assessment &amp; Record Keeping Policy</li> <li><input type="checkbox"/> Gifted &amp; Talented Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Assessment procedures</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 within each class - P.3 to P.7</li> <li><input type="checkbox"/> Baseline test P1/2 pupils for early intervention</li> <li><input type="checkbox"/> Review use of creative and resource-based approaches on underachievement</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of CAT4 in P3, P4 and P6 to monitor intellectual ability vs NFER scores (Value Added)</li> <li><input type="checkbox"/> Analysis of CAT4 vs Other GL tests to identifying learning styles-Combination Reports</li> <li><input type="checkbox"/> SEN staff to continue to monitor lower KS1 pupils &amp; intervene where appropriate</li> <li><input type="checkbox"/> SMART targets to be continued for SEN</li> <li><input type="checkbox"/> SMART targets to be tracked and analysed by Learning Support Team and class teacher</li> <li><input type="checkbox"/> Continue with End of Topic tests related to Collins’ scheme</li> <li><input type="checkbox"/> Tracking of children to continue and further developed to ascertain impact on achievement through T&amp;L</li> <li><input type="checkbox"/> Assessment – Analysis of pupils by Assessment Team</li> <li><input type="checkbox"/> Continue to use Pupil Attitude of Self and School test (PASS) to help baseline and measure progress with underachievement</li> <li><input type="checkbox"/> External moderation and levelling as per guidance by CCEA re. ICT, Numeracy or Communication</li> </ul>	<p>Create or review and update the following T&amp;L policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment &amp; Effective Use of Data Policy</li> <li><input type="checkbox"/> Teaching &amp; Learning Policy</li> <li><input type="checkbox"/> Calculation Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 within each class - P.3 to P.7</li> <li><input type="checkbox"/> Baseline test P1/2 pupils for early intervention</li> <li><input type="checkbox"/> Continue to think of innovative ways to close the gap and ensure children reach their potential by tackling underachievement</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of CAT4 in P3, P4 and P6 to monitor intellectual ability vs NFER scores (Value Added)</li> <li><input type="checkbox"/> Analysis of CAT4 vs Other GL tests to identifying learning styles-Combination Reports</li> <li><input type="checkbox"/> SEN staff to continue to monitor lower KS1 pupils &amp; intervene where appropriate</li> <li><input type="checkbox"/> SMART targets to be continued for SEN</li> <li><input type="checkbox"/> SMART targets to be tracked and analysed by Learning Support Team and class teacher</li> <li><input type="checkbox"/> Review with End of Topic tests related to Collins’ scheme</li> <li><input type="checkbox"/> Tracking of children to continue and further developed to ascertain impact on achievement through T&amp;L</li> <li><input type="checkbox"/> Assessment – Analysis of pupils by Assessment Team</li> <li><input type="checkbox"/> Review Pupil Attitude of Self and School test (PASS) in use as baseline and measurement of progress with underachievement</li> <li><input type="checkbox"/> External moderation and levelling as per guidance by CCEA re. ICT, Numeracy or Communication</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate internal moderation and levelling of one additional areas of ICT, Numeracy and Communication</li> <li><input type="checkbox"/> Continuation of a school assessment portfolio</li> <li><input type="checkbox"/> Continue to use current PLP format and upgrade in line with EA guidance</li> <li><input type="checkbox"/> Boxhall testing with individuals, where appropriate</li> <li><input type="checkbox"/> Continue to use Dyslexia screener test to identify mild, moderate and severe presentation by pupils</li> <li><input type="checkbox"/> Continue to ensure more opportunities for peer and self-assessment through AFL</li> <li><input type="checkbox"/> All co-ordinators to have access to half termly planners</li> <li><input type="checkbox"/> Maintain use of KWL across the school to activate prior knowledge and develop new learning</li> <li><input type="checkbox"/> Half termly planners to be reviewed by curriculum coordinators and stored annotated copy to be held in Principal's office. Electronic copies to be stored within Staffing folder on C2k.</li> <li><input type="checkbox"/> Maintain use of Learning Journals/Logs across KS2 and sharing circles in F &amp; KS1 to promote pupil voice</li> <li><input type="checkbox"/> Whole School Maths Day</li> <li><input type="checkbox"/> World Book Day</li> <li><input type="checkbox"/> World Science Day</li> <li><input type="checkbox"/> ICT Day (includes Safer Internet)</li> <li><input type="checkbox"/> Continue with Integration Month</li> <li><input type="checkbox"/> Continue Star Reading testing</li> <li><input type="checkbox"/> Continue with Lexonic Reading and restart Reading Partners</li> <li><input type="checkbox"/> Continue to embed the use of taskboard for Guided Reading</li> <li><input type="checkbox"/> Explore opportunities to develop music across the school in areas of performance, digital apps such as Garage Band as well tuition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate moderation and levelling of one additional areas of ICT, Numeracy and Communication</li> <li><input type="checkbox"/> Continuation of a school assessment portfolio</li> <li><input type="checkbox"/> Introduce and use new PLP format in EDIS</li> <li><input type="checkbox"/> Boxhall testing with individuals, where appropriate</li> <li><input type="checkbox"/> Continue to use Dyslexia screener test to identify mild, moderate and severe presentation by pupils</li> <li><input type="checkbox"/> Continue to ensure more opportunities for peer and self-assessment through AFL</li> <li><input type="checkbox"/> All co-ordinators to have access to half termly planners</li> <li><input type="checkbox"/> Maintain use of KWL across the school to activate prior knowledge and develop new learning</li> <li><input type="checkbox"/> Half termly planners to be reviewed by curriculum coordinators and stored annotated copy to be held in Principal's office. Electronic copies to be stored within Staffing folder on C2k.</li> <li><input type="checkbox"/> Maintain use of Learning Journals/Logs across KS2 and sharing circles in F &amp; KS1 to promote pupil voice</li> <li><input type="checkbox"/> Whole School Maths Day</li> <li><input type="checkbox"/> World Book Day</li> <li><input type="checkbox"/> World Science Day</li> <li><input type="checkbox"/> ICT Day (includes Safer Internet)</li> <li><input type="checkbox"/> Continue with Integration Month</li> <li><input type="checkbox"/> Continue Star Reading testing</li> <li><input type="checkbox"/> Continue with Reading Partners and Lexonic Reading</li> <li><input type="checkbox"/> Continue to embed the use of taskboard for Guided Reading</li> <li><input type="checkbox"/> Continue to explore opportunities to develop music across the school in areas of performance, digital apps such as Garage Band as well tuition</li> <li><input type="checkbox"/> Begin to consolidate practices within music with a view to beginning to establish a scheme of work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate internal moderation and levelling of one additional areas of ICT, Numeracy and Communication</li> <li><input type="checkbox"/> Continuation of a school assessment portfolio</li> <li><input type="checkbox"/> Use of PLPs for target setting for SEN children</li> <li><input type="checkbox"/> Boxhall testing with individuals, where appropriate</li> <li><input type="checkbox"/> Continue to use Dyslexia screener test to identify mild, moderate and severe presentation by pupils</li> <li><input type="checkbox"/> Embedding of peer and self-assessment opportunities throughout the whole school</li> <li><input type="checkbox"/> All co-ordinators to have access to half termly planners</li> <li><input type="checkbox"/> Maintain use of KWL across the school to activate prior knowledge and develop new learning</li> <li><input type="checkbox"/> Half termly planners to be reviewed by curriculum coordinators and stored annotated copy to be held in Principal's office. Electronic copies to be stored within Staffing folder on C2k.</li> <li><input type="checkbox"/> Maintain use of Learning Journals/Logs across KS2 and sharing circles in F &amp; KS1 to promote pupil voice</li> <li><input type="checkbox"/> Whole School Maths Day</li> <li><input type="checkbox"/> World Book Day</li> <li><input type="checkbox"/> World Science Day</li> <li><input type="checkbox"/> ICT Day (includes Safer Internet)</li> <li><input type="checkbox"/> Continue with Integration Month</li> <li><input type="checkbox"/> Continue Star Reading testing</li> <li><input type="checkbox"/> Continue with Reading Partners and Lexonic Reading</li> <li><input type="checkbox"/> Continue to embed the use of taskboard for Guided Reading</li> <li><input type="checkbox"/> Review music opportunities across the school in areas all areas linked to the NI Curriculum.</li> <li><input type="checkbox"/> Develop a coherent scheme and/or skills ladder for music across the school</li> </ul>
--	---	--	---

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>C. Pupil Welfare/ Pastoral Care</b>	<p>Create or review and update the following pastoral policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child Protection Policy</li> <li><input type="checkbox"/> Positive Behaviour Management Policy</li> <li><input type="checkbox"/> Attendance &amp; Punctuality Policy</li> <li><input type="checkbox"/> Acceptable Use of Internet Policy</li> <li><input type="checkbox"/> Acceptable Use of Mobile Phones Policy</li> <li><input type="checkbox"/> E-Safety Policy</li> <li><input type="checkbox"/> Pastoral Care</li> <li><input type="checkbox"/> Accessibility Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure Asthma &amp; Medical Needs registers up to date</li> <li><input type="checkbox"/> Review Intimate Care log and consent in Nursery and FS</li> <li><input type="checkbox"/> Acceptable Use of the Internet to be signed by staff and pupils</li> <li><input type="checkbox"/> Monitor and action punctuality of pupils falling below 85%</li> <li><input type="checkbox"/> Monitor and action attendance of pupils falling below 90%</li> <li><input type="checkbox"/> Set Three Year Goal for average attendance P1-7 at 93%. Year One Target 91% with associated initiatives.</li> <li><input type="checkbox"/> Maintain and develop more punctuality procedures</li> <li><input type="checkbox"/> Work closely with EWS to tackle attendance and punctuality barriers – especially prolonged absence</li> <li><input type="checkbox"/> Explore new procedures for recording attendance and punctuality using integrated software (Classmark)</li> <li><input type="checkbox"/> Continue Headmaster’s Tea Party for rewarding positive behaviour and work of pupils</li> <li><input type="checkbox"/> Continue with Coby Bear Targets -linking to Ready, Respectful and Safe</li> <li><input type="checkbox"/> School Council to help review Coby Bear targets and other pupil welfare initiatives</li> <li><input type="checkbox"/> Continue with Friday Child system of reward</li> <li><input type="checkbox"/> Continue Reflection Time on a formal basis and make parents aware of its use</li> </ul>	<p>Create or review and update the following pastoral policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child Protection Policy</li> <li><input type="checkbox"/> Whistle Blowing Policy</li> <li><input type="checkbox"/> RSE Policy</li> <li><input type="checkbox"/> Administering Medication Policy</li> <li><input type="checkbox"/> Anti-Bullying Policy</li> <li><input type="checkbox"/> Safe Handling Policy</li> <li><input type="checkbox"/> Pupil Voice Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure Asthma &amp; Medical Needs registers up to date</li> <li><input type="checkbox"/> Review Intimate Care log and consent in Nursery and FS</li> <li><input type="checkbox"/> Acceptable Use of the Internet to be signed by staff and pupils</li> <li><input type="checkbox"/> Monitor and action punctuality of pupils falling below 85%</li> <li><input type="checkbox"/> Monitor and action attendance of pupils falling below 90%</li> <li><input type="checkbox"/> Set Three Year Goal for average attendance P1-7 at 93%. Year Two Target 92% with associated initiatives.</li> <li><input type="checkbox"/> Review punctuality procedures</li> <li><input type="checkbox"/> Work closely with EWS to tackle attendance and punctuality barriers</li> <li><input type="checkbox"/> Continue with procedures for recording attendance</li> <li><input type="checkbox"/> Continue with Headmaster’s Tea Party for rewarding positive behaviour and work of pupils</li> <li><input type="checkbox"/> Continue with Coby Bear Targets</li> <li><input type="checkbox"/> School Council to help review Coby Bear targets and other pupil welfare initiatives</li> <li><input type="checkbox"/> Continue with Friday Child system of reward</li> <li><input type="checkbox"/> Continue with Reflection Time on a formal basis and make parents aware of its use</li> </ul>	<p>Create or review and update the following pastoral policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Child Protection Policy</li> <li><input type="checkbox"/> First Aid Policy</li> <li><input type="checkbox"/> Intimate Care Policy</li> <li><input type="checkbox"/> Healthy Eating &amp; Guidance Policy</li> <li><input type="checkbox"/> Road Safety Policy</li> <li><input type="checkbox"/> Asthma Policy</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure Asthma &amp; Medical Needs registers up to date</li> <li><input type="checkbox"/> Review Intimate Care log and consent in Nursery and FS</li> <li><input type="checkbox"/> Acceptable Use of the Internet to be signed by staff and pupils</li> <li><input type="checkbox"/> Monitor and action punctuality of pupils falling below 85%</li> <li><input type="checkbox"/> Monitor and action attendance of pupils falling below 90%</li> <li><input type="checkbox"/> Set Three Year Goal for average attendance P1-7 at 93%. Year Three Target 93% with associated initiatives.</li> <li><input type="checkbox"/> Continue with any new punctuality procedures</li> <li><input type="checkbox"/> Work closely with EWS to tackle attendance and punctuality barriers</li> <li><input type="checkbox"/> Continue with procedures for recording attendance</li> <li><input type="checkbox"/> Review Headmaster’s Tea Party for rewarding positive behaviour and work of pupils</li> <li><input type="checkbox"/> Review Coby Bear Class Targets</li> <li><input type="checkbox"/> School Council to help review Coby Bear targets and other pupil welfare initiatives</li> <li><input type="checkbox"/> Continue with Friday Child system of reward</li> <li><input type="checkbox"/> Review Reflection Time on a formal basis and make parents aware of its use</li> <li><input type="checkbox"/> Continue to use Pivotal Education principles in line with nurturing approach</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to use Pivotal Education principles in line with nurturing approach</li> <li><input type="checkbox"/> Continue with Behaviour Risk Behaviour plans</li> <li><input type="checkbox"/> Focus on developing a consistent approach to behaviour in conjunction with self-evaluation and Nurture principles</li> <li><input type="checkbox"/> Consolidate work on Nurture to date</li> <li><input type="checkbox"/> Continue with procedures around the use of the Behaviour Letter System and share this with parents</li> <li><input type="checkbox"/> Introduce Head of KS 'green letters' to praise positive behaviour</li> <li><input type="checkbox"/> Participate in Anti-Bullying Week</li> <li><input type="checkbox"/> Review recording of Anti-Bullying procedures, practices and incidents.</li> <li><input type="checkbox"/> Ensure that all anti-bullying records are held centrally</li> <li><input type="checkbox"/> Further embed Anti-Bullying resources and guidance, including training for Anti-Bullying Ambassadors</li> <li><input type="checkbox"/> Continue with Principal's Praise Board to display work</li> <li><input type="checkbox"/> Continue 'Reflection Spots' in playground with junior classes</li> <li><input type="checkbox"/> Annual Safeguarding training for all staff and volunteers</li> <li><input type="checkbox"/> Record all Child Protection issues in CP file as per EA guidance</li> <li><input type="checkbox"/> Complete audit of Safeguarding as per DE guidance</li> <li><input type="checkbox"/> Information on Child Protection procedures to be displayed throughout the school and all stakeholders made aware of them</li> <li><input type="checkbox"/> Share summary Child Protection policy with parents</li> <li><input type="checkbox"/> Produce reports for BOG on CP</li> <li><input type="checkbox"/> Safeguarding Team to meet on a regular basis to ensure that all members are aware of ongoing issues</li> <li><input type="checkbox"/> Introduce electronic signing in/out procedures for parents with children leaving school for appointments</li> <li><input type="checkbox"/> Review training needs of those in charge of safeguarding</li> <li><input type="checkbox"/> Continue with pupil E-Safety sessions</li> <li><input type="checkbox"/> Increase attendance with E-Safety session for parents</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to use Pivotal Education principles in line with nurturing approach</li> <li><input type="checkbox"/> Continue with Behaviour Risk Behaviour plans</li> <li><input type="checkbox"/> Embed a consistent approach to behaviour in conjunction with self-evaluation and Nurture principles</li> <li><input type="checkbox"/> Consolidate work on Nurture to date</li> <li><input type="checkbox"/> Continue with procedures around the use of the Behaviour Letter System and share this with parents</li> <li><input type="checkbox"/> Continue with Principal and HKS 'green' letters</li> <li><input type="checkbox"/> Participate in Anti-Bullying Week</li> <li><input type="checkbox"/> Review recording of Anti-Bullying procedures, practices and incidents.</li> <li><input type="checkbox"/> Ensure that all anti-bullying records are held centrally</li> <li><input type="checkbox"/> Develop own Anti-Bullying Awareness assembly with guidance from Anti-Bullying Alliance</li> <li><input type="checkbox"/> Continue with Principal's Praise Board to display work</li> <li><input type="checkbox"/> Continue to use 'Reflection Spots' in junior playgrounds</li> <li><input type="checkbox"/> Annual Safeguarding training for all staff and volunteers</li> <li><input type="checkbox"/> Record all Child Protection issues in CP file as per EA guidance</li> <li><input type="checkbox"/> Complete audit of Safeguarding as per DE guidance</li> <li><input type="checkbox"/> Information on Child Protection procedures to be displayed throughout the school and all stakeholders made aware of them</li> <li><input type="checkbox"/> Share summary Child Protection policy with parents</li> <li><input type="checkbox"/> Produce reports for BOG on CP</li> <li><input type="checkbox"/> Safeguarding Team to meet on a regular basis to ensure that all members are aware of ongoing issues</li> <li><input type="checkbox"/> Embed new signing in/out procedures for parents with children leaving school for appointments</li> <li><input type="checkbox"/> Review training needs of those in charge of safeguarding</li> <li><input type="checkbox"/> Continue with pupil E-Safety sessions</li> <li><input type="checkbox"/> Review attendance and engagement of parents at E-Safety sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Behaviour Risk Behaviour plans</li> <li><input type="checkbox"/> Review approach to behaviour in line with other procedures</li> <li><input type="checkbox"/> Revisit Nurture Principles</li> <li><input type="checkbox"/> Review the use of behaviour letters to praise positive behaviour</li> <li><input type="checkbox"/> Review letter system and impact</li> <li><input type="checkbox"/> Participate in Anti-Bullying Week</li> <li><input type="checkbox"/> Review recording of Anti-Bullying procedures, practices and incidents.</li> <li><input type="checkbox"/> Ensure that all anti-bullying records are held centrally</li> <li><input type="checkbox"/> Ensure Anti-Bullying Awareness is in line with guidance from Anti-Bullying Alliance</li> <li><input type="checkbox"/> Review Principal's Praise Board</li> <li><input type="checkbox"/> Review 'Reflection Spots' in playground in junior playgrounds</li> <li><input type="checkbox"/> Annual Safeguarding training for all staff and volunteers</li> <li><input type="checkbox"/> Record all Child Protection issues in CP file as per EA guidance</li> <li><input type="checkbox"/> Complete audit of Safeguarding as per DE guidance</li> <li><input type="checkbox"/> Information on Child Protection procedures to be displayed throughout the school and all stakeholders made aware of them</li> <li><input type="checkbox"/> Provide full Child Protection policy to parents</li> <li><input type="checkbox"/> Produce reports for BOG on CP</li> <li><input type="checkbox"/> Safeguarding Team to meet on a regular basis to ensure that all members are aware of ongoing issues</li> <li><input type="checkbox"/> Review signing in/out procedures for children</li> <li><input type="checkbox"/> Review training needs of those in charge of safeguarding</li> <li><input type="checkbox"/> Continue with pupil E-Safety sessions</li> <li><input type="checkbox"/> Identify most effective method of sharing E-Safety information with parents</li> </ul>
--	--	---	--

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reset procedures for Securus monitoring system and ensure non-managed C2k devices are adequately protected</li> <li><input type="checkbox"/> Continue to use PASS to assess effectiveness and wellbeing of changes to Key Stage Two lesson streaming</li> <li><input type="checkbox"/> Remind staff of the composition of Critical Incident Team</li> <li><input type="checkbox"/> Continue Healthy Snacks initiative with Nursery to P2, including additional Nursery class</li> <li><input type="checkbox"/> ‘Love for Life’ to deliver aspects of RSE programme</li> <li><input type="checkbox"/> Ensure Class Plans for Learning (Class Contracts) are agreed at the start of the year</li> <li><input type="checkbox"/> Continue termly pupil goal setting for P5-P7</li> <li><input type="checkbox"/> Annual training for those responsible for First Aid</li> <li><input type="checkbox"/> Continue to use Hopeful Minds for Primary Seven</li> <li><input type="checkbox"/> Identify children with medical conditions and ensure that staff can avail of training</li> <li><input type="checkbox"/> Continue to ensure that After-School clubs have a health benefit</li> <li><input type="checkbox"/> Introduce Weekly Wiggle (walk)</li> <li><input type="checkbox"/> Continue to explore opportunities for embedding Nurture within the school culture and environment</li> <li><input type="checkbox"/> Continue to build on P1 &amp; P7 Transition Programmes</li> <li><input type="checkbox"/> Continue to provide pastoral visits for transitioned P7 children</li> <li><input type="checkbox"/> Continue with Drop-In and 1:1 Counselling service</li> <li><input type="checkbox"/> Continue to complete Risk Assessments for trips</li> <li><input type="checkbox"/> Use of volunteers that have been Accessed NI checked in areas such as trip supervision, classroom support, library and admin</li> <li><input type="checkbox"/> Avail of Cultural Support Service to assist EAL families</li> <li><input type="checkbox"/> Review how we are supporting LAC children and identify any new strategies which need to be put in place</li> <li><input type="checkbox"/> Reintroduce and develop Families Connect with a new cohort of parents and children</li> <li><input type="checkbox"/> Expand use of the Community Hub for referrals through Nurture, LST and Pastoral Teams</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue with procedures for Securus monitoring system and ensure non-managed C2k devices are adequately protected</li> <li><input type="checkbox"/> Use and develop PASS tests to assess pupil wellbeing</li> <li><input type="checkbox"/> Remind staff of the composition of Critical Incident Team</li> <li><input type="checkbox"/> Continue Healthy Snacks initiative with Nursery to P2 and explore expansion to other year groups</li> <li><input type="checkbox"/> ‘Love for Life’ to deliver aspects of RSE programme</li> <li><input type="checkbox"/> Ensure Class Plans for Learning (Class Contracts) are agreed at the start of the year</li> <li><input type="checkbox"/> Continue with termly pupil goal setting for P5 – P7</li> <li><input type="checkbox"/> Annual training for those responsible for First Aid</li> <li><input type="checkbox"/> Continue with Hopeful Minds for Primary Seven</li> <li><input type="checkbox"/> Identify children with medical conditions and ensure that staff can avail of training</li> <li><input type="checkbox"/> Continue to ensure that After-School clubs have a health benefit</li> <li><input type="checkbox"/> Embed Weekly Wiggle (walk)</li> <li><input type="checkbox"/> Continue to explore opportunities for embedding Nurture within the school culture and environment</li> <li><input type="checkbox"/> Continue to build on P1 &amp; P7 Transition Programmes</li> <li><input type="checkbox"/> Continue to provide pastoral visits for transitioned P7 children</li> <li><input type="checkbox"/> Continue with Drop-In and 1:1 Counselling service</li> <li><input type="checkbox"/> Continue to complete Risk Assessments for trips</li> <li><input type="checkbox"/> More use of volunteers that have been Accessed NI checked in areas such as trip supervision, classroom support, library and admin</li> <li><input type="checkbox"/> Avail of Cultural Support Service to assist EAL families</li> <li><input type="checkbox"/> Continue to work with EA on how we are supporting LAC children</li> <li><input type="checkbox"/> Continue to promote and develop Families Connect to a new cohort of parents and children</li> <li><input type="checkbox"/> Expand use of the Community Hub for referrals through Nurture, LST and Pastoral Teams</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review procedures for Securus monitoring system and ensure non-managed C2k devices are adequately protected</li> <li><input type="checkbox"/> Review use of singular test to assess pupil wellbeing</li> <li><input type="checkbox"/> Remind staff of the composition of Critical Incident Team</li> <li><input type="checkbox"/> Continue Healthy Snacks initiative with Nursery to P2 and explore expansion to other year groups</li> <li><input type="checkbox"/> ‘Love for Life’ to deliver aspects of RSE programme</li> <li><input type="checkbox"/> Ensure Class Plans for Learning (Class Contracts) are agreed at the start of the year</li> <li><input type="checkbox"/> Review termly pupil goal setting for P5- P7</li> <li><input type="checkbox"/> Annual training for those responsible for First Aid</li> <li><input type="checkbox"/> Review Hopeful Minds for Primary Seven</li> <li><input type="checkbox"/> Identify children with medical conditions and ensure that staff can avail of training</li> <li><input type="checkbox"/> Continue to ensure that After-School clubs have a health benefit</li> <li><input type="checkbox"/> Further develop Weekly Wiggle (walk)</li> <li><input type="checkbox"/> Continue with a nurturing approach across the school</li> <li><input type="checkbox"/> Review Transition Programmes P1 &amp; P7</li> <li><input type="checkbox"/> Continue to provide pastoral visits for transitioned P7 children</li> <li><input type="checkbox"/> Continue with Drop-In and 1:1 Counselling service</li> <li><input type="checkbox"/> Continue to complete Risk Assessments for trips</li> <li><input type="checkbox"/> More use of volunteers that have been Accessed NI checked in areas such as trip supervision, classroom support, library and admin</li> <li><input type="checkbox"/> Avail of Cultural Support Service to assist EAL families</li> <li><input type="checkbox"/> Embed relevant strategies to effectively support LAC children</li> <li><input type="checkbox"/> Continue to promote and develop Families Connect to a new cohort of parents and children</li> <li><input type="checkbox"/> Expand use of the Community Hub for referrals through Nurture, LST and Pastoral Teams</li> <li><input type="checkbox"/> Review sign in system for staff</li> </ul>
--	---	--	---

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce electronic sign in/out system for staff with staff ID cards</li> <li><input type="checkbox"/> Create more opportunities for building pupil resilience and explore opportunities to work with local community organisations on this</li> <li><input type="checkbox"/> Continue to provide staff with information on available external agencies to support children through Learning Support and Pastoral Teams</li> <li><input type="checkbox"/> Develop existing and train new International Leaders</li> <li><input type="checkbox"/> Develop existing and train additional Anti-Bullying Ambassador</li> <li><input type="checkbox"/> Continue with Playground Buddies</li> <li><input type="checkbox"/> Continue to develop Buddy System – P7 to act in a pastoral role for new P1</li> <li><input type="checkbox"/> Continue procedures for the election of School Council &amp; Eco schools committee</li> <li><input type="checkbox"/> Promote and develop the School Council</li> <li><input type="checkbox"/> Promote and develop Eco Schools Committee</li> <li><input type="checkbox"/> Promote and develop Pupil Voice throughout the school</li> <li><input type="checkbox"/> Provide opportunities to use Prayer/Reflection space for children and adults to use for spiritual reflection</li> <li><input type="checkbox"/> Provide more opportunities for senior pupils to have responsibilities – Lunchtime equipment etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Embed electronic sign in system and ensure fit for purpose</li> <li><input type="checkbox"/> Continue to develop more opportunities for building pupil resilience</li> <li><input type="checkbox"/> Continue to provide staff with information on available external agencies to support children through Learning Support and Pastoral Teams</li> <li><input type="checkbox"/> Develop existing and train new International Leaders</li> <li><input type="checkbox"/> Develop existing and train additional Anti-Bullying Ambassador</li> <li><input type="checkbox"/> Continue with Playground Buddies</li> <li><input type="checkbox"/> Continue and develop P1 Buddy System</li> <li><input type="checkbox"/> Continue with the procedures for the election of School Council</li> <li><input type="checkbox"/> Promote and develop the School Council</li> <li><input type="checkbox"/> Promote and develop Eco Schools Committee</li> <li><input type="checkbox"/> Promote and develop Pupil Voice throughout the school</li> <li><input type="checkbox"/> Embed use of Prayer/Reflection space for children and adults to use for spiritual reflection</li> <li><input type="checkbox"/> Provide more opportunities for senior pupils to have responsibilities – digital leaders etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review current provision for building pupil resilience</li> <li><input type="checkbox"/> Continue to provide staff with information on available external agencies to support children through Learning Support and Pastoral Teams</li> <li><input type="checkbox"/> Develop existing and train new International Leaders</li> <li><input type="checkbox"/> Develop existing and train additional Anti-Bullying Ambassador</li> <li><input type="checkbox"/> Continue with Playground Buddies</li> <li><input type="checkbox"/> Review P1 Buddy System</li> <li><input type="checkbox"/> Continue with the procedures for the election of School Council</li> <li><input type="checkbox"/> Promote and develop the School Council</li> <li><input type="checkbox"/> Apply for Eco Schools award</li> <li><input type="checkbox"/> Review current opportunities for Pupil Voice throughout the school</li> <li><input type="checkbox"/> Review use of Prayer/Reflection space for children and adults to use for spiritual reflection</li> <li><input type="checkbox"/> Provide more opportunities for senior pupils to have responsibilities- library monitors etc.</li> </ul>
--	---	---	--

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>D. Staff Organisation and Development</b>	<p>Create or review and update the following staff policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Grievance Policy</li> <li><input type="checkbox"/> New &amp; Expectant Mothers' Policy</li> </ul> <p>Provide Directed Time Budgets for teaching staff</p> <p>Provide Areas of Responsibility for all teaching staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide timetables for classroom assistant</li> <li><input type="checkbox"/> Provide duties for classroom assistants</li> <li><input type="checkbox"/> Maintain a log of all training undertaken by teachers and non- teaching staff</li> <li><input type="checkbox"/> Non-Teaching staff to provide an update of all training undertaken and held centrally</li> <li><input type="checkbox"/> Coordinators to undertake curriculum audit of needs</li> <li><input type="checkbox"/> Coordinators to create an annual calendar for their area of responsibility</li> <li><input type="checkbox"/> Strategic teams to create an action plan for the coming year, based on the strategic intents of the school and review it regularly by traffic lighting the actions</li> <li><input type="checkbox"/> Coordinators to prepare reports for BOG</li> <li><input type="checkbox"/> Core Coordinators to present to BOG</li> <li><input type="checkbox"/> Teaching staff to make SMT aware of any training needs that they may have to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Teaching staff to agree on &amp; complete three targets for PRSD</li> <li><input type="checkbox"/> Opportunities for professional development of all staff, including effective TPL</li> <li><input type="checkbox"/> First Aid lead to continue to audit training needs appropriate to individual children</li> <li><input type="checkbox"/> First Aid Staff to renew training as required. New staff to be trained, as appropriate</li> <li><input type="checkbox"/> Seek training for staff with responsibility for children with medical conditions, if required</li> <li><input type="checkbox"/> Safeguarding Team adequately briefed and trained</li> </ul>	<p>Create or review and update the following staff policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Menopause Policy</li> <li><input type="checkbox"/> Salary Policy</li> </ul> <p>Provide Directed Time Budgets for teaching staff</p> <p>Provide Areas of Responsibility for all teaching staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide timetables for classroom assistant</li> <li><input type="checkbox"/> Provide duties for classroom assistants</li> <li><input type="checkbox"/> Maintain a log of all training undertaken by teachers and non- teaching staff</li> <li><input type="checkbox"/> Continue to maintain a log of all training undertaken by Non-Teaching staff</li> <li><input type="checkbox"/> Coordinators to undertake curriculum audit of needs</li> <li><input type="checkbox"/> Coordinators to create an annual calendar for their area of responsibility</li> <li><input type="checkbox"/> Strategic teams to create an action plan for the coming year, based on the strategic intents of the school and review it regularly by traffic lighting the actions</li> <li><input type="checkbox"/> Coordinators to prepare reports for BOG</li> <li><input type="checkbox"/> Core Coordinators to present to BOG</li> <li><input type="checkbox"/> Teaching staff to make SMT aware of any training needs that they may have to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Teaching staff to agree on &amp; complete three targets for PRSD</li> <li><input type="checkbox"/> Opportunities for professional development of all staff, including effective TPL</li> <li><input type="checkbox"/> Staff to be provided with a demonstration, by an appropriate person, in use of EpiPen</li> <li><input type="checkbox"/> First Aid Staff to renew training as required. New staff to be trained, as appropriate</li> <li><input type="checkbox"/> Seek training for staff with responsibility for children with medical conditions, if required</li> <li><input type="checkbox"/> Safeguarding Team adequately briefed and trained</li> </ul>	<p>Create or review and update the following staff policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of Conduct Policy</li> <li><input type="checkbox"/> Mental Health Policy</li> </ul> <p>Provide Directed Time Budgets for teaching staff</p> <p>Provide Areas of Responsibility for all teaching staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide timetables for classroom assistant</li> <li><input type="checkbox"/> Provide duties for classroom assistants</li> <li><input type="checkbox"/> Maintain a log of all training undertaken by teachers and non- teaching staff</li> <li><input type="checkbox"/> Non-Teaching to maintain a log of all training undertaken</li> <li><input type="checkbox"/> Coordinators to undertake curriculum audit of needs</li> <li><input type="checkbox"/> Coordinators to create an annual calendar for their area of responsibility</li> <li><input type="checkbox"/> Strategic teams to create an action plan for the coming year, based on the strategic intents of the school and review it regularly by traffic lighting the actions</li> <li><input type="checkbox"/> Coordinators to prepare reports for BOG</li> <li><input type="checkbox"/> Core Coordinators to present to BOG</li> <li><input type="checkbox"/> Teaching staff to make SMT aware of any training needs that they may have to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Teaching staff to agree on &amp; complete three targets for PRSD</li> <li><input type="checkbox"/> Opportunities for professional development of all staff, including effective TPL</li> <li><input type="checkbox"/> Staff to be provided with a demonstration, by Lead First Aider, in basic CPR &amp; use of defibrillator</li> <li><input type="checkbox"/> First Aid Staff to renew training as required. New staff to be trained, as appropriate</li> <li><input type="checkbox"/> Seek training for staff with responsibility for children with medical conditions, if required</li> <li><input type="checkbox"/> Safeguarding Team adequately briefed and trained</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinators to cluster with other schools through NICIE and NBPPA and then disseminate</li> <li><input type="checkbox"/> Teaching staff to continue to have access to visits to other schools in relation to dissemination of good practice</li> <li><input type="checkbox"/> Staff to have refresher session on Code of Conduct</li> <li><input type="checkbox"/> Teachers to upload work and photos to website</li> <li><input type="checkbox"/> Staff to be provided with opportunities to share ideas and practice through focussed reviews of core areas of the curriculum</li> <li><input type="checkbox"/> Each member of staff provided with annual training in the area of Safeguarding, where appropriate</li> <li><input type="checkbox"/> Coordinators, with core area focus, to undertake a self-evaluation audit with staff</li> <li><input type="checkbox"/> All Coordinators to review and update their calendar</li> <li><input type="checkbox"/> Teachers to review and collate pertinent information from Data Capture forms for the pupils within their class</li> <li><input type="checkbox"/> Teachers to evaluate and make available half termly planners to SMT and coordinators</li> <li><input type="checkbox"/> Staff to be provided with opportunities for professional discussion around areas of improvement</li> <li><input type="checkbox"/> Staff to be provided with training and development in focus areas of Year 1 of this School Development Plan – Baker Days, SDD and SDP Sessions</li> <li><input type="checkbox"/> Further review Teaching Allowances and potentially increase within management structure and Salary Policy</li> <li><input type="checkbox"/> Seek a volunteer(s) to run and manage Junior Librarian to allow for lending of books</li> <li><input type="checkbox"/> Foundation staff, in conjunction with Assessment Coordinator, to revisit baseline test options</li> <li><input type="checkbox"/> Refresher training for Lunchtime Supervisors in Positive Behaviour techniques by LST</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinators to cluster with other schools through NICIE and NBPPA and then disseminate</li> <li><input type="checkbox"/> Teaching staff to continue to have access to visits to other schools in relation to dissemination of good practice</li> <li><input type="checkbox"/> Staff to have refresher session on Code of Conduct</li> <li><input type="checkbox"/> Teachers to upload work and photos to website</li> <li><input type="checkbox"/> Staff to be provided with opportunities to share ideas and practice through focussed reviews of core areas of the curriculum</li> <li><input type="checkbox"/> Each member of staff provided with annual training in the area of Safeguarding, where appropriate</li> <li><input type="checkbox"/> Coordinators, with core area focus, to undertake an evaluation audit with staff, pupils and parents</li> <li><input type="checkbox"/> All Coordinators to create an annual calendar</li> <li><input type="checkbox"/> Teachers to review and collate pertinent information from Data Capture forms for the pupils within their class</li> <li><input type="checkbox"/> Teachers to evaluate and make available half termly planners to SMT and coordinators</li> <li><input type="checkbox"/> Staff to be provided with opportunities for professional discussion around areas of improvement</li> <li><input type="checkbox"/> Staff to be provided with training and development in focus areas of Year 2 of this School Development Plan – Baker Days, SDD and SDP Sessions</li> <li><input type="checkbox"/> Review management structure and restructure, where necessary</li> <li><input type="checkbox"/> Continue to develop volunteer network to run and manage Junior Librarian</li> <li><input type="checkbox"/> Train staff in use of Junior Librarian</li> <li><input type="checkbox"/> P.E Co-Ordinator to identify relevant/ appropriate training to support upskilling teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinators to cluster with other schools through NICIE and NBPPA and then disseminate</li> <li><input type="checkbox"/> Teaching staff to continue to have access to visits to other schools in relation to dissemination of good practice</li> <li><input type="checkbox"/> Staff to have refresher session on Code of Conduct</li> <li><input type="checkbox"/> Teachers to upload work and photos to website</li> <li><input type="checkbox"/> Staff to be provided with opportunities to share ideas and practice through focussed reviews of core areas of the curriculum</li> <li><input type="checkbox"/> Each member of staff provided with annual training in the area of Safeguarding, where appropriate</li> <li><input type="checkbox"/> Coordinators, with core area focus, to continue an evaluation audit with staff, pupils and parents</li> <li><input type="checkbox"/> All Coordinators to review and update their calendar</li> <li><input type="checkbox"/> Teachers to review and collate pertinent information from Data Capture forms for the pupils within their class</li> <li><input type="checkbox"/> Teachers to evaluate and make available half termly planners to SMT and coordinators</li> <li><input type="checkbox"/> Staff to be provided with opportunities for professional discussion around areas of improvement</li> <li><input type="checkbox"/> Teachers to look at opportunities for higher order questioning</li> <li><input type="checkbox"/> Staff to be provided with training and development in focus areas of Year 3 of this School Development Plan – Baker Days, SDD and SDP Sessions</li> <li><input type="checkbox"/> Review management structure and restructure, where necessary</li> <li><input type="checkbox"/> Review impact and usefulness of Junior Librarian</li> </ul>
--	--	--	---

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Foundation staff to further develop observation strategies</li> <li><input type="checkbox"/> SENCo to review effectiveness of CA SEN files</li> <li><input type="checkbox"/> Refresher training in dealing with a Critical Incident</li> <li><input type="checkbox"/> Staff to be trained by 2 AAIS on Tier 2 ASD</li> <li><input type="checkbox"/> Additional staff to be trained in Reading Partners</li> <li><input type="checkbox"/> Staff to become familiar with NICIE guidance on Faiths and Beliefs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review current practices with regards to outdoor learning experiences</li> <li><input type="checkbox"/> All staff to have refresher training in Anti-Bias</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers to review thematic units and ensure that units are appropriate for each year group to maximise enjoyment and stretch pupils</li> <li><input type="checkbox"/> All staff to have refresher training in Anti-Bias</li> </ul>
--	--	--	---

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>E. School Management</b>	<p>Create or review and update the following management policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Admissions Criteria Policy</li> <li><input type="checkbox"/> Remote Learning Policy</li> <li><input type="checkbox"/> Adverse Weather Policy</li> <li><input type="checkbox"/> Uniform Policy</li> <li><input type="checkbox"/> Primary One Starting Procedure Policy</li> <li><input type="checkbox"/> Nursery Starting Procedure Policy</li> <li><input type="checkbox"/> Visitors &amp; Access Policy</li> <li><input type="checkbox"/> Vision, Aims &amp; Core Values Policy</li> <li><input type="checkbox"/> Work/Life Balance Policy</li> </ul> <p><input type="checkbox"/> Continue to review, evaluate and update policies and schemes, ensuring all covered within the 3-year cycle</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With the assistance of PR Coordinator, Front Office and key personnel, manage school website</li> <li><input type="checkbox"/> With assistant of key personnel, manage staff and all volunteers</li> <li><input type="checkbox"/> Review Directed Time Budgets for teaching staff</li> <li><input type="checkbox"/> Review of NCT for all teaching staff</li> <li><input type="checkbox"/> Review Areas of Responsibility for teaching staff</li> <li><input type="checkbox"/> Review the timetables of the classroom assistant</li> <li><input type="checkbox"/> Review duties of classroom assistants</li> <li><input type="checkbox"/> Update format for Curricular audits and make available new format to BOG</li> <li><input type="checkbox"/> Review Action plans periodically and provide to BOG</li> <li><input type="checkbox"/> Review Critical Incident procedures, to ensure compliant</li> <li><input type="checkbox"/> Provide staff with SDP Timetable and areas being covered in staff meetings</li> <li><input type="checkbox"/> Update Data Log in relation to GDPR</li> </ul>	<p>Create or review and update the following management policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Admissions Criteria Policy</li> <li><input type="checkbox"/> Managing a Critical Incident Policy</li> <li><input type="checkbox"/> Data Protection Service Level Agreement Policy</li> <li><input type="checkbox"/> Data Protection Policy</li> <li><input type="checkbox"/> Subject Access Requests Policy</li> <li><input type="checkbox"/> Disposal of Records Policy</li> <li><input type="checkbox"/> CCTV Policy</li> <li><input type="checkbox"/> Emotional Health &amp; Wellbeing Policy</li> <li><input type="checkbox"/> Health &amp; Safety Policy</li> <li><input type="checkbox"/> Homework &amp; Home Learning Policy</li> </ul> <p><input type="checkbox"/> Continue to review, evaluate and update policies and schemes, ensuring all covered within the 3-year cycle</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With the assistance of PR Coordinator, Front Office and key personnel, manage school website</li> <li><input type="checkbox"/> With assistant of key personnel, manage staff and all volunteers</li> <li><input type="checkbox"/> Review Directed Time Budgets for teaching staff</li> <li><input type="checkbox"/> Review of NCT for all teaching staff</li> <li><input type="checkbox"/> Review Areas of Responsibility for teaching staff</li> <li><input type="checkbox"/> Review the timetables of the classroom assistant</li> <li><input type="checkbox"/> Review duties of classroom assistants</li> <li><input type="checkbox"/> Review Curricular audits and provide to BOG</li> <li><input type="checkbox"/> Review Action plans periodically and provide to BOG</li> <li><input type="checkbox"/> Review Critical Incident procedures, to ensure compliant</li> <li><input type="checkbox"/> Provide staff with SDP Timetable and areas being covered in staff meetings</li> <li><input type="checkbox"/> Update Data Log in relation to GDPR</li> </ul>	<p>Create or review and update the following management policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Admissions Criteria Policy</li> <li><input type="checkbox"/> Fire Safety Policy</li> <li><input type="checkbox"/> Complaints Policy</li> <li><input type="checkbox"/> Managing Attendance Policy</li> <li><input type="checkbox"/> Smoke Free Policy</li> <li><input type="checkbox"/> Pupil Readiness Policy</li> <li><input type="checkbox"/> Educational School Trips Policy</li> <li><input type="checkbox"/> Drop Off &amp; Pickup Policy</li> <li><input type="checkbox"/> Financial Procedures Policy</li> <li><input type="checkbox"/> Social Media Policy</li> <li><input type="checkbox"/> Transitions Policy</li> <li><input type="checkbox"/> Disciplinary Procedure &amp; Policy</li> </ul> <p><input type="checkbox"/> Continue to review, evaluate and update policies and schemes, ensuring all covered within the 3-year cycle</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> With the assistance of PR Coordinator, Front Office and key personnel, manage school website</li> <li><input type="checkbox"/> With assistant of key personnel, manage staff and all volunteers</li> <li><input type="checkbox"/> Review Directed Time Budgets for teaching staff</li> <li><input type="checkbox"/> Review of NCT for all teaching staff</li> <li><input type="checkbox"/> Review Areas of Responsibility for teaching staff</li> <li><input type="checkbox"/> Review the timetables of the classroom assistant</li> <li><input type="checkbox"/> Review duties of classroom assistants</li> <li><input type="checkbox"/> Review Curricular audits and provide to BOG</li> <li><input type="checkbox"/> Review Action plans periodically and provide to BOG</li> <li><input type="checkbox"/> Review Critical Incident procedures, to ensure compliant</li> <li><input type="checkbox"/> Provide staff with SDP Timetable and areas being covered in staff meetings</li> <li><input type="checkbox"/> Update Data Log in relation to GDPR</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review, update and maintain GDPR file of policies and procedures</li> <li><input type="checkbox"/> Monitor attendance of staff and complete relevant pay returns in line with Managing Attendance at Work Policy</li> <li><input type="checkbox"/> Ensure Sims recording for areas such as attendance, behaviour, discipline, anti-bullying and SEN</li> <li><input type="checkbox"/> Monitor pupil attendance and punctuality and create strategies for improvement in both</li>   <li><input type="checkbox"/> Liaise closely with EWS to assist with the improvement of attendance and punctuality</li> <li><input type="checkbox"/> In liaison with Pastoral Care Coordinator, ensure staff are aware of anti-bullying monitoring procedures and recording</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that Safeguarding Team is adequately staffed and meets regularly</li>   <li><input type="checkbox"/> In conjunction with Designated Teacher, ensure that all staff, on Safeguarding Team, are provided with appropriate training from EA</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that all staff are provided with annual Child Protection training</li> <li><input type="checkbox"/> Ensure that all staff are provided with annual Fire Safety training</li> <li><input type="checkbox"/> In conjunction with Health Education Coordinator, ensure a rolling programme of training for staff i.e. CPR, defibrillator, EpiPen etc.</li> <li><input type="checkbox"/> In liaison with Health Education Coordinator, ensure that staff are trained where children have a specific medical need</li> <li><input type="checkbox"/> Ensure that all staff are aware of key information in relation to the children within their class</li> <li><input type="checkbox"/> Ensure that proforma for trip is used by all</li> <li><input type="checkbox"/> Ensure that all staff regularly check pupil consent forms in relation to photography, both still and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review, update and maintain GDPR file of policies and procedures</li> <li><input type="checkbox"/> Monitor attendance of staff and complete relevant pay returns in line with Managing Attendance at Work Policy</li> <li><input type="checkbox"/> Ensure Sims recording for areas such as attendance, behaviour, discipline, anti-bullying and SEN</li> <li><input type="checkbox"/> Monitor pupil attendance and punctuality and maintain strategies for improvement in both</li>   <li><input type="checkbox"/> Liaise closely with EWS to assist with the improvement of attendance and punctuality</li> <li><input type="checkbox"/> In liaison with Pastoral Care Coordinator, ensure staff are aware of anti-bullying monitoring procedures and recording</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that Safeguarding Team is adequately staffed, meets regularly and seeks an additional member to the team</li>   <li><input type="checkbox"/> In conjunction with Designated Teacher, ensure that all staff, on Safeguarding Team, are provided with appropriate training from EA</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that all staff are provided with annual Child Protection training</li> <li><input type="checkbox"/> Ensure that all staff are provided with annual Fire Safety training</li> <li><input type="checkbox"/> In conjunction with Health Education Coordinator, ensure a rolling programme of training for staff i.e. CPR, defibrillator, EpiPen etc.</li> <li><input type="checkbox"/> In liaison with Health Education Coordinator, ensure that staff are trained where children have a specific medical need</li> <li><input type="checkbox"/> Ensure that all staff are aware of key information in relation to the children within their class</li> <li><input type="checkbox"/> Ensure that proforma for trip is used by all</li> <li><input type="checkbox"/> Ensure that all staff regularly check pupil consent forms in relation to photography, both still and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review, update and maintain GDPR file of policies and procedures</li> <li><input type="checkbox"/> Monitor attendance of staff and complete relevant pay returns in line with Managing Attendance at Work Policy</li> <li><input type="checkbox"/> Ensure Sims recording for areas such as attendance, behaviour, discipline, anti-bullying and SEN</li> <li><input type="checkbox"/> Monitor pupil attendance and punctuality and review the effectiveness of the established strategies for improvement</li>   <li><input type="checkbox"/> Liaise closely with EWS to assist with the improvement of attendance and punctuality</li> <li><input type="checkbox"/> In liaison with Pastoral Care Coordinator, ensure staff are aware of anti-bullying monitoring procedures and recording</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that Safeguarding Team is adequately staffed and meets regularly</li>   <li><input type="checkbox"/> In conjunction with Designated Teacher, ensure that all staff, on Safeguarding Team, are provided with appropriate training from EA</li> <li><input type="checkbox"/> In Liaison with Designated Teacher, ensure that all staff are provided with annual Child Protection training</li> <li><input type="checkbox"/> Ensure that all staff are provided with annual Fire Safety training</li> <li><input type="checkbox"/> In conjunction with Health Education Coordinator, ensure a rolling programme of training for staff i.e. CPR, defibrillator, EpiPen etc.</li> <li><input type="checkbox"/> In liaison with Health Education Coordinator, ensure that staff are trained where children have a specific medical need</li> <li><input type="checkbox"/> Ensure that all staff are aware of key information in relation to the children within their class</li> <li><input type="checkbox"/> Ensure that proforma for trip is used by all</li> <li><input type="checkbox"/> Ensure that all staff regularly check pupil consent forms in relation to photography, both still and</li> </ul>
--	--	--	---

	<p>moving as well as complete the relevant form and return to Designated Teacher</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide rotas in relation to duties to ensure the health and safety of all at CIPS i.e. Break Duty, Litter Patrol etc.</li> <li><input type="checkbox"/> Ensure all staff aware of Code of Conduct</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, ensure that the website is regularly updated and new content is uploaded by teaching staff in relation to their class</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, publicise the school through website, Open Day, editorials, VIP visits and school events, celebrations etc.</li> <li><input type="checkbox"/> In conjunction with Extended Schools Coordinator, ensure that wide and varied after-schools programme is delivered</li> <li><input type="checkbox"/> Ensure that core areas of the curriculum are reviewed thoroughly and regularly to ensure that teaching and learning is best serving the pupils</li> <li><input type="checkbox"/> Where available, provide training for staff requiring it to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Ensure that teaching staff have the prospect to develop professionally including, a focus on providing a pathway to middle management i.e. experience of being co-opted onto SMT, projects, familiarity of teaching different classes, clustering with other schools, various coordinator roles etc.</li> <li><input type="checkbox"/> Ensure that all staff have the prospect to develop professionally</li> <li><input type="checkbox"/> Update centralised training log for teaching staff</li> <li><input type="checkbox"/> Update centralised training log for Non-Teaching Staff</li> <li><input type="checkbox"/> Provide opportunities for coordinator to cluster with other coordinators, from other schools, and disseminate good practice</li> <li><input type="checkbox"/> Principal, as Secretary of BOG, to review Coordinator Reports to Governors and ensure that they are made available at a BOG meeting</li> </ul>	<p>moving as well as complete the relevant form and return to Designated Teacher</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide rotas in relation to duties to ensure the health and safety of all at CIPS i.e. Break Duty, Litter Patrol etc.</li> <li><input type="checkbox"/> Ensure all staff aware of Code of Conduct</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, ensure that the website is regularly updated and new content is uploaded by teaching staff in relation to their class</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, publicise the school through website, Open Day, editorials, VIP visits and school events, celebrations etc.</li> <li><input type="checkbox"/> In conjunction with Extended Schools Coordinator, ensure that wide and varied after-schools programme is delivered</li> <li><input type="checkbox"/> Ensure that core areas of the curriculum are reviewed thoroughly and regularly to ensure that teaching and learning is best serving the pupils</li> <li><input type="checkbox"/> Where available, provide training for staff requiring it to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Ensure that teaching staff have the prospect to develop professionally including, a focus on providing a pathway to middle management i.e. experience of being co-opted onto SMT, projects, familiarity of teaching different classes, clustering with other schools, various coordinator roles etc.</li> <li><input type="checkbox"/> Ensure that all staff have the prospect to develop professionally</li> <li><input type="checkbox"/> Update centralised training log for teaching staff</li> <li><input type="checkbox"/> Update centralised training log for Non-Teaching Staff</li> <li><input type="checkbox"/> Provide opportunities for coordinator to cluster with other coordinators, from other schools, and disseminate good practice</li> <li><input type="checkbox"/> Principal, as Secretary of BOG, to review Coordinator Reports to Governors and ensure that they are made available at a BOG meeting</li> </ul>	<p>moving as well as complete the relevant form and return to Designated Teacher</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide rotas in relation to duties to ensure the health and safety of all at CIPS i.e. Break Duty, Litter Patrol etc.</li> <li><input type="checkbox"/> Ensure all staff aware of Code of Conduct</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, ensure that the website is regularly updated and new content is uploaded by teaching staff in relation to their class</li> <li><input type="checkbox"/> In conjunction with the PR Coordinator, publicise the school through website, Open Day, editorials, VIP visits and school events, celebrations etc.</li> <li><input type="checkbox"/> In conjunction with Extended Schools Coordinator, ensure that wide and varied after-schools programme is delivered</li> <li><input type="checkbox"/> Ensure that core areas of the curriculum are reviewed thoroughly and regularly to ensure that teaching and learning is best serving the pupils</li> <li><input type="checkbox"/> Where available, provide training for staff requiring it to fulfil their co-ordinator roles</li> <li><input type="checkbox"/> Ensure that teaching staff have the prospect to develop professionally including, a focus on providing a pathway to middle management i.e. experience of being co-opted onto SMT, projects, familiarity of teaching different classes, clustering with other schools, various coordinator roles etc.</li> <li><input type="checkbox"/> Ensure that all staff have the prospect to develop professionally</li> <li><input type="checkbox"/> Update centralised training log for teaching staff</li> <li><input type="checkbox"/> Update centralised training log for Non-Teaching Staff</li> <li><input type="checkbox"/> Provide opportunities for coordinator to cluster with other coordinators, from other schools, and disseminate good practice</li> <li><input type="checkbox"/> Principal, as Secretary of BOG, to review Coordinator Reports to Governors and ensure that they are made available at a BOG meeting</li> </ul>
--	---	---	---

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal, as Secretary of BOG, to ensure core coordinators are provided with time to present to Board of Governors</li> <li><input type="checkbox"/> Report pupil &amp; staff attendance at BOG</li> <li><input type="checkbox"/> Facilitate Governors undertaken a self-evaluation using ISEF and other documents for Governance</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce an Annual Report for Governors</li> <li><input type="checkbox"/> Principal, as Secretary or nominated person to BOG, organise, facilitate and administrate the reconstitution of the Board of Governors</li> <li><input type="checkbox"/> Re-establishment of Link Governor with Coordinators</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce regularly Finance reports for BOG</li> <li><input type="checkbox"/> Ensure BOG meet regularly and fulfil their function under the Scheme of Management</li> <li><input type="checkbox"/> Facilitate BOG being able to consult fully with stakeholders</li> <li><input type="checkbox"/> Facilitate BOG being able to hold an Annual Governors' Day and coordinate this with Community Day</li> <li><input type="checkbox"/> Continue to seek funding to improve the facilities at CIPS</li> <li><input type="checkbox"/> In discussion with staff and in conjunction with the Charities Coordinator, choose a 'Charity of the Year'</li> <li><input type="checkbox"/> Ensure staff continue to have opportunities to visits other schools in relation to dissemination of good practice and school improvement</li> <li><input type="checkbox"/> Discuss and agree, with teachers, targets for PRSD</li> <li><input type="checkbox"/> In liaison with Teacher Tutor, ensure Beginning (BT) and Early Professional Development (EPD) teachers are provided with a mentor and access to good practice</li> <li><input type="checkbox"/> Provide a robust cycle of self-evaluation</li> <li><input type="checkbox"/> Provide opportunities for professional discussion around areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal, as Secretary of BOG, to ensure core coordinators are provided with time to present to Board of Governors</li> <li><input type="checkbox"/> Report pupil &amp; staff attendance at BOG</li> <li><input type="checkbox"/> Facilitate Governors undertaken a self-evaluation using ISEF and other documents for Governance</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce an Annual Report for Governors</li> <li><input type="checkbox"/> Principal as secretary, along with Chair of Governors and in liaison with EA, ensure BOG is fully complemented</li> <li><input type="checkbox"/> Facilitate and nurture Link Governor with Coordinators</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce regularly Finance reports for BOG</li> <li><input type="checkbox"/> Ensure BOG meet regularly and fulfil their function under the Scheme of Management</li> <li><input type="checkbox"/> Facilitate BOG being able to consult fully with stakeholders</li> <li><input type="checkbox"/> Facilitate BOG being able to hold an Annual Governors' Day and coordinate this with Community Day</li> <li><input type="checkbox"/> Continue to seek funding to improve the facilities at CIPS</li> <li><input type="checkbox"/> In discussion with staff and in conjunction with the Charities Coordinator, choose a 'Charity of the Year'</li> <li><input type="checkbox"/> Ensure staff continue to have opportunities to visits other schools in relation to dissemination of good practice and school improvement</li> <li><input type="checkbox"/> Discuss and agree, with teachers, targets for PRSD</li> <li><input type="checkbox"/> In liaison with Teacher Tutor, ensure Beginning (BT) and Early Professional Development (EPD) teachers are provided with a mentor and access to good practice</li> <li><input type="checkbox"/> Provide a robust cycle of self-evaluation</li> <li><input type="checkbox"/> Provide opportunities for professional discussion around areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal, as Secretary of BOG, to ensure core coordinators are provided with time to present to Board of Governors</li> <li><input type="checkbox"/> Report pupil &amp; staff attendance at BOG</li> <li><input type="checkbox"/> Facilitate Governors undertaken a self-evaluation using ISEF and other documents for Governance</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce an Annual Report for Governors</li> <li><input type="checkbox"/> Principal, as Secretary to BOG, organise, facilitate and administrate the reappointment of Chair as per Scheme of Management</li> <li><input type="checkbox"/> Facilitate and nurture Link Governor with Coordinators</li> <li><input type="checkbox"/> BOG to review SDP on a regular basis</li> <li><input type="checkbox"/> Produce regularly Finance reports for BOG</li> <li><input type="checkbox"/> Ensure BOG meet regularly and fulfil their function under the Scheme of Management</li> <li><input type="checkbox"/> Facilitate BOG being able to consult fully with stakeholders</li> <li><input type="checkbox"/> Facilitate BOG being able to hold an Annual Governors' Day and coordinate this with Community Day</li> <li><input type="checkbox"/> Continue to seek funding to improve the facilities at CIPS</li> <li><input type="checkbox"/> In discussion with staff and in conjunction with the Charities Coordinator, choose a 'Charity of the Year'</li> <li><input type="checkbox"/> Ensure staff continue to have opportunities to visits other schools in relation to dissemination of good practice and school improvement</li> <li><input type="checkbox"/> Discuss and agree, with teachers, targets for PRSD</li> <li><input type="checkbox"/> In liaison with Teacher Tutor, ensure Beginning (BT) and Early Professional Development (EPD) teachers are provided with a mentor and access to good practice</li> <li><input type="checkbox"/> Provide a robust cycle of self-evaluation</li> <li><input type="checkbox"/> Provide opportunities for professional discussion around areas of improvement</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that staff are provided with training in the areas identified through this Development Plan and that time is set aside for this training</li> <li><input type="checkbox"/> Ensure the School Development Plan is reviewed with staff on a termly basis</li> <li><input type="checkbox"/> Provide surveys to staff, pupils, parents using a variety of sources, school created, ISEF, Kirkland Rowell etc.</li> <li><input type="checkbox"/> Ensure Pupil Voice is developed further within the school i.e. School Council, Eco Committee etc.</li> <li><input type="checkbox"/> School Council to be elected and themed meetings to be held and minuted</li> <li><input type="checkbox"/> Ensure senior pupils have added responsibilities i.e. P7 Buddy, P6 All Stars, Litter Patrol, Anti Bullying Ambassadors etc.</li> <li><input type="checkbox"/> Continue the monitoring of standards</li> <li><input type="checkbox"/> Ensure a robust monitoring and evaluation programme of teaching and learning is carried out on an annual basis</li> <li><input type="checkbox"/> Ensure robust assessment procedures in place to map pupil progress in year and throughout their journey at CIPS including exploration of new Foundation Stage baseline test</li> <li><input type="checkbox"/> Meet regularly with staff and minute meetings</li> <li><input type="checkbox"/> Continue to provide opportunities for teambuilding and staff cohesiveness</li> <li><input type="checkbox"/> Celebrate the successes of the school</li> <li><input type="checkbox"/> Ensure that links with parents and the community are developed during the duration of this School Development Plan i.e. Coffee Mornings, Re-establishing Parent Forum, PTFA, Focus Groups etc.</li>   <li><input type="checkbox"/> Establish Parent Focus Group sessions for key areas of the curriculum and school life – Integration &amp; Values &amp; Vision</li> <li><input type="checkbox"/> Develop the school within the community including the nurturing and development of existing links and the development of new links</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that staff are provided with training in the areas identified through this Development Plan and that time is set aside for this training</li> <li><input type="checkbox"/> Ensure the School Development Plan is reviewed with staff on a termly basis</li> <li><input type="checkbox"/> Provide surveys to staff, pupils, parents using a variety of sources, school created, ISEF, Kirkland Rowell etc.</li> <li><input type="checkbox"/> Ensure Pupil Voice is embedded within the school i.e. School Council, Eco Committee etc.</li> <li><input type="checkbox"/> School Council to be elected and themed meetings to be held and minuted</li> <li><input type="checkbox"/> Ensure senior pupils have added responsibilities i.e. P7 Buddy, P6 All Stars, Litter Patrol, Anti Bullying Ambassadors etc.</li> <li><input type="checkbox"/> Continue the monitoring of standards</li> <li><input type="checkbox"/> Ensure a robust monitoring and evaluation programme of teaching and learning is carried out on an annual basis</li> <li><input type="checkbox"/> Ensure robust assessment procedures in place to map pupil progress in year and throughout their journey at CIPS including exploration of new Foundation Stage baseline test</li> <li><input type="checkbox"/> Meet regularly with staff and minute meetings</li> <li><input type="checkbox"/> Continue to provide opportunities for teambuilding and staff cohesiveness</li> <li><input type="checkbox"/> Celebrate the successes of the school</li> <li><input type="checkbox"/> Continue to develop links with parents and the community i.e. Coffee Mornings, Re-establishing Parent Forum, PTFA, Focus Groups etc.</li>   <li><input type="checkbox"/> Continue to run Parent Focus Group sessions for key areas of the curriculum and school life – Homework &amp; Anti-Bullying</li> <li><input type="checkbox"/> Further develop the school within the community including, linking with community-based organisations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that staff are provided with training in the areas identified through this Development Plan and that time is set aside for this training</li> <li><input type="checkbox"/> Ensure the School Development Plan is reviewed with staff on a termly basis</li> <li><input type="checkbox"/> Provide surveys to staff, pupils, parents using a variety of sources, school created, ISEF, Kirkland Rowell etc.</li> <li><input type="checkbox"/> Review the opportunities for Pupil Voice within the school i.e. School Council, Eco Committee etc.</li> <li><input type="checkbox"/> School Council to be elected and themed meetings to be held and minuted</li> <li><input type="checkbox"/> Ensure senior pupils have added responsibilities i.e. P7 Buddy, P6 All Stars, Litter Patrol, Anti Bullying Ambassadors etc.</li> <li><input type="checkbox"/> Continue the monitoring of standards</li> <li><input type="checkbox"/> Ensure a robust monitoring and evaluation programme of teaching and learning is carried out on an annual basis</li> <li><input type="checkbox"/> Ensure robust assessment procedures in place to map pupil progress in year and throughout their journey at CIPS including exploration of new Foundation Stage baseline test</li> <li><input type="checkbox"/> Meet regularly with staff and minute meetings</li> <li><input type="checkbox"/> Continue to provide opportunities for teambuilding and staff cohesiveness</li> <li><input type="checkbox"/> Celebrate the successes of the school</li> <li><input type="checkbox"/> Continue to develop links with parents and the community i.e. Coffee Mornings, Re-establishing Parent Forum, PTFA, Focus Groups etc.</li>   <li><input type="checkbox"/> Continue to run Parent Focus Group sessions for key areas of the curriculum and school life – Healthy Eating &amp; Social Media</li> <li><input type="checkbox"/> Review, evaluate and where appropriate, maintain and nurture established community links as well as look at strategic new ones</li> </ul>
--	---	--	--

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the welfare of all at CIPS is paramount and that structures are maintained to facilitate this</li> <li><input type="checkbox"/> In conjunction with newly appointed HSW Coordinator and Building Supervisor, review health and safety procedures and manage risk</li> <li><input type="checkbox"/> Election of a new Health, Safety and Wellbeing Committee</li> <li><input type="checkbox"/> Development of a wellbeing strategy for staff that has a focus on achieving a healthy work/life balance</li> <li><input type="checkbox"/> Focus development time in teambuilding activities for both the main school and the enlarged Nursery unit.</li> <li><input type="checkbox"/> Continue to build international links and partnerships, including maintaining BC International Award</li> <li><input type="checkbox"/> Introduction of new sign in protocols for both staff and visitors and include fire evacuation procedure</li> <li><input type="checkbox"/> Continue to explore funding for a Parent Liaison worker</li> <li><input type="checkbox"/> Review the procedures around the use of the Behaviour Letter System and share with parents</li> <li><input type="checkbox"/> Review, evaluate and consult stakeholders on current ethos, mission, vision and values</li> <li><input type="checkbox"/> Develop and integrate 2<sup>nd</sup> Nursery Unit from Sept 2025 and appoint team</li> <li><input type="checkbox"/> Ensure that the SEND Implementation continues to be facilitated through time and training opportunities for staff with a focus on development of full PLP compliance</li> <li><input type="checkbox"/> In conjunction with SENCo, to provide training/guidance to staff in areas appropriate to SEN Code of Practice delivery</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build upon the structure to ensure the welfare of all at CIPS is paramount</li> <li><input type="checkbox"/> In conjunction with HSW Coordinator and Building Supervisor, maintain and build upon health and safety procedures and manage risk</li> <li><input type="checkbox"/> Restructure Health, Safety and Wellbeing Committee in line with the appointment of a HSW Coordinator</li> <li><input type="checkbox"/> Development of a wellbeing strategy for pupils through EA Being Well, Doing Well programme</li> <li><input type="checkbox"/> Further develop teambuilding for both the main school and the enlarged Nursery unit.</li> <li><input type="checkbox"/> Continue to look for opportunities to expand the opportunities for pupils and staff through the development of international links and experiences</li> <li><input type="checkbox"/> Review sign new procedures for all staff in line with fire risk and safety protocols</li> <li><input type="checkbox"/> Continue to explore funding opportunities for Parent Liaison at CIPS</li> <li><input type="checkbox"/> Ensure that procedures for Behaviour Letter System are effective and working</li> <li><input type="checkbox"/> Build upon ethos, mission, vision and values and ensure embedded across school</li> <li><input type="checkbox"/> Continue to develop and integrate 2<sup>nd</sup> Nursery Unit at CIPS</li> <li><input type="checkbox"/> Ensure that the SEND Implementation continues to be facilitated through time and training opportunities for staff with full implementation of PLPs</li> <li><input type="checkbox"/> In conjunction with SENCo, to provide training/guidance to staff in areas appropriate to SEN Code of Practice delivery</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the welfare structure and ensure that they are fit for purpose</li> <li><input type="checkbox"/> In conjunction with HSW Coordinator and Building Supervisor, maintain and build upon health and safety procedures and manage risk</li> <li><input type="checkbox"/> Review all aspects of Health, Safety and Wellbeing to ensure that current structures and procedures offer optimal impact to protect all at CIPS</li> <li><input type="checkbox"/> Embedding of wellbeing strategies for both staff and pupils</li> <li><input type="checkbox"/> Further develop teambuilding for the entire school.</li> <li><input type="checkbox"/> Review British Council International Award Status as well as look at other strategic links with an international dimension</li> <li><input type="checkbox"/> In conjunction with HSW Coordinator, review sign in procedures and ensure that they are effective</li> <li><input type="checkbox"/> Continue to explore funding opportunities for Parent Liaison at CIPS</li> <li><input type="checkbox"/> Continue to develop a direct form of communication through a letter system to encourage positive behaviour</li> <li><input type="checkbox"/> Continue with work on ethos, mission, vision and values, if required</li> <li><input type="checkbox"/> Review Nursery provision across both classes and ensure that it continues to grow and develop</li> <li><input type="checkbox"/> Review current procedures for SEN in line with guidance</li> <li><input type="checkbox"/> In conjunction with SENCo, to provide training/guidance to staff in areas appropriate to SEN Code of Practice delivery</li> <li><input type="checkbox"/> In liaison with SENCo, to explore opportunities to timetable classroom assistants for PLP support</li> </ul>
--	---	---	---

	<ul style="list-style-type: none"> <li><input type="checkbox"/> In liaison with SENCo, to explore opportunities to timetable classroom assistants for PLP support</li> <li><input type="checkbox"/> Identify the training needs that are to the benefit of all children with a particular emphasis on those with additional needs</li> <li><input type="checkbox"/> In conjunction with Business in the Community, continue with Time to Read and Time to Count</li> <li><input type="checkbox"/> Continue to build strategic partnerships with local businesses</li> <li><input type="checkbox"/> Ensure volunteers and staff using lending library can use the new library software, Junior Librarian as it is being rolled out across the school</li> <li><input type="checkbox"/> Create a timetable for SMT</li> <li><input type="checkbox"/> In conjunction with Front Office, modify Info booklet for substitute teachers, to include fire evacuation procedures</li> <li><input type="checkbox"/> Explore ways to complete observations for Foundation &amp; KS1 teachers</li> <li><input type="checkbox"/> Review Half Termly Planners format</li> <li><input type="checkbox"/> In Liaison with the Nurture Coordinator, continue to develop Nurturing Principles across the school</li> <li><input type="checkbox"/> In conjunction with EA Grounds Maintenance, resubmit planning permission for the re-establishing of gate at BV</li> <li><input type="checkbox"/> In collaboration with EA, develop an effective health and wellbeing strategy for staff and pupils</li> <li><input type="checkbox"/> Complete staff handbook</li> <li><input type="checkbox"/> Advertise and appoint a Health, Safety and Wellbeing (HSW) Coordinator</li> <li><input type="checkbox"/> Create additional Teaching Allowances, in line with management structure</li> <li><input type="checkbox"/> Participate in a staff attendance pilot in conjunction with EA</li> <li><input type="checkbox"/> In conjunction with key staff, SMT and teachers, continue with 'flexible setting' to help reduce underachievement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In liaison with SENCo, to explore opportunities to timetable classroom assistants for PLP support</li> <li><input type="checkbox"/> Identify the training needs that are to the benefit of all children with a particular emphasis on those with additional needs</li> <li><input type="checkbox"/> Continue to develop further links with Business in the Community and explore options to introduce Time to Code</li> <li><input type="checkbox"/> Continue to build strategic partnerships with local businesses</li> <li><input type="checkbox"/> Ensure that all staff can use Junior Librarian</li> <li><input type="checkbox"/> Create a timetable for SMT</li> <li><input type="checkbox"/> Explore the Excellence in Education Award indicators and gather evidence for this</li> <li><input type="checkbox"/> Review Inspection Self Evaluation Framework (ISEF) indicators with parents and evaluation of all areas of the school</li> <li><input type="checkbox"/> Review Service Level Agreement with EA Clean</li> <li><input type="checkbox"/> Review Service Level Agreement with EA Grounds</li> <li><input type="checkbox"/> If additional funding for Nurture is made available by DE, consult EA on the appointment of staff and in what capacity</li> <li><input type="checkbox"/> If gate at BV approved, reassess entrance and exit points with the school</li> <li><input type="checkbox"/> Continue to develop a health and wellbeing strategy for staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the training needs that are to the benefit of all children with a particular emphasis on those with additional needs</li> <li><input type="checkbox"/> Continue to explore opportunities with Business in the Community</li> <li><input type="checkbox"/> Continue to build strategic partnerships with local businesses</li> <li><input type="checkbox"/> Assess and appraise the cost of relocating the school library</li> <li><input type="checkbox"/> Create a timetable for SMT</li> <li><input type="checkbox"/> Continue work on Excellence in Integration Award and submit to NICIE</li> <li><input type="checkbox"/> Review Eco Schools status</li> <li><input type="checkbox"/> Review of ISEF indicators in preparation for a new School Development Plan</li> <li><input type="checkbox"/> Review and resubmit British Council International Award</li> <li><input type="checkbox"/> In Conjunction with Nurture Coordinator, continue to build upon the resourcing, procedures and practices of throughout the school</li> <li><input type="checkbox"/> Reapply for PEACE PLUS funding, in available</li> </ul>
--	---	---	--

	<ul style="list-style-type: none"><li><input type="checkbox"/> Review and develop observations at Foundation Stage</li><li><input type="checkbox"/> Appoint staff for new Nursery classroom</li><li><input type="checkbox"/> Appoint additional SEN Assistants</li><li><input type="checkbox"/> Carry out self-evaluation with school community using ISEF and other tools</li><li><input type="checkbox"/> Procure Service Level Agreement with EA Clean</li><li><input type="checkbox"/> Procure Service Level Agreement with EA Grounds</li><li><input type="checkbox"/> Agree new contract with photocopier supplier</li><li><input type="checkbox"/> Revise and refresh school prospectus</li><li><input type="checkbox"/> Centralise pupil notes for reuse and editing</li></ul>		
--	--	--	--

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>F. School in the Community</b>	<p>Create or review and update the following community promoting policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Clubs Policy</li>   <li><input type="checkbox"/> Continue with PTFA and facilitate AGM (Term 2)</li> <li><input type="checkbox"/> PTFA to organise a range of events throughout the year</li> <li><input type="checkbox"/> Reintroduce Parent Forum (Term 3)</li>   <li><input type="checkbox"/> Parent Information Sessions (Sept)</li> <li><input type="checkbox"/> Parent Teacher Interview Oct &amp; Feb</li> <li><input type="checkbox"/> School Report (June)</li> <li><input type="checkbox"/> Prospective P1 &amp; Nursery Open Day (Nov) &amp; parent tours (Jan)</li> <li><input type="checkbox"/> Review current parent workshops with core coordinators and identify ways to implement throughout the school year</li> <li><input type="checkbox"/> Working Closely with statutory bodies</li> <li><input type="checkbox"/> Commemorate Armistice Day</li> <li><input type="checkbox"/> Harvest, Christmas &amp; Easter services to have guest speakers from community</li> <li><input type="checkbox"/> Continue to develop a variety of assembly speakers from different world faiths</li> <li><input type="checkbox"/> Parents to be invited to Christmas events and some assemblies</li> <li><input type="checkbox"/> Choir to sing at some events within the community</li> <li><input type="checkbox"/> Class Trips to local venues</li> <li><input type="checkbox"/> Sports Day at Cliftonville 3G pitch</li> <li><input type="checkbox"/> P7 Leavers Assembly &amp; school show Mr Hullabaloo (June)</li> <li><input type="checkbox"/> Whole school awards assembly (June)</li> <li><input type="checkbox"/> Nursery Graduation (June)</li> <li><input type="checkbox"/> Annual Charity event</li> <li><input type="checkbox"/> INTO film festival (Nov/Dec)</li> </ul>	<p>Create or review and update the following community promoting policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community Use Policy</li> <li><input type="checkbox"/> Library Policy</li> <li><input type="checkbox"/> Integration Policy</li>   <li><input type="checkbox"/> Continue with PTFA and facilitate AGM (Term 2)</li> <li><input type="checkbox"/> PTFA to organise a range of events throughout the year</li> <li><input type="checkbox"/> Continue to develop Parent Forum and select new members in Term 3</li> <li><input type="checkbox"/> Parent Information Sessions (Sept)</li> <li><input type="checkbox"/> Parent Teacher Interview Oct &amp; Feb</li> <li><input type="checkbox"/> School Report (June)</li> <li><input type="checkbox"/> Prospective P1 &amp; Nursery Open Day (Nov) &amp; parent tours (Jan)</li> <li><input type="checkbox"/> Review current parent workshops with core coordinators and identify ways to implement throughout the school year</li> <li><input type="checkbox"/> Working Closely with statutory bodies</li> <li><input type="checkbox"/> Commemorate Armistice Day</li> <li><input type="checkbox"/> Harvest, Christmas &amp; Easter services to have guest speakers from community</li> <li><input type="checkbox"/> Continue to develop a variety of assembly speakers from different world faiths</li> <li><input type="checkbox"/> Parents to be invited to Christmas events and some assemblies</li> <li><input type="checkbox"/> Choir to sing at some events within the community</li> <li><input type="checkbox"/> Class Trips to local venues</li> <li><input type="checkbox"/> Sports Day at Cliftonville 3G pitch</li> <li><input type="checkbox"/> P7 Leavers Assembly &amp; school show Mr Hullabaloo (June)</li> <li><input type="checkbox"/> Whole school awards assembly (June)</li> <li><input type="checkbox"/> Nursery Graduation (June)</li> <li><input type="checkbox"/> Annual Charity event</li> </ul>	<p>Create or review and update the following community promoting policies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PTFA Policy</li> <li><input type="checkbox"/> International Policy</li>   <li><input type="checkbox"/> Continue with PTFA and facilitate AGM (Term 2)</li> <li><input type="checkbox"/> PTFA to organise a range of events throughout the year</li> <li><input type="checkbox"/> Continue to develop Parent Forum and select new members in Term 3</li> <li><input type="checkbox"/> Parent Information Sessions (Sept)</li> <li><input type="checkbox"/> Parent Teacher Interview Oct &amp; Feb</li> <li><input type="checkbox"/> School Report (June)</li> <li><input type="checkbox"/> Prospective P1 &amp; Nursery Open Day (Nov) &amp; parent tours (Jan)</li> <li><input type="checkbox"/> Review current parent workshops with core coordinators and identify ways to implement throughout the school year</li> <li><input type="checkbox"/> Working Closely with statutory bodies</li> <li><input type="checkbox"/> Commemorate Armistice Day</li> <li><input type="checkbox"/> Harvest, Christmas &amp; Easter services to have guest speakers from community</li> <li><input type="checkbox"/> Continue to develop a variety of assembly speakers from different world faiths</li> <li><input type="checkbox"/> Parents to be invited to Christmas events and some assemblies</li> <li><input type="checkbox"/> Choir to sing at some events within the community</li> <li><input type="checkbox"/> Class Trips to local venues</li> <li><input type="checkbox"/> Sports Day at Cliftonville 3G pitch</li> <li><input type="checkbox"/> P7 Leavers Assembly &amp; school show Mr Hullabaloo (June)</li> <li><input type="checkbox"/> Whole school awards assembly (June)</li> <li><input type="checkbox"/> Nursery Graduation (June)</li> <li><input type="checkbox"/> Annual Charity event</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Saturday Morning Gardening Club to continue and develop</li> <li><input type="checkbox"/> Work with NICE, EA, DE, CSSC and other organisation in the delivery of our strategic intents</li> <li><input type="checkbox"/> Continue the use of community-based coaches to enhance skills of children within P.E.</li> <li><input type="checkbox"/> Use of Extended Schools funding for capacity building and parental engagement programmes</li> <li><input type="checkbox"/> Develop links with Bunscoil Bheann Mhadagain PS and Stanhope Nursery through PEACE PLUS and other local primary schools through NBPPA and clusters</li> <li><input type="checkbox"/> Use PEACE PLUS programme, working closely with Bunscoil Bheann Mhadagain PS and Stanhope Nursery, to help develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Governors' Morning during Integration Month</li> <li><input type="checkbox"/> Establish a Community Day to celebrate services available to families</li> <li><input type="checkbox"/> Continue greater links with local religious establishments – Sacred Heart, Joanmount etc.</li> <li><input type="checkbox"/> Continue to sit on North Belfast Principal Group</li> <li><input type="checkbox"/> Continue to work and link with all post primary schools to support children transitioning from primary phase</li> <li><input type="checkbox"/> More collaborations with other local integrated primary schools /secondary schools</li> <li><input type="checkbox"/> P7 teachers to visit post primary schools of transitioned pupils in October</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> CIPS to work with the Community Health Partnership on a number of programmes</li> <li><input type="checkbox"/> School to work closely with the PTFA to build and strengthen links with the community</li> <li><input type="checkbox"/> Integration Coordinator to help promote Cliftonville Integrated Primary and Nursery within the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> INTO film festival (Nov/Dec)</li> <li><input type="checkbox"/> Seek funding for Saturday Morning Gardening Club</li> <li><input type="checkbox"/> Work with NICE, EA, DE, CSSC and other organisation in the delivery of our strategic intents</li> <li><input type="checkbox"/> Continue the use of community-based coaches to enhance skills of children within P.E.</li> <li><input type="checkbox"/> Use of Extended Schools funding for capacity building and parental engagement programmes</li> <li><input type="checkbox"/> Develop links with Bunscoil Bheann Mhadagain PS and Stanhope Nursery through PEACE PLUS and other local primary schools through NBPPA and clusters</li> <li><input type="checkbox"/> Use PEACE PLUS programme, working closely with Bunscoil Bheann Mhadagain PS and Stanhope Nursery, to help develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Governors' Morning during Integration Month</li> <li><input type="checkbox"/> Community Day to celebrate services available to families</li> <li><input type="checkbox"/> Continue greater links with local religious establishments – Sacred Heart, Joanmount etc.</li> <li><input type="checkbox"/> Continue to sit on North Belfast Principal Group</li> <li><input type="checkbox"/> Continue to work and link with all post primary schools to support children transitioning from primary phase</li> <li><input type="checkbox"/> More collaborations with other local integrated primary schools /secondary schools</li> <li><input type="checkbox"/> P7 teachers to visit post primary schools of transitioned pupils in October</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> CIPS to work with the Community Health Partnership on a number of programmes</li> <li><input type="checkbox"/> School to work closely with the PTFA to build and strengthen links with the community</li> <li><input type="checkbox"/> Integration Coordinator to help promote Cliftonville Integrated Primary and Nursery within the community</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> INTO film festival (Nov/Dec)</li> <li><input type="checkbox"/> Saturday Morning Gardening Club to continue and develop</li> <li><input type="checkbox"/> Work with NICE, EA, DE, CSSC and other organisation in the delivery of our strategic intents</li> <li><input type="checkbox"/> Continue the use of community-based coaches to enhance skills of children within P.E.</li> <li><input type="checkbox"/> Use of Extended Schools funding for capacity building and parental engagement programmes</li> <li><input type="checkbox"/> Develop links with Bunscoil Bheann Mhadagain PS and Stanhope Nursery through PEACE PLUS and other local primary schools through NBPPA and clusters</li> <li><input type="checkbox"/> Use PEACE PLUS programme, working closely with Bunscoil Bheann Mhadagain PS and Stanhope Nursery, to help develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Governors' Morning during Integration Month</li> <li><input type="checkbox"/> Review Community Day</li> <li><input type="checkbox"/> Continue greater links with local religious establishments – Sacred Heart, Joanmount etc.</li> <li><input type="checkbox"/> Continue to sit on North Belfast Principal Group</li> <li><input type="checkbox"/> Continue to work and link with all post primary schools to support children transitioning from primary phase</li> <li><input type="checkbox"/> More collaborations with other local integrated primary schools /secondary schools</li> <li><input type="checkbox"/> P7 teachers to visit post primary schools of transitioned pupils in October</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> CIPS to work with the Community Health Partnership on a number of programmes</li> <li><input type="checkbox"/> School to work closely with the PTFA to build and strengthen links with the community</li> <li><input type="checkbox"/> Integration Coordinator to help promote Cliftonville Integrated Primary and Nursery within the community</li> </ul>
--	---	---	---

<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create other strategic links within the community, including Business within the Community partners</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> Explore opportunities for the school to be used by the community in line with Community Use Policy</li> <li><input type="checkbox"/> Maintain school website and social media to include up to date information</li> <li><input type="checkbox"/> Explore opportunities to invite parents to assemblies on a periodic basis</li> <li><input type="checkbox"/> School to participate in World Book Day, World Maths Day, World Science Day &amp; Internet Safety Day</li> <li><input type="checkbox"/> Continue to work closely with IEF and NICIE on policy and the promotion of integration e.g. Admissions</li> <li><input type="checkbox"/> Develop a robust parental engagement programme to develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Continue to work with The Irish American Fund and other strategic partners</li> <li><input type="checkbox"/> Continue to build international links and maintain British Council International Award status</li> <li><input type="checkbox"/> Continue to work with local arts community groups</li> <li><input type="checkbox"/> Continue North Belfast Hub</li> <li><input type="checkbox"/> Continue to work with Storehouse – Harvest collection</li> <li><input type="checkbox"/> Continue to work with CEF – JF</li> <li><input type="checkbox"/> Continue to work with and participate in Dolly Parton Imagination Library</li> <li><input type="checkbox"/> BRA students to return for weekly work experience</li> <li><input type="checkbox"/> Students from other local post primary schools to return for work placement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create other strategic links within the community, including Business within the Community partners</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> Explore opportunities for the school to be used by the community in line with Community Use Policy</li> <li><input type="checkbox"/> Maintain school website and social media to include up to date information</li> <li><input type="checkbox"/> Explore opportunities to invite parents to assemblies on a periodic basis</li> <li><input type="checkbox"/> School to participate in World Book Day, World Maths, World Science Day &amp; Internet Safety Day</li> <li><input type="checkbox"/> Continue to work closely with IEF and NICIE on policy and the promotion of integration</li> <li><input type="checkbox"/> Continue to develop a robust parental engagement programme to develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Continue to work with The Irish American Fund and other strategic partners</li> <li><input type="checkbox"/> Continue to build international links and maintain British Council International Award status</li> <li><input type="checkbox"/> Continue to work with local arts community groups</li> <li><input type="checkbox"/> Continue North Belfast Hub</li> <li><input type="checkbox"/> Continue to work with Storehouse – Harvest collection</li> <li><input type="checkbox"/> Continue to work with CEF – JF</li> <li><input type="checkbox"/> Continue to work with and participate in Dolly Parton Imagination Library</li> <li><input type="checkbox"/> BRA students to return for weekly work experience</li> <li><input type="checkbox"/> Students from other local post primary schools to return for work placement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create other strategic links within the community, including Business within the Community partners</li> <li><input type="checkbox"/> Surveys and questionnaires to parents on aspects of school development and life</li> <li><input type="checkbox"/> Explore opportunities for the school to be used by the community in line with Community Use Policy</li> <li><input type="checkbox"/> Maintain school website and social media to include up to date information</li> <li><input type="checkbox"/> Explore opportunities to invite parents to assemblies on a periodic basis</li> <li><input type="checkbox"/> School to participate in World Book Day, World Maths Day, World Science Day &amp; Internet Safety Day</li> <li><input type="checkbox"/> Continue to work closely with IEF and NICIE on policy and the promotion of integration</li> <li><input type="checkbox"/> Continue to develop a robust parental engagement programme to develop aspects of school's strategic intents and priorities</li> <li><input type="checkbox"/> Continue to work with The Irish American Fund and other strategic partners</li> <li><input type="checkbox"/> Reapply for British Council International Award status</li> <li><input type="checkbox"/> Continue to work with local arts community groups</li> <li><input type="checkbox"/> Continue North Belfast Hub</li> <li><input type="checkbox"/> Continue to work with Storehouse – Harvest collection</li> <li><input type="checkbox"/> Continue to work with CEF – JF</li> <li><input type="checkbox"/> Continue to work with and participate in Dolly Parton Imagination Library</li> <li><input type="checkbox"/> BRA students to return for weekly work experience</li> <li><input type="checkbox"/> Students from other local post primary schools to return for work placement</li> </ul>
---	---	--

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to liaise with Sacred Heart Church – sacraments</li> <li><input type="checkbox"/> Integration Breakfast (Term 2)</li> <li><input type="checkbox"/> Continue with language classes for Newcomer families, including parents</li> <li><input type="checkbox"/> Continue with language classes for other pupils</li> <li><input type="checkbox"/> Invite parents into school to educate children around their culture</li> <li><input type="checkbox"/> Review the principles of School of Sanctuary throughout the school</li> <li><input type="checkbox"/> Continue to seek volunteers to assist with other areas of school life i.e. reading, trip supervision etc</li>   <li><input type="checkbox"/> Continue to work with St. Anne's Trust re. singing</li> <li><input type="checkbox"/> Work with Save the Children, as part of NBPPA, to enhance outcomes for children</li> <li><input type="checkbox"/> Explore Anti-Bullying Awareness training for parents</li> <li><input type="checkbox"/> Explore viability of PTFA Summer Fair</li> <li><input type="checkbox"/> Collaborate with other schools and organisation to avail of cross-cutting initiatives through the RAISE Programme</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to liaise with Sacred Heart Church – sacraments</li> <li><input type="checkbox"/> Integration Breakfast (Term 2)</li> <li><input type="checkbox"/> Continue with language classes for Newcomer families, including parents</li> <li><input type="checkbox"/> Continue with language classes for other pupils</li> <li><input type="checkbox"/> Invite parents into school to educate children around their culture</li> <li><input type="checkbox"/> Evidence gathering for School of Sanctuary award renewal</li> <li><input type="checkbox"/> Continue to seek volunteers to assist with other areas of school life i.e. reading, trip supervision etc</li>   <li><input type="checkbox"/> Continue to work with St. Anne's Trust re. singing</li> <li><input type="checkbox"/> Explore links with Ulster University and their outreach programme Tutoring in Schools (pupils)</li> <li><input type="checkbox"/> PFTA led clubs that involve community</li> <li><input type="checkbox"/> Hold a whole school event in a Christian venue</li> <li><input type="checkbox"/> Explore Arc Recycling bus revisiting school- as part of Eco Schools</li> <li><input type="checkbox"/> Explore re-establishing IFA links for football coaching and establish links with GAA for Gaelic</li> <li><input type="checkbox"/> Explore the re-establishment of Barnardo's Ready to Learn programme at CIPS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to liaise with Sacred Heart Church – sacraments</li> <li><input type="checkbox"/> Integration Breakfast (Term 2)</li> <li><input type="checkbox"/> Continue with language classes for Newcomer families, including parents</li> <li><input type="checkbox"/> Continue with language classes for other pupils</li> <li><input type="checkbox"/> Invite parents into school to educate children around their culture</li> <li><input type="checkbox"/> School of Sanctuary throughout application submitted</li> <li><input type="checkbox"/> Continue to seek volunteers to assist with other areas of school life i.e. reading, trip supervision etc</li>   <li><input type="checkbox"/> Continue to work with St. Anne's Trust re. singing</li> <li><input type="checkbox"/> Explore links with Ulster University and their outreach programme Tutoring in Schools (parents)</li> <li><input type="checkbox"/> Explore resilience training opportunities for parents</li> <li><input type="checkbox"/> Identify a local business as a strategic partner through Business in the Community</li> <li><input type="checkbox"/> Explore University of Ulster's Tutoring in Schools Programme</li> <li><input type="checkbox"/> Assist PTFA with Awards for All funding applications</li> <li><input type="checkbox"/> Develop a Community in Dialogue event</li> </ul>
--	--	---	--

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>G. School Environment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to maintain, review and action Health &amp; Safety procedures</li>   <li><input type="checkbox"/> Continue to maintain and action Health &amp; Safety and Fire Safety policies</li> <li><input type="checkbox"/> Implement actions from EA Fire Safety audit</li> <li><input type="checkbox"/> Continue a Wellbeing Committee</li>   <li><input type="checkbox"/> Re-appoint a Designated Governor for Health, Safety &amp; Wellbeing</li> <li><input type="checkbox"/> Work with local council on Eco-Schools development</li> <li><input type="checkbox"/> BOG to establish an annual inspection of school premises and grounds</li> <li><input type="checkbox"/> Building Supervisor to continual monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to maintain records of checks on apparatus, fire equipment and monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to carry out a fire drill each term</li> <li><input type="checkbox"/> Building Supervisor undertake weekly fire alarm test and periodic tests of other fire safety equipment</li> <li><input type="checkbox"/> Building Supervisor to monitor work of EA Ground Maintenance and report to principal</li> <li><input type="checkbox"/> Building Supervisor to liaise with contractors and ensure that Asbestos' Register has been signed, where appropriate</li> <li><input type="checkbox"/> Building Supervisor to ensure rooms, corridors and toilets are cleaned on a regular basis</li> <li><input type="checkbox"/> Building Supervisor to ensure that external areas of the school are free from hazard and maintained to a high standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to maintain, review and action Health &amp; Safety policy procedures</li> <li><input type="checkbox"/> Review Health &amp; Safety Policy</li>   <li><input type="checkbox"/> Health, Safety and Wellbeing Coordinator to evaluate current practice</li>   <li><input type="checkbox"/> Health, Safety &amp; Wellbeing Committee to meet on a regular basis</li> <li><input type="checkbox"/> Designated Governor for Health, Safety &amp; Well Being to feedback to BOG</li> <li><input type="checkbox"/> Work with local council and other organisations to development Eco-Schools</li> <li><input type="checkbox"/> BOG to undertake an annual inspection of school premises and grounds</li> <li><input type="checkbox"/> Building Supervisor to continual monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to maintain records of checks on apparatus, fire equipment and monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to carry out a fire drill each term</li> <li><input type="checkbox"/> Building Supervisor undertake weekly fire alarm test and periodic tests of other fire safety equipment</li> <li><input type="checkbox"/> Building Supervisor to monitor work of EA Ground Maintenance and report to principal</li> <li><input type="checkbox"/> Building Supervisor to liaise with contractors and ensure that Asbestos' Register has been signed, where appropriate</li> <li><input type="checkbox"/> Building Supervisor to ensure rooms, corridors and toilets are cleaned on a regular basis</li> <li><input type="checkbox"/> Building Supervisor to ensure that external areas of the school are free from hazard and maintained to a high standard</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to maintain, review and action Health &amp; Safety policy procedures</li> <li><input type="checkbox"/> Review and action Fire Safety Policy</li>   <li><input type="checkbox"/> Health, Safety and Wellbeing Coordinator to review procedures and environment on regular basis</li>   <li><input type="checkbox"/> Health, Safety &amp; Wellbeing Committee to meet on a regular basis</li> <li><input type="checkbox"/> Designated Governor for Health, Safety &amp; Well Being to feedback to BOG</li> <li><input type="checkbox"/> Continue to work with local council and other organisations to development Eco-Schools</li> <li><input type="checkbox"/> BOG to undertake an annual inspection of school premises and grounds</li> <li><input type="checkbox"/> Building Supervisor to continual monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to maintain records of checks on apparatus, fire equipment and monitor health and safety risks internally &amp; externally – report to principal</li> <li><input type="checkbox"/> Building Supervisor to carry out a fire drill each term</li> <li><input type="checkbox"/> Building Supervisor undertake weekly fire alarm test and periodic tests of other fire safety equipment</li> <li><input type="checkbox"/> Building Supervisor to monitor work of EA Ground Maintenance and report to principal</li> <li><input type="checkbox"/> Building Supervisor to liaise with contractors and ensure that Asbestos' Register has been signed, where appropriate</li> <li><input type="checkbox"/> Building Supervisor to ensure rooms, corridors and toilets are cleaned on a regular basis</li> <li><input type="checkbox"/> Building Supervisor to ensure that external areas of the school are free from hazard and maintained to a high standard</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff to identify risks and make principal aware</li> <li><input type="checkbox"/> Clear and dispose of all redundant, broken and worn equipment and resources</li> <li><input type="checkbox"/> World Faiths noticeboard to be updated by RE Coordinator</li> <li><input type="checkbox"/> Pastoral Boards to be updated by Pastoral Care Coordinator</li> <li><input type="checkbox"/> Safeguarding Team displays to be updated by Designated Teacher</li> <li><input type="checkbox"/> First Aider Team displays to be updated by Health Education Coordinator</li> <li><input type="checkbox"/> Nurture noticeboard to be updated by Nurture Coordinator</li> <li><input type="checkbox"/> School Council noticeboard to be updated by School Council Coordinator</li> <li><input type="checkbox"/> Regularly update Principal's Praise Board in office</li> <li><input type="checkbox"/> Classroom and other corridor noticeboards to be updated regularly by all staff</li> <li><input type="checkbox"/> Information for parents, in office foyer, to be updated by front office staff on a regular basis</li> <li><input type="checkbox"/> Maintain school polytunnel</li> <li><input type="checkbox"/> Maintain vegetable beds and develop the new ones in Nursery Playground</li> <li><input type="checkbox"/> Maintain Family Gardening Club to improve the school environment</li> <li><input type="checkbox"/> Continue to lobby various organisation to help improve the environment of the school</li> <li><input type="checkbox"/> Work with DE, EA and consultancy companies in relation to the School Enhancement Programme (SEP)</li> <li><input type="checkbox"/> Eco-Schools Committee to assist with the increasing of recycling across the school</li> <li><input type="checkbox"/> Continue to scope equipment, storage, cost and financing for the relocation of library</li> <li><input type="checkbox"/> Work with DE, EA and contractors for full delivery of Development Proposal 722 Nursery Expansion</li> <li><input type="checkbox"/> Work with EA, SMK and contractors in the refurbishment of the canteen</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff to identify risks and make principal aware</li> <li><input type="checkbox"/> Clear and dispose of all redundant, broken and worn equipment and resources</li> <li><input type="checkbox"/> World Faiths noticeboard to be updated by RE Coordinator</li> <li><input type="checkbox"/> Pastoral Boards to be updated by Pastoral Care Coordinator</li> <li><input type="checkbox"/> Safeguarding Team displays to be updated by Designated Teacher</li> <li><input type="checkbox"/> First Aider Team displays to be updated by Health Education Coordinator</li> <li><input type="checkbox"/> Nurture noticeboard to be updated by Nurture Coordinator</li> <li><input type="checkbox"/> School Council noticeboard to be updated by School Council Coordinator</li> <li><input type="checkbox"/> Regularly update Principal's Praise Board in office</li> <li><input type="checkbox"/> Classroom and other corridor noticeboards to be updated regularly by all staff</li> <li><input type="checkbox"/> Information for parents, in office foyer, to be updated by front office staff on a regular basis</li> <li><input type="checkbox"/> Maintain school polytunnel</li> <li><input type="checkbox"/> Maintain vegetable beds and develop the new ones in Nursery Playground</li> <li><input type="checkbox"/> Further develop the Parent Gardening Club to improve the school environment</li> <li><input type="checkbox"/> Continue to lobby various organisations to help improve the environment of the school</li> <li><input type="checkbox"/> Continue to work with DE, EA and consultancy companies in relation to the imminent delivery of School Enhancement Programme (SEP)</li> <li><input type="checkbox"/> Eco-Schools Committee to assist with the increasing of recycling across the school</li> <li><input type="checkbox"/> Begin the relocation of library to semi-circular room</li> <li><input type="checkbox"/> Paint top corridor and back stairwell</li> <li><input type="checkbox"/> Review use of Prayer Room for spiritual reflection for all faiths</li> <li><input type="checkbox"/> Development of Multi-Sensory Trail around the school including outdoors</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff to identify risks and make principal aware</li> <li><input type="checkbox"/> Clear and dispose of all redundant, broken and worn equipment and resources</li> <li><input type="checkbox"/> World Faiths noticeboard to be updated by RE Coordinator</li> <li><input type="checkbox"/> Pastoral Boards to be updated by Pastoral Care Coordinator</li> <li><input type="checkbox"/> Safeguarding Team displays to be updated by Designated Teacher</li> <li><input type="checkbox"/> First Aider Team displays to be updated by Health Education Coordinator</li> <li><input type="checkbox"/> Nurture noticeboard to be updated by Nurture Coordinator</li> <li><input type="checkbox"/> School Council noticeboard to be updated by School Council Coordinator</li> <li><input type="checkbox"/> Continue Principal's Praise Board in office</li> <li><input type="checkbox"/> Classroom and other corridor noticeboards to be updated regularly by all staff</li> <li><input type="checkbox"/> Information for parents, in office foyer, to be updated by front office staff on a regular basis</li> <li><input type="checkbox"/> Maintain school polytunnel</li> <li><input type="checkbox"/> Maintain vegetable beds and develop the new ones in Nursery Playground</li> <li><input type="checkbox"/> Review the impact that Parent Gardening Club has had on school environment and integration of parents</li> <li><input type="checkbox"/> Continue to lobby various organisation to help improve the environment of the school</li> <li><input type="checkbox"/> Continue to work with DE, EA and consultancy companies in relation to phased completion of School Enhancement Programme (SEP)</li> <li><input type="checkbox"/> Eco-Schools Committee to assist with the increasing of recycling across the school</li> <li><input type="checkbox"/> Complete the relocation of library to semi-circular room</li> <li><input type="checkbox"/> Continue to work with EA to delivery window scheme by phased replacement of existing hardwood windows that are rotten or beyond repair</li> </ul>
--	--	---	--

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work with EA to complete redevelopment of Chestnut Gardens entrance and Cliftonville Road Entrance through Minor Works</li> <li><input type="checkbox"/> Work with EA in the resubmission of plans for Brookvale entrance</li> <li><input type="checkbox"/> Monitor EA in relation to their commitment to the replacement of windows and internal courtyard doors</li> <li><input type="checkbox"/> New School sign to be purchased and installed at Cliftonville Road entrance</li> <li><input type="checkbox"/> Maintain outdoor classroom area – explore costing of windows in outdoor classroom through donor funding</li> <li><input type="checkbox"/> Identify resources to further enhance Multi-Sensory Room</li> <li><input type="checkbox"/> Complete the Pray/Reflection Room i.e. carpet and blinds</li> <li><input type="checkbox"/> Install new electronic sign in with multiple entry/exit for staff</li> <li><input type="checkbox"/> Continue to liaise with DE and EA as well as contractors to ensure that additional Nursery unit is delivered on time and fit for purpose</li> <li><input type="checkbox"/> Creation of a Nursery store to accommodate the additional equipment</li> <li><input type="checkbox"/> Creation of a multi-sensory room for Nursery</li> <li><input type="checkbox"/> Continue to work with EA to delivery window scheme by phased replacement of existing hardwood windows that are rotten or beyond repair</li> <li><input type="checkbox"/> Development of Multi-Sensory Trail around the school including outdoors</li> <li><input type="checkbox"/> Purchase new IW panels for rooms in new corridor for KS1</li> <li><input type="checkbox"/> Begin replacement phasing of outdated IW boards with panels across the school</li> <li><input type="checkbox"/> Move accident report laptop and printer to cloakroom</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New School sign to be purchased and installed at Chestnut Gardens entrance</li> <li><input type="checkbox"/> Maintain outdoor classroom area – scope reskinning of polytunnel</li> <li><input type="checkbox"/> Develop a space for parent classes</li> <li><input type="checkbox"/> New applications for Minor Works to be submitted to EA based on needs at the time</li> <li><input type="checkbox"/> Continue of replacement phasing of outdated IW boards with panels across the school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> New School sign to be purchased and installed at Brookvale entrance, subject to planning approval</li> <li><input type="checkbox"/> Replace and add to agility trail in senior playground and explore resurfacing below trail through PTFA grant Awards for All</li> <li><input type="checkbox"/> Grass at back of school to be levelled, hollow tined, over seeded and top dressed.</li> <li><input type="checkbox"/> Continue of replacement phasing of outdated IW boards with panels across the school</li> </ul>
--	---	---	---

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>H. Resources and Equipment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consumables for the day-to-day teaching in each classroom</li> <li><input type="checkbox"/> Renew licenses for performances</li> <li><input type="checkbox"/> Subscriptions to in school support apps</li> <li><input type="checkbox"/> Complete Digital Suite and associated tests</li> <li><input type="checkbox"/> Update login details for staff, pupils and guests</li> <li><input type="checkbox"/> Continue to build SEN resources</li> <li><input type="checkbox"/> iPads for year groups</li> <li><input type="checkbox"/> iPad charging station</li> <li><input type="checkbox"/> School sign for Cliftonville Road/ School sign for Chestnut Gardens/ School sign for Brookvale</li> <li><input type="checkbox"/> Radio mikes to integrate with existing sound board</li> <li><input type="checkbox"/> Play/Activity-Based Learning resources, including storage</li> <li><input type="checkbox"/> Numeracy resources for Foundation Stage</li> <li><input type="checkbox"/> Resources for Prayer Room</li> <li><input type="checkbox"/> Storage for Cloakroom</li> <li><input type="checkbox"/> Relocation and decorating of Meeting Room</li> <li><input type="checkbox"/> Display boards for new Meeting Room</li> <li><input type="checkbox"/> Additional commercial recycling bin</li> <li><input type="checkbox"/> Purchase of keyboards to for FS/KS1 children</li> <li><input type="checkbox"/> Create New prospectus – both digital and hard copy</li> <li><input type="checkbox"/> Additional container for storage</li> <li><input type="checkbox"/> Ethos related display materials and signage</li> <li><input type="checkbox"/> Purchase IW panels -KS1 and phased other key stages</li> <li><input type="checkbox"/> Install network points in old cloakroom</li> <li><input type="checkbox"/> Purchase additional furniture for move of KS1</li> <li><input type="checkbox"/> Reassign and resource additional Learning Support spaces</li> <li><input type="checkbox"/> Hire of advertising space to promote and market the school within the community</li> <li><input type="checkbox"/> Purchase of display materials for values and vision associated with ethos</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consumables for the day-to-day teaching in each classroom</li> <li><input type="checkbox"/> Renew licenses for performances</li> <li><input type="checkbox"/> Subscriptions to in school support apps</li> <li><input type="checkbox"/> Complete Digital Suite and associated tests</li> <li><input type="checkbox"/> Update login details for staff, pupils and guests</li> <li><input type="checkbox"/> Continue to build SEN resources</li> <li><input type="checkbox"/> iPads for year groups</li> <li><input type="checkbox"/> iPad charging station</li> <li><input type="checkbox"/> Rolling programme of blinds replacement</li> <li><input type="checkbox"/> School sign for Chestnut Gardens</li> <li><input type="checkbox"/> Library storage units for semi-circular room</li> <li><input type="checkbox"/> Purchase of new encrypted pen drives</li> <li><input type="checkbox"/> Purchase of additional STEAM equipment – stored area TBC</li> <li><input type="checkbox"/> Replacement games for Breakfast Club and 2-3 Club</li> <li><input type="checkbox"/> Purchase of curricular resources, as required</li> <li><input type="checkbox"/> Storage and outdoor games</li> <li><input type="checkbox"/> Replace, renew and add to agility trail items in senior playground</li> <li><input type="checkbox"/> Purchase additional IW panels as per phasing</li> <li><input type="checkbox"/> Hire of advertising space to promote and market the school within the community</li> <li><input type="checkbox"/> Hire of professional services including sports coaching, counselling, music tuition and EAL support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consumables for the day-to-day teaching in each classroom</li> <li><input type="checkbox"/> Renew licenses for performances</li> <li><input type="checkbox"/> Subscriptions to in school support apps</li> <li><input type="checkbox"/> Complete Digital Suite and associated tests</li> <li><input type="checkbox"/> Update login details for staff, pupils and guests</li> <li><input type="checkbox"/> Continue to build SEN resources</li> <li><input type="checkbox"/> Rolling programme of blinds replacement</li> <li><input type="checkbox"/> School sign for Brookvale</li> <li><input type="checkbox"/> PE fixed apparatus for assembly hall</li> <li><input type="checkbox"/> Electronic sign in for staff</li> <li><input type="checkbox"/> Scope cost of Log Cabin</li> <li><input type="checkbox"/> Interactive panel for library – semi-circular room</li> <li><input type="checkbox"/> Agreed space for STEAM Room</li> <li><input type="checkbox"/> Additional tables and seating for library – semi-circular room</li> <li><input type="checkbox"/> Replacement board games for all classes</li> <li><input type="checkbox"/> Purchase of curricular resources, as required</li> <li><input type="checkbox"/> Purchase additional IW panels as per phasing</li> <li><input type="checkbox"/> Hire of advertising space to promote and market the school within the community</li> <li><input type="checkbox"/> Hire of professional services including sports coaching, counselling, music tuition and EAL support</li> </ul>

	<ul style="list-style-type: none"><li><input type="checkbox"/> Hire of professional services including sports coaching, counselling, music tuition and EAL support</li></ul>		
--	--	--	--

Area	Year 1 2025/2026	Year 2 2026/2027	Year 3 2027/2028
<b>I. Monitoring and Evaluation Mechanisms</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creation of a Monitoring &amp; Evaluation Policy</li> <li><input type="checkbox"/> M&amp;E cycle for 2025/26 created</li> <li><input type="checkbox"/> Principal, SMT and Literacy, Numeracy &amp; ICT Coordinators to review half termly planners</li> <li><input type="checkbox"/> Literacy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Numeracy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Whole school review of areas of the curriculum</li> <li><input type="checkbox"/> Strategic Intentions reviewed regularly by staff and SMT</li> <li><input type="checkbox"/> SMT to review Pupil Voice</li>   <li><input type="checkbox"/> SMT carry out book scrutiny at intervals to review a focus area</li> <li><input type="checkbox"/> Key stages have opportunities to share good practice including looking through books/ other work</li> <li><input type="checkbox"/> Levelling tasks and discussion in relation to areas from Numeracy, Literacy and ICT as per DENI guidance</li> <li><input type="checkbox"/> Staff to meet and discuss priorities and strategic intents and review associated action plans</li> <li><input type="checkbox"/> Governors to monitor the work of the principal</li> <li><input type="checkbox"/> Principal to monitor the work of teachers</li> <li><input type="checkbox"/> Teachers to monitor the work of Classroom Assistants within their room</li> <li><input type="checkbox"/> Principal to monitor work of secretary &amp; caretaker</li> <li><input type="checkbox"/> Caretaker to monitor work of cleaners (EA Clean)</li> <li><input type="checkbox"/> Secretary to monitor the work of clerical officer(s)</li> <li><input type="checkbox"/> Data Analysis of Literacy and Numeracy results</li> <li><input type="checkbox"/> Pupil tracking to be carried out by Principal, SMT, Literacy, Numeracy, SEN &amp; Assessment Coordinators</li> <li><input type="checkbox"/> Literacy &amp; Numeracy Coordinators to look at opportunities to explore pupil voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> M&amp;E cycle for 2025/26 created</li> <li><input type="checkbox"/> Principal, SMT and Literacy, Numeracy &amp; ICT Coordinators to review half termly planners</li> <li><input type="checkbox"/> Literacy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Numeracy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Whole school review of areas of the curriculum</li> <li><input type="checkbox"/> Strategic Intentions reviewed regularly by staff and SMT</li> <li><input type="checkbox"/> SMT to review Pastoral Care</li>   <li><input type="checkbox"/> SMT carry out book scrutiny at intervals to review a focus area</li> <li><input type="checkbox"/> Key stages have opportunities to share good practice including looking through books/ other work</li> <li><input type="checkbox"/> Levelling tasks and discussion in relation to two areas from Numeracy, Literacy and ICT as per DENI guidance</li> <li><input type="checkbox"/> Staff to meet and discuss action plans</li> <li><input type="checkbox"/> Governors to monitor the work of the principal</li> <li><input type="checkbox"/> Principal to monitor the work of teachers</li> <li><input type="checkbox"/> Teachers to monitor the work of Classroom Assistants within their room</li> <li><input type="checkbox"/> Principal to monitor work of secretary &amp; caretaker</li> <li><input type="checkbox"/> Caretaker to monitor work of cleaners (EA Clean)</li> <li><input type="checkbox"/> Secretary to monitor the work of clerical officer(s)</li> <li><input type="checkbox"/> Data Analysis of Literacy and Numeracy results</li> <li><input type="checkbox"/> Pupil tracking to be carried out by Principal, SMT, Literacy, Numeracy, SEN &amp; Assessment Coordinators</li>   <li><input type="checkbox"/> Teachers take part in team teaching and relevant PRSD activities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> M&amp;E cycle for 2025/26 created</li> <li><input type="checkbox"/> Principal, SMT and Literacy, Numeracy &amp; ICT Coordinators to review half termly planners</li> <li><input type="checkbox"/> Literacy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Numeracy Coordinator to monitor &amp; evaluate</li> <li><input type="checkbox"/> Whole school review of areas of the curriculum</li> <li><input type="checkbox"/> Strategic Intentions reviewed regularly by staff and SMT</li> <li><input type="checkbox"/> SMT to review SEN/LST</li>   <li><input type="checkbox"/> SMT carry out book scrutiny at intervals to review a focus area</li> <li><input type="checkbox"/> Key stages have opportunities to share good practice including looking through books/ other work</li> <li><input type="checkbox"/> Levelling tasks and discussion in relation to two areas from Numeracy, Literacy and ICT, including CCEA portfolio area</li> <li><input type="checkbox"/> Staff to meet and discuss action plans</li> <li><input type="checkbox"/> Governors to monitor the work of the principal</li> <li><input type="checkbox"/> Principal to monitor the work of teachers</li> <li><input type="checkbox"/> Teachers to monitor the work of Classroom Assistants within their room</li> <li><input type="checkbox"/> Principal to monitor work of secretary &amp; caretaker</li> <li><input type="checkbox"/> Caretaker to monitor work of cleaners</li> <li><input type="checkbox"/> Secretary to monitor the work of clerical officer(s)</li> <li><input type="checkbox"/> Data Analysis of Literacy and Numeracy results</li>   <li><input type="checkbox"/> Pupil tracking to be carried out by Principal, SMT, Literacy, Numeracy, SEN &amp; Assessment Coordinators</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of PRSD targets of teachers by Principal &amp; SMT</li> <li><input type="checkbox"/> Review of PRSD targets of Principal and Vice-Principal by BOG</li> <li><input type="checkbox"/> Staff to have opportunity to look at the work of other year groups</li> <li><input type="checkbox"/> School to continue to create and use existing survey questionnaires and/or other methods of analysis to be used with staff, pupils and parents across a range of areas</li> <li><input type="checkbox"/> Use Microsoft Forms and other self-evaluation tools to identify areas for improvement, linked to School Development i.e. Kirkland Rowell, ISEF etc.</li> <li><input type="checkbox"/> Review Maths Milestones and ensure fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of PRSD targets of teachers by Principal &amp; SMT</li> <li><input type="checkbox"/> Review of PRSD targets of Principal and Vice-Principal by BOG</li> <li><input type="checkbox"/> Staff to have opportunity to look at the work of other year groups</li> <li><input type="checkbox"/> School to continue to create and use existing survey questionnaires and/or other methods of analysis to be used with staff, pupils and parents across a range of areas</li> <li><input type="checkbox"/> Use Microsoft Forms and other self-evaluation tools to identify areas for improvement, linked to School Development i.e. Kirkland Rowell, ISEF etc.</li> <li><input type="checkbox"/> Create a PRSD type CPD for non-teaching staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers take part in team teaching and relevant PRSD activities</li> <li><input type="checkbox"/> Review of PRSD targets of teachers by Principal &amp; SMT</li> <li><input type="checkbox"/> Review of PRSD targets of Principal and Vice-Principal by BOG</li> <li><input type="checkbox"/> Staff to have opportunity to look at the work of other year groups</li> <li><input type="checkbox"/> School to continue to create and use existing survey questionnaires and/or other methods of analysis to be used with staff, pupils and parents across a range of areas</li> <li><input type="checkbox"/> Use Microsoft Forms and other self-evaluation tools to identify areas for improvement i.e. Kirkland Rowell, ISEF to inform and support new Development Plan</li> </ul>
--	---	--	---

**Policy and Scheme Review Schedule (Appendix 3)**

Year 1 (2025/26)		Year 2 (2026/27)		Year 3 (2027/28)	
<b>August Baker Days Staff to Review</b>					
<ul style="list-style-type: none"> <li>▪ Child Protection &amp; Safeguarding</li> <li>▪ Positive Behaviour Management</li> <li>▪ Managing Teacher Attendance</li> <li>▪ Code of Conduct</li> </ul>		<ul style="list-style-type: none"> <li>▪ Managing a Critical Incident</li> <li>▪ Whistle Blowing</li> <li>▪ Anti-Bullying</li> <li>▪ Code of Conduct</li> </ul>		<ul style="list-style-type: none"> <li>▪ Pastoral Care</li> <li>▪ Fire Safety</li> <li>▪ Safe Handling</li> <li>▪ Code of Conduct</li> </ul>	
<b>Term One</b>					
<ul style="list-style-type: none"> <li>▪ Child Protection &amp; Safeguarding (C)</li> <li>▪ Admissions Criteria (E)</li> <li>▪ Outdoor Learning (A)</li> <li>▪ Religious Education (A)</li> <li>▪ Remote Learning (E)</li> <li>▪ Integration (F) *</li> <li>▪ Adverse Weather (E)</li> <li>▪ New &amp; Expectant Mothers (D)</li> <li>▪ Pastoral Care (C)</li> <li>▪ Differentiation (B)</li> <li>▪ Work/Life Balance (D)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Child Protection &amp; Safeguarding (C)</li> <li>▪ Admissions Criteria (E)</li> <li>▪ Gifted &amp; Talented (B)</li> <li>▪ Managing a Critical Incident (E)</li> <li>▪ Whistle Blowing (C)</li> <li>▪ Community Use (F)</li> <li>▪ Data Protection Service Level Agree (E)</li> <li>▪ Relationships &amp; Sexuality Education (C)</li> <li>▪ Administering Medication (C)</li> <li>▪ Pupil Voice – School Council etc. (C)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Child Protection &amp; Safeguarding (C)</li> <li>▪ Admissions Criteria (E)</li> <li>▪ First Aid (C)</li> <li>▪ Intimate Care (C)</li> <li>▪ Asthma (C)</li> <li>▪ Fire Safety (E)</li> <li>▪ Complaints (E)</li> <li>▪ Managing Attendance (E)</li> <li>▪ Disciplinary Procedure &amp; Policy (E)</li> <li>▪ Calculation Policy (B)</li> </ul>	
<b>Term Two</b>					
<ul style="list-style-type: none"> <li>▪ Attendance &amp; Punctuality (C)</li> <li>▪ Uniform (E)</li> <li>▪ Vision, Aims &amp; Core Values (E) *</li> <li>▪ ICT (A)</li> <li>▪ Acceptable Use of Internet (C)</li> <li>▪ Acceptable Use of Mobile Phones (C)</li> <li>▪ E-Safety (C)</li> <li>▪ Visitors &amp; Access (E)</li> <li>▪ Parent Code of Conduct (E)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Thinking Skills (A)</li> <li>▪ Assessment &amp; Record Keeping (B)</li> <li>▪ Health &amp; Safety (E)</li> <li>▪ CCTV (E)</li> <li>▪ Disposal of Records (E)</li> <li>▪ Data Protection (GDPR) (E)</li> <li>▪ Subject Access Requests Procedures (E)</li> <li>▪ Safe Handling (C)</li> <li>▪ Homework &amp; Home Learning (E)*</li> </ul>		<ul style="list-style-type: none"> <li>▪ Assessment &amp; Effective Use of Data (B)</li> <li>▪ Code of Conduct (D)</li> <li>▪ Healthy Eating &amp; Guidance (C) *</li> <li>▪ Pupil Readiness (E)</li> <li>▪ PTFA (F)</li> <li>▪ Physical Education (A)</li> <li>▪ Road Safety (C)</li> <li>▪ International (F)</li> <li>▪ Smoke Free (E)</li> </ul>	
<b>Term Three</b>					
<ul style="list-style-type: none"> <li>▪ Starting P1 Procedures (E)</li> <li>▪ Starting Nursery Procedures (E)</li> <li>▪ Marking &amp; Assessment for Learning (B)</li> <li>▪ School Clubs (F)</li> <li>▪ Staff Grievance (D)</li> <li>▪ Positive Behaviour Management (C) *</li> <li>▪ PDMU (A)</li> <li>▪ Accessibility (C)</li> <li>▪ Monitoring &amp; Evaluation (I)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Special Educational Needs (B)</li> <li>▪ The Arts (A)</li> <li>▪ Play &amp; Activity Based Learning (A)</li> <li>▪ Anti-Bullying (C) *</li> <li>▪ Library (F)</li> <li>▪ Menopause (D)</li> <li>▪ Salary (D)</li> <li>▪ Emotional Health &amp; Wellbeing (E)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Teaching &amp; Learning (B)</li> <li>▪ World Around Us (A)</li> <li>▪ Literacy &amp; Numeracy (A)</li> <li>▪ Educational School Trips (E)</li> <li>▪ Drop Off &amp; Pickup (E)</li> <li>▪ Financial Procedures (E)</li> <li>▪ Transitions (E)</li> <li>▪ Mental Health Policy (D)</li> <li>▪ Social Media (C)</li> </ul>	
▪	<b>Whole School Review</b>		<b>New Policy</b>		<b>Governor Policy Reviews</b>

## DE Notes 2<sup>nd</sup> May 2025 (Appendix 4)

The SDP is an **important vehicle for school improvement**, communicating a coherent, shared vision for the development work of a school with all members of its community.

**Effective self-evaluation should be an integral part of the school development planning process** with the resulting actions and targets that flow from it captured in the SDP.

It is expected that the Department will **shortly embark on updating the legislation** in line with the recommendations from the review and will establish a working group, which will include the employing authorities and practitioners, to develop more detailed guidance.

In the meantime, **for 2025/26**, the Department is moving forward to **simplify the school development planning process**.

Those schools who are due to embark on a new three cycle or those schools that wish to move to the new model immediately should **complete a short three-year, evidence-based, strategic overview alongside one year action plans**, which will be produced annually for the duration of the strategic overview. The one-year action plan will now act as the School Development Plan and is referred to as such in the remainder of this guidance

The short strategic overviews should be **no more than a few pages, summarising the high-level strategic objectives** to deliver the school's vision **over the three-year period**.

There is **no requirement for more than four key targets** to be included in the new one-year SDPs. Boards of Governors should review their targets annually to inform the development of the annual plans.

There is **no requirement to duplicate information** in the SDP which is available in school documentation elsewhere.

