

Key Priorities, planned outcomes in learning, teaching and raising standards (including communication, using maths and ICT), actions to achieve outcomes and financial resources available

Raise Standards in Literacy and Numeracy

Baseline Statement

School has completed the first year of the Northern Ireland Signature Project for Literacy and Numeracy (NISPLAN). This had allowed 0.5FTE Teacher to deliver an individualised teaching programme to children in Key Stage 2 (P7) in both Literacy and Numeracy. The delivery of this programme will be amended this year in light of our experience and the effectiveness of year 1.

Diagnostic Assessment (NILA and NINA) takes place in Term 1 and Standardised Testing takes place annually in May. Teaching Staff have been using SIMS Assessment Manager to track pupil progress and to aid target setting. Assessment Manager was updated during 2013-2014 and results are now analysed using the NRIT scores from Year 3 and Year 6. Dr Edwards delivered some training to staff during 2013-2014 showing the potential of Assessment Manager for target setting and tracking. Internal Standardisation meetings took place regularly throughout the 2013-2014 academic year, using the revised Levels of Progression in Communication and Using Mathematics. Staff met with Greystone and Parkhall P.S to help with this process. Pupils Portfolios in Communication were submitted to CCEA (February 2014) for moderation. End of year KS 2 achievements in 2014 were slightly below NI average but in-line with school targets set. KS1 achievements are in line with NI average. NI data is limited in accuracy this year due to industrial action with only 29% of school uploading data to CCEA. School data shows that this can fluctuate depending on the cohort/number of children.

Teaching Staff produced a Policy for Literacy and Numeracy and a Scheme of Work for Numeracy during 2013-2014.

Benchmarking Data is analysed and Targets are set annually using all available data.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
To make effective use of available data to identify and track underachievement	Improvement in standards for the identified children	Staff will: 1. Explore Assessment Manager and other available data (e.g. NILA , NINA) to identify “underachievers” 2. Identify 2 children each half term (1 for Literacy and 1 for Numeracy) and their area of need 3. Meet with parents and children to discuss area of need, set targets and plan a	Record of targets set and review in teachers planner Children’s individual “target” pro forma Target Setting and Review will be monitored each half term by coordinators- Assessment, Literacy,	Implemented in September 2014 and on-going throughout the year	Hazel Edwards, Assessment Coordinator Ruth Little, Literacy Coordinator Caroline Jess, Numeracy Coordinator	Directed time for coordinators Additional Funding provided by DE for 0.5FTE teacher for Literacy and Numeracy (Miss Murray backfill teacher for Mrs Hunter) Extended Schools: Breakfast Club £4,725 Homework Club £375 Jo Jingles £1,550

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<p>To plan more effectively and consistently for progression in learning</p>	<p>A consistent approach taken by all staff to plan for progression in learning</p>	<p>programme 4. Deliver planned programme 5. Review progress at the end of each half term 6. Additional programme delivered to children in KS2 via Mrs Hunter (NISPLAN)</p> <p>1. Use learning outcomes provided in the "Gold Book" for medium term planning 2. Use learning outcomes identified in the school schemes for Reading, Writing and Numeracy for weekly/short-term planning 3. Record learning outcomes weekly for reading, writing, talking and listening, number, 1 additional area of Numeracy and ICT</p>	<p>Numeracy</p> <p>Discussion with pupils and parents to review perceived effectiveness and/or improvement</p> <p>Teacher's Planners monitored weekly by Dr Edwards and learning outcomes reviewed</p> <p>Mrs Little and Mrs Jess to monitor medium term planners</p> <p>Book Scoops to monitor progression in learning</p>	<p>Implemented in September 2014 and on-going throughout the year</p>	<p>NISPLAN – Ann Hunter</p> <p>Hazel Edwards, Assessment Coordinator</p> <p>Ruth Little, Literacy Coordinator</p> <p>Caroline Jess, Numeracy Coordinator</p>	<p>Directed time given for planning, preparation and monitoring</p> <p>1 X Staff Development afternoon early September</p>
<p>To review and update the school policy for marking</p>	<p>An updated, effective policy consistently adhered to throughout the school</p>	<p>1. Audit current practice 2. Discuss options for an effective way forward 3. Trial various options throughout the year 4. Feedback from trials 5. Devise a marking policy fit for purpose and seek approval from BoG</p>	<p>Book scoops by Dr Edwards, Mrs Little and Mrs Jess</p> <p>Minutes of staff meetings</p>	<p>On-going throughout the year</p> <p>Policy to be completed by June 2015</p>	<p>Hazel Edwards, Assessment Coordinator</p> <p>Ruth Little, Literacy Coordinator</p>	<p>Staff Development afternoons</p> <p>PTA/Private Fund (£200) to purchase resources</p>

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<p>To review and update the scheme for Talking and Listening</p>	<p>An updated, effective policy consistently adhered to throughout the school</p>	<p>6. Purchase an necessary resources</p> <ol style="list-style-type: none"> 1. Audit current practice 2. Seek suggestions for NEELB CASS 3. Investigate current provision in other schools (ETI good or better) 4. Devise policy and seek approval from BoG 	<p>Evaluation of audit</p> <p>Minutes of staff meetings and discussions with NEELB CASS</p>	<p>By March 2015</p>	<p>Caroline Jess, Numeracy Coordinator</p> <p>Ruth Little, Literacy Coordinator</p>	<p>Staff Development afternoons</p> <p>Extended School Drama Classes (cluster activity)</p>
<p>To make more effective use of classroom observations</p>	<p>Classroom observations seen as a tool to disseminate good practice</p>	<ol style="list-style-type: none"> 1. Formal planned classroom observations to be made by Mrs Little (Literacy), Mrs Jess (Numeracy) and Dr Edwards (classroom management) 2. Informal peer visits to share good practice 	<p>Record of classroom observation</p>	<p>Literacy Observation – Term 1</p> <p>Numeracy Observation - Term 2</p> <p>Classroom Management – Term 3</p> <p>Peer Observations – 4 per month September – November; February – March</p>	<p>Hazel Edwards, Principal</p> <p>Ruth Little, Literacy Coordinator</p> <p>Caroline Jess, Numeracy Coordinator</p>	<p>2 x Sub Cover (LMS) for Literacy and Numeracy Coordinators</p> <p>5 x Sub Cover (LMS) for peer observations</p>

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To review the school programme for and delivery of Spelling	Children being able to use their spellings across the curriculum not just at the "Friday Test"	<ol style="list-style-type: none"> 1. Audit current practice 2. Contact NEELB CASS for advice 3. Investigate alternative teaching programmes 4. Discuss changes that could be made to current provision and monitor if these make a difference 5. Purchase additional resources if necessary 	<p>Evaluation of audit</p> <p>Minutes of staff discussions/discussion with NEELB CASS</p> <p>Notes on evaluation of additional resources</p>	By May 2015	Ruth Little, Literacy Coordinator	<p>School Development Afternoons</p> <p>1 x SDD</p> <p>Additional Resources funded from LMS and PTA (cost unknown at present)</p>
To involve parents more in their children's learning	Parents actively involved in their children's learning in order to bring about sustained improvement	<ol style="list-style-type: none"> 1. Each class teacher to hold a parents' meeting within first 2 weeks of September to explain class routines and expectations; whole school expectations. Parents will sign to say they have attended and agree to what has been said. 2. Class teacher to produce written document re routines and expectations to be sent home to parents who do not attend meeting. This will be signed and returned to school. 3. Parents to be involved in their child's target setting for improvement. 4. Parents invited into school in term 1 to discuss results of diagnostic testing 5. Parents invited into school to discuss results of January tests. 	<p>Sign-off sheets</p> <p>Evidence of attendance at meetings both formal and informal</p>	<p>Initial Parent meetings – September 2014</p> <p>Parent Teacher consultations – November 2014, January and June 2015</p> <p>Target Setting meetings – on-going throughout the year</p> <p>"How To... Evening" –</p>	Hazel Edwards, Principal	Directed time for staff to hold meetings

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		<p>6. Report sent home to parents 3rd week of June and parents given the opportunity to discuss this with class teacher.</p> <p>7. Informal/formal discussions with class teacher throughout the year</p> <p>8. Organised “training” for parents e.g. “How to help your child read”; Suitable “Apps” to help your child learn; How to subtract by decomposition – one each term</p>		one per term		
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Curricular Areas

Baseline Statement

ICT. CCEA ICT tasks are being used Year 3 – Year 7 and a commercial scheme with Year 1 and Year 2. Each class has a skills progression sheet but on scheme of work is in place. The PTA has purchased 14 iPads. These have been set up and teachers have received 1 x 1 hour training session from iTech.

PE Staff have been using the scheme of work devised by NEELB many years ago.

Playful Learning Medium term planning for indoor and outdoor learning has been amended and in use since January 2014. New observation sheets in use.

ECO Activities School is well placed to deliver ECO activities. Winner of Sam Gardiner Gardening Award December 2013, Gold Health Action Award June 2014, NEELB Best Kept Primary School (indeed overall NEELB winner) June 2014 and Mrs Brown was named Antrim Borough Council “Environment” Champion June 2014. P4-P7 children meet on a Friday afternoon from 2pm – 3pm; Eco Action Team meets each month; Gardening Club for friends, family and the local community meets each Thursday(or Wednesday) evening from March – October.

WAU – Thematic Units are being used effectively to deliver WAU. Currently KS2 operate a 2 year cycle due to composite classes.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
<p>ICT To develop a scheme of work for ICT ensuring progression in the children’s learning</p>	<p>A completed scheme of work</p>	<p>1. Agree details to be included on a pro forms 2. Staff to transfer learning outcomes and skills generated by chosen tasks onto an agreed pro forma 3. Pro forma will be collated to form the school scheme 4. Bring updated scheme to BoG for approval</p>	<p>Mrs Jess (Sept – Dec) and Mrs Fowler (Jan-Jun) will gather information from class teachers each half term</p>	<p>Begun in September 2014 then on-going throughout the year</p>	<p>Mrs Jess (Sept – Dec) and Mrs Fowler (Jan-Jun)</p>	<p>Directed time</p>
<p>To use ICT effectively as a</p>	<p>ICT being used as an effective</p>	<p>1. Staff to become familiar with iPad technology and suitable</p>	<p>Minutes of staff discussion/meetings</p>	<p>Begun in September</p>	<p>Mrs Jess (Sept – Dec) and</p>	<p>Directed Time</p>

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<p>teaching tool to bring about improvement in learning</p>	<p>learning and teaching tool</p>	<p>Apps to enhance learning and teaching within their classroom environment (September and October) 2. Staff to plan for and use the iPads in their class (November and December) 3. Staff to disseminate classroom experiences and demonstrate suitable Apps (January) 3. Staff to plan (both medium and short term) for ICT learning (both skills and using ICT)</p>	<p>Planning for ICT evident in Teachers' medium term and short term planners – Mrs Jess/Fowler and Dr Edwards to monitor</p>	<p>2014 then on-going throughout the year</p>	<p>Mrs Fowler (Jan-Jun)</p>	<p>School Development Afternoons 1 x SDD Extended School – ICT classes £1,200</p>
<p>P.E. To develop a scheme of work for P.E. ensuring progression in learning</p>	<p>An updated scheme of work for P.E.</p>	<p>1. Audit current provision 2. Seek advice from NEELB 3. Devise an updated scheme of work in line with NI Curriculum requirements and ensuring progression in learning 4. Bring scheme to BoG for approval</p>	<p>Evaluation of audit Minutes of meetings Completed scheme of work</p>	<p>January – March 2015</p>	<p>Miss Harper</p>	<p>PTA and Private Fund to purchase additional resources Extended Schools – Ju Jitsu £900 Jump, Jiggle and Jive £708 Sporting Activities £900 Eye Feel Good Boot Camp(Cluster activity) Circus Skills (Cluster Activity)</p>
<p>Playful Learning To develop a policy for playful learning</p>	<p>A Policy for Playful Learning devised</p>	<p>1. Seek advice from other practitioners e.g. Greystone PS, Parkhall PS, Stranmillis College etc. 2. Discuss policy content 3. Write policy</p>	<p>Minutes of meetings/discussions Completed policy</p>	<p>September – December 2014</p>	<p>Mrs Brown</p>	<p>Directed Time</p>

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<p>To plan for, monitor and evaluate Playful Learning effectively</p>	<p>Effective practice of Playful Learning within Foundation Stage</p>	<p>4. Bring policy to BoG for approval</p> <p>1. Playful Learning planners completed on both a medium term and short term basis 2. Planners monitored by Mrs Brown 3. Learning evaluated weekly 4. FS staff to meet each term to review practice</p>	<p>Playful Learning medium term planners monitored by Mrs Brown</p> <p>Playful Learning experiences evaluated weekly by class teachers</p> <p>Minutes of staff discussions/meetings</p>	<p>On-going throughout the year</p>	<p>Mrs Brown</p>	<p>Directed Time</p> <p>School Development afternoons</p>
<p>To care for the Playroom and resources</p>	<p>An organised, resourced and ready to use playroom</p>	<p>1. Classroom assistants to prepare, set up, tidy away playroom on a daily basis 2. Care of Playroom Rota to be drawn up and displayed in the playroom</p>	<p>Rota displayed</p> <p>Playroom prepared for each day</p>	<p>From September 2104</p>	<p>Mrs Weatherup</p> <p>Mrs Bainbridge</p>	<p>Purchase of additional resources (up to £500 PTA and Private Fund)</p>
<p>To develop Activity Based Learning within KS1</p>	<p>Effective Play Based Learning evident throughout KS1</p>	<p>1. KS1 staff to investigate the use of Activity Based Learning experiences within their WAU Thematic Units 2. ABL to be planned for in line with WAU Thematic Units</p>	<p>Planning for Activity Based Learning evident in WAU medium term planning</p>	<p>From September 2104</p>	<p>Mrs Little</p> <p>Mrs Jess</p>	<p>Purchase of resources (up to £200 for each class from School Private Fund)</p>

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<p>ECO Activities To continue to improve the outdoor learning environment for our children</p> <p>To continue to improve the condition and appearance of our grounds</p> <p>To make the school community more environmentally aware</p>	<p>Improved and enhanced learning opportunities and environment for the whole school community</p>	<ol style="list-style-type: none"> 1. Monthly meeting of ECO Action Team 2. Gardening Club each Friday afternoon from 2pm (P4-P7 children) 3. "Green Fingers" club 1 night per week from March – October 4.2 X "Green Gym" mornings (probably March and October) 5. Planned ECO activities for each class 6. Apply for any available grants and enter suitable competitions 	<p>Progress against targets will be monitored by ECO action Team at each meeting</p> <p>Minutes of meetings/discussions</p>	<p>On-going throughout the year</p>	<p>Mrs Brown</p>	<p>School No 2 (ECO) Account - £1550</p>
<p>WAU To revisit the chosen topics for Thematic Units at KS2</p>	<p>Thematic Units chosen and planned for ensuring full coverage of Statutory Requirements of NI Curriculum</p>	<ol style="list-style-type: none"> 1. Review current topics (2 year programme due to composite classes) 2. Choose suitable topics for each year group (P5, P6, P7) 3. Plan for chosen topics in line with agreed school planning pro forma 4. Collate Pro Forma to make school scheme 5. Bring scheme to BoG for approval 	<p>Thematic Units will be monitored each half term</p> <p>Content and Skills will be matched to Statutory Requirements of NI Curriculum</p>	<p>Thematic Unit 1 – September 2014</p> <p>Thematic Unit 2 – November 2014</p> <p>Thematic Unit 3 – January 2015</p> <p>Thematic Unit 4 - March 2015</p>	<p>Miss Murray</p>	<p>Directed Time</p> <p>School Development Afternoons</p>

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				Thematic Unit 5 – May 2015		
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Leadership and Management

Baseline Statement

Distributed leadership has been in operation for several years. Mrs Fowler will be on Maternity leave until December 2014. Mrs Darragh will be retiring 31 August 2014. LMS budget has allowed for an additional member of staff so there will be no composite classes during 2014-2015. ETI (2009) stated that the school had made a good start towards rigorous monitoring and evaluation. SLT met each Monday morning throughout 2013-2014.

Coordinators collect in planners each half term but data generated by this isn't always used effectively. Directed time set aside for coordinator duties is beginning to be used purposefully.

New /additional members of staff has given an opportunity to re-negotiate coordinator roles.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
To continue to build the capacity of the leadership team and the coordinators to lead monitoring and evaluation within the school	A clear and coherent system in place for monitoring and evaluating progress against agreed targets and indicators	<ol style="list-style-type: none"> 1. Review roles and responsibilities and accountability of all staff (including classroom and special needs assistants) 2. In light of the review, re-negotiate roles and responsibilities (including classroom and special needs assistants) 3. SLT to continue to meet each Monday morning (this will just be Mrs Little and Dr Edwards in term 1) 4. Directed time will ear-marked for coordinator duties. Coordinators to complete a report each term 5. SLT to meet with support staff on 2 occasions each term 	<p>Coordinator reports</p> <p>Book Scoops</p> <p>Monitoring and report back from medium term planners</p> <p>Classroom Observations and feedback</p> <p>Minutes of meetings/discussions</p> <p>PRSD</p>	<p>Review of Roles and Responsibilities –August 2014</p> <p>Collection of medium term planners: September November January March May</p> <p>Coordinator Reports: December March June</p>	<p>SLT Hazel Edwards Ruth Little Diane Fowler</p> <p>Coordinator Roles: Literacy Ruth Little Numeracy Caroline Jess ICT Caroline Jess Diane Fowler Assessment Hazel Edwards Playful Learning Jocelyn Brown SENCO</p>	<p>SDD</p> <p>School Development afternoons (Each Wednesday from 3pm)</p> <p>Directed time</p>

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<p>For coordinators to use available data to identify, prioritise and implement areas for improvement</p>	<p>Rigorous monitoring and self-evaluation operating within school at all levels</p> <p>Improvement in provision and standards</p>	<p>6. Use of PRSD</p> <p>1. Coordinators identify relevant data to select and identify priorities/children to target in order to bring about improvement</p> <p>2. Baseline based on gathered data</p> <p>3. Action plan and Set SMART targets</p> <p>4. Monitor and review targets</p>	<p>Coordinator action plan</p> <p>Coordinator reports</p> <p>Minutes of meetings/discussions</p>	<p>Coordinator action plan (September 2014)</p> <p>Coordinator reports (December 2014, March 2015 and June 2015)</p>	<p>Ann Hunter Olwyn Maxwell WAU Claire Murray PE Rebecca Harper RE Ann McDonnell The Arts Louise Moore Nurture Louise Moore PDMU Hazel Edwards</p> <p>All staff as above</p>	<p>SDD</p> <p>School Development afternoons (Each Wednesday from 3pm)</p> <p>Directed time</p>
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Special Needs

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Baseline Statement
 Mrs Hunter and Mrs Maxwell have been Job-Sharing the role of SENCO for the past academic year. Mrs Hunter (SENCO) has completed CCET and has been working alongside Tracy Adams (Psychology Assistant) to identify and support children with specific learning difficulties. Mrs Maxwell has shadowed Mrs Hunter and is now able to administer additional testing. IEPs are written and reviewed termly. Almost all teaching and learning support staff completed an ASPIRE module over the past academic year. Teaching and Learning Support Staff work closely with external agencies e.g. Educational Psychology, MASTS, Speech and Language, Diabetes Nurse, CCN etc.

Increasing number of children with complex needs to be addressed within mainstream education. Nurture Unit has been operational since January 2104.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
To continue to develop the “Nurturing” ethos throughout the school	Ballycraig Primary School seen as a “Nurturing” school	1. Nurture provision to continue for FS and KS1 children 2. Nurture staff and Back up staff to continue to attend training and cluster opportunities 3. Steering group continue to meet once per term 4. Whole school training provided by Toni Bradley, NEELB (SDD) 5. Louise Moore and Linda Allison to share their “Nurture” knowledge with the rest of the staff (both teaching and learning support)	Action Plan Targets set and reviewed Visits from Toni Bradley, NEELB Nurture Provision monitored by ETI	On-going	Louise Moore and Linda Allison	£60,000 DE Funding for Nurture Provision SDD Staff Development afternoons
To continue to increase staff expertise in meeting the needs of children with social, emotional and behavioural	A culture of support and empathy for children with SEBD and early identification of and intervention for learners with SEBD	1. Use the ASPIRE model to complete “Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties 2. Audit current practice 3. Implement whole school	Audit tool Monitor whole school strategies for effectiveness – lunchtime detention record and class	Term 1	SLT	PTA or Private fund to purchase necessary resources Extended School Counselling Service

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<p>difficulties</p> <p>To continue to increase staff expertise in meeting the needs of children with special educational needs</p>	<p>Highly effective Action Plans and IEPs leading to improved outcomes</p>	<p>strategies</p> <p>4. Implement classroom strategies</p> <p>5. Devise a policy for identifying learners with SEBD</p> <p>1. Staff to seek guidance when identifying learning needs and writing SMART targets – e.g. SENCO, Resource File, ASD resources, School guide to ADHD, Guidance on supporting children with SEBD etc.</p> <p>2. Targets to be reviewed with pupil and parent once per term</p> <p>3. Teachers to review targets mid-term and amend as necessary</p> <p>4. Identify children for Mrs Hunter and Mrs Maxwell to test and use information generated to target set</p> <p>5. Identify children for Educational Psychologist to assess and use information generated to target set</p> <p>6. Liaise with external agencies e.g. MASTS, ASD</p>	<p>behaviour books</p> <p>Monitor effectiveness of classroom strategies – class behaviour books</p> <p>Monitor IEPs for SEBD</p> <p>SENCOs to monitor Action Plans and IEPs checking for SMART targets and progress in learning</p>	<p>IEP Review meetings : September 2014 January 2015 April 2015</p>	<p>Mrs Hunter Mrs Maxwell</p>	<p>Directed Time</p>
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Pastoral Issues

Baseline Statement

The school has comprehensive pastoral policies in place. These need to be reviewed. Several children displaying unacceptable behaviours. School system for rewards and sanctions not really effective.

Improved attendance of children again in the last academic year (95.8%) but it needs to be sustained and built upon.

Still have a BIG issue with punctuality of some children.

Some children are still having problems completing all aspects of and handing in homework.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
To further improve children's attendance and punctuality	An improvement in punctuality and attendance – aiming for annual average attendance of 96%	1. Implement school attendance policy 2. Monthly attendance awards 3. Liaising with EWO	Hazel Edwards will monitor attendance monthly using SIMS	On-going	Hazel Edwards	Attendance Pencils purchased from School Fund
To make effective use of our class and school councils	Class and School Councils playing an active role and participating fully in the decision making process within school	1. Class and School Councils to meet monthly 2. Agreed agenda for class councils 3. Agreed method for recording minutes of meetings 4. School Council to lead assembly once per term	Minutes of meetings	School Council Elections: September 2014	Neil Reynolds Diane Fowler	Neil Reynolds or Diane Fowler to be released during assembly for School Council Meetings
To continue to develop the	All members of the school community	1. Right of the Month – assembly, newsletter, Facebook,	Newsletter Facebook Posts	From September	Neil Reynolds Diane Fowler	Little Book Of Rights to be

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language of rights within the school community	with a good knowledge of UNCRC	entrance hall display 2. Each new family to receive the UNICEF Little Book of Rights	PPT display	2014		purchased by PTA Paper and Printing - LMS
To revise and update Pastoral Policies.	Policies updated	1. Staff to use SDD in August 2013 to review and update policies: <ul style="list-style-type: none"> • Child Protection and Pastoral Care • Positive Behaviour • Anti-Bullying • Reasonable Force and Safe Handling • Supporting Children with Medication Needs • Intimate Care 2. Policies to be ratified by BoG at September meeting	Reviewed and updated annually	Policies update by September 2014	All teachers and learning support assistants, led by Hazel Edwards Pupils via class and school council Parents at a Parent Focus Group	1 SDD August 2014 Staff Development afternoons in September 2014 Extended School Activities
To review and update the school system for rewards and sanctions	An effective system of rewards and sanctions Fewer incidents of inappropriate behaviour	1. Investigate and discuss possibilities for reward and sanctions 2. Agree and Trial possibilities 3. Review and amend as necessary	Class behaviour books Record of Lunchtime detention Record of individual behaviour	From August 2014	SLT	SDD August 2014 1 School Development afternoon each term: November February May

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Staff Development

Baseline Statement

Teaching Staff meet from 3pm – 4.45pm on Wednesday afternoons for staff development.

Learning Support Staff can access training from MASTS, NEELB ASD Service, NHSST Speech and Language Service, Diabetic Nurse and CCN (Stoma training)

Most staff (teaching and non-teaching) completed an ASPIRE module in 2013-2014.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
Improved learning culture within our school	<p>Staff better motivated and equipped to meet the growing needs of our pupils</p> <p>An improvement in our end of KS results</p> <p>A positive approach to learning by adults and children</p>	<p>1. Staff to attend any training relevant to their/their children’s needs</p> <p>2. Teachers and Learning Support Assistants to complete “Guidance on Identifying and Supporting Learners with SEBD” using the ASPIRE model</p>	Minutes of Staff Development sessions	<p>Guidance on Identifying and supporting Learners with SEBD –</p> <p>Term 1 (Teachers)</p> <p>Term 2 (Learning Support)</p>	Hazel Edwards	<p>SDD (both individual and clustered with Greystone and Parkhall)</p> <p>Staff Development afternoons</p> <p>Directed time for completion of SEBD portfolio</p>

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Extended School Activities

Baseline Statement

School has been part of this initiative since its onset. Activities have been organised to meet the needs of our children, parents and community and to help raise the standards achieved by the children.

As well as individual school activities, we are also part of the Antrim Extended School Cluster.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
<p>For children and Young people:</p> <ul style="list-style-type: none"> - Being healthy - Enjoying, Learning and Achieving - Living in Safety and with Stability - Experiencing Economic and Environmental Well-being - Contributing Positively to Community and Society <p>For the school and the community:</p> <ul style="list-style-type: none"> - Partnership working – responding to the needs and aspirations of the community - School as a vocal 	<p>Improvement in standards achieved by our pupils</p> <p>Improvement in self-esteem and self-confidence of pupils, parents and the local community</p> <p>Acquisition of new skills</p>	<p>Activities planned for 2014-2015:</p> <p>School Activities:</p> <ul style="list-style-type: none"> Early Bird Breakfast Club Helping Hands homework Club ICT Classes Jo Jingles Ju-Jitsu Jump, Jiggle and Jive Galaxy Football Coaching Youth Club Kid’s Club Parent and Toddler Group <p>Cluster Activities:</p> <ul style="list-style-type: none"> Counselling Service Eye Feel Good Boot Camp Circus Skills Drama Classes Espresso (ICT Tool) <p>Action Plans submitted to and approved by PMB.</p>	<p>Individual Action Plans have been drawn up.</p> <p>Photographs</p> <p>Questionnaire</p> <p>Focus Group</p> <p>Attendance Register</p> <p>Principal Visits</p>	<p>Activities will run as planned throughout the year</p>	<p>Hazel Edwards - Extended School Coordinator</p>	<p>Extended School Budget £15,925</p> <p>Cluster Allocation £4778</p>

Key Priorities, planned outcomes in learning, teaching and raising standards (including communication, using maths and iCT), actions to achieve outcomes and financial resources available

point for all aspects of lifelong learning and community involvement and engagement - A number of facilities and services brought together on the school site and surrounding community						
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Key Priorities, planned outcomes in learning, teaching and raising standards (including communication, using maths and ICT), actions to achieve outcomes and financial resources available

School Accommodation

Baseline Statement

School has been selected for the setting up of a Nurture Unit.

Additional member of staff has been appointed for P6 Literacy and Numeracy support

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Monitoring Method	Timescale	Staff/lead responsibility	Finance/Resource Implications
To improve the decoration and furnishings of our indoor learning environment	Curtains repaired and replaced Classroom redecorated	Repair/replace worn curtains Redecoration of 2 classrooms		Curtains – December 2014 Classroom redecorated – March 2015	Hazel Edwards	Curtains and redecoration of classrooms (LMS £2500)