

School Development Plan

2019 to 2022

Millennium



INTEGRATED PRIMARY SCHOOL

Our children are, and feel, safe

Our children feel good about school

Our children see school as a partnership

FOREWORD

During the lifetime of this School Development Plan, Millennium Integrated Primary School will undergo significant changes. The school will relocate to a new building scheduled for completion in 2022 – where there will be the opportunity to fulfil the vision of the initial group of parents who wanted Integrated Education for their children in the Carryduff area. As well as this, the SDP will begin as the school reaches double enrolment for the first time. There will be an enrolment of 365 children in the primary school and 52 part-time places in the nursery school. It is also the first SDP that will be written under a new principalship as the founding principal of the school, Mrs Mary Roulston, retired in June 2017.

Throughout that time the school has held true to its principles of creating a child-centred environment where the staff work to meet the needs of all the children. That has happened through a range of priorities being identified and met over the lifetime of the school and this SDP will set the priorities for the future. In the change of management comes a change of leadership style and goals.

The priorities for this SDP will be measured around the measurable outcomes for our children and their families. This Outcomes Based Accountability approach ([from the work of Mark Friedman](#)) will mirror the draft [Programme for Government \(PfG\) for Northern Ireland](#) where the outcome for Education is 'We will give our children and young people the best start in life'. However, we as a school recognise that this is just one area Population Accountability that we will contribute to and that our Performance Accountability contributes to many of those Population Accountability Indicators identified in the PfG. We will evaluate this approach through evidence provided to answer three simple questions:

- What did we do?
- How well did we do it?
- Is anyone better off?

We will do this through a range of shared leadership strategies in the school structure where staff will be encouraged to take ownership of their area of responsibility and indicate how it is meeting the Outcomes we have identified. This will take the form of annual Action Plans that will be set against the three-year SDP. They will prioritise the outcomes over the three years through priorities set on an annual basis – themselves prioritised within the three years on a Red-Amber-Green (R-A-G) basis. Leadership staff will lead teachers through the

different areas by providing training and support to help them achieve the identified outcomes. All curricular areas have a leader, as well as each of the Key Stages within the school. Some members of staff hold more than one area of responsibility, but as a school we have ensured that there is an ongoing opportunity for leadership training and support. Our Senior Management Team comprises of the Principal, Vice-Principal, Learning Support Coordinator and members of staff with two or more school-wide responsibilities. We have a middle management structure of Key Stage Leaders and Curriculum Leaders. As principal, I have deliberately gone out of my way to refer to these roles as 'leadership' roles and not 'coordinating' roles. This is designed to encourage effective leadership within the school with the emphasis on shared expectations of improvement based on evidence in an environment that encourages success.

We are supported by our Board of Governors who meet on a monthly basis. They will receive updates from this leadership team on a monthly basis and there will be an annual report to the governors for the end of the year – where they will be able to report on the progress made towards meeting the outcomes and the impact on future actions. All curricular areas will be represented through the leadership within the school and this will then give the governors an overview of the daily challenges, and successes, within the school.

I want to give 'ownership' of the areas of responsibility to the staff and let them feel that they are contributing to the overall outcomes of the school and the children.

This is an exciting time for everyone involved in the school community and I hope that this School Development Plan will reflect the excitement and opportunities that are going to open in the future.

Barry Corrigan

Principal

INTRODUCTION

THE SELF EVALUATION PROCESS

The School Development Plan is based on several strands of evaluation within the school.

We originally looked at developing the Outcomes Based Accountability approach through staff training in August 2018. This simplified, outcomes driven approach appealed to the staff and has given them something that will be reflective of a Northern Ireland strategy.

Key Stage leaders took members of staff through the Inspection Self-Evaluation Framework where they shared the questions and were able to answer reflectively on their work within the school. This helps inform the work of the curriculum leaders in the school to enable them to identify areas that will require their priorities for the SDP.

A questionnaire was issued to staff (teaching and non-teaching) as well as to the parent body. The children will contribute to the SDP through their responses to our Pupil Attitude to Self and Study Survey (PASS) as well as through a range of more focused discussion groups – led by the Junior Board of Governors. This focus on PASS information from the children will help guide our outcomes as this is measured each year. We, as a staff community, take our responsibilities to the holistic development of the child very seriously so the commitment of the school to using the PASS as our measurable outcomes is indicative of our child-centred approach. To achieve these outcomes, we have to strive to provide the best environment for children to learn in to encourage the best educational outcomes through the delivery of good quality teaching and learning experiences and expectations.

The evaluation process was across all areas of the school and has ensured that we develop as complete a picture as possible for the construction of this School Development Plan.

However, we continue to encourage the evaluation of this SDP on a regular basis and this will be seen in the strategic overview for leaders where they will have the opportunity to engage on a regular basis with members of the school community to reflect on their plans and how they are affecting change and improvement – as needed.

As a teaching staff, there are continual opportunities for evaluation and reflection as practitioners and this is built into the daily and weekly planning of lessons. Therefore, the opportunity to be self-evaluative goes through everything we try to do in Millennium Integrated PS. We are not afraid of making mistakes as we will develop a culture where these mistakes will be seen as

learning opportunities for the school community where they bring about change and improvement as professionals.

CONTENTS

This School Development Plan draws together identified strands which lie at the very heart of the work of our school and covers the following areas as outlined in The Education (School Development Plans) Regulations (Northern Ireland) 2010 which came into operation on the 24th January 2011.

It will also take the latest guidance from DE into consideration – circular 2019/05

1. A statement and evaluation of the ethos of the school.
2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:
 - (a) Learning, teaching and assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communication Technologies (ICT);
 - (b) Providing for the special, additional or other individual educational needs of pupils;
 - (c) Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils;
 - (d) Providing for the professional development of staff
 - (e) Managing attendance and promoting the health and well-being of staff
 - (f) Promoting links with parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies; and
 - (g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

3. An assessment of:
 - (a) The school's current financial position and the use made of its financial and other resources; (3 year Overview 2019-2022)
 - (b) The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.
4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.
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 other persons or bodies in preparation of the plan.
7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include:
 - (a) the school's key priorities for the period of the plan, based on the Department's priorities for education;
 - (b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which in the case of schools other than nursery and special schools must include targets for raising standards of attainment in communication, using mathematics and using ICT;
 - (c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;

- (d) the financial and other resources available to the school to be used in support of the actions identified at sub- paragraph (c) to achieve the outcomes identified at sub – paragraph (b); and
- (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.

BACKGROUND INFORMATION

Millennium Integrated Primary School opened in September 2000 as a new independent, integrated primary school on a temporary site. It had been pioneered by a group of parents who were passionate in their desire to deliver integrated education in order to meet the needs of the Carryduff community which has a very high number of mixed marriages. The school opened with 10 P1 children, a teaching principal and a classroom assistant.

By September 2001 the school received government funding and by Sept 2003 the school moved to its current site. In 19 years, the school has grown to double enrolment through P1 to P7 and in September 2019 there will be an enrolment of 365 children in the school with an annual admissions number of 56. The nursery will have an admission number of 52 part-time places split into two sessions – am and pm.

Our class sizes presently range from 21 to 32 children. We also have had pre-school provision on site since 2002. In Sept 2008 we were granted Nursery Status and were then in the position to offer 26 places to children, to a full complement of children in their pre-school year.

The school has a focus on the child-centred approach to the education it provides. We are always looking at how we will meet the needs of our children – regardless of what this need is. We are aware that not all children have a positive experience of school and, in this way, we will try to meet those needs. We have, in the past, invested heavily in the nurture provision for the children in our care. We introduced Nurture provision in 2008 but, unfortunately, we didn't meet the criteria for funded nurture places. However, this doesn't take away from our commitment to meet the varying needs of the children in our school and, in the past, we have invested in a temporary facility to support children who were struggling with commitments to school. The school's commitment to being highly inclusive was highlighted in 2017 when it was awarded the status of being a Centre of Excellence for the Inclusion Quality Mark. This is supposed to be a three-year assessment process for any school; however, we were awarded the centre of excellence mark from the initial assessment. We undergo an annual assessment process and the reports are attached ([2018 LINK](#)) ([2019 LINK](#))

The school has a high profile in ICT provision, too. Ever since a member of staff was a worldwide winner within Microsoft Innovative Educators the school has gone from strength to strength to incorporate the use of technology in the learning process. Recently, it has also been recognised as a Microsoft Showcase School, awarded a Digital School Award and, in 2019, was named in the EdTech Top50 schools within the UK at a ceremony in the House of Lords. Bearing in mind that

the school didn't have a complete digital strategy before 2006, this has been an excellent level of progress.

Sporting Achievements

In 2017, the netball team won the Northern Ireland Primary School Netball Championships. This was a team that included girls from Primary 5 through to Primary 7. They competed against, and beat, schools where there was double and triple enrolment of Primary 7 classes – therefore, having a much larger pool of talent to draw from. In the period from 2015 – 2018, the various netball teams won the Belfast Primary Schools' league.

In 2017, the school also won the Irish News Primary School of the Year award for Sporting Achievement in Gaelic Football activities. This was the first time that an integrated school – either primary or post-primary – won this award. The school team won the County Down 9-a-side Primary School Football Championship – also, the first time that an Integrated Primary School had achieved such a level of success. The team consisted of children from all backgrounds.

These achievements were validation for the work and time dedicated to the teams from the teachers involved. They managed to foster a dedication to the sports from the children and this has continued beyond their time in Millennium.

Creative Arts

We have a thriving choir that has represented the school in the BBC Choir of the Year Competition. As well as this, the choir also performs at a range of festive events in Carryduff and Saintfield – as well as in shopping centres in Belfast and Lisburn. Recently, it has also performed in competition in Bangor.

We regularly enter the IEF Carson Award for the Arts and have won in the different categories available. A number of children have also won awards for their creativity in Lisburn Arts' Festivals – in painting and poetry.

To underline the importance of the Creative Arts to the school, the Board of Governors recently appointed a Leader in this area.

Integration

We are, first and foremost, an Integrated primary school – established by parents who wanted their children to be educated together – regardless of religious denomination.

This continues to be a central plank to the school's ethos and vision. It is addressed openly at the school's Open events as part of the introduction to the school. The school also continues to serve, in the main, both Carryduff and Saintfield.

We prepare our Catholic children for the Sacraments in P3, P4 and P7 in an inclusive environment where our non-Catholic children can learn from their peers – as we continue in the ideals of a Christian school ethos. There are then separate activities for the dedicated preparation for the Sacramental provision for these children. Classmates are welcome to attend and, until recently, participate in the services to support their friends. Our multi-denominational choir supports the children in the Sacraments of Reconciliation and Holy Communion. Our staff and Parents' Council also support the families through coordinating and providing refreshments afterwards.

We have appointed a member of staff with responsibility for Integration in the school and this can take many different forms:

- Liaising with the different churches to organise our annual carol service and arrangements for the Sacramental Services;
- Organising activities for Integrated Education Week / Month where we refresh and revisit our commitment to the ethos of Integrated Education;
- Developing the strategy for recognising the importance of Integration to the school and keeping in touch with developments in Integrated Education.

The trends for the school indicate that the school continues to maintain a balance of identity between Catholic and Protestant. There is also a growing trend amongst applications to identify as 'Other' to avoid being given one particular identity

Religion

SECTION	2014/15	2015/16	2016/17	2017/18	2018/19
Protestant	107	118	113	142	150
Roman Catholic	113	120	127	138	146
Other religions / religion not known	79	87	97	95	103

(Source: education-ni.gov.uk)

Staffing

The current staff complement reflects the fact the school has reached double enrolment.

There are 16 FTE equivalent teachers in the primary school including a Full Time Learning Support Coordinator (who is separately funded through the Education Authority). The 16 FTE teachers includes a number of job-share partnerships. The nursery school has 1 FTE teacher who is

supported by an assistant – one for the am session and one for the pm session. Currently, this teaching post is also job-share – with the partner teachers taking the am and pm sessions separately.

Teacher

SECTION	2014/15	2015/16	2016/17	2017/18	2018/19
Number of full time equivalents	12.00	14.00	15.00	16.00	—
Pupil:Teacher ratio	22.83	21.46	20.73	21.78	—

(Source: education-ni.gov.uk)

The P1 and P2 teaching staff are supported by a full-time assistant in each class – currently accounted for in the school's budget.

There are a range of non-teaching staff in the school. We have Special Needs assistants peppered throughout the school supporting a range of needs in our children. Currently, the school has just over 5% of its children with a Statement of Special Educational Needs – around double the regional average.

The administration team consists of a job-share arrangement for the secretarial position and a full-time Finance Officer.

There is a small team of catering staff who work on a daily basis in the school. As well as that, there is a contracted cleaning staff who have been with the school for a long time.

Currently, there is no building supervisor and all associated tasks are carried out by a range of staff but, primarily, through the voluntary actions of the Finance Officer. This arrangement has helped the school stay financially viable but it places considerable strain on already hard-working staff.

Board of Governors

The Board of Governors meet on the first Thursday of each month. There are 16 places available on the Governors – though all of these have yet to be filled. Currently, the Board consists of 5 Parent Governors; Two Foundation Governors; Two DE appointed Governor Reps and a teacher representative. The meetings are attended by the Principal and Vice-Principal.

There is great commitment shown by the Board of Governors to the school and this is appreciated. The time and energy spent in the monthly meetings as well as the range of

committees that must also run is vast. As a Grant Maintained Integrated school, there is even more commitment needed in the role as the level of responsibility is greater than that in other sectors.

Parental Involvement

Millennium Integrated PS was established by parents and, as such, their role in the school is essential. We have a range of different relationships in the school with our parents.

Our PALS (Parents and Learners Support) group meets on a weekly basis as a parental support group and it is an integral part of the school fabric and family. As well as supporting each other as parents, they also contribute to the life of the school through fund-raising and through general interactions. Running parallel to this is our very active and supportive Parents' Council. The Parents' Council meets on the second Tuesday of each month to organise a range of fund-raising activities to support the school. This is another vital element of the school life. All parents in the school are a part of the Parents' Council with the committee being the central element of the organisation. Both bodies are staffed by committed volunteers who are an invaluable resource to the life of the school.

Communication

There are a range of communication methods with our parents and our local and wider community.

We have invested in Eduspot as an electronic means of communication. It supports both text messaging and email communication as well as providing a means for payments for school services. The text messaging service supports the school newsletter that goes out as a link to a ['SWAY'](#) on a weekly basis or when there needs to be extended communication.

We also include an article in local community magazines on a monthly basis.

As well as this, we have our [school website](#) and our active social media feed on [Twitter](#) and [Facebook](#).

Many of the staff use 'Seesaw' – an App designed to aid communication between the classroom and home. We have several members of staff who have been recognised for the excellent work

they do using and promoting the use of this App and have been awarded 'Seesaw Ambassador' status.

Our PALS group meet on a weekly basis in the school and this group of parents support each other and offer advice regarding a range of issues. This is a valuable resource to the school and we are very lucky to have these weekly meetings in school to aid the communication between ourselves and parents. The LSC attends these meetings and the principal has always been welcome to sit in and support the work going on.

Other forms of communication in the school are:

- Traditional home-school diaries;
- Twice-yearly Parent Teacher meetings;
- An annual progress report issued in June;
- Individual Education Plans for children requiring them;
- Annual Review Meetings for our children with Statements;
- Parent information meetings at the start of the school year;
- Curriculum information meetings taken by Curriculum Leaders;

Links

The school has a range of strong links across the community.

Internally, we have a very strong link with our nursery unit with the Foundation Leader taking responsibility for this relationship. We are continuing to build the relationship between the Nursery Unit and the P1 class to aid a successful transition of children. We would expect all of the 52 children in the Nursery to transition through to the Primary school, though there may be some, rare, exceptions.

We have entered into a Shared Education Partnership with Carr Primary School. This has run for one year, so far, and will continue to develop under the leadership of the Shared Education Leader.

Millennium continues to have very good links with local post-primary schools where we have hosted teachers for shared learning experiences, as well as our children regularly visiting schools such as Lagan College, Blackwater Integrated College, and the range of post-primary schools in the area. We have also hosted the pupils of our local post-primary schools as part of work experience opportunities. This is also part of the current KS2 – KS3 CPD initiative where we are

working with Forge IPS and Loughview IPS in partnership with Lagan College in developing better transitional opportunities for the children who transfer from our respective schools.

We continue to have a strong informal relationship with Tor Bank Special School – off a previous ‘Positive Partnerships for Integration’ project. We continue to support each other through areas of interest – including ICT and SEN support – sharing expertise Both schools applied for the Inclusion Quality Mark as part of this project in 2017 and both were recognised as IQM Centres of Excellence – jumping the usual three-year cycle of inspections required to achieve such status. We continue to work together as part of the IQM Cluster Group in NI which we hope to be active members of.

The school has also developed a link with the South Eastern Regional College (SERC) to introduce KS2 children to the ideas of careers and the importance of their education in developing career choice. This relationship is at the beginning stage but already there have been two very well-received careers’ days for the children and this is something that will continue to expand and involve more local companies.

We have community links with the local churches and the Saintfield Community. The school holds its annual carol service for Key Stage 2 in one of the churches in Carryduff and then attends the community carol service in Lough Moss Leisure Centre. The school’s choir also attends the Saintfield Christmas Fair. Our Catholic children makes their Sacraments in the Immaculate Heart of Mary Chapel in the parish of Drumbo and Carryduff. This has been an ongoing arrangement and we are grateful for the support and welcome from the parish. Ministers from the local Protestant Churches will come to the school on a weekly basis to hold an assembly for the children. We have had support from a lay minister in the Catholic Parish but, unfortunately, this will not continue. We would like to explore the possibility of having a member of the Catholic congregation minister to the children.

MOTTO, ETHOS, VISION AND MISSION STATEMENT

'A Shared School for a Shared Future'

'Together we strive to create and nurture an inclusive child centred environment where our teaching and learning celebrates individuality and inspires all children to reach their potential as lifelong learners.'

At Millennium, our approach is very child centred and the Outcomes for the children are at the centre of every decision made by the school.

Our teachers have great responsibility to help shape the lives of the children who attend our school. We are always conscious of the fact that the teachers and children spend a lot of time together and this relationship is a vital component to the progress that a child can make in any school.

We pride ourselves on being an innovative, truly integrated, inclusive school where all are welcome and valued.

At Millennium Integrated Primary School we aim....

- To provide a welcoming, happy, secure learning environment, giving all children stimulating, challenging and equal educational experiences. We want our children to learn effectively and to be empowered to communicate clearly and confidently.
- To educate together children from all faith backgrounds and none.
- To provide a broad and balanced curriculum.
- To nurture the child's self-esteem in an environment where each person feels valued and respected so that they can accept others whose ideas and beliefs are different from their own.
- To develop in our children an open-mindedness about the world and the confidence and ability to think, question, observe and make wise decisions.
- To help children to develop personally, spiritually and socially, recognising the importance of self-fulfilment, irrespective of ability.

- To strive continuously for improvement by having high expectations and through active, co-operative and independent learning, as well as through quality teaching and learning as well as through quality teaching enhanced by effective staff development.
- To promote a supportive, respectful partnership between school, the home and the wider community.

The Outcomes for our School Development Plan

The staff received training in the importance of the PASS (Pupil Attitude to Self and Study) information in May 2019 as part of the move to recognising the importance of the children's attitudes to their learning and the impact it has in the ability and motivation of the children to learn. The training identified three key areas within the PASS data that highlighted engagement of pupils with school.

The three areas in the PASS feedback were: Feelings about school; self-regard as a learner and attitudes towards teachers.

These have been incorporated into three key Outcomes for the School Development Plan as:

Our children are, and feel, safe

Our children feel good about school

Our children see school as a partnership

Performance Measures

There is quantitative and qualitative evidence of the ethos and values of the school. As a school, we are aware of the wide range of needs of our families and endeavour to meet those needs. These are the performance indicators through which we will be able to assess our ability to progress towards the Outcomes.

As a school, we will use feedback from both to help us have a targeted and relevant School Development Plan for the next three years.

The Performance Measures used by the school will be:

The expected academic performance of the children in summative and formative assessments;

The progress of children through end of Key Stage Assessments and ensuring that children make the expected progress between key stages;

The progress the various Curriculum Leaders make towards fulfilling their Action Plans on an annual basis;

Annual indicative surveys amongst children, parents/carers and staff of how they feel we are working towards these Outcomes;

An assessment of the impact of our Pastoral Policies – such as our Positive Behaviour Policy; our Anti-Bullying Policy; our Safeguarding Policy; our Attendance Policy; An assessment of the impact

of our Pastoral Policies – such as our Positive Behaviour Policy, our Anti-Bullying Policy and our Safeguarding Policy; our Attendance Policy;

The annual quantitative feedback from our PASS survey to see if we are progressing towards the desired outcomes.

There are nine indicators in the Key Stage 2 survey and four comparable in the Key Stage 1 survey. These are Performance Measures – directly linked to the Outcomes - that we will be able to assess on an annual basis.

* PASS 1 (P1-P3) PASS 2 (P4-P7)

*These results have been edited to remove children's names at the end of the documents.

Foundation and Key Stage 1 areas are:

Factor 1 – Feelings about school Measures pupils' sense of well-being, safety and comfort in school.

Outcome: All children are, and feel, safe

Factor 2 – Preparedness for learning Measures pupils' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).

Outcome: All children are prepared to learn

Factor 3 – Learner self-worth Measures how positive and confident children feel about themselves as learners. It includes perseverance or stickability

Outcome: All children feel good about school

Factor 4 – Response to learning Measures pupils' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

Outcome: All children will meet their goals

The current PASS 1 Performance Measure of the school is below:

Overall percentiles				
	1	2	3	4
PASS Factor	Feelings about school	Preparedness for learning	Learner self-worth	Response to learning
Percentile score	45.2	63.1	51.0	59.6

Factor 1 – Feelings about school Measuring students’ sense of well-being, safety and comfort in school.

Outcome: All children are, and feel, safe

Factor 2 – Perceived learning capability

Measures students’ views of how positive and successful they feel in their specific capabilities as learners.

Outcome: All children achieve what they feel they are capable of (and more?)

Factor 3 – Self-regard as a learner Measures the impact of their learning on their concept of self more generally

Outcome: All children know the connections in their learning and the importance of their education

Factor 4 – Preparedness for learning

Measures students’ perceptions of their behaviour and attitude in learning situations (including metacognitive skills).

Outcome: All children are prepared to learn

Factor 5 – Attitudes to teachers Measures students’ perceptions of their relationships with teachers.

Outcome: All children see school as a partnership

Factor 6 – General work ethic Measures students’ attitudes and responses to work in general.

Outcome: All children see the value in their education

Factor 7 – Confidence in learning Measures students’ confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as a ‘high’ anxiety element.

Outcome: All children will feel confident when learning

Factor 8 – Attitudes to attendance Measures students’ attitudes to attendance at school.

Outcome: All children will want to come to school

Factor 9 – Response to curriculum demands Measures students’ perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

Outcome: All children will set goals for achievement

The current PASS 2 Performance Measure of the school is below:

Overall percentiles									
	1	2	3	4	5	6	7	8	9
PASS Factor	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Percentile score	41.6	35.2	53.6	43.0	48.4	58.8	44.2	46.5	57.2

Key:

Interpreting percentile scores

The colour coding used in the report should be interpreted as a guide to help schools see at a glance the level of satisfaction that cohorts or individuals have with their school experience. Those found to be in the lowest 5% compared to the UK population should be taken as an immediate concern for the school. The average range of responses lies between the 16th and 84th percentile. Your *PASS* survey report interprets factor and item responses based on the following percentile values:

High satisfaction with their school experience	Students/Cohorts in the 31st – 100th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21st – 30th percentile
Low moderate satisfaction with their school experience	Students/Cohorts in the 6th – 20th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

Whilst the Outcomes for the SDP seem very simple at their essence, the work underpinning their attainment is not, by any means.

The biggest change and challenge to the school in recent times has been the change in leadership with the founding principal retiring. This is mitigated, somewhat, by my appointment to the role as I am very aware of the important child-centred ethos that we have developed as a school while I have been contributing to as VP.

This challenge is further enhanced by the growth of the school to a double-enrolment school where the test of maintaining the 'small school feel' is very real. The school has, traditionally, been seen as a 'small school' with small class sizes and a family feel. The class sizes now range from 24 – 32 and the idea of the small school will change as the maximum (current) enrolment number will rise to 392.

So, our baseline in our *PASS* is our challenge, year on year, for our Outcomes.

Evaluation of Our School Ethos

Visitors, professionals, prospective parents often comment on the child friendly, warm environment which they feel is evident from their very first contact with the office staff.

In 2017, the school was made a Centre of Excellence for the Inclusion Quality Mark (IQM) Scheme. This is normally applied after a 3-year cycle as an IQM school. However, the feedback from the initial report indicated that the strength of work in the school assured Centre of Excellence status immediately – with our partners, Tor Bank.

Comments from 2018 IQM Report – *'The school is a wonderfully welcoming environment with a clear focus on providing an engaging and motivational learning experience for all pupils. It was a real pleasure to return and see the changes and progress made over the year.'* [\(LINK\)](#)

Comments from 2019 IQM Report – *The Millennium Integrated Primary School is a welcoming and lively environment to visit, all staff continue to strive to provide the very best possible environment for all students. The school has had a very accelerated period of development which shows no sign of slowing down, they continue to adhere to the very best inclusive practice and use every opportunity to share, learn from and support schools and providers. The coming 12 months should see huge changes in terms of the new build, and I am confident that they have the necessary expertise and capacity to ensure a successful development.* [\(LINK\)](#)

The school calendar provides evidence of how Millennium engages with the local cross-community links: Participation in the Peace Proms; Carol Service being held in local Protestant churches on a rota basis; the children making their Sacraments in the local Catholic church; Shared Education Visits; engaging in the IQM Cluster Groups.

Integrated Education Week (now month) runs on an annual basis where the school celebrates the unique ethos of the integrated, inclusive school.

The school also runs a regular theme for each month in the classes. This is designed to highlight themes such as forgiveness, love, success etc.

We welcome children from a wide range of backgrounds and with a very wide range of needs. In the past 10 years, the school has welcomed 55 children from a previous school background. Of those that have transferred, 11 of those children already had recognised SEN; 4 already had a statement in place; 37 required SEN support and 7 children required Educational Psychology support. (Source: LSC)

Although our PASS survey results visually depict 'green across the board' when we look at the results in greater detail, we have to see that there are issues that need addressed. To achieve a 'green rating' in the percentile chart, the data only needs to exceed the 31st percentile. In Key Stage 2, too many of those ratings are within the 30 – 40 percentile categories (2/3 of the findings). It is, then, imperative that this SDP takes the three outcomes seriously to improve a relationship with school.

Our teachers are committed to giving the children a wide and varied educational experience. The commitment to the children's education goes beyond what is expected in books. There are a range of trips, experiences and theme days in the calendar for the children to look forward to. From P1 children 'going on holiday' as part of their experience; through P2's bug party; P3's and P4's Activity Based Learning in topics such as The Romans or The Egyptians; P5's experience with drama productions with Slemish College and Lagan College; P6 visiting Titanic Dock and recreating the Titanic in Minecraft or P7's new end of year performance, there is always something for the children to anticipate.

Our Parent/Guardian questionnaire indicated that 82.7% of the parents who answered the survey felt that the school's image in the community was either 'good' or 'very good.'

As well as that, 88.4% of parents felt that their children had a 'good' or 'very good' attitude to their learning in school.

The teaching of pupils with Special Educational Needs was rated 'good' or 'very good' by 82% of parents who answered the survey.

All staff are committed to active learning opportunities for children and have actively engaged in the PRSD process in the school – to engage in improving practice and investigating new approaches and skills. The PRSD observations are carried out by the principal in liaison with the member of staff for whom this is their area of leadership.

The observation feedback indicates that teachers are teaching to a 'Good' level with the majority of observations indicating 'Very Good' to 'Outstanding'. This is reflective of the last ETI Inspection report in November 2010. [\(LINK\)](#)

The school was selected for a Monitoring Inspection in May 2017 but due to industrial action at the time (Action Short of Strike Action) this was an incomplete report. [\(LINK\)](#) The Action Short of Strike Action has also impacted on the ability of subject leaders to monitor the delivery of the curriculum through observation of planning, evaluations and book inspections. However, there has also been engagement from staff in strategic meetings and planning to ensure that they deliver to the best of the school's ability.

Learning, Teaching and Assessment

PERFORMANCE MEASURES

The expected academic performance of the children in summative and formative assessments;

The progress of children through end of Key Stage Assessments and ensuring that children make the expected progress between key stages;

The progress the various Curriculum Leaders make towards fulfilling their Action Plans on an annual basis.

Each of the curriculum leaders in the school have shared a vision for their subject areas with the rest of the staff. To have a vision for a subject is an important element for any leader as it defines the direction of the subject within the school.

Each of the subject areas in the school has a Curriculum Leader allocated to it. These are, in the main, paid posts and carry a level of whole school responsibility.

We have led staff development in different areas across the curriculum during the life cycle of previous School Development Plans. In the last plan – we concentrated on issues that arose in annual assessments as well as on SEN work:

- Exploring Active Differentiation in Numeracy;
- The explicit teaching of grammar, punctuation and vocabulary in literacy;
- Creating a Dyslexic friendly classroom and incorporating teaching techniques;
- Developing ICT competencies through self-directed learning and online courses

Staff are encouraged to plan for the curriculum with their partner teacher so that there is a commonality of content in the two classes in each year group. The style of delivery by teachers will vary from professional to professional but we aim for similar quality of teaching in the classes to occur.

We know that children will learn best when they feel good about school and that they see school as a partnership between them, the teacher and their families. That is why the outcomes of the School Development Plan are fundamental to the success of the children in their learning.

Each of the Curriculum Leaders have developed Action Plans for their area to be incorporated into this School Development Plan. Staff are encouraged to create a three-year overview for

their area of responsibility – targeted through (Red-Amber-Green) R-A-G status updates and then these relate directly to yearly R-A-G approach to fulfilling their Action Plans to seek improvement and development in their areas.

The school's agreed current Teaching and Learning Policy highlights that:

Children learn best when

- They feel happy, secure, confident and valued.
- Their surroundings are lively, interesting and stimulating.
- They know that they are making progress and are given opportunities to celebrate their achievements.
- They have opportunities for practical, relevant exploration of ideas.
- They are able to work collaboratively as well as independently.
- They know what is expected of them.
- They have access to a range of appropriate resources.
- They experience the full range of the curriculum, irrespective of ability or disability, social background, culture, religion or gender.
- They have time to reflect and talk about their experiences.
- They are given carefully differentiated tasks which are matched to their individual needs.
- Learning is relevant and meaningful to their lives in the wider community.

We are confident that the current teaching that takes place in Millennium strives to meet these quality statements. This is also borne out by PRSD observations that have taken place in school throughout the current wave of Industrial Action – indicating the child-centred approach to the staff.

Each of these observations are carried out by the principal and the leader with responsibility for that area – thereby adding another layer of support to the observation. Overall, we feel that the general level of teaching observed ranges from a small minority of lessons being good through to the majority being very good with a number of observed outstanding lessons. This continues to add confidence to the teaching that is taking place in the classroom.

Our teachers are supported by a group of well qualified and trained Learning Support Assistants. These assistants have a range of responsibilities associated with the children and class they are assigned to.

Strategies used in class to stimulate positive assessment include random choice of names through a variety of means (popsicle sticks et al); use of small whiteboards to encourage open thinking; open-ended questioning being observed and of a high quality to encourage children to consider responses to questions. As well as this, the WALT and WILF are to be used at the start of every lesson to help guide the teaching and learning in the lesson. Our Marking Policy also makes provision for a range of marking strategies from verbal feedback, through worked examples as support to use of 'Two Stars and a Wish' as a strategy for children to improve their work. This is teacher generated as well as being teacher modelled to encourage older children to think about how they complete work and how they can make it better.

Our teachers also attend CEA moderation courses in Numeracy, Literacy and ICT to ensure that the school is assessing in line with expectations and this is disseminated to staff through cascade training.

Our Assessment Process continues to evolve in school. The diagnostic testing of NINA and NILA was withdrawn in 2017 and have not been replaced by another DE endorsed package. To this extent, then, we are continually redrafting out Assessment routines to ensure that they are up to date and useful for the teachers.

There is summative assessment at the end of each year group – with the use of the GL Digital Solution (as mentioned previously). We also have a set range of assessment tasks that run throughout the year as formative assessment to build an overall picture of the children - as well as the range of CEA created Assessment Tasks.

Evaluation of our Learning, Teaching and Assessment

The evidence that is available both quantitative and qualitative supports our belief that the children are provided with quality learning experiences which lead to a consistently high level of achievement by the end of P7. Based on this evidence we constantly identify areas for further development (Refer to next section)

All of our classroom observations highlighted significant strengths in the quality of teaching and learning with all lessons being considered to be 'good' or 'better,' with the majority being deemed to be 'very good' or 'outstanding.'

Classroom observations are effectively used as a means to affirm the good practice observed and as an opportunity to highlight several areas for further development leading to action points which come from discussions led by the subject coordinator and the principal

There is a commitment to an improvement agenda and continuous professional development for all staff

MIPS is a proactive school and prides itself on being a community of learners- the outworking of this results in a constant, evaluative eye on current practice, an openness to taking part in pilots, to learn from latest research and to work collaboratively to meet any requirements

There is a culture of striving for high achievement throughout the school at all levels and across all aspects of learning for all children

Engaging children in their learning is a high priority and we feel our approach to teaching and learning has contributed to there being no significant gender under-performance

Consultation with the children e.g. through KWL grids and quality target setting contributes to engaging and focussing the children on their learning

Conversations with the children demonstrate that they value their everyday learning experiences as well as the special events throughout the year

The majority of our children are confident when working independently and also with others.
-All staff are fully aware of the importance of these skills and model/scaffold/provide well-structured opportunities on a daily basis to develop and practise these skills – well embedded on the teaching and learning activities

In most of our classrooms there are a number of well trained and skilled learning support assistants – we work hard to develop an understanding that their main role is to facilitate and enhance the learning

Children are given a range of opportunities to encourage creativity- these open-ended investigative, thinking outside the box activities and processes show children the importance of perseverance and the feeling of success at the end encourages the development of these important skills e.g. mathematical and scientific investigations, and searching 'What if...' questioning and innovative uses of ICT

In our parent questionnaire 76% of parents rated that the school was 'Tailoring child's work to their needs and ability' at Average and above (with 3% not expressing a preference). 81% felt that 'the quality of the feedback on the children's work' was Average and above. In the staff questionnaire, 93% of the staff rated that the school was 'Tailoring child's work to their needs and ability' at Average and above (5% not expressing a preference) while 77% felt that the 'quality of the feedback was average and above (with 18% not expressing a preference).

Analysis of Progress Test in English 2017 – 2019

- The school began using the complete Digital Package for assessment in 2017. There were, and continue to be, reservations regarding the suitability of the digital package for our children in P3 and, possibly, P4.
- We feel that by P5, the children are more mature in being able to complete the digital nature of the assessments.
- We feel that the standard of teaching and learning continues to be at a high level within the school – especially given the inclusive nature of the school and the dedication to the holistic nature of the child.
- Generally, the classes are around or above the national standardised expectation. There are some exceptions in class year groups. 2019 was a particularly difficult year for the school when members of staff in P4 and P5 were missing due long-term illness and maternity leave. This impacted on the 2017 P3 class where there were negative differences in all areas of the English curriculum. However, when tracked through, when can see how that has an impact on the classes – but there is one class where there are significant positive changes.
- Where there are any areas where the classes are under-performing in comparison to the national average the differences are between - 11% and -1% where the positive ranges from +1% to +24%
- On each occasion when the children are leaving in P7 there is a positive return to each of the areas in English.

Analysis of Progress Test in Mathematics 2017 – 2019

- The school began using the complete Digital Package for assessment in 2017. There were, and continue to be, reservations regarding the suitability of the digital package for our children in P3 and, possibly, P4. One concern that we have as a school is that the children are working to time limits with mental calculations – something that wouldn't be put into daily practice. We understand, as well, that there are some concerns regarding the children not working doing paper calculations when working off the screen – something that needs to be revisited on an annual basis as a reminder to the teachers and the children.
- Generally, the classes are around or above the national standardised expectation. There are some exceptions in class year groups. 2019 was a particularly difficult year for the school when members of staff in P4 and P5 were missing due long-term illness and

maternity leave. This impacted on the 2017 P3 class where there were negative differences in areas of the Mathematics curriculum. However, when tracked through, when can see how that has an impact on the classes.

- Where there are any areas where the classes are under-performing in comparison to the national average the differences are between - 12% and -1% where the positive ranges from +1% to +24%.

AN ASSESSMENT OF PROGRESS AND STANDARDS

PERFORMANCE MEASURE:

The expected academic performance of the children in summative and formative assessments;

The progress of children through end of Key Stage Assessments and ensuring that children make the expected progress between key stages;

There are a range of assessment procedures in Millennium Integrated. As well as the summative assessment that occurs in weekly / termly or annual testing, there is also the formative assessment that occurs in the classroom on a daily basis.

In 2015/16, the school bought the complete digital package for GL Standardised Assessments. This gave assessment data for children from P3 to P7. As we have used the package, we have introduced Baseline assessments for P1 as well as incorporating elements within P2 in the 2018/19 academic year. The school has now come to the end of the current contract and one of the decisions that will have to be made is if the Complete Digital Solution package is value for money for the school or if there are alternative solutions available. Part of the consultation with teaching staff has indicated that there is unease with younger children taking the assessments on laptops / computers while not having the exposure to the skills of using the devices in this era of children being exposed more and more to touch screen devices – as opposed to traditional skills.

This has been addressed to a certain extent by GL through the introduction of more touch screen assessment processes compared to previous years. We are also looking at the return to traditional paper-based assessments for younger children (P3/4) as teachers feel that this is the medium that the children are used to working with as opposed to completing the actual assessments in a digital environment.

From the use of a range of assessment procedures and data, we can see that the majority of our children make appropriate and consistent progress through their time in school.

This is also in the light of the major SEN numbers that the school continues to carry. I feel that this testament to the support and work put in by the whole Millennium staff supported by our families.

We are now taking a Staff Development Day in May to look at the data generated by the assessments to build a complete picture for the children transferring between classes and, eventually, schools. The work being done in May is now being used to evaluate the information that is reported to parents so that we can build a complete picture of a child for end of year

reports. This also gives teachers the opportunity to look for areas where children will require support and this will inform provision for the following year.

The use of CAT4 (Cognitive Ability Testing version 4) gives us a baseline against which we can monitor the progress of our children and, also, look at poor performance and underachievement when it happens. Our staff are also made aware that underachievement can be occurring in children who are achieving high standardised scores when measured against their indicative potential. Currently, we run these CAT4 assessments in Primary 4 and, again, in Primary 6.

From P3 to P7 we use the digital GL assessments – namely PTE (Progress Test in English), PTM (Progress Test in Mathematics) NGRT (Non Group Reading Test) SWST (Single Word Spelling Test) CAT (Cognitive Abilities Test), PASS (Pupil Attitudes to Self and School)

This, however, is being reviewed and we may revert back to paper-based testing for the P3 and P4 classes as the class teachers feel that IT skills of the children are too immature for what is being asked of them and they fear that this may have a detrimental impact on their attainment in the assessment.

We can now also use the Dyscalculia Screener, the Dyslexia Screener, Baseline, Baseline PSED (Personal, Social and Emotional Development and Baseline Progress)

Three Year overview of data – numeracy and literacy

In 2016, the school invested in the Complete Digital Solution for Assessment from GL Education.

This annual licence gives the school access to a range of assessments designed to give a complete picture of children in the educational years. The school has run the digital curriculum assessments for Primary 3 to Primary 7 children. In 2017 we also introduced the baseline assessment for our P1 children which was repeated in the summer. However, we are aware that they are not always relevant to the NI Curriculum. In conversation with a representative from GL in Spring 2019 we were informed that P1 children shouldn't be taking the second of the P1 baseline assessments in the third term as the progress being assessed wasn't relevant to the Foundation NI Curriculum and that the P2 testing at the end of the year would probably be equivalent to approximately 50% of the NI Curriculum.

At Foundation Stage, teacher observation in nursery is the key to monitoring the progress of the children and informs the planning so that the needs of the children are met.

The different areas of the assessment are:

[Cognitive Abilities Test \(CAT4\)](#)

[Baseline and Baseline Progress](#)

[The Progress Test Series \(English, maths,\)](#)

[New Group Reading Test \(NGRT\)](#)

[New Group Spelling Test \(NGST\)](#)

[Dyslexia Screener](#)

[Dyscalculia Screener](#)

[Pupil Attitudes to Self and School \(PASS\)](#)

[Kirkland Rowell Surveys](#)

These assessments give us the opportunity to track the progress of children against a regional and national benchmark in areas of literacy and numeracy.

This data sets the priorities for the Curriculum Leaders in those areas for the lifecycle of the School Development Plan. As well as reacting to annual assessments, the Curriculum Leaders will also use the data to initiate long-term strategies for the school in the areas they lead. This can be seen

in the three-year overviews in the appendix where the strategies are laid out. These strategies are then prioritised in the R-A-G terminology over the three years. Within an annual plan, then, the R-A-G terminology then prioritises those areas within a termly basis. It means that Curriculum Leaders are able to keep track of their priorities on a regular basis.

The curriculum leaders review this data on an annual basis and lead information days with the teaching staff in May and August where there is feedback given on the analysis of the data produced. The Staff Development Day in May is designed for staff to have the opportunity to discuss any unusual outcomes in data and compare against other ongoing formative assessment in the school.

August feedback helps develop a deeper understanding of the data produced from the summative assessment and is used to target areas for development on an annual basis in the school in literacy and numeracy.

Our trend in our data demonstrates a range of things:

PROGRESS TEST IN ENGLISH (PTE)

[Three-Year PTE Overview](#)

Overall, the school continues to be within tolerable limits for Curriculum Content and Reading Comprehension areas that are assessed (in keeping with the +/- 10 SAS) bar a number of small exceptions.

Curriculum Content

In P3 – the weakest strand of Curriculum Content is Phonic Knowledge with each of the previous years having a negative difference compared to the national results. The strongest element in this area is grammar and punctuation.

Each of these areas, however, continue to show an upward trend in comparison against the national results.

In P4 - the weakest strand of the Curriculum Content is Spelling (linked to Phonic Knowledge from P3 assessments). The difference, in the main continues to be minor, greatest difference being -10%.

The cohort with this difference in 2019 also had a difficult year with inconsistency in teaching staff through a combination of factors.

The strongest area throughout the years is Reading Comprehension: Non-narrative where there are results that go as high as +15%.

In P5 – the weakest strand of the Curriculum Content is Spelling though the weakest year in 2019 of - 6% would be within margins of error and this class had a difficult year through a combination of factors which led to inconsistencies in the teaching. However, spelling strand in this year has been as high as 17% above the national results.

The strongest area is, consistently, grammar and punctuation with results being as high as +24% above national results. Again, in 2019, where there was inconsistency in one of the classes, we can see a reduction in this positive performance to 2% where there was a continued strength in the other class where performance was +15%

In P6 - the weakest strand of the Curriculum Content is Spelling where there are two years where the results fall to - 10% compared to the national results. There is no, one, consistent area of underperformance in the year group.

The strongest area in two out of the three areas is Grammar and Punctuation with Narrative Comprehension being the other year.

In P7 - the weakest strand of the Curriculum Content is spelling – though in each of the three years the class continued to perform above the national results – from 1% to 8%.

The strongest area in the three years is Reading Comprehension: Non-narrative with results ranging from 8% - 15% above the national results.

Summary:

In curriculum content, there is a need to address the impact of the phonic teaching in the early years. There is consistency in the phonic awareness and spelling in the early years of the assessments, though this improves as the children develop through P5 into P7.

Overall, the school continues to perform in line with, and above, expectations on the comparative GL data. There is an obvious movement towards regular positive comparisons across the board in the upper end of the school.

Reading Comprehension

In P3 - the weakest area in two of the three years was Simple Inference with the negative comparison against the national results. However, it should also be noted that in one of the classes in 2019, the weakest area of Reading Comprehension was Retrieval but it was a +10% above the national results.

The strongest area of the three years was, consistently, Authorial Technique and this a positive measure against the national results each year with the highest being a +15%.

In P4 – there is no distinguishable pattern to a 'weakest area'. However, in 2019, there is marked under-performance in Simple Inference in one class with a result at -8% below national results. Again, the disruption in 2019 may have contributed to this.

Retrieval is the strongest area consistently across the three years – though in 201, the Yellow class registered a Complex Inference result that was +19% above the national results.

In P5 - the weakest strand of Reading Comprehension is Authorial Technique, through most of these 'weaker' results were above the national results. The 2019 class that has a negative result (-10%) had a difficult year through a combination of factors which led to inconsistencies in the teaching.

The strongest strand through the three years is Complex Inference with the strongest results bring at +16% above the national results.

In P6 – The weakest strand(s) of Reading Comprehension were Retrieval and Complex Inference – with the lowest being -9% below the national results.

The strongest strands are Simple Inference and Authorial Technique where the highest being +12% above the national results.

In P7 – the weakest strand of Reading Comprehension is Retrieval – though it should be noted that each of these years are above the national results (between %5 and 9%).

The strongest strand for two out of three years is Authorial Technique with Complex Inference completing the picture, with a range of +11% to +16% above the national results.

Summary

There is no evidence of a pattern of underperformance in the analysis of the Reading Comprehension in the assessments. There is evidence of the impact of inconsistency in approaches in a year – especially when due to factors outside the school's control. There is certainly evidence that when the classes are performing above the national results, there is strength across the school.

The information contained in this feedback helps inform the direction for the Curriculum Leader when developing the three-year plan for Literacy.

PROGRESS TEST IN MATHEMATICS (PTM)

Three-Year PTM Overview

Overall, the school continues to be within tolerable limits for Curriculum Content and Process Category areas that are assessed (in keeping with the +/- 10 SAS) bar a number of small exceptions. However, it is apparent that there revisiting of areas in Processes.

Curriculum Content

In P3 – The weakest strand of Curriculum Content is Shape and Space being highlighted for two of the three years at -9%. The weakest strand of Number in 2019 was a positive figure of 6%.

The strongest area over the three years was Handling Data with results ranging from 0% above the national results to +22% above the results.

In P4 - The weakest strand of Curriculum Content is Shape and Space – across all the three years of the information. This is joined by Measures in one of the classes in the final year.

The strongest area over the three years was Handling Data with results ranging from -1% below the national results to +9% above the results.

In P5 – There is no pattern to weakest strands across the three years, though for two of the three years, this is a positive result. I would continue to draw attention to the difficult year for P5 in the 2019 results.

The strongest area over the three years was Handling Data with results ranging from +6% above the national results to +18% above the results. This was measure in one of the classes in 2019

In P6 – There is no pattern to weakest strands across the three years, though Shape and Space does occur in two of the three years. The lowest score was -2% below the national results and in one year the lowest was actually +8% above the results.

As with the weakest strand, there is no pattern to the strengths in the P6 years with different areas performing stronger each time. The results range from +3% above the national results to +15% above the results.

In P7 – The weakest strand in Curriculum Content for two of the three years is Number – but both of these are positive in comparison to the national scores (+3% and +5% above). The other 'weaker' strand of Shape and Space is 6% above the national results.

Handling Data is the strongest area in two of the three years in Curriculum Content for P7 (+11% and +12%) compared to the national results with the other, Shape and Space, being +10% above.

Summary

Shape and Space is the weakest strand in the early assessment data – though by the time the classes reach the upper classes this, in the main, is addressed. This is especially true where the area then becomes the strongest strands of the assessment. Handling Data is consistently the strongest of the strands.

Process Category

In P3 – the weakest strand of Processes was Problem Solving for two of the three years of the assessments – with a the comparison against the national results being -5% and -10% below. The most recent 'weak' result was a positive of +7% in Facts and Procedures.

The identified strength is Conceptual Understanding where for two of the three years the results are reflective of national results though for one of the years there is a positive +14% compared to the national results.

In P4 - the weakest strand of Processes was Problem Solving and Fluency in Facts and Procedures. Each of these areas are within the expected range of -10% of results when measured against the national results.

There areas of Conceptual Understanding and Mathematical Reasoning are the areas where there was the best performance over the three years – in line with national results and / or slightly above.

In P5 – fluency in Facts and Procedures was identified as the weakest strand in two out of the three years – though these were slightly above the national results. The final year identifies Mathematical Reasoning as the weakest strand but, I would stress the impact of the difficult circumstances in that year. As well as this, the actual ‘weakness’ is well within the +/- 10% advised.

The strength identified over the three years for P5 is Fluency in Conceptual Understanding where it is above the national results for two of the three years – between +3% and +15%.

In P6 – The main area of weakness across the three years of the assessments is the area of Problem Solving – with performance around or below the national results. There is one area where the performance is outside the +/-10% variation.

There is no one area of strength in the P6 results – with positive performance across the different areas of the Processes category in comparison to the national results.

In P7 – the weakest strand in the Processes is the fluency in Facts and Procedures for two of the three years – though in each case it is slightly above the national results.

The strongest strand in the three years was Mathematical Reasoning and Problem Solving – ranging from +8% to +10%.

Summary

Within the area of Processes, the strand of Problem Solving continues to be an area that requires support and development. This is the only area where there is a level of consistency where it appears through the results. However, the vast majority of this is happening within the tolerance of the +/- 10%. The Numeracy Leader will use this information to develop the strategy for the three years of the SDP. In the areas of strength, it is apparent that some very good teaching is happening as the positive comparisons are very high, in some cases, when measured against the national results.

This data is used for a range of purposes in the school:

- It identifies those children that may require extra support in class. This is done in comparison of the data against the child's CAT4 assessment score to highlight the disparity of the child's performance against their recorded ability. This provision can be access to Maths Recovery, support or Literacy support. We currently have 4 mornings a week literacy support that is funded by the Integrated Education Fund (IEF). Our Maths Coordinator also uses the data to select children for the early morning Maths Club.
- For the last number of years, we have been trying to increase our provision for early intervention, running a variety of programmes to support early handwriting skills, movement and speech and language development.
- The information is also used by the teaching staff to set more accurate groupings in the class as part of the transition process.
- The Assessment Coordinator is developing a new tracking and reporting system for teachers to record the information and assessments. This will replace the current level of tracking in the classroom and ensure a better transition between classes and an improved profile being developed of the children which, should, lead to better report writing for parents.
- An analysis of the data as well as the target setting for the incoming year is presented to the Board of Governors in the Autumn Term.

Target Setting and Actual Results in relation to AU/s for the academic years 2017-2018 and 2018-2019

On an annual basis we set targets for the Assessment Units at the end of each key stage and these are presented for discussion to the Board of Governors in the Autumn Term, usually at the end of October or November meeting. The Tables below outline the targets and the actual results for the 2017-2018 and 2018-2019 years. Industrial Action by school staff has had a significant impact on the usefulness of this data.

This data is also not submitted to DE / CEA as part of the ongoing industrial action by the staff. The other knock-on effect of this is the usefulness of the overall data on a Northern Ireland Level due to the lack of returns.

Also, teachers have withheld the assessment of ICT as part of the action taking place in the current action.

Key Stage 1-2017/2018

	Numeracy – Number of Children in Year Group	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group	Predictions for Literacy	Actual Results
Level 1	54	(12) 22%	(12) 22%	54	(13) 24%	(13) 24%
Level 2		(35) 65%	(35) 65%		(35) 65%	(35) 65%
Level 3		(7) 12%	(7) 12%		(6) 11%	(6) 11%

Key Stage 2-2017/2018

	Numeracy – Number of Children in Year Group	Predictions for Numeracy	Actual Results	Literacy – Number of Children in year group	Predictions for Literacy	Actual Results
Level 2	32	1 (3%)	1 (3%)	32	0	
Level 3		0	0		1 (3%)	1 (3%)
Level 4		23 (72%)	25 (78%)		29 (91%)	29 (91%)
Level 5		8 (25%)	6 (19%)		2 (6%)	2 (6%)

Key Stage 1-2018/2019

	Numeracy – Number of Children in Year Group	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group 58	Predictions for Literacy	Actual Results
WLT1	58	4 (6.9%)	4 (6.9%)	58		2 (3.4%)
Level 1		8 (13.8%)	8 (13.8%)			7 (12.1%)
Level 2		40 (69%)	40 (69%)			39 (67.2%)
Level 3		6 (10.3%)	6 (10.3%)			10 (17.2%)

Key Stage 2-2018/2019

	Numeracy – Number of Children in Year Group	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group	Predictions for Literacy	Actual Results
Level 2	29	2 (6.8%)	1 (3.4%)	29	1 (3.4%)	
Level 3		1 (3.4%)	2 (6.8%)		2 (6.8%)	3 (10.3%)
Level 4		23 (79.3%)	23 (79.3%)		25 (86.2%)	24 (82.7%)
Level 5		3 (10.35%)	3 (10.3%)		1 (3.4%)	2 (6.8%)

Links to DE Circular 2019/05:

- [SDP and Target Setting](#)
- [Methodology Paper](#)

MANAGEMENT STRUCTURE

SENIOR LEADERSHIP TEAM

Mr Barry Corrigan PRINCIPAL

Mr John Mawhinney VICE-PRINCIPAL

Ms Sara Browning LSCo (2 Teaching Allowance Points)

Mr Brendan Donnelly (3 Teaching Allowance Points)

Mrs Wendy Ballard (2 Teaching Allowance Points)



STAFF MEMBERS WITH LEADERSHIP RESPONSIBILITIES

Mrs Sue Fitzgerald –Language and Literacy

Mr John Mawhinney – Mathematics and Numeracy; KS 2 Leadership

Mr Brendan Donnelly- The World Around Us; Shared Education; KS 1 Leadership

Mrs Sarah Mathison – Foundation Leadership



Safeguarding Team/ Pastoral Care Team

Mr Declan Hall (Chair of Governors)

Mr Neil McGrath – (Designated Gov. for CP)

Mrs Wendy Ballard (DT)

Mr Brendan Donnelly / Mrs Finn Magee (DDT)

Mrs Sue Fitzgerald (Lead teacher for NSPCC Keeping Safe Project)

Mrs Eithne White (Nurture Teacher and trained Helping Hands Teacher)

Mr Barry Corrigan

Assessment Team

Mr Barry Corrigan

Ms Sara Browning

Mr John Mawhinney

Mrs Sue Fitzgerald

Other Areas of Responsibility

Mrs Wendy Ballard – Music and Roots of Empathy Programme

Mrs Jennifer Houston - Nursery

Arrangements for the Professional Development of Staff.

PERFORMANCE MEASURE

The progress the various Curriculum Leaders make towards fulfilling their Action Plans on an annual basis;

In 2016, the Department of Education launched the Strategy for Teacher Professional Learning – known as Learning Leaders ([LINK](#)).

At the heart of this document is the emphasis on collaboration between teachers and institutions involved in the education of our children. As a school, we welcome this publication and the resulting vision:

“Every teacher is a learning leader, accomplished in working collaboratively with all partners in the interests of children and young people.”

As a school that values life-long learning and continual development, we place an emphasis on teachers being able to take responsibility for their professional development as well as supporting this development.

As a school, we strive to support staff to be the best that they can be in any role they fulfil within the school. To that extent, the staff should feel qualified enough to pursue careers in other establishments, if they feel that’s where their future lies. However, there is also a responsibility to create a school environment that nurtures and encourages staff so that they want to stay to contribute to the further development of the school. Essentially, the staff should be good enough to leave and go anywhere but the school should be good enough that they want to stay.

There are a range of Professional Development opportunities in Millennium Integrated Primary School.

- The School Development Plan identifies priorities for the school where leaders take responsibility for fulfilling the Outcomes;
- The Board of Governors have facilitated a range of paid leadership roles within the school to encourage members of staff to take on leadership responsibilities;

- Senior Leadership Team in the school will consist of the Principal, Vice-Principal, the Learning Support Coordinator and any member of staff with two or more whole-school responsibilities;
- PRSD in the school encourages all staff to have a personal learning goal – that takes account of their own ambitions or needs;
- Staff are encouraged to pursue their own digital professional development through the range of online courses offered through companies such as Microsoft and Apple;
- The close relationship of the school with Microsoft as a Showcase School means that staff have access to training opportunities in new and existing technologies and software;
- Through their leadership roles the staff access further development of their skills through training provided by outside agencies, where possible
- School based training led by staff members and coordinators
- Past involvement in the SENCPD Literacy strategy and the work we are presently undertaking in Numeracy and ICT has led to considerable staff development and has led to effective changes in classroom practice and in the children's learning.
- As members of NASEN all staff have the opportunity to access the training provided at the biennial Conferences at Stranmillis.
- Staff are encouraged to be aware of the training opportunities afforded to them through Higher Education Institutions through dissemination of information, training opportunities and prospectuses
- Our Parents Group, PALS (Parents Aiding Learning and Support), work hard to fundraise in order for our staff to access training that the school budget could not afford
- Our assistants also have 2 days, on average, of in-house training, some with the teaching staff and some focused on their own particular needs. This is usually delivered by the Learning Support Coordinator and the Principal. They can also access some of the externally provided training that is arranged through the Learning Support Coordinator
- Staff meetings and working with year partners, year groups, key stages and whole school to discuss and evaluate practice
- Monitoring and evaluating the curriculum

All training opportunities are displayed on the staff notice board and to date all requests have been facilitated.

On return from courses provided by external agencies staff may disseminate the information or resources informally or if felt appropriate there will be feedback at a staff meeting, a key stage meeting or on a designated training day. Where possible, there is a conversation with the principal about the training and whether it has been worthwhile. Sometimes the training is very closely linked to a staff member's role and is part of a present PRSD target or becomes an action through a future PRSD target.

Evaluation of our Professional Development:

- Lesson observations have indicated that lesson observations through PRSD are good or better. Staff have continued to engage with this role of monitoring despite the impact of ongoing industrial action.
- Staff are offered training pertinent to their needs and / or the needs of their class or Key Stage – including moderation training for curriculum leaders
- School based training – delivered by school leaders
- External training – from external providers
- All teachers are involved in the monitoring and evaluating of provision through regular staff and curriculum meetings. There is also the opportunity to develop the staff's knowledge using data generated through assessments.
- There is regular and constructive professional conversation.
- Action Plans are developed from a range of activities including audits.
- Data is used effectively to drive our action plans through feedback in May and August
- Our Learning Support Assistants have annual school-based and external training with the teachers as well as separate training provided by the LSC and other members of staff.
- Our Learning Support Assistants can also avail of Middletown, Education Authority and NASEN training

- The staff survey indicated that 86% of staff felt that the 'Opportunities for Professional Development' were average or above (5% didn't express a preference)
- Some comments from the staff survey indicated that there may be an issue with the promotion of these opportunities – especially with the Learning Support Staff:
 - I feel there is less help and support for learning support assistants, decreased opportunities/less awareness concerning relevant training
 - No real support with regards to career development and no staff reviews.
 - I feel that this last school year has been an exceptionally positive one for me personally as a member of staff, the leaders and managers are much more supportive of staff and encouraging of developing staff professionally.

Curricular and Extra Curricular Provision for Pupils

We provide a broad and balanced curriculum at Millennium. Our planning ensures continuity and progression and differentiation.

Our teacher's planners detail learning outcomes which are shared with the children through WALT. WILF is used to help the children fully understand the task in hand and to assess if the outcomes have been achieved during the plenary session. We also use 2 stars and a wish stampers to help children celebrate their achievements to date and to help them to constantly strive for improvement. Having spent considerable time focusing on Assessment for Learning has improved the quality of learning and teaching in all year groups.

All teachers are committed to Active Learning and plan a programme of educational opportunities outside of the classroom and special visitors to the classroom. As part of the World Around Us Leader's action planning – there will be an uplift in the levels of this happening and including more visits to the local environment to support the work in the classroom.

We have access to a number of language specialists who take classes in school for younger children.

We offer strings tuition alongside piano and drumming. We provide a variety of after school activities for the children. These clubs are all taken by specialist coaches and teachers and are provided at a reasonable cost.

P1 to P3 children can access Monkeynastics, Ju Jitsu, Drama, Football, Irish Dancing, Miniversity and Relax Kids

P4 to P7 children can access Ju Jitsu, Drama, Football, Tennis, Dodgeball, Dance, Lyre, Netball, Gaelic Football, Soccer, Irish Dancing, Junior Dragons, Miniversity and Relax Kids.

Choir is taken by our music specialist, Mrs Ballard. Spanish is also available at times.

In the past we have also provided cricket and hockey – and continue to pursue these avenues for support in the school through local clubs.

We also lease a Minibus to provide greater opportunities for the children to access learning opportunities outside the classroom, to take part more regularly in sporting tournaments and to forge closer links with the community. However, changes to legislation have meant that the opportunities to use the bus have become more limited.

Our extra-curricular provision focuses on a mixture of physical activity and other activities and this has been a planned approach in order to increase the level of opportunities for the children. Many of our children have dyspraxia or poor physical skills on entry to Nursery and P1 and we have also always selected playground equipment, large and small, to give the children opportunities to develop their gross and fine motor skills, a sense of balance and an improved awareness of where they are in space.

As a result of parental demand we now provide care from 7.30am in the morning until 6pm in the evening during the school term and the school holidays. This is provided through our Kids Corner Club which is run as a business by Marie Coiley, our P1 assistant and Sue Hill, one of our former Learning Support Assistants. Kids Corner pays the school rent for the use of the building and these funds are used for the children's benefit.

Provision Made For Children With Special Educational Needs

Millennium is committed to the inclusion of all children and has a good reputation for meeting the needs of a significant number of children, especially children with ASD.

All staff at Millennium work hard to meet the needs of children with special educational needs. We believe in making sure that all children with a special educational need are assessed and identified as early as possible and that their needs are addressed. To achieve this we closely observe and monitor children, using our expertise and the expertise of external professionals e.g. the RISE NI team, speech and language therapists, occupational therapists, play therapists, Autism Advisory, etc. to plan for provision which leads to the earliest possible intervention. In house diagnostic assessments, standardised test results and CAT 4 ability assessments also contribute to decisions we make when sign posting children or planning for our own school based provision. Our current procedures follow the SEN Code of Practice. Our comprehensive Additional Support Needs Policy details our approach to meeting the needs of the children.

We have detailed IEPS and find a shorter, more detailed document a more manageable tool for regularly monitoring the children's progress. Regular meetings take place between all parties, SENCO, teachers, assistants, children, parents and professionals.

We have a full time SENCO who has a special responsibility to several named children on the Autistic Spectrum. Our SENCO provides a range of literacy support, teaches social skills and sessions in the relaxation room. We are currently able to fund a teacher 4 mornings per week for Dyslexia support, with the support of the IEF.

We work closely with parents and the SENCO operates a friendly open door approach as well as offering more planned days and times through the year for meetings.

In the early days of the school and historically we have attracted a significant number of children on the Autistic Spectrum. To meet their needs all staff have attended training, developed expertise and have an understanding and empathy for children on the spectrum. Millennium received much appreciated funding under the Dissemination of Good Practice Initiative to further develop our work in this area. We are also catering for increasing numbers of pupils with Dyslexia and Dyslexic type difficulties within the school.

At this moment in time, i.e. August 2019 there are 18 children in school with a statement, and a number awaiting statementing. Eleven of these children have a diagnosis on the autistic spectrum. An additional 21 non statemented children have the same diagnosis. Sixteen more children are awaiting diagnosis which is very likely to be given. Therefore almost 11% of our children have

already been diagnosed or very likely to be in the near future as on the autistic spectrum. Given that the national figures for ASD is 3%, Millennium is meeting the needs of a large group of children with a very particular set of learning needs, sensory needs and social needs. In addition we know that the most significant barrier to many of these children is their very slow processing speed and working memory difficulties. These difficulties present very real challenges in terms of the expertise required to meet their needs and in terms of the barriers to learning when working memory and processing skills are very limited. In reality we know the figures to be much higher as there are approximately a further 82 children / 22%, without a diagnosis or not pursuing a diagnosis for a variety of reasons. 72 children are on the register i.e. 19.46 % of our children are on the Special Needs Register.

Nursery Enrolment September 2019: 52 Total of children on the SEN register =1 i.e. 1.9%

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Care Experienced
0	0	1	0	0	0
0%	0%	1.9%	0%	0%	0%

Total Enrolment in Primary School: 370

Stages 1-4 as % of enrolment - 14.6%

Keeping An Eye on, as % of enrolment- 16.8%

Total of children on SEN register = 75 i.e. 20.3%

Stage 5 as % of enrolment = 4.9%

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Care Experienced
17	13	25	2	18	6
4.6%	3.5%	6.8%	0.5%	4.9%	1.6%

Northern Ireland Averages for Primary Schools 2018/2019:

Stages 1-4 as % of enrolment is 18.7%

Stage 5 as % of enrolment is 3.5%

Evaluation of Special Needs:

- Our full time SENCO is committed to their own professional development and has attained a range of well- respected qualifications and continue to attend a range of training every academic year
- Millennium is exceptionally well resourced thanks to the designated funding within the school budget and funding provided over the years from PLEASE and PALS – this is used for salaries, resources for the classroom, staff training, as well as for specialised withdrawal groups and club
- Children are tracked from P1 to P7
- Early Intervention is a priority
- We work collaboratively with a wide range of external professionals and agencies
- We do not use IEP writer but have developed our own informative format for Education Plans, in line with EA expectations. We use EA formats for Action Plans
- School earmarks a budget for special needs every academic year based on our annual evaluation of need
- For the majority of children we ensure that they leave P7 with the requisite literacy and numeracy skills to access the post primary curriculum
- For the majority of children the provision ensures that the gap between the children and their peers does not increase
- The children are engaged in their learning
- The school is very ASD and Dyslexia friendly – this is affirmed by a range of professionals who work closely and regularly with the school
- We aim to become increasingly ADHD / ADD friendly.

- We have our Inclusion Quality Mark (IQM), which not only focuses on SEN, but this does contribute to it.
- Our SEN team has decreased, however, we still aim to offer a high level of support for all pupils who require it.
- We have a teacher, part funded from the IEF to support pupils where Dyslexia / Literacy difficulties are obvious.

PASTORAL CARE AT MILLENNIUM

PERFORMANCE INDICATOR

An assessment of the impact of our Pastoral Policies – such as our Positive Behaviour Policy; our Anti-Bullying Policy; our Safeguarding Policy;

We are committed to the well-being of all our children and we want every child to look forward to coming to school, to succeed and to feel valued.

We work very hard to create a warm and welcoming environment for our whole school community where all play an active role in creating our school. We consider our pastoral care to be excellent for the following reasons

- A recognition that relationships are at the heart of everything we do and that a caring, team approach benefits all.
- The work we do to develop an integrated school in the very widest sense.
- Our commitment to working with parents, professionals and outside agencies to meet the needs of all our children.
- The work we do through the curriculum, assemblies and visitors to help children to know how to stay safe, how to seek help if they need to, the people in their lives they can turn to, the outside agencies who are there for them.
- The work we do with children to develop life skills, to keep themselves healthy in mind, body and spirit.
- Our listening approach to children through our Junior Board of Governors, the children's notice board, our post box for ideas and worries
- Our emphasis on Positive Behaviour Strategies.
- Our timetabled Sensory Room Support
- Our Social Skills provision for children who have difficulties
- Our Weekly Celebration Assemblies for Foundation / KS1 and KS2

Evaluation of our Pastoral Care:

In our parent questionnaire

90% of parents rated the 'caring teachers' at Average or above

95% of parents rated the 'school discipline' at Average or above

92% of parents rated the 'happiness of the child' at Average or above

86% of parents rated the developing of moral values at Average or Above (though 11% stated no preference)

There were a number of extended comments on this area of provision:

Fantastic school Happy children going to school a caring environment where I feel my child is progressing in a warm educational

Millennium has a warm and welcoming atmosphere. The staff have a real sense of purpose and professionalism and this enthusiasm and community spirit in turn leads to the children being focused and purposeful and valued as individuals. We are proud to say our daughter is a pupil at Millennium as is she!

We love Millennium. It has a fabulous ethos and we love its all-inclusive values. The principal continues to set a great example to pupils and teachers alike. Having said that I would also say that the school is evolving and given the current financial and political constraints it's not an easy time to grow. Good luck over the next while and remember our core values of pupil-centred education as the school continues to develop.

In our staff questionnaire

100% of staff rated the 'Caring Teachers' at Average or above

91% of staff rated the 'school discipline' at Average or above

100% of staff rated the 'happiness of the child' at Good or above

100% of staff rated the 'developing moral values' at Average or above

Some of the extended comments read:

Overall I feel that Millennium is a very welcoming and positive school with happy, confident children and professional, committed staff.

The school is continuing to provide the very best for all its pupils.

Safeguarding/ Child Protection at Millennium

Millennium has a Safeguarding Team which comprises of 2 designated teachers for child protection, the designated teacher and the deputy designated teacher, the Chair of the Board of Governors and the designated governor for child protection, plus 2 additional teaching members of staff. One member of staff has completed nurture training and the Women's Aid Helping Hands Programme and the other member of staff is the lead teacher for the NSPCC Keeping Safe Programme. This team will continue in its current state, however, the role of Designated Teacher for

Specific Child Protection training is done on an annual basis, during the August Staff Training Days and is led by the principal / Designated Teacher for Child Protection. There are a number of policy documents to support staff in this area- mainly our Child Protection Policy, Roles and Responsibilities in relation to Child Protection and a Code of Conduct for all staff. There are also a number of proformas to assist staff with appropriate record keeping. All staff are vetted in line with DE guidance. We keep a record of a pool of vetted parent volunteers, outside professionals who do after school activities and any other adults who come into contact with the children.

The staff survey indicated that 93% of staff felt that the Child Protection Procedures were Average or above with 7% expressing 'no opinion.'

The main policies are reviewed on an annual basis and will go to the Board of Governors for consultation and adoption – through the Policies' Committee and the Governor with responsibility for Child Protection. The principal and the designated governor for child protection meet during the year to review and set new action points in order to ensure a constant cycle of improvement. This governor also prepares an annual report for the governors.

All parents receive copies of the main policies and new families to the school are issued with a full pack of policies and forms on the first day of attendance.

We now use Parent Mail / Forms for a range of associated permission slips- e.g. in relation to use of photos, videos, internet websites etc. Information is, also, now recorded in SIMS package. These important policies can also be viewed on the school website and hard copies are available in the school office.

Strategies for Promoting Pupils' Attendance, Good Behaviour and Discipline

PERFORMANCE INDICATOR

The annual quantitative feedback from our PASS survey (Pupil Attitude to Self and Study)

Attendance levels to be, at least, maintained.

The school, only recently, was reassigned an Educational Welfare Officer. This relationship has begun very well with scheduled meetings as well as the EWO taking the opportunity to access the school records to monitor attendance of children who require observation. The EWO has engaged with a number of families to offer support and guidance for school attendance.

SIMS is used to monitor the attendance on a daily basis and those children that are being kept under observation are discussed with the teachers and Pastoral Care Team to ensure that this is maintained.

However, we are aware of the central importance of the role of the class teacher in building a positive relationship with the children in the class to encourage the attendance. We will be able to monitor the quantifiable data in the actual statistics of attendance as well as looking at how the children feel about themselves whilst in school. Hence, the importance of the outcomes of our School Development Plan.

Parents are asked to phone school on an absence to inform the office of the absence. This information is then relayed to the staff through internal email procedures. There is also a template for parents to return to school with their child to explain the absence. This is then kept on file in school.

In line with DE policy and strategies such as 'Miss School = Miss Out' we would regularly remind parents of their obligation to attend school. Parents put in requests for leave of absence for a variety of reasons and these are then either granted or refused in line with guidance and policy. The rise of cheap holidays is the greatest impact on 'unauthorised' absences. However, in the main, I feel that we have a very positive relationship with parents when it comes to a child's attendance at school and they appreciate the importance of children being at school.

All requests are then forwarded to the office, where the data is inputted by the administration staff.

Our attendance figures are generally very good, as the following statistics demonstrate:

	2014/15	2015/16	2016/17	2017/18	2018/19
% pupil attendance (years 1-7)	97%	97%	97%	97%	97%
NI Average	95.4%	95.5%	95.5%	94.9%	Not available

The attendance figures are reported to the Board of Governors on a monthly basis in the Principal's Report and this ensures that they are aware of the school's general attendance on a very regular basis.

Despite the comparatively high level of need in the school, we continue to have high expectations for the behaviour and engagement of our children in school. We are very clear of the expectations and these are reiterated on a regular basis. Children are regularly praised and rewarded for their good work and meeting our expectations as opposed to being sanctioned for falling below the expected levels. We would rather have our children achieve and strive to achieve in a positive environment as opposed to 'worrying' about breaking the rules.

The children set their class rules / expectations in an age-appropriate way at the start of each year. The teachers are encouraged to use the positive affirmation of, for example, 'Walk in the corridors' as opposed to 'Don't run in the corridors.' This is further supported by examples of child-friendly reinforcements around the school.

Our Positive Behaviour Policy is currently under review and we will be revisiting many of the different reward structures to reflect the growth of the school and the numbers now in place. Some of those changes are now being embedded. There is a weekly assembly where children's positive impact on the school and their learning is recognised through awards and 'Star of the Week' awards as well as a new whole-school rewards system using blue and yellow counters in line with the class colours.

Whilst the policy is under review, there are a number of areas in the current policy that are not implemented. However, there is an awareness amongst staff of the importance of promoting and encouraging good behaviour for self-benefit in children.

Our anti-bullying Policy is being reviewed and redrafted to bring it into line with the anti-bullying legislation that is to be brought into Northern Ireland schools. Currently, this is on hold but the

school will continue to draft up the policy and procedures in preparation for its implementation. We have a robust Anti Bullying policy and procedures and regularly do awareness training sessions with the children. However, this policy will be reviewed this academic year to ensure it reflects current practice and recommended guidelines. On an annual basis we take part in Anti-Bullying Week at whole school level and at individual class level.

This academic year we will continue to participate in the NSPCC Programme 'Keeping Safe' to support our children and families. There will be special assemblies for the P1 to P4 children and the P5 to P7 children.

The effective implementation of our Positive Behaviour Policy ensures that all discipline issues are managed appropriately. We want our children to understand that there are always choices to be made and that they can make a 'good choice' or a 'not so good' choice. We want our children to know that they are responsible for their own behaviour.

However, as the school has grown, we recognise that different members of staff have joined the workforce and, now that we have our full complement, we will be able to revisit our positive behaviour strategies – beginning with the review of the Positive Behaviour Policy in 2019-20 and the work on the Anti-Bullying Curriculum to be arranged through our Integration Leader in 2020-2021.

The emphasis for developing good behaviour is that the children must take ownership of their own behaviour – making good choices rather than poor choices encouraging an understanding of personal responsibility. Children are also encouraged to reflect on their behaviour and to come up with a solution which will address the poor choice made.

Staff survey indicates that 91% of staff rate 'school discipline' as Average and above and 95% rate 'control of bullying' as Average and above (5% not having a preference). Our Parent survey indicates that 94% of parents rate 'school discipline' as Average and above with 78% of parents rating 'control of bullying' at Average and above (though 17% indicated no preference)

Promoting the Health and Well-Being of the children

We promote health and well-being for all in a variety of ways.

- We hold an annual Health Education Week to raise awareness and promote a healthy lifestyle;
- We promote healthy eating on a daily basis – especially through the notice for healthy lunchboxes;
- We paid for counselling in school for a number of children in 2017-2018 and this is going to be repeated in this academic year (2019-2020)
- We help children to explore their emotions and explore ways to manage them.
- For some children we help them to develop relaxation strategies, thus reducing anxiety levels and giving the children life-skills for the future.
- We have invested in a 'relaxation room' for children to access – not just that that have 'sensory issues' as the room was originally named.
- There is a focus on physical activity in our after-school provision.
- In the third term of the academic year, the timetable on a Wednesday afternoon for P5, P6 and P7 will change and the children will have a choice of activities to do from 1pm to 3pm. The choices are netball, football, rugby, gaelic sports, art, gardening and ICT. These activities will be rotated amongst the children so that they get to experience each of the activities offered. These choices will also give them more physical activity opportunities.
- We have changed the requirement for PE uniform for children so that there is more opportunity for the children to have PE time as opposed to the time spent changing.
- As the school has grown on the site, so, therefore, have the opportunities for some of the activities to take place. Whereas there was swimming offered for the classes from P4 – 7. This has had to be changed due to the growing numbers in the school. Currently P6 and P5 children will be able to take advantage of swimming. We will revisit this in the future to see if we can access different swimming providers – though given our location, a lot of time is given over to actually travelling to the facility as opposed to being in it.

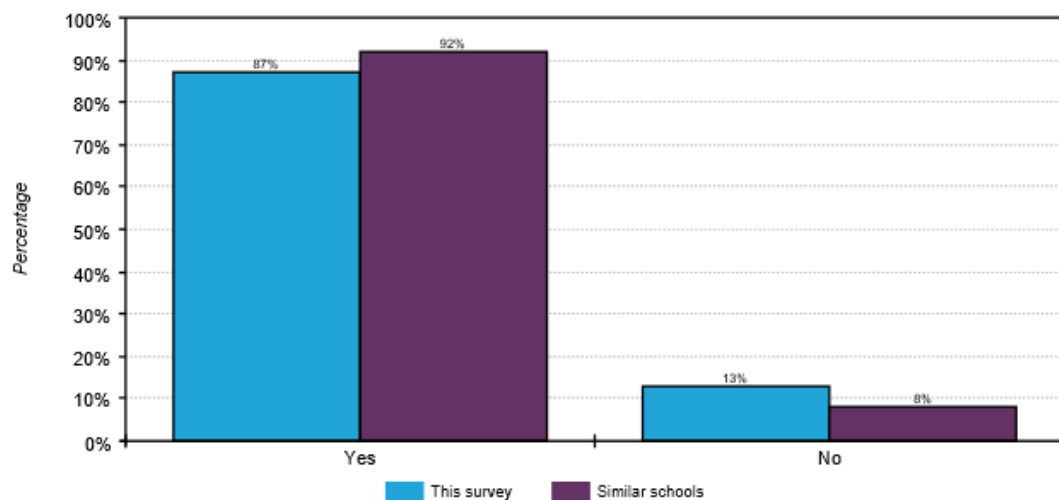
- The growth of the school has meant that there is a reduction in the space available for the children to have more free activities. To this end we have had to zone the playground for play.
- We have also introduced two lunchtimes to support the taking of lunches and dinners in the hall. P1 – 3 and then P4 – 7 take their lunches separately. This has a knock-on effect of separating the younger children from the older ones.

Evaluation

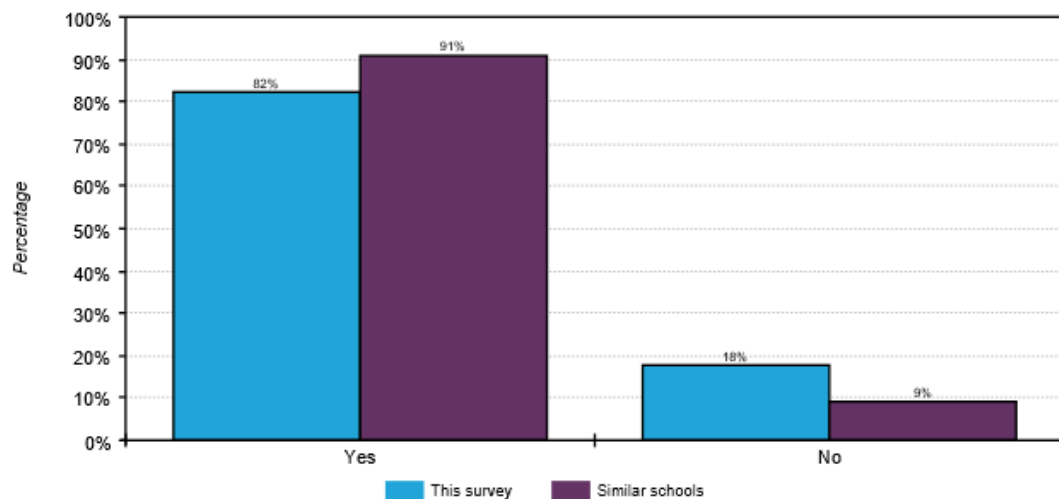
Healthy lifestyle

This section of the report summarises parents' perceptions of whether their children are encouraged to live healthy lifestyles.

Parents' responses to the question: 'Eating a healthy diet?'



Parents' responses to the question: 'School encourages healthy lifestyle through exercise'



- The majority of families support the healthy eating policy and given that many children eat a poor diet the school's emphasis on healthy eating ensures that less junk food is consumed.
- However, we see that we are behind similar schools and this is something that can be addressed in the school as well as through communications.
- There is a variety of fruit and healthy alternatives available in the school during the day and this plays an important part in the children's diet. However, as much as we can support children taking dinners, we are unable to police the packing of lunchboxes at home. We would never take lunch away from a child and reinforce, with praise, those who make the effort to have a healthy lunch.
- Children in the upper classes have the opportunity to see the growing process of some of their fruit and vegetables – eventually cooking them in the Wednesday afternoon activities with Sheila.
- There is an opportunity to improve this work in school – as per this comment in the feedback.
 - *As per the above comments, I think the school makes some effort towards a healthy lifestyle - eg. healthy snacks, but there are still far too many opportunities for sugary treats - eg. parties, school dinners, 'rewards' in class, etc. In my view there are also FAR TOO MANY times when the children are kept indoors and stuck in front of a video instead of being outside running around in the fresh air (and the weather can only be blamed in a small proportion of these times - often it just seems to be more convenient to keep them in) and developing their play/social skills. In my view, this should be a last recourse, ie. when the weather is truly terrible and impossible to go out in - not a dusting of snow or a light drizzle.*
- This is being addressed – especially in the aspect of inappropriate treats being made available as rewards and has been reinforced in the staff handbook.

Managing Attendance and Promoting Health and Wellbeing of Staff

We are very impressed with the commitment to the school by the staff. The attendance rates for the staff are very high and this is reflected in the statistics that are reported to the Board of Governors on a monthly basis.

The health and well-being of the staff is promoted in a variety of ways.

- The school has signed up to Inspire services and this is promoted in the staff handbook as well as posters and promotional material being displayed in the areas that are populated by the staff;
- Staff are welcomed back to school at the start of the term with some external catering arrangements – such as cooked breakfast or lunch.
- There are monthly arrangements in place for staff to take an extended lunch – both teaching and non-teaching staff. Though, staff have to be encouraged to take this time.
- Staff are reminded that they need to be supportive of each other and to be aware of the pressures that other members of staff may have.
- If staff experience long-term illness, the principal is supportive in making contact through various means – such as phone calls, text messages and face-to-face contact meetings.
- Staff are actively encouraged to take their required breaks – both at break time and lunch time. The telephone was removed from the staffroom to encourage staff to have this time away from responsibilities.
- The staffroom is a café style environment with relaxed chairs as well as tables for dining. All meetings, unless under exceptional circumstances, are taken away from the staffroom in a different room.
- We have invested in a range of different appliances and beverage machines to encourage the staff to congregate in the staffroom during these break times.

- We follow the [TNC 2008/02](#) for promoting Teacher Attendance – through the use of agreed procedures.
- The school actively encourages staff to engage with the principal regarding well-being issues and there is an open line of communication and support.

Evaluation of Staff Attendance, Health and Well-being

The attendance for teaching and non- teaching staff is very good and falls well below the NI average for teachers.

Teacher Numbers and Teacher Absence

	2014/15	2015/16	2016/17	2017/18	2018/19
Total number of FTE teachers	12	14	15	16	16.8
Days lost per teacher due to sickness (based on financial year)	16.2*	10.4	5.2	1.4	9.3**
NI Average	8	7.8	8.7	8.5	8.7

* These statistics reflect a long term absence of one member of staff and do not reflect the level of attendance of the staff in general

** Reflective of two members of staff on long term, non-work related absence

Links with the Parents and the Wider Community

As we grow to a double-enrolment school, it can be very easy to forget that the school did originally open in 2000 with just 10 pupils in a disused Health Trust property. There was faith in the school from the parents in the original steering committee and, then eventually, the Board of Governors. Under the Scheme of Management parents are well represented on the Board of Governors.

Our Parents' Council is very active in the life of the school – in formally organised events as well as being of valuable assistance in supporting our teachers and wider circle. A groups parents will meet once a month with the Principal to make arrangements for fund-raising events. These no, however, will also contain an element of a parents' forum where – once a term, the Principal can work with the members of the Parents' Council on elements of the Action Plan drawn up from the data given in the most recent parental questionnaire. This will begin in the 2019-2020 year.

The Parents' Council organise a number of events for the children including Hallowe'en, Christmas and Easter events. They are also on-hand to provide refreshments at special school events such as Communion and Open Day / Night. There is usually a marquee fundraising event in the year and, of course, that annual barbecue is also arranged by the Council. In 2020, the school will celebrate its 20th anniversary of opening and this will be marked in many ways through their support.

We have a challenge, though, of replacing several the founding members of the Parents' Council as their association with the school comes to an end. This is even more challenging as family life for many people becomes even more busy and the ability to volunteer to get involved becomes more difficult. There have been some new additions but this will have to continue to be developed.

The Junior Board of Governors is our version of a Student Council and the name came into being when the group was first formed.

Our PALS group meets every Friday morning in a room facilitated by the school. This is a totally voluntary group run by parents to provide shared support for school life. It includes, but is not limited to, advice on supporting parents of children with SEN. It is an emotional as well as practical support for parents.

As well as the regular visit from the Learning Support Coordinator, the Principal would also try to either attend or 'drop-in' to say hello, welcome people and get involved in conversation, if required. This is an important element to the support the school gives on a formal and informal basis.

We have an AGM for the Board of Governors through which there is also a presentation of a report from the Parents' Council. More regular communications come in the form weekly newsletters, Information notes and electronic communication through apps such as 'SeeSaw'. There is an annual Curriculum Night for each class as well as Curriculum Leaders now beginning to run 'support' classes for areas of their responsibility.

Over the past number of years, the school has continued to hold its annual Key Stage 2 Carol Service in local Carryduff Churches. We are actively considering including Saintfield in this rota and will approach a number of the churches there to see if we are able to use them. As well as this, our Catholic children make their Sacraments in the 'Church of the Immaculate Conception' in Carryduff with the support of the local Parish priest. We share our Confirmation with other local Parish schools given the nature of the Sacrament – while still having Communion as a separate event for the children. Our children in Communion are supported by our multi-faith choir. Local ministers will attend the school to take an assembly on Friday morning. As well as this, the school (through the choir) also attends the Saintfield Community Christmas celebrations and the Connect Churches Carol Service event with Carryduff Primary and Carr Primary schools. The school also takes part in the annual Peace Proms event in the SSE Arena with dozens of other schools.

We have developed a number of other links over the past number of years that are designed to enhance the lives of the children.

We now host an annual 'jobs fair' run by SERC (South Eastern Regional College) where children are given the chance to meet with lecturers and students to see some of the courses they might consider in the future. We feel that this is unique to our primary school and we are looking to develop this further by opening it up to more firms and businesses from 2020 onwards. This event also encouraged parents and past pupils to visit the school on the day to get careers' advice.

We continue to build productive partnerships with Microsoft Ireland and a Staff Development Day has been used for the past two years to visit the European headquarters in Dublin to look at curriculum activities as well as looking at workspaces and work practices. We hope that this continues to develop into a productive relationship as the school actively engages in being a Showcase School for Microsoft. This also saw more members of staff achieve Microsoft Innovative Expert Educator status (MIE) and this, in turn, gives them the opportunity to engage in a wider community of educators as well as having access to a wide range of resources.

The Principal and other staff continue to engage with several agencies, also. The Principal is the current chair of the Integrated Principal's group (APTIS); continues to support and engage with NICIE and IEF and works as an ambassador for eTwinning for the British Council. Our VP engages

with the Integrated Schools VP Forum and our LSC is on the SEN cluster group for Integrated Schools. As well as this, we have another member of staff who engages with the NSPCC for their 'Keeping Safe' programme and another who is an ambassador for the 'Roots of Empathy' programme.

The school also recognised the contribution that some members of staff made to their own professional development when, in 2019, the Permanent Secretary for Education, Mr Derek Baker, visited the school to acknowledge the work that the teachers did, and continue to do. This event also attracted visitors from the local council to see the school and engage with the pupils.

Shared Education

We embarked on a Shared Education Partnership with Carr Primary School in 2018. This is designed to, initially, develop curriculum links between the children and teachers. We would like this to eventually develop into a deeper sharing project between the teachers, governors and parents – and we are very confident of this developing.

Our focus in the first year has been developing STEM areas and this has now moved on to including the development of Outside Play through the Forest School initiative.

The eventual vision for the relationship of the two schools is to develop to shared Professional Development opportunities for both and have a close working relationship.

Accommodation

The school is currently in the early stages of a new 14-base classroom build through the Fresh Start Agreement funding. At this current stage, the predicted completion date for the building is July 2022. The new building will be built on land behind and to the side of the school that was purchased previously. This means that there should be a minimal impact on the daily operation of the school during the work.

The current buildings and mobile accommodation are reflective of a school that is growing. The classrooms are added sporadically to take account of the growing school but, at the same time, this has decreased the overall space for children to play in during the break and lunch times.

We have added 6 further buildings to the original school and, to support the new building, we converted our recently installed library to a classroom so that the potential new P7 mobile classroom would not be near, or interfere with, the proposed works.

The current main building of the school is a range of both old and new accommodation. The external features of the classrooms required cladding to stop them deteriorating due to the exposure to the elements that the elevated site creates. The original plywood walls did not age well.

The car parking situation in the school continues to be a major issue although a range of solutions are being sought and implemented. We will receive a minor works project in 2019 where the main entrance and exit area will be widened to facilitate the movement of traffic off the school grounds more easily. There will also be a widening of the entrance road to facilitate the turning of buses and moving of cars up the school driveway. As well as this, there will be a narrowing of the traffic island in the middle of the grounds to facilitate two lanes of traffic entering the grounds for drop-off and access to the car park area. The 'pinch-point' at the top of hill where the traffic enters and exits the car park will be widened to ease the movement of the traffic in and out.

We are also in consultation with Translink to establish a bus link between Carryduff and the school. This will help to ease the volume of cars on the school grounds in the morning and afternoon.

There are a range of accommodations already in place to support the movement of traffic on the school grounds:

- There is supervision available from 8:30 in the morning;
- Parents with siblings in Foundation Stage are able to collect older siblings at 2:45 to ease 3:00 congestion;

- Drivers are encouraged to turn left at the gate and take alternative roads back to Belfast / Carryduff;
- There are planters strategically placed outside the school to discourage parking on the main road / footpath;
- The Principal is out (most) mornings helping direct traffic to suitable parking spaces or managing the flow into the drop-off zones.

One of the major issues we face is the number of staff who travel to work by car. There are regularly over 40 staff cars in the car park that take up spaces that could be used by visitors and by parents. We have encouraged members of staff to car-share and have also enrolled the school in the 'cycle to work' scheme to encourage this as a mode of transport for some staff who wish to avail of it.

The grounds and buildings are given an annual inspection by the building committee of the Board of Governors and any issues are acted upon through the delegation to the Principal. This is hampered through the lack of any maintenance staff on site and there are arrangements in place for suitably qualified trades people to complete work on site.

MILLENNIUM'S FINANCIAL POSITION AND PROJECTED RESOURCES FOR THE ACADEMIC YEARS 2018/19, 2019/20, 2020/21

Meeting of Key Targets

There are scheduled presentations for Curriculum Leaders to present their work to Governors as part of the monthly meetings. The Action Plans for the core areas of Numeracy, Literacy and ICT seek to improve the teaching and learning experience of the pupils in the school as well targeting areas of the curriculum that require support as evidenced through assessment data returns.

The end of Key Stage results are also tracked to ensure that the expected progress is being made from the end of KS1 to the end of KS2- as well as the school being in line with the expected performance. The current industrial action has meant that the school has been unable to officially report such levels and the data generated by CEA as a comparative is also subject to discrepancies given the few schools that are submitting any levels.

The SDP will continue to have strong links with the current professional PRSD targets for teachers.

Our tracking system for children ensures that there are appropriate targets in place to assess progress through the school – especially P3 to P7 where there is more formal assessment taking place. As a school, we continue to look at ways in which we can support positive outcomes for all our children.

As demonstrated by the SEN profile of the school, where there is nearly double the number of most complex needs of children compared to the Northern Ireland average, we must ensure that the outcomes for our children are meaningful

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Opportunities	Challenges
<p>Building of a new school</p> <ul style="list-style-type: none"> • New school building to be completed in 2022 • Increased play space and opportunities • State of the art building for enhanced learning opportunities • Excellent facilities for indoor and outdoor play • Enhancing our reputation as a school for use of technology and supporting SEN • Opportunity to partner with Microsoft to further enhance the teaching and provision in school. • There will be provision for a new Nursery 	<p>Building of a new school</p> <ul style="list-style-type: none"> • The increased possibility of disruption to the general day to day running of the school with work happening within proximity of the school. • There is reduced / limited play space • The site has limited facilities to accommodate double enrolment: • There is limited hall space to accommodate dinners • There is very limited car-parking given the rural location of the school whilst on a protected route • Loss of a dedicated library space • Building traffic being on site • Nursery building is still in a state that we would like to improve
<p>Inclusion and Integration</p> <ul style="list-style-type: none"> • IQM Cluster group work • Maintaining an IQM Centre of Excellence Mark or developing it further • Developing Roots of Empathy • Dyslexia training /PRSD for all staff (2018-19) • SENCO regularly updating staff with training opportunities • We have a funded SEN post that helps deliver excellent SEN support for children in school and takes (some of) the pressure off teachers. 	<p>Inclusion and Integration</p> <ul style="list-style-type: none"> • There is extra workload involved in maintaining the IQM – and this could develop even further if we were to express an interest to be a Flagship school. • There is an annual cost involved in maintaining this status – that does add up over a period of time – including the expense of being assessed each year • We should look at training further members of staff to deliver Roots of Empathy work in school to stop reliance on one / two members of staff – especially if they leave. • Increased range of diagnosing means that identified needs are becoming more complex and we, as a school, are having to find more ways of meeting the range of complex needs.

<ul style="list-style-type: none"> • We have so much to offer children with these needs – through a caring staff and community • Reflecting the growing diversity of the Northern Ireland Population • Maintaining our reputation as an Integrated school to reflect our history and our future • Be a support to other schools that are transforming or developing an integrated ethos • Organisation and streamlining of the sacraments in P3, P4 and P7 • Communion to be well-organised working in partnership with parents and the community (esp. other schools) • Teams of staff to be involved in these and notes/info updated on school system • Background reading and knowledge of anti-bias curriculum for coordinator • Anti-bias curriculum training for all staff • Anti-bias approach to classroom organisation and then to teaching of lessons • specific focus and time for FS and KS1 staff especially e.g. Multicultural play opportunities etc • World faiths • IEW to transform to IE month – planning for this? • world /cultural celebrations 	<ul style="list-style-type: none"> • There are more complex needs coming into mainstream education and this is difficult for teachers to manage while still maintaining the expectations of progress and standards. We need to provide proper training and support for staff – including ADHD/MLD/SLD learning support. • We have to maintain a balance of being able to offer support to children and managing the impact on the classes and teachers. • Budgetary implications of providing support for children who are on Stages 1-4 of the (current) SEN register but for whom we don't receive additional funding • How do we extend our gifted children? • Sacraments already established and taking place on annual basis but organisation needs coordination • Some staff have knowledge of sacraments, but all staff need access to and knowledge of the resources. Most staff do not have anti-bias training except 4 longer serving members • World faiths are delegated out amongst staff and taught during IE Week • IEW firmly established in school – how will this role out to the month. IE coordinator still to do launch assembly? • How to manage NI cultural celebrations? E.g. Remembrance Day, Easter rising, Christian celebrations such as Easter, Christmas and harvest and how to integrate others into whole school events e.g. Diwali
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<p>New technology provision</p> <ul style="list-style-type: none"> • We have employed a member of staff who has an excellent understanding of the technological needs of the school. • We continue to explore new opportunities and ideas for the use of technology. • We build new and deeper relationships through our Microsoft Showcase School recognition • Our new school will have opportunities to embed technology teaching and learning deeper into the curriculum • We will have the opportunity to develop a 'STEAM Lab' in partnership with Microsoft • Seesaw app used across school Nursery –P4, P6&P7 	<p>New technology provision</p> <ul style="list-style-type: none"> • Budgetary implications of maintaining our equipment means that we must ring-fence budget to refresh these devices on a regular basis • We have to ensure that the technology is being embedded in the teaching and is not an add-on or a distraction • The impact of the use of technology can be difficult to measure – are we measuring the skill of using ICT or the impact across the curriculum? • Staff need to continue to upskill themselves to take advantage of the technologies – and to ensure that the quality of the teaching continues to be maintained. • Extra expectation on staff to be available outside of work hours to maintain the social media / communication profile. • How do we get all teachers on-board to see the value in using the technology to improve and enhance the relationship with parents?
<p>Finances</p> <ul style="list-style-type: none"> • A GMI school has greater flexibility with the use of its budget. • We have an excellent member of staff supporting the process 	<p>Finances</p> <ul style="list-style-type: none"> • Greater flexibility creates greater responsibility • Real term cuts in finances to school • Rising costs of employing staff • Inequity of access to a deficit if needed • Rising costs of services • Unable to afford caretaker – meaning the emphasis is on goodwill of staff • New system of funding and processes through EA has taken time to embed

<p>Increasing Staff</p> <ul style="list-style-type: none"> • New principal and developing Senior Leadership Team brings new ideas and working practice to the school. • New staff bring new ideas for curriculum and curriculum development • Established members of staff have experience in the ethos of the school and can support new members of staff in developing a working practice reflective of Millennium • Professional Development opportunities increase through shared practice and expertise • Opportunities for career progression improved through the establishment of new leadership roles • Management structures and teams have consolidated roles and clear responsibilities – e.g. KSL appointed and in post • A committed staff: Time budget hours agreed, staff happy to commit to life of school outside directed hours • Leaders of many curriculum areas appointed and in post for over 1 year (some for several years) 	<p>Increasing Staff</p> <ul style="list-style-type: none"> • Principal is inexperienced • Senior Leadership Team is inexperienced • Establishing correct processes for induction of new staff and practices – e.g. responsibilities for induction of new staff • Developing the management structure and changing established practice • With so many areas needing development now – how do we support staff/give time to get the work done? • Other areas of curriculum not designated Teaching Allowance – who is responsible for these and how do they get time to manage them?
<p>Links with the Community</p> <ul style="list-style-type: none"> • Choir work at: Lough Moss inter-school choir, Saintfield Christmas fair and invitations to sing at various locations including shopping centres. • Creative Arts week / Integrated Education Month - links with Loughview IPS established 	<p>Links with the Community</p> <ul style="list-style-type: none"> • Seeking out new opportunities to raise the profile of the school – e.g. residential care home singing • We are a 'remote' school inasmuch that our population from Carryduff have to make a conscious effort to 'go against traffic' in the morning to come to school. • Our profile could be improved through a range of opportunities.

<ul style="list-style-type: none"> • KS2 carol concert rotational basis in Carryduff churches • Ministers visiting from all faiths to take regular assemblies (except RC) • Potential of having a regular bus from Translink that supports the families in Carryduff – raising the school's profile • Website updated by office staff. Creative arts updated regularly and examples of all events now on website. • We explore and use a range of Social Media channels to advertise the school and raise awareness • We are a school of 'choice' for many families 	<ul style="list-style-type: none"> • Our 'unofficial' link with the RC Church has been lost. • Being a school of choice means that there is extra pressure to maintain the profile of the school and attract new families to supplement or existing families.
<p>Foundation</p> <ul style="list-style-type: none"> • Use of assessments to inform teaching to ensure progress for every child (identified in Self-evaluation) • A focus on improving core skills in Literacy and Numeracy (identified in Self-evaluation) • Improving handover at the end of each year to ensure that the new teacher is fully informed about the class (identified in Self-evaluation) • Planning to be improved across the Foundation Stage to ensure consistency in teaching (identified in Self-evaluation) • Stretching our more able pupils (identified in Self-evaluation and Parent Questionnaire) 	<p>Foundation</p> <ul style="list-style-type: none"> • We all have a range of assessments that we use in each year group in the Foundation Stage and the Foundation Profiles are completed termly (second and third terms in Nursery). In order to ensure that each child feels good about school and about themselves, ensuring that we see the gaps and put provision in place to plug these gaps is crucial. • Literacy and Numeracy is planned for carefully across the Foundation Stage, Phonics is taught consistently as are all the elements of Literacy and Numeracy. However, children are still moving into P3 without some of the core skills needed (quick recall of number facts, ability to tackle an unfamiliar word in reading and writing, ability to read a good range of High Frequency Words) • All staff plan on a weekly basis and use the schemes of work to inform planning for Literacy and Numeracy. Overviews for each year group and MTP's now need to be developed and worked on to ensure that the whole curriculum is being delivered effectively.

<ul style="list-style-type: none"> Children to have access to outdoor learning across the Foundation Stage (identified in Parent Questionnaire) 	<ul style="list-style-type: none"> We give a lot of time and thought to supporting our weaker pupils, we now need to address how to stretch and challenge our more able pupils in meaningful ways.
<p>Key Stage 1</p> <ul style="list-style-type: none"> The embedding of a strengths-based model of education which emphasises and celebrates each child's abilities and aptitudes The creation of a new assessment framework to monitor pupil progress A consistent approach to class handovers The development of a learning community which encourages collaboration and self-evaluation 	<p>Key Stage 1</p> <ul style="list-style-type: none"> P1-3 assemblies have been infrequent and have lacked structure. Awards have not been distributed and the children's achievements have not been acknowledged in an assembly setting. There is little commonality in the assessment programme administered in the P3 and P4 classes. There is currently no consistency in how class handovers are delivered. Important information is not digitally stored and there is no record of information being passed on or received. Previous attempts to introduce peer assessments have failed. There is no outdoor learning curriculum within KS1.
<p>Key Stage 2</p> <ul style="list-style-type: none"> Quality and consistency of World Around Us teaching and learning in Key Stage 2 (R) Pupil voice leading learning (R) Assessment consistency across Key Stage 2 (R) Recognition of pupils' achievements (R) Quality and consistency of Personal Development and Mutual Understanding teaching across Key Stage 2 (A) Quality and consistency of Religious Education teaching across Key Stage 2 (A) Academic progress of children throughout Key Stage 2 (A) 	<p>Key Stage 2</p> <ul style="list-style-type: none"> In regards to our Red targets, these have been identified by discussions and previous planning within the Key Stage 2 team. Work began on redesigning the WAU curriculum in the 2018-19 after it was mentioned that particular strands were not being covered. More quantitative data will be available from 2020. Our Amber targets have been informed again by discussion within the team during 2018-19 (evidenced by minute notes). We feel these areas are requiring development within the second year. Our Green targets reflect longer term objectives and will be adapted as we adapt as a Key Stage.

<ul style="list-style-type: none"> • Class handovers and summaries (A) • Self and peer assessment (G) 	
<p>Numeracy</p> <ul style="list-style-type: none"> • Continued development of specific subject strategies within numeracy. • Develop structures for sharing of practice. • Improve and develop assessment within numeracy to assist learning. • Establish lines of communication with parents and guardians. 	<p>Numeracy</p> <ul style="list-style-type: none"> • Within specific areas of numeracy, we must reflect on teaching practises. Within summative assessment, mental maths and calculation have appeared as areas requiring improvement. Through looking at these areas, I feel it is required to 'refresh' teaching strategies and discuss consistency across Key Stages. • Sharing outstanding teaching strategies across MIPS is always beneficial. Teachers raised this in a staff questionnaire (October 2018). • Through informal discussions with fellow staff members, we feel that parents and guardians are wanting to find out more on how to support their children. This is particularly experienced at the end of Key Stage 1 and into Key Stage 2.
<p>Literacy</p> <ul style="list-style-type: none"> • Amend MIPS Talking and Listening whole school scheme of work • Amend MIPS Reading whole school scheme of work • Amend MIPS Writing whole school scheme of work • Audit, research, fundraise and purchase new reading books / reading scheme for whole school • Implementation of Vocabulary Ninja resources KS1 and KS2 • (Re) introduction of collaborative group roles for Talking and Listening 	<p>Literacy</p> <ul style="list-style-type: none"> • MIPS scheme of work was last reviewed in 2010 and therefore needs to be updated and amended to reflect changes in practice and resources. To make this more manageable, we will break this down into the core Literacy areas and review one each year. • MIPS is now entering its 20th year of educating children. The current reading scheme (Oxford Reading Tree) is rather outdated and many of the books, along with supplementary schemes purchased, have not been returned or are damaged and do not have enough copies for guided reading groups to operate effectively, especially as we are now two form entry P1-P7. We will need to fundraise to purchase the reading materials needed.

<ul style="list-style-type: none"> • Cross curricular and progressive approach for Hotspots (presentation skills) with inclusion of ICT • Regular use of school library P1 – P7 • Review of Literacy Crib sheet 	<ul style="list-style-type: none"> • Current staff have been informed of expectations in Literacy with the provision of an overview crib sheet. This will need to be reviewed, evaluated and amended with staff to reflect the ongoing practice in school. • The school library has now been moved into a different room within school. Staff have been asked to aim to visit with their class every fortnight to facilitate the loaning of books. New procedures for recoding borrowing information manually, rather than via the scanned barcodes on Junior Librarian as previously used, have been disseminated to staff. • The majority of current teaching staff, were not present at MIPS when we last targeted collaborative group roles in T&L. We would like to reintroduce this as part of our focus and development of T&L skills.
<p>ICT</p> <ul style="list-style-type: none"> • Each class to have 6 distinct ICT lessons completed and evidenced per term / crib sheet of progression • Timetabled slots in the ICT room to be used by teachers – two slots a week (compressed into one) • Funding applications submitted with a view to securing at least some of the £20k target • Increase and improve staff confidence in using AR/VR new technologies • All planning uploaded onto Teams and calendars tracked through Outlook • Introducing a distinct ICT planner for staff 	<p>ICT</p> <ul style="list-style-type: none"> • Minimal teaching of ICT by staff. Only used to complete assessment tasks. Timetable recently implemented • CME rejected application. Moving onto warm leads lead by me and Siobhan McCamphil • No evidenced knowledge of AR • Our training in Microsoft Teams consists of two staff meetings and one training Day with Microsoft in Dublin • No distinct planner. Not currently monitored

<p>World Around Us</p> <ul style="list-style-type: none"> • All classes will be involved in an online collaborative WAU themed project • The embedding of global learning concepts in all year groups • Each year group will embed the use of the locality and visitors in their planning and teaching • Ensure that GLP resources are being up-dated in all year groups • Evaluate the effectiveness of the WAU Crib Sheets • To continue to develop the Science and Technology strand of the WAU. 	<p>World Around Us</p> <ul style="list-style-type: none"> • Informal/ formal discussions indicate that global learning concepts are not taught regularly or are not taught at all in some year groups. Some teachers have stated that they view global learning concepts as an “add on” to the curriculum despite previously carried out staff training which demonstrated that global learning concepts are an integral part of the statutory requirements included in the WAU curriculum. Resources and guidance have previously been distributed to staff and some year groups are building up a bank of lesson plans. • Feedback during a SDD in early 2019 demonstrated that some staff were reluctant to participate in a collaborative WAU themed project due to their negative experiences of using eTwinning. Teachers felt that the eTwinning platform isn’t user friendly and partnerships often broke down for a variety of reasons. • The teaching of STEM has not been a whole school focus for several years • The school requires additional science equipment to improve teaching and learning • Crib Sheets were created for all year groups in 2018-19 but there is no evidence that they are being used or effective
<p>Creative Arts</p> <ul style="list-style-type: none"> • All teachers will use the Charanga in class music teaching on (minimum) bi-weekly basis (develop key staff confidence and pupil enjoyment by music mornings at school of Music) • The school website will regularly display examples of creative arts from all classes • Staff will teach art lessons with focus on contextual studies and using a range of medium 	<p>Creative Arts</p> <ul style="list-style-type: none"> • Charanga scheme purchased. All teachers received training last year and many have been trialling Charanga (4 teachers did not log on and many stated they needed more training). • Diamond 9 completed with staff in Key stages for their priorities • W.Ballard and Sarah Mathison (and shortly Sue Fitzgerald) have received training at the school of Music and completed music mornings • As Creative Arts coordinator, website was updated last year regularly for all school events/specialist weeks but this needs to be completed termly by all staff showing the range of performances.

<ul style="list-style-type: none"> • Staff will teach drama lessons connected to topics and subjects such as PDMU • Weekly hymn singing session to be fun and innovative • KS1/FS assembly to be established in the style of KS2 (inc P4) 	<ul style="list-style-type: none"> • Continue to use the choir as a promotional tool for the school
<p>Learning Support</p> <ul style="list-style-type: none"> • Introduce Collaborative working practices • SEN stage 1 changes- specifically in paperwork for Keeping an Eye on • Look at being able to meet for Term 3 review • Staff training • Completion accurately of IEP documentation and other forms for SEN • Ensure that Dyslexia strategies are being used in classes • Ensure fidget strategies (boxes) continuing to be implemented in classroom • Anxiety monitoring- of pupils with this issue (Social Emotional Behavioural Wellbeing concerns), and training being implemented in class by staff, use of worry monster, etc • Improve record keeping and paperwork needed for updated SEN paperwork • Parent engagement with support for pupils, accessing information, SEND documentation, PALS group and work within SEN areas at home 	<p>Learning Support</p> <ul style="list-style-type: none"> • Very little use of SIMS SEN module or ICT • Time pressure within school day and industrial action proving difficult to enable appropriate meetings with teachers. • SENCo has done 1 SEND day of training with staff, more to come this year • SENCo has attended all SEND training to date • Identified Dyslexia as an area of training- completed by staff Aug 2018, now implementing in classes, PRSD done in June 2019 (except for 2 teachers) • New fidget boxes provided to all classes in September 2019, for use with all pupils • RISE NI Anxiety training Aug 18, Worry monsters to classes Sept 19 to support this practice during school day, Relaxation room timetable provided to all classes for access for ANY pupil requiring • Meeting parents face to face for IEP and reviews, parent evenings about SEN to happen in October 2019 using new EA SEND documentation, new parent induction evenings for N and P1- SEN powerpoint from EA on learning continuum completed June 2019 and August 2019 • Use of SIMS and SEN folders, this is currently mainly by the SENCo. No real use of SIMS intervention module at present. SENCo completed training on SIMS as part of SEND implementation and changes, need to complete training with staff about SIMS and details included for them to access and add to

	<ul style="list-style-type: none"> • Good PALS relationship and Increasing numbers, SENCo and Principal drop in on am coffee and pm club. Register taken of who attending both of these now to monitor numbers. RISE NI specific training accessed by this group for Stress and Behaviour at home, requested more on Anxiety this year. • LSA have been using OneNote over the course of 2018-19. Collaboration was not evolved through this. Now accessing TEAMS and OneNote and developing drop in training, use of LSA meeting time and provide training opportunities. • Teaching staff have Teams training and SENCo is using OneNote for SEN documentation and can share pages. • SENCo has attended new SEND training on changes coming. SEN file has been provided by EA with proforma of documents including new 'Record of concern forms'. Stage 1 will not exist in new SEND stages, so beginning to look at pupils currently at this stage and determine if: <ul style="list-style-type: none"> ○ a) move off register ○ b) move up SEN register. • New Record of Concern and Stage 1 forms to be provided to teachers • Meeting in Term 3 has not happened over the last 2 years, due to staff time pressures - Report Writing, assessments, etc. Face to face meetings with parents were more successful in Term 3, important for staff too. • SEN audit completed as part of SEND training, large gaps in staff skills / training never provided in areas of need which are in school, e.g. MLD, Speech and Language, etc. New CYPS training catalogue from EA should begin to address some of these. Begin with identified staff attending chosen training, then opening up to others to choose training which would enhance Professional Development (Teaching and Non-Teaching staff) • *IEP monitoring still requires review. Use of online collaboration through Teams of exemplars, may be beneficial
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PRACTICALITIES OF OUR SCHOOL DEVELOPMENT PLAN

Consultation Arrangements

It is important that the consultation for the School Development Plan takes account of as many views as possible while at the same time continuing to focus on what is important for the school. For our new SDP there were a range of opportunities for developing our ideas and direction for the school.

- Parental audit was carried out ([LINK](#))
- Staff – teaching and non-teaching – audit was carried out ([LINK](#))
- Children’s completion of PASS assessments from P1 – 7
- Regular formal and informal opportunities to engage with stakeholders – including monthly Board of Governors; monthly Parent Council Meetings and weekly PALS Parent meetings
- External opportunities for audit – Inclusion Quality Mark Assessment; Microsoft Showcase School Applications
- Junior Board of Governors meetings – with an ideas and suggestions box

Monitoring, Review, Evaluation

We have brought in new arrangements to develop an effective routine of monitoring, Evaluating and Reviewing our performance as a school.

All Action Plans are OBA™ in methodology, and they will be subject to performance measurement on an annual basis. Also, all Action Plans are now on a three-year cycle with annual assessments of the cycle taking place through regular, timetabled, meetings with the principal. These Action Plans now also have priorities assigned to them through Red, Amber and Green coding. These indicate the priority placed on the areas within the three years – with Red being the highest priority.

Further to this, the annual Action Plan has the same R-A-G status applied for the area Leader to focus on their work within that year.

This is then integrated into '[Strategic Overview](#)' where there are regular opportunities for Leaders to bring their work with the staff forward and regularly reviewing this with the principal and, if applicable, vice-principal.

This means that the end of year evaluation of any Action Plan will be the culmination of continual professional conversations and not a simple end of year review. These evaluations will also be reviewed using an [OBA™ Framework](#) and a graphical 'report card' of the year produced. Such methodology ensures that Leaders feel that they are making progress in their work; that there is continual, measurable, progress and that the Outcomes for the children and school are paramount in the leadership work.

When working with the staff, the leads will take the responsibility for the work. Other forms of the monitoring and reviewing can be:

- PRSD Observations with written feedback;
- Monitoring of planning to ensure that implementation of Leaders' expectations with written feedback;
- Analysis of progress in the different areas using a variety of Performance Measurements – including standardised and non-standardised assessments;
- Focus areas for development;
- Monthly feedback to governors on the School Development Plan.

Review of Previous 3 Year School Development Plan

Area	Year 1: 2016-2017	Year 2: 2017-2018	Year 3: 2018-2019	
Child Centred Provision				Evaluation
Accommodation	<ul style="list-style-type: none"> Additional accommodation for pupil growth linked to the Development Proposal and the Fresh Start Agreement Snagging from the SEP programme to be addressed 	Additional accommodation for pupil growth linked to the Development Proposal and the Fresh Start Agreement	Additional accommodation for pupil growth linked to the Development Proposal and the Fresh Start Agreement	<p>All classes are in classrooms.</p> <p>Library was requisitioned for final P7 class.</p> <p>School is getting a new build under the Fresh Start Agreement – Completion July 2022</p>
Maintenance	<ul style="list-style-type: none"> Address the ongoing painting issue in the assembly hall Arrange for the painting of the interior of Kids Corner Covered play area for the new P1 mobile classrooms Fencing of the P1 outdoor play area 	<p>Flooring in Kids Corner</p> <p>Expenditure and maintenance items will</p>	Expenditure and maintenance items will be suspended pending the outcome of meetings with DE to do with the Fresh Start Agreement	<p>Painting of hall completed as a priority.</p> <p>Kids Corner still to be done in light of current building proposals</p> <p>Other maintenance carried out – new signage to be delayed due to build.</p>

	<ul style="list-style-type: none"> • Maintenance of the school roof and the Kids Corner flat roof • New Signage 	be suspended pending the outcome of meetings with DE to do with the Fresh Start Agreement		No caretaker for past three years – means all work being carried out by bought in maintenance and through Principal, VP and finance officer
Special Educational Needs	<ul style="list-style-type: none"> • Reintroduce regular meetings between the SENCO and the assistants • Improved monitoring and liaison with Learning Support Team • Continued involvement in CCET • SENCO to complete CCET qualification • Effective use of ICT and SEN within withdrawal sessions and classroom support (including the use of SEN apps and Seesaw) • Centralise SEN documentation including the use of SIMS • Further development of Individual Behaviour Plans and Risk Assessments 	<p>ADHD Training and updating of good practice in relation to ASD and Dyslexia</p> <p>Additional training for staff in relation to working memory</p>		<p>Meetings now happening weekly.</p> <p>Learning Support Team can now bring issues to regular SLT Meetings.</p> <p>CCET Qualification gained?</p> <p>ICT now embedded in the SEN provision and in the classroom provision</p>

	<ul style="list-style-type: none"> • Ongoing Skills Training for new LSAs • Development and Monitoring of the Maths Recovery Programme 			<p>SIMS now being brought online as a more effective recording tool.</p> <p>New IBP and RA have been introduced</p> <p>LSA PD has been addressed through advertised courses in school and targetted provision for those that LSC feels it is necessary</p> <p>Maths Recovery Programme requires more support and intervention to ensure that it is being successful.</p>
Pupil Voice /Involvement	<ul style="list-style-type: none"> • Annual Elections for the new Junior Board of Governors representatives • Continue to increase the number of representatives by principal selection so that our 	<ul style="list-style-type: none"> • Annual Elections for the new Junior Board of Governors representatives 	<ul style="list-style-type: none"> • Annual Elections for the new Junior Board of Governors 	Due to the growing nature of the school, the JBOG would be too big by adding in extra representation.

	<p>EAL, LAC, SEN children are also represented</p> <ul style="list-style-type: none"> • Install the trampoline, once there is a clearer plan of the future building work • Purchase additional equipment, especially for the zoned 'quiet play' area • Work in conjunction with SERC to provide robust football/gaelic/rugby nets 	<ul style="list-style-type: none"> • Continue to increase the number of representatives by principal selection so that our EAL, LAC, SEN children are also represented 	<p>representatives</p> <ul style="list-style-type: none"> • Continue to increase the number of representatives by principal selection so that our EAL, LAC, SEN children are also represented 	<p>However, elections continue to be held in classes and all pupils are encouraged to stand for election.</p> <p>There is an annual budget given to the JBOG for purchasing playground equipment and quiet area equipment.</p> <p>In light of the shrinking playground space and the new facilities becoming available soon, we have suspended the investment</p>
Pastoral Care /Safeguarding/Child Protection	<ul style="list-style-type: none"> • Designated Teacher 1 day Refresher Training • Set up a new Safeguarding Team to reflect the role of the Governors and to include the lead teacher on the NSPCC Keeping Safe Project and the teacher who has been our nurture teacher and has 	<ul style="list-style-type: none"> • Deputy Designated Teacher 1 day Refresher Training 		<p>DT and DDT teachers have received their required training.</p> <p>There will be a new DT for the coming year – Mrs Ballard</p>

	<p>completed the Helping Hands training</p> <ul style="list-style-type: none"> • Review policies in the light of the new circulars and the training • Put in place mechanisms to increase the number of times that the children are reminded of who they can talk to if they are worried about something • Monitor and evaluate risk assessments 			<p>Safeguarding team has been established in school</p> <p>Policies are currently under review</p> <p>The initial week of each term is now dedicated to CP and online safety work.</p> <p>We need to update the images and posters around the school to support the children.</p>
Pastoral Care / Safeguarding / Child Protection NSPCC Project	<ul style="list-style-type: none"> • Principal (DT) and Lead Teacher to attend 1full day in service training delivered by the NSPCC and 1 twilight session. • Principal and Lead Teacher to introduce the Programme to all staff • Materials distributed 	<ul style="list-style-type: none"> • 3 lessons per term to be taught to each year group per term • Awards Assemblies • Teaching and Learning plus evaluations 		<p>The NSPCC work continues to take place in school.</p> <p>We have reminders for the classes and their parents as well as having information distributed to P1 parents on the curriculum night.</p>

	<ul style="list-style-type: none"> Principal and Lead Teacher to do Launch Assembly with whole school 3 lessons per term to be taught to each year group per term Awards Assemblies Teaching and Learning plus evaluations monitored by Principal and Lead Teacher Mid –point data collection completed 	<p>monitored by Principal and Lead Teacher</p> <ul style="list-style-type: none"> End –point data collection completed 		<p>The NSPCC programme has completed pilot phase and is awaiting further information regarding if it is going to be recommended to school in the future.</p> <p>We would like to continue with the programme as we find it very valuable for teachers to tackle these topics in class.</p> <p>Data collection was down and fed back to NSPCC</p>
Health and Well-Being	<ul style="list-style-type: none"> Continue with Wed afternoon yoga sessions for staff Review Attendance and Return to Work procedures 	<ul style="list-style-type: none"> Establish Formal peer support for new members of staff 		<p>Yoga sessions were not very well attended – eventually.</p> <p>Health day organised for staff at the beginning of 2018 term.</p>

				<p>Attendance procedures and support for long term illness in line with accepted procedure</p> <p>Meetings held with staff to explain procedures and purposes of, for example, OH referrals.</p> <p>Peer support being instigated through new KS Leader roles as well as role of partner teacher.</p>
Teaching and Learning				
Language, Literacy and Communication	<ul style="list-style-type: none"> Develop consistent and progressive spelling planning at whole school level, using an agreed format 	<ul style="list-style-type: none"> Focus on the teaching and learning of library skills; making use of our school 	<ul style="list-style-type: none"> Review, evaluate and update our current literacy overview to 	Progressive spelling planning was introduced to classes.

	<ul style="list-style-type: none"> • To use high frequency word dictation (P2-P7) as part of the weekly assessment • Final Review of the Literacy Policy • All classes (P1 to P7) to be allocated a regular slot in the school library (Nursery will be involved in the final year) • Develop display areas and boards within the library • Establish links and communicate with volunteer school librarians • Manage the organisation and tidying of the library • Catalogue new stock and check current stock quality 	<p>library and the MLS Junior Librarian software</p> <ul style="list-style-type: none"> • Develop whole school overview of the progression of library skills • Begin to incorporate teaching and learning of library skills into planning 	<p>ensure that it is reflective of current practice and that clear progression is evident</p> <ul style="list-style-type: none"> • Continued development of the planning teaching learning and evaluating of library skills • Parent Information Workshop on using MLS Junior Librarian app at home 	<p>A training session was held at the beginning of 2018 term to revisit the use of Linguistic Phonics Scheme and structure in a day.</p> <p>Concern over the different needs in school not necessarily being met by a 'one size fits all' approach of Linguistic Phonics.</p> <p>Library was used for a year but then didn't get the regular use required. This has been addressed for the new SDP with the library moving to a different room to facilitate the move of the P7 class.</p> <p>The management of the electronic system proved cumbersome after the initial enthusiasm.</p>
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				<p>There are now regular checks in place for the use of the library through the new structure of review meetings.</p> <p>Literacy Policy and scheme of Work to be reviewed in the coming SDP</p>
Mathematics and Numeracy	<ul style="list-style-type: none"> • Final Review of the Mathematics and Numeracy policy to ensure that it reflects current practice • Introduction of the new Calculation Policy • Embed the use of Mathletics • To introduce peer observations based on the implementation of the new Calculation Policy • To raise the profile of Numeracy across the school • Parent Workshop 	<ul style="list-style-type: none"> • To review and further develop the Mental Maths Scheme of Work • To review problem solving across the school • To continue to use Mathletics and other websites to assist with swift recall of 	<ul style="list-style-type: none"> • To review the school scheme of work , taking into consideration the school assessment feedback • To review the Calculation Policy • Parent Workshop 	<p>Mathematics and numeracy policy reviewed and brought up to date.</p> <p>There is still concern regarding progression of mental maths and this is to be addressed in the new SDP</p> <p>Industrial Action has got in the way of the peer review model for</p>

	<ul style="list-style-type: none"> To assist Assessment Coordinator with monitoring of numeracy tasks 	<p>multiplication facts and basic mathematical recall</p> <ul style="list-style-type: none"> Parent Workshop To continue with peer observations to enable staff to further develop their teaching skills To assist Assessment Coordinator with monitoring of numeracy tasks 		<p>observations. Hoping that this will be addressed in the new agreements.</p> <p>There was a numeracy board introduced in the school – awaiting this to continue to be updated – need to assign a member of staff to support this.</p> <p>Mathletics has been used as well as Sumdog. Feel that there is an opportunity to continue to pursue one or the other in the coming SDP.</p> <p>Sumdog is very successful in the assembly for children where their weekly success can be recognised.</p>
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				<p>Coordinator has attended moderation training and has cascaded this to other teachers. Has also encouraged other teachers to attend such training to develop a better understanding of the progression in the school.</p> <p>Parent Workshops will need to happen to develop better understanding of school teaching. This has been supported by the use of SeeSaw communication to classes.</p>
UICT	<ul style="list-style-type: none"> • Evidence of the newly purchased resources being incorporated in the planning and being used effectively • Completion of UICT Skills Progression Booklets in each of the classes and linked to the Tracking Folders 			<p>Unfortunately, due to industrial action there is no opportunity to gather the information regarding planning.</p>

	<ul style="list-style-type: none"> • Training to ensure that the portfolio of work is within the CEA requirements • PILSR survey to be completed • Re-establish the e Twinning work, preferably linked to class topics • Staff to be made aware of the Collaborate software • Online Safety to be delivered to the children in the first week of each term as well as during Anti-Bullying Week and the designated Online Safety Day • Teachers have access to the 'App' stores on each of the devices to enable them to purchase and trial apps – Teachers to share their apps in staff meetings 			<p>There is evidence of teachers using devices for a variety of uses in school.</p> <p>The school bought devices (especially iPds) are nearing the end of their natural lives due to updates rendering them useless. We wil have to ring-fence money through school dinners to support future purchases and upgrades.</p> <p>Progression booklets are available for each class and will for the basis of a performance measure for the ICT Outcomes.</p> <p>There is time set aside in each of the first week of each term for</p>
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				<p>online safety work in collaboration with CP with classes.</p> <p>We have brought in dedicated time within the curriculum (Wednesday afternoons for first two terms) for teachers to pursue eTwinning and similar projects. There is disappointment that teachers are not able to find partner schools.</p>
Assessment	<ul style="list-style-type: none"> Having completed GL CAT, PTE,PTM, NGRT, SWST digitally for P3 to P7 classes for the first time in May 2016, need to ensure that all teachers understand the data generated FSM, LAC/Care experienced, Gender performance to be analysed and tracked annually NINA and NILA to be used to inform the October Parent Teacher meetings 	<ul style="list-style-type: none"> Having analysed in detail the first set of results – now need to review whether the strategies put in place to improve standards have been effective (targeted children, impact of 		<p>The GL Assessment contract has now reached the end of the three years – we need to assess the use of it again in school.</p> <p>Teachers originally struggled with the concept of the assessments but became more used to them being done separately.</p>

	<ul style="list-style-type: none"> • GL Baseline to be used for the first time and results shared with parents • Assessment policy to be updated to reflect the changes 	<p>additional support, training of children to do jottings, regular timed sessions using Nintendo DS programmes to improve speedy recall for mental maths, morning maths club</p> <ul style="list-style-type: none"> • Review use of Baseline and evaluate it against the PIP 		<p>The assessment data is vast. We need to use it more effectively to target children and any under-performance.</p> <p>Format of test – especially Mental maths for numeracy needs supporting and practice for children – use of programmes such as Sumdog or Mathletics.</p> <p>A day in May has been introduced for staff to analyse results and to make effective use for reports.</p> <p>Feedback on data is used in August day to track overall progress of classes and look at interventions.</p>
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				<p>Reports will have to change in the future to get the information across to parents from the assessments in an easy to understand format.</p> <p>Diagnostic testing in NINA and NILA no longer available.</p> <p>CAT 4 testing now used as the overall baseline for teachers and for progress comparison.</p> <p>This will need further embedding in practice.</p>
TWAO	<ul style="list-style-type: none"> TWAO Coordinator to attend training to develop his own knowledge and skills and to disseminate to all staff – this will include an Enquiry Based Science Course 	<ul style="list-style-type: none"> To audit, evaluate and review progress to date across all aspects of the 	<ul style="list-style-type: none"> Action Points from the audit Review Policy to ensure that 	<p>WAO Leader has attended a number of courses in the time of the last SDP> information has</p>

	<ul style="list-style-type: none"> • BOG to receive their first detailed report on this area of the curriculum • Each class will take part in environmental activities with the aim to achieve ECO status and raise awareness of sustainable development • Aim to increase the use of the learning resources in our locality and make better use of educational visits and visitors to extend and enhance the children's learning • Develop an agreed WAU planning format for medium and long term planning • As a result of the audit, it is clear that the main focus for the majority of year groups will be on refocusing on the Science and Technology strand of WAU • Emphasis to be on Fair Testing (This is linked to class teachers PRSD) 	<p>work completed the previous year</p> <ul style="list-style-type: none"> • To devise a World Around Us Policy 	<p>it reflects practice</p>	<p>been disseminated, accordingly and is the basis of the WAU AP.</p> <p>Eco-committee has been established and a green flag awarded.</p> <p>Planning format agreed and to be developed in the key stages</p>
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TSPC	<ul style="list-style-type: none"> • Class teachers to continue to build on the good practice already developed • Children are showing an interest in holding debates 	<ul style="list-style-type: none"> • Start a Debating Club 		<p>This needs to be developed through the school – there are a number of areas to be worked on.</p> <p>Literacy Leader to bring this through in Talking and Listening work. KS1 Leader to take on TSPC as part of the duties.</p>
PE	<ul style="list-style-type: none"> • Further promotion of rugby and hockey – both sports being relatively new to the school • Start to re-plan for improved facilities on site as part of the Fresh Start Programme • Continue to work with a number of specialist coaches to further develop teacher knowledge and skills as well as widening and enhancing the children's experience of a range of sports. • Continue to offer a range of choices, (including yoga) on Wed afternoons 	<ul style="list-style-type: none"> • PE Audit 	Outcomes from PE Audit will inform targets for this year	<p>Teacher is taking rugby club in the third term Wednesday afternoon activities.</p> <p>There are ongoing plans and conversations about possible facilities for the school.</p> <p>There is no recognised PE Leader in the school.</p>

				Wednesday afternoon activities were curtailed due to weather and supervision issues – hence the movement to the third term as a focus for the children to get the activities.
The Arts	<ul style="list-style-type: none"> Continue to run our 3day Celebration of the Arts whole school event Introduce Art as an option on Wed afternoon 		Review all connected policies	A Leader of Creative Arts post was created in the school to amalgamate the work and take it forward.
R.E.	<ul style="list-style-type: none"> Consider having a second member of staff to assist in the leadership of this area of the curriculum – with the intention of having a member of staff from each tradition 	RE Audit		<p>This will fall under the remit of the Integration Leader.</p> <p>There is a range of work to do – and this has been identified in the Leader's AP</p>
Play and Activity Based Learning	<ul style="list-style-type: none"> Revisit Outdoor Play in the light of additional resources (mud kitchens etc.) Both P1 classes have moved location – working towards them having a large outdoor 	Audit resources and learning opportunities for outdoor play and ensure progression across Foundation and		P1 and Nursery received a range of outdoor play equipment.

	<p>play area, part of which will be covered so that children can have outdoor play on a daily basis</p> <ul style="list-style-type: none"> • This area to be fenced so that the provision is secure • P2 classes to be timetabled to use 	particularly from nursery to P1		<p>There has been a slowing down of investment due to the new build that is coming.</p> <p>Members of the parent community have come up for a number of days to help develop the outdoor play areas.</p>

Effective Leadership				
Board of Governors	<ul style="list-style-type: none"> To change the focus of the monthly meetings to include a number sub-committee meetings to focus on buildings, finance and policies This will reduce the number of full BOG meetings to 6 To continue with the practice of Coordinators attending meetings to present to governors on the work being done within their area of responsibility – report to include a focus on standards and achievements/ reviews of previous year's action plan and the plans for the incoming year To continue with the monitoring of school data To attend a range of Education Authority provided training across the 3 terms To organise succession planning as the principal moves towards retirement 	Recruitment of second P6 teacher	Recruitment of second P7 teacher	<p>Posts appointed – teaching and non-teaching.</p> <p>VP Appointed.</p> <p>Governors meetings reverted to the monthly meeting – with the committees to meet in-between</p> <p>Leaders are now being established into giving regular updates – either through a report or through a presentation (which will come more to the fore in this cycle of SDP)</p>

	<ul style="list-style-type: none"> • To review a number of key policies • Recruitment of additional teacher (P5 teacher), Financial Administrator and part time office staff member • Child Protection Governor and Principal to do the ETI Safeguarding Audit and work through the action points 			<p>Data monitoring and action forms an intrinsic part of the school's provision and intervention.</p> <p>There is continued legacy planning as the structures for Leadership are changed and people are given more delegated responsibility.</p> <p>CP Audit was carried out in third term of 2019 and will need to be completed in the first term on a regular basis</p>
Staff Development	<ul style="list-style-type: none"> • WAU – planning, more equal provision across the different areas, increase in fair testing opportunities and use of the locality – PRSD target • Numeracy and Mathematics • Language and Literacy – raising standards in spelling • NSPCC Keeping Safe Project-teachers and assistants 			<p>There have been a range of CPD opportunities for staff.</p> <p>Two staff have completed EA Leadership programmes.</p>

	<ul style="list-style-type: none"> • Speech and Language – Foundation Stage +P3 – teachers and assistants • Defibrillator Training • Maths Recovery techniques – teachers and assistants • Roots of Empathy – training and delivery – 2 staff members and 2 classes • Understanding the new GL assessment reports and using the data effectively • Internal standardisation on Using Mathematics 			<p>Literacy and Numeracy continues to be the focus for school improvement work.</p> <p>Keeping Safe programme continues to be used in school to teach difficult concepts within PDMU</p> <p>Teachers have been attending external moderation workshops to ensure that their standard of assessment is consistent. This is, in turn, disseminated to staff within Key Stages and general meetings.</p> <p>Assessment processes are embedded in practice now and inform the practice of teachers.</p>
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Finance/Budget	<ul style="list-style-type: none"> • Appointment of a new Financial Administrator • Set up new Finance Committee • Monitor ongoing budget constraints linked to growth of the school 			<p>Administrator was appointed and is now established in post.</p> <p>Finance committee is established and meets when required.</p> <p>The finances and budget for the school continue to be a major concern.</p> <p>Despite the work that has been done to retain an operating surplus, the school continues to be under financial pressure.</p>
Monitoring and Evaluation	<ul style="list-style-type: none"> • Termly monitoring of Planning and Book Looks with individual written feedback and general verbal whole staff feedback in relation to what is going well, sharing of good practice seen, and areas for improvement 			<p>Industrial Action has impacted on the viability of this work happening and it will continue to do so in the foreseeable term.</p>

	<ul style="list-style-type: none"> • Termly collection of tracking folders • Changing the termly meeting of coordinators with the principal to termly meetings with the Core Learning Team/SMT • Monthly reports to Governors by coordinators, principal and vice-principal 			<p>Monitoring and evaluation of AP will continue through the timetable as identified by the principal.</p> <p>New management structure in place for staff meetings and management team meetings,</p>
PRSD	<p>Targets for Class Teachers:</p> <p>Targets for Vice Principal</p> <p>Targets for SENCO</p> <p>Targets for Principal</p> <p>Observations completed annually and written feedback given</p>			<p>Constantly being followed.</p> <p>There have been successful PRSD observations and tasks for the past three years.</p>

A School Connected to its Local Community

Communication	<ul style="list-style-type: none"> • Continue to provide dates for the Diary for distribution in the August Staff Meeting • Continue to set dates for Parents' Council at the beginning of the year • Continue to write up the weekly/ daily board • Use staff email more regularly • Use Parent Mail and the Teacher2Parents more effectively so that organising parent teacher meetings, filling in forms, making payments, notifying parents of information pertinent to their child/class, distributing the Parent Information Note, monitoring cash is more effective • School Facebook and twitter account to continue to be used • Update and improve the new school website 	New school prospectus to be written		<p>New prospectus completed.</p> <p>Meetings are in place on a regular basis.</p> <p>Weekly newsletter has replaced the 'board'</p> <p>Email chains have been put in place. This has been supplemented through the introduction of Teams as a communication and collaboration tool for teachers.</p> <p>Shared calendar created for Office to see Principal's diary and an Annual Overview created for all staff to submit information to.</p>
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	<ul style="list-style-type: none"> • Develop and evaluate the use of Seesaw initially in Nursery, P1 and P3B • In light of the feedback from the staff audit explore further to ascertain how communication at all levels can be improved and implement the changes 			<p>Office staff have now been given access to the principal's email folder to help make it a more manageable resource.</p> <p>SeeSaw is embedded throughout most to the school. Though, a policy on staff usage will need to be developed as not to encroach on work-life balance.</p> <p>Social Media accounts are very active and are being used to good effect – including new Instagram feed to be launched.</p> <p>Communication has been developed in the form of a weekly e-newsletter; regular staff</p>
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				<p>meetings run by Principal or VP; weekly assistant meetings with LSC and Principal.</p> <p>Different levels of communication have been brought in for wider community. Use of weekly newsletter for information; text service to support information and SeeSaw for individual classes to put information out to parents.</p>
Reporting to Parents	<ul style="list-style-type: none"> Continue to use the NINA and NILA feedback in the October Parent Teacher Meetings Running records to be used to feedback to parents at both Parent Teacher Meetings 			<p>NINA and NILA has been dropped.</p> <p>New report format being developed to impart quality information to parents</p>
Working With Other Agencies	<ul style="list-style-type: none"> SEN CPD Literacy and Numeracy Project – Year 2 with Lagan College, Forge and 			<p>All of these continue to be worked on with the different agencies.</p>

	<p>Loughview Integrated Primary Schools</p> <ul style="list-style-type: none"> • Pint Project with Tor Bank Special School –Year 2 • ASD Support Service • Visually Impaired Service • Hearing Impaired Service • CIDS Team • Middletown • NSPCC • PSNI +LCC 			<p>SEN CPD and Tor Bank project completed.</p> <p>CIDS Team no known as RISE(NI)</p> <p>Have developed a Shared Education partnership with Carr PS</p>
Community Links	<ul style="list-style-type: none"> • Local schools of all sectors during Integrated Education Week • Local Carryduff Churches of all denominations • Carryduff Gaelic Football Club • Hall being used to promote bible study 			<p>We engage with all the local Churches in Carryduff. We will be developing the same links with the Saintfield Communities.</p> <p>We are engaging in the Saintfield Christmas Fair and Carryduff Christmas lights.</p>

				<p>Annually submit an art piece to Forestside to support Cancer Charities.</p> <p>Regularly fund raise for the IEF</p> <p>Fund raise for Autism(NI); MS; Leukaemia and Lymphoma(NI); Parents' Council</p>
ECO Schools	<ul style="list-style-type: none"> • Commence second hand/unclaimed lost property items of school uniform • New focus on recycling • Apply for ECO Flag 			<p>This is continuing- though there was an eco-school hiatus due to member of staff on maternity leave.</p> <p>Recycling taking place through dedicated pupils in school.</p>
Integration	<ul style="list-style-type: none"> • Finish the Action points from the 2015/2016 IEF Integration in Practice Grant • Revise and Review the Integration Policy • Continue the Integrated Education Award audit 			<p>Work continuing.</p> <p>Integration award possibly worked towards in the new SDP as Leader is new to post.</p>