

School Ethos

Andrews Memorial believes in the potential of every child: to create; to achieve; to celebrate; to make a difference. We believe in blending and balancing the traditional elements of literacy and numeracy with a stimulating, up-to-date and challenging curriculum. We recognise the potential for ICT to enhance learning across the curriculum.

We aim to ensure that we provide a welcoming, caring and happy learning environment, in and beyond the classroom; also that we deliver learning that is valued by the whole school community and which develops an understanding and an appreciation of the world around us.

Ultimately, we hope to nurture well-rounded young people, who can engage with each other and with adults; who respect everyone and who have a sense of moral responsibility.

We believe it is our duty to:

- ✓ *Enthuse and enable pupils to reach their full potential by developing independence, self-discipline, self-confidence and self-esteem*
- ✓ *Create an atmosphere of encouragement and high expectations*
- ✓ *Build and nurture partnerships between home, school and the community*
- ✓ *Provide a well-balanced, exciting curriculum in a safe, caring and happy environment*
- ✓ *Promote an ethos of ambition and achievement*
- ✓ *Instil a sense of purpose in making a contribution to life in and beyond school*

**Andrews Memorial Primary School
School Development Plan 2017-2020**

Contents

- 1. Introduction**
- 2. Board of Governors, Staff & Parents**
 - 2.1 Board of Governors
 - 2.2 Staff
 - 2.3 Parents
- 3. Ethos**
 - 3.1 Mission Statement
 - 3.2 Ethos Statement
- 4. Strategies**
 - 4.1 Learning and teaching
 - 4.2 Special Educational Needs
 - 4.3 Pastoral care/Safeguarding
 - 4.4 Behaviour and discipline
 - 4.5 Health and wellbeing
 - 4.6 Staff development and wellbeing
 - 4.7 School links
 - 4.8 The use of ICT
- 5. Finance**
 - 5.1 Context
 - 5.2 3 year financial plan
 - 5.3 Targeting of financial resources 2017-20
- 6. Key Targets**
 - 6.1 SDP 2014-17
- 7. Challenges and Opportunities**
- 8. Consultation**
 - 8.1 Keele Attitudinal Surveys - Executive Summary
- 9. Areas for Development**
 - 9.1 Introducing PERMA
- 10. Action Plans**
 - 10.1 Summary
 - 10.2 Curriculum Area Action Plans (Cross-curricular Skills in **bold**)
 - The Arts
 - Language & Literacy: **Communication**
 - Leadership & Management
 - Mathematics & Numeracy: **Using Mathematics**
 - Pastoral Care/Safeguarding
 - Personal Development & Mutual Understanding
 - Physical Education
 - School in the Community
 - The World Around Us
 - Using ICT**
- 11. Appendices**

NB - where relevant, the chapter headings will be cross-referenced to the specific requirements as set out in the Education (School Development Plans) Regulations (Northern Ireland) 2010 (No 395)

**Andrews Memorial Primary School
School Development Plan 2017-2020**

2. Board of Governors, Staff & Parents

2.1 Board of Governors 2013 - 2017

Representing the Transferors

Mrs F Andrews
Canon J Barry PhD
Rev I Gilpin
Mrs J Jamison (Vice Chair)

Representing Parents

Mrs S Otley
Mr C Webster

Representing the SEELB

Dr L Boyce
Mrs C Nixon (Chair)

Representing the Teaching Staff

Mrs J Hanafin

Hon Secretary to the Governors

Mr R Magee

The present Board was appointed in June 2014 and will finish its term in the autumn of 2017. The Governors have overall responsibility for the management of the school in terms of curriculum, pastoral care, appointments, administration and finance. The Board is accountable for its actions through the Scheme of Management (2016).

It should be noted that this Board was constituted under the jurisdiction of the South Eastern Education & Library Board, and has since operated through the ‘transition’ period of the Education Authority, following its foundation in April 2015. The transition period has brought many significant challenges to the Governors (it is ongoing at the time of writing), and has coincided with the wider picture of extreme financial/school budget challenges that have faced the public sector in N. Ireland.

The Governors have been fully involved in the preparation of this School Development Plan. Regularly updated reports are presented at Governors’ meetings by the Principal and in June of each academic year a selection of teachers makes presentations on specific aspects / issues. During the 2014-17 Plan, presentations included those on the use of data, post-inspection issues (May 2015), Special Educational Needs, pastoral care/safeguarding, developing ‘the pupil voice’, after-school provision, school in the community, ICT and Language & Literacy (it being the principal strategic area of curriculum development). The Governors value these presentations and appreciate hearing the voices of the teachers charged with delivering school improvement with a direct impact on the pupils’ experiences and achievements.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

2.2 School Staff 2017 - 2018 (at time of publication, January 2018)

Teaching

Principal	Mr Ralph Magee
Vice Principal	Mr John Sandford
Head of Early Years	Mrs Joan Lowry
Primary 1	Mrs Lynsey Ambrose Mrs Anne Knaggs Mrs Carol Moorhead (Assistant)
Primary 2	Mrs Ashleigh Hamilton Mrs Joan Lowry Mrs Ashleigh Sims Mrs Lorraine Lutton (Assistant)
Primary 3	Mrs Vi Allen Mrs Ashleigh Sims Miss Leigh-Anne Jamison (Assistant)
Primary 4	Mrs Julie Hanafin Miss Adrienne Savage
Primary 5	Miss Helen Fisher ¹ Miss Nicola Henderson
Primary 6	Mr Matthew Skimin Mrs Rosalyn Van Giesen Mrs Kim Upritchard (SEN Assistant)
Primary 7	Mrs Karen Jensen ² Mr John Sandford Miss Leigh-Anne Jamison (SEN Assistant) Mrs Kim Upritchard (SEN Assistant)

¹ Miss Fisher retired on 25 September 2017; her post has been filled by Miss Charlotte Cranston

² Mrs Jensen will retire on 3 January 2018; her post has been filled by Miss Jane Alexander

Ancillary Staff 2017-18

School Secretary
Mrs Sharon Morrison

Buildings Supervisor
Mr Brian Dugan

Crossing Patrol Mr B Dugan

Supervisory Assistants Mrs W Bowman Mrs R Day
Mrs F Hillis Miss L-A Jamison
Mrs L Lutton Mrs P Strickland
Mrs K Upritchard

Cleaners Mrs W Bowman Mrs F Hillis
Mrs R Service

Andrews Memorial Primary School School Development Plan 2017-2020

School Meals Staff Mrs A Simpson (Cook/Supervisor)
Mrs K Crawford Mrs C Hamilton
Mrs J Lyttle

Breakfast Club Mrs R Day Mrs F Hillis

Northern Ireland Primary schools are organised into three Key Stages:

- Foundation Stage: Primaries 1 & 2
- Key Stage 1: Primaries 3 & 4
- Key Stage 2: Primaries 5, 6 & 7

The management structure of the school reflects these Key Stages, as well as the Learning Areas of the curriculum. The school also has a Leadership Team, supported by Learning & Assessment, ICT and Safeguarding Teams. The structure is summarised in the diagram below and in Tables 1 and 2. The rationale behind the structure is explained in Chapter 4.1.

Each Curriculum Team (corresponding to a General Learning Area in the curriculum) is composed of staff representing each Key Stage and includes former ‘subject coordinators’. The structure reflects existing expertise and interests, continuing professional development aims, a team-based ethos and, most importantly, shared ownership and development of the whole school learning environment.

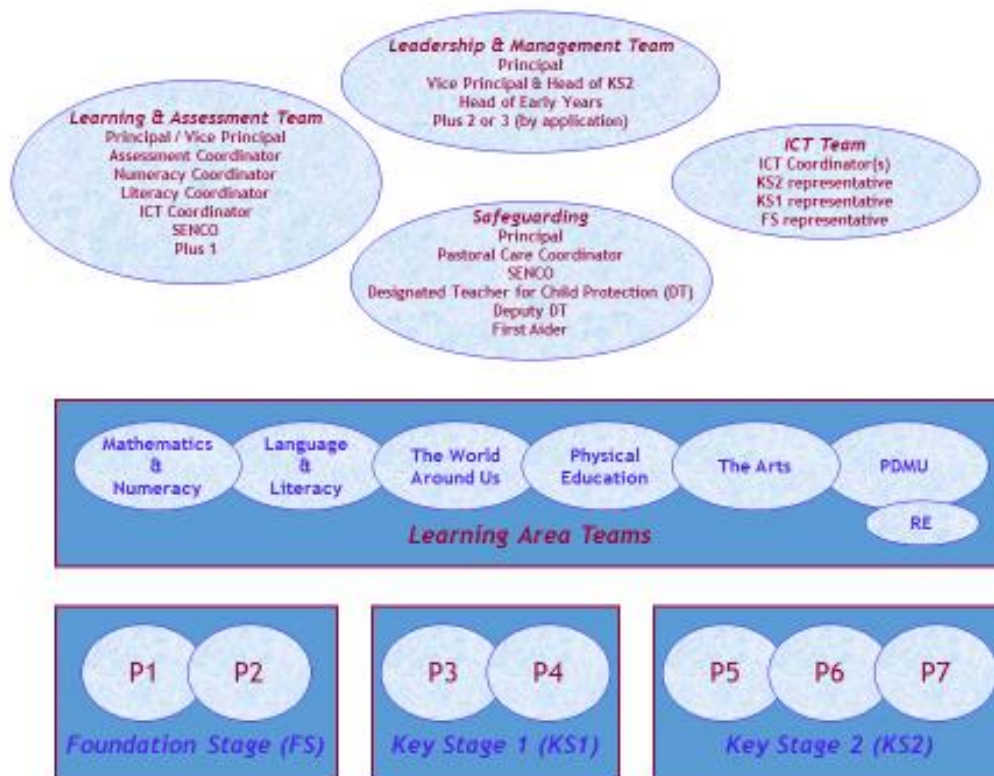


Diagram 1 School Leadership & Management structure 2017-18

**Andrews Memorial Primary School
School Development Plan 2017-2020**

<i>Curriculum Team</i>		<i>Foundation</i>	<i>Key Stage 1</i>	<i>Key Stage 2</i>
<i>The Arts</i>		A Knaggs	V Allen	N Henderson
		C Moorhead		
<i>Language & Literacy</i>		J Lowry	J Hanafin	J Alexander
		L Ambrose		
<i>Mathematics & Numeracy</i>		A Knaggs	V Allen	N Henderson
				R Van Giesen
<i>PDMU</i>		L Ambrose	A Savage	C Cranston
		A Hamilton		R Magee
<i>PE</i>		A Knaggs	A Savage	
		L Lutton	A Sims	M Skimin
<i>The World Around Us</i>		A Hamilton	A Savage	M Skimin
		C Moorhead		J Sandford

Table 1 Curriculum Teams 2017-18
(names in bold identify curriculum coordinators, paid & voluntary)

<i>Team</i>	<i>Name</i>	<i>Position/representing</i>
<i>Leadership & Management</i>	R Magee J Sandford J Hanafin M Skimin R Van Giesen J Lowry	Principal Vice Principal Teacher Teacher Teacher Teacher
<i>Learning & Assessment</i>	J Sandford J Lowry V Allen R Van Giesen J Hanafin J Alexander	Vice Principal Communication Key Stage 1 Using Mathematics Key Stage 1 & SENCO Key Stage 2
<i>Information Communications Technology (ICT)</i>	L Ambrose A Savage A Sims M Skimin C Cranston	Foundation Key Stage 1 Foundation/Key Stage 1 Key Stage 2 Key Stage 2
<i>Pastoral Care/Safeguarding</i>	J Lowry J Hanafin L Lutton S Morrison R Magee	Designated Teacher (DT) Deputy DT, SENCO & First Aid SEN Secretary & First Aid Principal & First Aid

Table 2 Leadership & Management Teams 2017-18
(names in bold identify team leaders)

**Andrews Memorial Primary School
School Development Plan 2017-2020**

2.2.1 Classroom Assistants & Ancillary Staff

It is the policy of the school to involve Classroom Assistants in the planning, monitoring and evaluating of the curriculum. Each assistant is an integral member of the classroom and year group teams, as well as one Curriculum Team. The vision of a shared leadership and collaborative approach to school development is thus maintained at all levels of curriculum delivery.

The school Secretary, Mrs Sharon Morrison, and Building Supervisor, Mr Brian Dugan, take on a number of roles in relation to the learning environment in the school. Mrs Morrison sits on the Safeguarding Team and Mr Dugan supports the Health & Safety Committee of the Board of Governors, as well as the work of the Eco Schools' Team (pupils) in relation to the school environment.

As in all schools, these duties or responsibilities are open to review and changes. The school is extremely fortunate to have such a capable body of non-teaching staff that supports it in all that it does. In terms of community engagement and relationships between the school and the EA and parents, in particular, these staff members play significant and valued ambassadorial roles.

2.3 Parents

The role of parents in their children's education is critical to the children enjoying and engaging with school and achieving to their full potential. However, words and policies to this affect can only be backed up with actions. This school prides itself on making every effort to engage parents from P1 onwards, through a genuine 'open-door' policy at Foundation Stage, through to curriculum evening presentations, two sets of consultations in each academic year and other meetings relating to curriculum events. There is a P3/4 'use of data' presentation each year and two transfer-related meetings for the parents of P6 and P7 children. Finally, an Annual Report is issued in June.

Through discussions among the staff and Governors, the school feels that, through its focus on the PDMU area of the curriculum, and the introduction of the principles of PERMA (see elsewhere in this plan), there is a renewed opportunity to engage with parents all across the curriculum and in terms of communication.

With the appointment of a new Executive Officer and ongoing review of the website, including the use of Facebook and Twitter, the school is engaging with the 21st century phenomenon that is social media. It also posts its Wednesday Notes on the website and is moving towards re-employing ParentMail to further reduce paper communication.

With the introduction of PERMA, this SDP will also see the role of parents addressed through 'focus groups' at the appropriate time.

2.3.1 Parent Teacher Association

The school relies on the PTA on a number of fronts. Its constitution has two aims:

**Andrews Memorial Primary School
School Development Plan 2017-2020**

- i. To organise fund raising events for the benefit of all children in the school.*
- ii. To organise social events for all parents and children in the school.*

In practical terms, the PTA helps resource the curriculum for all the pupils. Most recently, it committed to help the school purchase literacy resources, outdoor equipment, iPads and new furniture for the P1 classrooms. It supports the maintenance of the interactive whiteboards for all the classrooms and pays for language tuition for the P4-7 year groups. The PTA applied successfully during the 2014-17 SDP for a 'Big Lottery Fund' of £10000 to cover painting and refurbishment of the Andrews Memorial Hall.

Current expenditure is targeted towards assisting the school in the creation of a 'Digital Hub' for ICT teaching and learning (and community use), and the refurbishment of the current ICT Suite to re-establish a school library.

The PTA organises a range of events which is designed to accommodate a variety of parents' and children's tastes. All ideas/initiatives are introduced by the Committee in consultation with the Principal and Leadership Teams, and, where relevant, in line with SDP aims. Two teachers sit on the PTA Committee.

The Committee is elected by the parents at an Annual General Meeting held in either June or September. Office bearers are elected at the same meeting and normally serve for two years. Currently, there is a Chair, a Secretary and a Treasurer.

The PTA is a significant contributor to the school's resource allocation. Minimal opportunity exists for resourcing through the delegated budget, so the organisation is a much-valued and needed one in the context of the school's learning provision.

3. Ethos (*Requirement 1*)

The school's Ethos statement was revised and drafted for the 2011-14 SDP. It was a fully collaborative exercise and involved pupils, parents, staff and Governors. The ethos statement appears on all school promotional documents and the website; it also forms the introduction to all policy documents. Given the targets identified for this SDP, it was decided not to review what has proved a very successful and positively reviewed statement.

The Ethos will be reviewed during and at the conclusion of this SDP; the school's focus on the PDMU area of the curriculum, including the concepts of PERMA and Growth Mindset, will allow for more objective evaluation (see further details below), as well as input from newly/recently appointed staff.

3.1 *Mission Statement*

During the build-up to the Titanic Centenary, and when the school was engaged with a promotional drive, the Titanic Centenary Planning Committee and staff had discussed a 'mission statement' that could be used on new school signs. This statement was also published for consultation among Governors and parents:

**Andrews Memorial Primary School
School Development Plan 2017-2020**

Building a Legacy

The statement summarises the *educational* aims of the school, in terms of building a learning legacy among the pupils, staff and parents; and also links to the *historical legacy* that is the Andrews Memorial Hall. The Hall, of course, is an integral part of the school and at the heart of its engagement with the wider community.

3.2 Ethos Statement

Both the Mission and Ethos statements have been consulted upon with the whole school community. They are truly *self-evaluative*, in that they *'build from within'*. Both started with stakeholders discussing and identifying where the school was at the time and moved towards identifying the most positive and most widely recognised and accepted elements, before the wording was revised to comply with where the school sees itself in the context of development and improvement.

Such statements, therefore, are much more than words; they embody the school's individual ethos and signal its focus on the children and their potential.

4. Strategies (Requirement 2)

4.1 Learning and teaching (Requirement 2a)

The ethos of the school and the leadership and management structure of the staff are core components of the learning and teaching strategies we employ. Each places the children at the centre, in terms of their safety and well-being, their achievements, and whether they are inside or outside the classroom. All sections of this chapter overlap; all can be cross-referenced to one another; and each has a particular focus that will be outlined in the separate sections below.

Each **Curriculum Team** produces a three-year **Action Plan** as part of the School Development Plan - see Chapter 10. In the preparation of these plans, each team reviews targets and progress made from the previous plan and sets new targets accordingly. A **Self-Evaluation Report** is produced at the end of each academic year which forms the baseline for the next year's work and focus.

For this SDP, the format of the Action Plans has been reviewed following feedback from staff involved in post-inspection planning. The new format also utilises more data in its baselining of where each area is, including data from the Keele University Survey carried out in preparation for this SDP (April 2017). For this section of the SDP, the focus is more on the rationale and context; the detailed data and targets are included in the Action plans in Chapters 6 and 10.

Each team produces an **evidence-based file** as an audit tool for that curricular area. These files are located in the Staff Room and contain teachers' planners, examples of pupil work and other notes from meetings or professional development courses. It is the responsibility of each team to maintain and update these files. Individual Coordinators take overall responsibility when appropriate, but the emphasis is on team management. The content of the files is currently under review.

Andrews Memorial Primary School
School Development Plan 2017-2020

The **Language & Literacy (L&L)** and **Mathematics & Numeracy (M&N)** Teams also consider specific targets in relation to the **Cross-Curricular Skills of Communication** and **Using Mathematics**. Their plans also include quantitative targets based on the school's internal data collection. As a result of continuing industrial action from both Principals and teachers, the school is not providing end of Key Stage data to CCEA or DENI; it does, however, continue to use levelling processes and outcomes from P3-7, which it seeks to moderate internally.

At the middle-management level, the **Learning & Assessment Team** exists to monitor and evaluate the three Cross-Curricular Skills of:

- *Communication*
- *Using Mathematics*
- *Using Information and Communications Technology (ICT)*

These skills reflect the statutory *content* of the curriculum and provide the framework by which pupils are summatively assessed. In essence, this team monitors the school's provision of '*what we do*'. It is extremely disappointing that schools are measured and compared by the DENI (through the Inspectorate), in relation to purely quantitative targets. A full revision of the nature of summative curriculum assessment and its use in conjunction with accurate and trusted 'value-added' data is required before schools and parents can have confidence in this information. Andrews Memorial supports the use of meaningful data for tracking the progress of its own pupils and curriculum development in literacy and numeracy (see Section 4.1.1 below), but aims to monitor and employ both quantitative *and* qualitative data where possible, and to include the trusted professional judgement of the staff.

During the 2014-17 SDP, the 'learning' component of the team took on a renewed focus on the '*how we do*' aspects of the curriculum. This SDP will see a review and revision of medium-term planners, in line with the principles of resilience, growth mindset and learning styles being focused on as part of our PDMU curriculum development.

The school continues to employ its **Policy on Learning & Teaching**, although this, again, will be subject to review during or at the end of this SDP in line with PDMU development.

The **Using ICT Team** was established during the 2014-17 SDP and audits both the learning provision and the management of ICT resources. This area of the curriculum was graded as 'very good' in the May 2015 Inspection and the team is focused on building on this good practice. The ICT Coordinator subsequently re-negotiated her Teaching Allowance to cover Mathematics & Numeracy; the school now employs two teachers to coordinate Using ICT. Further detail on the school's aims in this curriculum area are highlighted in section 4.8.

With the ever-increasing use of technology and online learning / resourcing - and the inherent dynamic nature of the curriculum - it is not practical to maintain a prescriptive policy or scheme for each curricular area. Hence, curriculum development is more dynamic and teacher-led, with greater independence given to the teacher. This approach also instils a sense of **professional trust** among the staff

Andrews Memorial Primary School
School Development Plan 2017-2020

and between the various leadership and management levels. Ultimately, teachers should be developing, monitoring and evaluating the curriculum within a shared leadership ethos and in pursuit of the school's self-evaluative agenda.

Essentially, the school has adopted a 'build from within' approach to professional and curriculum development during successive SDPs. This approach ensures an effective management of the pace of change and utilises the staff experience. It also allows the school to reflect 'along the way' and to be flexible in relation to issues that arise during the process. It is self-evaluative in ethos and in nature.

This SDP will see further development of whole-school self-evaluation by the teachers and curriculum teams, including the use of the recently revised **Inspection and Self-Evaluation Framework (ISEF)** document published by the Education & Training Inspectorate (eti) in September 2017. Successive SDPs have seen the embedding of monitoring and evaluating practices aligned with more focused target setting and it is hoped that the ISEF document will provide a useful scaffold for continued self-evaluation across the curriculum, the leadership and management of the school, its governance and safeguarding provision.

During the 2014-17 SDP, the Language & Literacy Team undertook the classroom observation element of the **PRSD programme**. This approach makes for effective professional development, as well as more relevant teacher-led feedback by the team responsible for developing this learning area. The procedure was well-received by the staff and managed with a minimum of disruption to the timetable. For the 2017-20 SDP, the Personal Development & Mutual Understanding (PDMU) Team will adopt a similar strategy for team-lead PRSD observations.

The practice of all teachers sharing two PRSD targets, with an optional third provided for the 'personal & professional development' target, will continue throughout this SDP. This process has been an effective method of monitoring and evaluating curriculum and professional development. The current PRSD Target-setting pro-forma for 2017-18 is included as Appendix A.

The **School Leadership Team** continues to develop its strategic perspective for school improvement and development within and beyond the curriculum. Regular meetings are timetabled for the Leadership Team and during the 2017-20 SDP it will seek to monitor more teacher-led (middle-management/coordinator) curriculum development. A **Monitoring and Evaluating Timetable** is drafted for each academic year, highlighting deadlines for evidence gathering, target setting and data analysis. This timetable will be 'superimposed' on the yearly planner so as to minimise disruption or overlapping with school trips or events. The 2017-18 draft is included as Appendix B.

In summary, for all levels within its 'shared and layered' leadership and management structure, the school seeks to further develop and embed the concepts of a fully self-evaluating school.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

4.1.1 Use of data (Requirement 2a)

The Learning and Assessment Team (LAST) has been in existence since the 2014-15 academic year. Over the intervening period the LAST have instigated and overseen a series of changes which have enhanced the use of data at Andrews Memorial (AMPS).

The story of the use of data at AMPS has been one of ‘internal evolution’. This has allowed the school to develop the use of data in a way which suits its purposes and needs over time.

The results of the most recently conducted Keele Attitudinal survey shows that 87% of parents agree that AMPS is achieving high educational standards - a figure which compares very favourably with Keele’s own national database average (77%). The purpose of gathering and using data is partly to ensure that this perception of high educational achievement can be shown to be true in reality.

The consistent use and analysis of data can promote self-evaluation and the raising of teaching and learning standards by:

- Informing professional discussion
- Measuring pupils’ progress
- Identifying pupils’ achievement
- Informing target setting
- Informing planning for success
- Monitoring and evaluating the effectiveness of teaching and learning
- Contributing to evidence for the purposes of internal benchmarking and / or moderation

Over the past two SDP cycles, the school has aimed to use data in the ways set out above. It is an ongoing journey, but one now travelled with increasing confidence amongst all staff.

The most recent (March 2017) self-evaluation by the LAST highlights how many of the points above have been met. This is summarised in the table below:

<p>There is an appropriate range of pupil performance data available to enable staff to identify pupil strengths and areas for improvement in both literacy and numeracy.</p>	<p>CAT4 is used at P4 & P6 and is made available for use by P5 & P7. PIE & PIM have now been replaced with PtE & PtM and is used by all year groups from P3 - 7. Qualitative data is formally collected and recorded for a number of children deemed to be underachieving.</p>
<p>Assessment and other data (qualitative and quantitative) is used effectively to inform more fully the learning and teaching within the classroom.</p>	<p>Averaged SAS derived from CAT4 is compared with the appropriate PtE & PtM score to suggest underachievement; a difference of ≥ 10 is used as an initial indicator of underachievement. PtE & PtM scores are used to identify children with potential SEN (a score of ≤ 85 is used as standard for further investigation). Individual Education Plans are produced for children so identified. A representative sample of those deemed to be underachieving are supported with a ‘Pupil Progress Plan’ tailored to meet their needs.</p>

**Andrews Memorial Primary School
School Development Plan 2017-2020**

<p>Teachers plan strategically to address the areas identified at whole school level.</p>	<p>SEN coordinator is available to advise as required. Literacy and Numeracy teams provide specific materials to aid teachers in reaching whole school targets. Literacy and Numeracy teams / coordinators set targets in line with areas of need identified through the examination of data. Actions plans for both Literacy and Numeracy contain targets which have been developed as a direct result of analysis of standardised data. Teachers regularly monitor and evaluate targets which have been set for those children with either an IEP or Pupil Progress Plans.</p>
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And so, the ‘journey’ continues. Although many of the goals have been met, it is equally clear that the process can never ‘stand still’.

Four main advancements have been instigated over the past year, each making a positive impact upon the use of data at AMPS:

1. The school now utilises the GL Combination Report, comparing CAT against PtE/PtM. This package produces a set of ‘Discrepancy Outcomes’. Children are categorised as making varying degrees of ‘expected attainment’. This is a statistically fairer and more accurate means of identifying ‘suggested’ underachievement.
2. Teachers have become increasingly familiar with how to access and how to utilise the range of quantitative data available. The LAST has been responsible for placing all of the relevant quantitative data into a centrally held resource. However, staff are now expected to take this data *themselves* and interpret and use it appropriately. To this end the LAST have supplied the staff with clear instructions as to how to process the quantitative data made available and continues to support them to this end.
3. The LAST continue to produce an annual ‘Data Report’ (Appendix C) which provides for all teaching staff, as well as leadership, an overview and summary of the academic progress made from Primary 4 onwards by means of the analysis and interpretation of quantitative data (*the quantitative tests carried out at P3 serve only as a ‘benchmark’*).
4. As alluded to in the table above, much more use is being made of qualitative data. Observations are made of pupils throughout the school. The observations will contain written and photographic evidence, but may also contain audio and video recordings, thus including ‘the pupil voice’ within their own records - allowing the children to express their own opinions about their learning experience. Much greater recognition is being paid to the importance of qualitative data to form a complete picture of a child’s learning. This is especially true at KS2 where perhaps there had been an over-reliance on purely quantitative data.

It is the overwhelming opinion of the LAST that the school has now reached a stage where the present system of the use of data is allowed to embed over a prolonged period. There will, of course, be an ongoing process of maintenance planning for the use of data as deemed necessary. In addition, after a further SDP cycle, it will be vitally important to carry out a major audit of the impact and effectiveness of the system and to react accordingly.

Andrews Memorial Primary School School Development Plan 2017-2020

However, the Learning and Assessment Team is of the opinion that the school has advanced enough along the 'road of assessment' to give more focused attention to the other part of its remit, namely, 'Learning'.

The 3-year Action Plan which is included as part of this SDP details a series of targets through which the school will seek to enhance the learning experience of our children. In summary, the *main* targets are given below:

- Plan strategically and effectively in response to assessment outcomes
- Continue to develop support strategies for those pupils for whom underachievement is suggested
- Ensure appropriate and suitable provision for the pupils grouped in the upper stanine bands
- Support and complement the development of PERMA throughout the school by reinforcing and extending a whole-school culture of positive 'growth mindset'

Obviously, most of the targets listed above will be informed and shaped by the continued interpretation of the full spectrum of data, both quantitative and qualitative, which is available.

The evolving story of the use of data at AMPS will continue, but always with the caveat that it must not exist as an end in itself, or for the purposes of outside scrutiny; but rather to impact, enhance and improve the learning experience and outcomes of the pupils, and to support the confidence that their parents place in the school's ability to deliver 'high educational standards'.

4.2 Special Educational Needs (*Requirement 2b*)

The school aims to comply with the Department's inclusion agenda and recognises that this area is undergoing significant changes which may prove challenging during the cycle of this School Development Plan. Our timetable has traditionally supported small group withdrawal classes from P4-7 and this is likely to remain the case given the staffing and time management constraints the school is working within. Parental support is also an important factor in this arrangement and we benefit from the interest and commitment of parents in supporting their child's education. This interest and commitment is reflected in the most recent Keele surveys undertaken at the beginning of this School Development Planning process, which show that 96% of parents feel that they are a partner in their child's learning. The children themselves (97%) feel that they work as hard as they can in school. This engagement from both parents and pupils is very encouraging when considering our Special Educational Needs programme.

The school has one Special Educational Needs Coordinator (SENCO) who has a full class teaching commitment. The withdrawal classes which focus on extra help with Literacy and/or Numeracy/Maths last for 30 minutes and are timetabled to take place on a weekly basis between 2.00pm and 3.00pm. These classes are coordinated by the SENCO who is also timetabled to teach a number of them. At present, the SENCO has support from a class teacher and Classroom Assistant who are also timetabled to teach some of these sessions.

In September the SENCO liaises with the teaching staff to determine and record SEN issues, and to decide on which pupils require an IEP and withdrawal class support. P1-3 decisions rely on teacher judgement and SEN information provided by parents;

**Andrews Memorial Primary School
School Development Plan 2017-2020**

P4-7 decisions are informed by teacher judgement and PtE and PtM data. These findings (all stored electronically) then inform the SENCO with regards to fulfilling Census requirements. The SEN register is updated via SIMS during this process and at intervals throughout the academic year.

A meeting between the Educational Psychologist and SENCO also takes place during September. This meeting focuses on the following areas:

- Potential Transfer Reviews (P7 Statemented Pupils)
- Other Annual Reviews
- Stage 3 Reviews
- New Stage 3 Referrals

It should be noted that that any referrals/EA support is only provided within the bounds of extremely limited EA resources, coupled with the SENCO's overall assessment and prioritising of the school's needs.

The SENCO liaises with the Principal, SLT and staff, both teaching and non-teaching, and parents on a regular basis throughout the year. The SENCO is also a member of a Cluster Group comprising of a number of Primary schools in the area. The Cluster meetings take place throughout the year and provide a source of support and information for the schools involved.

The drafting of the first IEP of the academic year takes place after consultation with the SENCO and is discussed with the parent/s during the October parent-teacher consultations. Parents are invited to sign a classroom copy and are given a copy for their own reference. The classroom copy is used as a working document on which comments on progress are added by the class teacher. If an SEN CA is assigned to a child, s/he will also have an opportunity to have an input into the IEP targets for that pupil. This first IEP covers the period from October - February and the second IEP covers February - September (of the next academic year). These IEPs are subject to half termly monitoring which is coordinated by the SENCO.

Timetabled withdrawal classes begin in October. Parents of children selected to attend these classes are informed by letter and invited to contact the SENCO with potential queries or concerns. Children attending these classes are provided with a child friendly IEP which contains their targets. The teaching during these sessions is informed by the IEP targets. The tracking of progress in Literacy made by the pupils will be enhanced with the introduction of the Diagnostic Reading Analysis assessment during 2017-18. This will allow a reading age to be established at the beginning of the intervention programme of withdrawal support. The assessment will then be carried out at the end of the 2017-18 year and the outcomes used to inform the SENCO as to the impact of the intervention and support programme.

CAT4 online testing is carried out with the P6 pupils in September/October to supplement the PtE and PtM data (as detailed in 4.1.1 above). P4 children complete these CAT4 assessments in January, ie the midway point of their P4 year. This quantitative data helps the school to track progress and inform teaching and learning. The SENCO, being a member of the Learning and Assessment Team, provides a useful link between the area of Assessment and SEN.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

The SENCO also has the responsibility of carrying out Newcomer Assessments using the Primary Benchmarking Kit. The outcomes of these assessments are stored electronically and a hard copy is stored in the pupil's file.

Training for SENCO, teachers, CAs and parents is offered by EA. The SENCO coordinates this, in consultation with the Principal, by communicating details of this training to the relevant parties and booking a place on the course.

Following post-inspection work on SEN, the school's SEN Policy is now under review and is a target within the Pastoral Care Action Plan for the year 2017-18. The SENCO is the Pastoral Care Coordinator and DDT for Child Protection in the school and is involved in the Action Planning process. The current policy is published on the school website and a hard copy made available to parents on request.

With the support of the Principal and teaching staff, the SENCO has implemented the above strategies and changes and will strive to maintain a high standard in the area of SEN for the school.

4.3 Pastoral Care/Safeguarding (*Requirements 2b & c*)

The school recognises the often complex and overlapping issues that face some children and their families. Needs may be identified solely as learning but it is important that the whole picture is looked at regarding each pupil's needs. The 'umbrella' term 'Safeguarding' is used to describe the suite of policies and practices used within the school. This includes the following policies:

- Attendance
- Bullying
- Child Protection
- Drugs
- E-Safety/Online Safety Policy
- Health and Safety
- Intimate Care
- Pastoral Care
- Parental Complaints Procedure
- Promotion of Positive Behaviour and Discipline
- Special Educational Needs
- Supervision

These policies are accessible on the school website and a hard copy will be provided on request. A timetable for the review of the above policies should be implemented within this 2017-20 School Development Plan (Appendix D) cycle and overseen by the Pastoral Care Coordinator, the Principal and DT for Child Protection. Pupils, parents, Governors and staff are consulted during this review process.

The recent implementation of an E-Safety/Online Safety policy aims to address appropriate use of mobile/smart phones and other internet enabled devices by all sections of the school community. The need for this policy was deemed necessary due to the fast paced changes taking place in the area of Social Media and communication technology.

Andrews Memorial Primary School School Development Plan 2017-2020

The need to include a Relationships and Sexuality Education Policy has become apparent with the introduction of the NSPCC's Keeping Safe Programme in 2016-17 and the recent training session in May 2017 attended by the Pastoral Care Coordinator. The school is very aware of the sometimes complex needs of the school community and the requirement to educate our pupils appropriately. This policy will be developed in line with the targets outlined in the Pastoral Care Action Plan.

The health and wellbeing of the school's staff and pupils is an important area for our school and all Action Plans take into account, where possible, the 5 pillars of the PERMA model (being introduced in the 2017-18 academic year and referenced in Chapter 9 of this SDP).

Our pupils are reminded of Child Protection procedures at regular intervals throughout the year. These reminders may be done in class, assemblies and through visual reminders in prominent places around the school.

The Safeguarding Team aims to meet twice a year as a full team. Members with responsibilities relating, for example, to SEN or Child Protection meet more regularly and respond to issues that arise.

4.3.1 Child Protection (*Requirement 2c*)

Child Protection issues are managed by the Designated Teacher (DT) and supported by the Deputy DT and Principal. Each member of this team keeps records and updates the other members accordingly. Classroom teachers know that any issues can be discussed with any member of the team on an equal footing. Currently, the Principal takes responsibility for attending Case Conferences unless unavailable, in which case either the DT or DDT will attend if possible.

In terms of a general child protection 'timetable' the following applies every year:

August

Review Child Protection Policy/Procedures with staff - *Policy under review during 2017-18*

September

Parents:

- can request paper copies of Child Protection Policies or access the same on the school website; reminded of the basic procedures at year group Curriculum Evenings
- complete the following:
 - Pupil's personal data/contact details
 - Acceptable use of photographs/images data
 - Medical Action Plans

Pupils:

- reminded of The School Code & the Playground Code
- reminded of the basic 'who to talk to' procedure in Assemblies (noticeboards in each area)

October

P2	Kidscape Programme
P4 & P6	Helping Hands
P1-P7	NSPCC "Keeping Safe" Programme

Andrews Memorial Primary School School Development Plan 2017-2020

November

Anti-Bullying Week

June

Designated Teacher gives a written Child Protection Report to the Board of Governors

The school aims to provide regular training and updates on Child Protection issues on alternate years. New members of staff are given training at the commencement of their employment.

Safeguarding Team

Mr Magee, Mrs Hanafin (DDT), Mrs Lowry (DT), Mrs Morrison (Secretary, as required)

- Receive training from EA as appropriate
- Liaise with appropriate external agencies
- Meet together to update each other about current issues/case studies; keep a written record of issues/concerns - for Safeguarding Team only
- Respond to issues as and when they arise
- Inform relevant staff of pertinent issues on a 'need to know' basis
- Educate/inform pupils to whom they can talk to if they have any worries/concerns

School Policies relating to Child Protection:

- 'Who to talk to' Noticeboards in activity areas
- Policy on the Acceptable Use of the Internet
- Policy on Attendance
- Policy On Bullying
- Policy on Child Protection - & a Summary document issued annually to parents/carers
- Policy on Drugs
- Policy on Intimate Care
- Policy on Pastoral Care
- Policy on the Promotion of Positive Behaviour & Discipline
- *Policy on Relationships and Sexuality - under review*
- Policy on Supervision

4.3.2 Attendance (Requirement 2c)

Attendance is managed through the **SIMS.net** system in liaison with the school's designated **Education & Welfare Officer (EWO)**. The EWO visits / contacts the school on a termly basis and requests attendance lists for pupils recorded with less than 85% attendance. It is the policy of the school to always work to support parents and liaise on an informal basis initially if a problem is identified. The EWO may be invited to this meeting. Further formal referral takes place if the problem persists.

In 2016-17, a Policy on Attendance was written in response to a lower overall attendance percentage at the end of the 2014-15 and 2015-16 school years (96.2% and 96.5%, following 97.3% at the end of 2013-14 (DENI Data Pack)). The policy sets an overall target of 97% for whole school attendance; the figure at the end of 2016-17 was 96.9% (Table 3). The Principal also undertook to write to parents more formally if their child(ren)'s attendance was recorded as below 85%. This was in addition to more informal discussions. The school distributes relevant DENI guidance/support material, eg '*Miss School = Miss Out*' (December 2016) and highlights attendance figures to parents at Curriculum Evenings and individual consultations. The pupil's overall yearly attendance is also recorded on the Annual Report issued in June.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

The data supports the view that the pupil attendance at Andrews Memorial is high - consistently above the N. Ireland average. The latest data from the DENI lists the school's attendance as 96.5% against a NI average of 95.5%.

2016-17 school data:

Pupil enrolment: 333 (368 enrolment number; 90.5% of places filled)
FSME: 9.6%

Year group:	P1	P2	P3	P4	P5	P6	P7	School
30 June 2017	96.4	96.3	96.8	97.3	97.0	97.4	97.0	96.9

Table 3 Attendance summary at end of year, June 2017 (attendance as %)

4.4 Behaviour and discipline (Requirement 2c)

The standards of behaviour and discipline are high at Andrews Memorial. There is a culture of high expectations promoted among all members of the school community. All children wear the designated school uniform; attendance is high and punctuality very good.

The policy sets out clear terms for the promotion of and adherence to these standards.

During the 2011-12 review of the policy, a **House System** was introduced. Four houses were created:

Andrews: after Thomas Andrews
Ashdown: after Paddy Ashdown, who has local connections
De Wind: after a local WW1 VC winner
Gillespie after a local military 'adventurer'

The purpose of the system is to promote a positive sense of competition and engagement between the pupils on a variety of fronts, not just through sports, as well as an increased sense of belonging to a group in school other than their class or year group. Friendships and cooperation can be enhanced between pupils from different year groups, too.

A House Trophy was commissioned and sponsored (by local businessman and Consul to St Vincent & the Grenadines, Dr C. Stange). The House system supplements other positive behaviour initiatives, such as '**Pupil of the Week**', which is promoted within each class. The selected pupils' photographs are displayed in the shared activity areas adjacent to the classrooms and posted on **Twitter** providing pupils have permission. A House Notice Board displays the ongoing house points' totals in the Assembly Hall and is updated weekly.

While there is a range of sanctions outlined in the school's policy, the ethos by which we aim to promote positive behaviour and discipline is focused on a sense of developing self-management and discipline. Pupils are encouraged to behave appropriately at all times because it is the right thing to do. Discipline is not promoted through the use of sanctions in the first instance.

Andrews Memorial Primary School School Development Plan 2017-2020

The school's focus on the development of the PDMU curriculum area in this SDP, and its adoption of the principles of PERMA and Growth Mindset in this SDP (see Chapter 9 and within the Action Plans in Chapter 10) will seek to further develop positive behaviour in the school. Because PERMA principles transcend school/home boundaries, the expectation is that parents/carers will become more fully engaged with the school life of their children and with their own roles and responsibilities within the school community.

The sample April 2017 Keele data below illustrates both strengths and areas for development in relation to behaviour and discipline from the perspective of parents and pupils. This data has informed the school's decisions in relation to promoting engagement (pupil:teacher; pupil:pupil; parent:school, in particular) and positive behaviour.

An 'executive summary' of Keele 2017 is included in Chapter 8.

Parents:

- 97% think that their child enjoys and is happy at school all or most of the time
- 95% agree that the teachers praise and encourage the pupils
- 90% think that the teachers keep good control in the classroom
- 88% think that discipline in the school is about right
- 68% think that the school deals firmly with bullying

Pupils:

- 93% say that they usually feel happy at school
- 92% think that the school rules are fair
- 91% say that they always feel safe in school
- 88% agree that the teacher tells them when he/she is pleased with their work
- 88% agree that, if they get in trouble, they are treated fairly by their teacher
- 86% say that they rarely or never behave badly at school
- 85% say that the teacher helps them to set targets for their work
- 75% say that they have not experienced bullying
- 66% say that other pupils often distract them when they're trying to work
- 38% say that the teacher often talks to them about how they can make their work better
- 34% think that other children often disturb lessons by behaving badly
- 4% say that some children often make fun of pupils who work hard

4.5 Health and wellbeing (*Regulation 2c*)

The school's **Healthy Lifestyle Policy** was initiated in 2011-12. It has been succeeded and developed in successive SDPs and remains an integral policy in terms of pupil wellbeing. Through the PDMU focus of this SDP, the impact of school policies on 'pupil wellbeing' can be reviewed. Related initiatives, particularly on Eco issues (including the Eco Club) and Active Travel are integral to the whole-school development of wellbeing, as is pupil participation in the after-school/extra-curricular programme (see 4.5.1 below). The Eco and Active Travel programmes also engage parents through planting activities, bike and scooter and walking buses, and healthy breakfasts. All these practices will continue throughout this SDP.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

The school achieved its first Eco Schools' **Green Flag** in the 2011-12 academic year, subsequently gaining a reputation for good practice among the wider 'eco community'. The 4th Green Flag application will be undertaken in May 2018.

The **fruit orchard** was planted and dedicated to John Andrews in the 2014-15 school year and the school has recently been awarded a £1350 grant from the 'Live Here Love Here Small Grants Scheme' to purchase a new polytunnel for further pupil/community participation in growing and harvesting fruit and vegetables.

Healthy breaks for staff and pupils are promoted on Mondays-Thursdays. Fridays remain a 'treat day' for everyone!

During 2016-17, the Principal undertook research in developing 'the pupil voice'. This resulted in confirming both the relevance of a 'School Council' ('**representative democracy**'), as well as the need to develop more representative democratic practices among pupils, eg selecting particular groups to focus on a specific task, such as organising a charity collection. It also became apparent that the most important pupil voice is found in everyday interactions in the classroom/playground; also at sports or music events. It should be a '**living democracy**'.

This work underpinned the pupil-focused element of the school's new focus on positive psychology (PERMA model), developing engagement and resilience, the growth mindset and wellbeing throughout the whole school community (see Chapter 9). Through this SDP, the impact of all these issues will be addressed within the context of developing a coherent and dynamic pastoral care system in line with positive and improving outcomes for children (and, by extension, their families). The principal curricular area that relates to this work is PDMU, although the aim is to include PERMA elements across all areas of the curriculum.

All children are encouraged to take part in playground games at break and lunch, and are provided with regular periods of Physical Education. P6 and P7 year groups also have dedicated Games periods for 1 hour per week. All KS2 pupils are offered a term's swimming instruction at Ards Leisure Centre.

A P4-7 Sports Day at Comber Rec FC forms the core of a **Family Fun Day** organised by the PTA in June of each year. The event follows the format of an athletics' 'track and field' programme, with all pupils engaged in activities all the time. Rotating around 8 events that include running, jumping, throwing and catching is a more inclusive programme that allows pupils to try a range of skills.

A smaller scale event for P1-3 pupils takes place in the school grounds - again aimed at promoting and developing a range of athletic skills. Older children act as 'buddies' on this occasion.

4.5.1 Extra-curricular Activities (Requirements 2a, 2b, 2c, 2f)

During the 2014-17 SDP, Mr Skimin, PE and Extra-curricular Coordinator, organised and enhanced a wide-ranging programme of extra-curricular activities, delivered by both staff and external providers. This revision of extra-curricular activities has allowed the school to develop the variety of clubs and increase the age-groups the

**Andrews Memorial Primary School
School Development Plan 2017-2020**

clubs are available to. This has been a successful transition with clubs available for children from P1 to P7. While there is an expense for parents for some of these activities, the school does not receive any additional ‘extended schools’ funding, so the costs must be met by parents. It remains the aim of the school to provide as many and as varied activities as it can.

The clubs provided by the staff are listed below:

Choir	Hockey
Cricket	Netball
Cross-country	Orchestra
Dance	Rugby
Eco Club	Scripture Union
Football	Table-tennis

The table below lists the activities delivered by external providers at present (2017-18):

Activity	Year Group
Children’s Music Academy	P2-P3
Matthew Tipton Football	P2-P7
Party Professor (Science)	P1-P7
Clayrazy (Clay Art)	P1-P7
Miniversity (Computers)	P1-P7

The school is proud to have achieved its aims of extending provision and widening choice. The Keele Parents’ Survey (April 2017) revealed that 89% believed that there is ample opportunity to take part in sport, an increase of 9% from the 2014-15 Keele Survey. In addition, 95% of parents stated that the school provides good out of hours’ services for pupils. This sentiment was reflected in the Pupils’ Survey, too, as 90% of the children said there were lots of things to do after lessons. This figure is up by 3% on the pupil responses during the Keele Survey in 2014-15. Furthermore, an audit conducted by the PE Team in 2017 revealed that 75% of pupils, from P3 to P7, attended one or more after-school activities each week.

The school is also reviewing its safeguarding procedures in relation to extra-curricular activities led by external providers. All providers must supply Access NI and Public Liability Insurance documentation. In addition, providers must submit a use of facilities form and make a payment towards the use of premises. The PE Team has identified that creating a handbook for external providers should be a key target for the 2017-18 Action Plan. Finally, a risk assessment must be completed for after-school activities led by staff outside the school grounds.

4.6 Staff development and wellbeing (*Requirement 2e*)

At Andrews Memorial, the most valuable resource is the staff. In school, we use the more personal pronouns of our, we and us, but in the formal language of a SDP, the third person is used consistently. Of course, the term staff means all staff - teaching, non-teaching, ancillary, part-time and volunteer. It follows that the wellbeing of everyone working in the school is of paramount importance to creating

**Andrews Memorial Primary School
School Development Plan 2017-2020**

and managing a dynamic, positive and thriving learning community; more-over, delivering safe, enjoyable and challenging learning provision for the children.

The school's focus on PERMA is a clear statement that it values wellbeing and recognises its significance in the context of school improvement. Within the learning environment, high quality learning and teaching underpins all that the school does to promote achievement and improvement. Positive staff wellbeing, alongside effective professional development, is therefore essential if school improvement is to take place and for children to learn and achieve their full potential. It follows that a meaningful programme of professional development and support is offered to staff, and that the needs of the individual are met in terms of wellbeing.

With the renewed focus on wellbeing across the school community, a revised 'Staff Review pro-forma' will be developed for this SDP. The draft pro-forma is included as Appendix E. The pro-forma is designed to prompt staff to reflect on their roles and responsibilities and, in particular, to place these within the context of, not only the school environment (their workplace), but also that of their personal lives. Information is shared in confidence; no-one is pressurised into discussing personal issues unless they wish to. Within the revision of the school's Team Charter, there will be renewed focus on processes which seek to support wellbeing, so staff should feel more secure in their knowledge of who to talk to and what methods they can use to seek support.

Linked to the Staff Review is the school's Staff Handbook. In the context of promoting wellbeing, this will also be reviewed during the 2017-20 SDP, to include a more detailed Team Charter, extending to a more structured 'code of conduct'. This exercise is listed as a specific target in the Leadership and Management Action Plan (Chapter 10).

Leaflets for substitute teachers and students are also produced with key information included, to assist visitors to settle into the school day and routines.

The leadership and management structure of the school detailed in Chapter 2 dictates that a corresponding timetable of professional development is required to facilitate school development. The school has well-established procedures in place for team meetings, alongside a monthly Staff Meeting. Leadership Team meetings are planned fortnightly for the most part. Through successive SDPs, the staff has required less support in organising meetings, as the processes and practices of monitoring and evaluating have become more effectively embedded. Meetings are supplemented by regular emails between staff and a Principal's 'weekly bulletin' emailed to teaching and non-teaching staff at the beginning of each week.

Additionally, the Vice Principal organises termly 'afternoon timetables' whereby staff are timetabled for planning/preparation time or other classes, eg games, art/craft, clubs. As far as possible, these orientate towards staff experience and expertise, in summary, meeting the following:

- ✓ SDP needs and priorities
- ✓ continuing professional development and planning / preparation time

**Andrews Memorial Primary School
School Development Plan 2017-2020**

- ✓ more purposeful afternoon activities utilising staff experience / expertise

Issues that require longer periods of discussion are included in School Development Days or Training Days (5 of each annually).

Other statutory training is undertaken through EA, CCEA or DENI initiatives, where available. The recent and ongoing 'transition' period following the formation of the Education Authority (EA) from the 5 Education and Library Boards, however, has resulted in less centrally supported curriculum and professional development. As a result, this school, within its local cluster of schools in the area of Newtownards, Comber, Ballygowan and Killinchy, participates in a number of school-supported clusters - in Special Educational Needs, Play, Literacy, Numeracy and Science/World Around Us. An annual autumn conference also sees some 170 teachers come together for keynote addresses and/or workshops on a range of current issues.

It should be noted that all these clusters and the conference receive no EA funding. The Principals have all identified these groups as serving continuing professional development positively and proactively. They have also proved to be cost-effective within the environment of ever-decreasing budgets for training.

All members of staff are encouraged to attend courses/training where possible and where relevant to their personal and professional development, ie identified and agreed in their PRSD targets. An INSET Record is completed following attendance (Appendix F). These are retained by the Principal, but teachers relay the outcomes to the relevant team and beyond as required.

Teachers with Management Allowances are requested to complete a target-setting pro-forma relating to those allowances, as well as their own 'TA Targets', designed to identify more personally created areas for development (see Diagram 6 below). During the 2014-17 SDP, within the revision of the SLT, teachers applied for a place on the team and subsequently undertook 'school improvement targets' as part of their leadership development. For this SDP, TA Targets and school improvement targets are more closely aligned to SDP priorities now that the school and staff have an increased capacity for creating more focused targets across curriculum and leadership areas. This once more illustrates the maturing of the staff and the expansion of collaborative leadership principles among those that favour their own professional development at that level.

All professional development targets are relayed to the Board of Governors, and at an annual meeting (usually their last of the academic year) the Governors receive presentations from the Principal and members of staff on SDP priorities, initiatives and progress. This was introduced during the 2012-13 year and has been very positively received by the Governors. Such presentations form an important part of a teacher's professional development, as well as developing the Governors' understanding of the curriculum-focused work of the school.

The Board of Governors adopts all health and wellbeing initiatives introduced by either the EA or DENI. Such documents are included in the Staff Handbook for ease of reference.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

Staff absence is also managed through the relevant policy documents. The most recent staff absence records are summarised in Table 4 below (data from DENI Data Update, May 2017).

Academic Year	Full-time equivalent teachers (inc Principal)	Days lost per teacher due to sickness (based on financial year)	NI average
2012-13	14	5.3	
2013-14	14	9.9	
2014-15	15 (DENI no, still 13 classes + Principal)	15.3	
2015-16	14	15.4	7.8

Table 4 Teacher absence summary

It should be noted that the above average figures in more recent years are due to extended periods of illness affecting only one or two teachers.

Table 5 below shows more relevant data in terms of the day-to-day reality of managing attendance. It relates to the academic year and to sick absence of the short-term variety. Essentially, the sickness record of the teaching staff is very easily managed; the ‘above average’ data recorded in Table 4 correlates significantly with periods of long-term illness.

Academic Year	Full-time equivalent teachers (inc Principal)	Days lost per teacher due to sickness (short-term)	Number of teachers with short-term sickness
2012-13	14	2.3	7
2013-14	14	0.4	2
2014-15	14	3.3	3
2015-16	14	0.8	2
2016-17	14	2.3	6

Table 5 Teacher absence summary - short-term, self-certified

Should members of staff require external support in relation to health or wellbeing, Carecall is the recognised provider:

**www.carecallwellbeing.com
08003895362**

It should also be noted that the Board of Governors has a Staffing Committee which can deal with staffing issues related to wellbeing or recruitment prior to/instead of engaging the full Board.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

4.7 School Links (*Requirement 2f*)

This section of the Plan will aim to outline how the school links to its own and the wider community. It should be noted that this area of Andrews Memorial's school development has been a particularly strong focus in successive SDPs; the new focus on the PDMU area of the curriculum, including on PERMA and engagement, are clearly relevant to this section. Further data and contextual information on links is provided elsewhere, in Chapters 6, 9 and 10.

4.7.1 Links to parents (*Requirement 2f*)

Andrews Memorial prides itself on developing positive relationships with parents and in welcoming parents' views on consultations. A summary list of the linking strategies and methods of contact is included below:

- ✓ Whole school general updates & information via Wednesday Notes
 - P1-3 pupils all have 'Notebags'
 - Individual class / year group information may be sent at other times
- ✓ School website
 - Monthly News page; year group News Sheets
 - Calendar of events
 - 'Stock' information, including the Prospectus, Safeguarding Policies, BOG Annual Report & admissions criteria
 - Wednesday Notes published on the website News page; also posted through Twitter (from Nov 2017)
- ✓ Twitter feed
 - Established in June 2015 for sending pictures of the P7 residential
 - Initiated by the Principal; SLT members added as 'tweeters' in October 2017
 - Increased parental engagement with current events
- ✓ Facebook page
 - Copy of Twitter feed
 - School promotion, eg dates of Open Day, special events
- ✓ Board of Governors
 - Two parent representatives
 - Responsible for dealing with parental complaints
 - Regular updates on school events provided by the Principal (Hon Sec to the Board)
- ✓ Parent Teacher Association
 - Monthly committee meetings
 - Range of fund-raising events throughout the year
 - Regular liaison with the Principal/SLT representative
- ✓ Permission slips
 - Standard format used throughout the school - all events seek the Chair's approval and a record is kept in the Governors' file
 - All events supported by a risk assessment, signed and retained by the Principal
- ✓ Curriculum Evenings
 - P1-7 year groups host these in September of each year
 - P1 parents are invited to participate in an induction programme, which includes classroom visits for the new pupils
- ✓ Open Day
 - One day in early December for prospective parents - guided tours, meeting with Principal and Vice Principal
- ✓ Parent-Teacher Consultations
 - September-October - P1-7; includes the reporting/discussion of standardised test results for P4-7 (PtE & PtM); also discussion & signing of IEPs
 - February/March - mid-year for P1-6

Andrews Memorial Primary School School Development Plan 2017-2020

- P7 parents are invited to a 'transfer interview' with the Principal in February
- ✓ **Annual Pupil Report**
 - Issued to all parents of P1-7 in June
 - Includes attendance % & results of standardised tests, alongside a year/class average

Parents are encouraged to make appointments with teachers to discuss issues they may have; parents are also issued with a '**Policy Guide**' (which outlines standard procedures in raising awareness of issues. This guide will be updated in 2017-18 to reflect the interim (then likely adoption) of a revised Complaints Procedure, signposting the right for dissatisfied complainants to approach the NI Ombudsman's Office.

4.7.2 Links to the wider community (Requirement 2f)

Andrews Memorial continues its strong links with the local community. During the last SDP, in 2015, the school celebrated the centenary of the opening of the Andrews Memorial Hall in 1915. The school had a weekend of fabulous activities including a community Tea Dance on the Saturday where people had to be turned away, and a very moving service in the hall on the Sunday. Many of the Andrews family attended the service as well as local dignitaries and many commented on the reverence of the service.

For this new development plan, the two aims remain the same:

- ✓ Strengthen the school community
- ✓ Build sustainable partnerships

Things will be taking a different turn this year as the School in the Community Coordinator is retiring at Christmas. This will have the immediate effect of reviewing the current Intergenerational Programme. The school will continue to promote the use of the Andrews Hall for community events and existing links with local businesses will be a renewed focus for development. Danske Bank are due to host a budget programme with P7 children; the PSNI will be hosting a "Curb Your Speed" event, again with P7 pupils, although it is hoped that they will be able to visit the lower key stages with various programmes.

The school will be promoting the creation of a '**Digital Hub**' for pupils, namely a new ICT Suite that will allow a full class to be taught in a dedicated space, using stand-alone PCs and laptops. School iPads can be used throughout the school, but this new suite will allow them to be utilised by both pupils and members of the wider community. The PTA has initiated a grant application for an Aviva Community Award of £10000 in November 2017 to this end, although its success in gaining the grant will not deter the school from its aim. At the time of writing, the grant application has been successful in gaining enough votes of support to enter the final selection panel. Final grant awards will be made in January 2018.

The project is linked to the re-establishment of the **School Library** (in the room that is currently the ICT Suite), to reflect the school's curriculum development in Literacy during the 2014-17 SDP - and its desire to support a 21st century library learning environment for the children (including ICT resources).

Andrews Memorial Primary School School Development Plan 2017-2020

This project means that sponsorship will be sought from local businesses. A team of volunteers will be set up, including staff and parents, to discuss and create a sponsorship plan, meeting with businesses and parents. Such work will build on skills developed, as well as lessons learned, during the planning for the commemoration of the Titanic Centenary in 2011-12.

It is also hoped that the school will maintain its close links with the Comber Regeneration Committee, possibly by having a stall at the monthly Farmers' Market, aiming to raise money while giving the children a taste of entrepreneurship - and, of course, extending their 'pupil voices'.

The school would also like to investigate the possibility, along with other Comber schools, of taking part in the Remembrance Day service at the Cenotaph in Comber Square.

4.7.3 Links to other schools (*Requirement 2f*)

National

- Potential liaison with Cardiff Primary schools on establishing the Growth Mindset in the classroom/school culture - following training attended by the Principal in September 2017

International

- 4th British Council etwinning project, again partnering with CEIP Almanzor in Navamoral de la Mata, Spain (west of Madrid)
- Gained 1st British Council International School Award in 2016-17
- Principal liaison with UCC, Copenhagen re hosting a Danish student on placement; remains open following the cancellation of the placement in spring 2018

Local

- School teams competing in sport against local schools
- Participation in local area cluster groups for Literacy, Numeracy, SEN and Science
- Liaison with local pre-school groups in advance of Open Enrolment procedure
- Principals' group - Newtownards and Comber - monthly meetings, annual Autumn Conference, Lisburn Principals' conference in Newcastle
- Hosting of local school's events, eg Chemistry at Work Day; netball tournament proposed
- Regular liaison with local Post Primary schools - through transfer procedure, visits, attendance at school events

The school remains open to enquiries about all forms of school liaison; these are valuable for pupils as well as offering staff useful professional development opportunities.

4.8 The use of Information & Communications Technology (*Requirement 2g*)

There are four C2K Managers in the school - the Principal, Mrs Rosalyn Van Giesen, Mrs Lynsey Ambrose and Mrs Ashleigh Sims. The team and C2K technician, Terry McCorry (School Support NI), support the logistical arrangements for pupil registration and access to C2K's Managed Service; Mrs Lynsey Ambrose and Mrs Ashleigh Sims take the lead for ICT curriculum development and INSET arrangements.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

A Using ICT Action Plan has been prepared for this SDP and is included in Chapter 10. A summary of the issues that the school is addressing and promoting is included below:

- ✓ **Continuing implementation of the ICT curriculum throughout all year groups**
 - ✓ Completion of ICT Task Grid 2016-17 by each year group (to be updated 2018-19)
 - ✓ Introduction and completion of new ICT Coding Task (CAS Barefoot program) by each year group - Term 3 2017-18
 - ✓ Continued compilation of teachers' Assessment Files - completion by each teacher of updated digital tasks. Currently 3 tasks per year with the vision of increasing to 5 tasks- 1 per planning session. Tasks will be seen to cover the 5 Es throughout the year - including the new coding task
 - ✓ Evidence-based file; monitoring and maintaining by the ICT Team
 - ✓ Implementation of whole school management of internet safety - including Internet Safety Day
 - ✓ Maintenance of the Computer Suite timetable
 - ✓ Monitoring of ICT displays, eg in the Computer Suite
 - ✓ Introduction of the Digital Leaders program within Primary 6 and 7

- ✓ **Managing the provision of an Interactive Whiteboard (IWB) in every classroom**
 - ✓ Managing the liaison between the staff and the C2K Helpdesk re IWB and computers
 - ✓ Management plan, in partnership with the PTA, to cater for replacement parts agenda, including planning for expenditure
 - ✓ Potential integration of 2 Activpanels into the school

- ✓ **Managing the use and provision of ICT-related devices**
 - ✓ Continued research of the integration of iPads into the teaching and learning in the Primary classroom
 - ✓ Expand the use of digital technologies throughout the school - iPads being used within lessons, eg Taskboard/reciprocal reading/literacy/numeracy/PBL, ABL & SBL
 - ✓ 'Robotic' devices
 - ✓ Andrews Digital Hub - the update of the ICT suite to the current 2-3 club room - PTA support and possible funding grant and business sponsorship

- ✓ **Managing the training and professional development needs of the staff**
 - ✓ Leadership of ICT and Team development within the ICT Team
 - ✓ General ICT support
 - ✓ Attendance at EA/C2K courses/seminars
 - ✓ Allocation of new/updated software
 - ✓ PtE & PtM analysis - use of data
 - ✓ Communication via email
 - ✓ Maintenance of an 'electronic diary', accessible to all members of staff

- ✓ **Maintaining the school website and social media**
 - ✓ Maintaining & updating the site to be more child friendly
 - ✓ Monitoring its use & potential for development
 - ✓ Continued promotion of pupils' achievements and learning through social media
 - ✓ Trial introduction of ParentMail/C2K text messaging system - a paper-free communication system available to all parents either via ParentMail or C2K text messaging system

- ✓ **Managing the use of SIMS.net**
 - ✓ Assessment Manager
 - ✓ Pupil attendance

- ✓ **Renewal of Digital Schools of Distinction Award in 2018-19**

**Andrews Memorial Primary School
School Development Plan 2017-2020**

The school recognises the huge potential for ICT to enhance learning from both a pupil and staff perspective. It also recognises the inherent challenges in keeping up-to-date with an ever-changing technological world.

5. Finance (*Requirement 3a*)

5.1 Context

Andrews Memorial has 9.6% of its pupils receiving Free School Meals. This is within the lowest band identified in DENI analysis and reflects in the LMS Delegated Budget allocation of a negligible amount for the targeting of social need of its pupils. Unfortunately, it is this element of funding that supports the buying of resources, since almost all the remaining budget is allocated on staff and premises expenditure.

The school has carried a small deficit (within 5%) in the recent past, but additional staff expenditure on National Insurance and Pension benefits, unfunded by the DENI, coupled with a reduction of c £56 per pupil in AWPU funding, means that any deficit cannot be reduced through merely trimming costs. The school needs every one of its 13 teachers and doesn't have any extra staff in, for example, Classroom Assistant posts. All teachers have a full-time teaching complement and the school's Pupil:Teacher ratio of 24:1 is significantly higher than the N. Ireland figure of 21:4.

The school has 25 'empty seats', representing a 93% capacity. Its enrolment has risen from 310 in 2010-11. In short, the school is strongly viable - as measured in terms of enrolment and educational outcomes - but continues to struggle financially. In March of 2017, the Principal, in liaison with the LMS section of the EA, reported to Governors that, for the first time in many years, there was a projected surplus in its new 3 Year Plan. By September, due to the additional costs noted above, and despite significant projected staff savings (retirements and a maternity), the 3 Year Plan surplus had been transferred to a significant deficit.

This projection, of course, is made within the constraints and challenges affecting all public service spending. Indeed, the school did not receive an approved (by the EA) 3 Year Plan for 2016-17.

The school's delegated budget is almost entirely dependent on its enrolment and almost entirely spent on its staffing. The only factor within the school's control, and even then only partly, is enrolment. Local demographics in Comber, as well as the maintenance of three Primary schools in a town that has seen minimal housing growth in the last decade, means that the enrolment environment is extremely competitive. Over the past 7 years, the school has worked tirelessly to promote itself in the wider community, with the result that, since 2010-11, the enrolment has increased steadily. For 2016-17, the P1 enrolment was 55, two more than the admissions number. In short, the school has been extremely successful in maintaining and increasing its enrolment, despite extreme fiscal pressures.

Within the school's indicative delegated budget for the 2017-18 financial year, staff costs constitute 102.3% (teaching and non-teaching). This means that the school depends entirely on enrolment to maintain provision and has minimal control over

**Andrews Memorial Primary School
School Development Plan 2017-2020**

the management of its expenses. Essentially, schools of the same number and with the same FSM, but with less experienced teachers, are better off and their pupils are better served by available resources. The CFF is an unfair formula in this respect to Andrews Memorial PS. The principle of using its delegated budget to 'bring about an improvement in standards' is purely notional and can only be addressed if a review of the Common Funding Formula (CFF) produces different results; results that reflect the viability and strengths of the school apparent in all but the current 'balance sheet'.

Andrews Memorial relies on its parents and its PTA, as well as access to other funding streams, to provide its pupils with the resources they deserve; and with which the school attempts to maintain and improve standards. It also seeks additional income through use of premises funding and receives a trust fund payment from the Ballystockart Trust Fund, set up when Ballystockart PS closed and its pupils were transferred to Andrews Memorial.

5.2 3 year Financial Plan

The plan reproduced here as Appendix G is the most recent one and has not been approved by the EA. The Principal will continue to meet and liaise with the LMS section of the EA in pursuit of a viable financial management strategy for the school.

5.3 Targeting of financial resources 2017-20

The principal target areas for this SDP are:

- Maintaining enrolment and staffing complement; aim to re-establish a 14 class teacher complement
- Raising c £15000 to refurbish classroom as a Digi Hub for the school and community; also to re-establish the school library - external grant application and PTA/business sponsorship
- Managing the replacement of bulbs/projectors for the Interactive Whiteboards - PTA sponsorship
- *Replacement of IWBs with ActivPanels, eg Promethean - research priority*
- Purchase of iPads and related technology - Ballystockart Trust
- Playground/PE equipment - school sponsored events

6. Key Targets (Requirement 4)

Section 6.1 highlights the key targets for the previous SDP. During this plan, the school produced a 'SDP Summary' in both June 2015 and 2016 which highlighted key SDP issues and progress. These were published on the website and made available to parents; their value was highlighted in the Parents' Focus Group discussions undertaken as part of the consultative process for the previous SDP. It should also be noted that the key targets within each Curricular Area Action Plan have also been highlighted in Chapter 9; the full Action Plans are included in Chapter 10.

Andrews Memorial Primary School School Development Plan 2017-2020

The targets are categorised here according to the indicators for self-evaluation used in the DENI's Every School a Good School document (2009). A tick denotes the successful completion of each target. Where a target is highlighted in green, there are areas for development related to embedding or continuing it. These targets have helped baseline the 2017-20 SDP. In some cases, these areas for development are constant, in particular those relating to Effective Leadership - they'll always be green!

6.1 SDP 2014-17

Child-centred provision

- ✓ Teaching & Learning Policy - based on effective planning & assessment; involving pupils at all stages; development of consistent observation records at Foundation and AfL throughout assessment strategy; continuing to infuse and monitor in practice (PRSD)
- ✓ *Review of all policies relating to pastoral care / safeguarding - ongoing on a 3 year cycle; development of a review strategy*
- ✓ Topic-based learning & independent learning at KS2 (P5, 6 & 7) - renamed Skills-Based Learning; developing use of shared activity areas
- ✓ Maintenance and monitoring of our Special Educational Needs policy - each child working in accordance with his/her ability, as well as being challenged where appropriate; developing more effective communication with parents includes the recognition of gifted and talented pupils; initiation of an Action Plan for SEN (Chapter 10)
- ✓ *Healthy Lifestyle focus - children to recognise benefits & take responsibility for their own health - Monday, Tuesday, Wednesday & Thursday Healthy Break; Active Travel Scheme; development of outdoor play & outdoor learning*

High quality teaching & learning

- ✓ Teaching & Learning Policy - based on effective planning & assessment; involving pupils at all stages; development of consistent observation records at Foundation and AfL throughout assessment strategy; continuing to infuse and monitor in practice (PRSD)
- ✓ Cross-curricular approach - development of rich topics, particularly in the World Around Us
- ✓ Focus on Language & Literacy - writing genre, reciprocal reading, handwriting
- ✓ *Building on a foundation of literacy & numeracy - clear targets for progress based on evaluation of data; continued use of data to monitor progress; initiation of an Action Plan for the Learning and Assessment Team*
- ✓ Maintenance of a positive learning environment - classroom space, agreed codes of behaviour & review of all policies relating to pastoral care / safeguarding on a 3 year (SDP) cycle

Effective leadership

- ✓ *Maintenance of a team-based, multi-layered management structure (Diagram 1; Tables 1 & 2); expansion of a team-based, shared leadership ethos*
- ✓ Creation of a Safeguarding Coordinator position; linked to Governor review of Management Allowances
- ✓ *Succession planning; staff/team development in light of financial pressures*
- ✓ *Development of a self-evaluative culture; less, more focused, curricular and whole school targets (as baseline develops and standards/processes are improved)*
- ✓ Implementation of a 'Monitoring & Evaluation Timetable' to take account of the balance of year, school trips/events & M&E targets/dates
- ✓ *Board of Governors to monitor progress through regular meetings; to be accountable for the running of the school; to maintain SDP focus through consistent referral at meetings (SDP a constant on the Agenda); maintain SDP presentation in June of each year*
- ✓ *Principal to produce a SDP Summary in June of each of first two years of SDP; the third year is focused on drafting the baseline for the next SDP, which will be made available to parents within the first year of its implementation*

**Andrews Memorial Primary School
School Development Plan 2017-2020**

- ✓ *Management of the school's finances in accordance with DENI & EA guidelines, and with Board of Governors' support*
- ✓ *Maintenance and development of sustainable community links*

A school connected to its local community

- ✓ *Development of a wider community use of the Andrews Hall*
- ✓ *Seeking opportunities to recognise & celebrate our pupils, past & present, as ambassadors for the school*
- ✓ Support for the development of a dynamic PTA - range of events to suit all tastes, for both children and adults
- ✓ Investigation into the potential for school links, including those of an international dimension; etwinning project for 2014-15; investigating opportunities for more

It should also be noted that each Curriculum Team produces an annual Self-Evaluation Report (S-E) based on its progress through each year of its Action Plan. As Language & Literacy was the principal curricular area of development during the previous SDP, a **Literacy Strategy** document was produced by the team, to include evaluations and information on initiatives such as Reciprocal Reading, the use of Taskboards, writing genres and handwriting. All other S-E Reports are saved electronically and used to inform the planning for each area within this (new) SDP.

The targets included in the boxes above are generally those affecting the whole school (curriculum) or the general strategic direction of the school.

Following the school's Inspection in May 2015, it was decided to identify curricular areas that had strategic aims for school improvement/development, as well as maintenance plans that were supporting ongoing and embedded practice. This principle replaces the previous identification of a single curricular area for a major strategic SDP focus (for the 2014-17 SDP, this area was Language & Literacy).

For the 2017-20 SDP, the strategic areas for curriculum development are Personal Development & Mutual Understanding (PDMU), as well as strands within Mathematics & Numeracy and Language & Literacy.

7. Challenges & Opportunities (*Requirement 5*)

Flip sides of the same coin, maybe, but in accepting the challenges of reality in today's public service, this school has consistently shown itself to be capable of recognising and seizing opportunities to aid its development and effect its improvement.

Through the momentous events of 2011-12 (Titanic Centenary) and then 2014-15 (Andrews Hall Centenary), the school used historical commemorations and celebrations to generate a higher public profile, engage with the wider community and stabilise enrolment; indeed, increase it, thus maintaining provision at the desired level.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

The competitive enrolment landscape in Comber remains the same - 3 Primary schools and not really enough children to support them. However, in building from 310 pupils in 2010-11 to 341 in 2017-18 the school can be very proud of its efforts.

The challenge goes on, however, and the opportunities for community engagement are still very much at the heart of school development. From that perspective, the staff is still focused on developing and improving the curriculum inside and outside the classroom. Curriculum Teams demonstrate the capacity for creative development ideas; the leadership maintains a strong vision and the determination to facilitate improvement through self-evaluative practice and facilitated professional development; and the middle management teams are capable of supporting from both above and below.

The school's financial position, according to the current Common Funding Formula (CFF) does not align with the provision and the quality of education being offered. This is an anomaly that is blighting the school's 'performance'. At 93% full, with a PTR above the N. Ireland average, with 1 less teacher than desirable and no extra classroom assistants, the delegated budget should support the provision. It is the formula that doesn't work. Fortunately, the school's Governors remain steadfast in the face of this adversity; and committed to supporting the Principal and staff in their delivery of a quality education.

Additionally, and with consistent generosity, parents support the resourcing of the curriculum. With the plan to create a new 'Digi Hub' and Library, their generosity will once again be tested - as will that of local businesses. In other words, when it comes to financing school improvement issues, the money isn't coming from the government.

The table below illustrates the range of general target areas to be addressed in this SDP. The headings correspond to those in Every School a Good School (ESAGS), published by the DENI in 2009 and focusing on the key characteristics of a successful school and, by implication, the areas for school improvement. More specific targets, with timescales, success criteria etc will be presented in Chapters 9 and 10.

ESAGS headings in bold:

▪ **Child-centred provision**

- Increase from 13 to 14 classes
- Maintain & develop team structure - succession planning
- Maintain development & administration of SEN
- Revisit & revise Safeguarding Pro-forma (eti)
- Revise CP Policy in light of recent DT & DDT training
- Establish an effective & manageable timetable for policy review
- Revise medium-term planners, beginning with those for Literacy & Numeracy
- Introduce PERMA, including the Growth Mindset, as a 'language for successful learning' across the whole curriculum - including provision for promoting a healthy lifestyle
- Maintain the provision of teaching & learning in ICT - research replacement options for Interactive Whiteboards
- Maintain & recognise learning opportunities in line with pupils' learning styles, including active learning across all year groups (PBL - ABL - SBL)

Andrews Memorial Primary School School Development Plan 2017-2020

- Maintain & develop our pupil voice - representative & living democracy
- Develop a Digital Hub - include options for community use
- Re-establish a school library

- **High quality teaching and learning**
 - Maintain & improve standards & progress levels (P1-7)
 - Develop a suite of meaningful data - quantitative & qualitative (P1-7)
 - Develop the acquisition of qualitative data across all year groups
 - Introduce concept of PERMA as a scaffold to effective learning & wellbeing
 - Pupils achieve within a holistic curriculum - balance, breadth, traditional, innovative
 - Continue to develop community links & engagement opportunities for pupils & staff

- **Effective leadership**
 - Maintain strategic vision for the school - SLT
 - Maintain & develop open lines of communication
 - Monitor curriculum development effectively
 - Develop middle leadership accountability & practice
 - Introduce PERMA to all staff, parents & Governors - initial focus on Engagement & Achievement
 - Introduce & employ ISEF to process of whole school self-evaluation
 - Manage the school's delegated financial resources; develop 'use of premises' potential
 - Prepare for GDPR & its impact on schools
 - Maintain SDP focus on Governor agendas
 - Adopt DENI policies, eg revised 2 stage Complaints Procedure

- **A school connected to its local community**
 - Develop a Digital Hub - include options for community use
 - Communicate effectively to parents/carers - assessment, policy, practice
 - Maintain & develop use of school website & social media
 - Support & liaise with the PTA - engagement focus
 - Utilise parent 'focus groups' where appropriate, eg on PERMA & wellbeing
 - Maintain the community function of the Andrews Hall
 - Maintain commitment to 'school in the community' events - games, library, school liaison, cluster groups, Principals' group
 - Maintain a positive & effective relationship with external agencies, including the DENI & EA

8. Consultation (*Requirement 6*)

For this SDP, the school adopted the Keele University Attitudinal Surveys for a second time. These surveys - among pupils, parents, staff (teaching and non-teaching) and Governors were felt to be objective and informative for the 2014-17 SDP. Additionally, for this consultation, the results could be compared with those achieved in the 2014-17 plan, as well as the national Keele database.

An Executive Summary of the Keele results has been agreed by the SLT and Governors, and is reproduced here (section 8.1). The full set of survey results is included as Appendix H.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

8.1 Keele Attitudinal Surveys - Executive Summary

This summary seeks to highlight some key strengths, as recorded by respondents, as well as areas for development highlighted in the surveys.

One of the principal advantages of using these surveys is their objectivity. They are designed by Keele University and the results are analysed solely by the University's Education Survey & Research Service. The interpretation/production of any summary, therefore, must be treated with caution, as it introduces an element of subjectivity into the analysis. For Andrews Memorial, the Principal produced the summary and consulted with the SLT and Board of Governors before publishing it here.

For the purposes of this summary, strengths are reflected by 95% or greater positive responses; areas for development are reflected by less than 85%.

The summary reproduced here is that published on the school website and made available to parents in the summer term of 2016-17.

With the introduction of PERMA (see Chapter 9), the school will continue to seek parental engagement opportunities (consultations) linked to school development planning, in particular some discussion/focus groups as done for the 2014-17 SDP. These discussions will be facilitated by staff, parents and Governors.

Also, the 'pupil voice', given more focus in the previous SDP, will be utilised in discussions around PERMA and school development planning.

In short, a child and parent-friendly version of the SDP is an aspiration within this SDP, created and developed from engaged discussions and set within the context of enhanced wellbeing developed through an understanding of the pillars of PERMA:

Positivity Engagement Relationships Meaning Achievement

**Andrews Memorial Primary School
School Development Plan 2017-20
Keele Attitudinal Parent & Pupil Surveys Executive Summary**

The Education Survey and Research Service from Keele University has an established reputation for conducting independent and objective surveys of schools. The service was founded by Tim Brighouse in 1989 and provides opportunities for parents, teachers, support staff, governors and, of course, pupils, to voice their opinions on their school - whether that is on standards, experiences, resources, leadership or teaching. Crucially, in today's environment, the surveys provide valuable self-evaluation evidence for schools, that allows them to baseline their strengths and focus on areas for development.

Our surveys were conducted in April 2017 as part of the consultation process for our new School Development Plan, which runs from September 2017 to June 2020. Surveys were sent to all parents (one per family), pupils (P4-7), teachers, support staff and Governors. For an easier and shorter read, the results here are focused on the responses of parents and pupils. Should anyone wish to view the full set of results, they are welcome to contact the school.

Andrews Memorial Primary School School Development Plan 2017-2020

The summary seeks to highlight some key strengths, as well as areas for development.

One of the principal advantages of using these surveys is their objectivity. They are designed by Keele University and the results are analysed solely by the University's Education Survey & Research Service. The interpretation/production of any summary, therefore, must be treated with caution, as it introduces an element of subjectivity into the analysis. For Andrews Memorial, the Principal produced this summary and consulted with the School Leadership Team and Board of Governors before publishing it here.

For the purposes of this summary, strengths are reflected by 95% or greater positive responses; areas for development are reflected by less than 85%. In our previous summary, we set these targets as 90% and 80% respectively, but felt that this year's responses merited a slightly more severe test of our standards.

We have also included a page from Keele's own executive summary, as it highlights both the comparison between our results and those from the university's huge database, as well as our results from 2014-15 (the last time we undertook the survey). In general terms, schools that are well-respected and high-performing use these surveys, so the standards are very high. Please take a few moments to compare our results with the database; they compare very favourably indeed. Of even more relevance, this year's results better those in 2014-15 in every category of the parents' survey, and in the majority of pupil results.

Parent Survey: 159 responses (70% of families)

The school standards

- 98% would recommend the school to their friends
- 99% recognise the school rules as fair
- 96% think that the school has high quality leadership

The school environment and provision

- 96% feel that the school is a safe and secure environment

Parental involvement

- 97% say that they have enough information about the school
- 99% say that they regularly attend parents' meetings
- 96% feel they are treated as a partner in their child's education

Teaching and learning

- 97% feel that the standards of teaching are high
- 95% agree that most teachers are respected by the pupils
- 95% agree that the teachers praise the pupils
- 99% agree that the teachers expect the pupils to work hard

The child's school experience

- 97% feel that their child enjoys and is happy at school all or most of the time
- 98% agree that the school is providing an education that will help their child prepare for future life
- 99% know who to contact should they wish to discuss progress or problems

Areas for development

- 85% agree that healthy food & drink are made available in school
- 68% think that the school deals firmly with bullying
- 84% feel the school is well furnished & resourced
- 65% say that the school is well equipped with computers
- 82% feel that the school has sufficient books & equipment

In order for schools to proceed successfully on their journey towards improvement and raising standards, they must undertake self-evaluation exercises, such as this survey. The categories of self-

**Andrews Memorial Primary School
School Development Plan 2017-2020**

evaluation, along with the results for Andrews Memorial in this survey and the comparative results from the Keele database, are detailed in the table below. For each category, the percentage recorded is the average from all the answers in the relevant category. All data is expressed as percentages (%).

Category	Andrews Memorial	Keele database
Outcomes for pupils	95	84
Quality of teaching, learning & assessment (inc resources)	89	87
Personal development, behaviour & welfare	94	86
Effectiveness of Leadership and Management	96	89

Pupil Survey: 176 responses (93% of P4-7 pupils)

- 99% believe AMPS to be a good school
- 98% say their teacher encourages them to work hard
- 97% feel their teacher listens to them
- 95% feel that other pupils are friendly to them
- 99% like joining in with others' games
- 97% say they usually work as hard as they can
- 97% agree that they listen to their teacher
- 95% say that there is a computer/tablet at home to help them
- 98% feel that their parents can buy what they need for school

Areas for development

- 83% agree that they are encouraged to eat healthy food at school
- 85% say that the teacher helps them to set targets for their work
- 38% say that the teacher often talks to them about how they can make their work better
- 49% feel that they always have the right resources for their lessons
- 79% like working in groups
- 75% say that they have not experienced bullying

The table below summarises both Andrews Memorial data and that from the Keele database.

Category	Andrews Memorial			Keele Database		
	boys	girls	all	boys	girls	all
Pupil satisfaction	85	93	89	80	88	84
Relationship with teachers	84	86	85	84	88	86
Parental support	91	97	94	89	92	91
Peer group influence	82	82	82	76	77	76
Pupil commitment	82	85	83	78	86	82
Perceived ability	64	72	68	70	74	72
Pupil well-being	78	82	80	73	79	76

In summary, the results from the Keele Surveys are extremely positive and extremely encouraging. The school is held in high regard by the vast majority of parents and pupils. Our standards are high and we set our standards high, despite the well-publicised lack of resources/finances.

Andrews Memorial Primary School School Development Plan 2017-2020

Of particular note is the 70% response statistic among parents; the school can make confident claims that it has accurate and truly reflective data on the views of its parents.

Of course, pastoral issues like perceptions of bullying are very emotive and important to address - it is almost always the case that schools feel they take these issues very seriously and deal with them professionally and sensitively, but those parents/pupils directly affected see things more personally. That said, less of our pupils feel that they have been bullied than in the other schools that have used the Keele surveys.

Our pupils are happy and confident young people the majority of the time. They work hard and feel the school looks after them from an academic and pastoral point of view. The vast majority take part in activities outside their own classroom and feel there are plenty on offer. The children feel they work hard and are encouraged by their teachers, although we must talk more to the children about how they can improve their work. The children's perceptions of their own ability is a little lower than we would like - so helping them understand how well they are doing and how well they can do is an area for development. Watch this space in that regard!

The school must try to maintain its provision of resources for learning, including the development of ICT, although we now have enough computers and iPads to provide what we feel we need to. While some children feel they don't always have enough books in lessons, the reality is that there is a need to share resources and their learning is not impaired.

We also need to do some more promotion of healthy food/lifestyle - that's something we have taken a huge pride in promoting, but it seems not everyone agrees, so look out for more attention being paid on that front.

And finally, we can do nothing without everyone working together, so thank you!

9. Areas for Development (*Requirement 7*)

In Chapter 10 all curriculum Action Plans are included, along with their respective timescales, details on resource expenditure, expected outcomes and monitoring and evaluating procedures. These deal with all curriculum areas. In developing action planning from the last SDP, these new plans include and reference Keele data, as well as recent Inspection comments (May 2015). The format has been adapted to mirror more closely the post-inspection format used for data and SEN, which the staff involved found helpful.

Comment has been made earlier regarding the identification of 'strategic' and 'maintenance' action plans. For this SDP, PDMU is the principal strategic area for curriculum development, and is supplemented by strategic targets in both Language & Literacy (core skill, Communication) and Mathematics & Numeracy (core skill, Using Mathematics). The Using ICT plan incorporates strands of curriculum, maintenance and community potential (the Andrews Community Digital Hub). While statutory assessment of UICT has yet to be initiated, the school is ready to employ it, having developed a task grid covering all 5E's of the curriculum during the 2014-17 SDP.

Maintenance action plans have been drafted for The Arts, PE, and the WAU; although each contain the team's own identified 'strategic' or key targets (see below).

The school is also committed to raising its already high standards in Communication and Using Mathematics, with targets developed following rigorous data analysis as reported in Chapter 4 (section 4.1.1).

Andrews Memorial Primary School School Development Plan 2017-2020

The school has maintained an internal standardisation process with regard to levelling pieces of work in Communication and Using Mathematics. The Principal prepared a summary of the 2016-17 outcomes which is part of the data evidence within the respective portfolios for these subjects. The school's strategy towards using levels remains open and under review, although it is hoped to carry out a similar levelling exercise at the end of the 2017-18 academic year to allow comparison with last year's results.

Further to the school's adoption of the new ISEF document for self-evaluation, this chapter includes a 'whole school strategic overview' using the categories identified in ISEF (see also Chapter 7). The overview adopts headings corresponding to the four characteristic areas for school improvement/development identified in Every School A Good School (ESAGS), as published by the DENI in 2009. The key/strategic targets for the 2017-18 academic year for each curriculum area are included, alongside those relating to whole school issues, ie leadership and management, pastoral care/safeguarding and community. This overview may be used as a baseline in both assessing the ease of use of ISEF in itself as well as the school's self-evaluative journey through this new SDP. It is experimental at this stage and will be evaluated by the SLT through the 2017-18 (first) year of this SDP.

The overview is included as Appendix I.

9.1 Introducing PERMA

Further to the Principal's research on developing 'the pupil voice' in 2016, and the realisation that its true foundation was visible in the day-to-day interaction between pupils and staff, he undertook further research into the broader area of 'health and wellbeing'. This is very much a societal issue in N. Ireland, as well as in an educational context. There have been some examples of schools undertaking wellbeing activities and initiatives in recent years, and there is no doubting the importance of protecting our mental health in general. For this reason alone, Andrews Memorial seeks to be proactive in this context and promoting essential life skills and concepts for its pupils, parents and staff.

After reading Martin Seligman's 2011 book, 'Flourish', a 'framework' or language of wellbeing became clearer and, after discussion among the SLT in planning discussions for this SDP, it was decided to adopt Seligman's principles of PERMA within the context of the school choosing the PDMU area of the curriculum for a focus for strategic development. Diagram 3 illustrates the outcomes of some of this SLT discussion, in which the issues around improving and developing parental engagement were highlighted. The school's Governors had also identified a desire to 'make parents more aware' of what really goes on in the school in terms of curriculum/school development. In this sense there is a growing momentum to undertake school improvement work within this context.

Focusing, then, on PERMA, and through the Principal's own PRSD requirements, the pillars of engagement and achievement were prioritised for focus during the 2017-18 school year.

**Andrews Memorial Primary School
School Development Plan 2017-2020**

In addition, Carol Dweck's work on the Growth Mindset (2006) linked clearly with the achievement pillar of PERMA, in relation to its focus on the more holistic view of achievement reflecting application of effort, more-so than the more 'linear' outworking of talent. In the Primary school context, the potential for children understanding and developing a growth mindset is huge; and removes their focus on just a 'score' or a 'prize' as a reason for undertaking learning or engaging with challenge.

The Principal visited the Royal School, Armagh, where PERMA has been in evidence for several years; PERMA is also reflected in the practice at RBAI in Belfast. In both schools, PERMA begins in the Primary phase within each school's Preparatory Department. The Principal also undertook a training course in Cardiff on introducing the Growth Mindset in schools (September 2017, NSM Training).

The staff in Andrews Memorial has begun to adopt the five pillars of PERMA alongside the concept of the Growth Mindset; in particular, teachers are beginning to accumulate visual aids for the classroom and shared activity areas. Professional development, led by the Principal, took place in September 2017 and will continue throughout the 2017-18, supplemented by additional contributions of staff where possible.

During 2017-18, the school will re-visit its Team Charter - within the context of updating the Staff Handbook and staff wellbeing (section 4.6).

At all Curriculum Evening presentations in October 2017, the Principal introduced PERMA and the Growth Mindset to parents. The Governors were also provided with this presentation.

The five 'pillars' are of equal importance in building, maintaining and developing wellbeing - the more 'formal' and relevant term for 'happiness' in a holistic sense. The introduction of 'growth mindset' principles supports the Achievement pillar, in particular, as illustrated in Diagram 4 below.

ENGAGEMENT

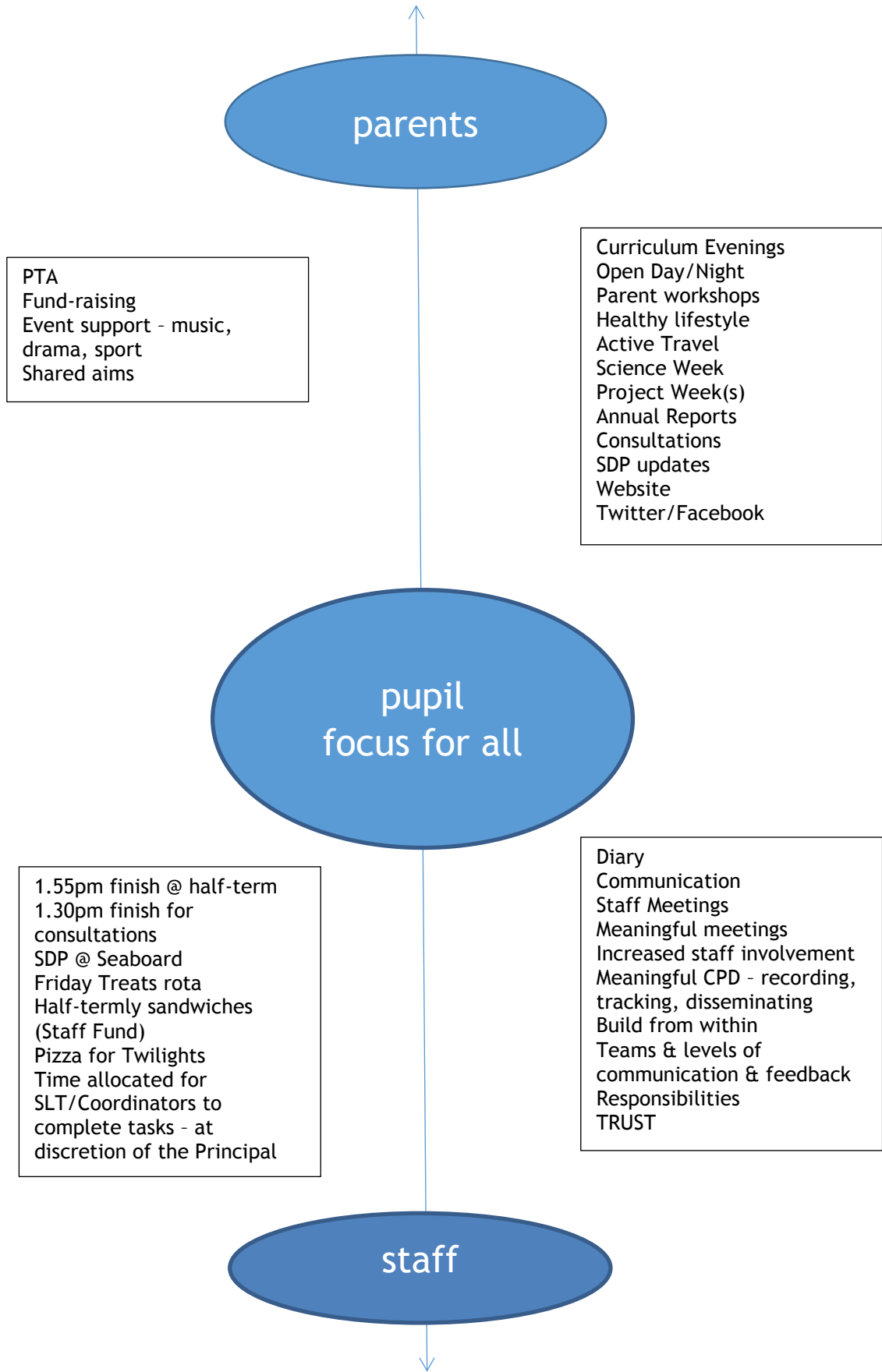


Diagram 3 SLT discussion notes on Engagement

**Andrews Memorial Primary School
School Development Plan 2017-2020**

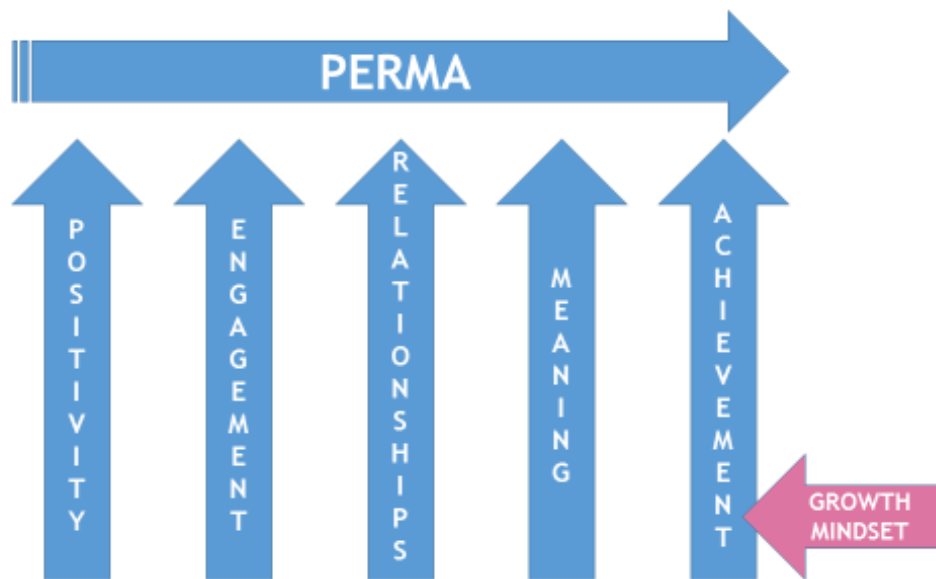


Diagram 4 *The pillars of PERMA*



Diagram 5 *Seligman's PERMA pie*

**Andrews Memorial Primary School
School Development Plan 2017-2020**

10. Action Plans (Requirement 7)

10.1 Summary

Each Curriculum Team is responsible for drafting its own Action Plan covering the three years of this SDP. Each plan follows an identical structure and highlights, where possible, financial expenditure. The structure centres on targets for each year, with monitoring/review dates included. Naturally, the plans are more detailed for 2017-18 and will be adjusted and expanded upon as the SDP progresses through the school's self-evaluation procedures. Key targets for the year are highlighted in red.

This SDP sees further action plans produced for Pastoral Care/Safeguarding, School in the Community and Leadership & Management. All of these offer more strategic areas for whole-school development.

10.2 Curriculum Area Action Plans (*Cross Curricular Skills in bold*)

The Arts

*Language & Literacy: **Communication***

Leadership & Management

Learning & Assessment

*Mathematics & Numeracy: **Using Mathematics***

Pastoral Care/Safeguarding

Personal Development & Mutual Understanding

Physical Education

The World Around Us

Using ICT

11. Appendices

- A PRSD pro-forma 2017-18**
- B Monitoring & Evaluating Timetable, 2017-18**
- C Data Report 2016-17**
- D Safeguarding Policy Review Timetable, 2017-20**
- E Staff Review pro-forma**
- F Staff INSET Record**
- G 3 Year Plan - current, unapproved at time of writing**
- H Keele Attitudinal Surveys, April 2017, full results**
- I Whole School Strategic Overview, 2017-18**