

HOLY FAMILY PRIMARY AND NURSERY SCHOOL

SCHOOL DEVELOPMENT PLAN 2025 - 2028



This unitary School Development Plan, written in compliance with the Education (School Development Plan) Regulations (NI) 2010 (effective 24th January 2011), is sectionalised to facilitate ease of access. The sections are colour coded as follows:

- Introduction, evaluation of school ethos, outline of current strategies, and assessment of current position - orange
- Strategic goals and targets 2025 - 2028 - pink
- Current action plans 2025 - 2028 - purple
- Operational development plans 2025 - 2028 - white



ETHOS

A statement and evaluation of the ethos of Holy Family.

Holy Family Primary and Nursery School will always be concerned with creating a caring, Christian community in which every member feels valued, supported and happy. All staff will strive to provide an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity will be sought and everyone will be encouraged to set and achieve the highest personal, academic and social goals. **The safety, welfare and development of everyone in our school community will be of paramount importance to all staff and governors.**

In Holy Family Primary and Nursery School the pastoral care structures are based on a shared understanding of what it means to be a Catholic school.

This shared understanding appreciates that:

- Each person is unique and worthy of respect.
- Pastoral care is for the entire school community and not just for those experiencing difficulties.
- Each member of the school community has responsibility for the caring life of the school.
- Pastoral care permeates the life of the school.
- Pastoral care is not imposed but is a loving response to discerned need.
- Pastoral care avails of the support and expertise provided by statutory and voluntary bodies in the wider community.
- Appropriate resources, policies, procedures and training are provided to ensure the effective implementation of the pastoral care programme.

This stated ethos is clearly evidenced in the daily operation of the school by:

- a clear sense of purpose and identity present among pupils, parents and staff
- the maintenance and development of a high- quality learning environment that is fit for purpose
- the allocation of time, effort and attention to ensuring that positive relationships exist at all levels within the school community and this investment is rewarded by staff and pupils consistently working together in a purposeful and supportive manner
- the role of parents in the education process being well recognised and respected
- the encouragement of the highest standards possible in all aspects of endeavour and behaviour.

Currently, the implementation and inclusiveness of our ethos is excellent and this is evidenced by the the re-verification of Dyslexic Friendly Schools' Status (2020), the attainment of the Nurture Quality Mark, the attainment of the Inclusion and Diversity Standard (2022) and by the ongoing feedback we receive from parents (Audit 2025), pupils, outside agencies, visitors and staff about the nature of relationships in the school.

STRATEGIES FOR LEARNING AND TEACHING

A summary and evaluation of the strategies in place for learning and teaching.

The fundamental aim of all our strategies is to ensure that every learning and teaching opportunity is maximised so that everyone involved is assisted in their pathway to lifelong learning.

To achieve this primary outcome, we will:

- Implement effective learning strategies appropriate to the audience.
- Implement active learning methods regularly.
- Make all learning and teaching as exciting and interesting as possible.
- Design and implement learning and teaching activities which facilitate the development of independence among all learners.
- Cater for all types of intelligences and do so via a variety of teaching styles.
- Cater for all types of learning styles.
- Develop and support a range of teaching approaches that cater effectively for the whole ability spectrum in order that all pupils achieve maximum learning.
- Secure appropriate teaching and support arrangements (including nurture provision, differentiation, curricular setting, enhanced classroom assistant support, support provisions and counselling etc) so that all pupils are supported and challenged to achieve their best within the resources available.
- Provide appropriate staff development opportunities so that there are consistent high-quality learning and teaching experiences within and across all year groups and settings. These opportunities will be both internally and externally delivered and will be aligned to the on-going needs of the school and the staff.
- Consistently monitor and evaluate provision and provide regular year group and individual feedback to staff (curriculum review discussions) to ensure consistent high - quality learning and teaching experiences within and across all year groups.
- Acquire, maintain and utilise appropriate high-quality resources to support all learning and teaching.
- Provide a safe, attractive and conducive environment for learning and teaching at all times.

The quality of the teaching and learning experiences are consistently very good as a basic minimum. Normally, the quality is significantly higher as is evidenced by the attainment of an outstanding inspection report by ETI, the Dyslexic Friendly Schools' Award, the Communication Inclusive School Award, the ICT Mark, the 3rd Millennium Award, the Inclusion and Diversity Standard, the Nurture Quality Mark, IFA Gold School Quality Mark and the Eco Schools' Award. Further evidence for this judgement is provided by PRSD observations, classroom observations, external evaluations, pupil outcomes, co-ordinator monitoring and team - teaching feedback. The staff is committed to implementing the most effective strategies to raise standards of attainment among the entire student body and consistently implement the agreed teaching and learning strategies as advocated by our staff development activities, our action plans, policies, schemes of work and CCEA guidance.

In addition, as a school we are consistently willing to attempt new approaches to teaching and learning to ensure that our pupils secure the highest standards possible. This is evidenced by the staff of the school regularly adopting new approaches in an

effort to secure higher standards (e.g. accelerated reading, literacy and numeracy curricular setting, Neuro - Linguistic Programming, Early Education Support provision and nurture provision).

Furthermore, the school believes that the consistent implementation of effective strategies is essential if high quality outcomes for all are to be achieved. Accordingly, during the lifetime of this development plan, the staff are committed to implementing a range of action plans which concentrate on delivering **the core areas of communication, using mathematics and ICT to the highest levels possible for every child.**

STRATEGIES FOR ASSESSMENT

A summary and evaluation of the strategies in place for assessment.

We believe that the assessment, recording and reporting of pupils' work has a critical role to play in ensuring the sustained achievement of our pupils and the continued improvement of the school. We recognise that assessment should be consistent and regular, and the outcomes should be utilised to inform future learning and teaching. We also recognise that assessment outcomes should be shared with pupils, parents and relevant professionals (e.g. educational psychologist.)

The assessment, recording and reporting procedures utilised at Holy Family are kept under constant review so they remain fit for purpose.

Currently we utilise:

- Baseline assessments
- Attitudinal surveys
- Teacher observation
- Curriculum marking
- Standardised tests (including e-tests and paper tests as appropriate)
- Pupil discussions to inform assessment outcomes
- Peer assessment
- Establishment of shared success criteria
- STAR assessments
- Statutory assessment processes
- Accelerated Reading assessments
- Dyslexia and dyscalculia screeners
- Boxall profile
- CCEA adaptive assessments

We currently record assessment outcomes in:

- Pupils' profiles
- Pupils' books
- Reading records
- Assessment Manager (SIMS)
- Pupils' reports (annual)
- Teachers' planners
- SENCO records as appropriate

We report assessment outcomes via:

- Pupil profiles
- Pupils' reports (annual)
- Parent/teacher meetings (twice yearly)
- End of Key Stage Level of Progression Assessments (CCEA)
- Staff presentations and review meetings
- Team and individual staff evaluation meetings
- Curriculum Review discussions
- Board of Governor meetings

This whole school approach to assessment, recording and reporting is designed to secure:

- Regular feedback to pupils, parents, teachers, co-ordinators and other professionals
- Appropriate targets for future learning
- An effective review of the success of the learning and teaching programmes implemented
- The identification, at individual, ability group, class, year group, key stage and whole school levels, of development opportunities for the pupils and staff
- High standards of attainment for all
- Appropriate outcomes for all pupils so that they are always at least attaining in line with their ability

The assessment strategies in place secure very high-quality data for staff, pupils and parents. The analysis of this data, which is timetabled into our staff development programme, permits the accurate targeting of pupils and areas of the curriculum for further support or development.

The assessment systems in place at Holy Family are highly effective and currently remain fit for purpose. However, like all self - evaluating schools these systems will be kept under constant review to ensure their continued appropriateness.

As a school that utilises assessment tools in a very effective manner, we continue as a GL Advocate Partner in their GL Assessment Excellence Programme. We have been involved in this programme since 2019.

STRATEGIES FOR RAISING STANDARDS OF ATTAINMENT

A summary and evaluation of the strategies in place for raising standards of attainment of all pupils.

At Holy Family we place great emphasis on the importance of all pupils attaining the highest standards possible especially in the core areas of communication, using mathematics and using ICT.

This emphasis is based on:

- the right of children to be fully supported so that they can fulfil their potential
- the desire of staff to do the very best for all pupils in our care
- the core aim of the DE Every School A Good School policy to ensure that every pupil fulfils his/her potential at every stage of their development
- the need for pupils to exit primary school at the appropriate level so that they can confidently cope with the new challenges presented by the post primary curriculum

The strategies currently utilised include the following:

- full implementation of the agreed learning and teaching strategies outlined above
- full implementation of the agreed assessment strategies outlined above
- full implementation of the various relevant school policies inclusive of literacy, numeracy, ICT, assessment, SEN, learning and teaching and pastoral care
- clear and consistent differentiation
- consistent high expectations for all pupils
- clear target setting for identified pupils
- consistent use of data to inform practice
- appropriate and targeted deployment of staff and resources to secure the best possible outcomes for all pupils
- regular, on-going and consistent self-evaluation of practice so as to ensure the best possible outcomes for all pupils
- cooperative engagement of parents and outside agencies to support pupil achievement
- the effective use of modern technologies and resources inclusive of Clevertouch Plus technology, interactive whiteboards, tablet technology, coding software and emerging technologies
- relevant and appropriate staff development
- utilisation of external agencies and personnel to support the school in robustly evaluating and improving practice
- consistent engagement with community partners to ensure that all appropriate resources/supports are available to our pupils
- full implementation of our highly targeted PLPs on a biannual basis

By rigorous monitoring, ongoing assessment and systematic policy implementation, we have secured an approach which ensures that pupils consistently make appropriate progress in line with their ability. This is evidenced by teacher assessment, standardised test analysis and most recent end of key stage outcomes. Furthermore, ETI recognised "The strengths of this school include:

- the excellent standards achieved by the children in literacy and numeracy
- the outstanding culture of self - evaluation which ensures that the quality of teaching and the children's learning continues to improve."

Furthermore, our systematic use of assessment, accelerated reading, targeted extended schools and community education provision, nurture education, SEN support structures, support provisions and literacy/numeracy setting all contribute to the ongoing attainment of appropriate holistic standards by our pupils.

Standards of attainment in Using ICT are consistently high and this was recognised in the same inspection report when it was noted that "The school has participated in the CCEA Accreditation scheme for many years and, when benchmarked against other

schools in Northern Ireland (NI), exceeds the NI average for high performance." However, as a school we recognise that we must seek for ever improving standards of attainment while always acknowledging the inherent capabilities and aptitudes of the specific cohort of pupils we are working with.

Holy Family is totally committed to securing and implementing the most effective strategies for delivering high levels of attainment for all. This commitment is exemplified by the robust and creative staff development programme implemented annually, the school's consistent participation in the European Erasmus programme, the school partnership work with our Extended Schools' cluster network and the professional practice visits to other schools delivering alternative strategies. All new strategies are fully considered and evaluated before implementation. In addition, any new strategy is carefully monitored and evaluated during initial implementation.

A key element of our attainment raising approach is the consistent and detailed reflection on outcomes to ensure that our pupils always secure appropriate outcomes. If they do not secure these outcomes, this is recognised early, and remediation is immediately implemented.

SUMMARY AND EVALUATION OF STRATEGIES PROVIDING FOR THE SPECIAL, ADDITIONAL OR OTHER INDIVIDUAL EDUCATIONAL NEEDS OF PUPILS

Holy Family has always been concerned with providing for the needs of all our pupils and this commitment has been best exemplified by the attainment of the Nurture Quality Mark for excellence in nurture provision, the Health Promoting School Gold Award and Sustrans Active Travel School Award for excellence in health promotion, the Dyslexic Friendly School Quality Mark for excellence in dyslexic provision, the Eco Schools' Award for environmental awareness and engagement, the 3rd Millennium Award for quality ICT provision, the I.I.P. Gold Award for high quality in staff development, the Communication Inclusive School Award for excellence in effectively developing communication among pupils, the Diversity and Inclusion Award for our inclusive practices and the Irish Football Association Gold School Quality Mark for excellence of provision in sport. The school ensures that the special, additional and other individual educational needs are effectively and consistently met by implementing the strategies listed below and by sustaining a totally inclusive culture among all. This inclusive culture is a core aspect of our school ethos since the creation of our school and a review of our vision, mission and aims will verify this.

Inclusive strategies designed and implemented to ensure that the special, additional and other individual educational needs of pupils are met include the:

- implementation of our SEN, Medical and Pastoral Care policies
- implementation of appropriate staff development
- effective deployment of human and financial resources to secure appropriate provision and outcomes for all pupils
- full implementation of our thorough and age - appropriate assessment procedures
- SEN monitoring by SENCO/LSC/SEN staff and principal
- clear differentiation in all classes by all teachers
- whole school screening by the SENCO/LSC
- provision of nurture education

- education support provisions
- utilisation of external agencies as appropriate to support the needs of pupils
- use of highly effective personal learning plans on a biannual basis
- provision of pupil and family counselling services
- effective and supportive relationships with parents and carers
- adjustment of the physical environment to meet the needs of pupils (e.g. AGP room, sensory room)
- consistent high expectations for all pupils by all staff
- consistent and targeted feedback to all classroom - based staff on provision
- implementation of literacy and numeracy setting in year 6 and year 7
- provision of SEN withdrawal support in line with available resources
- Classroom assistant deployment in nursery to P2 classes

The effectiveness of our strategies in respect to catering for special, additional and/or other needs is clear when the following ETI statement is considered "This school takes excellent cognisance of the backgrounds and ability levels of each child and ensures that the achievements and standards of the children remain the key focus for the school. To this end, the school is highly successful in delivering outstanding provision and outcomes for all the children." (Nov 2010). This effectiveness is further evidenced by the re-verification of our Dyslexic Friendly School status in 2020 and the attainment of Communication Inclusive School Status (2016), the Marjorie Boxall Nurture Quality Mark (2016) and the Inclusion and Diversity Standard (2022).

STRATEGIES TO PROMOTE THE HEALTH AND WELL - BEING, CHILD PROTECTION, ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE OF PUPILS

A summary and evaluation of the strategies in place to promote the health and well - being, child protection, attendance, good behaviour and discipline of pupils.

Health and Well-Being

We recognise that health and well-being are critical to the development and success of our pupils and accordingly we take these responsibilities very seriously. To ensure that our pupils are healthy and well we put in place a number of programmes and initiatives both within the school and outside of school. These include:

- development and implementation of a student council
- breakfast club
- homework club with healthy snacks
- full implementation of an extensive Extended Schools' and Community Education programmes
- utilisation of our extensive outdoor play equipment and programme throughout the school day
- utilisation of our nurture resource for well - being support for those pupils who are not part of our nurture groups
- utilisation of our Blossom and Acorn rooms to provide additional emotional support
- play trail for PE lessons and lunch time play and after school play

- utilisation of Paddys' Garden for reflection and calm
- a broad, balanced and consistently implemented PE programme
- Health Education programme as part of the curriculum
- educational visits about fire safety, road safety, etc
- counselling service
- broad range of after school sports clubs
- use of school premises for boxing club, Irish dancing club and healthy eating club
- integration of physical fitness elements to our award programmes (Star Award)
- implementation of our Derrymino for reflection, faith and fitness
- participation of Holy Family teams in inter school competitions across a range of sports
- promoting and delivering a healthy and varied lunch time menu and ensuring that the quality of lunches is monitored to ensure that they comply with the health promoting philosophy of the school
- close, supportive links between the school and local sporting clubs for the benefit of our pupils
- implementation of the Sustainable Travel programme
- implementation of the Action Mental Health programme across the school
- full implementation of our Eco-schools' action plans
- implementation of health and fitness activities for all pupils
- implementation of our PATHs programme
- implementation of our preventative curriculum

The effectiveness of our approaches is evidenced by the attainment of the Health Promoting School Gold Award, the attainment of the Sustrans' Sustainable Travel Mark, the Eco-Schools' Green Flag award and the participation levels of our pupils in health promoting activities and clubs.

Child Protection

The protection of pupils is the number one priority in the school and as such all arrangements are formally reviewed on an annual basis but improvements to practice are made immediately when the need is recognised. The strategies in place to ensure that all pupils and the wider school community are safe include:

- child protection policy
- appropriate training for the designated and deputy designated teachers and the child protection governors
- annual child protection training for all staff
- visible displays throughout the school related to both the designated staff and the procedures for reporting concerns
- communication of the child protection policy to parents annually
- availability of the child protection policy on the school website
- inclusion of teaching programmes in the curriculum to aid children to protect themselves
- whistleblowing policy
- installation of access control system to manage visitor access
- maintenance of strong and supportive relationships between the school and the various statutory agencies who operate in this area
- maintenance of a clear and honest relationship with parents

- full implementation of the advice and guidance of DE regarding child protection procedures
- implementation of the Paths Plus programme
- regular and consistent child protection messages delivered via our assembly system, social media feed and school website
- School registration with the Safer Schools NI app
- regular evaluation of our practices by our Child Safeguarding Team
- annual class visits by our Safeguarding governor
- delivery of special presentations to pupils by various agencies who have professional expertise in online safety
- utilisation of our social media platforms to raise parental awareness of safeguarding matters
- participation in the Operation Encompass programme

Medical Needs

The staff and governors are very aware of the range of increasing medical needs among our student body. Accordingly, we ensure that our systems, procedures and training are regularly updated so that they consistently remain fit for purpose.

Our current procedures include:

- development and implementation of appropriate policies
- Annual creation of a school medical book for staff
- consistent implementation of cascade training for teachers, CAs, SAs and admin staff related to general medical needs
- access to centralised medical training as appropriate for core staff related to specific pupils when available
- access to specialised and individualised training for core staff related to individual pupils
- increase awareness among the entire school community of how they can support pupils with particular medical needs (e.g. allergies)
- utilisation of our social media platforms to raise parental awareness of medical needs matters (e.g. nut allergies)
- consistent review of all premises development so that it is always fit for purpose for all medical needs (chair lifts, access pathways, etc)

The school is currently happy with the effectiveness of our safeguarding procedures but we are ever vigilant to ensure that they remain fit for purpose. Accordingly, as a self - evaluating school we will continue to seek further ways to make our practice even better.

Attendance

Excellent pupil attendance is promoted at Holy Family in a variety of ways that include:

- Delivery of interesting and exciting lessons
- Maintenance of a welcoming, friendly, inclusive and warm atmosphere within the school community
- High expectations that are consistently communicated
- Regular communication with pupils and parents through SIMS Parent App, newsletters, website and attendance notice boards
- Attendance information meetings with parents
- Constant communication with parents regarding attendance
- Formal attendance meetings with parents involving both the Principal and the Vice - Principal
- Regular liaison with the EWO service
- Praise/Reward system for excellent attendance
- Star Award System

The pupils' attendance rate was impacted by the pandemic years. In the post pandemic years, we have had a sustained drive to secure an enhanced attendance, with rates of 91.9% (2022-23), 93.41% (2023-24) and 93.1% (2024-25) achieved in these respective years. We shared many of our effective strategies with other schools and at a department level. During the 2025 - 26 year we intend to realise an attendance rate of 94% by delivering:

- Whole school parent information sessions
- Monthly attendance monitoring and rewards for full attendance
- Adjustment to the annual school report to clarify the impact of absence levels on pupils
- Communication to parents about the impact of term time holidays

Good Behaviour and Discipline

We maintain an orderly school environment based on catholic principles and values so that the school, in close co-operation with parents, can fulfil its mission statement to promote the spiritual, social, emotional, academic and physical development of all our pupils. To achieve this, we promote self-discipline, personal responsibility and respect for others, their property and the environment. The strategies which are utilised include:

- High, consistent expectations of pupils
- Regular communication with pupils and parents
- Consistent high-level supervision throughout the school
- **Full implementation of our positive behaviour policy which places great emphasis on the promotion of the positive.** This is inclusive of our school house system, pupil of the month system, our star awards and our qualities award system
- Full implementation of our safeguarding and pastoral care policy which supports all pupils
- **High visibility of senior staff throughout each school day**
- **Regular and appropriate staff development for all staff**
- Early diagnosis and intervention for pupils with specific needs
- Utilisation of the support of outside agencies as appropriate

- Use of class councillors and a student council at Key Stage Two
- Full implementation of our SEN Policy and suitable differentiation and individual support as required
- Provision of nurture education
- Education support provisions
- Appropriate staffing levels in all year groups and classes
- Provision of a counselling service
- Provision of SEN withdrawal provision within financial limits
- Rigorous implementation of our anti-bullying policy which is aligned tightly to the new Anti - Bullying legislation

As a result of the full implementation of our promoting positive behaviour, safeguarding, pastoral care and associated policies, there is consistently very good behaviour by the vast majority of pupils. Incidents of concerning behaviour are mainly a direct result of specific issues associated with individual pupils and these are addressed in co-operation with parents and/or statutory agencies and the appropriate implementation of the school positive behaviour policy. The development of our nurture centre and the Blossom and Acorn rooms have had a highly positive impact on the management of behaviour and with appropriate additional funding secured from DE and EA, we will be able to sustain nurture provisions during the lifetime of this plan. In addition, due to the exceptional needs of some pupils we have implemented a counselling service in the school. This has also had a significant positive impact on securing positive behaviour. These actions have been supported by the full implementation of the PATHS Plus curriculum programme, parent/school programmes and the Families Connect programme.

The successfulness of our positive behaviour and discipline approaches is evidenced by the re-accreditation of our Dyslexic Friendly School status in 2020, our Nurture Quality Mark (2016), the Inclusion and Diversity Standard (2021) and **the ETI inspection report (Nov. 2010) when they stated:**

"A strong sense of family and community exists in the school and this is underpinned by a caring, supportive and inclusive ethos. The needs of the children are accorded paramount importance in the school and the holistic, nurturing approach by the staff to the children's development meets their personal, social and emotional needs very well. **The children are very welcoming and their behaviour both in and out of class is exemplary.**"

During the life-time of this plan it is the aim to secure appropriate funding to secure the creation of both a nursery sensory room and enhanced nurture support in order to cater for the increasing challenges that a small number of pupils within the school community experience.

PROVIDING FOR THE PROFESSIONAL DEVELOPMENT OF STAFF

The greatest asset in any school is the staff and it is essential that the staff are both cared for and developed to the maximum extent. Accordingly, the school leadership ensures that the workload attributable to the entire staff and to individuals is appropriate and balanced. In addition, the school leadership ensures that a relevant and targeted staff development plan is implemented each year. The priority of the staff development programme during the 2025 - 26 academic year will be to re-embed all the

core policies, procedures and practices and ensure that all staff are upskilled in consistently delivering the highest quality outcomes for all pupils. This is reflected in the school's TransformED teacher professional learning plan.

In line with DE policy, Every School a Good School, the leadership at Holy Family recognises the importance of consistently building capacity as well as disseminating good practice throughout the school. Accordingly, **the staff development programme is always in line with the core priorities of the school as outlined in the relevant School Development Plan. In addition, the staff development programme will always have time allocated to promoting staff well - being and attendance.** The exact nature of this will vary each year but it will always target well - being and attendance. The effectiveness of our staff development programme is recognised by the high quality of teaching and learning evident in the school and witnessed by ETI, the internal PRSD reviewers, school leadership and visiting educationalists (e.g. good practice visitors, PQH students, etc.)

The successfulness of our staff development programmes, and culture are evidenced by the fact that the school attained the Nurture Quality Mark, secured the re-verification of the Dyslexic Friendly School award, were awarded the Eco-Schools green flag award and realised the Inclusion and Diversity Standard. A significant number of staff have initiated the process of securing external awards such as the Inclusion Quality Mark, Digital Schools Award, Global Citizenship Compassionate School Award, Sustrans Active Travel Gold Status Award, STEM Clubs Quality Award and the reaccreditation of the Eco Schools Green Flag and Nurture Quality Award. This is an additional verification of the quality of our staff development programme, the professionalism of our staff and their desire for continuous professional development.

It should be noted that during the 2021 - 2025 period the impact of industrial action by teaching unions across the country has had a detrimental impact on our staff development programme and on the professional development of teachers within the school. This development deficit is being addressed following the resolution of the industrial dispute by an extensive staff INSET programme.

MANAGEMENT OF STAFF ATTENDANCE AND THE PROMOTION OF THE HEALTH AND WELL-BEING OF STAFF

A summary and evaluation of the strategies in place to manage staff attendance and promote the health and well-being of staff are listed below.

Staff Attendance

Staff attendance is managed by the full implementation of the staff attendance policy. Appropriate agencies work in partnership with the school in the management of this attendance. The policy is fully applied in the context of the ethos of the school and has resulted in excellent attendance by the overwhelming majority of staff. The rate for 2019 - 20 prior to the March 2020 lockdown was 96.57%. This year we have established a target of higher than 97%.

Health and Well - Being of Staff

Holy Family is a health promoting school and is a recipient of the Gold Award for Health Promoting schools. Through the curriculum and the involvement of external agencies, the school successfully promotes health and well - being among all pupils and staff. Via regular risk assessments of school premises and practices the well-being of both pupils and staff is secured.

Staff health and well - being is promoted via:

- implementation of the staff attendance and pastoral policies
- creation and maintenance of a caring culture and supportive workforce
- delivery of a balanced work stream for all staff
- utilisation of SD and Baker days for promoting good mental and physical health
- implementation of both career break and job share policies that have minimal pupil impact
- flexibility arrangements that have minimal pupil impact supported by the school leadership
- recognition of individuals and teams within the school
- attractive and well-maintained school premises
- delivery of health-related programmes that staff can avail of
- risk assessments conducted regularly and in line with identified need
- excellent communication systems in place
- availability of counselling services for staff

However, as a self - evaluating school we keep our strategies and processes under constant review to ensure that they continue to remain fit for purpose.

PROMOTING LINKS WITH THE PARENTS OF PUPILS AT THE SCHOOL AND WITH THE LOCAL COMMUNITY, INCLUDING OTHER SCHOOLS, THE BUSINESS COMMUNITY AND VOLUNTARY AND STATUTORY BODIES

Holy Family is a community school and it has a clear vision of being an important hub for the local community. The school leadership and staff actively work to ensure that the school has strong, effective and supportive links with the wider community. This is achieved by:

- providing regular curriculum, pastoral and culture meetings with parents and the wider community.
- ensuring that the school is viewed and behaves like a community hub. We open the school resource to the wider community every weekday.
- providing a resource and access for Slimming World, Boxing classes and Irish Dancing classes. The exact nature of the programmes delivered may vary from year to year.
- providing various entertainment events for the wider community in the form of Christmas Nativity performances in the local church, an Easter Passion Play

performance in the church, summer show performances in the school, Rickety Wheel event and culture evenings in the school.

- hosting the Outer West Neighbourhood Education Forum and maintaining mutually beneficial links for the pupils and community
- operating various after school clubs to enhance pupils understanding of the environment, care for the environment and profit making
- creating and developing a very active Friends of Holy Family PTA
- working effectively with Sustrans to enhance pupils' understanding of sustainable travel
- implementing the Your Life programme, Global Citizenship initiatives and Eco Schools activities
- consistently supporting local charities to enhance the quality of life for those supported by the charities, e.g. Foyle Hospice, Concern, Indian Education Charity, etc.
- sustaining strong links with local and other N.I. schools via the extended schools' cluster and the N.I. Nurture Group Network respectively
- developing links with other European Schools and educational institutions via the Erasmus programme, individual school links and internship placements
- sharing our practice with other schools via hosting visits as well as presenting at various DE/GL/NINGN/Diocesan conferences. The school has played a lead role in securing DE funding for nurture education in approximately 62 schools in N Ireland. The school has had active involvement in the TransformED curriculum review process and the TransformED independent review of assessment.
- we have mutually supportive links with the further and higher education colleges, teacher training colleges and universities
- we work collaboratively with the Housing Executive, Business in the Community, the WHSCT, the EA, the BHCP and with the Outer West Education Forum

While we have secure and growing relationships with various partners, as a forward-looking organisation, we consistently look to build new relationships to secure better core outcomes for our pupils and the wider Holy Family community.

We work in close partnership with the Dunluce Family Centre, Ballymagroarty and Hazelbank Community Partnership, Outer West Neighbourhood Renewal partnership and local cluster schools to enhance provisions and opportunities for our school community.

As is evidenced by our actions over many years, we are a school deeply committed to partnership working to deliver the best possible outcomes for our pupils and the wider Holy Family community. Furthermore, as is evidenced by our work with CEIP and the Sports Council we will work in partnership with others to bring as much resource as possible to the Holy Family community to support us in our endeavours.

PROMOTING THE EFFECTIVE USE OF ICT INCLUDING ITS USE TO SUPPORT LEARNING AND TEACHING, CONTINUING PROFESSIONAL DEVELOPMENT AND SCHOOL LEADERSHIP AND MANAGEMENT

A summary and evaluation of the strategies in place to support learning and teaching, continuing professional development and school leadership and management through the effective use of ICT are outlined below.

Support Learning and Teaching

ICT has consistently contributed to the enhancement of learning and teaching throughout Holy Family. ICT contributes to virtually every curricular area and pupils experience ICT on a regular basis and in a variety of ways inclusive of:

- numeracy - Bee-Bots, data handling software, coding
- numeracy - number and tables software, mathletics
- literacy - shared reading - interactive whiteboard
- literacy - reading - Accelerated Reading
- Literacy - phonic apps
- WAU - research and topic-based learning
- Art/ WAU - digital photography
- WAU - digital video/kahoot
- Assessment - STAR and GL online assessments
- Collaborative learning - VLE with other schools
- Movie making/animation - Apple Mac
- Chrome books, coding and microbits
- iPads and Green Screen technology
- Our commitment to highly effective ICT provision is evidenced by the attainment of the ICT Mark (2013) and the 3rd Millennium Award (2015) but the greatest verification of this commitment has been the manner in which staff embraced ICT to ensure that our pupils received on-going, face to face remote teaching during the pandemic school lockdowns
- remote learning as required - Google Classroom, SeeSaw

As we progress into this three-year development plan, it is our intention to continue to expand our use of Clevertouch technology, Google Drives, Google Classroom, MS teams and enhance the level of coding currently taking place within the school.

Professional Development

By its very nature, ICT requires the ongoing development of staff so that they can utilise the most recent software and hardware for the educational benefit of pupils. Our commitment to this development has been invigorated by the clear benefits to pupils by the high-quality remote learning provided during the pandemic.

During the current academic year, 2025-26, the core priority of the ICT operational plan will be to continue to maximise learning progress across all curricular areas for all our pupils by re-embedding all our standard policies, practices and procedures within ICT in all year groups.

During the course of the current plan all class-based staff will undergo training related to:

- Google Drive, Google Classroom, MS Teams and Clever Touch software training
- The effective use of the Surface Pro hardware, Chrome Book hardware and micro-bit coding
- Assessment Manager training: analysing performance data in primary schools (evaluate)
- EDIS/BROMCOM and the associated training

We will continue our focus on tablet technology and coding during the lifetime of this plan.

Leadership and Management

ICT has, does and will continue to play a core role in the delivery of leadership and management in Holy Family. In a sentence, ICT permeates all aspects of leadership and management in the school. The use of ICT has advanced the work of the school in virtually every area, inclusive of:

- managing finance
- enhancing curricular provision for pupils
- managing attendance of staff and pupils
- handling and using data to improve pupil performance and behaviour
- communicating with other schools, outside agencies and parents
- responding effectively and efficiently with outside agencies
- reporting to parents and other agencies on the progress of pupils
- delivering remote staff development

ICT plays a significant role in all aspects of school life inclusive of learning and teaching, leadership and management and professional development. The centrality of ICT within these areas is evidenced by the attainment of numerous ICT awards over the past decade and the intention to secure the digital schools award during the lifetime of this plan.

As a school, we recognise how much ICT can support us in our endeavours to provide the best educational experiences for our pupils and enable them to secure the best possible outcomes. Accordingly, we will continue to embrace ICT as a tool to support us in securing our core objectives.

CURRENT FINANCIAL POSITION 2025 - 2028 AND THE USE MADE OF ITS FINANCIAL AND OTHER RESOURCES

The financial future for Holy Family is challenging and will be for the duration of this plan. The current financial situation remains challenging. Prudent management financial management is key if the school is to manage the combined challenges of inadequate budgets, increasing demands on the budget as well as increasing needs among our young people.

Overleaf is the financial position for 2025 - 2028.

To address these challenging circumstances, it is clear that:

- increased fund raising will be required
- all cost centres will be tightly managed and flexibility will be reduced
- increased funding applications will have to be made
- staff deployment may need to be altered to sustain provision

All financial resources will be utilised to ensure that the core objectives of the school development plan are delivered. Accordingly, there will be variation from year to year in how the resources are deployed. The core areas for funding during any given year will be those priority areas for development which are highlighted as action plans. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible as we are firmly of the belief that the better the pupil /teacher ratio the more likely that pupils will attain to a high level. Accordingly, any long-term opportunity to increase teaching levels will be taken.

THE PLANNED USE OF THE SCHOOL'S PROJECTED RESOURCES DURING THE PERIOD COVERED BY THE PLAN IN SUPPORT OF ACTIONS TO BRING ABOUT IMPROVEMENT IN STANDARDS

As identified in End of Key Stage Assessments, internal performance /ability standardised tests comparisons, co-ordinators' data analysis outcomes and monitoring outcomes, Holy Family consistently produces very good outcomes for our pupils.

To build on our traditional outcomes and where possible to improve them the financial/human/time resources over the lifetime of the plan will be targeted at ensuring, where possible, that the teacher/pupil ratio is kept as small as possible and the core areas of literacy, numeracy, ICT and staff development are supported to the maximum extent. The specific detail of how the resources are utilised will be evidenced in the financial plans outlined on the previous page, the TSN funding deployment sheet and in the specific action and operational plans in the green and white sections respectively.

SUCCESS OF THE PREVIOUS SCHOOL DEVELOPMENT PLAN

As a school, we believe that it is vital to consistently monitor and adapt our development plan as successes are secured and new challenges arise. **Accordingly, we evaluate and adjust our school development plan on an annual basis.** When doing so, we pay particular attention to our performance in relation to standards of attainment in literacy and numeracy viz a viz the targets established as well as the progress towards our key priorities for the first year of the plan which are outlined as our action plans for 2025 - 2026. **Due to Department of Education decision making, only level of progression assessments were completed for Communication and Using Maths in 2024/25.**

LEVEL OF PROGRESSION FOR 2024/25

KS 1 - 2024/25

		QQ*	L1	L2	L3
Target	Communication	0%	17.6%	54.4%	28%
	Using Maths	0%	15.8%	54.4%	29.8%
	Using ICT	0%	16%	54%	30%
Actual Attainment	Communication	0%	29.31%	51.72%	18.97%
	Using Maths	0%	20.69%	60.34%	18.97%
	Using ICT	N/A	N/A	N/A	N/A

KS2 - 2024/25

		L1	L2	L3	L4	L5
Target	Communication	0%	0%	28.3%	46.1%	25.6%
	Using Maths	0%	0%	27%	51.2%	21.8%
	Using ICT	0%	0%	28%	48%	24%
Actual Attainment	Communication	0%	0%	27.84%	58.23%	13.93%
	Using Maths	0%	0%	26.58%	59.49%	13.93%
	Using ICT	0%	0%	N/A	N/A	N/A

Our commitment to securing excellent outcomes for all during the lifetime of this plan is evidenced by our investment to secure setting arrangements for all P6 and P7 pupils since 2014/15 and the focused deployment of additional assistants in the Foundation Stage since 2014/15.

The success of the action plans, which are annual whole school priorities, established for 2024 - 25 are outlined below.

Numeracy Action Plan

Priority:

100% of teaching staff will be upskilled in their confidence and competency in assessing the Levels of Progression within Using Mathematics, inclusive of number, shape and space, measures and handling data. The success of this aspect of the action plan will be evidenced by a pre and post action plan staff audit.

Outcome: Priority achieved

90% of all P4-P7 children will complete at least two mathematics activities that have been assigned by their class teacher on a weekly basis. The success of this aspect of the action plan will be evidenced by completed mathematics activities.

Outcome: Priority achieved

90% of all P1 -P3 children will improve their recall of number stories at their appropriate age and stage of development. The success of this aspect of the action plan will be evidenced by an individual pre and post action plan assessment of all P1 - P3 children.

Outcome: Priority achieved 92.7% improvement.

Only 12 out of 165 pupils failed to make progress based on professional teacher judgement of completed activities.

Learning point:

Learning point: The success of daily, focused, progressive numeracy tasks has been effective, and the approach should be developed. There is a desire and requirement for continuous professional development from staff within core curricular areas and this should be developed through the TransformED teacher professional learning programme.

Literacy Action Plan

Priority:

100% of teaching staff will be upskilled in their confidence and competency in assessing the Levels of Progression within Communication, inclusive of reading, writing and talking and listening.

The success of this aspect of the action plan will be evidenced by a pre and post action plan staff audit.

Priority achieved

95% of children P1-P7 will improve their handwriting and presentation in line with the Nelson handwriting scheme. The success of this aspect of the action plan will be evidenced by coordinator monitoring and ongoing professional teacher judgement of completed handwriting activities.

Priority achieved 96.2%

Only 19 pupils across the school failed to make progress based on professional teacher judgement of completed handwriting activities.

Learning point:

There is a desire and requirement for continuous professional development from staff within core curricular areas and this should be developed through the TransformED teacher professional learning programme.

With a large transition of staff, it is important that the high expectations and standards expected at Holy Family are communicated clearly and consistently.

SEN Action Plan

Priority:

To secure a 100% success rate in the transition from the Holy Family individual education plan framework to the new personal learning plan framework from nursery - primary 7. The success of the plan will be evidenced by the creation of personal learning plans for all children on the SEN code of practice.

Priority achieved 100%

To ensure that 100% of staff show an improvement in their understanding of the existing SEN procedures that are in place at Holy Family. The success of this aspect of the action plan will be evidenced by a pre and post action plan staff SEN audit.

Priority achieved 100%

Learning point:

Despite securing our priorities through the focus and commitment of staff and the SENCO, we identified a need to make our targets more specific and this will be addressed as the PLP process evolves.

PDMU Action Plan

Priority:

To promote and embed PATHS and positive behaviour strategies in all P1 - P7 classes.

The success of this action plan will be evidenced by a 100% improvement within all classes in the children's readiness to learn based on a pre and post action plan audit.

Priority achieved - 100% improvement within all classes.

There was a 92.6% improvement at an individual child level based on professional teacher judgement.

Some children were already very high and stayed high. Some are individual children that the Senior Leadership Team are already familiar with.

Learning point:

The importance of promoting and embedding PATHS and positive behaviour strategies beyond the classroom by consistent communication and the use of physical resources.

Nursery Action Plan

Priority:

To implement effective strategies to develop outdoor learning experiences for all nursery children. These strategies will maximise outdoor learning opportunities by the creation of additional outdoor spaces, inclusive of horticultural, digging and loose parts areas.

The success of this action plan will be evidenced by a 100% success rate in securing all the associated action plan targets.

A minimum of two nursery observations for each individual child will take place during outdoor learning each half term.

Priority achieved

Learning point:

The core learning point was that within the current difficult financial circumstances it is important to be creative and utilise various support structures to enhance the learning experiences for our children.

STRATEGIC GOALS AND TARGETS 2024 - 2025

Priority 1: Staff Performance

Goal:

In 2024 - 25, all staff will improve their competency in the creation, delivery and evaluation of Personal Learning Plans in line with the Holy Family Primary School SEN procedures.

Outcome:

The goal was achieved with a target achievement percentage at 100%. Effective monitoring of staff performance highlighted a need for a future focus on SMART PLP targets.

Priority 2: Learning and Teaching

Goal:

In 2024 - 25, staff effectiveness in the creation, delivery and evaluation of Personal Learning Plans and will be increased.

Outcome:

The goal was achieved with a target achievement percentage at 87.5%. Monitoring highlighted a need for a focus of SMART PLP targets and more specific evaluations of SENcAs on the strategies being delivered to achieve PLP targets.

Priority 3: Pupil Performance

Goal:

To secure a minimum success rate of 75% for each personal learning plan, for at least 90% of the pupils in each class that require a personal learning plan by June 2025.

Outcome:

The goal was achieved with at least 90% of pupils in each class securing a minimum success rate of at least 75% in their associated personal learning plan targets. Effective monitoring highlighted a need for a future focus on SMART PLP targets.

*The strategic goals and targets were impacted due to a return to industrial action for a period of time during the 2024-25 academic year.

CHALLENGES AND OPPORTUNITIES

The school faces significant challenges in endeavouring to ensure that all pupils attain at least in line with their ability and are provided with all the opportunities that they need. These challenges include:

- Maintaining high standards at a time of an increasing influx of pupils with significant SEN
- Sustaining and improving high academic standards during a period of immense change in the educational environment
- The constraints placed on teacher development and growth created by the previous industrial action by the teaching unions

- Maintaining high levels of provision in a significantly challenging financial environment
- Sustaining and developing nurture and SEN support provisions
- Engaging fully in the partnership opportunities available without the necessary resources to release and cover staff for such partnership work
- Implementation of new SEN, TransformED and assessment arrangements during the lifetime of this plan particularly in the context of previous industrial action
- Lack of political agreement among our political parties and the numerous impacts of this on education
- Addressing the changing attitudes of a minority within society in respect to pupil attendance, work and high expectation

While these challenges exist, there are a host of opportunities available to the school over the lifetime of this development plan. These include:

- The acquisition of new skilled and highly motivated staff
- The support of a host of organisations in the community and the increasing opportunity to work in partnership with such groups and other schools
- The increasing availability of new technologies to enhance learning and motivation among pupils
- The deep embedding of PRSD to further enhance staff expertise, collegiality and high - quality teaching and learning
- The Department of Education's stated objective to raise standards as outlined in their standards agenda, the Every School a Good School policy document, the Count, Read; Succeed strategy, TransformED reform opportunities and the SEN graduated response framework

CONSULTATION

The development of all plans, result partly, as an outcome of ongoing formal and informal consultation with staff, pupils and parents. At Holy Family we believe that consultation should not be an event but an ongoing process which informs the development of our plans and targets. We also recognise that via ongoing consultation the implementation of our plans and targets can be adjusted to more effectively meet the needs of our community.

Staff, pupils, parents and our educational partners have been consulted in relation to various elements of this plan. These consultations have taken place via conversations, surveys, questionnaires, core group feedback and other discussions. Such consultations will continue during the lifetime of this plan and will form the evolution of the plan. The following planned formal consultations will take place during the lifetime of the plan.

1st Term 2025/26: Teaching and Non-Teaching staff Audit
 2nd Term 2025/26: Pupils' Attitudinal Survey
 3rd Term 2025/26: Parental Quality Audit

IDENTIFICATION OF AREAS FOR DEVELOPMENT

The school's key priorities for the first year of the plan are outlined in the section entitled "Action Plans" (purple section). These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise

them, the financial and other resources that will be used to secure the specified outcomes as well as the arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas.

In addition, the Strategic Goals and Targets (pink section) highlight the whole school priorities over the three years of the plan. The first year, Strategic Goals and Targets priorities, often include the core elements of the action plans highlighted in the purple section.

Furthermore, while the entire school will work towards the whole school priorities as outlined in the Action Plans, each curriculum/pastoral leader with specific management responsibilities will also have their core priorities and these are outlined in detail in the Operational Plans section (white section) of the School Development Plan.

MONITORING, REVIEW AND EVALUATION

This plan will be kept under continuous review by the Board of Governors. The Governors will receive termly progress reports on the implementation of the plan and will annually undertake, in partnership with the principal, a detailed evaluation of the progress that has been made towards the attainment of the planned outcomes. In addition, all staff will be informed of the achieved outcomes on an annual basis and the progress towards our core priorities each term.

The Board of Governors will provide a consistent and healthy challenge function to the staff and leadership team throughout the lifetime of this plan to ensure that our pupils secure the best possible outcomes.

LEVEL OF PROGRESSION TARGETS FOR 2025/26

Cognisant of the TransformED Department of Education system level check, we will continue to use end of key stage levels for internal assessment purposes until there is an alternative in place.

KS 1 - 2025/26

		QQ*	L1	L2	L3
Target	Communication	0%	23.2%	55.4%	21.4%
	Using Maths	0%	21.4%	67.9%	10.7%
	Using ICT	0%	23.2%	75%	1.8%
Actual Attainment	Communication				
	Using Maths				
	Using ICT				

KS2 - 2025/26

		L1	L2	L3	L4	L5
Target	Communication	0%	5%	23.75%	52.5%	18.75%
	Using Maths	0%	2.5%	28.75%	51.25%	17.5%
	Using ICT	0%	0%	22.5%	53.75%	23.75%
Actual Attainment	Communication					
	Using Maths					
	Using ICT					