

# School Development Plan

2014-2017

Portrush PS



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## **1: A statement and evaluation of the ethos of the school**

### MISSION STATEMENT:

Portrush Primary recognises the unique and distinctive character of each individual pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to society and as a contributor to the economy and environment. The school will strive to equip pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

### ETHOS STATEMENT:

In Portrush Primary School the welfare of every child is of paramount consideration and we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop educationally, socially, emotionally and physically at their own rate.

### EVALUATION:

There is ample evidence that our desired ethos as set out above pervades all areas of school life. This includes:

- Informal feedback from pupils (discussion at class level and in the school council) regarding their experience at Portrush Primary School;
- Feedback from parents through the parent survey completed in March 2011. In 17 out of 20 questions asked, with 68% of all parents returning a questionnaire, parents expressed a high level of agreement with educational and pastoral provision provided by our school;
- Our ETI Report from November 2013 stated, "The responses to the parental questionnaires indicated a high level of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the warm, family ethos, the dedicated, caring staff and the approachability of the Principal."

It further added, "The children are confident, highly motivated and display positive attitudes to their learning. Their behaviour is exemplary; they show respect towards staff, visitors and their peers. Almost all of the children settle quickly to their learning; they work productively in paired and group activities, listening and responding thoughtfully to the views of others. Across the three key stages (KS), the innovative use of collaborative learning approaches is developing well the children's thinking skills, independence and their ability to manage their own learning."

- The report also highlighted, "The school's internal performance data shows that almost all of the children are achieving standards in English, and most of the children are achieving standards in Mathematics, in line with their ability or expectation."
- We have an extensive after school programme allowing children access to a wide range of extra curricular opportunities.

Our School Development Plan is central to the work we undertake in school and the monitoring, evaluation and review of this takes place on a regular basis.

### PRIORITY AREAS FOR IMPROVEMENT:

To continue to develop the community atmosphere throughout the school;

Parental feedback to be sought in 2015 continuing two year cycle;

To build upon after schools programme-continually seeking to find providers of after school provision, in particular in the early years.

# Curriculum Review

## **2a: A summary and evaluation, including the use of performance and other data, of the schools strategies for: learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)**

### **SUMMARY/ASSESSMENT:**

#### **Curricular Statement:**

Portrush Primary School will provide a broad and balanced curriculum which is rooted in the requirements of the Northern Ireland Primary Curriculum. This curriculum will be accessible to all pupils who will be given the opportunity to experience success in learning and to achieve as high a standard as possible.

Planning will ensure continuity and progression. The areas of learning will be connected so that the knowledge, skills and understanding that children are expected to acquire are clearly identified.

Assessment is an integral part of the learning process. Through ongoing integrated assessment teachers and pupils will build a comprehensive picture of progress and learning needs.

#### **Approaches to Teaching and Learning**

Children learn best when learning is interactive, practical and enjoyable. Teachers will make use of a wide range of teaching methods, balancing whole class, group and individual activities, to engage children in effective learning. In order to develop the children's motivation, skills and capabilities across the whole curriculum there will be frequent opportunities for pupils to think and do for themselves.

#### **Approaches to Assessment**

Teachers make regular use of assessment, both formally and informally within their classroom. Assessment should inform teachers of the progress and necessary next steps for the children.

Whole school or large scale assessments which take place include:

Primary 4-7 complete standardised tests (Progress in English PIE, Progress in Maths PIM & NRIT-P5 only);

- Starting in Sept 2014, children completed PIE and PIM tests online and P4 and 6 children completed CAT (Cognitive Ability Tests) online;
- There will be a small change in the process from May/June 2015 when the tests will be completed in the summer term, with P4-7 completing PIE and PIM and P4 completing CAT;
- All children are levelled in line with their achievement in the NI Curriculum areas of Communication and Using Mathematics;
- Primary 1 complete a baseline assessment on entry to the Foundation Stage.

The data obtained from these assessments identifies progress or underachievement and is used as a basis for planning ahead.

Children have assessment criteria shared with them in lessons and have opportunities to engage in peer and self assessment.

### **THE TEACHING PROVIDED BY THE SCHOOL:**

Our school employs a wide range of teaching strategies. We have made the transition to implementing what was originally considered the 'revised' Curriculum and is of course now the Northern Ireland Curriculum. We have striven to combine good practice from both the old and new approaches into what we believe is an effective delivery, with every individual child being considered and provided for.

Teacher 'Baker Days' in August 2012 focussed on implementing 'Kagan Structures' in the classroom, an approach to teaching which promotes collaborative learning in an efficient and effective manner in the classroom. This began to be

implemented in September 2012, something we were the first school in Northern Ireland to embrace. Teacher 'Baker Days' in August 2013 focussed on Literacy as our key area for review. Mrs Henry and Mrs McNeill led Literacy and Numeracy Training whilst Mrs Cameron led an update on Assessment arrangements. Mrs Henry specifically looked at reading within school, examined various definitions of Reading and undertook a review of the reading scheme material available in school. Further training also took place in the implementation of Accelerated Reader. Mrs Carruthers led a look at the requirements of the new UICT scheme of assessment.

August 2014:

Literacy Baseline sampling of writing work & looking at new reading scheme and progressions within.

Numeracy Introduction of new commercial scheme and agreed format for school Scheme of Work.

UICT Introduction to Nerve Centre partnership and animation skills using ipads.

Within both Communication and Using Maths a detailed examination was made of the performance of every child in school, and selected target groups identified. Within school we are very aware of our Key Stage performance and want to ensure all of our children maximise their potential. We particularly want to ensure that our children make the appropriate progression from the end of Key Stage One to Key Stage Two.

**EVALUATION:**

**Evaluation of learning, teaching and assessment:**

The available evidence, both quantitative and qualitative, supports our belief that our children are provided with quality learning experiences that lead to a high level of pupil achievement. Based on this evidence staff and governors have also identified several priorities for further development, detailed in the action plans section of this document. Our evaluations have identified:

- "An analysis of the key stage (KS) 2 performance data in three of the past four years shows that in English the school's performance is above the Northern Ireland (NI) average in two of the three years. In mathematics, the school's performance is below the NI average in two of the three years. Compared with schools in the same FSME category, the performance in English is above the average in two of the three years and in mathematics the performance is below the average in the three years. The school's internal performance data shows that almost all of the children are achieving standards in English, and most of the children are achieving standards in mathematics, in line with their ability or above expectation. "(ETI Nov 2013) (Please note-June 2014 Data not valid due to industrial action)
- As the only school in NI using 'Kagan structures,' this was highlighted by the ETI stating, "Across the three key stages, the innovative use of collaborative learning approaches is developing well the children's thinking skills, independence and their ability to manage their own learning." (ETI Nov 2013)
- The school has identified a concern over our conversions of children who achieve level 3 at the end of Key Stage one into level 5 at the end of Key Stage two;
- "The quality of the learning and teaching observed ranged from satisfactory to outstanding; just over half was very good or outstanding..... The teachers are well supported in their work by the classroom assistants." (ETI Nov 2013)

**PRIORITY AREAS FOR IMPROVEMENT:**

Record keeping of target groups including Mid year reporting to SLT to monitor, evaluate and review progress.

<b>KS</b>	<i>Key Stages (In NI P1&amp;2 = Foundation, P3+4 = Key Stage 1, P5-7=Key Stage 2)</i>
<b>ETI</b>	<i>Education and Training Inspectorate</i>
<b>PIE</b>	<i>Progress in English-A GL Assessment-A Commercially bought package</i>
<b>PIM</b>	<i>Progress in Maths-A GL Assessment-A Commercially bought package</i>
<b>CAT</b>	<i>Cognitive Ability Testing-A GL Assessment-A Commercially bought package</i>

## **2b: A summary and evaluation, including the use of performance and other data, of the schools strategies for: Providing for the special, additional or other individual educational needs of pupils**

### **SUMMARY/ASSESSMENT:**

Children with Special Educational Needs are catered for in class through differentiated activities in both Numeracy and Literacy. Individual Education Plans are written for the children on the Special Needs Register by the class teacher. These plans set targets which are 'SMART' and are reviewed in February and June. Children who do not make anticipated progress, make their way along the stages of the code of practice and are seen by the Psychologist at Stage Three. The Psychologist visits school twice a year. Two children are currently receiving LTSS help on an individual basis. Four children have statements of Special Educational Needs who all are receiving support in the form of classroom assistance. 15.34% of children in school are on the Special Needs Register at different levels of the Code of Practice.

### **EVALUATION:**

Our inspection of November 2013 states, "The school identifies at an early age, through teacher judgement and the appropriate use of performance data, those children who require additional support with their learning. The individual education plans (IEP) reflect an in-depth knowledge of each child and the strategies and targets, both long and short-term, are well conceived and matched accurately to the needs of each child. The in-class support is consistently of a very high standard. " Further, it went on to state, "The school identifies at an early age, through teacher judgement and the appropriate use of performance data, those children who require additional support with their learning. The individual education plans (IEP) reflect an in-depth knowledge of each child and the strategies and targets, both long and short-term, are well conceived and matched accurately to the needs of each child. The in-class support is consistently of a very high standard. "

### **PRIORITY AREAS FOR IMPROVEMENT:**

Behaviour support for to be accessed where possible. (Rosemary Briggs March 2015 has been booked)

In light of the changing needs of the school the SENCO will deliver training on Autism to meet the requirements of pupils where necessary.

<b>SMART</b>	<i>Specific, Measurable, Attainable, Realistic, Time bound</i>
<b>IEP</b>	<i>Individual Education Plan</i>
<b>LTSS</b>	<i>Literacy Teaching Support Service</i>



**2c: A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils**

**SUMMARY/ASSESSMENT:**

**THE ARRANGEMENTS FOR MANAGING ATTENDANCE AND PROMOTION OF HEALTH AND WELL BEING OF PUPILS:**

Our children benefit from a range of Personal Development and Mutual Understanding activities, a newly formed School Council for their voice to be heard, a worry box in which they can share concerns and the support of the Child Protection System run in school as well as input from Education and Welfare Officers where the need arises.

**THE PROVISION MADE FOR THE PASTORAL CARE OF PUPILS:**

We recognise the importance of the pastoral dimension in the education of our pupils, understanding the effect of growing up in the 21st century and the changing home backgrounds of many of our pupils. As a staff we endeavour to demonstrate our concern for the personal and social development of all pupils, regardless of their age or ability. Each pupil is treated as an individual and our pastoral care provision is aimed at ensuring academic and personal development so that all pupils will be secure, successful and fully participating members of the school and its wider community.

As a staff we work together, keeping the pupils' interests and welfare as our main focus. We liaise with outside agencies to ensure that pupils feel secure and are free from physical harm and emotional harm. Classroom activities are planned so that pupils are taught to work with their peers so that they grow to value and respect the contributions and views of others.

Recent Policies have included:

**2014/15**

Supporting Pupils with Medication Needs

Drugs Education

Pastoral Care

Child Protection

**GOOD BEHAVIOUR and DISCIPLINE:**

In every classroom routines for the following will be emphasised and practised from Primary 1 to Primary 7. The class teacher along with pupils will formulate rules for individual classrooms at the beginning of each school year. We feel it is important that children have some ownership of the rules that they will be expected to adhere to and this is why they will be involved in helping to create them. Rules within the classrooms are based on both rights and responsibilities and adhere to UNCRC.

Often the word 'discipline' is viewed only in a negative or punitive way. However, in Portrush Primary we like to stress the positive side first. We set and expect high standards of behaviour from our pupils and it is only right that those who respond should be given some kind of reward, some recognition of their efforts and some encouragement for them to continue in this manner. It is hoped that the effective use of rewards and incentives will shape, establish and maintain positive and desirable behaviour.

Teachers will find regular opportunities to celebrate and reward achievements or behaviours that they want to encourage, as soon as they occur.

A special Rise and Shine Assembly will take place on particular Fridays. Classes will also take it in turn to lead this assembly. This assembly encourages pupils to reflect on their strengths and achievements. A Pupil of the Month Award is also made each month for a child in each class, selected on the basis of their achievements in any aspect of school life

**2015/16**

Discipline Policy

Homework Policy

Anti Bullying Policy

in the previous month.

Incentives for the whole class will be used by teachers to meet work and behaviour targets. Individual teachers will work these out with their class at the beginning of the school year.

Sanctions are an integral part of our behaviour policy. They are set in place to uphold rules and procedures so that pupils are provided with the security of clearly defined boundaries. A range of sanctions will be used that are appropriate to different categories of misbehaviour or inattention in class. The purpose of these sanctions will be to stop misbehaviour and influence pupils to choose more appropriate behaviour in future. The classroom teacher will have the primary responsibility for establishing and maintaining good behaviour within the classroom in line with the school's disciplinary procedures. Where there is persistent misbehaviour the classroom teacher will refer the difficulty to the Principal, Vice-Principal and SENCO.

#### **PUPIL ATTENDANCE:**

The attendance statistics for the school are as follows:

2007/2008: 93.9%	2010/2011: 94.5%	2013/2014: 95.5%
2008/2009: 94.6%	2011/2012: 94.9%	
2009/2010: 94.3%	2012/2013: 94.9%	

#### **EVALUATION:**

##### Evaluation of Child Protection:

All Child Protection issued have been dealt with in line with School and NEELB Child Protection Policies and where appropriate in conjunction with other agencies.

##### Evaluation of Pastoral Care:

In our school we believe our pastoral ethos is at the centre of everything we do and achieve together. We cater for children from a wide range of backgrounds and allow them to thrive in a warm and nurturing environment. This has been supported in feedback through parental questionnaires (Appendix 1) and anecdotal feedback from visitors to school and through our Open Nights. This was again echoed by the ETI in Nov 2013 saying, "The quality of the arrangements for pastoral care in the school is outstanding. This is evident in the inclusive, child-centred ethos and the high quality of working relationships amongst all members of the school community. The school council provides the children with an opportunity to contribute to the decision-making processes within the school."

##### Evaluation of Children's Behaviour:

In our school we are exceptionally proud of the behaviour of our children. Incidents of poor behaviour are rare, far from the norm and restricted to a small number of children. We believe our children are our greatest asset. They also were praised by the Inspectorate:

· "The children are confident, highly motivated and display positive attitudes to their learning. Their behaviour is exemplary; they show respect towards staff, visitors and their peers. Almost all of the children settle quickly to their learning; they work productively in paired and group activities, listening and responding thoughtfully to the views of others" (ETI, Nov 2013)

##### Evaluation of pupil attendance:

The attendance of our pupils is high. The main reason it is not even higher is that in a seasonal community, with work patterns following the seasonal peaks, many families continue to take advantage of the cheaper fares available for term time holidays.

Where we have had occasion to be concerned over a child's attendance we have involved the NEELB EWO (Education Welfare Officer)

#### **PRIORITY AREAS FOR IMPROVEMENT:**

- To maintain standards in the future.
- To continue to work with individual cases of poor attendance.

## **2d: A summary and evaluation, including the use of performance and other data, of the schools strategies for: Providing for the professional development of staff**

### **SUMMARY/ASSESSMENT:**

The Board of Governors of Portrush Primary School, representing the local community through a range of backgrounds and experience, is committed to the development of its teachers as individuals and as teams through constructive feedback and agreed identification of their development needs.

The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.

Staff attend all relevant training where possible and training relevant to the key areas within this School Development Plan will be central to us achieving our goals.

In 2013 we implemented a scheme where two members of staff were identified and have a small amount of money ring fenced for their own professional development. This is to encourage staff to seek new opportunities and to develop both themselves and further enhance our school.

This has been continued into 2014/2015.

### **EVALUATION:**

All staff avail of high quality staff development through PRSD, curriculum review meetings, school based INSET and external INSET. In addition the management structure in school is based around a team approach which encourages and provides all teachers to be involved in providing leadership, monitoring and evaluating provision, identifying priorities and planning and leading curriculum development sessions. It is important to realise that access to training for teaching staff that is available, relevant and affordable is difficult in Northern Ireland.

### **PRIORITY AREAS FOR IMPROVEMENT:**

Maintaining funds for this in the future will be difficult among a challenging financial landscape.

<b>INSET</b>	<i>In Service Training</i>
<b>PRSD</b>	<i>Performance, Review &amp; Staff Development</i>

**2e: A summary and evaluation, including the use of performance and other data, of the schools strategies for: managing attendance and promoting the health and well-being of staff**

**SUMMARY/ASSESSMENT:**

THE ARRANGEMENTS FOR MANAGING ATTENDANCE AND PROMOTION OF HEALTH AND WELL BEING OF STAFF AND PUPILS:

The attendance of staff is monitored by the Principal and where significant periods or patterns of absence occur, these are reported to the Board of Governors. The school recognises the efforts made by all staff in ensuring the best care for our children. Teaching staff are encouraged to take on activities outside of school to maintain a work/life balance. Staff are aware of the 'Carecall' support service available for teachers.

	11/12	12/13	13/14
<b>Portrush PS-Days lost per teacher due to sickness (based on financial year)</b>	10.2	9.4	9.4
NI Average		6.9	8.1
NEELB Average		6.8	8.2

**EVALUATION:**

Our teacher attendance has been in excess of the NI and NEELB Averages where we have data to compare this. However where there are prolonged incidents of ill health we accept that these will have an impact on our performance in this area.

**PRIORITY AREAS FOR IMPROVEMENT:**

Against a challenging financial landscape, from January 2015 all initial teacher absence will be covered by one of two classroom assistants, currently employed in school who are also fully qualified teachers.

**2f: A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies**

**SUMMARY/ASSESSMENT:**

**THE SCHOOL'S LINK WITH PARENTS OF PUPILS AT THE SCHOOL AND THE WIDER COMMUNITY, INCLUDING THE BUSINESS COMMUNITY AND OTHER SCHOOLS:**

The school provides two parent teacher interviews throughout the year, and a written report in the summer term. Parents do however have regular contact with their child's teacher in the open and warm atmosphere before and after school.

We have a website which is regularly updated and allows the world into our school as well as a text messaging service which has proven to be very effective and popular with parents.

Our PTFA have flourished in recent years and everyone involved takes great pride in the winning of the UK wide PTA Community Event of the year award onboard HMS Belfast in London. The award was made following our Hunt the Staff night which was a great example of how the school plays a central role in the wider community.

In the summer term Primary Seven children receive visits from teachers from surrounding Secondary Schools to help with their transition to the next stage of their education.

We link with our wider community through a variety of means. We welcome visitors to the classroom, both parents and members of the local community to contribute to our learning e.g. PSNI, doctors, dentists, opticians, architects etc. We welcome ministers from different churches on a weekly basis into assembly, we have taken children out into the community for visits such as to libraries, lifeboat station etc. We have undertaken various charity initiatives which have taken children out into and brought the community into us. Recent years have seen our charity endeavours focus on the locally based, including the far reaching charity, Willie's Orphan Fund. The children took part in various fund raising activities and an Art Project which culminated in some of the Thai children who benefited from this project visiting school in September 2012. The lifeboats were supported in 2013 and the Causeway Coast Dog Rescue in December 2014.

June 2013	Cancer Research	£600.00
Dec 2013	Smiles Foundation	£730.00
May 2014	Diabetes UK	£522.50
June 2014	RNLI	£180.00
Dec 2014	CCDR	£820.00

Our Mothers' and Toddler's Group has proven to be a huge success, and is flourishing every year.

We also house 'The Hop' an Out of Schools Club which welcomes children not only from our own school but from other local and Coleraine schools on a regular basis.

During summer months and holiday periods we welcome members of the Camping and Caravanning Club into our grounds, which is something they greatly enjoy and has been a huge bonus to the school.

**EVALUATION:**

Portrush Primary School sees itself at the heart of the local community. We have endeavoured to achieve this primarily with our children and parents first and foremost, however have also extended this through a range of successful approaches.

- Our Parent and Toddler group has been thriving now for three years;
- Our links with both Portrush Community Playgroup and Watt Fun Community Playgroup have been greatly strength-

ened;

- Our links with church groups have grown through a wider range of church leaders attending assemblies on a weekly basis;
- A successful and popular School Open Night on a now annual basis;
- Use of School facilities by Zumba, Zest and local drama clubs LA Performance Academy and Ballywillan Drama Group;
- The 'HOP' After School club continues to draw children from beyond Portrush PS.

We believe that all these initiatives along with our reputation for educational attainment, have contributed to the first increase in enrolment for many years.

Notable recognitions of our involvement in the local community have come from:

- 2011-Winners of the BBC NI My Place, My Space competition-a project which involved P5 children, through digital media, selling the virtues of their local area;
- 2012-Winners of the PTFA UK, Community Event of the Year 2012. An event which involved the local community and businesses.

### **PRIORITY AREAS FOR IMPROVEMENT:**

To continue to develop effective links with the local community through:

PTFA Events;

Charity events;

Entering local competitions

## **2g: A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management**

### **SUMMARY/ASSESSMENT:**

UICT continues to be an area of focus in the current SDP so we can continue to develop our learning and teaching in this area in tandem with advances in technology. Resources are continually being maintained and added to within school to ensure this.

Every classroom is equipped with at least one computer and an interactive whiteboard. These are used effectively by the teachers and children to make use of the most up-to-date and relevant educational tools in order to make learning engaging and challenging.

A digital camera is available in all classrooms; this can be used in many ways, from sharing photos of various classroom activities on our school website to allowing pupils to make a digital record of things they may have made or events in which they participated. Video cameras, flip cams, interactive recording devices, Roamers and Beebots are all used to stimulate learning experiences and promote ICT skills. Teachers also have access to a bank of five laptops which can be shared among classes and can help promote the integration of UICT into other lessons across the curriculum.

Our dedicated computer suite consists of a range of desktop and laptop computers, allowing every child the facility to work on his/her own computer. Each class has weekly slots as timetabled and enables pupils to save, revisit and edit their work on a regular basis. All children have good opportunities to use the wide range of ICT resources for a variety of purposes such as research and communication.

The ICT co-ordinator is responsible for ensuring that all pupils are given ample learning experiences across all five areas of learning within ICT as detailed in teachers topic planners. Following an audit with teaching staff, planning ensued to ensure coverage of all desirable features as outlined in the UICT lines of development across each key stage leading to a progression in acquisition of ICT skills. Following internal standardisation of awarded levels, UICT moderation tasks were completed and samples submitted for voluntary moderation in April 2014. The teaching of these skills and the completion of these tasks will continue in preparation for statutory moderation in 2015-2016.

Technology is used to support the formal assessment of children's learning and progress using NFER online testing (PIE, PIM, CAT).

A regularly updated and effectively managed school website is used to keep parents and other interested parties well informed regarding the life and work of the school. This resource is widely used, resulting in numerous enquiries from potential parents and colleagues from schools across the world.

Professional development is very important within ICT as staff need to continue learning in line with new technology, new systems and new resources.

Following a successful application to receive ICT support via a partnership with the Nerve Centre, all teaching and learning support staff received training in the desirable features of video and animation skills during a Baker day in August 2014. I pads were bought for each teacher to become accustomed to using them and their apps in preparation for acquiring a set of class iPads for pupils to use. This is due to happen in early 2015 following a fundraiser by our PTFA.

Teacher training is planned for four afternoon sessions of two hours each alongside a cluster group of teachers from other nearby schools. Skills covered will include the use of sounds and music in presentations and video and animation skills. The Nerve Centre partnership also provides two 'target' teachers with individual training and inclass support over four days which will then lead to a whole staff dissemination of skills by 2015.

The co-ordinator will also avail of support to continue professional development in the role of managing and planning UICT for the future.

Post-transformation training has been offered to all staff by the end of 2014 to help familiarise them with the new system in school. Training in the use of the school email system for staff communication is planned and should be in operation by early 2015.

Staff communication is supported through the school email system.

**EVALUATION:**

Our Inspection Report of November 2013 states, "Throughout the school, the children attain very good standards in information and communication technology (ICT). They are confident and competent in using a range of software and digital media to support their learning."

With this firm foundation in place, we can look ahead in terms of widening existing skills and developing new ones. Both children and staff have responded positively to ongoing developments in UICT. We are now in an enviable position of being able to improve on learning opportunities through the use of well researched and planned activities using iPads.

**PRIORITY AREAS FOR IMPROVEMENT:**

- Purchase of Ipads for staff training and the purchase of ipads by PTFA for a class set;
- The completion of Nerve Centre Training;
- Revamp of website;
- Use of email for effective internal communication;
- Informing and updating parents on E-safety and their role in this;
- Reviewing E-safety-both policy and lessons;
- To investigate the use of ICT to support the learning of English for 'newcomer' children.



# School Finances and other Resources

### **3a: An assessment of The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management**

#### **SUMMARY/ASSESSMENT:**

Our school has faced the challenge, like most schools in Northern Ireland, of the demographic downturn in children of school age. Our school population has declined in line with this and also in line with the housing difficulties families find in the Portrush area. Our enrolment path has declined as follows:

2008/2009 233 children (2001 = 317 children)

2009/2010 222 children

2010/2011 198 children

2011/2012 191 children

2012/2013 188 children

2013/2014 189 children

2014/2015 192 children

Jan 2015 195 children

Primary Schools in Northern Ireland are funded on the basis of a formula (AWPU) derived from the number of children on roll. This drop in enrolment has had a huge financial impact on our school. However, the recent figures suggest that there may be better times ahead in this regard. The financial projections for the school are contained in the next page. In recent years, including this school year there has been significant expenditure on:

P4 Room renovation £2280 Summer 2014

P2 Room Renovation £2920 Autumn 2014

*Classroom renovations-where budget permits, of at least one classroom per year.*

Text messaging system £898 per annum

*Continued use of our Text Messaging Service to continue effective communication with parents*

- \* Our budget has in recent years always successfully stayed in surplus without exceeding the Department's stated limit of 5%.
- \* Our small increase in enrolment numbers against the previous declines is a welcome boost, however we are aware of a large year group presently in Primary Six that will be leaving us in the near future;
- \* Our SEN Budget within the school formula is used to retain class sizes;  
We have had two redundancies in the previous five years, reducing our teaching compliment to meet the constraints of our budget.

#### **PRIORITY AREAS FOR IMPROVEMENT:**

To continue to maintain our presence within the Department's guidelines of 5% surplus/deficit in any given year;

To be able to maintain our current teaching provision;

Revamping of school website in 2014/2015

To be aware of 'austere' times ahead.

Budget prediction for Oct 2014 was 195, in reality was 192. However, should be higher for Oct 2015 than the anticipated 187.

**SCHOOL FINANCIAL PLAN 2014 - 2017**

	2014/2015 Financial Year		2015/2016 Financial Year		2016/2017 Financial Year	
	October 2013	October 2014	October 2014	October 2015	October 2015	October 2016
Enrolment FTE	189	195	195	187	187	189
Teaching Complement FTE	8.00	8.00	8.00	8.00	8.00	8.00
Pupil/Teacher Ratio	<b>23.63</b>	<b>24.38</b>	<b>24.38</b>	<b>23.38</b>	<b>23.38</b>	<b>23.63</b>

	Estimated Expenditure	Comments		Estimated Expenditure	Comments		Estimated Expenditure	Comments
Teaching Staff	£ 425,607		£	429,798		£	435,080	
Auxiliary	£ 38,405		£	40,772		£	38,397	
Ancillary	£ 49,873		£	50,372		£	50,875	
Fuel	£ 14,500		£	15,000		£	15,000	
Other Premises Costs	£ 6,490		£	7,000		£	7,000	
Maintenance of Buildings	£ 3,000		£	3,000		£	3,000	
Maintenance of Grounds	£ 2,500		£	2,500		£	2,500	
Furniture/Fittings	£ 1,000		£	1,000		£	1,000	
Books, Tools & Materials	£ 18,000		£	13,000		£	13,000	
Exam Fees	£ 0		£			£		
Supplies & Services	£ 9,400		£	8,000		£	8,000	
Transport & Moveable Plant	£ 2,500		£	2,500		£	2,500	
Establishment Expenses	£ 2,300		£	2,300		£	2,300	
Capital	£ 0		£			£		

<b>TOTAL EXPENDITURE</b>	£ 573,575	£	575,242	£	578,652
less income	£ 2,400	£		£	
<b>PROPOSED EXPENDITURE</b>	£ <b>571,175</b>	£	<b>575,242</b>	£	<b>578,652</b>

**BUDGET SUMMARY**

Total Delegated Budget Share*	£ 570,189	£	579,821	£	561,645
Estimated Savings/Deficit from Previous Year	£ 10,000	£	9,014	£	13,593

Total Budget	£ 580,189	£	588,835	£	575,238
less PROPOSED EXPENDITURE	£ 571,175	£	575,242	£	578,652
<b>ANTICIPATED SURPLUS/DEFICIT</b>	£ <b>9,014</b>	£	<b>13,593</b>	£	<b>(3,414)</b>
<b>% SURPLUS/DEFICIT</b>	<b>1.55%</b>		<b>2.31%</b>		<b>(0.59%)</b>

### **3b: An assessment of the planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards**

#### **SUMMARY/ASSESSMENT:**

The key areas of investment in recent years have been:

Online Assessment: £2230

*Online Assessment to aid and assist teacher judgement and the identification of children for targeted support and improvement;*

Accelerated Reader: £1200 per annum (Approx)

Accelerated Reader Books £1938 since launch

*Accelerated Reader, a tool to encourage reading within an evaluated and progressive framework.*

Literacy Scheme £2870 (Kindly provided by our PTFA)

Numeracy Scheme £3829

*A New Maths Scheme for September 2014 to support the planning, preparation and delivery of Maths.*

Ipads for staff £2568

Ipads (Class set) £4772 (Kindly provided by our PTFA)

*To develop cross curricular skills among the children-Jan 2014*

*These levels of investment in online assessment and Accelerated Reader Scheme will continue in the coming years.*

#### **PRIORITY AREAS FOR IMPROVEMENT:**

##### Online Assessment:

Tracking any continued issues within year groups/individuals;

Looking at profiles within year groups to identify any gaps in learning

##### Literacy:

Ensuring sustained progress in pupils' performance in writing, with a focus on free writing. We aim to reduce the number of targeted pupils by at least 5% in the first year;

Creation of a whole school, class by class, writing scheme;

Enhancement of Literacy teaching and learning through Kagan Structures;

Continued reduction of NRIT/PIE gap in Literacy.

##### Numeracy:

New Scheme

##### Using ICT:

Staff training in the use of Ipads (With help of The Nerve Centre)

To ensure we are getting maximum benefit from our investment in the iPad hardware.

**ICT** Information & Communication Technology

**PTFA** Parent, Teacher and Friends Association

# Review of School Targets

#### **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**

##### **SUMMARY/ASSESSMENT:**

Our approach to assessment and the use of data is centred on the individual child and their own needs.

We strongly believe that the measurement of cohorts can be misleading, inaccurate and fundamentally and statistically flawed. Statistics examining cohorts can be significantly affected by sample size, the movement of pupils and the differing abilities of different cohorts throughout the school. The goal is not one of a continually upward trend. Our internal data is contextualised to the individual children in our care, taking account of external factors such as the transient nature of our school community with children frequently (and positively) joining the school throughout the year.

In school assessment is carried out and evaluated using the following information:

- Teacher Judgement;
- Use of Levels of Progression-both at end of Key Stage 1&2 and within individual year groups;
- Assessment using GL Assessments (PIE, PIM, CAT)

The Inspection process of 2013 states that, "An analysis of the key stage (KS) 2 performance data in three of the past four years shows that in English the school's performance is above the Northern Ireland (NI) average in two of the three years. In mathematics, the school's performance is below the NI average in two of the three years. Compared with schools in the same FSME category, the performance in English is above the average in two of the three years and in mathematics the performance is below the average in the three years.\* The school's internal performance data shows that almost all of the children are achieving standards in English, and most of the children are achieving standards in mathematics, in line with their ability or above expectation.

Those children who require additional support with aspects of their learning progress, attain and maintain consistently high standards in their work. Most demonstrate a good ability to work independently or engage cooperatively with others.

Throughout the school, the children attain very good standards in information and communication technology (ICT). They are confident and competent in using a range of software and digital media to support their learning. "

***It is important to note that in the analysis of Key Stage data there is currently a period of transition within the process where it is expected that the awarding of Level 3 at Key Stage 1 and Level 5 at Key Stage 2 will be greatly reduced.***

***Also, please note that due to industrial action, the NI Average data for 2013/2014 is not deemed relevant.***

##### **Key Priorities to be carried forward for next year:**

Cohorts tracked to ensure progression from Key Stage 1 to 2;

Cohorts assessed against whole group performance, SEN, EAL, Gender;

Teacher judgement and data analysis evidenced in reporting at the following stages of support:

Identification of target groups;

Mid year report on target groups;

Summary of target group progress.

Compilation of a portfolio of Assessment in Numeracy;

Preparation of UICT for compilation of a portfolio in 2015/2016

Preparation of Communication for compilation of a portfolio in 2016/2017

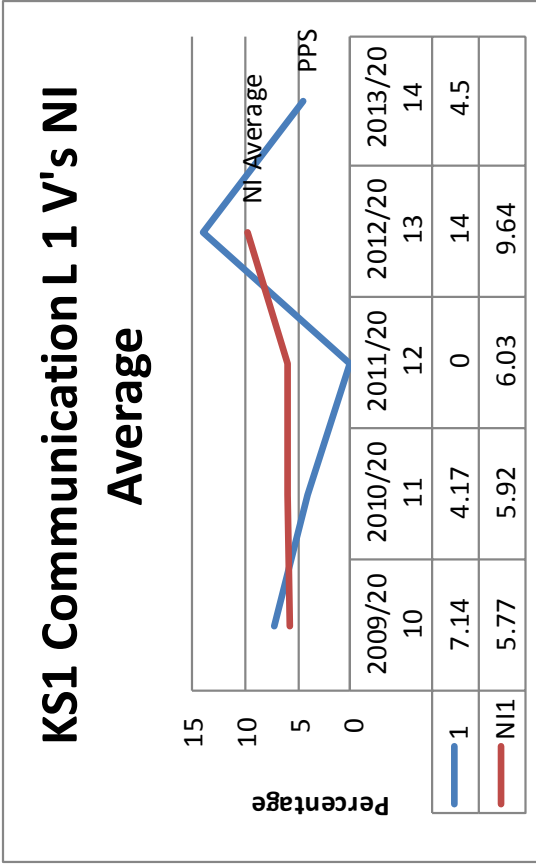
**EAL** English as an additional language

**SEN** Special Educational Needs

**UICT** Using Information & Communication Technology (A Key Cross Curricular Skill)

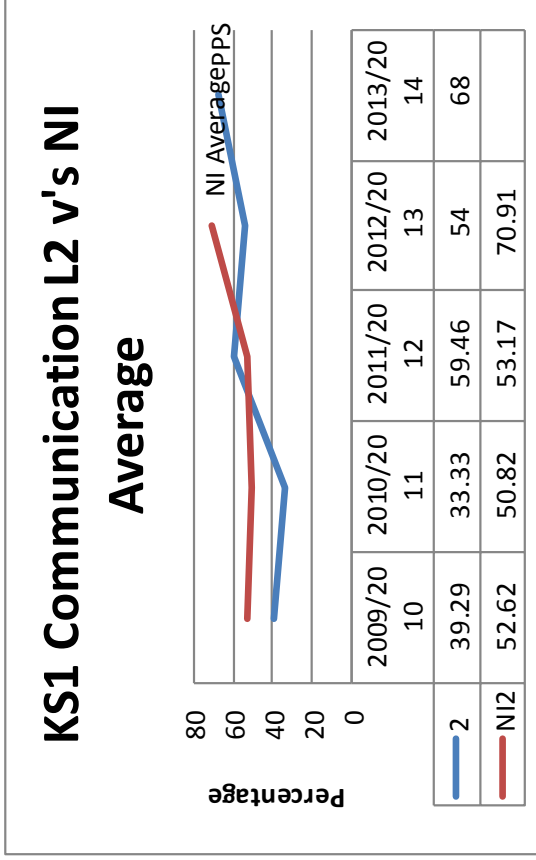
		ACTUAL RESULTS					PREDICTIONS		
		<u>2009/2010</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>Targets for June 2015</u>	<u>Targets for June 2016</u>	<u>Targets for June 2017</u>
<u>Key Stage 1</u>	% of pupils at:						<b>Communication:</b>		
	Withdrawn	0	0	0	0	0	0	0	0
	Level 1	7.14	4.17	0	14	4.5	5	3	0
	Level 2	39.29	33.33	59.46	54	68	80	83	84
	Level 3	53.57	62.5	40.54	32	27	15	14	16
<u>Using Maths</u>	% of pupils at:						<b>Using Maths:</b>		
	Withdrawn	0	0	0	0	0	0	0	0
	Level 1	3.57	4.17	8.11	14	0	0	3	0
	Level 2	42.86	37.5	51.35	43	68	85	97	96
	Level 3	53.57	58.33	40.54	43	32	15	0	4
<u>Key Stage 2</u>		<u>2009/2010</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>Targets for June 2015</u>	<u>Targets for June 2016</u>	<u>Targets for June 2017</u>
<u>Communication</u>	% of pupils at:						<b>Communication:</b>		
	Withdrawn	0	0	0	0	0	0	0	0
	Level 1	0	0	0	0	0	0	0	0
	Level 2	0	0	0	3	0	5.4	0	0
	Level 3	21.95	15.38	10	24	16.67	18.9	18	5
	Level 4	21.95	26.92	36.67	27	62.5	43.2	60	68
	Level 5	56.1	57.69	53.33	46	20.83	32.4	21	27
<u>Maths</u>	% of pupils at:						<b>Using Maths:</b>		
	Withdrawn	0	0	0	0	0	0	0	0
	Level 1	0	0	0	0	0	0	0	0
	Level 2	2.44	0	0	0	0	5.4	0	0
	Level 3	19.51	19.23	16.67	12	16	14	11	5
	Level 4	29.27	23.08	26.67	42	52	46	82	77
	Level 5	48.78	57.69	56.67	46	32	35	7	18

Table 1a:



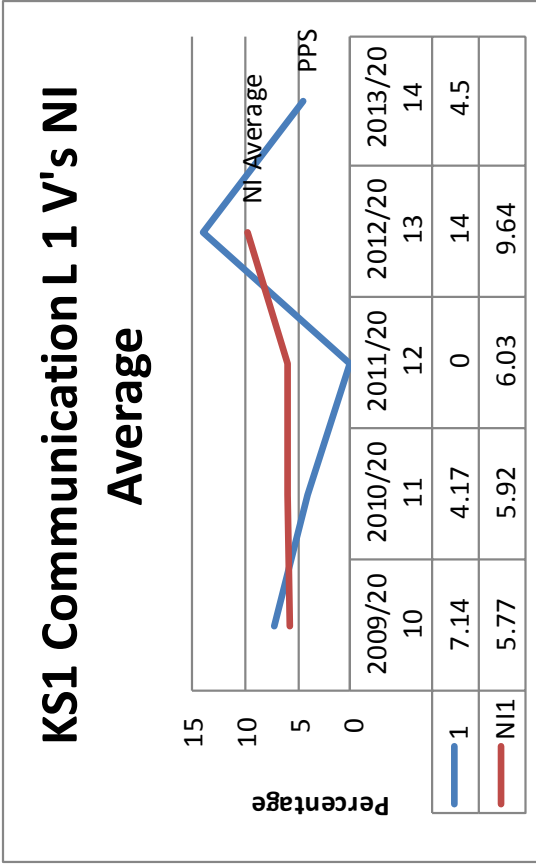
At this lower end of achievement we seek to be below the NI Average.

Table 1b:



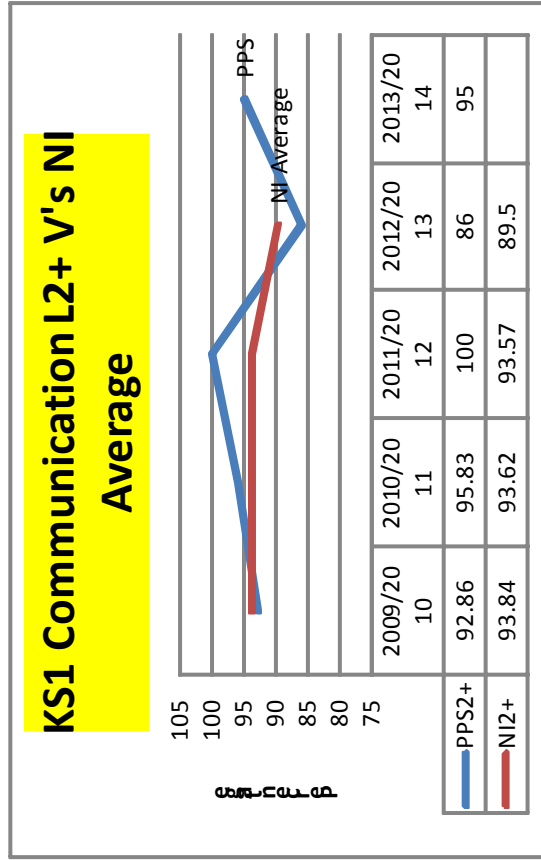
Level 2 is the expected End of Key Stage Result for the average child. Our performance here has been reasonably in line with the NI Average.

Table 1c:



Here we are performing consistently in excess of the NI Average. Both ourselves and the NI Average have fallen as the tightening of grades has been implemented.

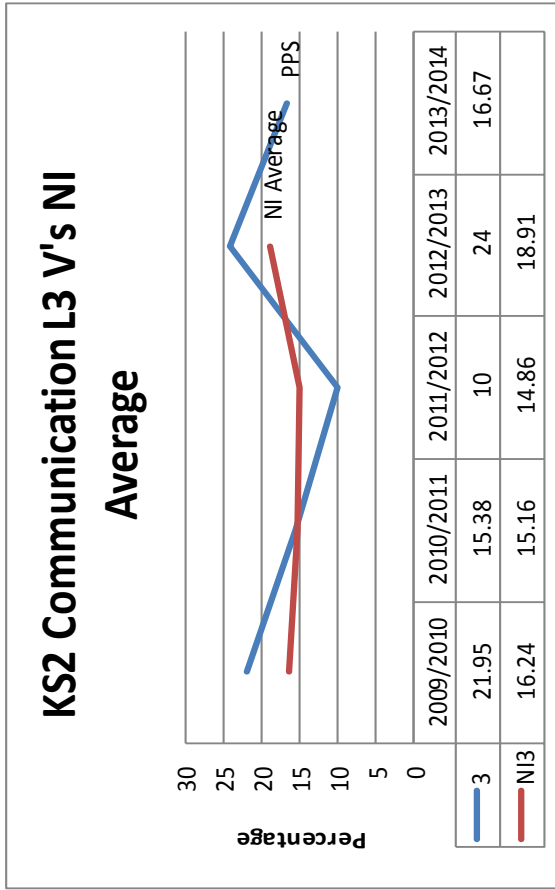
Table 1d:



The combined Levels 2 and 3 are the desired levels for all children to attain at the end of this Key Stage.

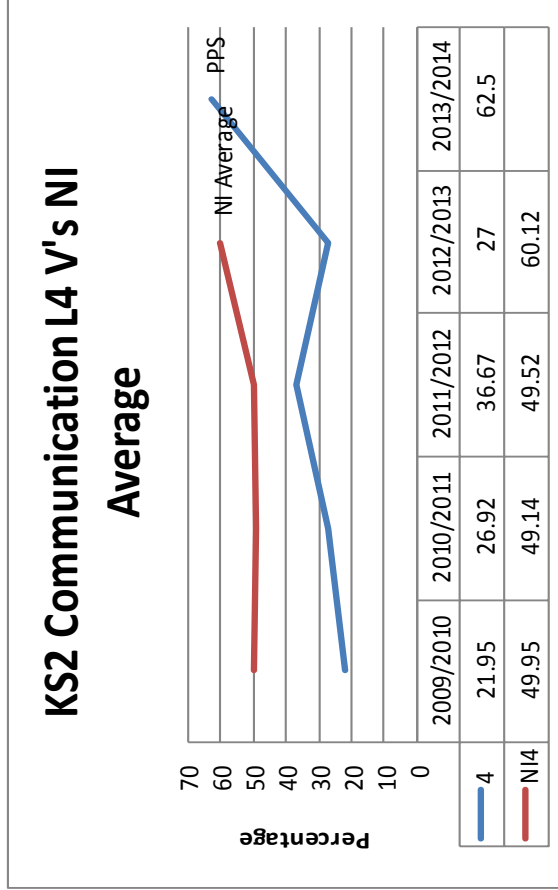


Table 2a:



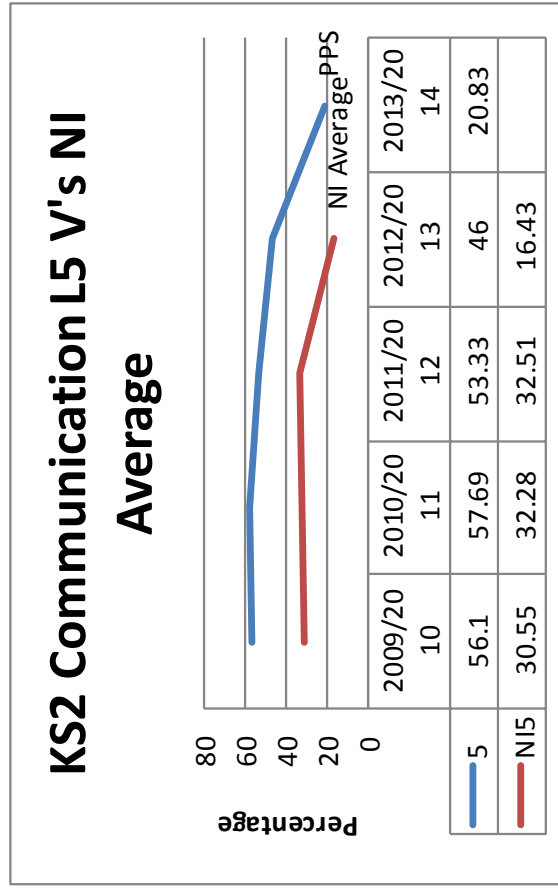
At this lower end of achievement we seek to be below the NI Average.

Table 2b:



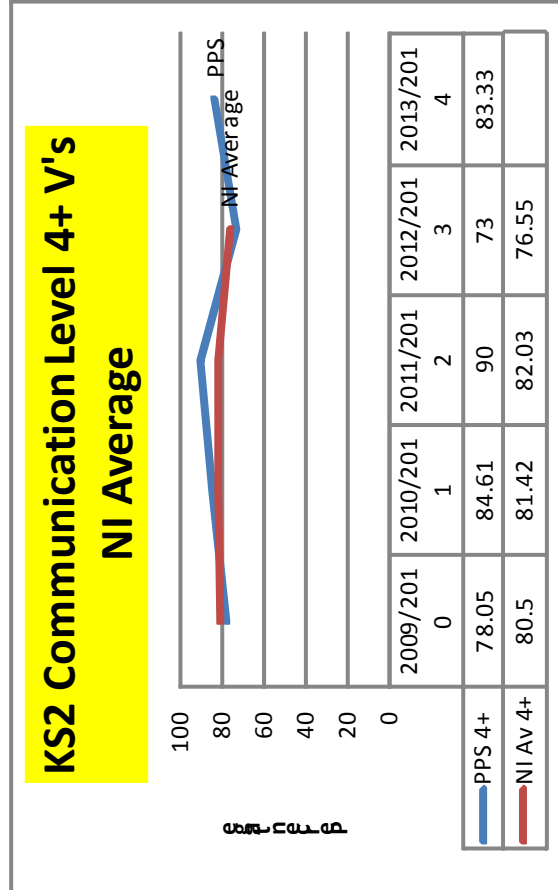
We are below the average here as we are consistently above the average at Level Five.

Table 2a:



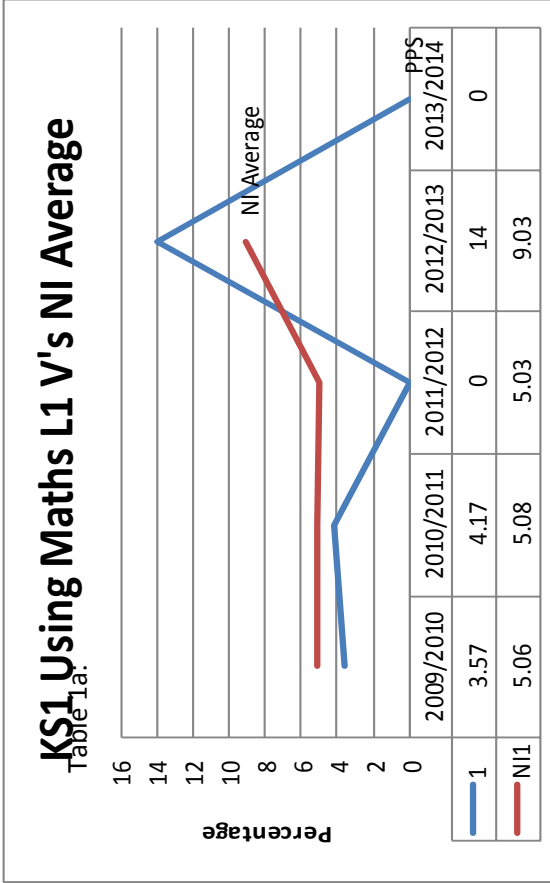
Our performance at this top end of KS 2 has been strong. Both ourselves and the NI Average have fallen as the tightening of grades has been implemented.

Table 2c:



The combined Levels 4 and 5 are the desired levels for all children to attain at the end of this Key Stage. We are performing positively here, mostly in line with or excess of the NI Average

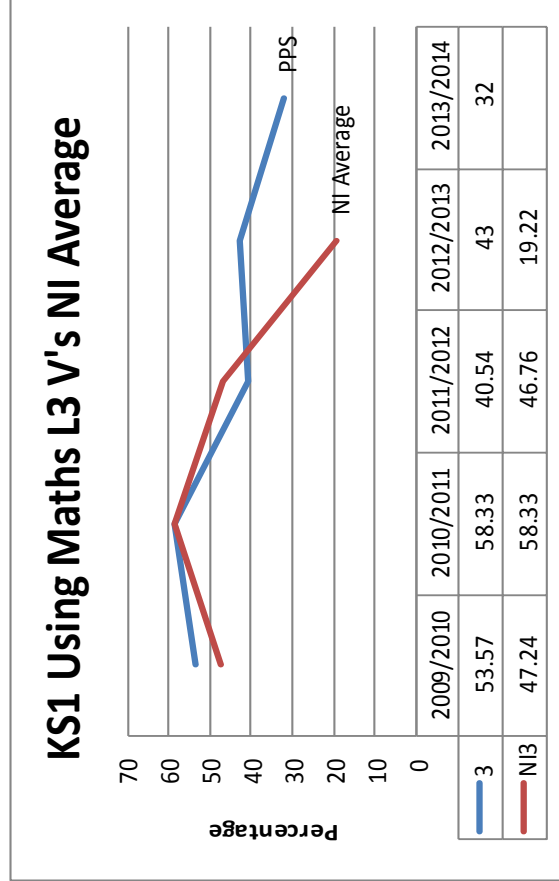
Table 3a:



At this lower end of achievement we seek to be below the NI Average.

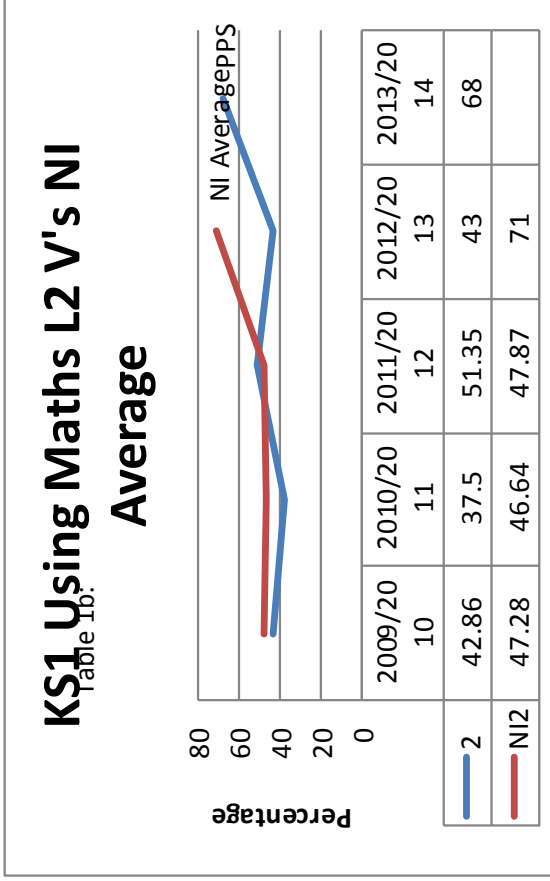
An increase in children attaining this level, has been at the cost of children in Level 2. Subsequently our Level 2+ in this year is lower than usual.

Table 3c:



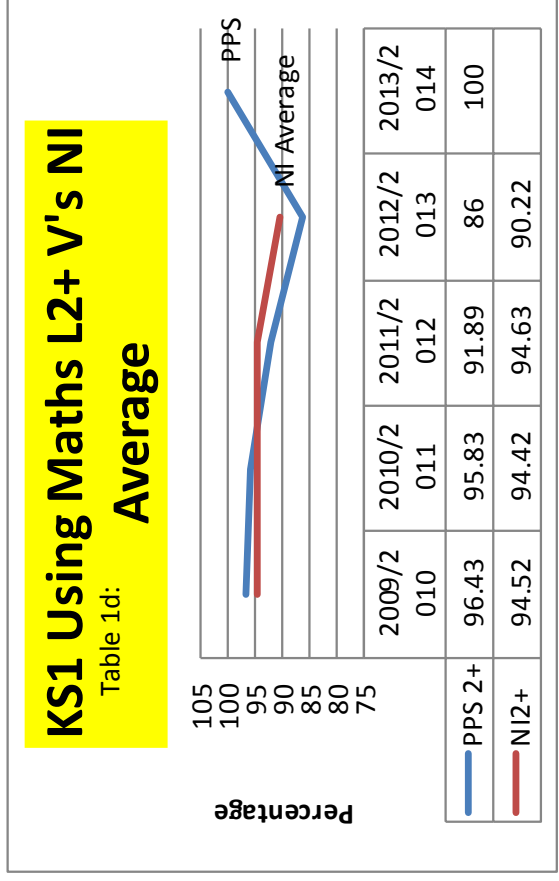
Our performance at this top end of KS 1 Using Maths has been relatively strong. Both ourselves and the NI Average have fallen as the tightening of grades has been implemented.

Table 3b:



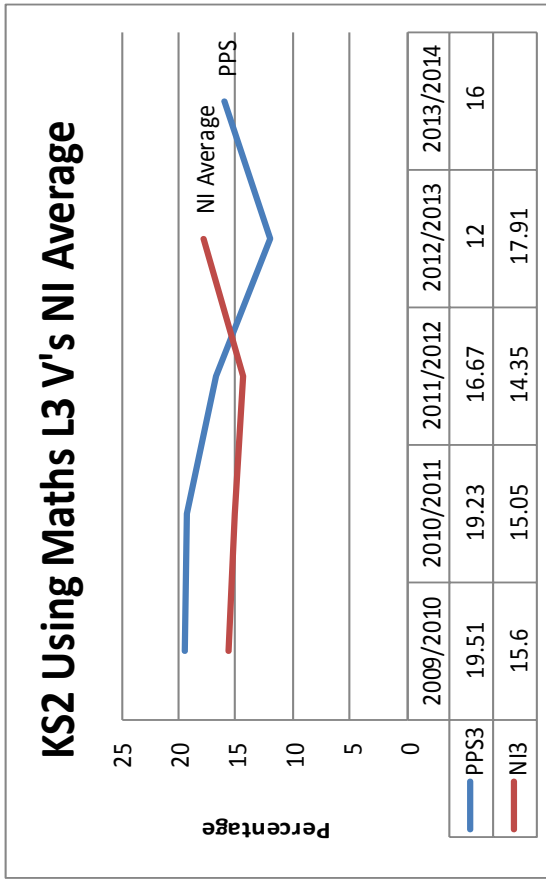
In 2012/13 there was a small but significant increase of children at Level One leading to the dip experienced here in that year. There has been a sharp increase in the number of Level 2s awarded as it has become harder to attain Level 3.

Table 3d:



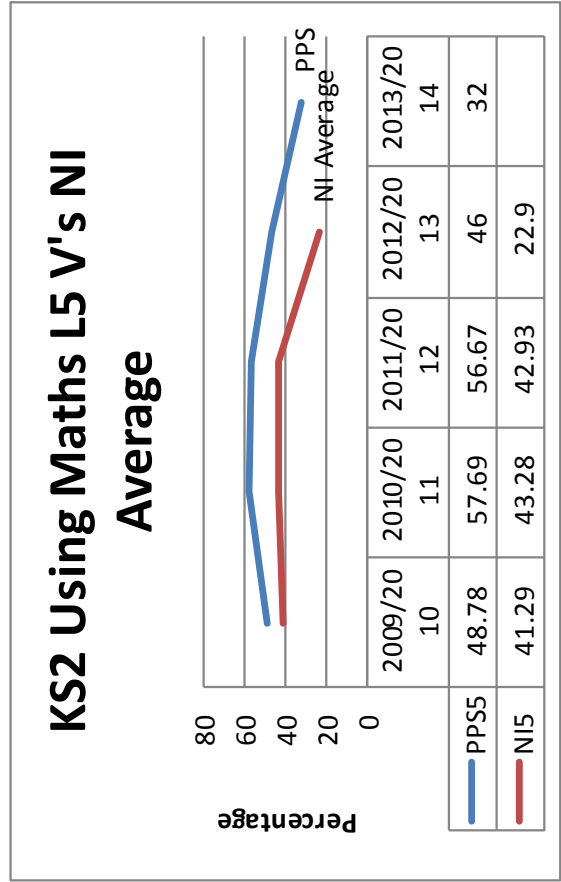
The combined Levels 2 and 3 are the desired levels for all children to attain at the end of this Key Stage

Table 4a:



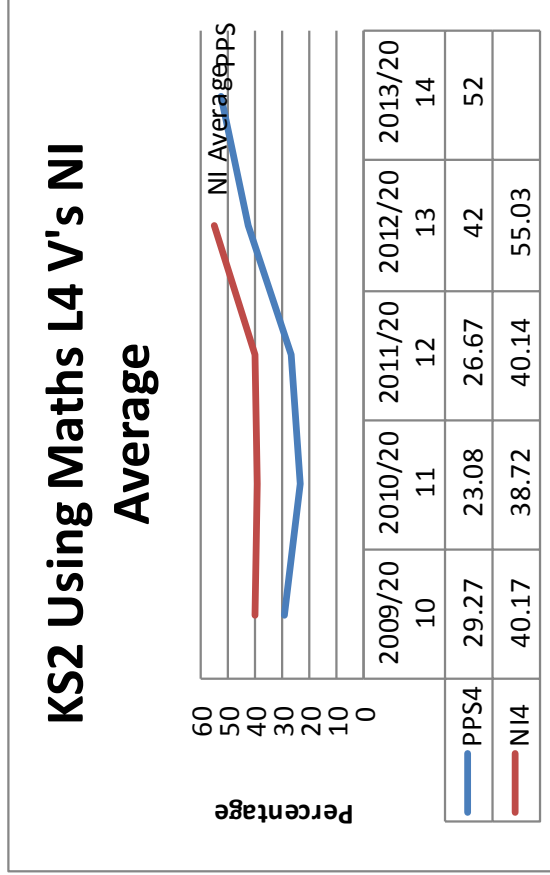
At this lower end of achievement we seek to be below the NI Average

Table 4c:



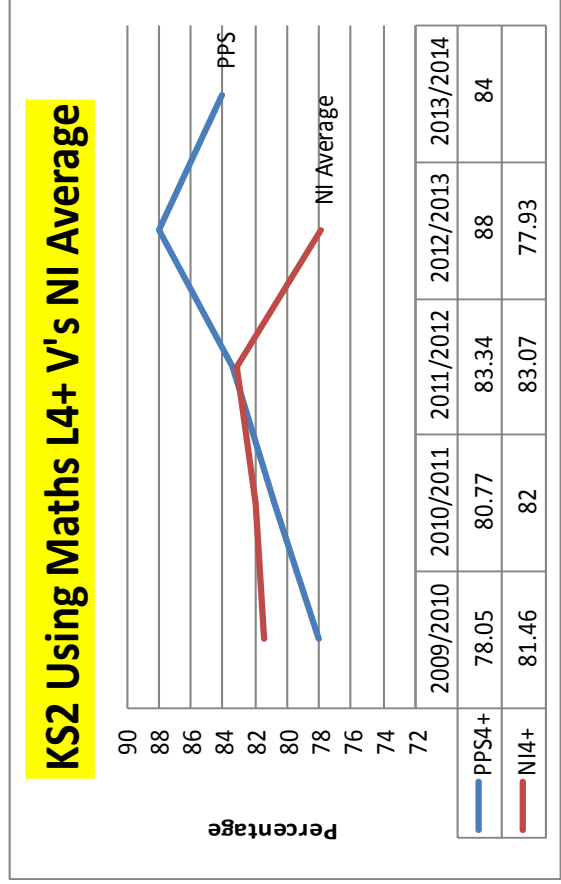
Our performance at this top end of Using Maths has been strong. Both ourselves and the NI Average have fallen as the tightening of grades has been implemented.

Table 4b:



We have been below the NI Average at Level four which can be explained by our higher number of Level 5's. The combination of 4 and 5 can be seen below. Both have risen as L5's have become harder to achieve

Table 4d:



The combined Levels 4 and 5 are the desired levels for all children to attain at the end of this Key Stage

# School Context

## **5: An assessment of the challenges and opportunities facing the school**

### **SUMMARY/ASSESSMENT:**

In any school year the demands upon a school are ever changing, however through this document we hope we can chart a course which we can follow, whilst maintaining an adaptive and embracing outlook towards challenges and initiatives we may meet.

Literacy, Numeracy and the provision for children with Special Educational Needs continue to be an on-going priority within school life. In the incoming year, Literacy will be intensely under the microscope, with Numeracy following on from this as well as efforts to build capacity within SEN provision.

The importance of the key skills within Literacy, Numeracy and ICT cannot be underestimated. The focus in Literacy and Numeracy is now supported with a focus on the data available to us, in line with the recommendations in the DENI Booklet, 'Every School a Good School' and the strategies outlined in 'Count, Read, Succeed'. We digest a range of data available to us throughout the year, making stringent use of it to guide our planning and targets for the children in our care.

The Action Plans that follow this page contain a description of how we intend to meet our Key Targets, however they could never reflect the entirety of the hard work and dedication which takes place within school every day, supported by a committed staff, whose primary concern is the care and development of Portrush's next generation.

### **CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL:**

Undoubtedly one of the biggest challenges the school has faced in recent years is the decline in school enrolment. This has occurred in line with the demographic downturn throughout Northern Ireland and has been even further affected with the seasonal nature of life in Portrush leading to a high property value in the area as well as a proliferation of houses occupied as holiday homes, from which school previously took children onto our roll.

In a reflection of another national trend, the school has taken in a number of 'newcomer' children, primarily Polish, as well as Bulgarian, Spanish and Venezuelan. All have been warmly welcomed in the wider and school community and have added an enriching dimension to school life.

One of our greatest opportunities is to make the very best use of the natural resource that is Portrush and the surroundings we live and work in every day. We are striving hard to foster further links with the wider community and to take advantage of the opportunities this presents.

We believe the development of Kagan Structures as a tool within the classroom has the potential to be a positive development and a fresh approach for the teaching and learning within our school and we will be assessing this throughout the timescale of this Development Plan.

### **Evaluation of Challenges and Opportunities:**

- School has in recent years spent a great deal of energy in raising its profile in the school community and promoting itself among parents; we have staved off falling enrolment and made a small increase;
- We have worked closely with local newspapers to maintain good relationships, we have actively promoted our school Open Night and developed close links with both our local playgroups.
- We have developed an out of school Child Care facility in the Hop and established and maintained a thriving Parent and Toddler Group;
- We access a range of translation services where necessary in school and have a Polish Classroom Assistant employed in school

### **PRIORITY AREAS FOR DEVELOPMENT**

Financial pressures-the unstable funding background is always presenting challenges to NI Education;

Improving standards in literacy and Numeracy;

Developing potential within target groups.

# Consultation arrangements

## **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 the preparation of the plan**

### **ARRANGEMENTS:**

Due to the comprehensive nature of this document, we do not intend to send a copy to each family in school. We will however send a covering letter highlighting the content of the document and asking parents if they wish a copy and be given the opportunity to make comments by a pre arranged date.

The School Development Plan has been drawn up in consultation with Staff and Governors.

We have considered consulting with our pupils in this regard, however we feel this is not appropriate at this time.

# The School Development Plan and supporting Action Plans



**7a: Identification of the areas for development which shall be informed the schools self-evaluation and include: the schools key priorities of the plan, based on the departments priorities for education**

**7b: Identification of the areas for development which shall be informed the schools self-evaluation and include: 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**

**7c: Identification of the areas for development which shall be informed the schools self-evaluation and include: the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and the final dates for completion**

**7d: Identification of the areas for development which shall be informed the schools self-evaluation and include: the financial and other resources available to the school to be used in support of the actions identified at the sub-paragraph (c) to achieve the outcomes at sub-paragraph (b)**

**7e: Identification of the areas for development which shall be informed the schools self-evaluation and include: the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan**

# Using Mathematics

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Numeracy

Year: 2014-2015

Co-ordinator name: Jane McNeill

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<p><b>Key Priorities for development:</b></p> <p>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b>Planned outcomes:</b></p> <p>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b>Resources:</b></p> <p>(Financial and other resources available in support of the actions identified)</p>	<p><b>Self Evaluation:</b></p> <p>(To monitor, review and evaluate progress made against the SDP.)</p>
<p>To make effective use of data in order to monitor pupil progress.</p>	<p>Numeracy Targets for Key Stage 1 and Key Stage 2:</p> <p>2014/15</p> <p><b>Key Stage 1</b></p> <p>Level 1 0%</p> <p>Level 2 85%</p> <p>Level 3 15%</p> <p><b>Key Stage 2</b></p> <p>Level 1 0%</p> <p>Level 2 5%</p> <p>Level 3 14%</p> <p>Level 4 46%</p> <p>Level 5 35%</p> <p>Targets to be met and where not met to explore reasons why.</p>	<p>On-line PiM tests</p> <p>Key Stage meetings</p> <p>Literacy and Numeracy Co-ordinators meeting</p> <p>SLT meeting</p> <ul style="list-style-type: none"> <li>Analysis of strengths and weaknesses of each year group from P4-P7</li> <li>Compare PiM prediction of children's levels against levels given by teachers</li> <li>Highlight children where test results fall above/below teacher expectation</li> <li>Highlight the strengths or weaknesses of each year group against the National expectations</li> <li>Highlight concerns in specific group areas within each year group e.g. FSM, SEN, Newcomer etc.</li> </ul> <p>By end Oct 2014</p>	<ul style="list-style-type: none"> <li>Monitor, evaluate and review numeracy data for relevant cohorts and compare to NI average and difference.</li> <li>Monitor, evaluate and review KS1 and KS2 data over the last three years.</li> <li>Monitor, evaluate and review KS1 and KS2 data against the NI average.</li> <li>In analysis use contextual information provided by teachers</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Numeracy

Year: 2014-2015

Co-ordinator name: Jane McNeill

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To make effective use of data in order to target specific children to improve performance.	To raise children's level of achievement by at least two sub levels in each academic year.	<ul style="list-style-type: none"> <li>Review of target children from 2013/14</li> <li>Use data to target children for 2014/15 using information from PiM, CAT, progress tracking data and teacher knowledge and understanding</li> </ul> <p style="text-align: right;">By end Oct 2014</p>	Portfolios in place for target children Key Stage meetings Timetabled 'Development Time' once/four weeks to focus on children	<ul style="list-style-type: none"> <li>High expectations of teachers for target children with strategies in place to support learning with evidence of this in children's portfolios.</li> </ul>
To make effective use of data in order to identify threads and weaknesses in numeracy as compared to the National Average.	To pinpoint any significant differences in Process Categories and Curriculum Content Categories in PiM so that teaching can be targeted in particular areas to help raise standards	<ul style="list-style-type: none"> <li>Co-ordinators review data and identify any significant differences producing a written report of these</li> <li>Teachers made aware of differences in Key Stage meetings</li> <li>Relevant areas to be targeted in planning</li> </ul> <p style="text-align: right;">By end June 2015</p>	Literacy and Numeracy Co-ordinator meetings SLT meetings KS meetings	<ul style="list-style-type: none"> <li>Evaluation of planners and their effectiveness.</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Numeracy

Year: 2014-2015

Co-ordinator name: Jane McNeill

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<b><u>Actions:</u></b> (To be taken to achieve the outcomes mentioned & dates for completion)	<b><u>Resources:</u></b> (Financial and other resources available in support of the actions identified)	<b><u>Self Evaluation:</u></b> (To monitor, review and evaluate progress made against the SDP.)
To assess and monitor pupil progress in numeracy.	To ensure that all aspects of numeracy are adequately covered and that work is appropriately differentiated to meet pupil needs and so raise standards of achievement.	<ul style="list-style-type: none"> <li>• Monitor half-term planners</li> <li>• Key Stage Co-Ordinators carrying out Book Scoops—1 per term for a top, middle and bottom child</li> </ul> <p style="text-align: right;">By end June 2015</p>	Key Stage meetings Planners	<ul style="list-style-type: none"> <li>• Evaluation of planners and books to identify next steps in teaching—written comments where appropriate on planners pointing to next steps.</li> </ul>
To ensure that children realise the value and importance of numeracy.	STEM Day to promote science, technology and mathematics from P1-P7.	<ul style="list-style-type: none"> <li>• Support given where necessary by Numeracy and WAU Co-Ordinators</li> <li>• Activities planned that incorporate STEM ideas with children dressing up</li> <li>• Photographs etc. to record day's activities and highlights</li> </ul> <p style="text-align: right;">By April 2015</p>	Numeracy and WAU Co-Ordinators All staff Parents Practical materials	<ul style="list-style-type: none"> <li>• Children aware of numeracy as a key priority in school seeing its relevance not only in its own right but across all subject areas.</li> <li>• Children involved in planning and evaluating activi-</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Numeracy

Year: 2014-2015

Co-ordinator name: Jane McNeill

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<b>Key Priorities for development:</b>	<b>Planned outcomes:</b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b>Actions:</b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b>Resources:</b> <small>(Financial and other resources available in support of the actions identified)</small>	<b>Self Evaluation:</b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To prepare for cross-curricular assessment.	Staff will produce a numeracy portfolio that shows a clear understanding of levels of progression. Tasks will be appropriately planned showing a broad focus across the subject area.	<ul style="list-style-type: none"> <li>Agree tasks from P3-P7</li> <li>Assist in the choosing of assessment tasks, appropriate to age/stage of pupil and in line with targets set for end of each KS</li> <li>Complete portfolio CCEA verification documents By Feb 2015</li> </ul>	<p>CCEA Assessment tasks</p> <p>Staff meetings</p> <p>Key Stage Meetings</p>	<ul style="list-style-type: none"> <li>Internal moderation of pupil work will ensure that targets are on track.</li> </ul>
To organise whole school planning for a new scheme of work for numeracy.	A clear progressive scheme of work for numeracy that shows a shared understanding of levels of progression and requirements at each level.	<ul style="list-style-type: none"> <li>To begin to use and evaluate new commercial scheme for numeracy</li> <li>Introduce NEELB overview and discuss in terms of planning a new scheme</li> <li>Agree format for new school scheme and establish a template</li> </ul>	<p>KS meetings</p> <p>Staff meetings</p> <p>Twilight sessions</p> <p>NEELB Overview</p> <p>NHM commercial scheme</p> <p>STEPS commercial scheme</p>	

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<p><b><u>Key Priorities for development:</u></b></p>	<p><b><u>Planned outcomes:</u></b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b><u>Actions:</u></b> (To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b><u>Resources:</u></b> (Financial and other resources available in support of the actions identified)</p>	<p><b><u>Self Evaluation:</u></b> (To monitor, review and evaluate progress made against the SDP.)</p>
		<ul style="list-style-type: none"> <li>Discuss Requirements for Mathematics to make teacher's aware of the necessity of planning for children at the stage they have been levelled at— differentiation to be included in planners.</li> <li>Plan topics using new scheme or alternative resources if more appropriate</li> </ul> <p style="text-align: right;">By June 2015</p>		<ul style="list-style-type: none"> <li>Scheme produced that shows continuity and progression against all aspects of numeracy.</li> <li>Staff using new strategies from NHM to promote teaching and learning.</li> <li>Impact on half-term planners evident.</li> </ul>
<p>To evaluate Numeracy Action Plan.</p>	<p>To celebrate achievements and identify areas that need further development.</p>	<ul style="list-style-type: none"> <li>Numeracy Co-Ordinator liaise with principal and all staff</li> <li>Report to B of G</li> </ul> <p style="text-align: right;">By June 2015</p>	<p>Staff Meetings B of G Meeting</p>	<ul style="list-style-type: none"> <li>Areas identified to inform the next action plan of SDP.</li> </ul>
<p>To analyse results from staff questionnaire.</p>	<p>As a staff discuss results from questionnaire and highlight areas where improvements can be made.</p>	<ul style="list-style-type: none"> <li>Numeracy Co-Ordinator will plan for training/support in areas that have been identified.</li> </ul> <p style="text-align: right;">By Dec 2015</p>	<p>On-line questionnaire Staff meetings Key Stage meetings</p>	<p>Staff confident that all aspects of teaching and learning in numeracy have been positively addressed.</p>

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<p><b>Key Priorities for development:</b></p> <p>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b>Planned outcomes:</b></p> <p>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b>Resources:</b></p> <p>(Financial and other resources available in support of the actions identified)</p>	<p><b>Self Evaluation:</b></p> <p>(To monitor, review and evaluate progress made against the SDP.)</p>
<p>To make effective use of data in order to monitor pupil progress.</p>	<p>Numeracy Targets for Key Stage 1 and Key Stage 2:</p> <p>2015/16</p> <p><b>Key Stage 1</b></p> <p>Level 1 3%</p> <p>Level 2 97%</p> <p>Level 3 0%</p> <p><b>Key Stage 2</b></p> <p>Level 1 0%</p> <p>Level 2 0%</p> <p>Level 3 11%</p> <p>Level 4 82%</p> <p>Level 5 7%</p> <p>Targets to be met and where not met to explore reasons why.</p>	<ul style="list-style-type: none"> <li>Analysis of strengths and weaknesses of each year group from P4-P7</li> <li>Compare PiM prediction of children's levels against levels given by teachers</li> <li>Highlight children where test results fall above/below teacher expectation</li> <li>Highlight the strengths or weaknesses of each year group against the National expectations</li> <li>Highlight concerns in specific group areas within each year group e.g. FSM, SEN, Newcomer etc.</li> </ul> <p>By end Oct 2015</p>	<ul style="list-style-type: none"> <li>On-line PiM tests</li> <li>Key Stage meetings</li> <li>Literacy and Numeracy Co-ordinators meeting</li> <li>SLT meeting</li> </ul> <ul style="list-style-type: none"> <li>Monitor, evaluate and review numeracy data for relevant cohorts and compare to NI average and difference.</li> <li>Monitor, evaluate and review KS1 and KS2 data over the last three years.</li> <li>Monitor, evaluate and review KS1 and KS2 data against the NI average.</li> <li>In analysis make use of contextual information provided by teachers.</li> </ul>



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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the actions identified)</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To make effective use of data in order to target specific children to improve performance.	To raise children's level of achievement by at least two sub levels in each academic year.	<ul style="list-style-type: none"> <li>Review of target children from 2014/15</li> <li>Use data to target children for 2015/16 using information from PiM, CAT, progress tracking data and teacher knowledge and understanding</li> </ul> <p style="text-align: right;">By end Oct 2015</p>	Portfolios in place for target children Key Stage meetings Timetabled 'Development Time' once/four weeks to focus on children	<ul style="list-style-type: none"> <li>High expectations of teachers for target children with strategies in place to support learning with evidence of this in children's portfolios.</li> <li>Reviewed by SLT</li> </ul>
To make effective use of data in order to identify threads and weaknesses in numeracy as compared to the National Average.	To pinpoint any significant differences in Process Categories and Curriculum Content Categories in PiM so that teaching can be targeted in particular areas to help raise standards	<ul style="list-style-type: none"> <li>Co-Ordinators review data and identify any significant differences producing a written report of these</li> <li>Teachers made aware of differences in Key Stage meetings</li> <li>Relevant areas to be targeted in planning</li> </ul> <p style="text-align: right;">By end June 2016</p>	Literacy and Numeracy Co-Ordinator meetings SLT meetings KS meetings	<ul style="list-style-type: none"> <li>Evaluation of planners and their effectiveness.</li> </ul>

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<b>Key Priorities for development:</b>	<b>Planned outcomes:</b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b>Actions:</b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b>Resources:</b> <small>(Financial and other resources available in support of the actions identified)</small>	<b>Self Evaluation:</b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To assess and monitor pupil progress in numeracy.	To ensure that all aspects of numeracy are adequately covered and that work is appropriately differentiated to meet pupil needs and so raise standards of achievement.	<ul style="list-style-type: none"> <li>Monitor half-term planners</li> <li>Key Stage Co-Ordinators carrying out Book Scoops—1 per term for a top, middle and bottom child</li> </ul> <p style="text-align: right;">By end June 2016</p>	Key Stage meetings Planners	<ul style="list-style-type: none"> <li>Evaluation of planners and books to identify next steps in teaching—written comments where appropriate on planners pointing to next steps.</li> </ul>
To ensure that children realise the value and importance of numeracy.	Mental Arithmetic Day to promote different learning strategies.	<ul style="list-style-type: none"> <li>Support given where necessary by Numeracy and Co-Ordinator</li> <li>Activities planned that incorporate mental arithmetic ideas</li> <li>Photographs etc. to record day's activities and highlights</li> </ul> <p style="text-align: right;">By April 2016</p>	Numeracy and Co-Ordinator All staff Parents Practical materials	<ul style="list-style-type: none"> <li>Children able to use and explain a wide range of strategies</li> <li>Children involved in planning and evaluating activities.</li> </ul>

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the actions identified)</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To prepare for internal standardisation of work	Staff will produce a numeracy portfolio that shows a clear understanding of levels of progression. Tasks will be appropriately planned showing a broad focus across the subject area.	<ul style="list-style-type: none"> <li>• Agree samples to be kept from P1-P7</li> <li>• Assist in the choosing of assessment tasks, appropriate to age/stage of pupil and in line with targets set for end of each KS</li> </ul> By Feb 2016	CCEA Assessment tasks Staff meetings Key Stage Meetings	Internal standardisation of pupil work will ensure that targets are on track.
To raise standards in Numeracy by planning for Mental Arithmetic activities across all areas of Numeracy	Planning for each year group will include clear examples of mental arithmetic activities to develop children's mental strategies in numeracy.  Parents will be made aware of how to incorporate numeracy into normal home activities to promote children's interest and learning in numeracy across a wide spectrum of experiences.	Key Stage groups will develop a scheme of mental arithmetic that shows clear progression in all aspects of numeracy.  By June 2016	NHM commercial scheme Northern Ireland Strategy for Numeracy Staff meetings Key Stage meetings Parent Information sessions Handouts for parents	Children much more confident in using different strategies to approach mental tasks and can apply these in problem solving and investigative work.

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To evaluate Numeracy Action Plan.	To celebrate achievements and identify areas that need further development.	<ul style="list-style-type: none"> <li>Numeracy Co-Ordinator liaise with principal and all staff</li> <li>Report to B of G By June 2016</li> </ul>	Staff Meetings B of G Meeting	Areas identified to inform the next action plan of SDP.
To make effective use of data in order to monitor pupil progress.	Numeracy Targets-KS 1 + 2: 2016/17 <b>Key Stage 1</b> Level 1 0% Level 2 96% Level 3 4% <b>Key Stage 2</b> Level 1 0%                      Level 2 0% Level 3 5%                      Level 4 77% Level 5 18% Targets to be met and where not met to explore reasons why.	Analysis of strengths and weaknesses of each year group from P4-P7 Compare PiM prediction of children's levels against levels given by teachers Highlight children where test results fall above/below teacher expectation Highlight the strengths or weaknesses of each year group against the National expectations Highlight concerns in specific group areas within each year group e.g. FSM, SEN, Newcomer etc. <i>By end Oct 2016</i>	On-line PiM tests Key Stage meetings Literacy and Numeracy Co-ordinators meeting SLT meeting	<ul style="list-style-type: none"> <li>Monitor, evaluate and review numeracy data for relevant cohorts and compare to NI average and difference.</li> <li>Monitor, evaluate and review KS1 and KS2 data over the last three years.</li> <li>Monitor, evaluate and review KS1 and KS2 data against the NI average.</li> <li>In analysis make sure of contextual information provided by teachers.</li> </ul>

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the actions identified)</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To make effective use of data in order to target specific children to improve performance.	To raise children's level of achievement by at least two sub levels in each academic year.	<ul style="list-style-type: none"> <li>Review of target children from 2015/16</li> <li>Use data to target children for 2016/17 using information from PiM, CAT, progress tracking data and teacher knowledge and understanding</li> </ul> <p style="text-align: right;">By end Oct 2016</p>	Portfolios in place for target children Key Stage meetings Timetabled 'Development Time' once/four weeks to focus on children	<ul style="list-style-type: none"> <li>High expectations of teachers for target children with strategies in place to support learning with evidence of this in children's portfolios.</li> <li>Reviewed by SLT</li> </ul>
To make effective use of data in order to identify threads and weaknesses in numeracy as compared to the National Average.	To pinpoint any significant differences in Process Categories and Curriculum Content Categories in PiM so that teaching can be targeted in particular areas to help raise standards Review progress in each of these areas over the last three years.	<ul style="list-style-type: none"> <li>Co-Ordinators review data and identify any significant differences producing a written report of these</li> <li>Teachers made aware of differences in Key Stage meetings</li> <li>Relevant areas to be targeted in planning</li> </ul> <p style="text-align: right;">By end June 2017</p>	Literacy and Numeracy Co-Ordinator meetings SLT meetings KS meetings	<ul style="list-style-type: none"> <li>Evaluation of planners and their effectiveness.</li> </ul>

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<p><b>Key Priorities for development:</b></p> <p>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b>Planned outcomes:</b></p> <p>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b>Resources:</b></p> <p>(Financial and other resources available in support of the actions identified)</p>	<p><b>Self Evaluation:</b></p> <p>(To monitor, review and evaluate progress made against the SDP.)</p>
<p>To assess and monitor pupil progress in numeracy.</p>	<p>To ensure that all aspects of numeracy are adequately covered and that work is appropriately differentiated to meet pupil needs and so raise standards of achievement.</p>	<ul style="list-style-type: none"> <li>Monitor half-term planners</li> <li>Key Stage Co-Ordinators carrying out Book Scoops—1 per term for a top, middle and bottom child</li> </ul> <p>By end June 2017</p>	<ul style="list-style-type: none"> <li>Evaluation of planners and books to identify next steps in teaching—written comments where appropriate on planners pointing to next steps.</li> </ul>
<p>To ensure that children realise the value and importance of numeracy.</p>	<p>Numeracy Day with a focus on problem solving and investigative work.</p>	<ul style="list-style-type: none"> <li>Support given where necessary by Numeracy Co-Ordinator</li> <li>Activities planned that incorporate mathematical ideas to develop children’s problem solving skills.</li> <li>Photographs etc. to record day’s activities and highlights</li> </ul> <p>By April 2017</p>	<ul style="list-style-type: none"> <li>Children able to choose materials and apply a wide range of strategies to solve problems</li> <li>Children involved in evaluating activities explaining their thinking and ability to work with others.</li> </ul>

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<b>Key Priorities for development:</b>	<b>Planned outcomes:</b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b>Actions:</b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b>Resources:</b> <small>(Financial and other resources available in support of the actions identified)</small>	<b>Self Evaluation:</b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
To prepare for internal moderation	Staff will produce a numeracy portfolio that shows a clear understanding of levels of progression. Tasks will be appropriately planned showing a broad focus across the subject area.	<ul style="list-style-type: none"> <li>Agree tasks from P3-P7</li> <li>Assist in the choosing of assessment tasks, appropriate to age/stage of pupil and in line with targets set for end of each KS</li> </ul> By Feb 2017	CCEA Assessment tasks Staff meetings Key Stage Meetings	Internal moderation of pupil work will ensure that targets are on track.
To raise standards in Numeracy by ensuring problem solving and investigative work are an integral part of children's learning. To promote the requirements for Using Mathematics alongside knowledge and understanding of Mathematics.	Planning for each year group will include specific examples of activities to engage children's thinking skills and personal capabilities. Activities will be planned that incorporate more than one aspect of mathematics and both individual, paired and group work will be used.	<ul style="list-style-type: none"> <li>In Key Stage groups teachers will plan to integrate problem solving activities and investigation tasks across all areas of numeracy.</li> <li>Kagan groups and structures will be used to implement structured activities in familiar and accessible contexts.</li> </ul> By June 2017	Commercial materials CCEA Assessment Tasks Teacher prepared tests	Planners showing evidence of tasks that extend children's learning and cover a wide aspect of the knowledge and understanding of the subject area. Children will be much more confident in the knowledge and understanding of Mathematics.
To evaluate Numeracy Action Plan.	To celebrate achievements and identify areas that need further development.	<ul style="list-style-type: none"> <li>Numeracy Co-Ordinator liaise with principal and all staff</li> <li>Report to B of G</li> </ul> By June 2017	Staff Meetings B of G Meeting	Areas identified to inform the next action plan of SDP.

# Using ICT



# Portrush Primary School-School Development Plan 2014-2017

Subject Area: UICT

Year: 2014—2015

Co-ordinator name: S CARRUTHERS

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<p><b><u>Key Priorities for development:</u></b></p>	<p><b><u>Planned outcomes:</u></b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b><u>Actions:</u></b> (To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b><u>Resources:</u></b> (Financial and other resources available in support of the actions identified)</p>	<p><b><u>Self Evaluation:</u></b> (To monitor, review and evaluate progress made against the SDP.)</p>
<p>To develop teacher and pupil skills in the Desirable Feature of animation</p>	<p>Teaching staff will be confident to deliver lessons using animation Classes of key staff will complete animation sessions using ipads and produce short animations in groups Dissemination of skills to other members of staff</p>	<p>Staff training –August 2014 Planning with key staff –September 2014 Classroom support - January 2015 Dissemination of key skills to other teaching staff - March 2015</p>	<p>Through the Creative Strategy partnership with staff from the Nerve Centre</p>	<p>Ability of staff to use animation programmes and disseminate skills to colleagues and pupils - assessed and reviewed by UICT co-ordinator and principal Evidence of completed animations which can be exchanged with other schools and evaluation feedback provided</p>
<p>To increase opportunities for staff to exchange examples of good practice with other teachers To provide opportunities for pupils to develop the Desirable feature of online communication in order to meet the requirement of exchange by digitally sharing examples of good practice in UICT</p>	<p>Staff will exchange examples of good classroom practice in UICT with teachers from other primary schools Pupils will exchange examples of good practice in UICT</p>	<p>Exchange of animation presentations and contacts at Nerve Centre - June 2015 Pupils exchange completed animations with pupils from other schools – third term 2015</p>	<p>Through Nerve Centre partnership  Online</p>	<p>Feedback and communication with other schools</p>
<p>To improve the quality of teaching of ICT skills by increasing staff knowledge and skills in the Desirable features of Film and Animation, Music and Sound</p>	<p>The teaching and learning of these ICT skills will improve</p>	<p>Staff training alongside teachers from cluster schools –four Thursday afternoons 3:30pm –5:30pm</p>	<p>Training by Nerve Centre support staff</p>	<p>Use of these skills in the classroom as observed by UICT co-ordinator and/or principal</p>

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To develop ICT resources in school To keep pupils' ICT experience abreast of developments in technology by introducing ipads	Purchase of ipads for staff to develop skills and knowledge of their use in teaching and learning Acquisition of pupil ipads	Purchase of staff ipads - Sept 2014  Purchase of class set of 15 ipads –Jan 2015	Funding by PTFA	How has use of ipads impacted on teaching and learning in classrooms?  Staff feedback
To continue ongoing assessment of pupils' attainment in UICT	Completion of UICT tasks as decided in school year 2013-2014	Completion and evidence of tasks	NI curriculum website –UICT tasks and exemplification library	Compare levels of attainment in tasks from last year to this year
To increase awareness of e-safety when using technology	Heightened awareness within the school community	Parent awareness meeting open to all parents/grandparents/childminders –by June 2015	CEOP and various internet safety resources	Pupils can talk about an demonstrate an awareness of dangers online  Informal parental feedback

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Roll out of dissemination of skills to all teaching members of staff	Ability of all staff to use animation, sound and music skills within their planned ICT lessons; increased opportunity for pupils to develop desirable ICT skills through planned cross-curricular topics	Key staff to train other staff members within each key stage –by Dec 2015; Planned topics to include use of these ICT skills—by June 2016	Staff meetings; SDD	Evident in planning and teaching within classrooms
To develop the use of ipads within the curriculum area of Literacy	Pupils will use various apps to consolidate literacy skills e.g. Foundation Stage focus on phonics; KS1 on sentence writing; KS2 on comprehension skills	Research, use and review apps within each key stage –by April 2016; Include useful apps into planning and teaching by June 2016	Downloaded apps on ipads	Feedback by staff Improvements in any areas of literacy evident?
Maintenance of ICT resources and evaluate usefulness and possibility of buying more ipads for pupils	Staff , pupil and parent audit/feedback on role of ipads in teaching and learning ?????	Complete an audit/feedback report of considered benefits of using ipads in school	Audit/feedback form for staff, pupils and parents????	Staff monitor results of audit/feedback and consider practical implications of having more ipads available in school

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<p>Roll out of dissemination of skills to all teaching members of staff</p>	<p>Ability of all staff to use animation, sound and music skills within their planned ICT lessons; increased opportunity for pupils to develop desirable ICT skills through planned cross-curricular topics</p>	<p>Key staff to train other staff members within each key stage –by Dec 2015; Planned topics to include use of these ICT skills—by June 2016</p>	<p>Staff meetings; SDD</p>	<p>Evident in planning and teaching within classrooms</p>
<p>To develop the use of ipads within the curriculum area of Literacy</p>	<p>Pupils will use various apps to consolidate literacy skills e.g. Foundation Stage focus on phonics; KS1 on sentence writing; KS2 on comprehension skills</p>	<p>Research, use and review apps within each key stage –by April 2016; Include useful apps into planning and teaching by June 2016</p>	<p>Downloaded apps on ipads</p>	<p>Feedback by staff Improvements in any areas of literacy evident?</p>
<p>Maintenance of ICT resources and evaluate usefulness and possibility of buying more ipads for pupils</p>	<p>Staff , pupil and parent audit/feedback on role of ipads in teaching and learning ?????</p>	<p>Complete an audit/feedback report of considered benefits of using ipads in school</p>	<p>Audit/feedback form for staff, pupils and parents????</p>	<p>Staff monitor results of audit/feedback and consider practical implications of having more ipads available in school</p>

# Special Educational Needs

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: SEN

Year: 2014-2015

Co-ordinator name: Mrs M Cameron

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the actions identified)</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
Review of SEN Policy	<ul style="list-style-type: none"> <li>Raise and revise awareness of how we deal with SEN pupils, particularly the staged approach to the Code of Practice.</li> <li>Completing a review of the policy will raise awareness of those with SEN.</li> <li>It will support the Teaching and Learning of those with SEN.</li> </ul>	<p>SEN policy will be rewritten in light of training.</p> <p>It will be reviewed by staff and then by the BOG in the summer term.</p>	<p>Mrs Cameron to rewrite.</p> <p>Staff meeting</p> <p>BOG meeting</p>	<p>Monitor the number of subsets each child on the SEN register moves up. If sufficient progress has not been made, ie 1 subset or perhaps 2, then move the child further up the Staged approach of the Code of Practice.</p>
Assessing pupils with SEN	<ul style="list-style-type: none"> <li>To use the Q skills and SEN TS &amp; PC framework to plan, develop and assess children with SEN.</li> <li>Write highly specific age appropriate individualised targets for IEP's.</li> </ul>	<p>Training session on assessment using the Q skills and the SEN framework for Thinking Skills and Personal Capabilities. (1day course )</p> <p>Dissemination to staff by Mrs Cameron</p>	<p>1 day course</p> <p>2/2/15</p>	<p>Monitor the progress of pupils who are building towards Level 1 on the Levels of Progression.</p>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: SEN

Year: 2014-2015

Co-ordinator name: Mrs M Cameron

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<p><b><u>Key Priorities for development:</u></b></p>	<p><b><u>Planned outcomes:</u></b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b><u>Actions:</u></b> (To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b><u>Resources:</u></b> (Financial and other resources available in support of the actions identified)</p>	<p><b><u>Self Evaluation:</u></b> (To monitor, review and evaluate progress made against the SDP.)</p>
<p><b>Behaviour Support.</b> A small minority of children have presented challenging behaviours in the last year. We need to address this with Behaviour Support.</p>	<ul style="list-style-type: none"> <li>To support children presenting with challenging behaviours;</li> <li>To ensure minimal disruption to the teaching and learning of all children in the classroom.</li> </ul>	<p>Rosemary Briggs from Behaviour Support will present strategies for improving behaviour at a whole group staff meeting on 16th March 2015. Implementation of strategies as above.</p>	<p>Rosemary Briggs will take a staff meeting.</p>	<p>Monitoring of behaviour of pupils who are giving cause for concern. Evaluation of strategies and dissemination to playground staff at lunch.</p>
<p><b><u>Visual Stress</u></b> Visual stress as an indicator of possible dyslexia.</p>	<ul style="list-style-type: none"> <li>Supporting children with dyslexia in order to improve their Literacy skills.</li> </ul>	<p>Steven Vandevber ( a specialist in Visual Stress) to address the staff at a staff meeting.</p>	<p>Specialist help at a staff meeting. (no cost)</p>	<p>Information for parents who may have children at the age of 8 who are finding reading difficult. This would involve using tinted spectacles to help with visual stress and may increase reading speed by up to 20 %.</p>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: SEN

Year: 2015-2016

Co-ordinator name: Mrs M Cameron

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<u>Key Priorities for development:</u>	<u>Planned outcomes:</u> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<u>Actions:</u> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<u>Resources:</u> <small>(Financial and other resources available in support of the actions identified)</small>	<u>Self Evaluation:</u> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
<u>Review of SEN policy</u>	<ul style="list-style-type: none"> <li>Maintaining the SEN Policy as a current and relevant document.</li> </ul>	SEN policy adapted as necessary.	As above	As above
<u>SEN Attainment</u>	Movement of children who are not making appropriate progress to a higher level in the COP.	Review SEN children progress by monitoring progress on tracking grids and moving children up and down the stages in light of their progress.	Time allocation 2 hours/term	Evaluate percentage of children able to be removed from the SEN register.
<u>Autism awareness.</u>	<ul style="list-style-type: none"> <li>Heightened awareness of Autism in school.</li> <li>Monitor progress of Autistic children using tracking grids.</li> </ul>	Review of the Autistic Spectrum. In light of the needs of 3 children who are being seen by the CDC, we need to make all children aware of the condition and how it effects their learning and behaviour habits.	Mrs Cameron to lead staff training following a course. To look at the autistic section in the Resource File for SEN.	Monitor behaviour and learning of children affected by looking at how they are moving on school tracking grids.



# Portrush Primary School-School Development Plan 2014-2017

Subject Area: SEN

Year: 2016-2017

Co-ordinator name: Mrs M Cameron

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## Key Priorities for development:

### Planned outcomes:

(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)

### Review of SEN policy

- Maintaining the SEN Policy as a current and relevant document.

### Actions:

(To be taken to achieve the outcomes mentioned & dates for completion)

SEN policy adapted as necessary.

### Resources:

(Financial and other resources available in support of the actions identified)

Mrs Cameron to rewrite.  
  
Staff meeting  
BOG meeting

### Self Evaluation:

(To monitor, review and evaluate progress made against the SDP.)

Monitor the number of subsets each child on the SEN register moves up. If sufficient progress has not been made, ie 1 subset or perhaps 2, then move the child further up the Staged approach of the Code of Practice.

### Dyslexia awareness

- To support children with Reading, Writing and Spelling difficulties in the classroom and raise their attainment.
- Attainment will be monitored on the Tracking Grid system in school.

Specialist help in the form of Board support to enhance standards for children with dyslexia.

Mrs Cameron to revisit resource file in school with staff.  
Board support from LTSS if still available in Spring term of 2017.

Monitor the number of subsets each child on the SEN register moves up. If sufficient progress has not been made, ie 1 subset or perhaps 2, then move the child further up the Staged approach of the Code of Practice.

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: SEN

Year: 2016-2017

Co-ordinator name: Mrs M Cameron

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<b><u>Key Priorities for development:</u></b>	<b><u>Planned outcomes:</u></b> <small>(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</small>	<b><u>Actions:</u></b> <small>(To be taken to achieve the outcomes mentioned &amp; dates for completion)</small>	<b><u>Resources:</u></b> <small>(Financial and other resources available in support of the actions identified)</small>	<b><u>Self Evaluation:</u></b> <small>(To monitor, review and evaluate progress made against the SDP.)</small>
<p><b>ADHD</b> training has not taken place in the school as an area for priority previously.</p>	<ul style="list-style-type: none"> <li>To improve the teaching and learning of those with ADHD and thus raise their attainment in all curricular areas</li> </ul>	<p>Spring term of this year get training either for SENCO or whole staff training with regard to ADHD.</p>	<p>Training required either by MASTS /Board officers.</p>	<p>Monitor the attainment of children with ADHD on tracking grids and evaluate how well the training has helped those either diagnosed with ADHD or those who have ADHD tendencies.</p>

# Language and Literacy

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2014-2015

Co-ordinator name: H Henry

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## Key Priorities for development:

### Planned outcomes:

(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)

Sustained progress in pupils' performance in writing (free writing)

- Baseline of current in year performance established, based on + 2 sub levels per school year.

### Actions:

(To be taken to achieve the outcomes mentioned & dates for completion)

- Collect samples of writing in September and May for each pupil.
- Samples of work levelled
- Identify pupils making better than satisfactory progress (more than 2 sub levels progress), satisfactory progress (two sub levels progress) or unsatisfactory progress (less than 2 sub levels) from September to May.
- Draw up action plans for underperforming pupils, identifying actions & strategies for making improvements
- Include measurable targets in action plans and planners to promote improvement .
- Curriculum Leaders/SLT monitor planners and action plans to guarantee progress
- Set targets for year two of process
- Track classes/pupils year on year using data
- Agree update of Policy with staff

### Resources:

(Financial and other resources available in support of the actions identified)

- Folders
- Staff meetings-set up, est percent-ages of pupils, inhouse moderation, target setting
- Co-ordinator time for data analysis.
- Proforma for Action plan
- SLT Meetings/LitCo release
- Staff Meeting/SD day

### Self Evaluation:

(To monitor, review and evaluate progress made against the SDP.)

- Analysis of year on year literacy data regarding levelled writing;
- Have we achieved our target? (See planned outcomes)
- Staff feedback

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2014/15

Co-ordinator name: H. Henry

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## Key Priorities for development:

**Planned outcomes:**  
(In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)

**Actions:**  
(To be taken to achieve the outcomes mentioned & dates for completion)

**Resources:**  
(Financial and other resources available in support of the actions identified)

**Self Evaluation:**  
(To monitor, review and evaluate progress made against the SDP.)

Line of progression in Writing

- To create a whole school / class by class scheme in line with RNIC requirements
- All pupils accessing all forms of writing through out their time at PPS.
- System of Monitoring and Evaluation established in whole school approach to Writing
- Quality of pupils' writing improved
- Number of targeted pupils reduced by at least 5% in first year. Subsequent year targets set accordingly

- Audit of current provision
- Review Audit and Identify gaps in current provision on a class by class basis.
- Filling of gaps in current provision, including additional activities in all levels of planning
- Observations of new activities by Curriculum Leader/SLT.
- Evaluation of additional activities in year one to establish effectiveness of activities in filling gaps.
- Collation of planned activities into year by year scheme of work.
- Monitoring of planners by Literacy Co-ordinator
- Book scoops
- Collate portfolio

- Staff meetings
- Sub Days to re-lease curric. Leader to carry out obs.
- Release time or staff meeting

- Complete Scheme of Work (Writing)
- Evidence in planning
- Classroom observations

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2014-2015

Co-ordinator name: H. Henry

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<u>Key Priorities for development:</u>	<u>Planned outcomes:</u> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<u>Actions:</u> (To be taken to achieve the outcomes mentioned & dates for completion)	<u>Resources:</u> (Financial and other resources available in support of the actions identified)	<u>Self Evaluation:</u> (To monitor, review and evaluate progress made against the SDP.)
Kagan	<ul style="list-style-type: none"> <li>All year groups will incorporate - Kagan structures within Literacy throughout the year.</li> <li>Kagan Structures will be an integral part of planners in all year groups</li> </ul>	<ul style="list-style-type: none"> <li>Carry out audit of current use of Kagan Structures in Literacy</li> <li>Explore good practice and identify suitable, age appropriate Kagan Structures for Literacy</li> <li>Teachers will include and highlight (in Green) Kagan structures in their planners giving details of how they will be used.</li> <li>Monitoring of planners and samples of work by Literacy Co-ordinator.</li> <li>Evaluation of impact of Structures through discussion with staff, parent/pupil feedback</li> </ul>	<p>Staff Meeting/SID Day</p> <p>Green Highlighters</p> <p>Release Time for Coordinator</p> <p>Staff Meeting/SID day</p>	<ul style="list-style-type: none"> <li>Evidence in planning;</li> <li>Staff feedback</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2014-2015

Co-ordinator name: H. Henry

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<u>Key Priorities for development:</u>	<u>Planned outcomes:</u> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<u>Actions:</u> (To be taken to achieve the outcomes mentioned & dates for completion)	<u>Resources:</u> (Financial and other resources available in support of the actions identified)	<u>Self Evaluation:</u> (To monitor, review and evaluate progress made against the SDP.)
Reading	<ul style="list-style-type: none"> <li>List of "Target Children" maintained based on annual Standardised scores in NRIT &amp; PIE</li> <li>80% of Target children will have reduced gap(NRIT-PIE) by minimum 20%</li> <li>Link explored between PIE &amp; AR data</li> <li>Clear measure of the impact of changes including AR and KS2 Reading scheme on Pupil Performance</li> <li>Strategies for teaching reading updated</li> <li>Policy updated.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of target children data looking for measure of gap and comparison with previous records.</li> <li>Review of strategies and resources including AR &amp; KS2 Reading scheme</li> <li>Compare scores in PIE with Star Reading Test Data</li> <li>Liaise with other AR users to compare patterns and reinforce findings</li> <li>Analysis of 3 yrs of P4-7 data (NRIT,PIE,AR) to identify impact of new resources/strategies</li> <li>Implement further necessary changes.</li> <li>Update policy in light of any changes.</li> </ul>	<ul style="list-style-type: none"> <li>Financial and other resources available in support of the actions identified)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Data;</li> <li>Staff feedback;</li> <li>Policy reviewed and strategies updated.</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2015/16 (Year2)

Co-ordinator name: H. Henry

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<b>Key Priorities for development:</b>	<b>Planned outcomes:</b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<b>Actions:</b> (To be taken to achieve the outcomes mentioned & dates for completion)	<b>Resources:</b> (Financial and other resources available in support of the actions identified)	<b>Self Evaluation:</b> (To monitor, review and evaluate progress made against the SDP.)
Talking and Listening	<p>Establish a baseline of year by year teaching of T&amp;L within the contexts of</p> <p>A) Communications (YR1)                      B) Using Mathematics(YR2)                      C) Using ICT(YR3)                      D) Other Curricular and Extra-Curricular Areas(YR4)</p> <p>Establish a bank of teaching strategies and resources for teaching Talking and Listening.</p> <p>Establish a profile of T&amp;L work at a variety of levels to be internally moderated and updated appropriately.</p> <p>Establish a positive upward trend in End of Key Stage Levels in Talking and Listening over a five year period.</p> <p>Establish an inventory of curricular and extra curricular activities which fulfil the T and L requirements of RNIC.</p>	<p>Audit current classroom provision through analysis of planners, staff discussion and comparison with RNIC requirements</p> <p>Produce summary document of strategies and resources as an appendix to Literacy Policy.</p> <p>Monitor teaching of T&amp;L and appropriate use of strategies and resources (above) through</p> <p>A) Teacher Obs                      B) Classroom Observations                      C) AV displays                      D) Portfolio</p> <p>Audit current extra-curricular provision through staff questionnaire</p>	<p>Staff Meetings/SD Day</p> <p>Lit. Co. Time</p> <p>Ipads                      Cameras                      AV tools                      Sub Cover</p> <p>Questionnaire                      Staff Meeting</p>	<ul style="list-style-type: none"> <li>• Staff feedback;</li> <li>• Use of questionnaires;</li> <li>• Observations, displays and portfolios.</li> </ul>



# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2015/16 (Year 2)

Co-ordinator name: H. Henry

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<p><b><u>Key Priorities for development:</u></b></p>	<p><b><u>Planned outcomes:</u></b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)</p>	<p><b><u>Actions:</u></b> (To be taken to achieve the outcomes mentioned &amp; dates for completion)</p>	<p><b><u>Resources:</u></b> (Financial and other resources available in support of the actions identified)</p>	<p><b><u>Self Evaluation:</u></b> (To monitor, review and evaluate progress made against the SDP.)</p>
<p><b><u>Writing (ctd from Yr1)</u></b></p>	<p>Continuation of established processes for tracking and monitoring pupil performance.  Gap continues to close</p>	<ul style="list-style-type: none"> <li>• Collect samples of writing in September and May for each pupil.</li> <li>• Samples of work levelled</li> <li>• Identify pupils making better than satisfactory progress (more than 2 sub levels progress), satisfactory progress (two sub levels progress) or unsatisfactory progress (less than 2 sub levels) from September to May.</li> <li>• Draw up action plans for underperforming pupils, identifying actions &amp; strategies for making improvements</li> <li>• Include measurable targets in action plans and planners to promote improvement .</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis of year on year literacy data regarding levelled writing;</li> <li>• Have we achieved our target (See planned outcomes)</li> <li>• Staff feedback</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2016/17 (Year 3)

Co-ordinator name: H. Henry

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<b>Key Priorities for development:</b>	<b>Planned outcomes:</b> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<b>Actions:</b> (To be taken to achieve the outcomes mentioned & dates for completion)	<b>Resources:</b> (Financial and other resources available in support of the actions identified)	<b>Self Evaluation:</b> (To monitor, review and evaluate progress made against the SDP.)
<b>Reading</b>	<p>Broaden the Range of reading opportunities for pupils within the Accelerated Reading Programme</p> <p>Maximise impact of Accelerated Reader</p> <p>Reduce the gap between Chronological Age and Reading Age throughout Primary 4—Primary 7</p> <p>Explore potential connections between AR data (Star Reading Test) and other Standardised tests already used in school.</p>	<p>Stock take of reading materials to include both fiction and non-fiction.</p> <p>Identification of gaps in provision with a focus on topics provided by teachers/WAU coordinator</p> <p>Secure funding and procure additional titles for the library</p> <p>Structure the library appropriately</p> <p>Monitor the use of books and identify any emerging patterns of usage and performance</p> <p>Analyse data and compare with baseline data.</p> <p>Compare data with existing Standardised Data.</p>	<p>Classroom Assistant</p> <p>Hours/Parent Volunteers</p> <p>Staff Meetings/SD days</p> <p>PTA funding £1000</p> <p>LitCo release 1 day</p>	<ul style="list-style-type: none"> <li>● Stock take of books;</li> <li>● Staff feedback.</li> </ul>

# Portrush Primary School-School Development Plan 2014-2017

Subject Area: Literacy

Year: 2016/17 (Year 3)

Co-ordinator name: H. Henry

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<u>Key Priorities for development:</u>	<u>Planned outcomes:</u> (In learning, teaching and raising standards of attainment in communication, using mathematics and using ICT)	<u>Actions:</u> (To be taken to achieve the outcomes mentioned & dates for completion)	<u>Resources:</u> (Financial and other resources available in support of the actions identified)	<u>Self Evaluation:</u> (To monitor, review and evaluate progress made against the SDP.)
<u>Talking &amp; Listening</u>	See Year 2 Re Using Mathematics			<ul style="list-style-type: none"> <li>See Year 2</li> </ul>
<u>Reading</u>	See Year 1 Re Analysis of 3 years data.			<ul style="list-style-type: none"> <li>See Year 1</li> </ul>
<u>Writing</u>	Processes established in Year 1 reviewed and embedded.			<ul style="list-style-type: none"> <li>See Year 1</li> </ul>