

OUR LADY'S TULLYSARAN SCHOOL DEVELOPMENT PLAN 2014-17

A STATEMENT AND EVALUATION OF ETHOS

The Northern Ireland curriculum requires schools to provide a balanced and broadly based curriculum which aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.

The learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as: Individuals, and Contributors to society and contributors to the Economy and Environment.

In Our Lady's we see our school as the focal point of the community. We want our school to be a caring community which effectively develops the academic, personal, social and spiritual potential of each child.

We are a catholic school and as such we have a distinct ethos, but we welcome children from all faiths and none

Catholic Education takes place in communities inspired by the Spirit of Christ. Christ's commandment to love God and neighbour inspires a caring ethos which is expressed in relationships within and beyond catholic schools

The education in our school is person centred. It promotes the dignity, self-esteem and full development of each person who is made in God's image and uniquely loved by God

Catholic Education is inclusive. It is respectful of, and engages with people of all beliefs; it encourages the religious development of all in their own faith.

Catholic Education is rooted in the gospel values of Respect for Life, Solidarity, Truth and Justice; it aims to harmonise faith and culture, build a better society and pursue the Common Good.

Together we aim to provide high quality rounded education for all our children so that they develop their full uniqueness and potential.

In our school the person and message of Christ find expression in:

- **Communities of Faith, Service, Prayer and Worship;**
- **The development of each persons full potential in a climate of joy, freedom, respect, challenge, co-operation and celebration;**
- **The enrichment of pupil life-intellectual, physical, spiritual, moral, social and emotional;**
- **The promotion of a spirit of charity, social justice, global awareness and concern for others leading to practical outreach and partnerships;**
- **A cultural of tolerance where people of diverse identities are recognised welcomed respected and cherished;**

- Listening mutual understanding, trust, reconciliation, healing and peace;
- The preparation of pupils to lead fulfilling and purposeful lives which will contribute to the common good.

EVALUATION

As a whole school we gathered evidence using

- TTI indicators 1.1; 1.6; 5.4
- Analysis of questionnaires from parents and staff.
- Staff discussions

Analysis of evaluation of ethos carried out in 2014 using SETAQ showed:

- As a parent I feel welcomed in the school (93% agreed or strongly agreed)
- The school has a good reputation in the community (93% agreed or strongly agreed)
- Overall I am happy with my children's experiences in this school (96% agreed or strongly agreed) .
strongly teachers (100% strongly agreed)
- There is effective communication amongst the staff (100%)

The full results are attached as an appendix to this document.

Future action:

More input from Pupil Council

The need to consult pupils and non teaching staff on a more formal basis.

Could school council include representatives from years 1-3?

Development of After schools provision with Drumsallen.

A SUMMARY AND EVALUATION FOR:

**LEARNING, TEACHING, ASSESSMENT
RAISING STANDARDS OF ATTAINMENT AMONG ALL
PUPILS IN COMMUNICATION, USING MATHEMATICS
AND USING ICT.**

Summary

Learning and Teaching

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Discipline and Behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.

- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks related to the N.I. Curriculum programmes of study.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Adoption of PRSD to ensure continuous professional development and high levels of staff performance.

Teaching Strategies:

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

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- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Active learning
- Assessment for Learning
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making
- Working with others
- Being Creative

At Our Lady's Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Evaluation

As a whole school we gathered evidence using:

Feedback from Inspection Report of 2010

TTI indicators 2.1;2.2

Parental survey June 2014 showed that:

96 % of parents felt that meetings between parents and teachers are helpful and informative.

97% of parents said that teachers in this school believe that all children can learn

Future Action

Better use of ICT to enhance learning e.g. using ipads
More effective use of active teaching methods and Assessment for Learning
Methods to help parents aid their children's learning at home.
More opportunities to develop "exchange" element in ICT

Communication

Summary

Literacy has focussed prominently on the school development plan for the past few years. A comprehensive audit of provision was carried out in 2010. As a result of this, there was a focus on writing standards across the curriculum. Other literacy initiatives included Reading partnership, Paired Reading and Linguistic phonics.

With a new coordinator in place, we plan to conduct another audit during this current school year.

Our big focus last year and indeed this year will be the CPD Literacy project. This was a very comprehensive and challenging course. It was delivered back in school with great enthusiasm by our special needs coordinator ably assisted by the literacy coordinator.

The course now needs to be disseminated with theory being transferred into action.

Already the special needs coordinator is using the dyslexia screening tool to help identify children and then deliver a quality intervention programme.

Delivering this is time consuming, the teacher has a full time teaching commitment, the school has a limited budget for teacher release so the teacher is working late in the evenings and at weekends.

An analysis of our most recent test results (CBA 2014) shows that by the end of KS2 69% of pupils had a

standardised score of 100 or greater while only 6% had a score below 90.

Evaluation

As a whole school we gathered evidence using:

2011 inspection Report

Literacy Audit from 2010

2014 Survey of parents on Reading and Writing.

Future Action

Literacy audit.

Review hand writing policy

Sustaining CPD literacy

Using Mathematics

Summary

The school spent some time in the last school year working on updating our policies and schemes of work.

We also focused on making maths real and looking for opportunities to relate it to real life situations.

We spent considerable time looking at the standard of work across the classes. We conducted internal moderation to assist with the end of Key stage assessments.

This proved to be quite difficult and the school decided that for the first time in many years not to report levels to parents at the end of the key stages.

Over the next 3 years we plan to review our policy as well as our schemes of work. We need to provide pupils with opportunities to use their mathematical skills in practical situations.

We believe the pupils as a whole are strong in mathematics. In the 2014 CBA pilot for maths 81% of P7 pupils achieved a standardised score of 105 or more. 0% achieved a score below 90.

Evaluation

As a whole school we gathered evidence using:
2011 inspection Report.

Parental and Teacher surveys from 2014

Analysis of Data from new PIM trial

Analysis of Data from CBA pilots in 2013 and 2014

Future Action

Completion of updating our schemes of work and school policy.

Using ICT

Summary

For a number of years the school has been involved in the ICT Accreditation Scheme. In the final two years of the scheme P4 were involved. The standard achieved by these pupils was in line with expectations.

Last year classes trialled some of the online tasks. P7 pupils remained after school to complete work and develop tasks such as movie making and making powerpoints.

Evaluation

It is vital this year(2014-15) we build on last year and that the other classes become more involved in the process of evaluating pupils experiences in ICT. Teachers will need the experience of working through the levels and the 5 E's (Exchange, Exhibit, Evaluate, Explore and Express) before Ict has to be assessed as one of the cross curricular skills. By the end of P7 the majority of pupils are working at level 4 of the NI curriculum, however the experiences of

pupils down the school need to be broadened and this will be a key priority this year.

Future Action

Teachers become comfortable with new hardware and associated software.

- Review of schemes of work to include relevant ICT tasks.
- Further development of Fronter as a means of exchange.
- Purchase of ipads and develop their use to enhance the learning experiences of our pupils.
- To develop an elearning Partnership programme

SPECIAL EDUCATIONAL NEEDS

SUMMARY

Within the school the member of staff with responsibility for Special Educational Needs (Mrs K Comiskey) has a clearly defined role, and has received appropriate training and resources. During the previous school year (2013-14) she has attended and plans to attend a number of in-service courses and cluster meetings.

We are committed to developing the potential of all our pupils who have identified educational needs.

The school identifies, and determines accurately, the special educational needs of individual pupils through class observation, analysis of PIE and PIM scores on Assessment manager, analysis of computerised tests.

We maintain effective links with parents, other professionals and support agencies;

There are clear and realistic Education Plans compiled through appropriate consultation which are focused on addressing the identified areas for improvement and reviewed regularly;

The school makes appropriate use of the finances

allocated for special educational needs.

In addition to in-class differentiation, we use the following strategies to meet the range of educational needs of our children:

- SENCO withdraws groups and provides advice/guidance for literacy and numeracy in all key stages.
- The SENCO advises and coordinates the writing of IEPs.
- Peripatetic support.
- Catch up Maths
- Study ladder
- Alta Maths
- Numeracy Literacy Booster groups

As a whole school we gathered and analysed evidence from:

TTI indicators 3:1, 3: 2. 4:3

Information from SENCO training, CPD Literacy project

Quantitative Data NRIT, CBA, PIE,PIM

EVALUATION

The Special Needs Provision within the school is developing well. The children are well supported in their learning.

Over the last two years we have fine tuned our support to include target groups in Numeracy and Literacy. These pupils have been identified as under achieving when compared with their NRIT score. They would not be on the special needs register.

We have operated a paired reading programme for the last two years and it has been an enormous success. Baseline assessment of pupils showed that most pupils who participated improved their reading score by completing the programme.

We have received training on writing smart targets. This has proved valuable in writing more meaningful and realistic education plans.

An analysis of data indicates that almost all children with SEN achieve in line with their ability and by the end of KS2 they demonstrate good levels of ability in literacy and numeracy.

FUTURE ACTION

Last year the whole staff completed the Understanding Literacy Difficulties programme. This year we need to build on the programme and turn theory into practice.

PROMOTING THE HEALTH AND WELL-BEING, CHILD PROTECTION, ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE OF PUPILS.

SUMMARY

The school places the highest importance on the safety. Welfare and personal development of all pupils. Our strategies include:

Health and Well-being.

Promoting healthy eating through Boost Better Breaks and provision of daily fresh fruit in all classes.

Developing personal and social skills through the statutory curriculum.

In September 2014 P6 and P7 pupils participated in a programme about staying safe. This was delivered by the NSPCC.

“Worry box” in use in P4 -P7 classrooms.

Improving physical development through an enhanced in school and after school programme. Hurling, Gaelic, Camogie, Basketball, Zumba and soccer coaches employed.

Participation for all in a variety of tournaments throughout the year.

CHILD PROTECTION

Training for designated/deputy designated teacher in line with DE regulations.

All school staff and visiting tutors/coaches trained and updated annually on school's child protection policy.

Full policy sent to parents every two years. (Due in Autumn 2014)

Summary of above displayed prominently throughout the school.

Our Internet safety policy was updated during 2013/14 school year.

ATTENDANCE

Attendance monitored closely throughout the year by class teachers and the principal. Attendance is recognised at an end of year assembly

GOOD BEHAVIOUR AND DISCIPLINE

Consistent implementation of Positive Discipline.

Full investigation of all issues

Use of classroom charters and rewards in some classes

Evaluation

As a whole school we gathered evidence using

- TTI indicators 4:1 and 4:2
- Analysis of questionnaires from parents and pupils.
- Staff discussions
- Feedback from 2010 Focused Inspection.

96% of parents reported that overall they were happy with their children's experiences at school.

94% of parents reported that the staff helped their child to develop their personal, social and emotional skills.

94% of parents felt welcome in the school.

97% knew how to report a safeguarding matter.

Analysis from Sims show that our attendance had increased from % to % over the last 3years

Our most recent inspection report (December 2010) stated that the quality of pastoral care in this school is "outstanding"

100% of P7 pupils last year reported that they enjoyed their primary school days.

The boost better breaks programme is working effectively and is supported by all parents.

Nearly all pupils contribute to the Fresh Fruit Scheme.

We do have concerns about the quality of the packed lunches.

Future Action

Increased role for school council

Need to ensure all governors attend child protection training.

Completion of safeguarding programme with P6 and P7 pupils.

Guidance for parents on providing a healthy lunch box

PROFESSIONAL DEVELOPMENT OF STAFF

SUMMARY

To ensure effective leadership throughout the school we recruit, deploy, support and develop staff in a systematic way. School leaders demonstrate a commitment to providing professional development opportunities for staff.

PRSD and teacher feedback from an analysis of the teacher survey forms is used to identify training and development needs which are then reflected in the School Development Plan and the use of school development days. Dissemination of good practice is planned through professional dialogue at our weekly staff meetings and on school development or Baker days. Good practice is also shared through team teaching and informal classroom observation.

Curriculum leaders are always available to support colleagues and to lead initiatives throughout the school. Records are kept of all courses attended. These are evaluated and where appropriate disseminated.

All statutory training is up to date for teachers and some governors.

Support is in place to assist teachers through induction, EPD and PRSD.

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EVALUATION

Overall it was felt that given the financial constraints and the lack of in-service training opportunities due to the downsizing of CASS that the provision for professional development was very good,

Any needs identified through teacher survey and PRSD are catered for. Eg SENCO attending refresher training.

FUTURE ACTION

There is a need for the key co ordinators (Numeracy, Literacy and ICT) to get refresher training on recent developments in their subjects particularly when they are new to their post.

Teachers who co ordinate key areas will be provided with substitute cover to release them from class to work on identified targets.

MANAGING ATTENDANCE AND PROMOTING THE HEALTH AND WELL- BEING OF STAFF

SUMMARY

The resources of the school are managed properly and effectively, with appropriate arrangements in place for attendance management and working relationships.

The Board of Governors have taken account of TNC 2011/1 "Strategy for Teacher Health and Wellbeing in Northern I Ireland and TNC 2008/02 "Teacher Attendance Procedure"

EVALUATION

Analysis of SIMS data shows that there is little or no short term absence among teaching staff (1-5 days).

However during the school year 2011/12 four of our teaching staff were of on long term sickness (6 days or more). This put a considerable strain on our budget.

In the school year 2012/13 two members of staff were on long term sickness leave. In the school year just past we had no long term sickness.

A similar analysis shows a high attendance rate for other school staff, with no long term sickness over the last two years.

An analysis of questionnaires and oral feedback from the 2011 inspection showed that all staff felt valued and were happy with the extent they are consulted and included in decision making.

100% liked working in the school
100% of teachers believe there is effective communication amongst the teaching staff.

FUTURE ACTION

If finance dictates teachers need some planning and preparation time particularly the P4-P6 teachers.

LINKS WITH PARENTS, LOCAL COMMUNITY, OTHER SCHOOLS, BUSINESS COMMUNITY AND VOLUNTARY AND STATUTORY BODIES

SUMMARY

The school strives to foster good relationships with the parents, local sporting and cultural organisations and indeed the wider community.

The school and the teachers are held in respect by parents and the local community.

We promote the involvement of parents in the life of the school and in their child's learning through

- Organised events e.g. St Brigid's day, Grandparents day, Come Dine with Me, School productions, Carol service, opening and closing masses, open night, curriculum support meetings.
- Regular up-to-date communication school text service, Monthly newsletter.
- Consultation and collaboration:
Questionnaires, parent/teacher association, IEP's, parent interviews

We promote the school in the local community and build positive relations through:

- Making full use of school facilities by local community groups.**
- Active involvement with charities, GAA, Church, Local media, Chestnut Nursing Home, Credit Union, industry links, local artists, writers, heritage centres.**
- Active links with other schools e.g. Benburb play group, local feeder secondary schools.**
- For a number of years we have had a link with our local controlled primary school- Drumsallen. Most of the activities were facilitated by Speedwell and in the more recent past The Primary Curriculum Partnership Programme.**

This year we secured a substantial grant from the Big Lottery fund to develop our joint after schools provision. We plan to run a number of projects including ipad training and a joint project on the famine in Ireland.

In the school year 2014/15 the school was involved in an e learning project with Dromore Central Primary school. This involved pupils and teachers communicating with each other through Fronter and Collaborate.

We seek and maintain effective links with statutory and voluntary bodies e.g. Health and social services, dentist, EWO, Psychology service, PSNI, GAA, Delta.

EVALUATION

As a whole school we gathered evidence using:

TTI indicator 1.5, questionnaires from parents

96% of parents were happy with their children's experiences in the school.

84% said they had a clear idea of the school development plan.

78% said the school was good at letting them know about their children's strengths and weaknesses.

FUTURE ACTION

Provide parents with more ways of helping their children's learning.

Running parent workshops.

Explore ways of using newly refurbished community centre

Develop music programme through website sponsored by our local credit union.

Development plan to be published on the website.

THE SCHOOL'S STRATEGIES FOR PROMOTING EFFECTIVE USE OF ICT TO SUPPORT LEARNING AND TEACHING, CONTINUING PROFESSIONAL DEVELOPMENT AND SCHOOL LEADERSHIP AND MANAGEMENT

SUMMARY

The school makes effective use in using Ict across the curriculum.

A whole school policy is in place that includes planning for progression for the 5 E's.

The school subject to budget constraints provides adequate funding to ICT. Five of our six permanent classrooms are now equipped with whiteboards. In the current school year (2014-15) we have secured funding for ipads and hope to complete our whiteboard programme.

The Ict accreditation scheme was completed each year in P7. P7 pupils all remain one day per week after school to complete a variety of ICT tasks

The Principal and the Ict coordinator consult with all staff to identify areas for development and the CPD programme is based on this.

All teaching staff attended Interactive Whiteboard Training at the RTU Summer School in August 2012.

In conjunction with Drumsallen Ps we held a joint staff day on Fronter (August 2013).

During the period of this development plan we are updating our planning, becoming more familiar with ICT assessment, updating our safety policy and developing pupil skills in "Exchange" through use of illuminate and Fronter Teachers are becoming more confident in using online courses such as training for administering CBA assessments.

The school uses ICT to support leadership and management in the school. The school uses Sims and Assessment Manager

Shared folders are used to communicate within the school. A text service is also used. In 2014 the school developed its own website

EVALUATION

In the last year of the old Ict Accreditation scheme 80% of P7 pupils achieved Level 4.

In the school year 2013/14 all P7 completed a series of tasks from the CCEA task library. 75% were working on level 4

Feedback from parents shows that the text to school service is an efficient means of communicating information The school website is regularly used by parents to maintain contact with the school.

FUTURE ACTION

Teachers to attempt a wider variety of tasks in CCEA task library.

Need to develop Video conferencing.

Develop an etwinning link.

Develop staff expertise in using ipads.

Expand and develop Fronter as an exchange tool

AN ASSESSMENT OF THE SCHOOLS CURRENT FINANCIAL POSITION AND THE USE MADE OF ITS FINANCIAL AND OTHER RESOURCES

The school has suffered from the long term absence of key members of the teaching staff over the last two financial years.. This has had a detrimental effect on our financial position It is the policy of the Board of governors to try to have one teacher per year group (7.4 teachers). To achieve this governors agreed a plan to employ a teacher for P5 for 3 days per week. To achieve this the governors agreed to add £10,000 to our budget from private school funds.

Our 3 year financial plan for the next three years is attached for information.

AN ASSESSMENT OF THE PLANNED USE OF THE SCHOOLS PROJECTED RESOURCES DURING THE PERIOD COVERED BY THE PLAN IN SUPPORT OF ACTIONS TO BRING ABOUT IMPROVEMENT IN STANDARDS.

The Board of Governors have identified a favourable pupil teacher ratio as a key priority. They also agreed to the funding a classroom assistant to help with the delivery of the curriculum in some classes.

The curriculum leaders identify new resources/equipment and these are costed and where appropriate purchased.

The budget allows for a generous annual requisitions of £30 per pupil.

AN ASSESSMENT OF SCHOOL'S KEY TARGETS AS OUTLINED IN PREVIOUS SCHOOL DEVELOPMENT PLAN

Year 1 2011-12

The school achieved:

Training in assessing the cross curricular skills

Review of pastoral care policies.

Using assessment manager to identify low and under achievement.

Review of maths provision in relationship to problem solving

Completion of sensory garden.

Primary Curriculum Partnership Programme- shared lessons with Drumsallen

Year 2 2012-13

The school achieved:

- Ict accreditation for KS 1 and 2
- Digital storytelling
- 4 teachers trained in Heartstart programme
- Whole school training in assessing cross curricular themes
- Pastoral and child protection policies revised
- Paired reading
- Action plan to sustain Primary Curriculum Partnership Programme.
- Two whiteboards installed.

Year 3 2013-14

The school achieved:

Whole school production of Oliver.

Participated in pilot of Computer Based Assessments (CBA)

Participated in SEN literacy project

Participated in internal standardisation

Summary Evaluation.

Over the last three years we have been concentrating on a number of key initiatives. We joined the Primary Curriculum Partnership programme. This was very successful with a much stronger link developed with our partnership school Drumsallen. We held joint training days and all pupils participated in shared lessons. We drew up an action plan to try and build on the work. Due to a change of principal in Drumsallen the plan was delayed and not as much as done in 2013/14 as was hoped. However we are back on track and this will be a key priority for the current Development plan.

Getting involved in the SEN Literacy project was our key focus in 2013/14. It was time consuming and a wide variety of topics were covered. In the next development plan we need to consolidate this and begin implementing the strategies into our planning. Evaluations from staff praised the programme but they felt the pace was too fast.

Assessment took up considerable staff development time in the last three years. We have participated in the CBA assessments every year. We feel they are very worthwhile and indeed we will participate in a further pilot during this school year 2014/15.

We also spent considerable time training for assessing the cross curricular skills. We found the requirements time consuming and the whole process unworkable in its current form. We will continue to carry out internal standardisation

and attend any relevant training, however we will not report by level to parents or set targets based on flawed data. The school has now three years of data from the CBA Assessments. We also have data from our PIE and PIM. This information will be used to set targets for improvement in literacy and numeracy.

AN ASSESSMENT OF THE CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Managing provision in a tight budget situation
Special needs provision for pupils with specific difficulties.
Managing new CBA assessments
Assessment of the Cross curricular themes

ARRANGEMENTS MADE FOR CONSULTATION WITH STAKEHOLDERS IN THE PREPARATION OF THIS PLAN

Parents have been consulted via a questionnaire (Results attached)
Pupils have been consulted through the pupil council
Teachers have been consulted through a questionnaire.
As part of The Primary Curriculum Partnership all teachers took part in a PDMU audit.
Other school staff have been consulted orally. A suitable questionnaire needs to be developed to gather the views of these staff.

**IDENDIFICATION OF THE AREAS FOR DEVELOPMENT INCLUDING SCHOOL'S KEY PRIORITIES TAKING ACCOUNT OF DENI'S PRIORITIES FOR EDUCATION (3 YEAR OVERVIEW)
PLANNED OUTCOMES IN LEARNING, TEACHING AND RAISING STANDARDS OF ATTAINMENT INCLUDING SCHOOL TARGETS FOR LITERACY, NUMERACY AND ICT**

Our current 3 year over view is attached as well as a more detailed plan for this year.

MONITORING, REVIEWING AND EVALUATION

The plan is continually monitored and reviewed and is very much a working document. The principal provides the Board of Governors with termly updates on the progress the school is making towards achieving its key targets.