



Building a Legacy

Andrews Memorial Primary School

**Annual Report
of the
Board of Governors
for the school year
2020 - 2021**

The Governors have pleasure in presenting this, their thirtieth Annual Report.

We trust that you will find the report both interesting and informative as an overview of life at Andrews Memorial.

_____ Mrs C Nixon
(Chair)

_____ R Magee
(Hon Secretary)

The Chair and members of the Board of Governors wish to thank the Principal, teaching staff, ancillary staff, Parent Teacher Association, parents, pupils and everyone connected with the school for their service, commitment and support during the past year.

Board of Governors 2018 - 2022

Representing the Transferors

Mrs F Andrews
Rev I Gilpin
Rev S Johnston
Mrs L McAleese

Representing Parents

Mr P Jackson
Mr N Mitford

Representing the EA

Dr L Boyce
Mrs C Nixon (Chair)

Representing the Teaching Staff

Mrs R Van Giesen

Hon Secretary to the Governors

Mr R Magee

During the school year the Governors met formally on four occasions - three times via zoom and once in person. There were additional meetings in relation to finance and staffing. The Staffing Committee managed to conduct recruitment exercises in person, with appropriate COVID mitigations in place.

Items which featured in Governors' business included:

- ❖ Responding to correspondence / papers from the various statutory bodies
- ❖ Organisation and monitoring of school finances
- ❖ Recruitment
- ❖ Liaising with and supporting school staff in managing COVID-related issues
- ❖ Maintenance of school premises
- ❖ Adoption and review of various school, EA and Department of Education NI (DENI) policies
- ❖ Consultation on, monitoring and evaluating of the School Development Plan (2020-2021)

Teaching Staff 2020 - 21

Mr R Magee (Principal)

Mr J Sandford (Vice Principal)

| | | |
|-----------|-----------------------------|---|
| Primary 1 | Mrs A Bovill | Mrs A Knaggs |
| Primary 2 | Miss Cranston | Mrs A Sims |
| Primary 3 | Mrs A Atherton ¹ | Mrs L Ambrose ² & Mrs G McCullough ³ |
| Primary 4 | Mrs J Hanafin | Miss A Savage |
| Primary 5 | Mrs L Beattie ⁴ | Miss C Mahood |
| Primary 6 | Mrs N Martin | Mrs R Van Giesen |
| Primary 7 | Miss J Alexander | Mr J Sandford |

¹ Mrs Atherton began a maternity leave in February 2021 following a risk assessment in relation to COVID-19 and the enhanced risk to pregnant women during their 3rd trimester

² & ³ Mrs Ambrose and Mrs McCullough took maternity leave during the year, both replaced by Mrs Annemarie Fulton. Mrs McCullough returned to work in April 2021, Mrs Ambrose in June 2021

⁴ Mrs Beattie was recruited as a 14th class teacher to aid the transition back to 'normal' classroom provision following a period of significant disruption (during the winter of 2019-20), following a threat to the school's infrastructure, and the Principal's absence due to illness in the latter months of the 2019-20 academic year

⁵ Mrs Martin began a maternity leave in April 2021, leaving full-time classroom duties for the same reason as detailed in 1 above. Mrs Lucia Beattie was appointed to cover her maternity leave; Mrs Gillian Broadbent was recruited as her replacement for P5

The 2020-21 school year was dominated by the logistical, health and safety, and curriculum response to the COVID-19 global pandemic.

The school closed to all pupils, aside from those of key workers, from January to March 2021. Following identification of either an adult or a child as having contracted COVID-19, class bubbles (including staff) had to self-isolate for 14 days. This happened on four occasions, although the time missing from school was curtailed by an extra week provided for the October half-term and the Christmas holidays. One class experienced a full two weeks' self-isolation.

Following the school's response to the pandemic during 2019-20, the staff undertook professional development in the use of Seesaw to provide 'remote learning' for pupils who were having to self-isolate. The Governors wish to thank and recognise the initial input and support provided by Mrs Martin as Seesaw became the accepted platform for remote learning at the beginning of the year (providing homework activities), then during the January-March 'lockdown'. The staff also deserve thanks for undertaking this professional learning under

challenging work and personal circumstances. Alongside the use of the school website to support parents and pupils with reference material on weekly planners, the curriculum provision of the school was maintained in an easily accessible format for parents and pupils.

The Governors also recognise the positive feedback the school received from parents in this regard.

In preparing for September 2020 the Governors acknowledge the tremendous work of the School Leadership Team (SLT), led in the Principal's absence by Mr Sandford, in his capacity as Acting Principal. Alongside Mrs Bovill and Mrs Van Giesen, the logistics around establishing mitigations against the spread of COVID-19, both inside the building and on the school site, were all in place when the Principal returned to work in September 2020. He would wish his sincere gratitude to the SLT to be recorded in this report.

While COVID had a significantly limiting impact on the life of the school, it did result in very tight staff relationships having to be forged and maintained. The staff team spirit of the school remained strong and positive throughout the year, a fact also recognised by the Governors.

In terms of School Development, Curriculum Teams planned for a single year, producing self-evaluation reports for the year in June 2021. This was in line with government guidance.

As a result of COVID, the staff had limited opportunity to engage in any normal team meetings during the year. All meetings were conducted via zoom until the final Staff meeting in June.

The school continues to develop a self-evaluation focus, with teachers and teams reviewing and updating action plans and school development targets based on monitoring the work undertaken, as well as the compilation of evidence of the pupils' work. This approach will become more focussed during 2021-22 when the threat from COVID has hopefully subsided.

The Governors wish to acknowledge the work of all the staff on these issues; also the commitment shown by the School Leadership Team, which continues to develop its own role within the school and to provide extended professional development for the staff involved - who undertake the role in an unpaid capacity.

The Performance Related Staff Development (PRSD) process was suspended during the 2020-21 school year, although the staff did agree to recognise three target areas where possible:

1. Professional Practice:
 - *Develop a whole school strategy for the revision of medium-term planners in Literacy, Numeracy & World Around Us*
2. Pupil & curriculum development:
 - *Introduce and implement the new spelling scheme in association with my year group colleague and the Language & Literacy Team/Coordinator*
3. Personal & professional practice:
 - *Undertake personal development in the area of wellbeing (work/home)*

These targets were agreed by the staff and have followed a similar pattern over the past eight years; targets 1 & 2 are shared among the whole staff and the third is provided as an option. Should a teacher wish to undertake a more personal target related to their role in the school, this is supported where possible. Where a teacher proposes to undertake a professional development course, the Governors have agreed to consider half-funding on occasion.

The Principal and Vice Principal normally undertake a set of targets according to the headings listed below and submit theirs for review to the Board of Governors (Finance Committee). The Principal's and Vice Principal's PRSD scheme was suspended for 2020-21, facilitating automatic pay progression, but both Mr Magee and Mr Sandford are at the top of their leadership scales, so this wasn't relevant to them.

Essentially, the management of COVID and leading the school's response, in association with supporting and communicating effectively with the staff and parents, occupied the time that might otherwise have focused on more educationally-centred target areas of leadership.

Andrews Memorial continues to pride itself on an ethos of 'build from within', whereby the pace of change or curriculum development is absorbed by the whole staff team in a shared fashion and utilises the experience and expertise within the team. While COVID certainly limited curriculum development in the traditional sense, the use of Seesaw and the website, supported by significantly more communication with the parent and pupil body, resulted in increased demands on staff. Individual pupil feedback and supporting parents meant that relationships within the school community had to be managed very carefully. As noted above, the feedback that the school received was overwhelmingly positive.

Structural changes to the staff, as well as curriculum and school development targets, have all been met with commitment and success during 2020-21. The Governors wish to record their thanks and appreciation of the efforts of every teacher and ancillary member of staff throughout the year. Ultimately, school development must be centred on developing the learning experience for the

children. It is the Governors’ belief that the pupil experience at Andrews Memorial is fit for the demands of the N. Ireland Curriculum, as well as the 21st century.

In the ongoing context of the pandemic, the school has taken a very strong view that the phrase ‘lost learning’ offers nothing positive; new opportunities and new technologies are much more positive perspectives that will drive the school forward. During 2021-22, it is hoped that the staff will have the opportunity to re-establish the more normal self-evaluation procedures that they have become expert in, particularly in relation to monitoring and evaluating which were not possible in school due to the mitigations around social distancing, ‘bubble’ mixing and a reduced curriculum.

The team structure for curriculum and leadership/management remained the same as in recent years. New members of staff slotted in well and all teams managed to function effectively in the limited fashion that the pandemic-imposed mitigations allowed. In each of the tables below, the team leaders are highlighted in **bold**.

Curriculum Teams

| <i>Learning Area</i> | <i>Foundation</i> | <i>Key Stage 1</i> | <i>Key Stage 2</i> |
|-----------------------------------|-------------------|--------------------|---------------------|
| <i>The Arts</i> | A Knaggs | L Ambrose | N Martin |
| | C Moorhead | A Savage | C Mahood |
| <i>Language & Literacy</i> | A Bovill | A Savage | J Alexander |
| | C Cranston | L Ambrose | C Mahood |
| | | A Millar | N Martin |
| <i>Mathematics & Numeracy</i> | A Knaggs | G McCullough | N Martin |
| | A Sims | A Fulton | L Beattie |
| | | J Hanafin | R Van Giesen |
| | | | J Sandford |
| <i>PDMU</i> | A Bovill | A Savage | C Mahood |
| | A Sims | J Hanafin | R Magee |
| | C Cranston | G McCullough | |
| <i>PE</i> | A Sims | G McCullough | J Alexander |
| | | A Millar | |
| | L Lutton | K Upritchard | |
| <i>The World Around Us</i> | A Bovill | A Fulton | L Beattie |
| | C Cranston | A Savage | C Mahood |
| | C Moorhead | | J Sandford |

Leadership & Management Teams

| Team | Name | Position/representing |
|--|---|---|
| Leadership & Management | R Magee J Sandford A Bovill R Van Giesen | Principal Vice Principal Teacher Teacher |
| Learning & Assessment | J Sandford A Knaggs A Fulton A Millar R Van Giesen N Martin J Alexander J Hanafin (as required) | Vice Principal Foundation Key Stage 1 Using Mathematics Key Stage 2 Communication SENCO |
| Information Communications Technology (ICT) | A Sims C Cranston L Ambrose A Fulton A Millar L Beattie N Martin J Alexander | Foundation Key Stage 1 Key Stage 2 |
| Safeguarding | A Sims J Hanafin L Lutton K Upritchard S Morrison R Magee | Designated Teacher (DT) Deputy DT, SENCO & First Aid SEN SEN Secretary Principal & First Aid |

The Governors recognise the relevance of these teams and their role in school leadership and management. Supplemented by the other middle-management teams (Learning & Assessment, ICT and Safeguarding), the school is supporting teachers' professional development at this level and developing a robust structure to support effective self-evaluation - where the professional voice extends beyond the SLT, particularly in terms of monitoring provision and practice.

It should also be noted that the team structure fulfils the school's aims in providing full and inclusive access to the curriculum for all pupils; that the needs of all the learners are met. While Curriculum Teams focus on the 'what', the management teams focus on the 'how', as well as whole-school aspects of self-evaluation.

If the provision of any reasonable adjustments or specific needs are identified for any children, the teams are also responsible for linking these needs across the curriculum, both in the context of the children's learning and their pastoral needs.

Ancillary Staff 2020 - 21

| | | |
|-------------------------------|---|---|
| School Secretary | Mrs S Morrison | |
| Building Supervisor | Mr B Dugan | |
| Classroom Assistants | Mrs L Lutton Mrs C Moorhead | Mrs K McLees |
| SEN Assistants | Mrs R Bradley Ms C Dos Santos Mrs C McBride Mrs N Sproule | Mrs S Brightwell Mrs R Eves Mrs C Robinson Mrs K Upritchard |
| Crossing Patrol | Mr B Dugan | |
| Supervisory Assistants | Mrs S Akther Mrs W Bowman Mrs J Haire Mrs K McLees Mrs N Sproule | Mrs R Bradley Mrs R Day Mrs L Lutton Mrs R Service Mrs P Strickland |
| Cleaners | Mrs W Bowman Mrs R Service | Mrs R Day |
| School Meals Staff | Mrs A Simpson (Cook/Supervisor) Mrs J Dugan Mrs N Weir | |
| Breakfast Club | Mrs R Day - the Governors are indebted to a number of teachers who assisted with the Breakfast Club this year, in particular Mrs A Knaggs | |

Extra-Curricular Activities

Due to COVID-19, extra-curricular activities run by staff and external providers were suspended for most of the 2020-21 school year. Following revision of government guidelines in term 3, the school resumed after-school activities for P7 pupils only - in football, hockey, netball and rugby. The Governors acknowledge the willing engagement of the staff involved. It is hoped that the 2021-22 school year will see a resumption of the school's extensive extra-curricular programme.

The school can now boast grounds with both active and engaging learning resources. All classes undertake outdoor learning related to all curricular areas. It would be accurate to claim that the school grounds are a truly integral part of the children's learning environment throughout their time at Andrews Memorial.

The school was allocated funds for 'wellbeing of staff and pupils' during 2020-21. This will be utilised to provide a 'welcome area' at the main entrance to the school building. Some of the funds were spent on acquiring resources for this area; further development will be planned for the 2021-22 school year.

The school continues to embed the ethos of a healthy lifestyle through its activities in relation to Active Travel, with healthy breakfasts and walking/bike buses. While neither of these was possible during 2020-21, the school did participate in the Big Pedal again, finishing a very creditable 7th in the large schools' section for N. Ireland.

The football team, and only at the end of the year after some extra-curricular activities were possible, managed to play one competitive match. After a hard-earned draw, the match went to penalties and Andrews lost in the shootout.

Following the welcome re-introduction of cricket coaching from North Down Cricket Club, the school sent two teams to a Kwik Cricket tournament in Comber. The 'A' team didn't quite make the final, but the B Team made theirs and won.

In order to add a little more competition for the girls and boys in P7, the end of June saw the inaugural staging of the Alexander Plate (hockey) and the Magee Cup (football) for the P7 children. These proved popular and the children entered into the spirit of each event with real enthusiasm.

It was with genuine frustration that the children did not experience singing and playing together through the choir and orchestra, normally so integral to their experience at Andrews. However, the teachers organised regular outdoor assemblies which proved hugely popular - with those in the school and those who live nearby. Additionally, all classes recorded their own Christmas songs and posted them to parents on Seesaw.

The school can have no concern as to the collective enthusiasm of the staff in both maintaining such events in 2021-22 as well as adding music to the curriculum, inside and beyond the classroom, wherever possible.



Alexander Plate & Magee Cup winning teams

The Governors continue to appreciate the services of the peripatetic service of the Education Authority. Some tuition became possible during the year and the school was very grateful for the commitment of Mr McCullough, Mr Clinton, Mrs Butler, Mrs Peters and Mr Myles, who taught the brass group, upper strings, lower strings and woodwind respectively. Very sadly, Mr McCullough passed away suddenly during this period. The Governors wish to record their condolences to his family and also acknowledge his dedicated services for more than 30 years to Andrews Memorial.

School Website & Twitter

The website continues to showcase events in the school and provides up-to-date information regarding the school calendar. The latest Governors' report is also available, along with copies of the school's Safeguarding policies, admissions criteria, Prospectus and School Development Plan. Rather than repeat reports here, the Governors would encourage everyone who reads this report to check the website for further, more extensively reported, news and school information.

The Twitter feed continues to be a popular medium for keeping parents and friends informed of school events, even as they happen. The feed is also shared on the school's Facebook page and, where relevant, the PTA's Facebook page.

School and the Community

The school regards itself as an integral part of the community of Comber and the surrounding area. During 2020-21, no community events were hosted by the school, but this is a situation that will change as soon as is practically possible.

Assemblies

There were no assemblies conducted by local ministers during the year, although the school did organise its own outdoor events with lots of enthusiastic singing. Many of these were shared via Twitter and brightened many people's Friday afternoons.

Educational Visits / Visitors to School

Unfortunately, no day visits or residential trips were possible during 2020-21.

The school did host 'Wee Critters' minibeasts for the P3 and P4 children; all pupils took part in Roald Dahl Day; the P5s 'visited' Ancient Egypt; the P6s became Harry Potter assistants; the P1s and P2s invited their teddies in for a day (and a picnic); and the P7s created their own outdoor festival with the inaugural GLAMPS21 rounding off their year in style.

It is hoped that the suite of trips and visits will occur again in the 2021-22 academic year.



A selection of special events days still possible in 2020-21

Charities

The school has a tradition of supporting charities at local, national and international level. In practice, the school nominates a principal charity for each academic year, although in 2020-21, a number of major donations were given (see below). The Roahl Dahl Day benefitted Roahl Dahl's Marvellous Children's Charity which funds specialist children's nurses who provide expert care and support to families affected by serious illnesses. The Governors would like to thank the school community for its unswerving support of such good causes and recognise the efforts of the staff in organising these events.

2020-21 Year

| | | | |
|---------------|-----------------------|-----------------------------|---------|
| | | non uniform day - given via | |
| Oct-20 | Roahl Dahl day | Just giving | £928.00 |
| Oct-20 | | Harvest offering | n/a |
| | foodbank | Harvest offering | n/a |
| | Royal Air Forces | | |
| Nov-20 | Association | not this year | n/a |
| Nov-20 | Poppy Appeal | participated but no total | |
| Dec-20 | Action Mental Health | Elfie Day | £394.50 |
| Dec-20 | Comber Coal Fund | coin donations | £255.00 |
| | Comber Coal Fund | | |
| Mar-21 | Book Aid | World Book Day | |
| Jun-21 | Be Yourself Day | Cancer Focus NI | £325.65 |
| | | End of Year Services | n/a |

| | |
|--------------|------------------|
| TOTAL | £1,903.15 |
|--------------|------------------|



Roald Dahl has given us so many wonderful characters

Parent Teacher Association

The Governors acknowledge the valuable contribution of the Parent Teacher Association (PTA) to the life of the school. The PTA Committee was unable to organise social/fundraising events during 2020-21, but very much hopes to continue its support of the children during 2021-22.

Enrolment / Attendance

Andrews Memorial Primary School is a co-educational, controlled primary school which was established by the Down County Education Committee in September 1973.

Under the government's Open Enrolment Policy, the school's maximum enrolment number for the school year 2020-21 was set at 368 pupils (not including those with a Statement of Special Educational Needs). The admission number for Primary 1 pupils was set at 53 pupils, with the option of admitting up to 10% (5 pupils) providing the overall enrolment number isn't exceeded.

For the school year 2020-21, the attendance summary is:

| Group | Total No of Pupils | Authorised Absences | | | Unauthorised Absences | | |
|--------|--------------------|---------------------|-------------|---------------|-----------------------|-------------|---------------|
| | | No of Pupils | % of Pupils | % of Sessions | No of Pupils | % of Pupils | % of Sessions |
| Totals | 370 | 239 | 64.6 | 1.6 | 133 | 35.9 | 1.1 |

Total enrolment (October 2020 Census): 361
 Attendance for the school year: 97.3%

Applications to P1 (Sept 2020 entry): 55
 Admissions to P1 (Sept 2020): 53

Financial Matters

As a fully delegated school, the Board of Governors is responsible for the management of the school's budget share as allocated by the Education Authority (EA) from the Aggregated Schools' Budget.

A summary of expenditure for 2020-21 and for the three previous financial years is reproduced below. The year on year increase in deficit is a direct result of unfunded increases in staff costs which will continue to have a cumulative impact on the school's financial position - despite the fact that the enrolment is increasing. The latter, however, did impact positively on the 2020-21 financial position of the school, with expenditure more closely aligned to the allocated budget. *It should be noted that the column headed 'difference' refers to that between the 2020-21 and 2019-20 financial years.*

The Governors continue to support the Principal and staff in their management of finances in extremely challenging circumstances. They are also frustrated by the lack of cohesion and consistent communication around financial issues, particularly the expectation to produce a viable 3-year financial plan in such an uncertain and unstable environment.

The Finance Committee of the Board of Governors meets regularly to ensure that the children receive the best possible education from the limited resources available. Expenditure is monitored internally and reconciled with the financial reports produced by the EA.

A three-year plan is prepared in advance of the forthcoming financial year, taking account of changes or adjustments to expenditure, actual and potential.

The teachers and the leadership are to be commended for their continuing and very effective promotion of the quality of learning experience provided by Andrews Memorial.

| Percentage comparison against expenditure | | | | | |
|---|---------------|---------------|---------------|---------------|--------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | difference |
| Permanent Teachers | 72.19 | 74.17 | 71.15 | 74.29 | 3.14 |
| Temporary Teachers | 7.21 | 5.35 | 6.82 | 8.52 | 1.7 |
| Non-teaching staff | 13.59 | 15.98 | 14.54 | 13.29 | -1.25 |
| Sundry staff costs | 0.48 | 0.03 | 0.03 | 0.01 | -0.02 |
| Premises | 4.22 | 6.36 | 5.92 | 2.45 | -3.47 |
| Operating costs | 3.11 | 1.88 | 3.02 | 1.23 | -1.79 |
| Other expenses | 0.28 | 1.06 | 1.9 | 0.48 | -1.42 |
| Income total | 1.08 | 4.82 | 3.39 | 0.26 | -3.13 |
| Total | 102.16 | 109.65 | 106.77 | 100.53 | -6.24 |

| Percentage comparison against allocated budget | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | difference |
| Permanent Teachers | 80.46 | 82.62 | 87.4 | 87.21 | -0.19 |
| Temporary Teachers | 8.03 | 6.05 | 8.38 | 10 | 1.62 |
| Non-teaching staff | 15.15 | 18.08 | 17.86 | 15.6 | -2.26 |
| Sundry staff costs | 0.53 | 3.53 | 0.04 | 0.01 | -0.03 |
| Premises | 4.7 | 7.19 | 7.27 | 2.87 | -4.4 |
| Operating costs | 3.47 | 2.13 | 3.71 | 1.44 | -2.27 |
| Other expenses | 0.31 | 1.2 | 2.34 | 0.56 | -1.78 |
| Income total | 1.2 | 5.46 | 4.16 | 0.3 | -3.86 |
| Total | 113.85 | 126.26 | 131.16 | 117.99 | -13.17 |

Premises / Accommodation

For the school year 2020-21, class accommodation consisted of fourteen classrooms and a Computer Suite inside the main building. Additional classroom space is available in the Andrews Hall. This is used to accommodate Jiminy Cricket's every week day between 9.15am and 11.45am, and 2.00pm and 6.00pm.

Each classroom has its own computer and interactive 'touch-screen' panel, and the new DigiHub has 25 devices (PCs or laptops), making whole class ICT teaching much more manageable. Following refurbishment of the 7 classrooms (P3-6) in 2019-20, these rooms were equipped with new touch-screen panels, significantly enhancing the ICT teaching and learning capacity within the rooms. The school computer network, all hardware items and the software system continue to be managed by C2k, as well as dedicated staff in the school.

iPads extend the children's learning in ICT across all Key Stages, with sets available to each Key Stage. In addition to the ICT Team, the school's ICT provision is supported by a technician from Schools Support NI on a weekly basis.

The school still awaits alterations to the Old Ballygowan Road pedestrian entrance, as well as the painting of cycle lanes in the grounds, to complete access to the cycle shelter installed prior to the 2010-11 school year.

The Andrews Memorial Hall is also part of the school estate. Having been refurbished extensively since 2008, the Hall now possesses 21st century accommodation, compliant with current health and safety procedures and requirements. The upkeep of the Hall is the responsibility of the school in association with the EA.

The school has a tenancy agreement with Jiminy Cricket's pre- and after-school club, which occupies the Hall and provides valuable support to the community and to the school's provision of 'wrap-around' care.

The school uses the building for school plays/performances, educational visits and sport. It also welcomes users from the wider community. In short, the school aims to continue the Hall's place as a community building in continuous use since its opening in 1915.

The Governors acknowledge the work and commitment of the Building Supervisor and cleaning staff for the manner in which they carry out their duties. The premises are always presented in excellent condition. The Governors also recognise the commitment of the Building Supervisor to 'out-of-hours' work in the Andrews Hall, preparing the hall for the various events that local groups have booked. They are also appreciative of parents and the local PSNI for their support and communication regarding the premises.

The Governors would also like to record their thanks to the staff for their efforts in displaying the children's work throughout the school - both in the main building and the Andrews Hall. These displays are commented on very positively by both parents and visitors.

Health & Safety

The Governors discuss health and safety matters at all their meetings. An annual Health & Safety tour is undertaken by the Governor responsible and the Building Supervisor. The school's estate is in sound condition and the grounds have developed in recent years in relation to the provision of outdoor learning opportunities.

Under consideration is the remodelling of the main school entrance and office accommodation, but only as a Minor Works application through an EA programme. Delegated budget resources cannot be deployed to such a project at this stage.

The Governors continue to issue a half-termly reminder to parents about safe parking and continue to monitor the situation through liaison with the Principal.

The Governors acknowledge the contribution the entrance parking barrier has made to reducing traffic in the school grounds and thereby increasing the safety for everyone within.

Curriculum

2017-18 saw the beginning of the school's new 3-year School Development Plan (SDP), to run from 2017-2020. The primary area of curriculum development has been in the area of Personal Development & Mutual Understanding (PDMU), with a particular focus on developing the children's wellbeing and resilience.

However, the school also aims to focus on involving staff and parents in the same area of development, as the 'team of three' approach is paramount to the school's provision being effective.

The framework identified for this development is known as PERMA, originally defined by Professor Martin Seligman from the University of Pennsylvania. The 5 'pillars' of PERMA are:

POSITIVITY - ENGAGEMENT - RELATIONSHIPS - MEANING - ACHIEVEMENT

Given N. Ireland's very public issue with mental health and the growing realisation of stress in the learning and working environment, this area of curriculum development sees the school being proactive and dynamic - and real - in its efforts to promote wellbeing among pupils, parents and staff.

During the 2020-21 academic year, the school planned to undertake more in-depth monitoring of the practice and the impact of PERMA, but this was once again cut short by COVID-19. This work will be re-evaluated and included in the 2021-22 school year.

Given the mitigations around COVID-19, schools were advised to implement a single year School Development Plan, focusing on managing the pandemic impact and the associated health and wellbeing of the school community - whether in school or during lockdown.

The school utilised the Seesaw learning platform very positively during the year, supplemented by the website and home-school communication. The aim was to create a home learning programme with easy access for parents at a time they found to be manageable around their own work commitments. As noted earlier in this report, the feedback the school received was extremely positive and the Governors wish to reiterate their appreciation of all the work and commitment of all members of staff, teaching and non-teaching, in keeping communication open and relationships positive.

Further strategic curriculum development took place in Language & Literacy and Using Mathematics, with a more maintenance-related approach taken towards the other curriculum areas.

At the end of the year, all teams produced a self-evaluation report based on the year's progress which acts as a baseline for the next year's plan.

The Governors were kept up-to-date with SDP progress by the Principal at all scheduled meetings.

The Governors wish to acknowledge the commitment, dedication and hard work of the staff throughout the year, as well as to record their thanks to the staff for continuing to look for opportunities within the extremely challenging environment induced by funding and staff reductions.

Staff Development and In-Service Training

Unfortunately, COVID-19 caused a suspension of any live training for staff. A number of online opportunities were utilised, but it wasn't possible to provide a coherent programme of staff training beyond zoom meetings and communication of essential information. The Governors hope that 2021-22 will see a reinstatement of live events, in particular the local area Teachers' Conference in the Autumn.

Transfer Procedure and Primary 7 Pupil Placements

56 pupils formed the cohort of P7 pupils transferring to Post Primary school. 42 took part in entrance tests for Grammar schools. Following the Department of Education's removal of the transfer tests, two independent companies continued their sponsorship of their own tests in a 'deregulated' system - the Association of Quality Education (AQE) and GL Assessment. The Common Entrance Assessment (CEA), administered by the AQE, is used by the Voluntary Grammar and Controlled Grammar schools. The GL Assessment is used by the Maintained sector, some Controlled and Voluntary Grammars, and Integrated schools with a selective intake (in the areas that pupils from Andrews Memorial were transferring to).

Due to the threat to public health posed by COVID-19 and a parents' judicial review, the tests were postponed in November. Then in January, they were cancelled due to lockdown. Once confirmed that the tests could not take place in time to expedite the administration of a transfer procedure, the majority of Grammar schools opted not to use academic criteria in their selection of pupils.

The table below details the schools that the 2020-21 P7 cohort transferred to:

| Post Primary School | No of pupils | Post Primary School | No of pupils |
|-----------------------|--------------|-------------------------|--------------|
| Assumption Grammar | 1 | Our Lady & St Patrick's | 1 |
| Bloomfield Collegiate | 5 | Nendrum College | 19 |
| Breda Academy | 1 | Regent House | 10 |
| Campbell College | 1 | Saintfield High | 2 |
| Elective Homeschool | 1 | Strangford Int College | 3 |
| Grosvenor Grammar | 6 | Strathearn School | 2 |
| Lagan College | 3 | Wellington College | 1 |

End of Key Stage Assessment Outcomes

Owing to end of Key Stage assessments levels being assigned according to revised guidelines in 2012-13, extensive industrial action precluding the compilation of data and severe doubt among teachers and Principals as to the relevance of the data, there is no meaningful comparative data for Northern Ireland. The Governors wish it to be noted that the administrative arrangements and demands on staff to implement these arrangements should not be underestimated. Andrews Memorial staff spent a significant amount of professional development time designing and carrying out assessment tasks and assigning levels to pieces of work. While the Governors note the high quality of teaching and learning that the pupils experienced as a result, the impact and significance of the revised levels and their relevance to parents, in particular, is still open to question.

As an internal exercise across the whole school, P1-7, teachers planned to provide level information in English, Mathematics and ICT, but the exercise wasn't undertaken due to lockdown and school closure.

In closing, the Governors would like to once again express their thanks to all the staff in the school. Andrews Memorial remains a genuinely warm and welcoming community, where children continue to be encouraged to reach their full potential, with a curriculum that balances the academic with the pastoral; the challenges with the fun; and the learning with the understanding and all-round achieving.



The inaugural GLAMPS21 - a festive end to P7, June 2021

Our 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*