St Joseph’s Primary School Strangford.

School Development Plan

Priorities at a Glance 2019-20 (Year Two of a Three-Year SDP)

**This shortened form is to give parents an overview of what we are working towards this academic year.**

**It is our school’s strategic plan for sustained improvement.**

***Key Indicators as set out in Every School A Good School document:***

* **Child-centred provision Effective leadership**
* **High quality learning and teaching A school connected to its local community**

**DENI**

**Self-evaluation leading to sustained self-improvement is at the core of the school improvement policy. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in School Development Plans (SDPs).**

**LITERACY**

* **Continued whole school focus on further developing grammar and punctuation throughout the school (use of newly written Lines of Progression in 2018-19)**
* **Use of News Desk within each class to develop Talking and Listening and writing for an audience (connecting Literacy and UICT)**
* **Expand our Bug Club guided reading resources (support from PTFA)**
* **Online digital Bug Club books will further develop reading comprehension through interactive activities within each band of books.**
* **Comprehension will continue to be a focus for development (skimming and scanning skills and close reading). Teachers will develop comprehension activities both in shared and guided reading to enhance our pupils’ deduction and inference skills.**
* **Use of Stop Motion Pro (Ipads) to develop Digital Literacy (Animation)**
* **‘Buddy Marking’ focusing on a specific writing genre (sharply linked to shared Learning Intentions and Success Criteria) will continue to take place half-termly in KS1/2 to further develop AFL (Assessment for Learning). Next Steps for 2019-20- use of Google Docs (Google Drive) to collaborate on one another’s written work online. (Connecting Literacy and UICT)**
* **Use of PTE 2019 (June) data to focus on specific areas at class and individual level, in addition to our whole school focus on grammar and punctuation, to raise standards and attainment within Literacy.**

**MATHEMATICS AND NUMERACY**

* **To develop ‘Measures’ and elements of ‘Shape and Space’ throughout the lifetime of this three-year plan.**
* **Use of recently purchased Spheros and Bee Bots to enhance position, Movement and Direction within ‘Shape and Space’. (connecting Mathematics and UICT)**
* **Puzzle of the week boxes will be used in all classrooms and weekly Maths Assemblies will promote problem-solving and investigative skills in all pupils, linked to weekly mathematics focus.**
* **Further develop Mathletics for targeting/tracking individual pupils’ needs/progress.**
* **Enhance the use of Outdoor Learning in our school environment for Mental Maths and practical work.**
* **Use of the multisensory numeracy resource, Numicon, for both indoor and outdoor learning.**
* **Formative/diagnostic feedback from CAT4 quantitative data and PTM data will set specific targets to raise attainment of low and underachievement in our pupils.**
* **Individual classes/pupils will also be targeted using analysis of data and teacher observation to raise standards (Number, Handling Data and Processes, alongside whole school focus on Measures and Shape and Space, where appropriate.) Evident in teachers’ planning and individual IEPs (based on PTM June 2019 data)**

**SPECIAL EDUCATIONAL NEEDS**

* **LSC involvement with class teachers in planning and monitoring of SEN.**
* **Tracking to ensure that pupils are making appropriate progress and identify pupils raising concern.**
* **Continuous training for teachers and classroom assistants (ASD, Behaviour and Literacy)**
* **Use of assessment tools (baseline Literacy assessments in September) and use of resulting data to identify those children who will benefit from additional support/intervention throughout the year. (P2-P7)**
* **Close liaison with Educational Psychology and RISE NI**
* **Continue our Better Reading and Better Maths programmes to offer additional support at individual and group level.**
* **Implement the SEND legislation (staff training by principal on new Code of Practice) and develop the role of LSC in relation to changes being implemented.**
* **IEPs will be written half termly. They will be active documents with SMARTE targets and reviewed with pupils and parents regularly.**
* **Pupils will evaluate their targets at review stage by completing a self-assessment pro forma.**

**UICT**

* **Work towards achieving the Digital Schools Award by June 2020.**
* **Create a self-assessment tool of key UICT skills, to be used within each class, to ensure continuity and progression linked to CCEA levels. This will also ensure pupils are being exposed to a variety of tasks and gaining sufficient competence in this area of the curriculum.**
* **Focus on new Desirable Features recently released by CCEA.**
* **Use of iPads to enhance Digital Literacy and Digital Arts. (Staff attended training in the Nerve Centre in August 2019)**
* **Develop Maths through UICT (Shape and Space Attainment Target)**
* **Integrate Spheros into our learning and teaching to further develop Coding and Robotics.**
* **Develop Online Collaboration using News Desk and G Suite with our partner schools in our Shared Education programme.**

**TARGET SETTING/DATA ANALYSIS**

* **Use of PTM/PTE data to set whole school targets and areas for further development within Mathematics and Literacy; we are benchmarked against the National Average which allows us to see how we are performing within each area of Mathematics and Literacy compared to other schools in NI. This data also helps us identify areas for development at both class and individual pupil level (diagnostic).**
* **Individual pupils may be set short-term targets in Literacy and Mathematics, which are reviewed regularly.**

**ASSESSMENT ROADMAP**

* **September: Baseline Literacy assessments for reading (P3-P7 Salford) word reading (P2 and P3 BAS) and spelling (P3-P7 Vernon)**
* **January: CAT4 (Cognitive Ability Test GL Assessment) administered to P4 and P6 pupils**
* **May: PTM and PTE GL Assessments administered to all our P3-P7 pupils.**
* **Within the Foundation Stage (P1-P2) teacher observations make up the majority of pupils’ assessments.**
* **Monthly teacher assessments in Mathematics are administered at class level to ensure understanding of content covered (P2-P7)**
* **PERA Phonics Assessment, used to assess pupils’ phonological awareness, will be administered to P1-P3 pupils termly to track progress.**
* **Common words (High Frequency Words) are tested frequently and Running Records are carried out to ensure children are reading at the appropriate level.**

**OTHER AREAS**

* **Further develop Outdoor Learning for all pupils (All teachers and classroom assistants attended training in August 2019. Further training will take place throughout 2019-20)**
* **Continued focus on pupil well-being and developing a Growth Mindset.**
* **Use elements of ‘Visible Learning’ to further enhance our pupils’ learning experiences.**
* **Active Travel Programme with Sustrans. We have achieved our Bronze and Silver award. We will achieve our Gold award by June 2020.**
* **We will achieve our 3rd Green Flag in recognition of being an Eco School.**
* **We will introduce the ‘Rights Respecting School programme (An accredited award) with our shared education partner schools.**
* **Develop The Arts area of the curriculum through Digital Art. Our school Arts Co-ordinator will disseminate recent training to all staff and link UICT to World Around Us topics.**

**PARENTS AND COMMUNITY**

* **Introduce the See Saw app to allow parents to see the wonderful learning that takes place weekly within all classes.**
* **School website and continued use of Facebook will ensure the community is fully informed about life in St Joseph’s.**
* **PTFA: On-going work to support learning and social activities for our school. A calendar of events will be drafted and circulated in due course.**
* **Further develop links with Play Links. Draw up a Transition Action Plan for 2019-20 to ensure smooth transition and curriculum continuity and progression for our September 2020 P1 intake.**
* **Continue to promote and strengthen already existing links with clubs and associations within the village.**
* **Link with local dentist and pharmacist- World Around Us and PDMU programmes.**

**BUILDINGS AND ENVIRONMENT**

* **Health and Safety procedures: Termly site checks as recommended by the Education Authority.**
* **A full refurbishment of our existing pupils’ toilets is imminent. Work should be complete by November 2019. Access to the toilets will be enclosed by a new roof.**
* **Further develop our Outdoor Learning environment.**
* **Garden/’Edible school yard’. On-going maintenance linked to our Eco School award. Each class will also plant seasonal vegetables termly.**

**AREAS IDENDIFIED FROM PARENT & PUPIL QUESTIONNAIRES**

* **Continue to provide parents’ workshops/information evenings to strengthen links between learning at home and in school.**
* **Continue with our well-established After School Enrichment programme to offer a wide variety of extra curricular activities.**
* **Through our involvement in the new Rights Respecting Schools award and shared education programme, our pupils will learn about mutual respect, cultural diversity and meet with children from other schools/communities.**

**JARGON AND ABBREVIATIONS**

**BOG Board of Governors**

**CCEA Council for the Curriculum, Examinations and assessment**

**FS Foundation Stage (P1 and P2)**

**KS1 Key Stage 1 (P3 and P4)**

**KS2 Key Stage 2 (P5, P6 and P7)**

**PTM Progress Test Mathematics (GL Assessment)**

**PTE Progress Test English (GL Assessment)**

**IEP Individual Education Plan**

**SMARTE Targets specific, measurable, achievable, realistic, time bound and evidence.**

**LSC Learning Support Co-ordinator (replace SENCo Special Educational Needs co-ordinator)**

**SEN Special Educational Needs**

**SEND the special Educational Needs and Disability Act (NI) 2016**

**PDMU Personal Development and Mutual Understanding**

**UICT Using Information and Communications Technology**

**WAU World Around Us**

**The Arts Art, Music and Drama.**