Brackenagh West Primary School

School Development Plan

2018 - 2021

Introduction

Brackenagh West Primary School is situated in the beautiful Mourne countryside, approximately two miles from Kilkeel, near the area of the Silent Valley. Our modern, well designed classrooms are furnished with the most up-to-date equipment and teaching aids to enhance pupils' learning and help them meet the challenges of the Northern Ireland Revised Curriculum.

There are currently five full-time teachers, two job share posts and one Principal Release post. We are a co-educational school with an enrolment of 168 pupils, from ages 4 – 11. We have seven classrooms in the school - one for each year group. This has allowed us to further reduce our class sizes and has ensured that we currently don't have to operate with any composite classes.

The school's enrolment has increased steadily over the past 20 years, with an increase of approximately 50% since 1998. Our catchment area takes in the local townlands of Carginagh, Brackenagh, Ballyvea, Ballinran, Longstone, Leitrim, Ballymartin and Ballykeel. We also have children from Kilkeel and Annalong attending the school.

Our School Development Plan is a working document for use by all stakeholders of our school and is produced in line with the requirements of the 1998 Education Reform Order (NI) and the Education (School Development Plans) Regulations (Northern Ireland) 2005. Our plan has been drawn up with reference to Department of Education documents "Together Towards Improvement," "Every School A Good School – A Policy for School Improvement 2009", "Every School A Good School - School Development Planning 2010" and with reference to Department of Education circular 2010/22 "School Development Planning – Regulations and Guidance."

Our School Development Plan encompasses the policies, ethos and aims of our school. It has been drawn up with the full support and cooperation of the staff and governors and sets out how the school will move forward from its current position. The School Development Plan includes Action Plans which outline in more detail specific targets, personnel involved, timescales and monitoring / evaluation procedures. It is a flexible document which may be adapted in order to take account of new developments and initiatives which affect the school.

The School Development Plan is a working document presented by the Board of Governors. It formally identifies the future strategic direction of the school. It is recognition of the need for a coherent, forward looking plan which draws together the following elements in realising the school's vision and aims.

This three year plan (2018-21) has been drawn up paying cognisance to the following:

* ETI Inspection June 2016
* Parental, pupil, staff questionnaire responses
* PTE and PTM scores
* Key Stage Data
* SIMS Data including FSM, Attendance etc
* Discussions with staff at Staff Meetings

The Educational Vision statement (below) of Brackenagh West Primary School is an outline of the vision, aims and objectives across all ares of the school:

At Brackenagh West Primary School we aim to provide a happy, friendly, caring environment, where our children always feel secure and valued. Children are encouraged to develop self-discipline and mutual respect for each other and for all adults in an atmosphere that promotes learning and excellence, enabling children to fulfil their true potential.

Parents and visitors are welcomed into the school. Their involvement and contribution are sought across the school in a partnership that enhances the children's education, welfare and social awareness. All members of staff, teaching and non-teaching alike, are valued and are actively encouraged to extend and develop their teaching skills and interests.

We are proud of the fact that our pupils are known for their good behaviour, and we encourage them to develop self-discipline and mutual respect for each other, and for all adults, in an atmosphere that promotes learning and excellence. The school has a very strong Christian ethos which the parents, staff and Governors wish to maintain.

The staff, pupils, parents and governors are fully committed to the aims of the school and have a strong sense of loyalty to the school. Parents and staff work well together in partnership for the benefit of the children's education. Parents are welcome in the school and are given clear information about their children's progress, the school's curriculum and the day to day organisation of the school.

To help us achieve the above, we aim:

· to establish a happy family atmosphere within the school community, where our children can progress and develop to their full potential.
· to provide a broad and balanced curriculum that affords all children the opportunity to enjoy success.
· to help develop in our pupils, lively, enquiring minds and an ability to apply themselves to mental tasks and physical skills.
· to encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life.
· to help our pupils understand the world in which we live and to appreciate human achievements and aspirations.
· to develop knowledge, understanding and respect for the Christian religion, and to develop tolerance of other religions and races.

EVALUATION

We gathered evidence using:
- TTI Indicators
- Analysis of questionnaires
- Staff discussions

Results of questionnaires:

- 96% of children said they feel happy in school

- 85% of children said they like going to school

- 99% of children said they feel safe in school

- 97% of children said that their teacher is fair

- 100% of parents say that teachers value all contributions and efforts

- 95% of parents said that their child is treated fairly in school

- 100% of parents said that their child enjoys school

- 100% of staff said that children are encouraged to develop self-discipline & mutual respect for each other

- 98% of parents said that teachers encourage children to work to the best of their ability.

· to foster and nurture work habits and attitudes which develop independence and an appreciation of life-long learning.
· to promote and encourage the spiritual and moral development of each child.
· to assist children to develop clear and confident communication skills, appropriate to different audience, occasion or purpose.
· to provide a wide range of cultural, creative, physical and intellectual experiences.
· to assist children develop competency in the NI Curriculum, promoting a variety of challenging, activity-based learning experiences which are enjoyable, inspiring, and which generate knowledge with understanding.
· to develop a respect for self, for others and for the environment.
· to establish and maintain an educationally effective partnership with parents, encouraging them to have an active, constructive role in the school and help place the school at the heart of the local community.
· to promote and sustain an organised, stimulating and caring environment which facilitates the best learning and teaching opportunities and where children feel valued, safe, secure and happy.

In our most recent inspection report (June 2016) the Inspectors noted the following:

* *'The children in all classes are highly motivated and engage readily in the lessons.'*

* *'The children listen respectfully and co-operate maturely with one another in pairs and in small groups.'*

* *There is a 'strong sense of family that exists in the school underpinned by a distinctive caring ethos'*

* *There are 'very positive working relationships at all levels'*

* *'The extensive range of extra-curricular activities which enriches the children's experience and develops well their interests, confidence and independence.'*

* *'The school promotes healthy eating and physical activity very well thereby encouraging the children to adopt healthy lifestyles.'*

Evaluation
- 93% of pupils said that school is interesting

- 100% of parents said that there is a happy, family atmosphere within school

- 100% of parents said that parents are welcome in the school

- 100% of staff said that good behaviour is promoted positively & consistently

- 100% of staff said that a culture of achievement & improvement exists

Future Action
- Introduction of a monthly precept in all classes to promote good behaviour

- Develop the role of Prefects helping junior pupils in the playground.

- Invest in more playground toys

- Aim to increase grassy areas available for play

- School Council involvement with purchase of toys for playground.

- Repeat questionnaires with parents, pupils and staff in 2021.

SDP Requirement 2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT. ***BWPS SDP 2018 - 2021***

Teaching & Learning

Teachers' planning is based on the NI Revised Curriculum. These plans include detailed schemes of work (long term-planning), weekly planners (medium term planning), and daily notes (short term planning).

Teachers at Brackenagh West Primary School:
- provide a safe and purposeful learning environment
- encourage all pupils and value all contributions and efforts
- use a range of teaching techniques in line with what is taught, as well as with pupils' needs and abilities
- have high expectations, which are reflected in appropriate learning outcomes
- provide the big picture and learning outcomes to pupils
- give pupils a clear sense of what is expected of them
- plan lessons to take account of different learning styles/preferences/abilities
- use praise and rewards to celebrate success
- maximise the use of resources, including classroom assistants
- are effective in their questioning and aim to encourage pupils

Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. Differentiated planning and execution of lessons is a key component in all classrooms to help meet the needs of a range of learning styles and levels of ability. The wide range of preferred learning strategies is necessarily supported by the adaptation and development of the teaching strategies employed in each classroom. Teaching needs to be sufficiently flexible to take account of the individual and the changing needs of the pupils. Teachers undertake daily/weekly evaluations of the teaching and learning, and these are used to inform future planning and teaching.

There is a strong focus on Literacy, Numeracy and ICT. Each teacher/classroom employs the following:
* Shared learning intentions * Target setting * Differentiation * Effective questioning * Feedback

Self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement. There has been ongoing work in the 'dissemination of good practice' throughout the school, where teachers observe one another teach and then share suggestions for future improvement. The Numeracy and Literacy Co-ordinators lead the staff in the dissemination of good practice throughout the key stages. They observe lessons, reflect on planning, targets, learning intentions, success criteria, assessment, outcomes and the quality of work in children's books.

Co-ordinators feedback to, and consult with, the Principal to ensure teacher and pupil progress is appropriate and identify where time and resources need to be addressed and/or invested. They are also engaged in supporting staff through the Performance Review and Staff Development (PRSD) scheme.

Evaluation

We gathered evidence using:
- classroom observations
- pupil outcomes
- co-ordinator monitoring
- staff discussions
- questionnaires / benchmarking data

- 100% of parents feel that children find school work stimulating and challenging

- 98% of parents feel that the children are encouraged to work to the best of their ability

- 93% of pupils say that they want to improve their work

- 95% of pupils say that they do their best at school

- 100% of staff say that an emphasis on literacy & numeracy exists across the curriculum

- 100% of staff say that weekly planners are effective & helpful

Future Action
- Further opportunities for teachers to watch each other teach

- Focus on the improvement of spellings across the school

- Review Literacy schemes across each year group

- Develop the teaching of TS&PC

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ICT continues to be evaluated by the ICT coordinator. The school has invested in beginning to replace the old and outdated Interactive Whiteboards in the classrooms and will continue this support for ICT resources as the need arises. There is also a newly refurbished Computer Room and this is timetabled for all of the classes each week. We aim to work towards the training of all staff in the assessment and reporting of progress in ICT.

ETI noted the following in our June 2016 inspection:

* *'Across the key stages, the learning and teaching is consistently good in progressing the children's learning'*
* *'Teachers build effectively on the children's prior knowledge and provide well-planned open-ended tasks which contain appropriate challenge for the children to work together and learn from one another.'*
* *'Marking for improvement is a key strength of the provision with the teachers giving the children timely age-appropriate guidance about how to improve their work.*
* *'The school provides effective, well-tailored support for the children identified as requiring help with aspects of their learning.'*
* *'The teachers employ a connected approach to developing the children's literacy skills, blending meaningfully the children's talking, listening, reading and writing.'*
* *'The teachers' regular evaluation of the numeracy policy & the mathematics schemes ensures that the children experience a well-balanced blend of number, shape and space, measures and handling-data across the key stages.'*

Assessment

Marking must be regular, be in line with our Marking and Assessment Policy, and should always have a focus on improvement. The Marking Policy was reviewed and revised in the 2017-18 school year. The Assessment co-ordinator oversees the collation of data and analyses this for both literacy and numeracy. This data is then disseminated to class teachers, as well as the literacy & numeracy co-ordinators. Specific areas for improvement are highlighted for each class and targets are set and shared with the teachers. All staff have received in-school, on-line and face-to-face training for assessing the cross-curricular skills.

We recognise the need the need to develop systematic processes for the collation and analysis of performance data to inform the teaching and learning. Assessment and other data are now used to effectively inform teaching and learning across the school and in the classroom and to promote improvement. The data is garnered from:

- GL Progress Test in English (PTE)
- GL Progress Test in Mathematics (PTM)
- GL Cognitive Ability Tests (CAT)
- Read Write Inc progress tests.

Teacher observation, curriculum marking and overall teacher judgement also play a very significant role in assessing the children's progress. All of this ensures that we have a thorough tracking process for pupils across the school and helps maintain continuity between classes as children progress and develop.

Evaluation

We regularly evaluate the teaching and learning so as to ensure that our pupils secure the highest standards possible. This is an ongoing process.

- The breadth of data provided by online testing (PTE and PTM) allows us to be very focused on what areas need to be improved from year to year.

- Each class teacher (P4 - P7) is given specific targets for improvement for his/her class, in both Literacy and Numeracy.

- Use of the updated CAT tests with P4/P6 pupils provides a very useful way of measuring each child's ability against their attainment in Literacy/Numeracy.

- Underachievers are identified and targeted for improvement.

- End of key stage data has been benchmarked against similar FSM sized schools and the NI average.

- 92% of pupils say that their school work is at the right level for them

- 99% of children say their work is marked regularly by their teacher

SDP Requirement 2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT. ***BWPS SDP 2018 - 2021***

Brackenagh West PS is promoting the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT in the following ways:

Evidence of pupil performance is obtained through such strategies as:

- Observation, discussion with pupils, marking of work, written tests, structured assessment tools, Assessment Tasks (ATs) and pupil assessment of their own work.
- SEN consultations between SENCO, teachers and classroom assistants
- Sharing of learning intentions and success criteria with pupils.
- Pupils have opportunities to engage in self and peer-assessment.
- Pupils receive regular written or oral feedback on their work.
- Marking for improvement is promoted throughout the school, as per our Marking Policy
- SMART targets are set where appropriate (IEPs etc).
- GL assessments in Maths & English (P3 to P7)
- CAT tests in P4 and P6
- Data is used to identify progress or under-achievement and help "close the gap" between potential (identified through CAT assessments) and outcomes, and as a basis for planning.
- Cross curricular skills tracked for each pupil every year
- Summative and formative assessments are carried out regularly.

We report assessment outcomes via:

- Annual pupil report
- Parent/teacher meetings
- End of Key Stage Level of Progression Assessments (CCEA)

This whole school approach to assessment, recording and reporting is designed to secure:

- Regular feedback to pupils, parents, co-ordinators and other professionals
- Targets for future learning
- An effective review of the success of the learning and teaching programmes implemented
- The identification, at class, year group, key stage and whole school levels, of development opportunities for the school
- High standards of attainment
- Appropriate outcomes for all pupils so that they are always attaining in line with their ability.

Evaluation

- 95% of parents feel that teachers are good at letting them know of their child's strengths
- 96% of parents feel that teachers are let them know the ares in which their child needs to improve.
- 98% of parents believe that school reports give helpful information about their child's progress
- 99% of parents feel that meetings between parents & teachers are helpful & informative.
- 100% of staff say that data is used to identify progress or under-achievement.
- 100% of staff say that marking is done regularly and with a focus on improvement

Future Action

- Further development of peer and self-assessment
- Focus on the assessment of TS&PC
- Teachers will use SIMS effectively to access and analyse data
- Further development of procedures for the assessment of ICT skills

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The assessment strategies in place secure very high & consistent quality data for staff, pupils and parents. The analysis of this data permits the accurate targeting of pupils and areas of the curriculum for further support or development. The assessment systems in place at Brackenagh West are highly effective and currently remain fit for purpose. However, like all self evaluating schools these systems will be kept under constant review to ensure their continued appropriateness and effectiveness.

STRATEGIES FOR RAISING STANDARDS OF ATTAINMENT

A summary and evaluation of the strategies in place for raising standards of attainment of all pupils.

At Brackenagh West we place great emphasis on the importance of all pupils attaining the highest standards possible especially in the core areas of communication and using mathematics.

This emphasis is based on:

- the need for pupils to leave primary school at the appropriate level so that they can cope with the new challenges presented by the post primary curriculum
- the right of children to be fully supported so that they can fulfil their potential
- the desire of staff to do the very best for all pupils in their care
- the core aim of the 'Every School A Good School' policy to ensure that every pupil fulfils his/her potential at every stage of their development.

The strategies currently utilised include the following:

- full implementation of the agreed learning and teaching strategies outlined above
- full implementation of the agreed assessment strategies outlined above
- full implementation of the various relevant school policies inclusive of literacy, numeracy, assessment, SEN, learning and teaching and pastoral care
- clear, appropriate and consistent differentiation
- consistent high expectation for all pupils
- clear target setting for identified pupils
- consistent use of data to inform practice
- effective monitoring and evaluation of practice, which includes: PRSD targets and reviews, classroom observations, evaluated planners, samples of written activities, classroom and corridor displays, internal standardisation, book Scoops, sharing of practice in curriculum development, and the dissemination of good practice between colleagues.

Evaluation

- Assessment information is used to benchmark and set targets.
- Co-ordinators and Principal work collaboratively to assess, monitor and evaluate practice and policies.
- Assessment is active, ensuring immediate feedback and understanding.
- 100% of staff feel that assessment is used to inform the teaching & learning and to promote improvement

Future Action

- Use individual student reports from PTE & PTM to inform areas for development for each pupil
- Focus on raising the standard of spelling across the school
- Revision of the Literacy policy and schemes
- More time given to analysis of data at class level and identified targets for improvement
- Improve level of challenge and provision for high achievers.
- Resource audit for Maths & English

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

SPECIAL EDUCATIONAL NEEDS

It is vital that all teaching staff recognise the range of ability, the various barriers to learning that their pupils face, and the backgrounds that the children come from, which in turn reflect their values, attitudes and pastoral and educational needs.

Children are normally identified as having Special Educational Needs (SEN) through either/both teacher observation and as a result of our assessments. They can also be identified through the services of a GP, Child Paediatrician, Social Services, parental information and the Educational Psychologist When identification takes place and the SENCO is notified, we adhere to the guidance in the Code of Practice.

This process has been made much more challenging due to the significant reduction in the number of children being given 'Statements' of SEN by the Education Authority over the past few years. This has been to the detriment of many pupils within our school system, and has undoubtedly been one of the results of repeated cuts to education funding. Recent changes to the SEN Code of Practice (SEND ACT 2016) will affect this process, and will also mean that the SENCO and teaching staff will have to receive training in the new Code of Practice and its implications for the school.

Mrs K Annett is the school's Special Educational Needs Coordinator (SENCO) and she keeps a register of all pupils from stage 1 to stage 3 of the Code of Practice. This information is available to all members of teaching staff, along with an outline of each pupil's individual needs, as well as current and previous IEPs, targets and reviews.

These are held centrally by the SENCO, and each class teacher also has their own SEN File containing all of the details about the pupils in their class on the school's SEN Register. The SENCO analyses data in conjunction with the class teacher, and then advises on the appropriate provision for children with specific learning needs.

Consistent close liaison between support agencies such as the Peripatetic Support Service, Behavioural Support, ASD Support Services, Educational Psychology, Educational Welfare Services (EWO), the School Nurse, and the management and teaching staff in school, ensure that children identified with any special or additional needs are supported fully and their needs met.

These children's needs are continually reviewed through IEP reviews and Annual Reviews of children with Statements of Special Educational Needs. Parents are invited to attend these reviews. Records of support and outcomes are maintained by the SENCO and each of the agencies, and such h records are shared on a regular basis with parents. The school ensures that the special, additional and other individual educational needs are met, as far as possible, by implementing the strategies listed below and by sustaining a totally inclusive culture among all.

Evaluation

We gathered evidence using:

- Records kept by the SENCO and individual teachers
- Parental interviews and feedback
- Analysis of data (CAT, PTE, PTM, RW Inc & end of KS results)
- Monitoring & review of IEPs.

The progress of individual children is tracked within the support provided. Records identify what progress has been made and any additional support required.

Questionnaires showed positive attitudes:

- 98% of parents said that teachers in the school believe that all children can learn.
- 100% of parents said that children with SEN are well catered for by the school
- 90% of pupils feel that their school work is at the right level for them.
- 100% of staff said that the SENCO is effective in encouraging teachers to keep up-to-date records

ETI comments on SEN provision (June 2016 inspection):

* *'The school provides effective, well-tailored support for the children identified as requiring help with aspects of their learning.'*
* *'The individual education plans are well-conceived and place appropriate focus on the children's learning and on their social and emotional development.'*
* *'The frequent and effective communication amongst the special educational needs co-ordinator (SENCO), class teachers and the learning support staff ensures that the children's learning targets are specific and the learning interventions impact positively on the children's progress.'*

Inclusive strategies designed and implemented to ensure that the special, additional and other individual educational needs of pupils are met include the:

- implementation of our SEN and pastoral care policies
- implementation of appropriate staff development
- effective deployment of human and financial resources to secure appropriate outcomes for all pupils
- full implementation of our thorough and age appropriate assessment procedure
- SEN monitoring by SENCO/SEN staff and principal
- differentiation in class by teachers
- whole school screening
- utilisation of external agencies as appropriate to support the needs of pupils
- use of group and individual education planning
- provision of pupil and family counselling services
- effective and supportive relationships with parents
- adjustment of the physical environment to meet the needs of pupils
- consistent, high expectations for all pupils by all staff
- feedback from the Educational Psychologist

Intervention Strategies

- Differentiation by class teachers
- Individual Education Plans for pupils on Stage 1 (and above) of SEN Register (from Sept 2019)
- Classroom Assistants for pupils with Statements of SEN
- One to one tutoring as necessary (Read Write Inc programme & Underachievers)
- Fresh Start programme for KS2 pupils (Read Write Inc)
- Peripatetic support provided for targeted pupils
- Extra support from Classroom Assistants in class.

- 100% of staff said the specific support is in place for SEN pupils
- 100% of staff said that daily lessons are differentiated for SEN pupils
- 'The additional in-class & withdrawal provision is matched carefully to the children's needs' (ETI)

Future Action

- SENCO to attend local school cluster meetings to share good practice
- Training for SENCO re implementing changes to SEN Code of Practice
- Training of staff in SEN changes
- Inform parents of changes to SEN
- Extra teaching time for those pupils who need support in literacy/ numeracy
- Classroom Assistants working with SEN pupils to attend relevant INSET, when available
- Provision of external support for pupils with speech & language difficulties.
- Update SEN policy to reflect changes to SEN Code of Practice
- Update Health register annually

SDP Requirement 2c: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well being, child protection, attendance, good behaviour of pupils. ***BWPS SDP 2018 - 2021***

Health and Well-Being

The safety, welfare and personal development of all pupils is of paramount importance. We recognise that health and well-being are critical to the development and success of our pupils. In order to ensure that our pupils are healthy and well we put in place a number of programmes and initiatives both within the school and outside of school. These include:

- outdoor playground equipment for break and lunch time play
- a broad and balanced PE programme
- a Health Education programme as part of the PDMU curriculum
- educational visits from outside agencies, such as the Fire Service, Action Cancer and Road Safety officers
- a range of after-school clubs offering physical activities
- designated healthy eating break-times on Tuesday, Wednesday and Thursday each week

'The school promotes healthy eating and physical activity very well thereby encouraging the children to adopt healthy lifestyles.' (ETI Report, June 2016)

Children are now spending more time on computer games, consoles, iPads, phones etc, and this is having an impact on their health and well-being. This is something we could help address through school. Also, the foods brought in for healthy breaks are not always as healthy as parents/children may believe them to be, so this is also an area we should look at again.

We understand that the emotional well-being of our children is every bit as important as their physical needs. All children, regardless of age, are encouraged to share any worries or concerns they may have. Assemblies, lessons and the ethos of our school all encourage this openness.

Child Protection

The protection of pupils is the number one priority in the school and as such all arrangements are reviewed on an annual basis and improvements to practice are made immediately when recognised.

'The quality of the pastoral care in the school is very good.' (ETI)

Each teacher is responsible for the pastoral care of the pupils in his/her class. All important information regarding each child is passed from one teacher to the next as the children pass through school, and regular contact with parents is encouraged through either formal or informal interviews/meetings. If a problem arises then the staff follow the procedures outlined in the Child Protection Policy. The Designated Teacher for Child Protection is Mrs M Rea, and the deputy Designated Teacher is Mrs K Annett.

Our aim is to ensure that each child is happy, contented and working to full potential throughout his / her time at Brackenagh West. This is best achieved where child, parents and teachers work in co-operation and harmony.

Evaluation

- Analysis of questionnaires
- Staff discussions

- 96% of children said that they feel happy in school

- 96% of pupils said that they feel safe in the playground

- 100% of parents said that their child generally enjoys school

- 98% of parents feel that staff, pupils and parents all play a part in making the school better

- 100% of staff said that a commitment exists to develop & encourage healthy children

Future Action

- Review healthy break-times and information sent home to parents on sugar content of food items

- Advice/support for parents re use of iPads, consoles etc

- Mental Health Focus: workshop for KS2 children

- Refresher sessions on Worry Box and how to share concerns.

- Review the 'Mind Your Body' talks and the structure of the programme.

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It is always preferable to make contact before a real problem arises. If something prevents a child being happy, contented and successful, then school and home must co-operate to achieve this as soon as possible. We will contact the home if we identify a problem.

At Brackenagh West PS we ensure that bullying is identified and dealt with for the benefit of all concerned. All pupils are encouraged to show respect for others at all times and to take responsibility for protecting themselves. (see Anti-Bullying Policy)

The area of child protection is one of the most sensitive areas of a school's policy. The overriding aim of protecting the child has to be tempered by the need to be even handed and professional in the school's approach to everyone concerned. All members of staff are trained in child protection procedures. When parents have any concerns they are encouraged to contact their child's class teacher or the school's Designated Teacher.

The strategies in place to ensure that all pupils and the wider school community are safe include:
- a school child protection & safeguarding policy
- regular refresher training for the designated, deputy designated teacher, Principal and the child protection governors
- regular child protection refresher training for all staff
- visible displays throughout the school related to the designated staff & the procedures for reporting concerns
- Staff/volunteers are vetted through Access NI
- Use of assemblies and class PDMU programmes

Attendance
Pupils' attendance is recorded by means of the Attendance module on SIMS, through which we are provided with a variety of reports. These reports are monitored on a monthly basis and parents are notified if their child's attendance is lower than 85%. If attendance remains below 85% a referral is made to the Education & Welfare department, and they then deal with each individual case.

Pupil attendance is promoted at Brackenagh West in a variety of ways that include:
- the promotion of good relationships within school
- maintenance of a welcoming, friendly, inclusive and warm atmosphere within the school community
- high expectations of the pupils
- regular communication with pupils and parents through newsletters, website and noticeboards
- regular liaison with the EWO service
- praise/reward system for attendance
- monthly class award for attendance

Future Action
- Review of school security
- Review of playground safety
- Refresher session for children in being safe when online
- Update Safeguarding Policy in light of new guidance from DENI
- Improve fencing around the school
- Education sessions on age appropriate apps, websites, games

Evaluation
- 100% of parents said that good attendance is promoted by the school
- 65% of staff said that poor attendance is addressed properly
- Attendance for the 2017-18 school year was 95.4%

Future Action
- Review our procedures for dealing with poor attendance
- Refer pupils falling below 85% attendance to EWO
- Better communicate procedures for dealing with poor attendance
- Aim to improve attendance average

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Good Behaviour and Discipline

In Brackenagh West Primary School we maintain an orderly school environment based on Christian principles and values so that the school, in close co-operation with parents, can fulfil its mission statement to promote the spiritual, social, emotional, academic and physical development of all our pupils. In order to achieve this we promote self-discipline, responsibility for an individual's actions and respect for others, their property and the environment. The strategies which are utilised include:

- High, consistent expectations of pupils
- Regular communication with parents
- Full implementation of our positive behaviour policy which places the emphasis on the promotion of the positive. This is inclusive of our class of the month system, pupil of the week system, our class rewards and our annual award system.
- Full implementation of our pastoral care policy which supports all pupils
- Visibility of senior staff throughout each school day
- Appropriate staff development for all staff
- Early diagnosis and intervention for relevant pupils
- Utilisation of the support of outside agencies, as appropriate

"Pupil of the Week" certificates celebrating achievements are awarded in Assembly each week, which recognise both academic and non-academic achievements. Incentive stickers and sweets are also used by staff to motivate the children. In addition, each class teacher gives verbal or written praise as often as possible. We also run a 'Class of the Month' award, which is given to the class displaying the consistently best behaviour each month.

Most children respond to this positive approach where their efforts are seen to be valued, and try hard to improve their work, and, where necessary, their behaviour. In BWPS staff accept that we are all role models for the children and we must always be aware of the impact of our behaviour on the pupils. We all need discipline for learning and high standards are rewarded, but the consequences of inappropriate conduct brings sanctions/consequences as well.

Targeted whole-school initiatives can often prove very useful in getting certain messages across to pupils. The introduction of a 'monthly precept' is something which we would like to trial in 2018-19 to see if this has has a positive impact on behaviour across the school.

'The children listen respectfully and co-operate maturely with one another' (ETI, 2016)

We must ensure that there is consistency in our approach to behaviour & discipline across all year groups. This is something that needs to be reviewed, and linked to the awarding of points through the monthly precept system.

Evaluation

Teacher feedback indicates that there is consistently good behaviour by most pupils. Poor behaviour is addressed through co-operation between parents/staff, & implementing our discipline policy.

'A strong sense of family and community exists in the school and this is underpinned by a caring and supportive ethos. The children are welcoming and their behaviour both in and out of class is very good.' (ETI)

Questionnaire feedback:

- 98% of parents believe that the behaviour of pupils is very good
- 100% of staff believe that our behaviour & discipline policy is helpful when dealing with bad behaviour

Future Action

- Introduction of monthly precept
- Link awarding of house points to the monthly precepts
- Focus on behaviour in afternoon classes
- Consistency of approach to discipline in each class to be reviewed

SDP Requirement 2d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff. ***BWPS SDP 2018 - 2021***

Professional Development of Staff

The greatest asset/resource in any school is the staff, and it is essential that the staff are both cared for and developed to the maximum extent. Our provision for professional development aims:

- to enable Governors and teachers to carry out their roles effectively
- to improve the effectiveness of the school
- to improve pupils' achievement

Accordingly, the school leadership ensures that the workload attributable to the entire staff and to individuals is appropriate and balanced. In addition, we aim to ensure that relevant and focused staff development is a priority. Staff development is linked closely to the priorities as set out in the School Development Plan. Staff should receive a range of professional development, not just in their own specialised subject areas, but across the whole curriculum. This used to be primarily supplied through CASS and other outside agencies, however, we are now having to provide more of this internally through school development days, or by 'buying in' training where appropriate.

Performance Review and Staff Development (PRSD) sets out a clear framework for staff to agree and review their personal, professional and career priorities within the context of the School Development Plan.

Staff are encouraged to attend in-service training (INSET) courses, when available, throughout the year. As far as possible these are linked to their area of expertise and priorities within the School Development Plan. Dissemination of good practice is planned through professional dialogue, sharing innovative/successful ideas and classroom observation. Curriculum co-ordinators are active in supporting colleagues both informally and formally.

The teaching and ancillary staff are appropriate to the size of the school. Roles and responsibilities of all staff are clearly defined and awe try to make good use of experience and expertise. The expertise, interests and specialist knowledge of the staff is utilised in afternoon classes, as far as possible, to meet the needs of the pupils.

The school benefits from having a teaching staff which provides the interest and skills necessary to manage curricular and extra curricular matters effectively.

Teachers participate actively and effectively in courses relating to their areas of responsibilities and interests, where these are available. They are given opportunities, formal and informal, to pass on ideas to their colleagues. However, the range and frequency of opportunities for INSET from the Education Authority have become fewer over the past few years, and this has made availing of suitable training much more challenging. One of the challenges going forward will be sourcing suitable and affordable training from other outside agencies.

Evaluation

We gathered evidence from a variety of sources including staff questionnaires, discussions with staff and with EA officers.

Staff questionnaire feedback:

- 100% of staff said that curriculum co-ordinators are active in supporting colleagues both formally & informally

- 75% of teachers said that staff are given the opportunity to share their expertise with each other

Future Action

- Give more opportunities for staff to share expertise with one another.

- All curriculum co-ordinators to play an active role in extending/ developing their subject area.

- Investigate arranging local clusters for a wider range of subjects than is currently in place

- Review the distribution of duties and co-ordinator roles to ensure that these are appropriate and balanced

- Research opportunities for INSET from other agencies

SDP Requirement 2e: A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the well-being of staff. ***BWPS SDP 2018 - 2021***

Summary

A summary of the strategies in place to manage staff attendance & promote the health & well being of staff.

Staff Attendance

Staff attendance is managed through the implementation of the EA Staff Attendance Policy. The policy is applied in the context of the ethos of the school and has resulted in excellent attendance by our staff. The school has adopted the policy, and updated procedures in relation to, 'Managing Attendance at Work' (TNC 2008/2).

Staff are aware of the impact that casual absence has on the finance, other colleagues, the children, and the general organisation of the school. Staff absences are consistently monitored by the Principal and reported within the Board of Governors, and action is only considered if it falls within the guidelines of this revised document.

Health and Well Being of Staff

Through the curriculum and the involvement of external agencies, the school successfully promotes health and well-being among all pupils and staff. The Principal and Board of Governors realise the importance of staff health & well-being, and staff are always encouraged to look after themselves and try to strike a healthy home/work balance.

The Governors, through meetings and events often express their support and empathy in relation to the endeavours of staff. Staff are given necessary time off to attend important events in their children's lives. Through the school development process and the identifying of priorities, great care is taken to ensure that overload does not occur and that staff and relevant co-ordinators are given time and support when required.

The school has adopted a Health and Well-Being Policy, and staff have also made aware of the support services available through the Education Authority.

Staff health and well being is promoted via:

- implementation of the staff attendance and pastoral policies
- creation and maintenance of a caring culture and supportive workforce
- delivery of a balanced work stream for all staff
- regular non-teaching time for preparation & marking given to all teaching staff
- utilisation of sub cover for Christmas shopping days for full-time staff
- implementation of both career break and job share policies
- flexibility arrangements supported by the school leadership
- effective communication systems in place
- availability of counselling services for staff

Evaluation

In order to evaluate our provision we gathered evidence using:

- Attendance data
- Analysis of staff questionnaires

The attendance of both the teaching and non-teaching staff is excellent and our attendance figures are above average according to available statistics.

- 100% of teachers agree that staff are given time off to attend important events in their children's lives.

- 100% of teachers agree that staff are given non-contact time to assist with their workload

Future Action

- Review Health & Well-Being Policy

- Organise more team-building events for the staff to help promote togetherness

- Remind staff of the available health & well-being support services

- Review DENI document TNC 2011/1 and its impact for the school

- Ensure that staff are consulted on issues that directly affect them

SDP Requirement 2f: A summary & evaluation, including through the use of performance and other data, of the school's strategies for promoting links with parents of pupils at the school and the local community including other schools , the business community and voluntary & statutory bodies. ***BWPS SDP 2018 - 2021***

Formal interviews for parents to meet with teachers are organised for P1 parents in September and for P2 - P7 classes in November of each school year. The parents of P1 and P7 pupils will also have the chance to avail of a second formal interview in January/February each year. We also hold an Open Day each year which allows parents to come in and find out more about the school, as well as being very effective in drawing in new families. We also open this event up to anyone from the community who would like to come in and find out more about BWPS.

At the beginning of each month an **Information Sheet** is sent home to each family, making the parents aware of forthcoming events and anything significant that has taken place. Regular notes and letters are sent home, and parental permission is always sought for activities outside of school. We also liaise with parents through **email** and have a school/home **text messaging service** in place which has been invaluable in allowing us to quickly contact parents or send out reminders, as the need arises. We have a very comprehensive, successful and well-used **website** which is aimed at both parents and the wider community. This is an online resource which allows us to post school news, letters, photographs, school policies, children's work and so on. We also have a **'Facebook'** page which has been very effective in reaching the wider community and making them aware of school events and achievements. Recently we have also developed a presence on **'Twitter'** and **'Instagram'** for those parents who use those platforms.

We hold four events in school each year that we invite parents & family to, namely, the Harvest Service, Christmas Concert, Easter Service and Presentation Assembly. These are always extremely well supported by parents and at each of these we have pupils taking part; ALL of our pupils take part at least twice per year through these various events. In addition to these we also hold events such as Sports Day and two annual Book Fairs which are well-attended by parents and friends as well.

We are always looking at ways of further developing our links with the local community. At Christmas our Enterprise Club hold fundraising events in the community, which have involved carol singing in Kilkeel and bag packs in Asda.

Through our website we promote links with The Department of Education, CEA and the Education Authority. The school has also established links with a number of other external organisations:

* CCEA - Assessing the Cross-Curricular Skills
* Northern Ireland Dairy Council
* Ulster Scots Agency (Schomberg Society)
* West Midlands Theatre Company
* Scholastic Book Fair
* Young Enterprise NI
* Libraries NI
* 'Love for Life'
* Newry, Mourne & Down District Council
* Travelling Book Fair
* Asda Schools Programme
* NI Fire & Rescue Service

Each term clusters are arranged with nine other local primary schools, where staff can meet together to share ideas and expertise. Sporting events are also held regularly to allow the pupils from local schools to mix more with each other.

Evaluation

We gathered evidence through:

- Staff, parent & pupil questionnaires
- Discussions with staff & Governors

- 100% of parents and staff believe that the school is an important part of the community.

- 99% of parents believe the school has a good reputation in the community.

- 100% of parents & staff feel that the school is good at keeping parents informed of events.

- 100% of staff say that local clusters are very useful.

This level of endorsement is very encouraging, and is an indicator of the high esteem in which the school is held.

Future Action

- More school-based events that would involve fathers coming into school.

- Develop links with local schools through the Peace IV Project

- Videos on teaching RWI sounds to be put added to school YouTube channel

SDP Requirement 2g: A summary & evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.. ***BWPS SDP 2018 - 2021***

Support Learning and Teaching

The school uses ICT extensively throughout the curriculum. Interactive whiteboards and data projection systems have been installed in each classroom and teachers have been provided with training in familiarisation of the hardware and awareness of the lessons and materials that are available for teaching and learning. Assessment of skills is on-going and class record sheets of competences are kept, ensuring the tracking of individual progress and pupils' future needs.

'*The children use competently and confidently a good range of information and communication technology (ICT) devices and software to support and extend their learning across the curriculum;' (ETI)*

Planning covers the statutory requirements for I.C.T addressing the "Five E's" of Explore, Express, Exchange, Evaluate and Exhibit at a level appropriate to pupil ability. This means that pupils have opportunities to develop a wide range of skills in line with their age, ability and needs within a variety of contexts. An action plan is drawn up and reviewed annually by the I.C.T. co-ordinator. All classrooms are resourced with an Interactive Whiteboard and iPads, and the Computer Room is timetabled to accommodate all of the classes each week.

The school has a wide range of ICT resources to suit pupils across all key stages. ICT contributes to virtually every curricular area of the school and pupils experience ICT on a regular basis and in a variety of ways, inclusive of:

- Numeracy: Beebots; data handling software; number and tables software
- Literacy: RW Inc software (interactive whiteboard)
- Miscellaneous: digital video; podcasting
- Assessment: PTE, PTM and CAT online assessments
- Art: digital photography

Leadership and Management

ICT plays a core role in the delivery of leadership and management in Brackenagh West, and permeates all aspects of leadership and management. The use of ICT has advanced the work of the school in virtually every area inclusive of:

- managing finance
- enhancing curricular provision for pupils
- managing the attendance of staff and pupils
- handling and using data to improve pupil performance
- communicating with other schools and outside agencies
- communicating with parents and the wider community
- reporting to parents and other agencies on the progress of pupils
- presentations during assemblies, parent meetings etc.

Evaluation

Evidence was gathered from:
- Staff discussion / questionnaires
- Feedback from ICT co-ordinator
- Evidence of pupils' work

- 100% of staff agree that ICT contributes to virtually every curricular area

- 100% of staff agree that pupils are very confident in their use of ICT

- 100% of staff agree that ICT enhances the pupils' learning across a range of subjects

Future Action

- Training for staff in using iPads more effectively in the classroom

- More efficient maintenance of the computers in the ICT Room.

- Disseminate good digital APPS for the iPad, by age group

- Staff development on the effective use of our current ICT resources

- Information session for parents on how iPads can be used effectively at home, other than playing games

- Investment in more iPads

SDP Requirement 2g: A summary & evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.. ***BWPS SDP 2018 - 2021***	
We use a text messaging service for parents, and also regularly communicate with parents and staff via email. We make extensive use of the internet through our school website and Facebook page, where we regularly post school news, letters, policies and information, as well as updates and photos of what is happening in school. These are very well-received and greatly appreciated by parents. **Professional Development** The ICT co-ordinator consults with the teaching staff to identify areas for development, and CPD is organised based on this feedback; along with the ICT co-ordinator's knowledge of new developments in ICT. Recent staff development has included support for Statutory Assessment of UICT, My School, Fronter and E-Safety. Management attend relevant training and receive support for matters relating to C2K, Assessment and SIMS. Our personal & professional development programme involves appropriate INSET, training and support from colleagues and teachers' own personal involvement with courses. All classrooms have been equipped with interactive white boards and staff development has ensured that the teachers are competent in the use of them. During the course of the current plan, the teaching staff will undergo ICT staff development related to using iPads and the effective use of digital apps on such devices.	**Future Action** - ICT co-ordinator to monitor the effective use of ICT across the school. - ICT co-ordinator to identify priority areas for development across the school - ICT medium term planning to develop incorporation of desirable features for each year group - Cluster groups sharing planning and T&L ideas in ICT to be developed

The financial future for Brackenagh West PS is currently extremely challenging given the reducing amount of finance being made available to schools. Prudent management will be necessary over the next three years to 'live within our means' and still deliver the breadth of curriculum that is expected. Our enrolment is currently in and around our maximum enrolment number of 170, and we have to be aware that extra funding will probably not become available through the AWPU factor over the next few years. This needs to be reflected in the 3-year budget plans going forward. The task facing the school is to balance the challenges and maximise the opportunities so that our pupils are the beneficiaries. They must always be our priority.

The school's 3-year financial plan is drawn up in consultation with LMS Section of the Education Authority Southern Region and the Governors. Progress towards the targets that are set is monitored, evaluated and reviewed regularly by the Board of Governors.

All financial resources will be utilised to ensure that the objectives of the school development plan are delivered. Accordingly, there will be variation from year to year on how the resources are deployed. The main areas for funding during any given year will be those given priority areas for development in the SDP. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible, as we are firmly of the belief that the lower the pupil /teacher ratio the more likely that pupils will attain to a high level. Accordingly, the Governors will prioritise the protection of teaching staff posts as far as possible.

In the short-term we also have the challenge of funding the start-up costs of Brackenagh Busy Bees Playgroup, which is attached to the school and these are quite significant. However, in the longer-term our hope is that the Playgroup will provide a boost to our P1 intake each year, which in turn helps our finances.

Each class teacher is given an annual budget to purchase textbooks, stationery, storage, small furniture, teaching resources and other stated items. The allocation is on a per pupil basis. Subject co-ordinators are given an allocation to develop subjects / address needs etc. in line with the school development plan.

Additional Income

Other sources of income include:

- Termly fundraising provides a valuable resource of revenue, which is used for the purchase of additional resources, where necessary.
- School Fund: A £20 voluntary contribution from each family is sought annually for the school fund. This money is used to supplement the school account to purchase additional resources.
- The 123 Club brings in additional income, and the profit from this is variable, depending on the number of children attending each week.
- P1 and P2 classes have a 'snack fund' which they operate on a weekly basis. This money is used to buy food for snack time in the classroom, and any surplus money is reinvested in classroom resources.

Evaluation

- 100% of staff believe that insufficient funding is impacting on the school's ability to deliver the curriculum effectively

Future Action

- Regular fundraising within school will be required
- Fundraising initiatives shared across key stages
- Reduction in finance allocated to subject co-ordinators
- Investigate other funding streams which may be available, and make applications for such
- Staff deployment may need to be altered in order to sustain provision
- A review of the hours for support staff my be necessary
- Enterprise Club continue to assist with fundraising

SDP Requirement 3b: The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards	***BWPS SDP 2018 - 2021***
The accommodation comprises six classrooms in the main building and a seventh one in a mobile. The dinner hall doubles as our assembly and sports hall. Foundation Stage and KS1 children also make use of an Outdoor Learning Area. Improvements to the school library in 2014 mean that it is also used more regularly. We also have a small ICT Room which houses 18 computers and each class is time-tabled for regular use of this resource. In addition to the provision for the pupils we have a school meals' kitchen, a Staff Room and an office each for the Principal and the Secretary. All available accommodation, including the school grounds, is used effectively and efficiently to meet the curricular, pastoral and social needs of the pupils. The Board of Governors are effective in the deployment of all resources to provide high quality education and training. The school is inspected regularly to identify any potential problems. Accommodation and facilities provide a safe and stimulating environment well-suited to supporting the curricular activities of pupils, the work of staff and social and leisure activities where applicable. The premises are secure and safe and access is suitable to the needs of all users. As our enrolment number has increased we have seen the need for better and increased accommodation. The school was extended in 2006 to provide new P3, P4 and P6 classrooms, along with a resource area. Since then our numbers have continued to increase, and we are now regularly in and around our maximum enrolment number of 170 pupils. A new P2 classroom was added in May 2014, along with a new General Office; an extended P6 classroom; a new Staff Room; a refurbished ICT Room and a new shared resource area. This has improved the fabric of the school, and makes for a much better learning environment for our pupils. Given that we need to ensure our enrolment numbers are sustained at current levels the Board of Governors decided to pursue the opening of a Playgroup. This will open in September 2018, and will be based in the 'Beehive' (the new shared resource area mentioned above). Although this has reduced the resource areas available for our pupils the Governors feel that it is in the longer-term interest of the school to add the Playgroup. It is our hope that this will be beneficial to the school as a whole, as well as to our enrolment numbers over the coming years. In order to sustain good outcomes for our pupils, and where possible to improve them, the financial/human/time resources over the lifetime of the plan will be targeted at ensuring that the teacher/pupil ratio is kept as small as possible and the core areas of literacy, numeracy, ICT and staff development are supported to the maximum extent. We are determined that current staffing levels should be maintained and protected despite the challenging budgetary constraints facing the school over the next few years.	**Evaluation / Future Action** - Continue to purchase online tests & evaluations from GL Assessment - Purchase resources required to support action plans in Literacy, Numeracy, ICT and Play Based Learning - The provision of more playground equipment / toys would be beneficial, particularly in the senior playground area. - Greater outdoor space is required, with the provision of a more grass play areas a priority. This is being requested under the minor works programme. - Further car parking is needed for parents, and this has been requested under the minor works programme, and will continue to be pursued. - Extension of the existing school site is an ongoing issue, pursuant to the availability of extra land adjoining the school.

Indicative School Budget Allocations for 2018-19

School Name:	**Brackenagh West Primary**		**Cost Centre Code**		**20372**
School Reference Number:	**501-6098**	**Primary FSME**	22	**Primary FSM Band**	1
School Type:	Controlled Primary School	**Nursery JSA/IS**		**Nursery JSA/IS Band**	

(A) AGE WEIGHTED PUPIL UNITS **AWPU Cash Value** **1,998.0913** (For a weighting of 1.0)

	Pupil Numbers	Weightings	AWPU Totals	Funds Allocated £
Nursery Class Part-time				
Nursery Class Full-time				
Reception				
Year 1	18	1.08	19.44	38,843
Year 2	19	1.08	20.52	41,001
Year 3	25	1.08	27.00	53,948
Year 4	28	1.08	30.24	60,422
Year 5	24	1.08	25.92	51,791
Year 6	29	1.08	31.32	62,580
Year 7	24	1.08	25.92	51,791
Special Unit				
Total Pupil AWPU Funding				**360,376**

(B) OTHER FUNDING

		Number of Units	Funding per Unit £	Funds Allocated £
Premises	By Area	987.00	8.62	8,504
	Pupil Related	167.00	83.89	14,009
Nursery TSN	Social Deprivation			
	Additional Funding			
Primary TSN	Social Deprivation	22.00	613.60	13,499
	Additional Funding	Assessed	Assessed	579
Small Schools Support		Assessed	Assessed	30,047
Primary Principals' Release Time		Assessed	Assessed	10,919
Foundation Stage - Mainstream		Assessed	Assessed	21,462
Foundation Stage - Irish-medium Unit		Assessed	Assessed	
Teachers Salary Protection		Assessed	Assessed	5,750
Irish-medium - Curriculum Support				
Irish-medium Unit - Admin. Support				
Service Personnel Children				
Children of the Traveller Community				
Looked After Children		2	999.05	1,998
Newcomer Pupils		0.00	.0	
Special Unit Lump Sum				
Total Other Funding				**106,768**

Total School's Delegated Funding Allocation 2018-19
(Sections A + B + Transitional Funding) **467,144**

Education Authority

Brackenagh West Primary CODE 20372

Only complete cells in grey

	Prior Year October 2017	Year 1 October 2018	Year 2 October 2019	Year 3 October 2020
Full Time Equivalent Enrolment (excluding Spec Unit pupils)	167	172	169	171
Planned Teaching Complement (after amendment to Variables as below)	7.62	8.20	7.30	7.30
Planned Pupil/Teacher Ratio	21.92	20.98	23.15	23.42

Variables - Teaching Staff - To assist in budget forecasting	Year 1 Change in Staff (Enter as Positive Fig.s)		Year 2 Change in Staff (Enter as Positive Fig.s)		Year 3 Change in Staff (Enter as Positive Fig.s)	
Increase in Permanent Teachers						
Increase in Temporary Teachers						
Decrease in Permanent Teachers			0.40	UPS3		
Decrease in Temporary Teachers			0.50	M6		

PLANNING ASSUMPTIONS	Year 2	Year 3
Cost of Living Pay Award Estimate	1%	1%
Other Costs - estimated rate of inflation	2%	2%

Expenditure Summary	YEAR 1 (2018-2019)	YEAR 2 (2019-2020)	YEAR 3 (2020-2021)
Staff - Pay Teaching	£390,599	£417,893	£422,795
Staff - Pay Non Teaching	£67,631	£68,307	£68,984
Staff - Other Costs	£0	£0	£0
Premises, Fixed Plant and Grounds	£15,300	£15,606	£15,918
Operating Costs	£13,775	£14,051	£14,332
Non Capital Purchases	£250	£255	£260
Capital Expenditure	£0	£0	£0
Stock Adjustment	£0	£0	£0
Less Income (enter as negative figure) *maintenance journal 2018/19*	*-£12,300*	*-£4,000*	*-£4,000*
Estimated Savings (enter as a negative figure)			
Reduction in Teaching Staff (as per Variables)	£0	-£23,862	-£40,907
Mrs H Harris retiring	£0	-£19,917	-£19,917
Please specify	£0	£0	£0
Please specify	£0	£0	£0
Estimated Additional expenditure (enter as a positive figure)			
Increase in Teaching Staff (as per Variables)	£0	£0	£0
Please specify	£0	£0	£0
Please specify	£0	£0	£0
Please specify	£0	£0	£0
TOTAL PROPOSED EXPENDITURE	**£475,255**	**£468,332**	**£457,464**
CFF BUDGET SHARE PER CAPITA	**£2,797**	**£2,781**	**£2,791**
Budget Summary Allocation			
Common Formula Funding (CFF) Budget Share	£467,144	£478,353	£471,628
Other funding - (Please specify)	£0	£0	£0
Other funding - (Please specify)	£0	£0	£0
Other funding - (Please specify)	£0	£0	£0
Other funding - (Please specify)	£0	£0	£0
Total Delegated Budget	£467,144	£478,353	£471,628
Carry-over from Previous Year	-£26,936	-£35,047	-£25,026
Total BUDGET	**£440,208**	**£443,306**	**£446,602**
less PROPOSED EXPENDITURE	**£475,255**	**£468,332**	**£457,464**
ANTICIPATED CARRY-OVER	**-£35,047**	**-£25,026**	**-£10,862**
% CARRY-OVER	**(7.96%)**	**(5.65%)**	**(2.43%)**
In Year Movement	*-£8,111*	*£10,021*	*£14,163*

SDP Requirement 4: An Assessment of the School's Key Targets

KEY STAGE 1 - OUTCOMES FOR 2017-18							
% PUPILS ACHIEVING		ALL		GIRLS		BOYS	
		Target	Achieved	Target	Achieved	Target	Achieved
Communication	Level 2 (or above)	90%	86%	90%	83%	90%	90%
	Level 3	45%	56%	40%	39%	50%	80%
Using Maths	Level 2 (or above)	90%	86%	90%	83%	90%	90%
	Level 3	50%	64%	45%	56%	55%	80%

KEY STAGE 2 - OUTCOMES FOR 2017-18							
% PUPILS ACHIEVING		ALL		GIRLS		BOYS	
		Target	Achieved	Target	Achieved	Target	Achieved
Communication	Level 4 (or above)	95%	96%	95%	92%	100%	100%
	Level 5	25%	25%	15%	8%	35%	50%
Using Maths	Level 4 (or above)	95%	87.5%	90%	75%	100%	100%
	Level 5	30%	33%	20%	17%	40%	60%

SDP Requirement 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made against these key targets in any school development plan which is being superseded or revised. ***BWPS SDP 2018 - 2021***	
As a school, we believe that it is vital to consistently monitor and adapt our development plan as successes are secured and new challenges arise. Accordingly, we evaluate and adjust our school development plan on an annual basis. When so doing, we pay particular attention to our performance in relation to standards of attainment in literacy and numeracy relative to the targets established, as well as the progress towards our key priorities for the first year of the plan which are outlined in our action plans. The end of key stage performance relative to the established targets for literacy and numeracy are unavailable as end of key stage levels have not been submitted to CCEA for several years due to ongoing industrial action. . Due to the ongoing industrial action it is very difficult to clearly establish how well we have done in relation to previous years and to other schools. We are hopeful that this will soon be resolved, and that a fair and agreed assessment procedure will be put in place to benefit all of our pupils.	**Evaluation** - Awarding of levels has been impacted by the changes implemented by CCEA. - Clearer guidance is necessary. - The awarding of Level 5s at the end of Key Stage 2 needs to be reviewed. **Future Action** - Access further INSET on new assessment arrangements as they become available.

Year Group Tracings
(Progress Test In MATHS) 2017-18

MATHS	P3	P3	P4	P3	P4	P5
YEAR	2017-18	2016-17	2017-18	2015-16	2016-17	2017-18
BOYS' AVERAGE	113.4	114.6	110.1	100.5	111.7	107.9
GIRLS' AVERAGE	108.2	101.2	102.9	99.1	110.1	105.6
CLASS AVERAGE	111.3	106.2	105.5	99.8	110.9	106.8

MATHS	P3	P4	P5	P6	P3	P4	P5	P6	P7
YEAR	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
BOYS' AVERAGE	105.5	106.5	105.1	106.7	97.9	105.2	114.1	110.8	111.6
GIRLS' AVERAGE	95	97.9	95.1	98.4	89.2	93.8	99.9	93.1	92.4
CLASS AVERAGE	100.5	102.3	100.3	102.7	94.1	100.2	107.9	101.9	102.0

* Average Standardised Scores shown

Year Group Tracings
(Progress Test In ENGLISH) 2017-18

ENGLISH	P3	P3	P4	P3	P4	P5
YEAR	2017-18	2016-17	2017-18	2015-16	2016-17	2017-18
BOYS' AVERAGE	97.7	106.5	109.5	99.7	106.3	104.6
GIRLS' AVERAGE	99.6	97.5	101.1	100.5	107.9	106.3
CLASS AVERAGE	98.5	100.9	104.1	100.1	107.1	105.5

ENGLISH	P3	P4	P5	P6	P3	P4	P5	P6	P7
YEAR	2014-15	2015-16	2016-17	2017-18	2013-14	2014-15	2015-16	2016-17	2017-18
BOYS' AVERAGE	102.4	98.8	98.7	96.4	92.3	96.8	103.1	96.4	108.5
GIRLS' AVERAGE	104.2	101.9	99.6	97.9	99	110.9	105.7	100.7	98.3
CLASS AVERAGE	103.3	100.3	99.1	97.1	94.8	102.3	104.2	98.2	103.4

* Average Standardised Scores shown

TARGETS FOR 2018-19

CLASS & SUBJECT	2017-18 Boys' Average	Boys' Average TARGET 2018-19	2017-18 Girls' Average	Girls Average' TARGET 2018-19	2017-18 Class Average	Class TARGET 2018-19
P4 MATHS	***113.4***	*113.5*	***108.2***	*109.1*	***111.3***	*111.6*
P4 ENGLISH	***97.7***	*100.5*	***99.6***	*100.3*	***98.5***	*100.4*
P5 MATHS	***110.1***	*110.5*	***102.9***	*103.7*	***105.5***	*107.1*
P5 ENGLISH	***109.5***	*110.0*	***101.1***	*102.0*	***104.1***	*106.0*
P6 MATHS	***107.9***	*108.5*	***105.6***	*106.5*	***106.8***	*107.5*
P6 ENGLISH	***104.6***	*105.0*	***106.3***	*106.5*	***105.5***	*106.0*
P7 MATHS	***106.7***	*107.0*	***98.4***	*100.5*	***102.7***	*103.5*
P7 ENGLISH	***96.4***	*100.0*	***98.2***	*100.5*	***97.1***	*100.0*
OVERALL MATHS	**109.5** **(-1.0)**	*109.8*	**103.7** **(+3.8)**	*104.9*	**106.5** **(+1.7)**	*107.4*
OVERALL ENGLISH	**102** **(-2.2)**	*103.8*	**101.3** **(+1.1)**	*102.3*	**101.3** **(-0.7)**	*103.1*

Each class/group score refers to the score from the previous year.

(Example: The P4 average is referring to the P3 class of 2017-18, and the average refers to their scores in P3 in May 2018)

* The National Average is 100.0

P.T.M. Stanines - Class Summary

Class		Stanine 1 - 3 National Average: 23%	Stanine 4 - 6 National Average: 54%	Stanine 7 - 9 National Average: 23%
P3	**Boys**	2 (13%)	5 (33%)	8 (54%)
	Girls	1 (10%)	3 (30%)	6 (60%)
	All	3 (12%)	8 (32%)	14 (56%)
P4	**Boys**	0 **-10**	5 (50%)	5 (50%) **-10**
	Girls	3 (17%) **-7**	10 (56%)	5 (27%) **-2**
	All	3 (11%) **-7**	15 (54%)	10 (35%) **-6**
P5	**Boys**	1 (8%) **0**	5 (42%)	6 (50%) **-9**
	Girls	2 (16%) **+8**	7 (59%)	3 (25%) **-34**
	All	3 (13%) **+5**	12 (50%)	9 (37%) **-22**
P6	**Boys**	0 **-13**	9 (64%)	5 (36%) **+2**
	Girls	3 (20%) **-1**	9 (60%)	3 (20%) **+5**
	All	3 (10%) **-7**	18 (62%)	8 (28%) **+4**
P7	**Boys**	0 **0**	6 (50%)	6 (50%) **-8**
	Girls	5 (42%) **0**	7 (58%)	0 **-8**
	All	5 (21%) **0**	13 (54%)	6 (25%) **-8**
Whole School (P3 - P7)	**Boys**	3 **(4.6%) -8.4**	30 **(47.7%)**	30 **(47.7%) +6.7**
	Girls	14 **(21%) -4**	36 **(54%)**	17 **(25%) +1**
	All	17 **(13%) -6**	66 **(51%)**	47 **(36%) +3**

* The plus and minus figures indicate the percentage change since last year.

* We aim to be **below** the national average in stanines 1-3, and **above** the national average in stanines 7-9.

P.T.E. Stanines - Class Summary

Class		Stanine 1 - 3 National Average: 23%	Stanine 4 - 6 National Average: 54%	Stanine 7 - 9 National Average: 23%
P3	**Boys**	5 (33%)	6 (40%)	4 (28%)
	Girls	2 (20%)	6 (60%)	2 (20%)
	All	7 (28%)	12 (48%)	6 (24%)
P4	**Boys**	1 (10%) **0**	2 (20%)	7 (70%) **+30**
	Girls	4 (22%) **-2**	10 (56%)	4 (22%) **+5**
	All	5 (18%) **-0.5**	12 (43%)	11 (39%) **+13**
P5	**Boys**	1 (8%) **0**	6 (50%)	5 (42%) **-8**
	Girls	0 **-16**	8 (67%)	4 (33%) **-9**
	All	1 (4%) **-8.5**	14 (58%)	9 (38%) **-8**
P6	**Boys**	5 (33%) **+26**	7 (47%)	3 (20%) **+13**
	Girls	3 (21%) **0**	8 (58%)	3 (21%) **-15**
	All	8 (27%) **+13**	15 (52%)	6 (21%) **0**
P7	**Boys**	1 (8%) **+8**	6 (50%)	5 (42%) **+17**
	Girls	3 (25%) **0**	8 (67%)	1 (8%) **0**
	All	4 (17%) **+4.5**	14 (58%)	6 (25%) **+8.5**
Whole School (P3 - P7)	**Boys**	13 **(20%)** **+12**	27 **(42%)**	24 **(38%)** **+11**
	Girls	12 **(18%)** **-4**	40 **(61%)**	18 **(21%)** **-8**
	All	25 **(19%)** **+4**	67 **(51%)**	38 **(30%)** **+2**

* The plus and minus figures indicate the percentage change since last year.

* We aim to be **below** the national average in stanines 1-3, and **above** the national average in stanines 7-9.

SDP Requirement 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made against these key targets in any school development plan which is being superseded or revised. ***BWPS SDP 2018 - 2021***

School Development Plan Summary of Key Targets (2015-18)

KEY TARGETS	Progress Made/Target Achieved
- Introduce a new format for IEPs and termly reviews.	- SENCO devised new format for all SEN related forms. - Met with Principal & agreed on final format for the new forms. - Shared new forms at staff meeting: explained detail & rationale to teachers. - Teachers have been implementing new format since 2016
- Review child protection and school safety issues.	- Reviewed school access security for both main building and mobile classroom. - Reviewed home-time procedure re the safety of pupils as they are collected from school. - Parents informed of changes to arrangements around the collection of children at home time - Updated child protection leaflet and disseminated to parents.
- Review the provision for underachievers in in light of data analysis for each class.	- Analysed our PTM/PTE/CAT data to identify children needing to avail of support. - Numeracy & Literacy co-ordinators drew up schedules/timetables for support. - Liaised with RWI Manager to ensure there was no overlap, and agreed on use of staff. - All underachievers received extra support in numeracy & literacy each term. - Support reviewed each term and updated scores disseminated. - We saw an excellent improvement in the SAS scores of pupils receiving support
- Development of a more robust and wide ranging approach to transition between year groups, and with P1 and P7 pupils.	- We reviewed our procedures for transition. - Devised a format for a structured transition file to be passed to the next class teacher. - Looked at incoming P1 / outgoing P7 classes, and their transition to a new school setting. - A clear transition policy is now in place which is understood by all teachers. - We agreed content for class transition files which are now used by all teaching staff. - Annual transition meetings put in place for new P1s and outgoing P7s.
- Implement the use of iPads in the classroom	- Co-ordinator attended a training day to learn about suitable apps for the classroom - iPads were set up to ensure suitable/useful apps are available to staff - Co-ordinator demonstrated the use of the newly purchased ipads/apps - Questionnaire given to staff / pupils to get feedback on iPad use to inform future development

- Explore ways to develop partnerships with other local schools.	- Mr Peacock spoke with local Principals at meeting of cluster group to gauge interest. - Ways in which our schools could come together from time to time were discussed. - It was agreed to partner with Killowen PS in the shared education programme for 2018-19 - Mrs Haugh-Graham will liaise with Principal of Killowen to arrange events - Several classes will meet regularly during 2018-19 to work on agreed projects
- Develop whole-school planning for each year group in the World Around Us.	- Each teacher provided a planner of WAU topics taught throughout the year. - Mrs Rea compiled planners and organise a whole year overview of WAU planners. - An overview showing WAU topics/themes and progression was drawn up. - Working towards detailed schemes of work for each year group.
- Draw up a Health & Well-Being policy for staff	- Review of provision for staff health and well-being - Draft Health & Well-Being Policy drawn up by the Principal - Draft policy shared with staff and an opportunity given for any amendments to be suggested - Amendments made and final policy drawn up and disseminated to all staff
- Review Numeracy activities within Play Based Learning	- Individual consultations with teachers to discuss strategies to integrate into planners. - Play Based Planners include planning for all numeracy areas & evaluations for improvement. - Co-ordinator monitored progress through classroom observations. - P1 to P3 teachers provided medium term planning for Play Based Learning - Teachers provided one sample of evidence to support their planning in each term. - Co-ordinator provided feedback to teachers about planning and samples of pupils' work.
- Review Numeracy Policy to reflect current values and practice.	- Numeracy Co-ordinator circulated the Numeracy Policy around all year groups. - Teachers reviewed content, making amendments and/or additions. - Numeracy Co-ordinator rewrote Numeracy Policy. - Revised Policy was distributed and discussed, before amendments were made. - Policy finalised and disseminated to all teaching staff
- Hold an annual Numeracy competition to encourage revision and consolidation of concepts	- Numeracy Co-ordinator discussed the structure of the competition with staff. - Teachers revise concepts taught in preparation for a class challenge. - Senior house representatives mentored younger pupils in preparation for competition. - Numeracy co-ordinator class teachers formulated questions for competition. - Each year group has four representatives; one from Spelga, Silent Valley, Mourne and Ben Crom. Each class has one round in the competition. - Held annually each June

- **Classroom Assistants given guidance in teaching strategies to support pupils' learning in Numeracy**	- Identified this need through use of self evaluation document: Impact & Effectiveness of the Middle Leadership - Classroom assistants completed questionnaire on their levels of competence and confidence in supporting pupils in the area of Numeracy. - Numeracy co-ordinator analysed questionnaire responses & drew up plan of action - Support for classroom assistant was provided specific to questionnaire responses
- **Literacy: Target improvement in attainment within the areas of inference and authorial techniques.**	- Literacy co-ordinator met with staff and shared data pertaining to these two areas - Teachers given both individual and whole class data on attainment in these areas - Teacher focused on the development of simple/complex inference and authorial techniques - PTE Data showed an improvement in the both inference and authorial techniques - Ongoing work in these areas
- **Review the provision for the teaching of spelling across all key stages.**	- Literacy co-ordinator led a session looking at current approaches to teaching spelling, outwith the RWI programme. - Spelling identified as an area for whole-school improvement in light of PTE score - Each teacher set aside teaching time to specifically focus on the development of spelling - An improvement in attainment was seen in spelling scores - Introduction of RWI Spelling scheme agreed as a goal for the future
- **Use of year group tracings to show trends in Literacy & Numeracy achievement for each year group as they progress through school.**	- Assessment co-ordinator collated summary data on average PTE/PTM scores - Data grouped by class average, boys' average and girls' average (by class) - Data tabulated to show progression of each class from year to year - Targets set based on previous year's data - Completed year group tracing shared with staff and trends/targets highlighted
- **Introduce use of stanines to better inform teachers and more closely track achievement.**	- Use of stanines introduced and staff briefed on their purpose - Individual pupil stanine data for both literacy and numeracy made available to class teachers. - Teachers will use this data to track pupils' progress throughout the year and to accurately manage expectations. - Stanines are used to inform target-setting in each class. - Summary charts provided to compare pupil progress against national averages

- Interactive Whiteboards in P3 and P4 need to be updated	- Fundraising initiatives for 2015/16 year dedicated to raising funds for new IWBs - Analysis of boards currently available looked in light of suitability & cost - Two new Promoethean boards ordered from SOS Group & installed in summer 2016 - Staff trained in use of the new Interactive Whiteboards & related software
- Extension of the existing school site to be pursued through dialogue with EA Southern Region.	- Governors wrote to Education Authority in 2015 requesting the purchase of additional land adjacent to the school. - Mr Peacock met with EA representatives to highlight the need for additional playground space and further car parking spaces. - Education Authority granted permission for additional land to be purchased, subject to suitable adjacent land being identified. - Two possible sites adjoining the school were identified as suitable and EA representatives consulted with both of the landowners re the possible purchase of the land for the school. - Following these meetings the plans were shelved due to landowners' unwillingness to sell.
- Reduction of the school's LMS budget deficit	- Governors reviewed 3-year budget plan annually and prioritised the cutting of expenditure - Priority was given to curriculum provision during each annual review - Cost cutting exercises were implemented with particular reference to non-teaching staff costs - The first two years provided only minimum reduction in the deficit - Governors took the decision to revert to composite classes for the 2017-18 school year in order to make savings on the cost of teaching staff - Stock take undertaken in April/May 2018 and value of stock held was credited to LMS account - LMS budget deficit eradicated by start of September 2018
- Additional school-based events for parents which provide an opportunity for fathers to come into school.	- Staff met and discussed ways in which we can bring in more parents, especially fathers - It was agreed that an Open Day should be held at a time suitable for working parents - Staff discussed ways in which we could showcase the school - Co-ordinators prepared information boards on their specialist subject areas - Displays were set up around the school to give information on all aspects of school life - Our first Open Day was held on Saturday 5th November 2016 - The event proved very successful and was very well attended - It will be repeated annually each November

The school faces a number of challenges in endeavouring to ensure that all pupils attain in line with their ability and are provided with all the opportunities that they need. These **CHALLENGES** include:

- Improvement in the areas identified through the analysis of PTE/PTM/CAT data
- Sustain and improve good academic standards during a period of significant financial constraints.
- Encouraging and establishing more independent learning.
- More pupils starting in Primary 1 with SEN, particularly in relation to speech & language delays
- Significant reduction in number of children receiving Statements / able to avail of SEN support
- Efficiently managing the school's LMS budget in light of education budget cuts
- Reduced support from EA due to rationalisation and restructuring
- Ensuring that our current level of provision (staff, accommodation and resources) is not adversely affected by the reduced funds available to schools.
- The ongoing cost of providing additional curriculum resources e.g. outdoor play equipment
- Ensuring that our enrolment numbers keep pace with the loss of some large classes departing for secondary school over the next three years
- The provision of additional outdoor space for our pupils to engage in outdoor play/learning

While these challenges exist there are a host of **OPPORTUNITIES** available to the school over the lifetime of this development plan. These include:

- Focusing on raising standards in the teaching and resourcing of the World Around Us
- Building on focus in raising standards in Literacy and Numeracy (see specific targets)
- The support of a range of organisations in the community and the increasing opportunity to work in partnership with such groups.
- The increasing availability of new technologies to enhance learning and motivation among pupils. These are subject to cost
- Reviewing of co-ordinator duties to support curriculum development
- The consolidation of our P1 enrolment numbers as a result of the addition of our on-site Playgroup, Brackenagh Busy Bees
- The opportunity to build on the good reputation of the school in the community through continued high academic standards, and the utilisation of social media to promote school events & achievements
- Increased delegation due to the advent of the new Education Authority
- Build on our very positive ETI report of 2016 through the promotion of continued & sustained improvement

Evaluation

- The analysis of data is now regularly used to identify specific areas for improvement each year

- SENCO is very proactive is keeping abreast of SEN needs within each classroom

- Our LMS deficit has been reduced, but budget management continues to be a huge challenge

- Addition of Busy Bees Playgroup to the school provides scope for underpinning healthy enrolments

- Literacy & Numeracy standards continue to be above the national average, but we must ensure consistency across all year groups

Future Action

- Effective use of all forms of social media to promote the school and raise awareness in the community

- Further development of certain areas of the revised curriculum as outlined in our Strategic Goals.

- Playgroup integration with life of the school and major school events

- Focused Action Plans in Literacy, Numeracy, ICT & WAU

SDP Requirement 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 School Development Plan. ***BWPS SDP 2018 - 2021***

Consultation in relation to this school's development plan has been extensive. When preparing our new School Development Plan **we consulted with the following people** in the ways listed below:

* **Parents** - via an 'open door' policy, parent teacher consultations / reviews, and a parents' questionnaire
* **Staff** - via a questionnaire, 'open door' policy and discussions at staff meetings
* **Governors** - via discussions at Governors' meetings
* **Pupils** - via School Council meetings (suggestions invited from all pupils) and a pupil questionnaire

The development of all plans result partly as an outcome of ongoing formal and informal consultation with Governors, staff, pupils and parents. At Brackenagh West we believe that consultation should not be an event but a process which informs the development of our plans and targets. We also recognise that via ongoing consultation the implementation of our plans and targets can be adjusted to more effectively meet the needs of our community.

Staff, pupils, parents and Governors have been consulted in relation to various elements of this plan. The Principal meets with staff to discuss and prioritise areas of agreed action in the SDP. As noted, these consultations have taken place via staff meetings, questionnaires, feedback and other discussions. Such consultations will continue during the lifetime of this plan and will inform the evolution of the plan.

Questionnaires were issued in May/June 2018 to parents and staff, and in September 2018 to pupils, to ascertain their views on different aspects of school life. Pupil's views are also sought regularly through circle time and the School Council meetings. These surveys indicated the strengths and areas for development which are reflected in this school development plan. The completed School Development Plan will be uploaded to our school website for parents to view.

In addition, the progress of the School Development Plan is kept under regular review at our Board of Governors' meetings. The Board of Governors' plan to continue to seek the views of all stakeholders for the benefit of Brackenagh West Primary School.

Staff with specific responsibilities drafted relevant sections of the plan, which were discussed with the rest of the teachers, and copies were given to all staff and the Board of Governors. Every member of the school community will be able to avail of a copy of the finalised plan. The full SDP will also be available to view on the school website.

Evaluation

- Progress has been made with ensuring that parents' views and contributions are evaluated as part of the SDP planning process.

Future Action

- Session on Action Planning
- Subject co-ordinators will take more of a lead in their particular subject area
- Revision of Music policy
- Questionnaires will be sent out on a three year cycle, to correspond with the length of the School Development Planning cycle.
- Main areas for development and improvement that have arisen through questionnaires to be incorporated into school improvement process / action planning.
- Governors' questionnaire about level and quality of consultation.

SDP Requirement 7: Identification of the areas for development, informed by the school's self-evaluation	*BWPS SDP 2018 - 2021*

The school's **key priorities for development** are outlined in the section entitled 'School Development Plan: Strategic Goals 2018-2021', and the details for developing these are shown in our annual Action Plans.

These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to secure the specified outcomes as well as the arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas. In addition, the Strategic Goals and Targets highlight the whole school priorities over the three years of the plan. The priorities in the first year of the Strategic Goals and Targets are the core elements of the Action Plans, mentioned above. Using a self- evaluative approach, evidence will be collated in relation to the action plan drawn up for each focus.

Furthermore, while the entire school will work towards the whole school priorities as outlined in the Action Plans, each curriculum/ co-ordinator with specific responsibilities will also have their core priorities for each year. We are also cognisant of the need to further develop our self-evaluation procedures, understanding that more regular and rigorous monitoring and evaluation must become an accepted part of teaching and learning.

It is crucial that the culture of self-evaluation continues to be promoted, accepted and embedded within the school's way of working. In conjunction with the whole staff, participating in a programme of self- evaluation of the quality and effectiveness of Mathematics/Numeracy and English/Literacy provision in particular.

This plan will be kept under continuous review by the Board of Governors. The Governors will receive progress reports on the implementation of the plan and will annually undertake, in partnership with the principal, an evaluation of the progress that has been made towards the attainment of the planned outcomes. In addition, staff will be informed of the achieved outcomes on an annual basis and the progress towards our core priorities.

We believe that the School Development Planning process has become part of the school's culture and is making a positive contribution to the motivation of staff and pupils, to the quality of teaching and learning and to the standards attained by our children. We have sought to improve our levels of consultation on a number of different levels when formulating our School Development Plan, primarily to improve the stakeholders' ownership of the plan, to improve its effectiveness and to ensure that it is fit for purpose.

We are conscious of the need to develop rigorous procedures so that Governors can systematically and strategically monitor, evaluate and review the implementation and impact of the School Development Plan on the life and work of the school.

School Development Plan: Strategic Goals 2018-2021

TEACHING AND LEARNING	STAFF DEVELOPMENT	MANAGEMENT ISSUES	COMMUNITY	CHILD-CENTRED PROVISION
1. Literacy - Focus on the improvement of spellings across the school	1. Dissemination of good practice - give teachers an opportunity to watch each other teach.	1. Aim to increase grass areas available for play	1. More effective use of various social media channels to promote the school	1. Introduce monthly precept in all classes to promote good behaviour.
2. Review of Literacy schemes across each year group.	2. Training for staff in using iPads more effectively in the classroom	2. Teachers will use SIMS effectively to access and analyse data	2. Develop links with local schools through the Peace IV Project (CASE)	2. Invest in more playground toys (School Council)
3. Develop the teaching of Thinking Skills & Personal Capabilities	3. Analysis of data at class and pupil level and identified targets for improvement	3. Resource audit for Numeracy and Literacy throughout the school	3. Further videos on teaching RWI sounds to be added to school YouTube channel	3. Develop the role of Prefects helping junior pupils in the playground.
4. Focus on reducing the number of girls in PTM stanines 1-3	4. Classroom Assistants working with SEN pupils to attend relevant INSET, when available	4. Review of school security and playground safety	4. Develop collaboration with Kilkeel High School around transition	4. Investigate the provision of external support for pupils with speech & language difficulties.
5. Improve the level of challenge and provision for high achievers.	5. SENCO to attend INSET related to changes to SEN Code of Practice	5. Improvement of the fencing around the school	5. Greater involvement in community events & initiatives, where possible	5. Review healthy break-times and information sent home to parents on sugar content of food items
6. Assessment of Thinking Skills & Personal Capabilities	6. Co-ordinators to play an active role in extending/ developing their subject area.	6. Update Safeguarding Policy in light of new guidance from DENI	6. Development of our Open Day to a wider audience	6. Mental Health Focus: workshop for KS2 children
7. Disseminate useful digital APPS for the iPad, by age group	7. Local clusters for a wider range of subjects than is currently in place	7. Review procedures for dealing with poor attendance & communicate these to staff and parents	7. School-based events that involve fathers coming into school.	7. Focus on behaviour in afternoon classes

TEACHING AND LEARNING	STAFF DEVELOPMENT	MANAGEMENT ISSUES	COMMUNITY	CHILD-CENTRED PROVISION
8. Focus on increasing the number of girls in PTE stanines 7-9	8. Effective use of our current ICT resources	8. Aim to improve attendance average	8. Regular clustering with other local primary schools	8. Link awarding of house points to our monthly precepts
9. Focused Action Plans in Literacy, Numeracy, ICT, SEN & WAU	9. Training session on Action Planning for teaching staff	9. Consistency of approach to discipline in each class to be reviewed	9. Development of the school website	9. Refresher sessions on Worry Box and how to share concerns.
10. Identify priority areas for the development of ICT across the school	10. Subject co-ordinators will take more of a lead in their particular subject area	10. Organise more team-building events for the staff	10. Repeat questionnaires with parents	10. Use individual student reports from PTE & PTM to inform areas for development for each pupil
11. Extra teaching time for those pupils who need support in literacy and numeracy	11. Further INSET on new assessment arrangements as opportunities become available.	11. Review DENI document TNC 2011/1 and its impact for the health & well-being of staff	11. Development of Art projects involving the community and with other schools.	11. Introduce Principal's Tea Party for rewarding positive behaviour and work of pupils.
12. Review and update the PE policy and schemes; revision of whole-school Music policy	12. Use of SDDs, Baker Days & directed time	12. Extension of the existing school site , if possible	12. Greater use of parents and volunteers in day to day life of school.	12. Review and update the SEN policy in light of changes to Code of Practice
13 Review Assessment for Learning: provision & practice	13. SENCO to train staff in new PLPs and other changes to SEN Code of Practice	13. Playgroup integration with life of the school and major school events	13. Use of outside agencies to take workshops with children and staff	13. Pupil E-Safety sessions
14. Improve the level of attainment in Literacy, with a particular focus on improving PTE scores	14. PRSD targets	14. Provision of further car parking for parents	14. Involvement of people from the community in our school assemblies	14. Further development of peer and self-assessment