1: Statement and evaluation of ethos, 1.1, 1.6, 5.4

STATEMENT	SELF-EVALUATION
As a community of learners, we strive for excellence, unlocking the full potential of each individual, developing confident and independent learners. *(To ensure that every learner fulfils his or her full potential at each stage of her or his development. ESAGS 2009)* *ESAGS vision is of schools as vibrant, self-improving, well governed and effectively led communities of good practice, focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality learning, recognising the centrality of the teacher. (ESAGS 2009)* In St. Malachy's P.S. we aim to give all the children in our care wide experiences appropriate to their age and ability. We try to develop in our pupils a pride in their own self-worth and recognition of the value of other people, regardless of social, religious, academic or cultural background. As a Catholic school we aim to promote the dignity, self-esteem and full development of each pupil in an environment which promotes inclusion and is welcoming to all faiths. We expect our pupils to work hard to achieve our aims and for parents to assist us in carrying out our responsibilities in a mutually supportive, respectful and caring environment.	We believe that schools themselves, through honest and open engagement in self-evaluation, using effectively the wide range of data and information available to them, are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. (ESAGS 2009) All staff, regardless of the role they play, in school understands the importance of the part they play in creating the best possible learning environment for our pupils. We are a cohesive team who support each other and share our collective talents and expertise in order to raise standards. Every day we seek to find success in all of our pupils and recognise this success through pupil of the week, website mention, letters, class displays, discussions with parents, celebrating with another staff member, etc We currently have 38 pupils from different countries and we celebrate their presence by proper signage, multi-cultural events, use of interpreters and our work with the IDS service. All staff is involved in data review and tracking the progress of each child. (staff meeting minutes). Teachers use data to match learning to pupils. (class files) As a whole school we gathered evidence using : • TTI indicators • Analysis of questionnaires from parents, pupils and staff • School Council – monthly publication "The Voice" • Staff discussions

ESAGS outlines the characteristics of a successful school
- *Child-centred provision*
- *High quality teaching and learning*
- *Effective leadership*
- *A school connected to its local community*

Our school mission statement, is something which everyone who works in our school strives for each day. As a Catholic school we seek to find the good in each child. We aim to provide high quality teaching and learning experiences for our pupils. Our expectations are high for every child. This is brought about by effective leadership on behalf of all staff members. As a school we seek to make links with our school community at every level possible in order to widen pupil experiences.

The Principal, Vice Principal and SLT through leadership, example and communicating the vision and culture of our statement, "As a community of learners, we strive for excellence, unlocking the full potential of each individual, developing confident and independent learners." has developed a strong whole school commitment to continuous improvement which permeates every aspect of school life in St.Malachy's P.S.

Each staff member feels valued and important and constantly strives to treat everyone who enters our school with respect and dignity. We currently have pupils from Lithuania, Poland, Russia, Bulgaria and Bangladesh. All pupils are treated with respect and are welcomed into our school community.

Results of questionnaires issued in and October 2014 (to staff), April 2015 (to parents) and September 2015 (to pupils P4-P7) show in relation to the four characteristics of a good school:

Child-centred provision: 96% of returns agreed

High quality teaching and learning 91% agreed

Effective leadership 89% agreed

A school connected to its local community 92% agreed

FUTURE ACTIONS
- Consult with student council on how to improve the school experience
- Continue to ensure that our school ethos is inclusive and seek to build better relationships with all stakeholders
- Develop / strengthen links with Saints and Scholars P.S. in relation to Shared Education
- Disseminate a greater variety of information to parents in relation to SDP, Action Plans etc.
- Review school vision annually

2a A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT, 2.1, 2.2, 2.3, 5.1, 5.2, 5.3

SUMMARY	EVALUATION
Learning and Teaching An effective SDP has been drawn up in consultation with staff, pupils, parents and governors. (See SDP, results of parent, pupil and staff questionnaires)	The whole staff has evaluated previous 3 yr SDP to agree on new 3yr overview and this has been shared with governors and parents (on school website) Results of parent, staff and pupils questionnaires has also fed into this process.
An effective SLT is in place. The SLT meet regularly to ensure the smooth running of the school and the implementation of the SDP. (See management structure)	SLT comprises Principal, Vice Principal, SENCO, and Assessment Coordinator. The Literacy Coordinator and the Numeracy Coordinator join SLT as necessary. Regular meetings with agendas, minutes and outcomes are fed back at regular intervals. Meetings to be held once a month, from November 2014.
Appropriate Action Plans(APs) are in place and regularly reviewed and monitored, (See Action Plans)	Principal meets with subject/area co-ordinators to review progress. Each SLT member retains and updates APs.
BOG involved in review of APs and standards achieved. (See minutes of Board of Governor meetings)	Principal updates BOG on progress of APs. Principal has regular informal meetings with Chair of Governors and ensures that he and the other governors are welcomed into the school as essential stakeholders.
Our school provides a broad and balanced curriculum which reflect the NI Curriculum. We plan medium (2 weekly cylces) and short term (daily). Teachers are encouraged to have high expectations, be committed, encourage good relationships with pupils and colleagues, be flexible in terms of teaching strategies and employ active learning techniques. There is a focus on Literacy, Numeracy and ICT. Sharing of Learning	A consistent format is used across the whole school and it is evident that much time and effort has gone into planning. Differentiation is clearly evident in planners and meaningful evaluations are recorded. During 2015/16 teachers will be encouraged to use their planners as "working documents" in order to allow for flexibility and individual pupil needs. More training will be directed towards more meaningful interrogation of

Intentions, Target Setting, Differentiation and Good Questioning and Feedback should all be features of the classroom. Marking must be regular with a focus on improvement. Target levels are set for all pupils on an annual basis. (See long term planning files and MER feedback in coordinator files) Teachers are encouraged to have high expectations, be committed, encourage good relationships with pupils and colleagues, be flexible in terms of teaching strategies and employ active learning techniques. (See PRSD file: confidential)	plans. MER of teachers' plans show that a range of learning styles and approaches is being used in class. Results of KS2 pupil questionnaires, Oct 2014 show: The majority of our pupils reach the targets set by them for teachers. Those who don't are analysed even further for an explanation. (See class files.) See Marking Policy and Literacy/Numeracy feedback to teachers on planning and book scoops. PRSD observations by Principal also show evidence in classroom practice.
There has been a strong focus on Literacy, Numeracy and ICT in the previous SDP and analysis if data has shown the positive impact on standards. (see action plans in coordinator files).	Action Plans are evaluated thoroughly and recommendations used in the next year cycle. Plans are flexible in terms of new initiatives and recommendations. (see review of SDP)
Sharing of Learning Intentions, Target Setting, Differentiation and Good Questioning and Feedback are all features of the classroom. Marking is regular with a focus on improvement. (see feedback to staff in coordinator files)	See coordinator files and PRSD. (As a result of industrial action PRSD was not carried out with the teaching staff but the Principal continued with the process with both Governors)

.
 Assessment
Assessment Manager is used to analyse and interpret BPVS, MIST, CAT, PIM, and PIE. From this the pupils are tracked, identified and if necessary referred for intervention to ensure that underachievement is addressed. The school is benchmarked against other schools and our end of Key Stage results have been averaged over a 3 year period(prior to 2013/14). Literacy and Numeracy coordinators are invited to make recommendations on how we can move forward either to;
 	
    a.   Address underperformance
 	
    b.   Continue to raise standards
 	
    c.   Share good practice in both teaching and learning
	Standardised testing is carried out at agreed times and effective use is made of Assessment Manager. (See Monitoring and Evaluating Standards) Class teachers receive information and data on children and teachers use this to plan, provide and review the children in their class, striving to ensure that provision is made so that all children make progress.

d. Raise the profile of their subject both within the school and to all parents so an effective partnership can ensure progress for all children

Other evidence comes from:
- Observation of children
- Marking of children's work
- Class Tests
- End of Key Stage Results
- Standardised Test Results - Analysis
- Review of IEPs (Termly)
- Pupils Progress Files
- Lesson/Two Monthly Plan Evaluations
- PRSD
- Individual Target Setting in Literacy and Numeracy
- Moderation of levels in numeracy, literacy and ICT
- Discussions at parents' meetings

We use:

- Class files
- SEN file
- PRSD
- Planners
- Assessment Manager
- Staff meeting minutes
- Data analysis reports
- Assessment co-ord file

Due to on-going industrial action portfolios were not sent to CEA.

FUTURE ACTION
- Organise Curriculum Evening to discuss curriculum and give parents advice on how to help at home
- Through observations, discussions and analysis of data staff have acknowledged a need for further work on
- *Reading and Comprehension*
- *Shape and Space and*
- *coverage of Number*
- Review Teaching and Learning Policy

2b: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils 3.1, 3.2, 4.3

- Classroom activities are organised to ensure that all pupils are suitably challenged. - More able children are offered extension activities while children with learning difficulties have access to a comprehensive programme of additional in class support. - The school complies with the requirements of the Code of Practice for Special Needs. All pupils who require Learning Support are listed on an SEN register. - Education plans are formulated in consultation with the parents, for all pupils at Stages 2-5 on the register. - The programme for pupils receiving extra help is monitored regularly. - Children are identified through teacher observations and assessment by standardised tests and if needed placed on the appropriate level of the Code of Practice. It is our aim that having completed a programme of support, some pupils will no longer require to be on the SEN register. - Our SENCO has been in post for 7 years and attends and disseminates all relevant training. He assists class teachers in the writing of EPs and liaises with Educational Psychology /BST re referrals. Annual Reviews are also overseen by SENCo. - SEN funding is used to ensure training and materials are available for this provision and all new learning is disseminated among whole staff. During the previous SDP all staff undertook an SEN, CPD course on Understanding Literacy Difficulties. As a result of this course all teachers are making changes to their classroom environment and to their teaching and learning practices. One teacher is further being developed to ATS standard. - All staff also received in- service in the area of SMART target	**SEN register** With a current enrolment of 212, 37 are currently on the register, 17.45 % (October 2015) 2 children will be referred to Educational Psychology during the year and two other pupils have been referred to the ACE team. Two children will also be referred to PPDS for emotional support in relation to bereavement issues. Behavioural Support and Communication and Language teams are also working alongside staff to meet pupil's needs. (See SEN pupil folders and Teachers' Notes on SIMS.net) **IEPs** Monitoring throughout the school year 2014/15 focussed on improving SMART ness of targets. (Staff meeting minutes/SENCo file) analysis of reviews in Term 3 indicated that only 70% of targets were achieved by the pupils. 55% developing well, 25% had moderate success and 20% were not achieved. From this we will have to look again at SMART targets to increase number being awarded A or B grades. **SEN/CPD** Through the initial year of this two year programme the Literacy Coordinator and SENCO have disseminated useful information, including helpful strategies/resources to support children with literacy difficulties to other members of staff during on line tutorials. Very useful professional discussions took place during these sessions. **Support through SpLd** All of the pupils availing of this support made progress as indicated by their SPLD Reports. (SEN file)

setting for IEPs from a CASS officer.

Our intervention strategies include:

1. **Literacy**
   - 2 Classroom Assistants trained in Reading Partnership
   - Targeted withdrawal groups two times a week
   - Peripatetic support provided
   - Paired Reading Programme in P5
   - Introduction of Accelerated Reading Program to pupils in P4 to P7. (2014/15)
   - Talking Partners programme
   - Implementation of appropriate staff development

2. **Numeracy**
   - Catch Up Number strategies are targeted as a booster withdrawal group
   - Classroom Assistant trained in Catch Up Number and implements in class
   - Implementation of ALTA maths program to P4 to P7
   - Teacher employed for numeracy intervention
   - Count/Read/Succeed programme for P4 (continued in 2015/16)

In St. Malachy's P.S. we work in close partnership with parents to ensure that the needs of all pupils are being met effectively.
   - Parental support programmes are put in place each term responding to identified need, e.g
   - IEP target setting
   - Forward Together P2,
   - Quest P3.
   - Copunt, Read, Succeed

Reading Partnership
20 children availed of the Reading Partnership Programme throughout the year 2014/15. The children made an average gain of 18 months in Reading Age. 100% of children who received Reading Partnership in 20114/15 showed a gain in their reading age. In 2015/16 22 children will receive Reading Partnership Intervention. Parents are given the opportunity to continue the programme at home and reading materials are provided, on loan, by the school.

Count, Read, Succeed

As part of the Neighbourhood Renewal cluster we are actively engaged in the Count. Read, Succeed programme with our P4 children. (See evaluation of programme ended June 2015) The programme is continuing in 2015/16.

Withdrawal groups
In our preceding SDP we achieved our target of better recording of withdrawal sessions. Principal, SENCo and withdrawal teachers analyse data from PIM and PIE and design withdrawal sessions which will enable pupils to meet their IEP targets. During term 1 2015 children will receive either Literacy, Numeracy or Newcomer withdrawal. Records will be kept of progress made towards targets and withdrawal teacher, class teacher, SENCo, classroom assistants, pupils (age appropriate) and parents will all feed into evaluating IEPs.

Paired Reading, P5
pupils took part in a 6 week paired reading programme last October and % showed an increase in reading age larger than the 6 week period.

   - We have 100% attendance at IEP sessions.
   - 33% parents attended a Count, Read, Succeed session

Finding of questionnaire (April 2015)
   - 94% of parents feel that they receive regular information on what their children are learning in Literacy

• Alta Maths programs	• 92% of parents feel that they receive regular information on what their children are learning in Numeracy • 94% (an increase of 2% from 2010 questionnaire) of parents believe that the school has explained how to help their children's learning at home • *88% of parents feel the school provides sufficient support programmes for parents to assist them in helping their children.* • ***100% of teachers believe that staff regularly monitor the learning and progress of individual pupils*** Analysis of PIM and PIE v SS show that the large majority of our pupils are working in line with their CAT. A small percentage of pupils have been found to be underachieving 0.8% in PIE and 13% in PIM. These pupils have been identified and will be targeted by their class teachers, depending on their particular area of weakness. The Assessment Coordinator also looks at pupil scores in relation to more than one CAT score to ensure that the data is reliable. UA pupils are then closely monitored both through the year and at the end when new scores are available. Pupils who have been found to be underachieving for more than one year are analysed and supported even further. (Assessment reports and SIMS.net marksheets) Staff meetings termly focus on the SEN register and the progress/lack of progress of pupils. (Minutes of staff meetings/SENCo file)

- Continue to monitor SMARTness of IEP targets to ensure more targets are being met by pupils
- Analyse Accelerated Reading results
- Termly review of SEN provision
- Encourage greater parental attendance at parent sessions
  - Introduce Curriculum Evening for parents (Sept 2015)

2c A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well being, child protection, attendance, good behaviour and discipline of pupils, 4.1, 4.2

SUMMARY	EVALUATION
The safety, welfare and personal development of all pupils is of paramount importance. Our strategies include: **Health and Well Being** - Promote healthy eating through Boost Better Breaks programmes, fresh fruit/milk for P1– P7 and encouragement to bring in own fruit - Develop personal and social skills through the statutory curriculum	In order to evaluate our provision we gathered evidence using: - ETI child protection audit - Analysis of parent/pupil/staff questionnaires - Staff discussions

and visits by health professionals,
- Childline delivered a programme to P6 and 7, Term 3 2015
- Improve physical development through the provision of extra curricular sporting activities and the employment of sports' coaches and deployment of specialist PE teacher to all classes. DENI Fundamentals' programme in place for P1 – P4.
- Participation in a structured PE Programme of Dance, Gymnastics, Athletics, Games and Swimming (KS2)

Child Protection
- Training for designated/deputy designated teacher and Governor is updated in line with DE regulations
- All staff receive training every 2 years.
- All Staff/Volunteers are vetted through Acess NI
- Use of assemblies to promote PDMU programme.
- Policies reviewed and updated regularly
- ETI pro forma used to monitor implementation of good practice.

Attendance
- Provide a welcoming environment which promotes respect for others
- Provide an attractive and stimulating learning environment
- Provide opportunities to celebrate pupils success and achievements
- Monitored through SIMS
- Annual certificates given at school prize days
- Relationship with EWO

Good Behaviour and Discipline
- Staff have high expectations and encourage pupils to behave well, respect each other and take responsibility for their actions.
- Assemblies used to discuss issues and reward good behaviour: pupil of the week, whole school House System.
- Successes recognised in Newsletters
- Anti-Bullying policy update and implemented
- PD and MU used to address issues and School Council consulted.
- Positive discipline strategies are implemented consistently

 100% of parents reported that children are treated fairly in the school
!00% of parents reported that staff, parents and pupils all play a part in making the school better
100% of pupils reported feeling safe in the playground
95 % of pupils reported feeling happy at school
90 % of teachers believe that parents are clear about behavioural standards
100 % of teachers believe that pupils respect staff

Safeguarding and Child Protection policy was reviewed in 2014. All staff engaged in Child Protection Update Training August 2014 and in August 2015 and Principal, Governors, Designated and Deputy Designated teachers are all trained   according to DENI guidance.

All personnel who are employed in school are vetted by Access NI.

Attendance figure in school currently 95.5% (School average 2014/15)

Analysis of data from SIMS indicated that attendance has fluctuated from 94% (2012/13) to 95.5% (2014/15) over the last 3 years.

33 % of teachers do not believe that parents are clear about behavioural standards.

Positive Behaviour Policy was reviewed in 2014 . This was achieved following consultation with pupils, staff, parents and governors.
(see Positive Behaviour Policy)

• Classroom rules and rewards systems in place • P6 playground buddies in place for P1	

2.d A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff, 1.3

SUMMARY	EVALUATION
In St. Malachy's we encourage continued professional development. Staff attends in service during the year which is connected to SDP. Classroom assistants are also encouraged to avail of relevant professional development. School Development Days for 2015/16 will be devoted to: Differentiation Anne-Marie McBride High Quality and Learning Kate O'Hanlon E-Safety Policy and Procedures Activity Based Learning / Learning through Play World Around Us to include Geography and History	• Evidence is gathered from a variety of sources including, staff questionnaires, in service evaluations, discussions with staff and CASS officers. • Board of Governors is informed of INSET and SDP issues. • PRSD is always linked to SDP priorities. • All staff complete feedback sheets and disseminate. (see RM Staff) These are used to influence classroom practice and are monitored through PRSD and EPD. 100% 0f teachers believe that they have a say in topics selected for the school staff development programme 100% of teachers feel that new staff are well supported at school

Individual teacher's interests are also encouraged and to this end:

Governors will be kept informed of all staff training opportunities termly. (see principal's report)

FUTURE ACTION
Continue to evaluate
From this evaluation our future actions will evolve and dictate SDD and Baker Day topics

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2e A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the health and well being of staff, 1.3

SUMMARY	EVALUATION
• The school has adopted the CCMS Attendance Policy for Teaching Staff and also adheres to the attendance policy as proposed by the SELB -the school is informed on a regular basis of attendance rates of SELB staff and teaching staff. • Staff is informed of the figures and of the corresponding targets that have been set. • Attendance figure data is presented and discussed at the termly Governor meetings. • All staff is made aware of Staff Well Being and Support services	In order to evaluate our provision we gathered evidence using: • Attendance data: Staff attendance has improved from 97 days in 2012/2013 to 27 days in 2013/14. • Analysis of staff questionnaires • Staff discussions 100% of teachers feel that there is effective communication amongst teachers 100% of teachers have a commitment to the whole school and not just their

available from both CCMS and SELB.	class
The Principal and Governors realise the importance of staff well being and staff are always encouraged to look after themselves and to try and strike a healthy home-work balance. Staff are given necessary time off to attend important events in their own children's lives, e.g. Prize Giving, Speech and Drama festivals. All of this helps to ensure that everyone in the school community feels valued and that they are an important part of the St Malachy's family.	Over the last number of year the attendance figures of teaching staff have been: In general figures for non teaching staff are within acceptable levels and are monitored regularly. Governor and Principal attended Attendance Management training provided by EA Southern. Governor minutes show termly attendance report stats FUTURE ACTION: Continue to monitor

2f A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with parents of pupils at the school and the local community including, other schools, the business community and voluntary and statutory bodies, 1.5

SUMMARY	EVALUATION

Parental Links: • Parent Support Group • Homework Diaries • Text to parents • Monthly Newsletter • The Voice newsletter from School Council • Class assemblies • Christmas Show • Sacraments • Progress meeting • Open night • Leavers Mass (June 2015) • School Prospectus	**Community –** • Parish links – • - Sacraments- • Chaplain – Parish Priest– • after schools club- sporting events • Sporting links with local clubs • Health Agencies- Local Business for sponsorship- Armagh GAA Co Board • Educational Psychology, • Peripatetic, • Speech and Language, • BST	Questionnaire issued to parents in April 2015. 92% of returned questionnaires expressed satisfaction.

• Sports Day • charity events • Choir events for charity • parental audits • parental workshops (ALTA, LEXIA) • Language classes	• Social Services • Peripatetic Music, • Primary Languages Programme • Ulster GAA/DENI coaching • Armagh Pipers Club (We host the piping classes for the William Kennedy Piping Festival each November) • Shared Education – develop links with Saints and Scholars P.S. • GGS Finkenhofschule, Bonn, Germany • Sijiyuan Primary School of Yangzhou, China	FUTURE ACTION Write joint Action Plan on Shared Education with Saints and Scholars Primary School (November 2015) January 4th 2016 SDD with Saints and Scholars P.S. Develop our link with Finkenhofschule, Bonn through the Bears Project (January 2016) Develop our link with Sijiyuan Primary School through the China Bridge Project

2g A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management, 1.3

SUMMARY	EVALUATION

<u>Support learning and teaching</u> • The school continues to use ICT extensively throughout our curriculum. • A whole school timetable implemented for ipad use • Interactive White Boards are a natural part of each classroom and used effectively • A programme for the delivery of a balanced and progressive range of ICT skills has been developed and is monitored by ICT co-ord.	• Teachers ' planners show the integration of ICT (see planning file) • Whole school evidence gathering agreed (ICT co-ord file) • In service feedback (RM staff) • Evidence of pupils work (Pupil folders)

<u>Leadership and Management</u> .

Use of SIMS; Assessment Manager is used extensively to collect analyse and track pupil progress.
Communication – text service, email, internet, RM staff folder is used to collate and collect various pieces of planning and additional information and administration from all staff members.

Presentations – parents, BoG and Staff

School website is being continually developed to be a tool for parents and also an avenue for St. Malachy's staff to celebrate pupil successes.

RM staff is used extensively to collate and collect various pieces of evidence from all staff members. .

<u>Professional Development:</u>

Our personal and professional development programme involves appropriate INSET, training and support from colleagues and teachers' own personal involvement with courses. Courses are always disseminated and discussed to ensure whole staff development and involvement and that inset is not isolated. (see RM Staff training record)

All staff use Assessment Manager to complete end of year reports and are able to record and analyse standardised test data. (Assessment manager)

ICTcoordinator attends training on new c2k transformed system and leads staff training.

Numeracy Coordinator, SENCO and Numeracy CA attended Count/Read/Succeed training (2014/15)

FUTURE ACTION
- Continue to use Assessment Manager to analyse data and identify underachievement.
- Staff training in the use of ipads
- Further staff training on new primary interface
- UICT assessment process

Numeracy and Literacy Coordinators attended coordinator training	

3a An assessment of the school's current financial position and the use made of its financial and other resources, 1.7

SUMMARY

- Enrolment continues to rise to 208 (March 2015) and the percentage of Newcomer Pupils has fallen to 17.45% (37 children October 2015) This has enabled the school to remain in a favourable financial position allowing us to continue to employ an extra teacher for numeracy intervention. The school has also employed a classroom assistant to assist with the class of 29 pupils in P3.

- A full –time teacher has been employed for Numeracy intervention for 2015/16

- A classroom assistant is employed for numeracy support.

- There has, and will continue to be an investment in ICT .

- Lexia Reading, Accelerated Reading and ALTA maths, Count, Read, Succeed have been financed in an effort to improve standards in Literacy and Numeracy.

- Additional apps have been purchased for both literacy and numeracy and placed on ipads and laptops

- In response to parents' requests new After School activities have been enriched.

- Due to the healthy budget we are able to fund peri music support from SELB and the orchestra is improving weekly

- Staff with particular curriculum expertise are deployed to other classes; PE, Music and Art.

FUTURE ACTION: Monitor the out-turn statements and engage regularly with Board of Governors Finance sub-committee and LMS.

3b An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards, 1.4

SUMMARY

- We plan to maintain staffing level of 10 (9 plus Principal) teachers and retain the employment of a classroom assistant to provide group withdrawal to Newcomer pupils.

- Continuation of funding for numeracy CA

- Attendance at in service will be closely linked to SDP.

- Running costs need to be closely monitored to ensure resources are being used appropriately.

- The development and purchase of ICT resources continues to be a priority

- The development of the outdoor learning environment will continue with alternative funding being investigated for the more expensive items.

- An extra classroom assistant will have to be employed for the P3 class

- Money will be allocated to new practical numeracy resources

- Class cover to be allocated to SEN, Numeracy, Assessment and Literacy Coordinators

- Preparation time to be given to IDS coordinators /CA

- Substitute budget used to facilitate attendance at relevant in-service related to SDP

Licences to be purchased for:
- *Accelerated reading (Star Reading Test)*
- *ALTA maths*

FUTURE ACTION Continue to monitor

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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, 1.2

ASSESSMENT OF SDP 2012/15

(See comprehensive data reports from Literacy, Numeracy and Assessment co-ordinators
See overall assessments of Literacy, Numeracy and Assessment in coordinator files.)

Literacy

- All staff have become familiar with the use of level descriptors in Communication and have used them to assess pupils' work. As a staff we feel that more training is necessary as levelling is not a "clear cut" exercise and compiling tasks is a very time consuming activity
- All staff engaged in SEN Literacy online training led by Mrs. King and Mr Moore . This training proved beneficial to all staff, highlighting the importance of handwriting, spelling approaches and dyslexia-friendly classrooms
- Accelerated Reading Coordinator to be appointed (Spring 2016)

Numeracy

We engaged in Count/Read/Succeed as part of a NR initiative in P4 (2014/15)
SENCO and Numeracy CA trained in Count/Read/Succeed methodologies
Four P7 children trained as mentors in Count/Read/Succeed methods (January 2015)
Training was given to all staff by Mr Tim Doyle on basic numeracy reinforcement and the numeracy packs
Mr Tim Doyle gave a presentation to parents (P1-P4) on basic numeracy reinforcement (25th March 2015)
Alta Math Level 2 + offered from P4-P7 (Level 1 available to P3 beginning September 2015)

Assessment

- Assessment Coordinator appointed, Mr. McKinney
- All staff have developed themselves in analysing data and noting areas for improvement
- On-going concerns re End of Key Stage levelling has led to uncertainty in this area for staff
- Staff knows that they need to put a greater emphasis on addressing underachievement and in being very familiar with who the underachieving pupils are in their classes. Improvement plans needs to be given more priority.
- Marie Conlon, C2k, continues to provide in-house training on Assessment Manager

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5 An assessment of the challenges and opportunities facing the school, 1.1

SUMMARY   EVALUATION

Challenges	Opportunities
- Enrolment trends to be analysed and monitored - Continue to raise standards in literacy and numeracy – in line with NI average - Develop Learning through Play Policy and implement Action Plan (October 2015) - Reduction in Underachievement - Embedding: *new WAU planning,* *Guided Reading and Comprehension* *Number work* - Newcomer pupils: continue to track progression and identification using CEFR - Continued capacity building of staff following cuts in CASS - Budget cuts	- Build on our ICT capabilities - Develop more links with community –local schools i.e clusters, Shared Education with Saints and Scholars Primary School (Action Plan) - To continue to develop school grounds to support teaching and learning at all levels - Provide adequate car parking - Use of relevant data in Foundation Stage - Hard working team players - Support of parents (questionnaire results) - Good relationship developing with Saints and Scholars Primary School - Excellent Board of Governors, strong and well – informed

• Growing class sizes • Gender imbalance in achievements • End of Key Stage Assessment arrangements • Uncertainty End of Key Stage Assessment	chairperson providing both guidance and support. FUTURE ACTION Continue to monitor and evaluate

6 The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan, 1.1

SUMMARY

- SETAQ questionnaires given to pupil, parents and staff November 2014, April 2015 and October 2015.

- Board of Governors contributed at meetings following discussions.(Minutes)

- CASS link officer, Mr V Mc Nicholl, has also contributed. (Minutes)

- Self Evaluation work on SEN and Links with Parents (PQH students)

- School Data (internal and external) have all contributed to the plan (assessment reports)

- Every curriculum leader invited to "bid" for time on the SDP

- School council consulted

FUTURE ACTION

Target Setting in Literacy and Numeracy June 2014

Within school year 2013 – 2014

73% in English in stanines 4-9 compared to 56% in Numeracy.

Target 2014 – 2015; to improve stanine distribution scores in Numeracy, in bands 4-9 to bring in the line with Literacy and Numeracy GL assessment national averages.

Literacy Targets

GL assessment national averages St. bands 4-9	% of children in stanine band 4-9 (2013 – 2014)	Diff. between school % and GL assessment national average (June 2014)	% of children in stanine band 4-9 (2014– 2015)	Diff. between school % and GL assessment national average (June 2015)	% Increment
77%	73%	-4%	74%	-3%	+1%

Numeracy Targets

GL assessment national averages St. bands 4-9	% of children in stanine band 4-9 (2013 – 2014)	Diff. between school % and GL assessment national average (June 2014)	% of children in stanine band 4-9 (2014– 2015)	Diff. between school % and GL assessment national average (June 2015)	% Increment
77%	56%	-21%	65%	-12%	+9%

Review information in green boxes June 2015

Target Setting in Literacy and Numeracy June 2015

Within school year 2014 – 2015

74% in English in stanines 4-9 compared to 65% in Numeracy.

Target 2015 – 2016; continue to improve stanine distribution scores in Numeracy, in bands 4-9 to bring in the line with Literacy and Numeracy GL assessment national averages.

Literacy Targets

GL assessment national averages St. bands 4-9	% of children in stanine band 4-9 (2014 – 2015)	Diff. between school % and GL assessment national average (June 2014)	% of children in stanine band 4-9 (2015– 2016)	Diff. between school % and GL assessment national average (June 2016)	% Increment
77%	74%	-3%			

Numeracy Targets

GL assessment national averages St. bands 4-9	% of children in stanine band 4-9 (2014 – 2015)	Diff. between school % and GL assessment national average (June 2014)	% of children in stanine band 4-9 (2015– 2016)	Diff. between school % and GL assessment national average (June 2016)	% Increment
77%	65%	-12%			

Review information in green boxes June 2016

St. Malachy's Primary School Numeracy Standards

Year Group	Total in year group	No. of children achieving -10 or less when comparing their PTM Vs CAT scores in Numeracy (Under-achieving when compared to ability their ability level)		No. of children achieving -9 or greater when comparing their PTM Vs CAT scores in Numeracy (Achieving in-line with ability or above the expected level)		No. of children achieving +10 or above when comparing their PTM Vs CAT scores in Numeracy (Over-achieving when compared to their ability level)		No. of children working in line with their ability or over-achieving when compared to their ability level (Yellow and Green added together)	
		No. of children	% of children	No. of children	% of children	No. of children	% of children	No. of children	% of children
P5	29	6	20%	20	69%	3	11%	23	79%
P6	34	12	35%	21	62%	1	3%	22	65%
P7	32	14	44%	18	56%	0	0%	18	56%
School Total	95	32	33%	59	62%	4	5%	63	66%

Please note the Numeracy and Literacy data for P6 has been generated from the most recent CAT 4B test which was sat in October 2015 and not the CAT 4A test (sat in October 2013) which is used within SIMS data system.

The CAT 4B vs PTM / PTE test is used to formulate current intervention groupings.

St. Malachy's Primary School Literacy Standards

Year Group	Total in year group	No. of children achieving -10 or less when comparing their PTE Vs CAT scores in Numeracy (Under-achieving when compared to ability their ability level)		No. of children achieving -9 or greater when comparing their PTE Vs CAT scores in Numeracy (Achieving in-line with ability or above the expected level)		No. of children achieving +10 or above when comparing their PTE V CAT scores in Numeracy (Over-achieving when compared to their ability level)		No. of children working in line with their ability or over-achieving when compared to their ability level (Yellow and Green added together)	
		No. of children	% of children	No. of children	% of children	No. of children	% of children	No. of children	% of children
P5	29	1	4%	16	55%	12	41%	28	97%
P6	34	3	8%	23	68%	8	24%	31	91%
P7	32	3	9%	22	69%	7	22%	29	91%
School Total	95	7	7%	61	64%	27	29%	88	93%

Please note the Numeracy and Literacy data for P6 has been generated from the most recent CAT 4B test which was sat in October 2015 and not the CAT 4A test (sat in October 2013) which is used within SIMS data system.

The CAT 4B vs PTM / PTE test is used to formulate current intervention groups.

	2014/15	2015/16	2016/17
CCP	• **Continue to develop School Council** • **Use results of SETAQ to inform priorities in SDP** • **Update SEN register** • **Continue to promote healthy breaks through fresh fruit and milk** • **Invite outside agencies in to deliver message re healthy choices** • **Continue to develop After School Clubs** • **CRED – Audit** • **Health & Safety Well Being Policy Review**	• Review and update policy as determined by policy audit • Organise DELTA for KS1 • Staff Training Refresher – Child Protection and Pastoral Care SEN – Support to include Reading Partnership, Numeracy & Literacy Booster Sessions, • Continue to develop Pupil Council and Eco Committee Work (2nd Green Flag) • After School Club Provision/Participation in local competitions/charities/Cumman na mBunscol • Altar Server Training, • School Trips	SEN – Review support and continue with Reading Partnership, Numeracy & Literacy Booster Sessions
HQTL	**Curriculum Provision** • **Timetable Structure and Percentage of time to each area of study** **Literacy** • **Introduce Accelerated Reading Program to P4 – P7** • **Use data from PIE to set realistic and challenging targets** • **Focus on reading for Meaning (Comprehension and retrieval of Information)** • **Improve the format of Action Planning** • **To develop consistency in the format of Short term planning throughout the school** **Numeracy** • **Examine Numeracy Planning to check for progression and coverage** • **Examine teaching and learning in Using Concepts and Mental Maths** • **Continue to use ALTA maths in P4 to P7** • **Continue to embed Process based activities** • **Use data from PIM to set realistic and challenging targets** • **Develop the role of the Coordinator – Action Planning** • **Whole School short-term planning (Area for development)** **ASSESSMENT** • Use of Assessment Manager to identify under achievers and over achievers – and impact on planning • Target Setting – Whole school on Stanines • Continuous interrogation of internal data	**LITERACY (ESAGS)** • Analysis of PIE data • To ensure effective differentiation in literacy • Consistency in the internal structure of short term planning • Continue to focus on Reading for Meaning with a focus on simple inference to ensure continued improvements in the children's performance and standards • Accelerated Reading training (online) with reference diagnostic reports **NUMERACY (ESAGS)** • Math's Timetabling – • Issues from Count Read and Succeed • Using Concepts contd • Analysis of PIM data • Effective Differentiation • Role of the Coordinator • Whole school fine tune short term planning **ASSESSMENT (ESAGS)** • Target Setting – Whole school on Stanines • Use of Assessment Manager to identify under achievers and over achievers – and impact on planning • Continuous interrogation of internal data • Make use of Target Support marksheets to track and support intervention	**LITERACY (ESAGS)** • Literacy Audit to identify AFD **NUMERACY (ESAGS)** • Processes Effectiveness • Numeracy Audit to identify AFD **ASSESSMENT (ESAGS)** • Assessment of the Cross curricular Skills and ICT • Target Setting and Tracking **ICT** • Assessment of Using ICT – Internal Standardisation within the School and Moderation of Using ICT (depending on Union advice) **ARTS** • Review Music provision • Continue with Orchestra and tuition

HQTL	**ICT** • **Develop a whole-school approach to implementing ICT across the curriculum (to ensure a progression of skills are taught each year).** • **Desirable feature – Film and Animation** • **Assessment - Identifying Standards in Using ICT (ICT co-ordinator to attend a Standard Setting and Sharing Practice workshop)Deliver 5 Es** • **Effective use of the Switched-on iPad resource** **WAU** • **Implement and monitor new STEM scheme of work** **ARTS** • **Introduction of After school Tin Whistle Club** • **Continued development and growth of school band** • **Introduction of new online music resource. www.musictime.ie** • **Continued implementation of music scheme** • **Provide workshops in order to enhance the confidence of non-music specialists.** • **Review art policy and revise if necessary** **SETAQ** • **Analyse results of questionnaires** • **Continue to Self evaluate own teaching approaches and style**	**ICT** • Raise Awareness regarding E-Safety Rules • Promote Visual Aid to support SMART Internet Rules. • Develop understanding of the desirable feature of Desktop Publishing • Assessment of Using ICT (depending on advice from Union) **ARTS** • Continue with school orchestra peri music service • Art: review as necessary • Implement new music planning • Take a stock of materials and purchase new if they have run out. • Avail of in service **WAU** • Continue to implement and monitor new STEM scheme of work • Work towards Green Flag • Eco Council • SDD	WAU: Explore History / Geography throughout school
EL	• **Agree on priorities for SDP** • **Continue to work with IDS service for Newcomer pupils** • **Continue to monitor budget spend.** • **EPD for new teacher** • **Dyslexia friendly classroom training** • **Spld advice** • **Issues related to Personal Development** • **Teaching & Learning and Marking & Assessment Policy Review**	1. Lead Implementation and Review Cycles of SDP 2. Select one key area to be reviewed in line with TTI document – 3. Cycle of PRSD 4. Review of all coordinator roles and management roles to include monitoring and evaluating work alongside planning 5. Up date School Policy as determined by Audit 6. Look at financial plan to support development of ICT, Literacy and Numeracy Resources	
SCLC	• **Cross Phase committee with St. Catherine's College** • **Parent Newsletter** • **Text2parents service** • **Develop school website to make more interactive and user friendly** • **Work with Educational Psychology, Behaviour Support, Communication Team and other external agencies**	• School Web Site and School Newsletters • Parent Teacher Meetings • Yearly Celebrations • Parents Support Group – Support with Events and Fund Raising • Awards for All Application and Grant – Outdoor Sensory Play and ECO • Work with External Agencies e.g. Sp Educational Needs, Psychology Service, Dairy council Youth Sport NI etc • Cross Phase meetings with St. Catherine's College, Armagh	• Evaluate progress made with developing links with the community and plan ahead