

Belleek CPS School Development Plan 2025-2028



Context



The school is a small controlled Primary School situated in a rural area of County Fermanagh. It is located on the outskirts of the town of Belleek. It serves a close-knit local community and has strong links with parents, local organisations, and the wider community. The school has a low enrolment with mixed-age classes, allowing for a nurturing, inclusive learning environment where pupils are well known and supported as individuals. We have two classrooms, one for Reception-P3 and one for P4-P7. There is a good ratio of teacher: pupil which greatly benefits the amount of time each child receives from the class teacher. Many pupils travel from surrounding rural areas, and the school plays an important role as a social and educational hub within the community. The school is committed to providing high-quality learning experiences, promoting positive relationships, and supporting the holistic development of every child.

The building is quite old in places. The corridors were painted over the last Summer break however the classrooms also need to be painted. The standard of caretaking is very good, and the children take pride in helping the teachers and the support staff to maintain their school. The bright and inviting display boards are used throughout the school to display and celebrate the children's work.

The current school building consists of a single storey building and contains a hall, 2 classrooms, a multipurpose room and a school office/staff room. The school has one playground at the front of the school which also acts as a parking area. The school has lovely wooded grounds and the back of the school has a garden developed and is used for outdoor play sessions.

Further Development

To continue to develop the outdoor areas – especially the areas used for Outdoor Play by the Reception-P3 class. The Polytunnel and area surrounding it needs attention.

The Wooden storage shed at the back of the school is beginning to rot.

The classrooms need painted in the near future.

The Principal or Acting Principal currently have no office within the school, and this presents significant concerns around storing private information and conversing privately with parents, staff and the wider community.

Enrolment

Currently there are 37 pupils enrolled at the school. In 2025-2026 school year the school gained 2 Primary 1 pupils and 2 Reception Class pupils.

Further Development

To increase pupil enrolment by actively promoting the school within the local and wider community through effective marketing through our school website and by using social media platforms, ensuring the school's strengths, ethos, and high-quality learning environment are clearly communicated to prospective parents and carers. We aim to further develop opportunities for perspective parents and carers to visit the school.

Evidence Based Plan

This school development plan and its priorities, has been developed in relation to the following documents, consultations and data analysis:

- Past ETI visits and inspections
- Staff Consultation Spring 2025
- BOG Consultation Spring 2025
- Parental Consultation Spring 2025
- Internal Data and End of Key Stage Data Analysis with Staff
- SIMS data including FSM and Attendance
- Staff & Pupil Discussions 2025

This development plan clearly outlines the school's self-evaluation position in 2025 and identifies key priority areas for improvement in each area over the next 3 years, 2025–2028. This is a working document and will be reviewed regularly and amended where required.

Aim of the School Development Plan

The School Development Plan is the driver of our strategies to bring about self-improvement and to address barriers to learning, within our school context. The SDP provides details of our school's key priorities, the planned actions to be taken by our school to raise standards and the outcomes we aspire to achieve.

Ethos Statement

With support from Controlled Schools Support Council our school updated its ethos and mission statement in 2025. As a school community we explored our vision and values. The whole school community were involved in the process. Please see our Ethos Statement:

At Belleek Primary School we welcome every child and family from all backgrounds into our school community. We foster respectful relationships and encourage all pupils and staff to reach their full potential in a supportive environment.

We also ran a family competition to develop a school motto in Spring 2025. Our school motto is: “*Grow, Learn and Succeed Together.*”

Our Vision

In our happy, safe and stimulating environment, we seek to nurture lifelong learners and independent thinkers. Through rich opportunities both inside and outside the classroom we try new things and gain confidence. We aim to help each other grow, learn and succeed together, everyday.

Our School Mission Statement:

- To help every child feel confident.
- To help every child gain a positive self-image and a strong belief in their abilities.
- To encourage curious minds that ask questions, make choices and think carefully.
- To support and address the needs of each individual child.
- To foster a culture of continuous professional growth, where staff reflect on their practice, participate in high-quality training opportunities to enhance teaching and learning.
- To work in partnership with parents, governors, and other professionals to achieve the shared aims of the school.

Our School Aims

- Provide a relevant and balanced curriculum and develop life skills among pupils.
- Help each child develop an awareness of, and pride in, his or her own talents, skills and abilities. to nurture each child's potential, working to build their self-confidence and self esteem.
- Develop an interest in learning and the motivation to learn coupled with a lively and enquiring mind, the ability to question and to make informed decisions.
- Help children develop a respect for the environment and an attitude that leads to self discipline, independence, courtesy, good manners and a respect for themselves and others, so that they can become useful, contributing and responsible members of society.
- Encourage children to develop the ability to communicate clearly and confidently and perform to the best of their ability in the skills of reading, writing, listening, talking, numeracy and ICT.
- Create and secure educational partnerships between home, school, church and the wider community.
- Promote the development of a positive attitude towards a healthy lifestyle including healthy eating.
- Create an inclusive environment where diversity among individuals is celebrated, embraced and responded to and equal opportunities are available to all.
- Valuing and caring for each child, supported by our school's Pastoral Care and Safeguarding and Child Protection suite of policies.

In developing the above aims we hope to develop each child to his/ her full potential as an individual, a contributor to society and a future contributor to the economy and the environment. We are firmly committed to:

- The aims of the school
- Providing effective education for all our children
- Developing pastoral care in the school
- Establishing close links with the home, church and the wider community.

Our Values

Respect



Kindness



Responsibility



Perseverance



Safety



Equality



Community



Our Children

Our children are firmly at the heart of everything we do. We believe they should:

- Be happy and cheerful;
- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- Be expected to behave in a pleasant and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be developing tolerance, respect and appreciation of the feelings of others and how their actions impact others positively or negatively;
 - Make pleasing progress across the whole curriculum.

Teaching and Learning

At Belleek CPS, we are committed to building a caring and supportive community where every pupil, teacher, and member of staff feels a strong sense of belonging and purpose. We recognise the importance of working together to shape our school environment positively. We strive to create a calm, nurturing atmosphere where safeguarding is a priority, and where high-quality teaching empowers every child to thrive and reach their full potential.

Celebrate Achievements

Recognise and praise each other's efforts.

Listen and Encourage

Take time to listen to one another. Whether someone is facing a challenge or sharing an idea, showing empathy and encouragement helps build trust and confidence.

Look Out for One Another

Be aware of how others are feeling and foster a caring school environment.

Celebrate Diversity and Inclusion

Respect and value each person's background, strengths, and perspectives. Creating an inclusive atmosphere helps everyone feel safe and supported.

Monthly Achievement Assemblies

Hold monthly assemblies to highlight pupils' accomplishments—academic, sporting, creative, or personal—and celebrate them with the whole school community.

Pupil of the Week

Recognise pupils who have shown effort, kindness, improvement, or leadership with certificates or special mentions.

Classroom Displays

Showcase pupils' work and achievements on vibrant classroom and corridor displays to celebrate progress and creativity.

Positive Communication Home

Send notes or certificates home to share good news with families and celebrate pupils' efforts and milestones.

Celebration Events

Host special events throughout the school year to bring our whole school community together.

SEN

Belleek CPS makes every effort to identify pupils with special educational needs at the earliest possible stage, using a range of assessments, observations, and close collaboration with parents and external professionals. The class teacher with the support of the SENCO delivers specialist interventions to support children on the SEN Register. Belleek CPS is committed to making reasonable adjustments to support a child's individual need. We are flexible in our approach to teaching and learning.

Latest Internal Data

PTE Internal

	Below	On	Above
Everyone (28)	14.29%	67.86%	17.86%
Boys (14)	14.29%	71.43%	14.29%
Girls (14)	14.29%	64.29%	21.43%
FSM (2)	100%	0%	0%

Latest Internal Data

PTM Internal

	Below	On	Above
Everyone (28)	25%	64.29%	10.72%
Boys (14)	21.43%	57.14%	21.43%
Girls (14)	28.57%	71.43%	0%
FSM (2)	50%	50%	0%

End of Key Stage 1

Level 2	English	Maths
	100%	100%

End of Key Stage 2

	English	Maths
Level 3	25%	25%
Level 4	75%	75%

Belleek CPS

Opportunities facing our school	Challenges facing our school
<ul style="list-style-type: none">• 'Family Feel' and a wonderful sense of community• Good ratio of teacher: pupil encouraging more time with the teacher per child• Older pupils are role models to younger pupils in their classroom• Safe and nurturing environment• Strong Student Voice• Good Community Partnerships	<ul style="list-style-type: none">• Limited funding and resources• Staffing Challenges• Teaching complexity due to nature of composite classes• Older Building and modernisation of classrooms• Ability to offer a wide range of afterschool activities due to workload of teachers and small staff number



Key Strategic Priorities

	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
<ul style="list-style-type: none"> ✚ Action Plan 1 ✚ Health and Wellbeing 	<ul style="list-style-type: none"> ✚ Focus on Outdoor Play over this school year. ✚ Audit and begin to develop Outdoor learning especially in Reception-P3 Class. ✚ Take an area each month and with the support of parents and the wider community build up resources for each area of Outdoor Play learning. Zone and develop the back area of the school as our base for Outdoor Play. ✚ Prioritise staff professional development or learning in Outdoor Play and in 'Play based learning' such as running successful play experiences and making observations. Focus on how learning 	<ul style="list-style-type: none"> ✚ Embed outdoor play-based learning on a regular basis and embed effective planning. ✚ Audit indoor play-based learning. ✚ Embed use of 'Paths' in Reception-P3 classroom. ✚ Devise a policy based on 'Health and Wellbeing for pupils and staff' ✚ Audit PDM and PE Provision across the whole school. ✚ Begin to devise a whole school scheme of work for PDM and PE across the school. 	<ul style="list-style-type: none"> ✚ Purchase and introduce 'Paths Programme' into P4-P7 classroom. ✚ Begin to implement 'Paths' into P4-P7 classroom no less than 1 lesson per fortnight. ✚ Whole School scheme of Work for PDM and PE in place. ✚ Work with parents to promote a healthy lifestyle and healthy eating.

	<p>outside can benefit staff and pupil mental health.</p> <ul style="list-style-type: none"> ✚ Examine the planning currently used for outdoor play-based learning. Develop new planner template/s to reflect current practices and to better meet the needs of the school. ✚ Engage with parents around the benefits of 'Outdoor Learning' especially towards our mental health. ✚ For Key Stage 2 develop termly outdoor learning experiences. ✚ Devise a healthy eating policy and begin to promote healthy eating across the school. Including examining ways of making 'tuck shop' healthier. ✚ Audit how each classroom promotes 	<ul style="list-style-type: none"> ✚ Further promote healthy lifestyle and healthy eating through a whole school initiative. ✚ Begin to revise and update 'Positive Behaviour Policy' with stakeholders ✚ Staff Training around supporting wellbeing and positive behaviour in our school ✚ Specific focus and teaching around Cyber-bullying and keeping yourself safe online. 	
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	<p>good well-being such as movement breaks, sensory toys, ways of telling staff if they are worried, mindfulness etc</p> <ul style="list-style-type: none"> ✚ Purchase and begin to implement 'PATHS' programme in Reception-P3 classroom. 		
<p>✚ Action 2 Raise standards in all areas of Mathematics and Numeracy</p>	<ul style="list-style-type: none"> ✚ Audit the area of 'Mathematics and Numeracy' including current planning and resources in use. ✚ Update and improve current planning format deciding is fortnightly, monthly or 6 weekly planners most effective to delivery of high-quality teaching and learning. Create new or improved planner for all teachers. Begin to implement the new 	<ul style="list-style-type: none"> ✚ Embed new planning proforma for each Key Stage for Mathematics and Numeracy ✚ Embed the improved use of data to tackle underachievement in this area of learning. ✚ Monitor, evaluate and review that new planning proformas are supporting the raising of standards in this area. 	<ul style="list-style-type: none"> ✚ Begin to target more specific areas of Mathematics and Numeracy to bring about improvement. ✚ Engage with Parents around how they can support their child's development of maths skills at home.

	<p>planning format across the whole school. New planning proforma should meet the needs of each Key Stage and may not be the same across the school.</p> <ul style="list-style-type: none"> ✚ Focus on better use of data when seeking to bring about improvement in this area of learning. ✚ Develop a new Whole School Maths Policy ✚ Prioritise staff development in the Area of Mathematics and Numeracy. 		
<p>Action 3 SEND Transformation</p>	<ul style="list-style-type: none"> ✚ Update SEN Policy ✚ Update Provision Map and ensure access to all teachers ✚ Teachers to begin to use updated IEP template ✚ Disseminate EA training received by SENCO to staff 	<ul style="list-style-type: none"> ✚ Revise Provision Map as needed ✚ Continue to roll out the introduction of PLPs instead of IEPs in Reception-P3 classroom this year. ✚ Continue to implement SEND Transformation as guided by the EA 	<ul style="list-style-type: none"> ✚ Revise Provision Map as needed ✚ Continue to roll out the introduction of PLPs instead of IEPs in P4-P7 classroom this year. ✚ Continue to implement SEND Transformation as guided by the EA

	✚ When Bromcom is introduced commence PLP with statemented children firstly		
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SEN Action Plan

1 yearly plan

2025 – 2026

Belleek CPS

Baseline Statement	Targets	Actions (including time scales)	Success Criteria	Who?	Resources/ Financial Implications
Where are we now?	Where do we want to go?	What do we need to do to make this happen?	What do we expect to see?	Who will take specific responsibility?	What resources do we need and what is the likely cost?
The school has a provision map devised 3-4 years ago. It is now in need of review and updating	1. To update and revise the school's provision map	<ul style="list-style-type: none"> • SENCO will revise and update the school provision map. 	<ul style="list-style-type: none"> • A provision map that is used by teachers to support SEN provision in their classrooms. 	<ul style="list-style-type: none"> • All Teachers • Acting Principal 	<ul style="list-style-type: none"> • Sub-cover to allow SENCO time to revise and update our provision map. • Use allocated funding for SEN to complete this task.
Our IEP proforma was updated in June 2025. This was to bring it more in line with a PLP	2. Teachers will use the updated IEP template until Bromcom is rolled out and we	<ul style="list-style-type: none"> • SENCO to ensure teachers have and are beginning to use the new proforma. 	<ul style="list-style-type: none"> • All IEPs based on the new proforma. • Increase pupil and parental voice. 	<ul style="list-style-type: none"> • SENCO • Class Teachers 	<ul style="list-style-type: none"> • Sub-cover to ensure staff have the time to devise updated IEPs.

	begin to use PLPs.	<ul style="list-style-type: none"> • SENCO will support teachers as needed. 	<ul style="list-style-type: none"> • If Bromcom comes PLPs commenced for statemented children. 		<ul style="list-style-type: none"> • Use allocated funding for SEN to complete this task.
SENCO has attended Graduated Response Training Day 1 and online training on LIT.	3. To attend and implement EA Training on the 'Graduated Response' and SENCO to disseminate to staff.	<ul style="list-style-type: none"> • Disseminate training to staff as appropriate 	<ul style="list-style-type: none"> • New procedures will be implemented in our school. 	<ul style="list-style-type: none"> • SENCO • Class Teachers 	<ul style="list-style-type: none"> • SDD • Acting Principal Office Days
No Written Accessibility Plan is in place to the Acting Principal's knowledge. Acting Principal took up role on 01.09.2025	4. Devise a written accessibility plan for our school	<ul style="list-style-type: none"> • Create a written accessibility plan 	<ul style="list-style-type: none"> • A written accessibility plan in place. 	<ul style="list-style-type: none"> • Acting Principal 	<ul style="list-style-type: none"> • Office Days • Sub-cover needed
<ul style="list-style-type: none"> • Acting Principal to ensure all teachers are comfortable using the new template and will be responsible for checking old templates are no longer being used. • Staff Feedback • Staff Meetings 					

Health and Wellbeing Action Plan

1 yearly plan

2025 – 2026



Belleek CPS

Baseline Statement	Targets	Actions (including time scales)	Success Criteria	Who?	Resources/ Financial Implications
Where are we now?	Where do we want to go?	What do we need to do to make this happen?	What do we expect to see?	Who will take specific responsibility?	What resources do we need and what is the likely cost?
The back playground has been redeveloped into a garden after the old playground needed removed due to maintenance and age issues. It is now ready to be prepared as the area the school	5. To improve our Outdoor Play Area especially for the Reception-P3 Classroom to use. This will include zoning and setting up areas in a way that supports continuous	<ul style="list-style-type: none"> • Each month we will set up and implement an Outdoor Play Area. • Parents will be informed of each month's focus and how they can help the school develop each area. 	<ul style="list-style-type: none"> • A high quality environment for 'Outdoor Play' to happen. 	<ul style="list-style-type: none"> • Acting Principal will lead this • All staff in the Reception-P3 classroom 	<ul style="list-style-type: none"> • See CCEA Outdoor Play File and other resources • Try to use donated items as much as possible

uses for 'Outdoor Play'	play provision.				
Currently we plan more consistently for indoor play	2. We will implement and embed planning for Outdoor Play	<ul style="list-style-type: none"> • Try out proformas of planners that support continuous play in the outdoors. 	<ul style="list-style-type: none"> • A suitable proforma in place that works well for all teachers and is manageable to complete. Not Workload Heavy. 	<ul style="list-style-type: none"> • Both Teachers in Reception-P3 classroom 	<ul style="list-style-type: none"> • CCEA File • Advice from EA • Advice from other schools that are using continuous play in the outdoors
Staff have not received outdoor play training. Only teachers have received training in taking observations.	3. Staff will increase in confidence delivering Outdoor Play and their role including observations	<ul style="list-style-type: none"> • Staff Training from Clare Devlin (TFL Funding) 	<ul style="list-style-type: none"> • Staff confidently leading 'Outdoor Play' every week in the Reception-P3 classroom 	<ul style="list-style-type: none"> • All Staff in Reception-P3 classroom 	<ul style="list-style-type: none"> • Clare Devlin Staff Training • TFL Funding - £504
Mr Beattie has received forest school training and already does provide outdoor learning experiences.	4. Provide once termly outdoor learning for the pupils in P4-P7 class.	<ul style="list-style-type: none"> • Mr Beattie will plan for 'Outdoor Learning experiences' once a term. • This could be based on TWAU work/Seasons. 	<ul style="list-style-type: none"> • Class Teacher and pupils through a short survey will be positive about this. 	<ul style="list-style-type: none"> • Mr Beattie • Acting Principal 	<ul style="list-style-type: none"> • CCEA website

Currently we do not hold a healthy eating policy. Parents do receive EA information on healthy breaks. Healthy Eating is taught in both classrooms	5. Devise a healthy eating Policy	<ul style="list-style-type: none"> EA Guidelines 	<ul style="list-style-type: none"> The new policy will be shared with stakeholders and added to the website. 	<ul style="list-style-type: none"> Acting Principal 	<ul style="list-style-type: none"> Acting Principal Office Days (Sub-cover)
Each teacher promotes wellbeing in their classroom through class activities and routines such as 'Pupil of the Week'.	6. Audit wellbeing activities in both classrooms	<ul style="list-style-type: none"> Acting Principal to source a wellbeing audit for teachers to complete. 	<ul style="list-style-type: none"> A deeper understanding of where we are currently in promoting good well-being across the school. 	<ul style="list-style-type: none"> Acting Principal Teachers All Staff 	<ul style="list-style-type: none"> Audit Proforma Time for teachers to complete the audit (sub-cover)
We currently don't use 'PATHS'	7. Implement 'PATHS' into the Foundation Stage as part of our PD&MU provision.	<ul style="list-style-type: none"> Buy it in Class Teacher to begin to plan and implement 'Paths' 	<ul style="list-style-type: none"> That 'Paths' is embedded into the Foundation Stage provision for PD&MU 	<ul style="list-style-type: none"> Class Teachers in Reception-P3 classroom 	<ul style="list-style-type: none"> Buy in Paths £1000

<p>Belleek 2 PS is a supportive school and in recent years has supported staff as they have navigated illnesses in their respective families</p>	<ul style="list-style-type: none"> • Improve Staff Wellbeing 	<ul style="list-style-type: none"> • Regular 'informal check-ins' with all staff • Open communication around workload and stress without fear of judgement • Informal 'get togethers' to build a sense of belonging • Improve planning so less workload heavy 	<ul style="list-style-type: none"> • That staff feel free to be honest with management • That staff feel like they have a voice and feel valued • That their work-life balance is valued by the school especially for teachers 	<ul style="list-style-type: none"> • Acting Principal to lead 	<ul style="list-style-type: none"> • EA guidance • SDD
<ul style="list-style-type: none"> • Staff Feedback • Evidence of implementation such as photographs • Staff Meetings 					

10.7% working above expected attainment;

67.9% working on expected attainment;

21.4% working below expected attainment (underachievement)



Maths Action Plan

1 yearly plan

2025 – 2026

Belleek CPS

Baseline Statement	Targets	Actions (including time scales)	Success Criteria	Who?	Resources/ Financial Implications
Where are we now?	Where do we want to go?	What do we need to do to make this happen?	What do we expect to see?	Who will take specific responsibility?	What resources do we need and what is the likely cost?
Each teacher is responsible for planning for their class and uses a planning proforma that they have	6. To devise a new planning proforma that meets the needs of the class	<ul style="list-style-type: none"> Audit the planning being used currently by class teachers. Update or devise a 	<ul style="list-style-type: none"> More consistent planning across the school. 	<ul style="list-style-type: none"> All Teachers Acting Principal 	<ul style="list-style-type: none"> 1 day out of class per teacher for planning purposes. <p>£600-£700</p>

devised themselves. Currently they are not handed in to the Principal or the co-ordinator	teacher and the pupils.	new planning proforma. <ul style="list-style-type: none"> • Begin to implement the new planning. • Hand in our planners to the Acting Principal. 			
Data is examined yearly by the Maths Co-ordinator or class teacher. No tracking sheet is currently in use.	7. We will track children's progress in PTM from P3 – P4 to better understand individual attainment	<ul style="list-style-type: none"> • Acting Principal will devise a new tracking proforma to be used to track numeracy attainment from P3-P7. 	<ul style="list-style-type: none"> • Acting Principal and class teacher will have a better understanding of the progress individual children are making in this area of learning. 	<ul style="list-style-type: none"> • Acting Principal will lead the introduction of a tracking form 	<ul style="list-style-type: none"> • None
The school currently doesn't hold a Maths scheme of work	8. Begin to produce a Maths Scheme of Work	<ul style="list-style-type: none"> • Acting Principal will take the lead in developing a Maths Scheme of 	<ul style="list-style-type: none"> • The draft Maths scheme of work will be produced and shared with class teachers and 	<ul style="list-style-type: none"> • Acting Principal will lead the development of a whole school scheme of work for this 	<ul style="list-style-type: none"> • None

		Work for our school	classroom assistants	area of learning.	
Maths is taught everyday and timetabled by the class teacher. No designated time set that a teacher has to teach this core Area of learning.	9. To timetable 45 minutes minimum of Mathematics and Numeracy daily before lunch time.	<ul style="list-style-type: none"> Class Teachers will be responsible to ensure 45 minutes or more of Maths is taught daily. 	<ul style="list-style-type: none"> A numeracy hour or at least 45 minutes will be embedded into each teacher's daily timetable. 	<ul style="list-style-type: none"> Class Teacher 	<ul style="list-style-type: none"> Resources to ensure high quality teaching during Maths lessons
Teachers have received problem-solving Maths training before covid.	10. To provide staff training to teachers and classroom assistants.	<ul style="list-style-type: none"> Audit the specific needs of the teachers especially. Aim to provide training to support any identified training needs 	<ul style="list-style-type: none"> Upskilled, confident teachers 	<ul style="list-style-type: none"> Acting Principal 	<ul style="list-style-type: none"> SDD

Monitoring

- Auditing initial as part of baseline. Acting Principal to have a short meeting with each class teacher.
- Collect in planners after implementation of the new planner (Acting Principal).
- Book Scoops.
- Observations of Maths teaching.

Financial Information

As 31 st March	2025-2026	2026-2027	2027-2028
Opening Deficit	-£68,297	-£121,177	-£170,444
Net In Year Deficit	-£52,880	-£49,267	-£56,364
Closing Deficit	-£121,177	-£170,444	-£226,808

School Category: 1a

Analysis of Questionnaires

Support Staff

Overall picture

The responses are **largely positive**, with one mixed/critical response. Two of the three respondents express **strong confidence in the school**, particularly around relationships, pupil wellbeing, and staff commitment.

Key strengths identified

1. Positive staff–pupil relationships

- Comments highlight that children are **happy at school** and would feel confident telling staff if something was wrong.
- One respondent explicitly notes **mutual respect between staff and children**.
- This suggests a strong safeguarding culture and emotional support environment.

2. Benefits of a small rural school

- Small class sizes are seen as a major advantage.
- Staff are able to **know pupils well** and give **quality individual attention**.

- Relationships with children are described as strong and meaningful.

3. High satisfaction from at least one respondent

- One response shows “**Strongly agree**” across almost all statements, indicating very high confidence in all areas surveyed.
-

Areas of concern / mixed feedback

1. One respondent expressed disagreement

- The first response includes several “**Strongly disagree**” and mid-range scores.
- However, even this respondent still provided a **positive written comment** about children being happy and trusting staff.
- This may indicate:
 - Differences in expectations
 - A more critical interpretation of survey questions
 - Or dissatisfaction with specific areas not captured in comments

2. Limited improvement suggestions

- Only one respondent provided a clear suggestion for development.
-

Suggested areas for development (from feedback)

Community visibility & promotion

- Promote Belleek Primary more actively via:
 - Website updates

- Social media
 - Showcasing events and achievements
 - This is seen as important for:
 - Attracting new families
 - Reinforcing the school's welcoming image
 - Maintaining relevance in the local community
-

Summary statement

Survey responses indicate that support staff value the strong relationships between staff and pupils, the nurturing environment, and the benefits of small class sizes. Children are viewed as happy, well-supported, and confident in approaching staff. While one response reflected some disagreement across survey statements, written comments were still positive. Increasing the school's visibility within the community was highlighted as a potential area for development.

P4-P7 Pupils

Pupils Questionnaire

Overview

- **Number of responses:** 22 pupils
 - **Gender:** Mix of boys and girls
 - **Overall tone:** Very positive about school, teachers, friends, and playtime
-

What pupils like most about school (key themes)

1. Friends & Social Time

- Very frequently mentioned:
 - “Playing with my friends”
 - “Sitting with my friends”
 - “All my friends are with me most of the day”
- Shows strong sense of belonging and happiness.

2. Playtime & Outdoors

- Playtime, break time, and being outside are the **most loved aspects**.
- Pupils enjoy:
 - Big pitch / space
 - Forest school
 - Garden and weeding
 - Long grass and outdoor grounds

3. Teachers & School Environment

- Teachers described as:
 - “Nice, kind and caring”
 - Making students “happy”
- School seen as:
 - Small, comfortable, friendly, fun

4. Learning

- Some pupils highlighted:

- Maths
 - Reading
 - Learning new things
 - Art activities
-

What pupils would like to improve (key themes)

1. Playground Equipment (MOST COMMON REQUEST)

Repeated requests for:

- Proper footballs
- Goal posts with nets
- Tennis rackets and tennis balls
- Seesaw
- Swings
- Zip line
- Trampoline
- Wooden playground equipment
- More playground toys

👉 This is the **strongest and clearest message** from the data.

2. More Space / Outdoor Improvements

- Bigger pitch
 - More room
 - Grass / better field
 - Outdoor play areas
-

3. More Playtime / Less Homework

Especially from younger pupils:

- More break time
 - Not as much homework
 - Easier or no homework
 - More lunchtime activities
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Overall Summary of Pupils Questionnaire

Pupils report feeling happy, safe, and supported at school. They particularly value friendships, outdoor play, and the kindness of staff. The most consistent area for development identified by pupils is improved playground equipment and outdoor play opportunities. Many pupils would also welcome more playtime and a reduction in homework.

Parents Questionnaire

Overall picture

- **Very strong positive feedback** across almost all questions.

- The majority of responses are “**1 – Strongly agree**”, indicating high levels of satisfaction.
 - Parents consistently describe the school as **welcoming, supportive, inclusive, and community-focused**.
 - Responses span **Year 1 to Year 6**, suggesting positivity across the whole school.
-

Key strengths (clear themes)

1. Ethos, care and relationships

- Repeated comments such as:
 - *“So helpful and very friendly”*
 - *“Approachable staff”*
 - *“Good community feel”*
 - *“Everyone is part of a team”*
- Strong sense of a **close-knit, safe, nurturing environment**.
- Parents value the benefits of the school being **small**, particularly staff knowing children well and understanding individual strengths and needs.

2. Inclusion and support

- Inclusiveness is explicitly mentioned (*“welcomes every child and appreciates their individual strengths and weaknesses”*).
- High agreement that children are supported socially and emotionally.
- Children are described as **happy and settled**.

3. Communication

- Positive feedback on **home–school communication**.

- Staff seen as **friendly, helpful, and responsive**.
-

Areas for development (recurring but constructive)

While overall satisfaction is high, a few **consistent improvement suggestions** appear:

1. After-school activities

This is the **most common area for improvement**.

- Several parents feel there is a **lack of after-school clubs**.
- Requests include:
 - More choice
 - More outdoor or play-based activities

2. Outdoor learning and play

- Suggestions for:
 - More outdoor activities
 - Learning through play
- Seen as an enhancement rather than a criticism.

3. Wider interaction / shared education

- Some parents would welcome:
 - More interaction with other schools
 - Shared education trips or activities
 - Ideas such as pen-pal schemes

- Recognised as a way to broaden children’s experiences while keeping the benefits of a small school.

4. Homework (minor theme)

- One detailed comment suggests:
 - Homework should more closely reinforce learning taught that day
 - Some children struggle with homework content not yet fully covered in class
-

Notable points

- A small number of “**Unable to comment**” responses appear, mainly around school improvement planning or areas parents may not directly see—this is normal and not negative.
 - Very few neutral or negative responses; **strong disagreement is extremely rare.**
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Summary Statement

Parent feedback highlights Belleek PS as a welcoming, inclusive and caring school with strong community values. Parents highly value the supportive staff, positive relationships and the benefits of a small-school environment. Areas identified for further development include expanding after-school provision, increasing outdoor and play-based learning opportunities, and exploring shared education experiences with other schools.

Teacher Questionnaire including 1 day a week Principal Release Teacher

Common themes in ratings:

1. School Environment & Caring Nature

- Most respondents gave **1 (Strongly agree)** on statements about a caring, friendly, and supportive environment.

2. Staff dedication & approachability

- Consistently rated **1 – Strongly agree**, showing strong approval.

3. Pupil value and inclusion

- High scores for all pupils being valued and involved in some decisions (mostly 1s and 2s).

4. Areas of less confidence or “Unable to comment”

- Some items related to policy involvement, curriculum links, and data use for attainment improvement.
-

3. Qualitative Themes from Comments

• Positive highlights:

- “Caring and friendly nature of the school.”
- Staff are “dedicated, approachable, and supportive.”
- “Every pupil is valued,” and the school is “highly regarded in the rural community.”
- Children enjoy coming to school.

• Suggestions for improvement:

- More emphasis on **using data to improve attainment**.
 - More **curriculum-based links with other schools** to share expertise and projects.
 - **ICT in lower primary**: connecting all iPads to the internet for learning.
 - Limited involvement in **policy writing** due to part-time roles.
-

Summary

- Overall, the schoolteachers thought that Belleek CPS highly regarded for its **community feel, pupil care, and staff dedication**.

Governors Questionnaire

- **Number of respondents:** 5
- **Response types:**
 - Quantitative Likert-scale questions (mostly 1–4)
 - “Unable to comment” options
 - Qualitative free-text comments
- **Respondent type:** Governors / school community members
- **Themes covered:**
 - School ethos and culture
 - Teaching quality
 - Leadership and governance
 - Communication and information sharing
 - Community and inclusivity

2. Quantitative Findings (Likert-scale)

Overall pattern

- **Very strong positive trend**

- The majority of responses are “**1 – Strongly agree**”
- Very few negative ratings (3 or 4)
- Some respondents selected “**Unable to comment**”, suggesting:
 - Not all governors feel informed on every area
 - Possible gaps in communication or access to information

Areas of strongest agreement

Across almost all respondents:

- School is **caring, friendly, and nurturing**
- **Teaching provision is strong**
- **Staff dedication** is highly valued
- **Positive behaviour, discipline, and resources**
- Strong sense of **community and inclusion**
- Governors generally **enjoy being part of the school**

These areas show **consistently high confidence**.

Areas with weaker or mixed responses

Although still mostly positive, a small number of:

- “**3**” (**neutral / slight disagreement**)
- “**4 – Strongly disagree**”
appear mainly around:

- **Governance processes**
- **Communication and follow-through**
- **Meeting effectiveness**

This indicates **structural/process issues**, not dissatisfaction with the school itself.

3. Qualitative (Free-Text) Analysis

Key strengths (repeated themes)

- *“Small, friendly and caring school”*
- *“Everyone is respected and valued”*
- *“Warm, nurturing environment”*
- *“Dedicated staff”*
- *“Family atmosphere”*
- *“Close-knit community”*
- *“Age integration”*
- **Culture and ethos are the school’s strongest assets.**

Key areas for improvement (repeated themes)

1. Information & transparency

- More information on **pupil attainment**
- Better flow of information to governors

2. Governance & meetings

- Need for **better listening** in governor meetings
- Decisions made but **not always enacted**
- Frustration with **technical/logistical issues** (e.g. Zoom limits)

3. Governor engagement

- Desire for **greater involvement**
- Clearer follow-up on agreed actions

These comments point to **process and communication improvements**, not educational quality issues.

4. Key Conclusions

What is working extremely well

- School ethos and values
- Staff commitment
- Teaching quality
- Sense of community
- Inclusion and respect

What needs attention

- Governance communication
- Meeting effectiveness and logistics
- Action tracking and follow-through

- Sharing attainment and performance data with governors
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