Ballymacward Primary School

School Development Plan

2021-2024

1. **Introduction**

2. **Key Documents:**
- ESaGS - 4 characteristics and indicators of Effective Performance
- SDP Regulation 4: Matters to be addressed in school development plans

3. **Section 1:** Child Centred Provision
  - ESaGS indicators, related SDP regulation/s and ISEF indicators
  - Supporting documentation
  - Summary SDP compliance: 1; 2b; 2c

4. **Section 2:** High Quality Teaching and Learning
  - ESaGS indicators, related SDP regulation/s and ISEF indicators
  - Supporting documentation
  - Summary SDP compliance: 2a

5. **Section 3:** Effective Leadership
  - ESaGS indicators, related SDP regulation/s and ISEF indicators
  - Supporting documentation
  - Summary SDP compliance: 2d; 2e; 2g; 3a; 3b

6. **Section 4:** School Connected to its Local Community
  - ESaGS indicators, related SDP regulation/s and ISEF indicators
  - Supporting documentation
  - Summary SDP compliance: 2f

7. **Section 5:** Remaining SDP Requirement Areas
  - Related SDP regulation/s and ISEF indicators
  - Summary SDP compliance: 4; 5; 6; 7a; 7b; 7c; 7d; 7e

Introduction

This file is focussed on the four Every School a Good School characteristics and contains evidence of our whole school self-evaluation, making explicit use of the quality indicators in the Inspection Self Evaluation Framework (ISEF). Outcomes from self-evaluation inform our school development planning process and our priorities for action.

Within each section we have linked the ESaGS characteristic with the relevant SDP requirements and identified which of the ISEF Quality indicators have been used to contribute to robust reflection and evidence gathering. Evaluative statements, with evidence, as required by SDP 2010 Regulation 4, are included for each section informed by surveys carried out with a wide range of stakeholders.

Key
Documents

ESaGS - 4 characteristics and indicators of effective performance

Child Centred Provision	High Quality Teaching and Learning
- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school. - A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity. - A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability. - Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning. - There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views. - A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a post-primary school. - The highest standards of pastoral care and child protection are in place. - A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.	- A broad and relevant curriculum is provided for the pupils, including through the Entitlement Framework for pupils at Key Stage 4 and above. - An emphasis on literacy and numeracy exists across the curriculum. - Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning. - Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. - Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement. - Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement. - Teachers reflect on their own work and the outcomes of individual pupils. - Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.
Effective Leadership	School Connected to its Local Community
- An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school. - Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement. - School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice. - Teachers are given the opportunity to share in the leadership of the school. - The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships. - School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.	- Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves. - The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school. - The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools. - Good relationships and clear channels of communication are in place between the school and the education agencies that support it. - The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups.

THE EDUCATION (SCHOOL DEVELOPMENT PLANS) REGULATIONS 2010

Regulation 4: SCHEDULE

Matters to be addressed in School Development Plans
1   **A statement and evaluation** of the ethos of the school
2 (a) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *learning, teaching, assessment* *raising standards of attainment among all pupils, in particular in* *communication, using mathematics and using ICT*
2 (b) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *providing for the special, additional or other individual educational needs of pupils*
2 (c) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for promoting pupil *health & well being* *child protection* *attendance* *good behaviour and discipline*
2 (d) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *providing for the professional development of staff*
2 (e) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *managing staff attendance* *promoting staff health & well being*

2 (f) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for
promoting links with parents of pupils
promoting links with the local community
including - other schools
                    the business community
                    voluntary and statutory bodies

2 (g) **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for

	promoting the effective use of ICT to support
	     - learning and teaching
	     - continuing professional development
	     - school leadership and management	

3	(a)	**An assessment of** the school's current financial position and the use made of its financial and other resources
3	(b)	**An assessment of** the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards
4		**An assessment of** the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised
5		**An assessment of** the challenges and opportunities facing the school
6		**The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan**
7		Identification of key areas for development, informed by the school's self -evaluation, including (a) the school's key priorities for the period of the plan, based on DE priorities for education
		(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT
		(c) actions to be taken to achieve these outcomes, with final dates for completion
		(d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes
		(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Inspection Self Evaluation Framework (ISEF)

https://www.etini.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-0

School Development Planning Requirements

Summary/Evidence

Section 1

Child Centred Provision

SDP Requirements: 1, 2b, 2c

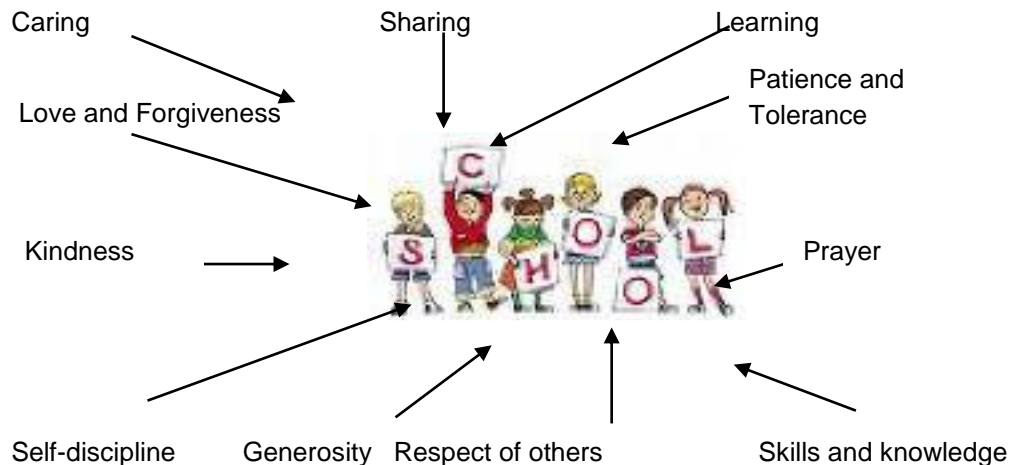SDP Requirement 1: A statement and evaluation of the **ethos** of the school

Statement

As a Catholic School, we draw on the shared experience of home, family and parish to underpin a broad and balanced curriculum. We in Ballymacward Primary School are concerned with creating a caring, secure Christian community where every member feels valued supported and happy. We believe that all members of our school community are unique and special. We will nurture all to develop and achieve to their own unique potential and in so doing be empowered to become global citizens within their own and wider community. Ballymacward Primary School is a vital part of the Catholic and wider community in Hannahstown Parish and beyond. The school is a place whereby learning, caring and sharing is paramount. The pupils will enjoy and be challenged during their time in school and will leave school enriched by their experiences and equipped for life in the wider world.

In Ballymacward P.S. we strive to:

- Create a happy, safe, secure and effective learning environment where each child has the opportunity to develop physically, intellectually, socially and spiritually and so develop his/her talents to their full potential.
- Promote respect for self, others and the world around us, both locally and globally.
- Promote effective learning and set high standards by providing a curriculum designed to meet the child's individual needs and, at the same time, fulfil the Northern Ireland Curriculum requirements.
- Create a system whereby staff members may develop professionally in order to facilitate the needs of our pupils.
- Engage with the wider community to enhance learning by establishing close links with home, parish and the wider community.
- Encourage parents to be active partners in the education of their children.
- Build up a caring Catholic community within the school which is committed to handing on the faith.
- Develop an effective Pastoral Care system.

In our school there will be:

Caring   Sharing   Learning

Love and Forgiveness   Patience and Tolerance

Kindness   Prayer

Self-discipline   Generosity   Respect of others   Skills and knowledge

We strive to provide an ethos where fairness, tolerance compassion and forgiveness permeates all relationships within the school community.

Ballymacward Primary School will provide for each child
- A broad and balanced Curriculum
- An awareness of his/her own talents, skills and ability
- A love of learning, a knowledge of how to learn and the motivation to produce his/her best work
- An awareness of the immediate environment and an attitude to self-discipline, independence, courtesy, good manners and respect for everyone.
- A knowledge and understanding of the wider world in which we live, of the interdependence of individuals, and a tolerance of other religions and ways of life.
- Effective communication between all members of the school community.
- A lively and enquiring mind and the ability to question and make informed decisions.
- The opportunity to develop self-respect, respect for others and promote equality and so work to eliminate discrimination and contribute positively to society and the wider community.

Evaluation
- Our school ethos is very strong and is shared by the whole school community.
- We provide a safe and happy environment which encourages the children to learn effectively.
- We set high standards and rigorously monitor teaching and learning through various methods.
- Our Catholic ethos is strong and connections with our parish and church regular.
- We have happy parents, children and staff who respect each other and work together for the good of all.
- The quality of relationships throughout the school is excellent.
- 2017/18 enrolment 72. 2018/19 enrolment 81. 2019/20 enrolment 79. 20/21 enrolment 89.
- Currently we have 5 statemented children and 9 children in total on the SEN register (10% of the children).
- PTE/PTM/CAT: new assessment procedures introduced in May 2018 which involve PTE//PTM V CAT4 (CAT4 completed in Years 4 and 6) and involve 5 categories of achievement ML, L, E, H, MH. Data from 2018, 2019, and 2020 shows most of our children and making progress year on year.
- Communication lines between staff are effective via weekly meetings, between staff and parents with Seesaw, parent/teacher meetings and curriculum meetings and with staff and BOG with termly coordinator/link governor meetings and monthly Principal/Chair of BOG meetings.

Evidence gathered through : **ETI Inspection and Analysis of surveys (May 2021): Staff, Parents, Pupils & Governors**

ETI Inspections Jan 2016/December 2017/March 2019 -
- The children are happy and well behaved. They are respectful of their teachers, classroom assistants, peers and visitors and show pride in their school.
- The quality of pastoral care in the school is good. There is an atmosphere of mutual respect and evidence of supportive working relationships at all levels.
- The children are developing their leadership and communication skills through participation in the school- and eco- councils.

PUPILS	PARENTS
100% of Foundation pupils enjoy school and feel safe - A majority (94%) of KS1 pupils enjoy school and most (96%) feel safe 100% of KS2 pupils 'sometimes, usually or always' enjoy school and feel safe. No pupil reported that they never enjoy school or never feel safe 100% of KS2 pupils report that the school helps them to feel 'more confident', [sometimes (16%), usually (39%) or always (45%)'] - Most (89%) KS1 pupils agree that the school helps them to feel 'more confident', (qn.10). 7% disagree (1 pupil)], 100% of Foundation pupils agree that the school helps them to feel 'more confident'(qn.10)	95% feel welcome at the school (85% Strongly agree, 10% agree, 3.33% disagree, 1.67% strongly disagree) 92% feel that BPS has clear and open channels of communication with parents (68% strongly agree, 24% agree, 6% disagree, 2% don't know) 100% feel that their children are happy and safe in Ballymacward Primary School (74% strongly agree, 26% agree) 95% are aware of the school's Care & Welfare (Pastoral Care) and Safeguarding & Child Protection policies (70% strongly agree, 25% agree, 3% disagree, 2% don't know) 95% agree that the school promotes a healthy lifestyle to its pupils (68%

- 80% KS2 pupils reported that there is enough after school activities to choose from, 16% said there was sometimes enough and 4% said there wasn't enough.
- 90% of children know which adult they can talk to if they have a problem, 6% said they sometimes know and 4 % said they didn't know.

Additional comments:
> *I love being at this school because of my friends, work and PE.*
> *The teachers are very helpful and kind so are the staff members and classroom assistants.*
> *I like school because of art and grammar and I love the staff they are really nice and helpful I love them and they always help us and I love outdoor play time a lot I love my friends and equipment.*
> *I like that the teachers a very funny and all the kids are very kind and it's very small so everyone know each other.*

strongly agree, 27% agree, 2% disagree, 3% don't know)
- 96% value the work of BPS in helping to hand on the religious faith
- 96% feel that the school helps their child to develop self-confidence and self-esteem

Additional comments:
> *Strong communication between teachers, principals and parents. Kept up to date with all changes etc made in the school.*
> *Excellent communication with parents through the use of IT platforms ensuring promptness of communication being*
> *received by parents.*
> *Communicate regularly and will contact me if requested*
> *All the staff are very approachable and welcoming. Parents are kept up to date well with pictures and messages via seesaw, communication is important in effective leadership and management. It's very nice to see pictures of your child in school happy and enjoying learning.*

STAFF (Teaching = T, Non-teaching = NT)	**GOVERNORS**
100% Staff feel the premises are safe and secure 100% of all staff including teaching and non-teaching have attended a number of in-service courses. - Staff believe that the school has an ongoing whole-school programme that addresses issues such as bullying, sectarianism, racism and good relations. (95% strongly agree, 5% agree) - Staff consider that children meet their full potential, regardless of gender, social, ethnic, linguistic and educational background (95% strongly agree, 5% agree)	100% of strongly agreed or agreed that the school has a strong Catholic ethos. 83% strongly agree and 17% agree that the school community feels welcome at BPS. 100% agree there are clear and open channels of communication. 100% strongly agreed that the children are happy, safe and well cared for and that BPS. 100% strongly agree BPS is ambitious for every child to achieve their full potential.

Future Action

- Pupils will be regularly reminded of which adults they can talk to if they have a problem.
- Pupils will be reminded on a regular basis, i.e. by the class teachers and in weekly assembly by the principal, who the members of the safeguarding team are.
- DT and DDT will ensure the safe guarding proforma is completed each year and shared with the staff and Board of Governors.
- Regular contact will be maintained between DT, DDT and Safe Guarding Governor.
- Posters of the safe guarding team to be maintained throughout the school for easy recognition.
- Parents to be kept informed of safe guarding procedures and who the safe guarding team are by links sent out to the school policies on the website and reply slips returned and kept on file as evidence parents seen/know where to access policies.
- Continue to develop mutually beneficial links with Catholic and non-Catholic local schools in through the West Belfast Partnership ANCL and the Lisburn Principals Association and Shared Ed links with McKinney Primary School.
- Encourage pupils to embrace our new motto 'WORK HARD DREAM BIG' to always strive to achieve their potential.
- Review the school's ethos statement using the Framework for Self-Reflection provided by the Down & Connor CSTS Service.
- Staff will continue to develop their skills and capabilities through a range of staff training opportunities in school and by other providers, i.e. EA, DE, WBPB etc.
- Clear lines of communication will be maintained with parents to ensure they always fell welcome in Ballymacward Primary School and ensure they always feel welcome to discuss any issues about the children with the class teacher and principal.
- Implement our positive behaviour policy to ensure children are aware of expectations of behaviour while in school and any activities related to school.
- Governors continue to play an active role in school life and are regularly kept informed of school activities.

School Development Planning: **Child Centred Provision**

As part of SENDO Ballymacward Primary School welcomes any pupil whose parents wish them educated in mainstream education. In doing this we will assess the provision available within our school and, in consultation with other agencies, advise parents whether we would or would not be best placed to provide the best learning environment for their child's needs.

The support we provide for the various identified educational needs of our pupils reflects current DE guidance and complies with the requirements of the Code of Practice (New 3 Stage CoP in September 2021). There is a consistent and rigorous approach for identifying children with special needs.   SEN funding is used to ensure training and materials are available to support this provision. We liaise closely with the school psychologist and external organisations. All staff meet termly to discuss IEP's, referrals, tracking of children, planning, target setting and maintain records of all SEN documentation in a filing cabinet. The SEN policy is current and is updated bi-annually. There is a link governor for SEN (Paul McConnell) who meets with the SENCO termly and all governors are regularly informed of SEN progress within the school at BOG meetings, as SEN is a constant feature of the Principal's Report. SENCO will develop and implement a SEN Action Plan each year which will be agreed by teaching staff and governors.

Pupils with Special Educational Needs are well provided for by a committed staff and appropriate learning opportunities are provided for these pupils. Children are identified through teacher observation and assessment using standardised tests, including CAT v PTE and PTM. When necessary, a range of intervention strategies is used to effect improvement. SEN register is always kept up to date. Our current strategies include the following:

- IEPs with SMART targets developed and implemented for children identified as SEN.
- Differentiation within the classroom to ensure that all pupils are challenged according to their ability.
- New medium term and weekly planning has been implemented and evaluated.
- External support in support of literacy is offered to identified children. This includes: EA literacy Support, RISE-NI and additional teaching.
- Within each class the teacher plans and prepares suitable learning activities for those pupils who are on the special needs register. Some of our pupils receive Outreach support from the E.A, others have a special classroom assistant allocated to help with their needs.
- Close links and communication with the school Educational Psychologist.
- Internal support mechanisms implemented such as Reading Partnership, Digit Club and Literacy Intervention led by the Literacy and Numeracy coordinators and delivered by teaching staff and classroom assistants.
- Literacy and Numeracy coordinators offers training to teaching staff and classroom assistants to deliver these programmes.
- Extended school programme of Bug Club (Years 1-3) and Accelerated Reader and Maths (Years 4-7) focusing on improvement in literacy and numeracy standards.
- Extended school programme of Movie Making and Animation focusing on improvement ICT skills, NERVE Belfast Partnership.
- SEN Children mapped termly and yearly using Bug Club, Reading Groups, AR, AM, intervention assessments, end of year assessment scores to determine interventions impact and also to identify interventions required.
- New 5 areas of identification in CAT v PTE/PTM in place MHE HE E LE MLE.
- Engage Programme 2020/21 fully implemented due to extra funding made available by DE.

The SENCO has availed of EA training on the New CoP and works with the support of a senior teacher, Literacy Coordinator who also attended Phase 1 and Phase 2 training in September 2018, to ensure that SEN is effectively managed in school. The SENCO maintains a running record of SEN issues for each child in New Yellow folders implemented for each class which follow the children from Year 1 to 7. ALL SEN material on each child to be kept in their section. SEN Coordinator file now in place with relevant SEN info. SEN folder established in the Staff folder on the school ICT system. Classroom assistants are fully engaged with the class teachers in supporting SEN and in the development and outworking of the IEPs.
The IEP format has been updated in line with recommendations from the last inspection, December 2017. IEPs were again updated to include specific need on each IEP

after ETI inspection feedback in March 2019. Targets are reflective of the children's needs and include references to the children's strengths. Pupils and parents are fully involved in the drawing up of IEPs. IEPs are implemented, reviewed and evidenced twice per year (December and June) or more frequently as required. The SENCO supports staff in drawing up IEPs.

Progress of individual children is monitored and tracked within the support provided. Records identify what progress has been made and any additional support required. The SENCO monitors and evaluates SEN provision within the school. He supports and collaborates with teacher's/classroom assistants/parents/Ed Psy/peripatetic teachers/other outside agencies. She organises a timetable of withdrawal of pupils by sub teacher for Engage Programme. He organises and leads training in school on SEN for all staff. SENCO completes all forms relating to the statementing process of children and liaises with all the relevant agencies to do this.

Underachievers

Under achievers are identified using teacher knowledge (PTE/PTM don't correlate with CAT for Year 3) and PTE/PTM v CAT data. Individual and class targets are set and monitored each term. Group and individual interventions are used in Numeracy and Literacy for children identified as underachievers. EA services will support those who are on stage 2 of the New SEN CoP.

High achievers

Challenges within each classroom are provided for high achieving pupils through teacher planning and the resources available in the school, such as AR with higher points targets, AR by using the higher objective libraries. AR and AM is used for children in Year 3 when they are achieving higher enough to do so.

Evaluation:
As a whole school we gathered and analysed evidence from:
TTI indicators-
ESAGS indicators
Count Read and Succeed
Records kept by individual teachers and the SENCO
Quantitative data

The SEN provision at Ballymacward is effective and almost all targets are being met by children on IEP's (SMART targets are used to ensure they can be measured against the evidence).
SEN mapping shows that all children on the SEN Register are making progress in literacy and numeracy evidence by AR, AM and Bug Club progress and PTE, PTM and CAT end of year assessments.
The IEP format is very user friendly and is used effectively by staff, parents and pupils (as supported by ETI feedback in interim visit on the 20th September 2018).
The SEN Register is reviewed regularly and updated if needed, and is effective in maintaining focus on the children who are on it.
Parents and pupils are fully involved in our SEN support system.
8 pupils accessed additional support during 2018/2019, 9 pupils accessed additional support during 2019/2020, 9 pupils accessed additional support during 2020/21 all of which lead to improvements in Literacy and Numeracy.

Provision of SEN
An analysis of data and SEN mapping shows that almost all children with SEN achieve in line with their ability and can demonstrate a good level of progress in Literacy

and Numeracy by the end of KS2.

Evidence, such as AR, AM, Bug Club and end of year assessments, has shown that pupils who have had withdrawal support within school have made progress and parents value this.

The school has benefited from EA Literacy Support working with pupils in school and the EA Autism Advisory Service with an ASD pupil and relevant staff members.

SEN staff meetings and the SEN classroom assistants and teachers meet monthly also.

Annual Review meetings are carried out in December for Year 7 SEN children and February for SEN children in all other year groups. Parents meet with teachers to set IEPs.

Provision for Under achievers:

An analysis of PTM/PTM/CAT shows that pupils who have been targeted make improvements in line with their ability.

May 2018:

Progress Test English

Attainment Against 'National Average'

PTE shows that in year four 57% are on or above target/ stanine 5 or above. 21% of pupils in this class have an IEP.

In year five 33% are on or above target. 4 pupils are below target; 1 of these pupils has an IEP and 1 is Stage 5 SEN.

In year six 45% are on or above target. 6 pupils are below target, 4 of these pupils have an IEP.

PTE V CAT

PTE shows in year seven 70% of pupils are on or above target with 10% much higher than expected. 30% of pupils have an IEP.

Progress Test Maths

Attainment Against National Standards

PTM shows that in **year four** 92% of pupils are on or above target. 1 pupil is below target. 92% of the class are stanine 5 and above. 21% of the class have an IEPs.

PTM shows in **year five** 16 % of pupils are above target. 5 pupils are below target, one of which has an IEP and one is stage 5 SEN.

PTM shows in **year six** 54% of pupils are on or above target. 5 pupils are below target, 3 of which have an IEP.

May 2019:

Progress Test English

Attainment Against 'National Average'

PTE alone, shows in **year four,** 80% of pupils achieved a score within the 'average' range. 20% scored 'below average', teachers feel this was expected; these children have an IEP/SEN that would create issues in literacy testing.

PTE V CAT

PTE shows in **year five** 72% of pupils are on or above target.

PTE shows in **year six** 83% of pupils are on or above target with 1 pupil below target*.

PTE shows in **year seven** 82% of pupils are on or above target with 2 pupils below target.

PTE shows in **year eight** 70% of pupils are on or above target with 40% higher than expected. 2 of the 3 pupils underachieving have an IEP*.

Progress Test Maths

Attainment Against 'National Average'

PTM alone, shows in **year four,** 100% of pupils achieved a score within or above the 'average' range. 30% scored 'above average' and 20% scored 'very high'.

PTM V CAT

PTM shows in **year five** 83% of pupils are on or above target with 28% higher than expected.

PTM shows in **year six** 83% of pupils are on or above target with 3 children are below target. 1 pupil is below target, this child is stage 5 SEN.

PTM shows in **year seven** 82% of pupils are on or above target with 36% higher than expected. 2 pupils are below target.

PTM shows in **year eight** 90% of pupils are on or above target with 1 pupil is below target, this child is stage 5 SEN.

Accelerated Reader

100% of pupils using Accelerated Reader have increased their reading age from Sept – June.

P4/5 reading age has increased with an average of 1 year 6 months, and P6/7 by an average of 8 months, including SEN children and children starting with a high reading age.

September 2020 *(assessments took place in September due COVID lockdown):*

Progress Test English

Attainment Against 'National Average'

PTE alone, shows in **year four,** 47% of pupils achieved a score within the 'average' range. 53% scored 'below average', teachers feel current circumstances of Covid-19 and school closures have negatively impacted these scores; three children have an IEP/SEN that would create issues in literacy testing.

PTE V CAT

PTE shows in **year five** 60% of pupils are on or above target with 30% much higher than expected.

PTE shows in **year six** 67% of pupils are on or above target with 22% much higher than expected.

PTE shows in **year seven** 40% of pupils are on or above target with 20% much higher than expected. 1 of the 3 pupils underachieving have an IEP*.

Progress Test Maths

Attainment Against 'National Average'

PTM alone, shows in **year four,** 68% of pupils achieved a score within or above the 'average' range. 14% scored 'above average'. Three pupils scoring 'below average' in the class have IEP/SEN which could create issues in Numeracy testing.

PTM V CAT

PTM shows in **year five** 70% of pupils are on or above target with 20% higher than expected.

PTM shows in **year six** 78% of pupils are on or above target with 28% achieving higher or much higher than expected. 1 pupil who is below target has an IEP.

PTM shows in **year seven** 60% of pupils are on or above target with 40% higher than expected. 2 pupils are below target. 1 out of the 2 pupils underachieving have an IEP*.

Accelerated Reader

100% of pupils using Accelerated Reader have increased their reading age from Sept – June.

P4/5 reading age has increased with an average of 1 year 6 months, and P6/7 by an average of 8 months, including SEN children and children starting with a high reading age.

Provision for High Achievers;

High achievers within their class are planned for in the weekly and medium term planners. Work is set to push on high achievers, such as AR targets set higher, AR activities are taken from higher objective libraries, New Wave extension books are used for home works and tasks are set form resources to meet individual abilities.

ETI Inspection December 2017:
'A more consistent whole-school format has been introduced for individual education plans which includes the children's interests and strengths and incorporates contributions from the children to their own learning.'

Evidence gathered through **Analysis of surveys (May 2021): Staff, Parents, Pupils & Governors**	
<u>**PUPILS**</u>	<u>**PARENTS**</u>
64 % of children agreed that they get help in class when they need it, 34% said sometimes and 2% said no. 62% of children agreed that teachers expect them to improve their work, 28% said sometimes and 10% said no. 92% of pupils agreed that teachers encourage them to do their best, 8% said sometimes.	96% of parents agreed or strongly agreed that the school helps my child to develop self-confidence and self-esteem. 67% strongly agree, 27% agree, 6% don't know that BPS is ambitious for my child to achieve his/her full potential. 61% strongly agree, 34% agree, 3% disagree, 2% don't know that my child is being educated at a level which challenges him/her appropriately. 55% strongly agree, 24% agree, 2% disagree, 18% don't know that effective interventions and support are in place to meet my child's needs. "Everything is well catered for."
<u>**STAFF (Teaching = T, Non-teaching = NT)**</u>	**GOVERNORS**
- The school's implementation of the current SEN DE guidance 100% strongly agree. - Staff agreed that the SENCo has a clearly defined role and has received appropriate training and resources 100% strongly agree. - The school identifies the special educational needs of individual pupils and maintains effective links with parents, other professionals and support agencies 100% Strongly agree. - There are clear and realistic Education Plans compiled through appropriate consultation which are reviewed regularly 100% strongly agree. - The learning support staff have received appropriate training and contribute effectively to the support and review of the pupils' learning programmes 100% strongly agree. - The school makes appropriate use of the finances allocated for special educational needs 100% strongly agree.	83% strongly agree, 17% agree that the school leadership has a shared vision based on a child centred philosophy. 67% strongly agree, 17% agree, 17% disagree that BPS respects diversity and welcomes pupils from all backgrounds and abilities. 100% agree or strongly teachers use a range of strategies to enhance and improve pupils' learning. "Pre COVID there were attendances at BOG by teachers who provided evidence of children's work and explained how they engaged with the pupils. This was often in conjunction with the link governors." "They do this by getting the children to be inquisitive about their own work and this enables them to grow their own skills and knowledge." "With trips and out of school visits curtailed. Staff have encouraged and stimulated children by creating projects such as a bug hotel for minibeasts."

Future Action

- Implementation of the New SEN 3 stage Code of Practice across the whole school.
- Ensure staff development opportunities are utilised for all staff in relation to the new SEN CoP.
- Identify and utilise staff development opportunities for all staff in areas of SEN, such as ASD training, Personal Learning Plan (PLPs will replace IEPs) training and any SEN staff development deemed relevant.
- SENCO/Senior teacher (Literacy coordinator to attend all relevant SEN training days).
- Continue to improve numeracy and literacy withdrawal support initiatives for identified pupils.
- Monitor closely through teacher/CA observations and data the impact of numeracy and literacy interventions.
- Implement an effective pupil transition from playgroup/nursery, i.e. taster days, to go along with the staff sharing information already in place for smoother

transition into Ballymacward Primary school.
- Meet with parents to review and discuss IEP targets and impact.
- SEN to become a topic for CBD meetings, i.e. one month's focus will be on SEN throughout the school with staff producing and signing off evidence of SEN in teaching and learning.
- Data of SEN children will be analysed on its own at the end of the year to assess the impact of all SEN procedures in the school.
- Designated SENCO hours to be utilised throughout the year to ensure the role of SENCO is implemented as effectively as possible.
- SEN section added to weekly planners to closely monitor SEN targets.

School Development Planning: **Child Centred Provision**

SDP Requirement 2 c: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil *health & well-being; child protection; attendance; good behaviour and discipline*

Summary:
Our school has fully implemented the requirements of circular 1999/10, "Pastoral Care including Child Protection" and 2003/13.

Child Protection:

Ballymacward Primary School activity promotes child protection of all children in school by ensuring:
- The school has a Safeguarding and Child Protection Policy in place and reviewed annually.
- SG&CP policy is displayed on the school website and parental reply slips sent home to make parents aware it can be accessed there.
- There is a fully trained Designated Teacher for Safeguarding and Child Protection and Deputy Designated Teacher for Safeguarding and Child Protection in line with DE guidance. We also have a 3rd member of staff trained to cover any absences of DT or DDT.
- There is a Designated Governor for Safeguarding and Child Protection who is kept informed of all SG issues.
- Safeguarding team posters are visible throughout the school and discussed with children regularly so they are aware who they can talk to if they have any problems.
- Safeguarding and Child Protection is an item on the BOG meeting agenda and in the Principal's Report.
- DE Safeguarding proforma completed annually, reviewed regularly and signed by the Chair of Board of Governors (BOG).
- Training for all staff is updated in line with D.E regulations.
- Staff easily distinguishable by uniform and lanyards.
- Photos of all current staff are displayed in the foyer of the school.
- Annual training is provided by Designated/Deputy Designated teacher for teachers and classroom assistants.
- Safeguarding display is present in the staffroom with all relevant information.
- Safeguarding folder with all relevant information is available in the front office and presented to all substitute teachers working in the school and any visitors coming in to work with children.
- Safeguarding policy in leaflet form is available at the front office and main doors of the school.
- Annual Internet Safety Day celebrated and E safety assemblies held regularly in school.
- Discussing pupil absences with parents and including attendance on school reports.
- Liaising with the Educational Welfare Officer and making referrals where needed.
- All visitors must report to reception, sign in and display a visitor's sticker. There is a separate log book for contractors working in the school.
- All volunteers are appropriately supervised and vetted before working in the school and all Police Check information kept on file.
- We liaise with NSPCC when needed to offer guidance to parents and pupils about online and general safety.
- We liaise with, and make referrals to the Warren Centre in Lisburn when needed to offer guidance to parents and pupils.

Health & Well-being

The health and well-being of staff is of prime importance and strategies employed by the school are:

- As a staff we work as a team, respecting each other's roles and recognising individual talents and expertise.
- We are concerned with the needs and well-being of each child and with the approaches and programmes we implement in order to aid his/her personal development.
- We recognise and value the important role, which parents play in their child's education.
- Every effort is made to ensure that parents feel welcome, that they are made aware of the school's aims, objectives and policies and of their child's individual needs, progress and achievements.
- Fostering a positive work atmosphere that encompasses a healthy balance between work and home activities.
- Staff participation in decisions that affect their professional role are highly valued.
- Good communication and efficient decision-making processes with the whole staff.
- Staff appraisal for work and achievements.
- Staff avail of development and professional growth opportunities.
- Harmonious working relationships through god communication lines, clear roles within school and all staff working together.

Health and Well-being

The health and well-being of pupils is of prime importance and strategies employed by the school are:

- Promoting healthy eating through our Healthy Eating Policy.
- We have a Healthy Break in place which allows pupils to have fruit, milk or water.
- We have a Breakfast Club in place, open to all pupils, serving a healthy breakfast.
- Eco Schools
- Promotion of free school meals scheme and paid meals scheme.
- Developing personal and social skills through the NI Curriculum.
- Improving physical and social activity through GAA coaching, IFA coaching, Cycling Proficiency, Swimming and participation in any relevant physical education programmes that may arise.
- implementation of effective PE and PDMU planners.
- Effective use of outdoor play area.
- Monthly Awards Assemblies.
- Celebrating success of achievements outside of school, i.e. sporting, musical, dancing, art achievements etc.
- Participation in health workshops-Bee Safe, Dairy Council, Action Cancer, PSNI Internet Safety, Stranger Danger talks, Fire safety talks, Fire Drills.
- Inclusive decision making through the use of school council, and pupils questionnaires.
- Emergency evacuation procedures are in place and reviewed annually, Fire drill carried out once per term.
- Designated First aiders in school and any relevant medication for pupils kept in the office.
- Our PE programme encourages exercise for good health and includes Games, Athletics, Swimming, Dance, Outdoor Education and Gymnastics
- Each class has a designated PE day when children and staff attend in their PE gear.
- Children participate in the Daily Walk.
- We are affiliated to Gaelfast and a coach attends school one day per week to coach each class.
- Activity NI offer a sports-based after-school session one day per week for all pupils which includes a variety of sports and physical activities.
- Our pupils compete in Cumann na mBunscol Hurling and Gaelic Football tournaments with other schools from P.4 – P.7.
- We have a specialist dance teacher who organises an after-school dance club in Term 3,'Glee Club.'

ETI January 2016:

'The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.'

Attendance

The school actively promotes good attendance by employing a number of strategies namely:

- We welcome all pupils and parents in a warm and friendly manner.
- We have a Pupil Attendance Policy which is made available to parents on our website and is reviewed annually.
- We maintain contact with the EWO to monitor and promote good attendance and make referrals when needed.
- We monitor attendance via SIMS and take action to contact parents if there are concerns in line with our Attendance Policy.
- We actively encourage parents not to take holidays during term time.
- Recent attendance figures are: 2017/18 = 94.61%, 2018/19 = 96.41%, 2019/20 = 95%
- The class teacher operates a reward system for good behaviour and good work. This can take the form of points, stickers, Student of the Week, certificates, treats, Golden Time, Magical Days etc.
- Each month there is a special awards assembly for the whole school and pupils who have behaved well, worked hard etc receive a special certificate from the Principal.
- Classes can also receive special certificates for good behaviour, work and the best overall attendance each month.
- In this way we hope to in still a sense of responsibility in our pupils and encourage them to strive for excellence and always 'try their best.'
- Individual Certificates at the end of the year for 100% attendance and exception performance in accelerated reading for Years 4-7.

Good Behaviour and Discipline

The school actively promotes good behaviour by employing a number of strategies namely:

- We have in place a Promoting Positive Behaviour Policy which is fully implemented, can be accessed by parents via the school website and is reviewed annually.
- We have in place an Anti-Bullying Policy which is fully implemented, can be accessed by parents via the school website and is reviewed annually.
- Individual class rules implemented, displayed around the school and relayed to parents.
- Staff have high expectations for work and behaviour, this is consistently reinforced in class and at school assemblies.
- Pupils are familiar with expected behaviour through our 'School Motto 'Dream Big Work Hard.'
- Teachers operate a number of incentive schemes to promote good behaviour, i.e. Student of the Week, Golden Time.
- Good behaviour is celebrated monthly at assemblies, i.e Principal's Pupil of the Month award.
- A School Council has been established to provide pupils with the opportunity to raise concerns and voice their opinions.
- The school takes part in the annual 'Anti-bullying Week' activities.

Evaluation:

As a school we gathered evidence from:
TTI indicators 4.1 Pastoral Care and 4.2 Safeguarding
ETI Pastoral Care/child Protection Audit
Analysis of Pupil/parent/gov/staff questionnaires (May 2021)
Staff discussions

Attendance figures
Annual Audit in Safeguarding
ETI inspection report and comments made by district inspectors.

Ballymacward Primary School has a strong commitment to the welfare of all pupils.
There are high levels of attendance for pupils.
The behaviour of pupils is generally very good.
Almost all parents support the healthy eating / lifestyle message which the school promotes.
Safeguarding and child protection and Care and Welfare policies are fully implemented and evident throughout the school.

Child Protection

In the annual Safeguarding Audit it has shown up the need for a Staff Code of Conduct. It is important our policies and procedures are regularly reviewed and kept up to date on the school website so as to ensure all families have access to it.

Health and Well-Being:

FMS entitlement is 33%

Attendance

The school has maintained and excellent rate of attendance over the last 3 years, the average is 95.34%.
Number of pupils were presented with full attendance certificates in June 2018 = 5 June 2019 = 6. There are no figures for individual full attendance June 2020 due to COVID school closures in March 2020.

Good Behaviour

The Pupils in their questionnaires said:
98% say yes, 2% say sometimes that: Children know how to work and behave in school.
90% say yes, 8% say sometimes 2% say no that: They feel cared for in school.
55%% say yes, 37% say sometimes, 8% say no that: Children enjoy being in school most days.
Additional comments stated:
"I love being at this school because of my friends, work and PE."
"I love being at school because I get educated very well and the teachers and adults care about my well-being."
"The teachers are very helpful and kind so are the staff members and classroom assistants."
"I like school because of art and grammar and I love the staff they are really nice and helpful I love them and they always
help us and I love outdoor play time a lot I love my friends and equipment."

Evidence gathered through **ETI Inspections (Jan. 2016, Dec. 2017, March 2019) and Analysis of surveys (May 2021): Staff, Parents, Pupils & Governors**

ETI Report January 2016

The children are happy and well behaved. They are respectful of their teachers, classroom assistants, peers and visitors and show pride in their school.

The quality of pastoral care in the school is good. There is an atmosphere of mutual respect and evidence of supportive working relationships at all levels. The children are developing their leadership and communication skills through participation in the school- and eco- councils.

The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

PUPILS	**PARENTS**
• 81% said yes, 17% said sometimes, 2% said no: of pupils feel safe at school. • 90% say yes, 6% said sometimes, 4% said no: know which adult they can talk to if they have a problem. • 74% said yes, 18% said sometimes, 8% said no: pupils said that adults are fair to them in school. • 50% said yes., 48% said sometimes, 2% said no: pupils said if they get praise and/or rewards when you work hard in school. • 62% said yes, 26% said sometimes, 12% said no: pupils get praised more than told off at school.	• 74% strongly agree, 19% agree, 4% disagree 4% don't know of parents are satisfied that the school provides a safe and stimulating environment. • 69% strongly agree, 25% agree, 3% disagree, 2% don't know of parents are kept informed of relevant policies e.g. Child Protection, Behaviour, Acceptable use of the internet etc. • 68% strongly agree, 27% agree, 2% disagree, 4% don't know that the school promotes a healthy lifestyle to its pupils. • 64% strongly agree, 22% agree, 10% disagree, 3% don't know that the school works closely with parents/carers.

STAFF (Teaching = T, Non-teaching = NT)	**GOVERNORS**
• The school's pastoral care provision is effective 100% strongly agree. • Staff scored the school's caring ethos and strong commitment to the welfare of the pupils and the staff 100% strongly agree. • The school's safeguarding of children is clearly shared with staff and effective 100% strongly agree.	• 100% of governors strongly agree that the school promotes a healthy lifestyle to its pupils. • 100% of governors strongly agree that children are happy and safe in the school. • 83% of governors strongly agree and 17% agree that children are given the opportunity to develop their personal, social and emotional skills. • 100% of governors strongly agree that Parents/carers are regularly informed of their children's progress and are encouraged to support their learning.

Future Action:
- Implementation of the new Anti-Bullying legislation September 2021.
- Review and update Anti-Bullying Policy to include the new legislation procedures.
- Review Positive Behaviour Policy.
- Ensure reviewed and updated policies are added to the school website.
- Implement new procedures in the Attendance Policy, i.e. 5 lates = phone call home by the class teacher, 10 lates = phone call home by the principal.
- Continue to review and update policies in line with governance schedule.
- Conduct an Annual Audit by Child safeguarding team, DT, DDT (Principal), Designated Governor and the third member of staff trained in Safeguarding.
- Incorporate more well-being events in the school year for both pupils and staff.
- Complete parental Survey Monkey surveys each year to get feedback on Child Protection and Health and Well-being.
- Ensure parents know who the safeguarding team are at the start of each year through communication systems such as Seesaw and the school website.
- Continue to explore opportunities to use outside companies to provide coaching/arts/dance/well-being activities for both pupils and staff.

School Development Planning Requirements

Summary/Evidence

Section 2

High Quality Teaching & Learning

SDP Requirements: 2a

School Development Planning: **High Quality Teaching & Learning**

Summary
In Ballymacward Primary School the curriculum involves all of the learning experiences offered to pupils in terms of curricular and extracurricular, including the spiritual, physical, social and emotional development of each child under our care.

<u>Learning and Teaching:</u>

In Ballymacward Primary School we use the following strategies to promote successful learning:

- Planning: This takes place at all levels and reflects the NI Curriculum, it clearly identifies the learning, shows continuity and progression reflects the needs and interests of all learners and is evaluated to inform future planning.
- Ballymacward Primary School carries out its statutory responsibility of delivering the NI curriculum to FS, KS1 and KS2 children in its care. The learning areas of:
- Mathematics and Numeracy
- Language and Literacy
- The World Around Us
- The Arts
- Personal Development & Mutual Understanding
- Religious Education
- Physical Education

- Effective planning – Long Term Schemes of work are in place for each subject. Medium term plans and short term plans (weekly) are in place. Plans are monitored and evaluated by class teachers and coordinators. Copies of weekly evaluated planners are submitted to coordinators.
- Staff hold monthly collegial book discussions (CBD) with a monthly focus on the different areas of learning, e.g. September – literacy, October – numeracy, November – ICT etc. CBD ensures plans are followed and evaluated and good practise is shared across all staff.
- Book Scoops occur twice per year for literacy, numeracy and ICT by coordinators were books are compared to planners to ensure they reflect planners, marking scheme is incorporated and samples of work are submitted and recorded in coordinator files and staff are issued with written feedback from coordinators. Lesson observations are conducted twice per year by coordinators and principal with written feedback supplied to the teachers afterwards and recorded in the learning area coordinator file.
- Teachers strive to convey and set realistically high expectations which will challenge and inspire pupils.
- Teachers are committed to success of every child and are encouraged to have good relationships with pupils and colleagues. In Ballymacward, we are flexible in terms of teaching strategies and employ active learning techniques to cater for every child.
- There is a strong focus on Literacy, Numeracy and ICT. Sharing of learning intentions, effective differentiation, target setting (class and individual), cross-

curricular, effective questioning and feedback are implemented across all Key Stages.
- Teacher, Classroom Assistants and support staff are aware of and implement our Marking for Improvement Policy (tickled pink and green to grow).
- We have a thematic approach to planning, teaching and resources across learning areas. This was developed further after advice from our ETI area inspector in 2019.

Teachers will
- promote effective and positive interaction with pupils
- promote high expectations
- plan lessons which have clear objectives which are communicated effectively to pupils
- use a range of teaching styles
- use a range of questioning
- recognise and manage effectively the support of other adults in the classroom
- use well timed interventions to help the pupils make good progress
- provide feedback to pupils about their progress
- ensure that assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept
- recognise the importance of health and safety
- acknowledge and make the best use of the contribution of parents, the community and work carried out at home

Assessment:

- Each Year Standardised tests are completed by the children in Years 3-7, analysed and interpreted.
- These include CAT 4, PTE, PTM. When completed the data is entered in SIMS and correlated. From this, we can identify if children are in any of the 5 achievement areas, i.e. Much Higher than Expected (MHE), Higher than Expected (HE), Expected (E), Lower than Expected (LE) and Much Lower than Expected (MLE). Coordinators and class teachers liaise to ensure appropriate interventions are put in place and class/ individual targets are put in place.
- Termly evaluations of individual and class targets
- Week 7 in planners is a dedicated week for catch up and half termly assessment.
- Teachers use a wide range of assessment for learning strategies, including self and peer assessment in numeracy and literacy, using stampers, implemented into week 7 of planning for each term, marking policy
- Other evidence to assess children's progress includes; baseline assessments, mid-term class tests, observations of children, marking for improvement in children's work 'Tickled Pink and Green for Growth', pupil progress files and review of IEPs, weekly planning evaluations and attendance.
- STAR Reading and Maths, AM Diagnostic tests. Weekly spelling tests. Weekly mental maths tests. Fortnightly mental grammar tests.
- Individual half term Accelerated Reading targets set and monitored for Years 4-7.
- Bug Club impact monitored each half term for Years 1-3.
- We communicate comprehensively to parents regarding pupils' progress and achievements.
- Learning intentions (L.I.) and success criteria are discussed and used for each piece of work.

ETI March 2019 in relation to assessment:

'*Ballymacward Primary School demonstrates the capacity to identify and bring about improvement in the interest of all learners.*'

Raising Standards in Communication, Using Mathematics and Using ICT:
These strategies outlined above are standard to each subject/ curriculum area. In addition, the following strategies are used:

<u>Literacy:</u>
- Guided, modelled, shared and independent reading, writing and talking & listening activities are differentiated appropriately.
- Differentiation is implemented into every classroom, catering to the needs for each child holistically (see weekly and medium term planners).
- Running Records and Salford Reading Tests X and Y are used to inform the teaching and planning of reading.
- Phonics and Spelling – Jolly Phonics (Primary 1) and Linguistic Phonics (Primary 2 – 7) are used as main forms of teaching.
- Multi-sensory strategies are employed in our teaching to aid each type of learner.
- Bug Club and Accelerated Reader Reading Schemes (online and hardcopies), supplemented with GINN 360 Reading Programme are used P1-P7
- Specific Interventions: Reading Partnership, Literacy support, holiday packs.
- Composite Literacy class targets, individual targets, IEPs, and Extended Schools (Literacy Based). IEPs evaluated twice per year, class and individual literacy targets evaluated every term.
- Use of interactive displays to capture the children's interest and to both enhance their environment and enjoyment/ understanding of Literacy (school library themes, Literacy events and class displays).
- Children's work on display throughout the school and classroom.
- ICT and interactive resources are used to enhance children's understanding, knowledge and skills in all areas of Literacy.
- Thematic approach to planning and teaching to tie in with WAU and numeracy topics to allow children to use knowledge across the curriculum.
- Individual AR targets set for each half term for Years 4-7 based on STAR Reading score and teacher knowledge of children's ability. AR utilised for classwork, homework and literacy interventions.
- Mental Grammar Homework books introduced to improve mental ability in literacy in Years 3-7.
- PTE (Year 3) and CAT4 v PTE (Year 4-7) to identify how children are learning in line with their ability.
- Class and individual targets are set in areas of literacy identified as needing improvement form this data.
- Additional resources, such as Prim-Ed Literacy Boxes are utilised to enhance teaching and learning and further enable a thematic approach.
- Fortnightly visits from the mobile Lisburn library, all the children are registered as members and copies of library cards kept in school.

<u>Numeracy:</u>
- Guided, modelled and shared numeracy activities with appropriate differentiation to meet the needs of all children.
- Teachers enhance learning by providing practical mathematical experiences.
- Learning is cross-curricular and linked to real life situations when appropriate.
- Mental Maths starters are used to support Numeracy Programme.
- Specific Interventions: Digit Club, holiday packs.
- Use of interactive displays to capture the children's interest and to both enhance their environment and enjoyment/ understanding of Numeracy.

- Children's numeracy work displayed throughout the school and in class.
- New Heinemann Maths Programme is used in all classes.
- ICT and interactive resources are used to enhance children's understanding, knowledge and skills in all areas of Numeracy.
- IZAK 9 implemented into teaching for a practical approach to teaching and learning.
- Accelerated Maths implemented in Years 4-7 and used in class to supplement class work/half termly focus and for half termly assessments.
- Mental maths homework books introduced to improve mental ability in numeracy in Years 3-7.
- PTM (Year 3) and CAT4 v PTM (Year 4-7) to identify how children are learning in line with their ability.
- Class and individual targets are set in areas of numeracy identified as needing improvement form this data.
- Class and individual targets are evaluated every term.
- Numeracy targets are used in IEPs where required, and IEPs are evaluated twice per year.
- Additional resources, such as Prim-Ed Numeracy Boxes are utilised to enhance teaching and learning and further enable a practical approach to numeracy.
- Basic Skills implemented in Years 4-7 to ensure children understand basic numeracy skills in line with their age against the curriculum.
- Pitch and Expectations are used in Years 3-7 to promote problem solving and the use of RUCSAC in numeracy.
- Collins Target Practice books are used to enhance teaching and learning.

ICT:
- Use of ICT has been embedded into medium and short term planning; Literacy, Numeracy, WAU and play.
- 5 Es of ICT (Explore, Express, Exhibit, Exchange, Evaluate) implemented into planning, teaching and learning in ICT.
- Evidence of ICT use covering the 5 Es of ICT to be collected by the ICT Coordinator during book scoop sessions twice per year.
- ICT resources - All classes have interactive whiteboards, computers, access to laptops and iPads.
- All children can avail of the ICT suite and 5 new laptops have been purchased.
- iPad ratio in school is 1:1 in Years 4-7 and 1:2 in Years 1-3.
- CCEA tasks have been implemented to track progress of learning in ICT in Years 4-7 and a thematic approach to tasks is in place.
- iPads used to enhance teaching and learning and for AR, AM and STAR activities, CCEA task, Video and animation, all areas of literacy and numeracy tasks.
- Laptops and computers utilised for CAT/PTE/PTM testing, AR, AM, STAR activities and CCEA tasks.
- Interactive whiteboard training completed by teaching staff for implementation in the teaching.
- Partnership with Nerve Belfast 19/20 to develop film and animation for long term implantation into ICT planning.
- All children have access to new apps and new software to enhance their learning experiences.
- All children from P3 – 7 complete ICT tasks and have opportunities to attend after schools Literacy/ICT programme.
- Use of interactive displays and displays of ICT work throughout school and in the class to capture the children's interest and to both enhance their environment.

Evaluation:
As a whole school we gathered and analysed evidence from:

TTI indicators-

ESAGS indicators

Count Read and Succeed

Records kept by individual teachers and the SENCO

Quantitative data

Parental Questionnaires
Pupil Questionnaires

- There is a high standard of teaching and learning supported by extensive weekly and medium planning and reflective evaluations.
- Class teachers and coordinators skilfully monitor this to ensure best practice.
- Rigid half termly assessments, monitoring and evaluating ensure high standard of teaching and learning remains in place.
- There is a rich learning environment which reflects Literacy and Numeracy learning.
- Staff are effectively trained in new initiatives to ensure effective teaching and learning.
- There is an effective amount of resources in the school to promote high standards to teaching in learning in literacy, numeracy and ICT.
- Impact of literacy and numeracy of SEN children is closely monitored on a half termly bases.

ETI March 2019:
"*There are now robust, whole-school systems in place to monitor the provision throughout the key stages and ensure consistency in the quality of teaching and in the outcomes and learning experiences of the children.*
There is a consistent approach to planning for learning which is: detailed; guides well the learning and teaching; and, makes meaningful connections across the curriculum. "

Evidence gathered through **and Analysis of surveys (May 2021): Staff, Parents, Pupils & Governors**	
Pupils	**Parents**
47% of pupils Year 4 are on or above target in Literacy. 60% of pupils Year 5 are on or above target in Literacy. 67% of pupils Year 6 are on or above target in Literacy. 40% of pupils Year 7 are on or above target in Literacy. (Figures affected by COVID school closures) 68% of pupils Year 4 are on or above target in Numeracy. 70% of pupils Year 5 are on or above target in Numeracy. 78% of pupils Year 6 are on or above target in Numeracy. 60% of pupils Year 7 are on or above target in Numeracy. (Figures affected by COVID school closures) Accelerated Reading, Bug Club, reading partnership, literacy interventions and Rapid Readers support pupils to sustain their Literacy scores but these were affected due to COVID closures.	61% of parents strongly agree, 34% agree, 4% agree, 2% don't know that their child is being educated at a level which challenges him/her appropriately. "To me a good balance will always be a mix of formal and informal education and also learning through play too, when we don't even realise we are actually learning." 67% strongly agree, 24% agree, 10% disagree, that progress reports provide helpful information about my child's progress. 67% of parents strongly agree, 31% agree, 2% disagree, 2% don't know: feel involved in their child's education. 68% of parents strongly agree, 30% agree, 2% disagree that Ballymacward is good at promoting positive behaviour. 52% of parents strongly agree, 23% agree, 21% disagree, 2% strongly disagree, 2% agree that a wide range of learning activities is provided by the school outside pf the classroom. 67% of parents strongly agree, 24% agree, 7% disagree, 2% don't know: if they feel involved in the education of their child.
Staff (Teaching = T, Non-teaching = NT)	**Governors**
Pupils involved in identifying personal learning targets 100% strongly agree Pupil's work is marked regularly and consistently to highlight strengths and give feedback on what the pupil needs to do in order to improve100% strongly agree Teacher's plans show clear learning intentions and outline a variety of strategies in	100% of Board of Governors strongly agree that teachers provide an environment that supports challenges and stimulates learning.

all curriculum areas. 100% strongly agree Evaluations are reflective and inform future planning. 100% strongly agree Planning is effective and identifies learning outcomes, differentiation and evaluation. 100% strongly agree Learning experiences are of a high quality and matched to the individual needs of the learners100% strongly agree	86% of Board of Governors strongly agree,14% agree they are aware of the quality of teaching in this school. 86% of Board of Governors strongly agree,14% agree the school supports children who have a Special Educational Need.

Future Action

- Ongoing review of teaching and learning and Assessment for Learning.
- Staff development and greater use of Izak 9 for numeracy.
- Continuing implantation of rigorous monitoring and evaluating of ICT, numeracy and literacy across all key stages.
- Continue to improve the use iPads, computers and laptops to support learning and teaching.
- Purchase additional iPads and ICT equipment when needed and feasible.
- Continue to analyse AR/AM data every half term and full term impact noted.
- Implement CCEA ICT tasks (3 per Year) and track children's progress in ICT from Years 4-7 progress.
- Use Collegial Book Discussion (CBD) for monthly areas of learning focus on a rota basis.
- Implement Trusted Colleague Network across whole school and key stages twice per year.
- Continue with Book scoops and lesson observations twice per year with written feedback given to staff.
- All CAs to be trained in Reading Partnership and Digit Club for timetabled interventions.
- CAs to be timetabled to take GINN based guided reading groups.
- Literacy and Numeracy boxes implemented into teaching and learning to enhance the thematic learning in literacy and practical learning in numeracy.
- Continue to use Mental maths and grammar homework books and AR and AM to enhance learning at home.
- Implement Mental maths GL assessments once or twice (best method to be decided) per year to assess impact of mental maths homework and strategies.
- Identify and utilise effective staff development opportunities in numeracy, literacy, ICT, WAU, RE
- Continue to review and update Learning and Teaching Policy, Numeracy, Literacy and ICT Policies each year.
- To action plan for 1st – 3rd year of Shared Ed from Year 1 to Y7 with McKinney Primary School.
- To develop a more co-ordinated programme of support for both high and under achievers.
- To develop children's skills in problem solving and use of Mathematical Language as these areas are common of underachievement in PTM assessments.
- To develop further children's ability to use a variety of genre of writing and make appropriate choices in when to use it.
- To ensure pupils are able to use Literacy and Numeracy terms in context.
- Develop a reading partnership with the playgroup where the KS2 children help the playgroup children with reading groups.

School Development Planning Requirements

Summary/Evidence

Section 3

Effective Leadership

SDP Requirements: 2d, 2e, 2g, 3a, 3b

School Development Planning: **Effective Leadership**

Requirement 2 d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff .

Summary

To ensure effective leadership throughout the school we recruit, deploy support and develop staff in a systematic way.

Our staff are our most valuable resource and the highest priority is given to ensuring that the professional development needs of staff are met.

In Ballymacward P.S., professional development of staff, governors and volunteers is seen as vital to the efficient running of the school and in maximising each child's opportunities for learning.

ETI March 2019:

'The quality of leadership and management at all levels is now good.'

All staff are given the opportunity to gain qualifications, training and experience in specific areas identified as areas in need of training. Staff expertise is utilised to a great extent in delivering on School Development and Baker Days, as well as staff meetings throughout the year. Experienced staff mentor new members of staff to support the effective development of learning and teaching. Dissemination of good practise is planned through professional dialogue, sharing innovative /successful ideas at staff meetings, monthly reviews, book scoops and classroom observations. TCN and monthly focus CBD are used throughout the school to share good practise.

Staff development completed:

- Principal, DT and DDT safeguarding training completed each year.
- SENCo training for new CoP.
- First aid training 2 day and 3 day courses.
- Accelerated Reading and Accelerated Maths training.
- NERVE Belfast Film and Animation and Coding training.
- CCEA ICT assessment training.
- First time Principal Training.
- Promethean Whiteboard Training.
- Reading Partnership with CAs to implement this with specific pupils.
- Senior Leadership Pathways.
- Wellbeing and Resilience training completed by all staff.
- BOGs are kept informed by the principal on all EA training opportunities.
- All statutory training is kept up to date for teachers and BOG.

It is essential that staff development opportunities are identified as effective and will be used to the benefit the school. Staff attending staff development opportunities will bring the ideas back to staff during meetings, TCN and CBD sessions.

- PRSD is used to enhance the quality of teaching and learning and to identify the training and development needs which are reflected in the SDP and the use of SDDs.
- Each staff member has PRSD targets in place agreed with the principal at the beginning of each year and evidenced and evaluated at the end of each year.
- Principal has PRSD targets agreed with the Chair of BOG which are evidenced and evaluated at the end of each year.
- Newly qualified teachers are all involved in Induction and/or EPD with files of evidence submitted at the end of each stage.
- All staff are involved in the PRSD or EPD systems and have successfully met their targets to date.
- Link governors work with coordinators to learn about their curriculum area and agree the yearly action plans.
- Link governors report at BoG meetings regarding their area of curriculum.
- Should we have New teachers working in the school on a permanent basis EPD and CPD follow the GTCNI competences and a teacher tutor is available to support beginning teachers.
- Coordinators actively support colleagues in their curriculum area.
- All staff are encouraged to avail of personal and professional development through Senior Leadership Pathways, PQH, Masters modules and any staff development opportunities deemed effective.

Evaluation:

As a school we gathered evidence from:
TTI indicators
ETI child Protection Audit
Analysis of Pupil/parent/BOG questionnaires
Staff discussions

Staff CPD:

- Our staff are skilled in teaching and in their specific area of expertise.
- Staff are very keen to develop their skills and pro-actively seek in-service and external staff development opportunities.
- All staff consistently meet their PRSD / EPD targets.
- With ICT being a big focus of development throughout the school it is essential that effective ICT staff development opportunities are identified and utilised as much as possible and relayed to staff when not all can attend
- The use of iPads to assist teaching and learning is essential and staff must be trained as best as possible in making the most effective use out the Ipads, and other ICT equipment, in teaching and learning.
- Governors have received training through the E.A. and are updated regularly on training opportunities each term by the principal.

Performance Review of Staff Development (PRSD):

Monitoring/evaluating at all levels ongoing strategies employed are as follows:

- Chair of the BOG meets with the Principal and External Advisor and set targets.
- Targets are shared with BOGs by the chair.

- The Principals is appraised by the allocated PRSD Governor in May/June.
- The Principal meets with individual staff and agrees on PRSD targets the upcoming year.
- These targets are then written up and evidenced as the year progresses.
- The teachers meet with the Principal in May/June to review PRSD targets and evidence.
- The Principal will review the work of the classroom assistants at the end of each year.

Evidence gathered through **and Analysis of surveys (May 2021): Staff & Governors**	
STAFF (Teaching = T, Non-teaching = NT) • 100% of staff strongly agree the provision of opportunities for them to undertake continuing professional development is effective. • 100% of staff strongly the provision of a range of leadership and management skills at school is effective.	**GOVERNORS** 83% of governors strongly agree, 17% agree that the management promotes the welfare of all staff.

Future Action:

The following actions have been identified as essential to maximising PRSD opportunities in Ballymacward Primary School:

- A PRSD Policy to be developed and implemented.
- SENCo to complete all training on new 3 Stage SEN CoP.
- All staff to complete in-service training from SENCo on new 3 Stage CoP.
- Dyslexia: staff development opportunities to be identified and utilised, where possible, on improving all staff awareness and ability to identify and plan for children with dyslexia through the EA, DE, Stranmillis and any other organisations delivering staff development.
- ASD: All staff development opportunities to be identified and utilised in dealing with behavioural issues, and the needs of ASD pupils through EA Autism Advisory Service, DE, Middletown or any organisations offering staff development in ASD.
- Language: All staff to received training/refresher session in Sign Language.
- Shared Ed: All staff to receive training in Shared Ed training in area of focus when confirmed between Ballymacward and McKinney.
- Wellbeing: further staff development opportunities to be identified in Wellbeing and implemented by staff into teaching and learning.
- Teaching staff have received individual training in key areas that they coordinate and relay to all staff during meetings, TCN and CBD sessions.
- To seek staff development opportunities for Early Year's staff in play based curriculum.
- All staff development opportunities to be assessed and, where deemed useful and effective, utilised by all staff.
- Teachers and CAs to meet weekly to plan together – CAs have an input and some ownership into planning.

School Development Planning: **Effective Leadership**

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

managing staff attendance
promoting staff health & well being

Summary:
Our staff are our most valuable resource and the highest priority is given to ensuring that they are happy in their work. Their welfare is of paramount importance to the overall management of the school.
We have a culture of inclusion and self-evaluation within the school. Regular staff meetings are held and views are sought. All members of the staff view themselves as important members of the team and work together in mutual respect for the good of all.
The school's strategies take account of circular TNC2011/1 Strategy for Teacher health and Well-being in N.I.

Attendance

- The school has adopted the CCMS and EA procedures for managing the attendance of staff. Procedures are in place to manage staff absences.
- Staff attendance is very high.
- Principal and BOG very approachable and understanding of needs of staff in relating to any issues that may affect attendance.
- Principal remains in contact with any member of staff who is unable to attend.

Health and well-being

- The pastoral care programme in this school extends into all areas of school life and involves all members of our school community.
- The Principal and BOG strive to create an environment in which everyone feels secure and happy.
- The atmosphere in the school is reflective of the quality of relationships at all levels.
- Staff can avail of 'Inspire' services if required and contact information is displayed in the staffroom (www.inspirewellbeing.org).
- Governors are fully supportive of staff well-being by: facilitating non-contact time, support and encourage professional development and show great interest and knowledge of the life and work of the school.
- Designated Staff receive training in the use of a defibrillator on an adult and a child.
- Staff can complete weekly planning at home if needed due to outside commitments.
- Twilight sessions in place to make up hour of SDDs or Baker Days to make up time off during some school holidays.
- All staff completed Hip-Psychology Wellbeing and Resilience session organised by WBPB.
- Staff can bring their own children to school (primary school age) should school holidays not correlate to ease any childcare issues that may arise.
- Additional specialists deliver programs in school to ease the burden on teaching staff e.g. Sports coaches, Music tutor, Peripatetic support and ASD support.
- All staff are supported by the Principal and BOG in engaging in personal development.
- Clear channels of communication exist to ensure professional supportive relationships.
- Management acknowledges and thank staff for hard work and achievements at staff meetings at BOG meetings and on an informal daily basis.
- The Principal monitors staff attendance and well-being through the return to work interview process.
- Staff leave school at 3pm on a Wednesday.

Evaluation:
As a school we gathered evidence from:
TTI indicators
Staff Meetings
Staff questionnaire

- Staff are very dedicated and hard working
- Staff morale is very good and all are supportive of one another.
- Staff attendance is excellent, even with the COVID protocols.
- Staff can complete planning at home when needed.
- Staff are very happy that Twilight sessions are utilised to make hours up to take SDDs and/or Baker Days at home.
- Flexibility shown towards Directed time hours when needed, i.e hours can be completed on a different day than the designated days.
- Principal has an open door for all staff and provides a listening ear to all.
- All staff views are sought and held with respect.
- All staff are encouraged to socialise together to celebrate events in school and end of terms.
- Food is supplied by school at the end of terms for the staff to sit and eat together.
- A Teachers Promise policy is in place and reviewed regularly.

Evidence gathered through **analysis of surveys (May 2021): Staff & Governors**	
Staff (Teaching = T, Non-teaching = NT)	**Governors**
100% of staff strongly agree leadership provides all staff with appropriate opportunities to undertake continuing professional development. 100% of staff strongly agree Leadership use effectively the PRSD cycle to identify and meet individual staff needs. 100% of staff strongly agree with the statement 'the school has a caring ethos and shows a strong commitment to the welfare of the staff.'	83% of governors strongly agree, 17% agree that the management promotes the welfare of all staff.

Future Action
- Arrange a 'health and well-being' sessions for all staff throughout the year.
- Develop and implement a staff attendance policy.
- Develop and implement a staff Health and Well-Being.
- Ensure good working relationships are maintained.
- Ensure good lines of communication between staff and staff and BOG are maintained.
- Develop and implement standard practice folder for substitute teachers and students working in the school.
- All staff first aid and defibrillator training at the beginning of each year.
- Look into the need/regulations for a Staff Code of Conduct policy. This would have to be agreed with staff before implementation.
- Principal to meet termly with classroom assistants informally to check how everyone is.

School Development Planning: **Effective Leadership**

Requirement 2 g:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT to support

- *learning and teaching*
- *continuing professional development*
- *school leadership and management*

Summary

At Ballymacward we strive to promote effective use of ICT to support learning and teaching, continuing professional development, leadership and management. All relevant policies are in place including: an ICT Policy, Online Safety Policy, Teacher iPad user agreement and an Acceptable Use of ICT agreement for pupils (signed by all parents) which are all reviewed annually.   We have a wide variety of resources available including a designated computer suite, 43 desktop/laptop computers (3 new laptops purchased and all desktops replaced in classrooms by C2K), interactive whiteboards with new projectors in each classroom, digital cameras, video cameras, Beebots and Carbots. We have purchase 5 Wi-Fi routers to ensure all devices in the school have access to the internet. We have implemented the use of Seesaw from Year 1-7 where children can display their work to parents and also can be used to store pieces of work for evidence.

Effective use of ICT to support Learning and Teaching:

- The school has a total of 70 iPads (1:1 Years 4-7, 1:2 Years 1-3) to support the delivery of effective teaching and learning.
- Termly ICT planners are currently being developed to ensure there is progression of skills being developed across the 5 E's using a thematic approach to learning.
- We have an ICT timetable in place, whereby each class has scheduled sessions in the computer suite/iPad. Through these sessions pupils address the Using ICT skills template provided by CCEA for each year group.
- CCEA tasks have been implemented from Year 3-7 to monitor impact of ICT teaching and learning. Three CCEA tasks are completed per year (1 per term). Focus on Presenting and Interactive Design (linked to Literacy)
- The computer suite and accompanying educational software and web-based resources appropriate to their stage of development are used by Years 3-7.
- There is an ICT display board in the ICT area where children's work is on display.
- These include C2K curriculum support programmes e.g. Bug Club, Accelerated Reader and Accelerated Maths.
- The quality and variety of children's work using ICT is evident on their iPads and in books.
- Standardised testing is completed on desktop and laptop computers every May.
- Assessment coordinator completed training and implemented new PTE/PTM v CAT assessments.
- Coordinator upskilled herself through attending CCEA ICT training, fed back to staff and implemented CCEA.
- Staff development completed in iPad use in the classroom, Accelerated
- STAR Reading and Maths tests and Accelerated Reading and Maths activities carried out on iPads.

- ICT evidence sheet is completed by all staff each term and supplied to coordinator for assessment.
- Completion of ICT Tasks as provided by CCEA and levelled by staff and ICT coordinator.
- Use of numerous iPad Apps to support teaching and learning, e.g. Explain Everything, Keynote, Pages, Spellboard, Minecraft, Green Screen, iMotion, Purple Mash.
- P1- P2 class teachers provide evidence to ICT Coordinator of pupil observations.

ETI January 2016:

'ICT resources were used effectively to support the learning and teaching.'

Effective use of ICT to support Leadership and Management:

- ICT is used effectively by office staff, teachers and principal.
- SIMS, FMS, C2K email and calendar are used by staff to monitor pupil attendance, finance issues, meal provision and day-to-day administration.
- A new school website has been developed as a means of communicating with parents and outside patrons.
- The website includes school policies, links to school social media, school holiday dates, curriculum overview, assessment overview, pupils section, parents section and school contact details.
- School Facebook page is used by leadership staff as a means of communicating with parents.
- School twitter page is used as means to communicated with parents and connect with other schools and outside organisations.
- SIMS is used to collect, analyse and track pupil progress and monitor whole school performance.
- Presentations to parents, Board of Governors and staff are delivered effectively using ICT.
- Communication to parents via text service.

Effective use of ICT to support Professional Development:

- ICT Coordinator consults with other coordinators, DE, EA and CCEA to ensure best practice and to develop in her role as coordinator.
- ICT coordinator identifies any ICT staff development opportunities deemed effective and relays to staff for attendance.
- NERVE Training and support has been organised by ICT Coordinator and staff can avail of their services.
- We had a NERVE Belfast partnership for academic year 2019/20.
- Use of ICT is promoted through Extended Schools Programme – 'Film Club.'

Evaluation:

As a school we gathered evidence from:

ETI March 2910:

'ICT is now used as a means of communication with all stakeholders and to share good practice and disseminate information at all levels.'

- Staff have good understanding of curriculum requirements regarding ICT and the 5 Es.
- iPads have been implemented to effectively support teaching and learning from Years 1-7.
- 100% of pupils in Years P3 – P7 use ICT to complete online end of year assessments.
- 100% of pupils in Years 4-7 have used iPads for Accelerated Reading and Maths activities.
- Due to the iPads implemented into teaching and learning the ICT suite/timetable isn't implemented as much.
- iPads lent out for home schooling
- All teaching staff completed NERVE staff development, ICT coordinator delivered ICT staff development and principal delivered iPad staff development.
- The NERVE partnership has ceased as it was only for 1 year.
- Staff development will always be required as ICT continues to develop.
- CCEA tasks have been implemented from Year 3-7.
- ICT half term planners have been developed for year 1 of the 2 year planning cycle.
- ICT termly evidence submission implemented in Years 3-7.
- Children have had their ICT work displayed on Seesaw and the ICT display board.
- An ICT audit is carried out each year and resources purchased to meet demand.
- All ICT policies have been reviewed and updated when required (in particular with regards to lending iPads out form home learning).
- Purple Mash app deemed not effective so discontinued.
- Seesaw has been a big plus for teachers and parents.

Evidence gathered through **ETI Inspection (Jan 2016, Dec 2017, March 2019) and Analysis of surveys (May 2021): Staff, Parents & Governors**

Parents

88% of parents are aware that their children are developing ICT skills in school.

Staff (Teaching = T, Non-teaching = NT)	**Governors**
100% of staff strongly agree feel that pupils are able to attain good standards in ICT and across the curriculum.	100% of Governors strongly agree the school works closely with parents/carers.
Staff received CCEA, Neve Belfast, INSET and online safety training.	

Future Actions:
- Source further training in the use of IZAK 9 for effective teaching and learning.
- Continue to develop CCEA Tasks and embed use of ICT in planning.
- Continue to implement a thematic approach to CCEA tasks.

- When required invest in additional ICT resources to continue to enhance teaching and learning opportunities for pupils and staff.
- Children to complete PTE/PTE/CAT testing on iPads when accessible to do so.
- Digital Leaders to be established to lead ICT and act as peers to younger children.
- Develop partnership with the playgroup to get their children use of the iPads, desktops and laptops.
- Years 1 and 2 to get timetabled for the ICT suite to enhance their ICT learning experience.
- CAs to complete staff development in ICT.
- Year 2 of ICT planners to be developed and implemented.
- More Coding implemented into school ICT planning and as an after schools club when possible.
- Look into the possibility of our school participating in a CCEA ICT Accreditation scheme.
- Seesaw app used to peer and self-assessments in Years 4-7.

School Development Planning: **Effective Leadership**

3a: Assessment of Financial Position and Resourcing

The school's financial position continues to be a strong one as numbers have increased in recent years.

A three-year Financial Plan is developed each with the principal and EA LMS team and agreed by the governors.

The projected end of year carry-overs for the 3 year plans are:

- March 2018 £39,746, £43,688 and £41,214
- March 2019 £15,260, £10,221, -£2,750
- March 2020, £10,624, £6,287, £10,377
- School has remained in category 5 'Schools living within the CFF allocation (with a surplus balance at year end).
- Since March 2019 the school have completed and returned the stocktake valuation and received £10,993.06 in financial year 19/20. Financial year 20/21 stocktake valuation has been completed and submitted but due to COVID-19 20/21 stocktake allocation is yet to be received.
- The PTA ('The Friends of Ballymacward') work hard to bring additional funding to the school. Fundraising events include Quiz night, Halloween Colouring competition and Christmas Fair.
- West Belfast Partnership Board (WBPB) have supplied funding for Accelerated Maths and other projects such as Critical Media Literacy.
- Due to a drop in FMS extended schools funding stopped in the academic year 18/20. This will be monitored each year.
- Governors link spending to the school development plan priorities.
- Over the past three years, the school has invested heavily in resources to enhance teaching and learning in all curriculum areas, these include:
- The Bug Club Reading Scheme for Years 1-3, Accelerated Reading and Accelerated Maths programmes for Year 4-7, 50 iPads to ensure 1:1 ratio in Years 4-7 and 1:2 ratio in Years 1-3, 3 new laptops, resources for outdoor play facilities, resources to promote SEN provision ICT resources for classrooms new projectors and VGA cables, Prim-Ed Numeracy and Literacy boxes and mental maths and grammar homework books for Years 3-7, New Heinemann Maths scheme.
- Clothes bin in the school car park brings in money when emptied and depending on the weight of the clothes inside. A second clothes bin has been placed in the church car park so it be accessed by parishioners when school is closed.
- £1000 received from TESCO application for play equipment.
- Finance, including the school bank account, is an item on the Principal's Report at every BOG meeting.
- Well-Being funding of £3000 was allocated to the school which was used to purchase playground marking for structured play.
- Engage funding was received by school which allowed an extra teacher in school one day per to work with small groups of children.

3b: Projected Resourcing
Staffing:

- Staffing is the bulk of school finances and must be the first priority.
- We currently have a principal, three full time teacher and a 2-day principal release teacher.
- 2 teachers have one management point each for coordinating curriculum areas, one teacher has two management points for coordinating a curriculum area and for Designated Teaching of CP and SG role.
- We currently have five classroom assistants, one of whom is paid directly 22.5 hours per week from the school budget. We have a part time secretary who is paid 17.5 hours per week and a part time building supervisor who is paid 20 hours per week both from the school budge.

- Staff incremental increases must be factored in each year with one teacher on the Upper Pay Scale 1.

Other resources
Over the course of this school development plan, there will be audits conducted annually by coordinators to identify resources needed for their curricular areas. Resources identified as in need of investment include:
- Numeracy resources, including IZAK 9 and practical resources for measures, weight and time.
- Literacy resources, including further copies of Bug Club and Rapid Readers, books to enhance the Accelerated Reading library
- Outdoor play provision, including playground painting, tricycles, playhouse, mudkitchen.
- Updated laptops to replace the old ones in the school.
- Engage funding has been extended to March 2022 which will allow an extra teacher 1 day per week in school to work with children identified for extra help.

Future Action
- There will be on-going discussion with staff and governors to prioritise our spend on resources.
- Practical numeracy resources
- Ballymacward Reunion event in the Ballymac Hotel when COVID restrictions allow it.
- Shared Ed with McKinney from September 2021. Shared Ed funding will be used for staff development and resources identified by both schools in need of improvement.
- Stocktake evaluations will continue to be submitted every year.
- Continue to search for viable funding opportunities with local and national companies.
- Submit lottery funding application in the academic year 2021/22.
- Continued involvement with WBPB for funding opportunities.
- Continue to add to school resources where identified in coordinator annual audits with stocktake funds.
- All staff training provided, through school expense, in areas identified as needed, e.g. first aid, literacy, numeracy, WAU, ICT, SEN.
- Whitemountain Centra Sponsorship used for sports equipment/kit.
- Monitor enrolment figures to ensure appropriate level of staffing.

- Look at the possibility of a display screen for the hall for shows and assemblies.
- Outdoor signage for the school.
- Extra hours for in place for one classroom assistant to complete interventions.
- Classrooms and hallways in school painted and freshened up.

School Development Planning Requirements

Summary/Evidence

Section 4

A School Connected to its Local Community

SDP Requirements: 2f

School Development Planning: **Connection to Local Community**

Requirement 2 f: A summary and evaluation, including through the use of performance and other data, of the school's strategies for
- promoting links with parents of pupils
- promoting links with the local community including - other schools , the business community, voluntary and statutory bodies

Summary
Promoting links with parents of pupils
Strong links with the local community to 'grow' a vibrant 'learning community' are important to Ballymacward Primary School.
We have established a strong link with our parents and the wider community through the following:
- Regular links with parents mainly through the use of the Seesaw app. Facebook, Twitter, monthly information sheets, our newly developed website and notes sent home.
- Newsletter discontinued due to use of Seesaw, FB and Twitter.
- A new school prospectus is available from the office and school website.
- Our new P1 pupils follow an Induction Programme. Induction Packs are provided to P1 parents/carers.
- Curriculum afternoons is held each year in September.
- We have Parent/Teacher meetings each February for every pupil.
- Parent/Teacher meetings are also held throughout the year as requested by the class teacher or parents should any issues arise.
- We have an active parent's association: 'The Friends of Ballymacward' which fund-raises and supports activities and resourcing to benefit the children.
- A number of parent volunteers to help with Breakfast Club, Waiting Class and Reading Partnership – this is currently on hold due to COVID restrictions.
- Parents and families are invited to attend assemblies, Christmas and summer shows, as well as special events such as Catholic Schools Wee (Grand Parents assembly). – this is currently on hold due to COVID restrictions.
- Parents and family members are invited to join the Years 3-7 for our monthly Mass, Mass on Holy Days throughout the year, celebrate the Sacraments with the children and Year 7s leavers mass.
- Parents classes such as Kick boxing 18/19 and yoga 19/20 were held in the school but ceased due to Extended schools funding stopping.
- Parental Questionnaires are help for SDP and each year to allow for parental feedback and input.
- Open Door Policy for parents were the principal/teachers will meet parents when required should issues need discussed.
- Principal meets and completes Year 7 post-primary applications.

Promoting links with the local community, including - other schools, the business community, voluntary and statutory bodies
- Pupils have the opportunity to take part in a variety of educational trips/visits.
- We are involved in a variety of competitions and events with local schools and organisations.
- The P.3 – P.7 pupils compete in Cumann na mBunscol GAA hurling and Gaelic football events.
- We are the link school to Lamh Dhearg GAC and have access to their facilities.
- Gaelfast coaches deliver fundamentals and full GAA coaching to Years 1-7.
- IFA coaches deliver blocks of soccer coaching to Years 1-7.
- Staff liaise closely with advisers from CCMS and the EA, as well as colleagues in other schools.

- We join with local schools and the community for the Christmas tree light switch-ons in Dundrod and Stoneyford.
- The Choir children sing carols at the Pensioners Christmas dinner in Dundrod Presbyterian Church
- The P.7 pupils enter a Sentinus STEM project each year.
- We had Extended Schools projects with McKinney PS but this ceased to due lack of Extended Schools funding.
- Our pupils visit community organisations such as museums, Lisburn Library and mobile library, Belfast Hills, Lisburn leisure centre for swimming classes and East Coast and Greenhill outdoor centres.
- We fundraise for charities such as: Trocaire, Sal's Shoes, MacMillan and The Kilimanjaro Project.
- Members of the community are invited to our Annual Awards Show in June and are called upon to present prizes. –
- The Rock and Hannahstown Parish councils and Lamb Dhearg dignitaries to be invited to school shows.
- We work closely with Ballymacward Pre-School Playgroup and share our play facilities with them, holiday calendars are synchronised, shared staff development, Mrs Hughes is Chair and Mr Kennedy is Vice Chair and SENDO in the Playgroup.
- Playgroup children celebrate World Book Day in our hall with our children.
- Playgroup host their Christmas show in our hall with our children watching.
- Playgroup children watch our Christmas and end of year shows.
- Playgroup children have their sports day in our yard and our children watch.
- Playgroup staff join our staff for the Christmas dinner in the hall.
- As the parish school of Hannahstown, we maintain very close links with our Parish Priest, Fr. Kevin McGuckien.
- We are very visible in the community through sacramental preparation and celebration in the parish's churches, as well as other celebrations such as the Community Carol Service, Monthly Mass, Mass on Holy Days and Catholic Schools Week activities.
- School notifications are announced in the Hannahstown Parish bulletin.
- Strong links established with St Mary's Teacher Training College, UU Coleraine, Stranmillis for student teachers, All Saints College for ICT sessions and buses.
- Year 6/7 complete visits to local secondary and grammar schools in Lisburn and Belfast for taster days and open days.
- School car park used by local community for large wedding and funerals when needed.
- School hall host the Hannahstown Ceile each year.
- School hall available to The Rock Committee for events when needed.
- The school children and staff take part in the Divis Walk during the Hannahstown festival.
- The Principal is part of the West Belfast Primary Schools Principals Association through the West Belfast Partnership Board.
- The Principal is a member of the Lisburn Association of Primary Principals.
- School advertisement in the Irish News.
- Past pupils often come to do work experience at Ballymacward Primary School.
- School ICT equipment and staff are available each year to aid prospective Year 1 parents complete online primary school applications.

International Community links

- The school set up links and pen pals with Our Lady of Perpetual Help Catholic School, Kamloops, Canada.

Evaluation
As a school we gathered evidence from:
TTI indicators
Staff Meetings

The school has a long-standing history of excellent links with the local community.
The school is well thought of within the community,
There are well developed links with parents, local parish and local commubity.
Links how grown immensely over the past 3 years.
Links continue to grow with our local parish, community, schools, sporting clubs/organisations, principal associations.
School links in the main have been put on hold due to CIVD restrictions.

Evidence gathered through **ETI Inspection (Jan. 2016/December 2017/March 2019) and Analysis of surveys (May 2021): Staff, Parents, Pupils & Governors**

ETI inspection
"In particular, the parents highlighted how well thought of the school is within the community, the nurturing environment of the school where the staff support the care, dignity and well-being of the children and how happy the children are at the school."

Pupils	**Parents**
100% of pupils said yes they enjoy school trips.	61% of parents strongly agree, 21% agree, 4% disagree, 14% don't know that the links between school and community are good. 68% of parents strongly agree, 24% agree, 7% disagree, 2% don't know are happy with the overall communications from the school to home. 74% of parents strongly agree, 19% agree, 4% disagree, 4% don't know that the school respects diversity and welcomes pupils from all communities. 67%% of parents strongly agree, 24% agree, 7% disagree, 2% don't that they feel involved in the education of their child. 78% of parents strongly agree, 20% agree, 2% disagree that they are kept up-to-date and informed about what is going on at the school.
Staff (Teaching = T, Non-teaching = NT)	**Governors**
100% of staff strongly agree the school's links and partnerships are strong.	83% of governors strongly agree, 17% agree that the school is valued and respected in the local community. 67% of governors strongly agree, 33% agree that their views are sought regarding aspects of school management. 67% of governors strongly agree, 17% agree, 17% disagree that the school respects diversity and welcomes pupils from all communities.

Future Action
- Continue to seek opportunities and make the school available for the local community to make use of the school's facilities.
- Develop closer links with McKinney PS and begin shared education in September 2021.
- If Extended Schools money becomes available develop projects to further links within the community, such as parents exercise classes, ICT classes, workshops deemed useful.
- Parents meeting will go back to twice per year, October and March, due to lifting of industrial action.
- Implement parent classes in use of iPads and workshops for parents in areas identified for development to enable parents a better understanding of how to help

children at home.
- Accelerated Reading, Accelerated Maths and Bug Club parent information sessions to ensure parents fully understand how they work and why we use them.
- When COVID restrictions lift, encourage parent volunteers to come back and help out with waiting class, school trips, Reading Partnership etc.
- Explore entering the school team into the Lisburn soccer leagues.
- Put on the end of year show as part of the Hannahstown festival in place of attending the Divis Walk.
- Implement Reading Partnerships with our Year 7s and the playgroup children.
- Develop a Parents Noticeboard at the drop off pint in the yard.

School Development Planning Requirements

Summary/Evidence

Remaining SDP Requirement Areas

SDP Requirements:

4, 5, 6, 7a, 7b, 7c, 7d, 7e

School Development Planning: **Remaining SDP Areas**

Requirement 4:
An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised

Summary
Review of School Development Planning Process.

1: A statement and evaluation of the ethos of the school:
Future actions from previous SDP.
- Pupils should continue to be regularly reminded of which adults they can talk to if they have a problem. This will be done via weekly assemblies and follow up in the classroom by each teacher. **– target met and ongoing.**
- Continue to seek and develop mutually beneficial links with Catholic and non-Catholic local schools. **– target met and ongoing.**
- Review the school's ethos statement using the Framework for Self-Reflection provided by the Down & Connor CSTS Service. **– target met and ongoing.**

2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting raising standards of attainment among all pupils, in particular in communication, using mathematics and using ICT:
Future actions from previous SDP.
- Ongoing review Learning and Teaching with focus on Assessment for Learning and Marking for Improvement policy*. **– target met and ongoing.**
- Introduction of Izak 9. **– target met and ongoing. Izak 9 introduced throughout the school, training completed and website used for activities.**
- Rigorous monitoring and evaluating of ICT, numeracy and literacy across the Key stages. **– target met and ongoing.**
- Further embed use of iPads to support learning and teaching and purchase additional iPads. **– target met and ongoing.**

2b: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils:
Future actions from previous SDP.
- Introduce Numeracy withdrawal support to effect improvements for identified pupils. **– target met and ongoing. Digit club introduced and impact monitored by numeracy coordinator.**

2c: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil health & well- being, child protection, attendance & good behaviour and discipline:
Future actions from previous SDP.
- Continue to promote understanding of who pupils can talk to if they have a problem. **– target met and ongoing.**
- Continue to review and update policies in line with governance schedule. **– target met and ongoing.**

2d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff:
Future actions from previous SDP.

- Make more use of ESAGs TV for staff development. **– *target met and ongoing.***

2e: A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing staff attendance & promoting staff health & wellbeing:
Future actions from previous SDP.
- Arrange a 'health and well-being' session for all staff on an annual basis. **– *target met and ongoing.***

2f: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with parents of pupils, promoting links with the local community including - other schools the business community & voluntary and statutory bodies:
Future actions from previous SDP:
- Continue to seek opportunities for the local community to make use of the school's facilities. **– *target met and ongoing but currently hampered by COVID restrictions.***
- Develop closer links with local schools by examining opportunities for shared education. **– *target not met to be addressed in new SDP with McKinney PS.***
- Develop the Extended Schools Project within the community. **– *target met, Extended Schools was implemented in school and with McKinney PS but ceased due to lack of Extended Schools money.***

2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT to support - learning and teaching, continuing professional development & school leadership and management:
Future actions from previous SDP.
- Foundation Stage teachers will use 2Simple (observation app) to record observations of pupils**. – *target met*.**
- IZAK 9 will be purchased used throughout the Key Stage (staff will receive training). **- *Target met.***
- Continue to develop CCEA Tasks and embed use of ICT in planning. **– *target met and ongoing.***
- Invest in additional iPads to provide enhanced learning opportunities for pupils and staff. **– *target met and ongoing.***

3a, b: An assessment of the school's current financial position and the use made of its financial and other resources:
Future actions from previous SDP.
- An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards. **– *target ongoing***
- There will be on-going discussion with staff and governors to prioritise our spend on resources. **– *target ongoing***

Assessment:
In Ballymacward Primary School we are very fortunate to have dedicated and hard-working staff that are committed to improving the quality of learning for our children and will embrace change which positively impacts on the quality of the provision for the children within the school.

The key *challenges* facing the school continue to be:

- Enrolment numbers remain unpredictable and under the 105 mark, though this has increased year on year 80 in 2018/19, 79 in 19/20, 88 in 20/21 and 93 for September 21. 1 child is moving to an SEN setting but 3 more children will be joining in 2021/22 dates tbc.
- Change in Principal release teacher each year, though Rachel McGrattan is continuing in 2021/22 which will allow continuity.
- Potential for maternity cover and getting suitable staff to cover.
- Small school with a small number of staff for numerous jobs.
- Our catchment radius very rural.
- The increased number of new pupils requiring SEN support while the school only gets 1 assessment per year (our Ed Psy always works with us and carries out 2 assessments per year if needed.
- Children have missed a substantial amount of school due to COVID closures.
- It is essential staff wellbeing is balanced with the need to maintain high standards
- Ensuring that we use data 'intelligently' yet retain our pastoral strength.
- Other local schools with Pre-school provision
- Raising standards in Literacy, Numeracy and ICT consistently.
- Parental emphasis on transfer in Years 6 and 7.
- Meeting more appropriately the needs of all learners
- Financial Restraints – resourcing and using budgets accordingly each year.
- Closing the gap between those children who are possible underachievers and improve their standardised score
- Meeting continuing technological advances.
- Parental involvement in education.
- Parental expectations of teaching staff and school's role in children's lives.
- Increasing number of children involved with Social Services.
- The new SEN framework and implementation.
- The new anti-bully legislation and implementation.

The key *opportunities* for the school are:
- Staff always have Opportunities for fresh thinking and bring new ideas to teaching and learning and all aspects of school.
- ETI inspection Process – school out of formal intervention process after inspection in March 2019.
- All staff and governors committed to raising standards throughout the school.
- The school continues to have a Healthy Budget and is a category 5 in terms of financial position.

- The school completes the stocktake each year which brings in extra revenue.
- Staff attendance is exceptional.
- New Management Team with coordinators in place.
- Re-constitution of Governors in 2018 next one due in 2022 or 2023.
- Close to surrounding built up areas of Stoneyford, Glenavy, Hannahstown, Pond Park Road, Thaxton
- Continue to develop further links with community – local schools i.e. Shared Ed with McKinney from September 2021, sports cluster with McKinney and Ballycarrickmaddy, WBPB, Lisburn Principals' group, St Mary's University College, Stranmillis College, University of Ulster, GAA and other sports organisations, Whitemountain Centra, etc.
- Promotion of school through the new school website where staff will upload photos and updates on class activities, school Facebook and twitter pages.
- Continue to monitor FSM numbers for potential future involvement in Extended Schools Programme.
- More robust assessment & record keeping
- Staff training in ASD and other SEN staff development opportunities
- Climate of continuing professional development in all areas of teaching and learning.
- CPD available for all members of staff who need to complete it.
- Enhancing the role of parents as co-educators with parental workshops.
- Making more opportunities for the 'voice' of pupils to be heard and make a difference through School Council and Eco Council.
- Monitoring and Evolving school improvement through ISEF.
- Additional funding via community links where possible.
- The school hall and facilities available as a community resource.
- Seeking additional awards to affirm good practice e.g. Eco Flag, Rights Respecting School etc.

School Development Planning: **Remaining SDP Areas**

Arrangements

The Board of Governors, Principal and Senior Management Team in Ballymacward Primary School seek to consult with all stake-holders and take into account their views as part of the School Development Planning and self- evaluation process.

Detailed surveys are conducted and analysed for by Wholeschool for:
- Parents
- Pupils
- Staff – teaching and non-teaching.
- Governors

- When key policies are reviewed, parental feedback is sought.
- Pupils' views on a range of issues are regularly sought through the School Council and Eco Council.
- BOGs ISEF and TTI discussions on governance.
- Governors are fully engaged in their challenge and support function.
- Guidance given by EA and CCMS officers when required.
- Parent rep on the BOGs voted in by parents and acts as a go between parents and BOGs/Principal/staff.
- Link governor and coordinator meetings.
- Monthly Principal and Chair of BOG meetings.
- BOG details displayed throughout the school and on school website.
- PTA Friends of Ballymacward.
- BOG quarterly newsletter to parents.
- End of year BOG meeting with parents.

School Development Planning: **Remaining SDP Areas**

Requirement 7 Identification of key areas for development, informed by the school's self-evaluation, including

    (a) the school's key priorities for the period of the plan, based on DE priorities for education

- See 3 year overview

School Development Planning: **Remaining SDP Areas**

Requirement 7: Identification of key areas for development, informed by the school's self-evaluation, including

(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT

(c) actions to be taken to achieve these outcomes, with final dates for completion

(d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes

- See all school action plans.

School Development Planning: **Remaining SDP Areas**

(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan

Statement:
In Ballymacward Primary School our overall aim is to build capacity at all levels to effectively self- evaluate and plan for continuous improvement in achievement & standards, the quality of provision and leadership & management. We monitor by:

- BOG meetings once per term since leaving special measures in March 2019.
- Link governors are in place for Literacy, SEN, Safeguarding, Numeracy and ICT.
- Link governors meet with coordinators at the start of each year and once per term afterwards to monitor and evaluation process the action plans. Minutes are kept of these meetings.
- Link governors exercise a support/challenge function with coordinators.
- Coordinator present at end of year BOG meetings.
- Current Link BOGs for 19/20 as follows:
- Literacy – Paul McConnell
- Numeracy – Deirdre McConnell
- ICT - Fionnula Ferrin
- CP and SG – Kerry Halls
- SEN - Paul McConnell
- Monthly meetings to be scheduled and minuted between Chair and Principal.
- Externally advised PRSD for principal assisted by Chair of BOG.

- Reports by principal at BOG meetings

All the above initiatives are to ensure:

- Gain first hand evidence regarding the quality of teaching, learning & assessment.
- Improve standards in teaching & learning
- Improve the quality of assessment
- Highlight areas for improvement
- Celebrate best practice
- Develop our role and expertise as a self -reflective & self- evaluating school.

Governors assigned to oversee aspects through subcommittees. At present:
- Child Protection: Mrs. Halls.
- Health & Safety: Mr. P.McConnell.
- School Development Planning: H Kennedy and Mr. P.McConnell.
- Finance: Mr. McConnell, Fr. K. McGuckien.