



School Development Plan 2023 - 2026



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School Development Plan 2023 - 2026



Statutory Requirements for School Development Planning

Requirement 1:	A statement and evaluation of the ethos of the school
Requirement 2a:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting, raising standards of attainment among all pupils, in particular in communication, using mathematics and using ICT
Requirement 2b:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils
Requirement 2c:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil ○ health & well-being ○ child protection ○ attendance ○ good behaviour and discipline
Requirement 2d:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff
Requirement 2e:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for ○ managing staff attendance ○ promoting staff health & wellbeing
Requirement 2f:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for ○ promoting links with parents of pupils ○ promoting links with the local community including - other schools ○ the business community ○ voluntary and statutory bodies
Requirement 2g:	A summary and evaluation, including through the use of performance and other data, of the school's strategies for ○ promoting the effective use of ICT to support ○ learning and teaching



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	○ continuing professional development ○ school leadership and management
Requirement 3a:	An assessment of the school's current financial position and the use made of its financial and other resources
Requirement 3b:	An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards
Requirement 4:	An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised
Requirement 5:	An assessment of the challenges and opportunities facing the school
Requirement 6:	The arrangements by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan
Requirement 7:	Identification of key areas for development, informed by the school's self-evaluation, including (a) the school's key priorities for the period of the plan, based on DE priorities for education
Requirement 7 continued:	Identification of key areas for development, informed by the school's self-evaluation, including (b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT (c) actions to be taken to achieve these outcomes, with final dates for completion (d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes
Requirement 7:	Identification of key areas for development, informed by the school's self-evaluation, including (e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan



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Context

St MacNissi's Primary School is a catholic maintained co-educational primary school situated in the port town of Larne. It was established as a result of the amalgamation of St. Mary's Girl's Primary School and St Joseph's Boys' School in 1993.

St MacNissi's Primary School is a Catholic co-educational Primary School situated in the port town of Larne, County Antrim. The school opened in 1993 following the merger of St Joseph's boy's school and St Mary's girl's school. The new St MacNissi's building opened on 1st September 2000, with an official opening by the Most Reverend Patrick Walsh, Bishop of Down and Connor held on 15th February 2001.

St. MacNissi's is placed within the heart of the Parish, which it serves, and prides itself in its strong Catholic ethos.

The current school building comprises of a single storey building and contains a dual-purpose school meals hall/P.E. hall, seven classrooms, a playroom, an ICT suite as well as three resource areas.

The three resource areas comprise of Foundation Stage, Key Stage One and Key Stage Two. Each resource area contains a sensory area, libraries and group work areas. In addition to this each classroom has its own exit/emergency door, toilet block and is well equipped with an interactive whiteboard and iPad.

Outdoor we have three play areas, comprising of a large multipurpose play area at the back of the school, as well as two smaller play areas for Foundation Stage. Each area has wooden play equipment and outdoor learning zones.



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This school development plan and its priorities, has been developed in relation to the following documents, consultations and data analysis:

- Past ETI visits and inspections
- Staff Data Analysis Development Day August 2022/23
- Staff Consultation Winter 2023
- BOG Consultation Winter 2023
- Parental Consultation Winter 2023
- GL and End of Key Stage Data Analysis with Staff
- SIMS data including FSM and Attendance
- Staff & Pupil Discussions 2023

This development plan clearly outlines the school's self-evaluation position in 2023 and identifies key priority areas for improvement in each area over the next 3 years, 2023–2026. This is a working document and will be reviewed regularly and amended where required.



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1. A STATEMENT AND EVALUATION OF THE ETHOS OF THE SCHOOL



Safe

Together

Magnificent

Ambition

Creative

Nurturing

Inspiring

Sacred

Supportive

Inclusive

Success

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The governors and staff of St. MacNissi's believe the school to be a vital part of the Catholic Community within the Parish of Larne.

Our aim is to provide our pupils with a safe, inclusive and child-centred Christian school community, where each child is nurtured to grow and develop on their spiritual, social, emotional and academic journey. We continue to provide our pupils with a happy, caring and stimulating learning environment where high-quality teaching and learning enables our pupils to become independent, resilient learners. Our pupils are encouraged to develop to their fullest potential and to contribute positively to the world in which they are living.

Aims

The staff of St MacNissi's Primary School contributes on a daily basis, to the promotion of our Catholic ethos through:

- Providing a calm, quiet and effective working environment which facilitates, to the maximum, the social, emotional, spiritual and academic attainment of every child
- Building confidence by giving children opportunities to achieve through challenging and creative learning experiences
- Emphasising strong moral values
- Providing a welcoming, friendly environment, in which courtesy, care, kindness and mutual respect are fostered and the welfare of both children and adults is paramount
- Providing positive role models
- Providing a fair and disciplined environment, supported by our school's Discipline Policy
- Valuing and caring for each child, supported by our school's Pastoral Care and Safeguarding and Child Protection suite of policies
- Maintaining purposeful and informative planning, record keeping and assessments detailing each child's progress
- Developing and maintaining meaningful links with parents and the wider community
- Developing self-confidence and esteem through valuing, celebrating and promoting pupils' success and achievements
- Reviewing personal and professional development by providing opportunities to avail of appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise
- Valuing PRSD to ensure continuous professional development and high levels of staff performance
- Ensuring a warm and welcoming environment with supportive teaching and non-teaching staff



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In developing the above aims we hope to develop each child to his/ her fullest potential as an individual, a contributor to society and a future contributor to the economy and the environment.

We are firmly committed to:

- The aims of the school
- Providing effective education for all our children
- Developing pastoral care in the school
- Establishing close links with the home, the parish and the wider community.

St MacNissi's seeks to establish an educative community centred on Christ so that His values and gospel message permeate the whole life of the school.

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Requirement 1 A statement and evaluation of the ethos of the school	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
Our ethos is firmly rooted in the Gospel values. Our vision reflects the educational goals and targets set for the pupils. It motivates pupils and staff, building on core educational values and beliefs and is inclusive of stakeholders' values and beliefs. We aim to cultivate and nurture a Christian ethos within a secure and caring environment, which will enrich their Catholic faith, in partnership with their parents and parish community. Positive interpersonal relationships with all are the cornerstone of this principle. Our main aim is to create an environment where children feel safe, secure but most of all happy. An environment that is positively welcome to all, whatever their identity. We show understanding of the differing ways of life and cultures of different families. All necessary procedures are in place to ensure that children are happy by providing a broad, balanced and challenging curriculum. We provide an enriching programme of extracurricular activities and visits. We endeavour to strengthen partnerships between school, home and the community, recognising and encouraging parents as primary educators. We embrace new initiatives in our quest for lifelong learning and use a varied up-to-date range of learning resources. Our 'open door' policy means that parents are most welcome to come in and have their worries or problems listened to and acted upon if necessary. Children are challenged to be 'the best that they can be' whilst encouraged to be risk takers. We take steps to ensure that every learner fulfils their potential.	Our ethos reflects the fact that the school is inclusive and all stakeholders have engaged in consultation to draw up the core values, principles and vision. As a result a Staff-Governor Ethos Day was held to facilitate this process. As a whole school we gathered evidence from: ○ ETI inspection reports/visits ○ Analysis of parent, pupil, staff and Governor questionnaires ○ Staff discussions ○ ISEF Review Documents ○ Catholic Ethos: A Framework for Self-Reflection ○ Pupil Feedback – School Council ○ Safeguarding Proforma ETI Inspection Report in September 2019 stated that <i>"the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education"</i>. St MacNissi's Primary School is committed to working in partnership with our parents to ensure the development of each child's full potential. The views of parents and carers are sought and valued – 51% of parents contributed to the online survey. Consultation with parents confirms that the school is seen as a very welcoming place with a 'safe and stimulating' environment. St MacNissi's is <i>'a fantastic school which focuses on the individual child.'</i> (anonymous) <i>'Safe, happy environment. Excellent staff- both teaching and non-teaching. Lovely community spirit. I feel we are very lucky to have such an excellent school in our town.'</i> (anonymous) The pupil questionnaires illustrate a very positive picture on how children feel about school and their attitudes to teachers. Positive relationships exist between staff and pupils. Children are happy and feel comfortable talking to staff. 100% of pupil responses agree that there is always an adult to talk to if they are worried about something. 100% of responses also agree that this is a good school, and they are proud to be here. Parent comments include <i>'The school has a lovely inviting feel. The teachers and staff make all the children feel safe and welcome. Both my children like going to school and going is never an issue.'</i> (anonymous).

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We celebrate all our children's achievements no matter how small or big they may be. The success of our school depends on active cooperation between staff, pupils and parents.	Positive feedback about the welcoming, caring atmosphere that exists, is the norm from visitors to the school and a strong partnership exists between the school, home, parish and wider community. 96% of parents would feel comfortable approaching the school with questions or problems. External visitors regularly comment on the friendly welcome and bright atmosphere. Teacher's commitment and dedication is demonstrated in all classes through effective planning and delivery of the curriculum, in order to improve learning. Staff work in partnership to provide high quality provision and recognise the need to continuously review policies and practice. 100% of staff agree that <i>'staff work well as a team and have opportunities to be involved in decision - making processes'</i>. Parent comments include <i>'Teaching staff at the school are brilliant. Informative, approachable and adored by the children.'</i>
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Future Actions		
Year 1	Year 2	Year 3
○ Introduce new play equipment storage shed in the rear playground. ○ Stock and reallocate the shed with appropriate sports and team equipment. ○ Develop the roles of the School Council, Wellbeing Champions and Eco-Councillors. ○ Update the school website. ○ Continue promotion of the school through social media and weekly newsletters. ○ Make better use of the weekly Parish bulletin. ○ Continue to participate in fundraising opportunities and support new charities, e.g., NSPCC, Children's Cancer Unit. ○ Continue to liaise with our nominated charities including global links such as Trócaire and Mary's Meals. ○ Review the school's vision statement and aims of the school.	○ A new school motto – Involve pupils and school council in the decision-making process. ○ Investigate additional 'Ethos Day' activities for all staff through Catholic Trustee Service. ○ A review of the curriculum within school, with curriculum coordinators taking a main role. Curriculum coordinators to ensure that the locality around the school is well used as a learning tool with the schools outdoor learning spaces. ○ Introduce pupil focus groups to gather pupil feedback, understand their perspectives, and gain insights into their learning experiences.	○ A new school motto – Involve pupils and school council in the decision-making process. ○ A review of the curriculum within school, with curriculum coordinators taking a main role. Curriculum coordinators to ensure that the locality around the school is well used as a learning tool with the schools outdoor learning spaces. ○ Continue to develop the roles of the School Council, Wellbeing Champions, Eco-Councillors, Playground Monitors and Digital Leaders. ○ Introduce Parent Focus group giving parents the opportunity to Provide feedback on selected school policies and procedures to ensure that they reflect the diverse perspectives of our parent community and to act as a sounding board for new initiatives and ideas.

Requirement 2a A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting, raising standards of attainment among all pupils, in particular in communication, using mathematics and using ICT	Evaluative comments (to include strengths and areas of improvement) and support evidence																
Our key focus is to support our children in becoming independent, autonomous learners. We ensure a wide range of learning experiences take place across the curriculum. Active learning strategies will provide the link to comprehensive thinking skills and personal capabilities. Successful teaching and learning is extremely focused. We plan with clear objectives and shared goals so as to ensure consistent whole school practise, providing opportunities for both subject specific teaching and the development of a cross-curricular approach in line with the revised NI curriculum. <u>Planning</u> Planning takes into account the individual needs of the pupils and ensures continuity and progression. The areas of learning are often connected to enable the pupils to understand how knowledge gained in one area can connect to another. Planning is centred on the needs, interests and experiences of the child and provides practical teaching and active learning strategies. All teacher planning documents refer to detailed schemes of work for each curriculum area. In addition a daily diary is utilised by teachers. We have a dedicated commitment to ensuring that pupils leave our school fully literate, numerate and confident with the latest technological advances.	In order to evaluate our provision we gathered evidence using ○ Analysis of parent/pupil/staff questionnaires ○ Staff discussions ○ Performance data ○ Teacher record keeping, evaluations and trusted colleague networking ○ Collegiate book analysis with classroom observations ○ Review of planning ○ Monitoring opportunities The results of our detailed analysis are shown below and illustrate the level of satisfaction from all stakeholders towards teaching and learning within our school. The high-level responses from all stakeholders indicates a school community that is well informed about the performance of their child specifically, and the standards attained within the school in general. The role of coordinators in PRSD lessons observations, book-looks, pupil focus groups and data analysis has played a key role in the raising of standards across the curriculum. The national average score for both Literacy and Numeracy is 100. Our results are consistently above average in both subject areas. There is no significant discrepancy between performance in Literacy and Numeracy and we are improving standards in comparison to data from the 21/22 academic year. Whole School PTE/PTM Results <table><tr><th colspan="4">Whole School PTE/PTM results</th></tr><tr><th></th><th>2020/21</th><th>2021/22</th><th>2022/23</th></tr><tr><td>PTE</td><td>103.76</td><td>102.56</td><td>104.78</td></tr><tr><td>PTM</td><td>103.16</td><td>102.84</td><td>105.2</td></tr></table>	Whole School PTE/PTM results					2020/21	2021/22	2022/23	PTE	103.76	102.56	104.78	PTM	103.16	102.84	105.2
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The sharing of learning intentions and success criteria make learning explicit to children and active learning approaches, assessment for learning and plenary sessions enable children to fully engage with their learning. All classroom marking is carried out in line with our Positive Feedback Policy.

Assessment

The progress of our pupils, including the standard of their attainment, is regularly reviewed and analysed via SIMS Assessment Manager which records data in PTM, PTE, Young Spelling, CAT4 and Suffolk reading. This enables us to track all our pupils throughout the school.

Any indications of underachievement are acted upon with early intervention strategies and pupil profiles are used by teachers to track and identify where support has been put in place and to monitor pupil outcomes.

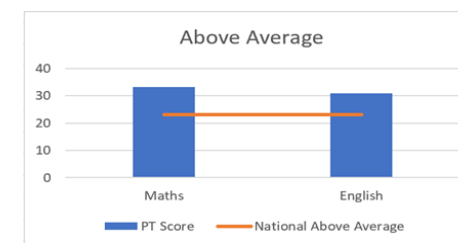
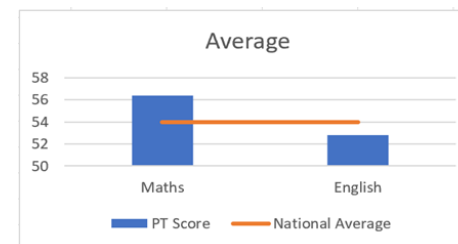
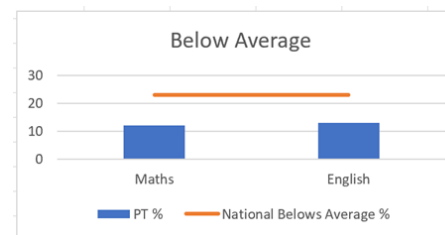
We use Literacy and Numeracy standardised tests in classes Primary Three to Primary Seven. Parents are kept informed about the outcomes of all assessments and our standardised tests are also used as screening and diagnostic tools - linked to programmes of remediation where required.

Teachers make use of assessment (formally and informally) to inform them of pupil progress and to establish the next steps in teaching and learning. All teachers use a range of assessments in the classroom. Summative assessments include daily and weekly spellings, tables/number facts tests, end of topic tests, end of term tests and end of year tests.

Currently, the following standardised tests are used in St MacNissi's Primary School:

Pupil Progress

We can also use our standardised test data to compare the progress of pupils from one year to the next. On average, within Northern Ireland, 23% of pupils each year make low progress, 54% make average progress and 23% make high progress. The graphs below show the progress of our pupils in Literacy and Numeracy compared to the Northern Ireland national average (orange line).



As you can see, we have comparatively few children making low progress, whilst maintaining a level of high progress above that of the national average. We are reassured that the needs of our children are being met through whole school improvement initiatives, appropriate differentiation in class and carefully targeted intervention.

- End of Key Stage results [currently disappled by the Department of Education]
- Levelled next step tasks in numeracy and literacy
- Both whole class and individual target setting in literacy and numeracy
- Winter Assessments
- Termly reviews of IEPs
- PRSD
- Book scoops
- Pupil focus groups
- Screening software
- Use of Accelerated Reader / Mathletics

Teachers also gather evidence about a pupil's learning by observing, listening, questioning, discussing and reviewing pupil's work. This formative assessment helps teachers to identify progress and gaps in learning.

The data obtained from these standardised assessments identifies progress or underachievement and is used as a basis for planning ahead.

Teachers ensure the following AFL strategies are applied throughout the teaching and learning in their classrooms:

- Focus on learning (the learning intentions and success criteria are shared with the pupils).
- Effective questioning (to encourage pupils to think about their learning).
- Quality formative feedback (allows teachers to identify pupils' achievements, gaps in their learning and possible areas for further work).
- Scaffolding reflection (giving pupils time to reflect on their learning - including self and peer assessment).
- Teacher reflection (helps teachers decide what they may need to teach again in a different way).

Progress in Mathematics by Year Group

If the standardised scores are examined at year group level, we can see how we are performing in each year group, compared to the national sample. It is particularly encouraging that the average score for each year group from P4 to P7 is above 100.

Year	Number of Pupils	Mean CAT Quantitative score	Mean Standardised Score	Difference from National Mean (NI)
P3	22	Not completed	103.0	+3.0
P4	24	102.3	111.0	+11
P5	27	92.8	102.9	+2.9
P6	27	108.5	107.1	+7.1
P7	30	100.2	102.0	+2.0

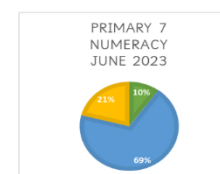
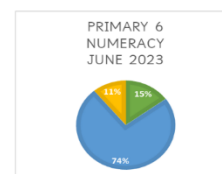
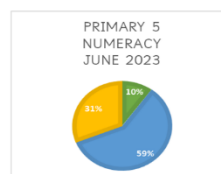
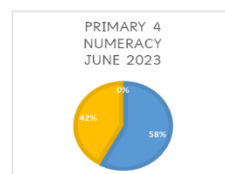
Year	Class	Strongest area	% difference	Weakest area	% difference
3	P3	Shape and Space	+29	Number/Data Handling	0
4	P4	Number	+15.0	Measures	+8
5	P5	Shape and Space	+13	Measures	-8
6	P6	Measures	+15	Data Handling	+4
7	P7	Number/Data Handling	+4	Measures	-4

Our pupils are performing above the national average, or only very marginally below, even in their weakest area.

Underachievement in Numeracy

We have made considerable progress in cutting underachievement in the past few years. Overall underachievement in Mathematics and Numeracy has been cut from 28% four years ago to 9% this year.

We track underachievement as 10 or more points below when PTM scores are compared with CATs.



Overachievement
Expected achievement
Underachievement

Raising of standards of attainment

At the end of the school year targets which have been set in September and reviewed are evaluated by all staff in relation to data at end of key stage results.

Coordinators play a key role in the progression towards the raising of standards throughout the school. All coordinators have a firm grasp of the challenges facing them and of sharing good practice in both teaching and learning.

Coordinators work alongside the assessment coordinator to examine data from a wide range of sources. This data analysis allows coordinators to work together to pinpoint strengths and areas for improvement at pupil, class and whole school level.

Progress in Literacy by Year Group

If the standardised scores are examined at year group level, we can see how we are performing in each year group, compared to the national sample. It is particularly encouraging that the average score for year groups from P4 to P7 is often significantly above 100.

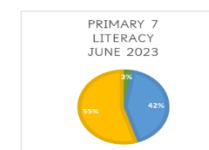
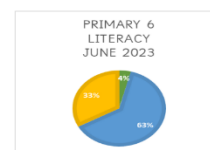
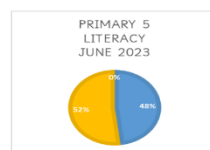
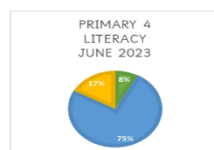
Year	Number of Pupils	Mean CAT Verbal score	Mean Standardised Score	Difference from National Mean (NI)
P3	22	Not completed	99.1	-.9
P4	24	99.7	111.0	+11
P5	27	93.2	103.0	+3
P6	27	102.7	110.6	+10.6
P7	30	99.3	110.3	+10.3

Class	Strongest Area	% difference	Weakest Area	% difference
P3	English Skills: Grammar and Punctuation	+5%	Reading Comprehension	-7%
P4	Reading Comprehension: Non-Narrative	+6	English Skills: Spelling	-1%
P5	English Skills: Spelling	+14%	Reading Comprehension: Narrative	0
P6	English Skills: Spelling	+24%	Reading Comprehension: Narrative	+9
P7	English Skills: Grammar and Punctuation	+21	Reading Comprehension: Non-Narrative	+5

Our pupils are performing above the national average, or only very marginally below, even in their weakest area.

Underachievement in Literacy

Overall underachievement in Literacy has been cut from 19% in June 2021 to 4% this year (June 2023).



	Overachievement
	Expected achievement
	Underachievement



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The Accelerated Reading Programme has been a hugely motivational reading programme which has made a significant impact on reading standards on an individual, class and whole school level. An analysis of whole school improvement in reading ages (P4-P7) saw a dramatic improvement in reading standards from the baseline position.

Since the introduction of AR in 2021 we have noticed a significant improvement in reading engagement and levels of achievement between P4-P7.

18% of our pupils scored below average in their end of year reading assessments in June 2021. In June 2023 12% of pupils scored within the below average band.

29% of our pupils in Key Stage Two achieved within the 'above average' band in May 2021 assessments. In comparison to this, 41% of our pupils in Key Stage Two achieved within the 'above average' band in May 2023 assessments.

Phonics Development

Due to the recruitment of new members of staff there have been a number of refresher courses for our Foundation Stage teachers in the implementation of the Jolly Phonics Programme. M Baillie (EA Literacy Service) visited the school and ratified our phonics scheme in September 2023. Teachers have also been added to the Literacy Service TEAMS group where resources and support are available.

Recent consultation highlighted the following:

97% of parents agree that their child is expected to work hard and achieve their best

97% of parents feel that the school has explained what part they can play in their child's education

94% of parents agree that school reports provide helpful information about their child's progress

96% of parents agree that staff encourage all children to do their best

100% of teaching staff agree that staff work closely with parents/guardians and that children are offered a broad and balanced curriculum throughout the school.

100% of pupils agree that their teacher encourages them to do their best

Pupil comments included;

'School is fun. All the teachers are nice and I love getting birthday cards at assembly. We also get Star of the Week'

'I love learning new things and my teachers are always there to help me.'

Future Actions		
Year 1	Year 2	Year 3
○ Timetable termly meetings with Literacy, Numeracy and ICT Curriculum Coordinators to analyse progress data of pupils and determine pupils required for intervention support. ○ Ensure that weekly teaching timetable has time set aside for Foundation Stage teachers to deliver intervention support. ○ Continue to develop the role of the SEN classroom assistant in order to support children on IEPs. Ensure that regular communication between SEN teacher and class teacher is taking place and contains relevant information. ○ Continue to develop and deliver focused intervention strategies for all underperforming children, not just low attaining children, in order to ensure that all children are making good or better progress. ○ Literacy and Numeracy in-service training for all staff on the teaching of comprehension strategies and problem-solving. ○ Staff refresher training with EA Literacy Service on reading and phonics. ○ Whole school problem solving scheme to be devised. ○ Renew Accelerate Reader Licence. ○ Implementation of Collin's Literacy Scheme. ○ Curriculum Coordinators to liaise with Governors and continue to provide a brief annual report to the Board of Governors. ○ Consideration given to CAT administration date – currently November of P4 and P6 but explore the possibility of completing these in May of P4 and P6 alongside PTM/PTE.	○ Complete analysis and review of key Literacy and Numeracy target areas for the 23/24 academic year. ○ Consider Next Steps for curriculum planning. ○ Provide more specific in class and out of class support strategies focusing on spelling and reading skills as a result of analysis of GL assessment information. ○ Review of Foundation Stage Baseline Assessments. ○ Develop internal standardisation sessions to ensure consistency across year groups, key stages and whole school, focusing on tasks specific to End of Key Stage Assessments (pending their re-commencement) ○ Review planning documents. ○ Further review of Foundation Stage phonics at end of two-year cycle.	○ Ensure that the use of success criteria is used effectively across all subjects to enhance the quality of independent learning and learning lead by the children. ○ Updated knowledge of SIMS for assessment purposes for staff in order to ensure that staff have easy access to assessment and data trends. ○ Progression of ICT Skills will continue to be developed and embedded into all classes. ○ To improve literacy outcomes by ensuring teachers consistently plan, teach, and evaluate the skills necessary for both comprehension and spelling, with effective differentiation to meet the diverse needs of all learners. ○ To enhance pupils' problem-solving and reasoning skills in mathematics by developing effective teaching strategies for word problems across all numeracy topics, ensuring consistent planning, implementation, and evaluation by all staff.

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Requirement SDP requirements 2b: A summary of the valuation including, through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
As a school which celebrates diversity and is strongly based upon a child centred ethos it is vital that all teaching staff recognise the range of abilities, the various barriers to learning that the pupils may face, and the different backgrounds that the children come from, which in turn reflect their values attitudes and pastoral and educational needs. Special educational needs is defined as <i>'a learning problem or disability that makes it harder for them to learn than most children the same age', which calls for special educational provision to be made</i>. 'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children of his or her age, and/or has a disability which hinders his or her use of everyday educational facilities. We believe that early intervention is pivotal and identifying and addressing specific learning issues. Baselines and observations often form part of our early identification process. The school complies with the requirements of the Code of Practise for Special Needs. All pupils who require learning support are listed on the SEN register. Education plans are formulated in consultation with the parents, for all pupils at stages 1-3 on the register. All IEPs have evidence of advice sought from the provisional criteria for special needs/SEN resource file/child's statement. The teachers have access to a dyslexic screening resource.	There are currently (2023-24) 11% of pupils on the special needs register as of September 2023. The percentage of boys on the register is 8%. The percentage of girls on the register is 11%. The percentage of children on free school meals on the SEN register is 2%. A comprehensive policy guides the Special Education needs programme, including the provision of a focused staff development programme. This policy is revised every two years, or sooner if DE directives dictate. Children's learning needs are identified at an early age and tracked using SIMs Assessment Manager, our Pupil Profile grids, observations, professional discussions, baselines and ongoing formative and summative assessments. The SEN co-ordinator and the class teachers collaborate to write appropriate Individual Education Plans which identify support strategies and targets to promote improvement. Governors are provided with special needs updates at each Governors meeting. Evidence is gathered via: ○ Visits to preschool settings of prospective pupils which is undertaken in the third term ○ The records maintained by class teachers and the SENCO ○ GL Dyslexic Screening Toolkit ○ Classroom assistant's specific monitoring and recording booklets ○ Discussions with parents (October and February) to ensure that they are familiar with the progress of their child and how they can provide support if necessary ○ Pupils self-evaluate through their own IEP and within a variety of curriculum settings and AFL approaches ○ The analysis of data (PIM, PIE, CAT4, YOUNG, Suffolk Reading, End of Key Stage results) is extremely important and feeds into our holistic picture of a child's progress ○ IEPs are monitored and reviewed termly by all stakeholders ○ All children who are on the SEN register are tracked and mapped for support received and progress achieved From Primary Two to Primary Seven children may be withdrawn in small groups for help in a particular subject or for general all-round help. Teachers ensure that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child. Within the classroom, the class teacher will provide differentiated activities and appropriate tasks for children so that they can access the full range of the curriculum.



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Children who are not on an IEP but are underachieving are also prioritised for intervention within school. Initial discussions on the best way forward for a particular child's weakness take place termly. All staff contribute to this valuable professional dialogue.

The school make use of the financial resources allocated to support those with additional needs. This has included the purchase of the Accelerated Reading Programme, Lexia and Mathletics.

If necessary, a series of intervention strategies are employed our strategies include:

Communication

- Classroom assistants contribute to our reading partnership
- Time to Read programmed supported by parents
- Peripatetic support provided by EA
- Accelerated Reading programme
- Support packs for parents if required

Using Mathematics

- Time to Count sessions
- Mathletics
- Support packs for parents if required

During the period Sep '22 - June '23 twenty pupils have benefited from the Reading Together/Time to Read Programme. 100% of these children have made progress in specific areas during this period – as evidenced by AR STAR Reading results and/or formative and summative assessments.

Although results of a whole school audit, in conjunction with evidence and daily practice, reflect a strong commitment to equality of opportunity, a small percentage of parents (11%) would welcome more support for children who have a Special Educational Need. *'The school supports children who have a Special Educational Need' – 11% disagreed.* The school recognises a need for continued personal and professional development opportunities within this area in light of the updated Code of Practice and SEN procedures, to include staff led development workshops and external training .

Parent comments included:

'School needs to improve awareness of ASD. Autism NI offer training and accreditation for schools which many schools have completed.'

'I believe that staff education regarding autism is required and feel an awareness is required from all staff including classroom assistants. I thank all teachers for their dedication.'

'Dyslexia support is limited'

Pupil comments included;

'I like working with Miss Nevin. She makes things fun for me and helps me.'

'If I ever feel stressed I can go out to the 'Calm Area'. It is peaceful out there.'

Future Actions		
Year 1	Year 2	Year 3
- Autism NI – staff training. - Staff training on Personal Learning Plans from EA. - Introduction of Personal Learning Plans in February 2024. - Personal Education Plans training (CLA). - SEN section on website / weekly newsletter. - SENCo to approach other schools to set up Larne SEN cluster group to support and share good practice. - Whole school Trauma and Attachment Awareness Training (EA). - Purchase of Barrington Stoke books (dyslexia friendly) for AR library. - All classroom assistants to complete EA SEN training (SDD). - Strategies, initiatives and timetabling to enhance the school's staffing and resource capacity to ensure that pupils with SEN receive high quality provision. - Strategies and systems for increasing parent/carers involvement in the process of SEN identification and assessment. - SENCo to take part in Dyslexia training and disseminate to staff. - Use of Nessy (dyslexia friendly) to support learning and help identify needs for early intervention. - Developing the implementation of evidence-based/informed interventions, including a cycle of review to measure the priority being addressed. - Developing new joint working and partnerships with external agency support e.g., DEAF CAMHS, RISE, EP, EA services etc. - Whole School Approach to Emotional Health & Well-being – Being Well, Doing Well programme to begin. - SENCo to have the opportunity (1 day per week) to develop the breadth and quality of SEN administrative tasks as well as working strategically e.g., provision mapping and SEN policies.	- Autism NI Impact Award Training revisited. - Personal Learning Plans fully implemented and further in house training as required. - Larne SEN cluster group embedded in practice. - Interventions have demonstrated progress and worthwhileness leading to a continuation of suitable strategies and techniques, so each child thrives at their own level. - Developing and extending interventions after review cycle of assessments and needs recognised. - Second year cycle of Being Well, Doing Well programme. - Strategies to embed provision mapping within whole school systems, to ensure that interventions and support resources are coordinated and deployed effectively and strategically.	- Embedded practice of intervention cycles and systems. - Third year cycle of Being Well, Doing Well programme. - Provision and systems development to ensure that the school has a holistic approach to SEN, including the well-being of all pupils (e.g., links with safeguarding). - Review of current and new EA initiatives. Change and adapt as required as ever changing and evolving SEN practices occur. - All pupils on CoP will have a PLP on SIMS through support and help from Bromcom programme (or alternative). - Intervention and support allocated to improve outcomes in relation to specific groups and individual identified as having low and/or underachievement (including children not on SEN register)

Requirement 2c A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil ○ health & well-being ○ child protection ○ attendance ○ good behaviour and discipline	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
<u>Health and well-being</u> We teach a comprehensive PDMU programme in school to include Relationships and Sexuality Education. A School Council is established at the beginning of each academic year, which is made up of two pupils from each year group from Primary Three - Primary Seven. Regular School Council meetings provide pupils with the opportunity for their voice to be heard and listened to. At St MacNissi's Primary School, we encourage a Healthy Lifestyle. This is promoted through curricular teaching and activities. Healthy Eating guidelines are distributed to every family and are included in our school newsletter. We promote a Healthy Break Policy; we encourage pupils to eat bread-based products, or a piece of fruit/vegetable along with a drink of water/milk. We aim to help the pupils understand and recognise the importance of leading an active and healthy lifestyle. There are a wide variety of activities on offer throughout the school year to help promote an active childhood amongst our pupils. These activities are delivered by school staff, Sports Development Officers and representatives from local sporting clubs. These activities include football, tag rugby, netball, hockey, multi-skills, multi-sports, basketball and hurling. Additionally, the pupils in Primary 5, 6 and 7 participate in a swimming programme at Larne Leisure Centre.	<u>Health and well-being</u> Consultation from all stakeholders on promoting health and well-being was sought as part of our consultation process in Winter 2023. The Take 5 programme, circle time and health promoting school culture are firmly embedded in the life of our school. A specific monthly focus for wellbeing is promoted by our Wellbeing Champions, reinforcing key health and wellbeing messages. We have a teacher wellbeing lead – Miss Nevin. Healthy eating is also promoted through our healthy break initiative. All staff are well informed about EA circulars/ EA Healthwell Hub / Inspire for personal issues. Our PDMU programme – Living.Learning.Together has been reviewed and is included and teaching planners where progression and continuity are evident. We have established an extremely valuable 'wrap around' provision including breakfast club and a variety of after-school activities. Our pupils enjoy games coaching from a range of providers including our local clubs, fundamentals coaches and community coaches. Feedback from the School Council (P3-P7) is used to provide pupils with a voice within their school. This pupil group meet regularly to improve the pupil experience within the school. The group is made up of pupils from Primary Three to Primary Seven and the children have their own display board for their proposed actions within each academic school year. The pupils take part in programmes that promote their personal safety for example Be Safe, Be Internet Legends, fire safety talks, cycling proficiency and road safety. The school continues to liaise with relevant outside agencies for example EA child protection officers, EWO, people personal development service, primary mental health team and ACE team. These visits have impacted greatly on children's understanding and knowledge of health-related issues. All school staff are fully trained First Aiders in the school. They are due for retraining in August 2025. Some staff have previously received training in the Heart Start programme.



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We celebrate Children's Mental Health week annually in February. In addition, we have offered one-to one counselling sessions in association with Larne Wellbeing Hub. Our Wellbeing Champions promote a monthly wellbeing focus and set targets around this for classes. We were successful in gaining our Take 5 Level 3 award – signifying a commitment to positive mental health and wellbeing in St MacNissi's.

Child Protection

St MacNissi's Primary School undertakes the responsibility for the welfare, care and safety of pupils very seriously. We always aim to provide a caring, supportive and safe environment valuing all individuals for their unique talents and abilities. Everyone who works in our school including teachers, non-teaching staff, volunteers and visitors have responsibility for the welfare and safeguarding of all pupils.

We recognise the significant impact of transition from either preschool or secondary school setting. Consequently we liaise closely with our preschool providers and we also engage in transitional arrangements for Primary Seven pupils with our local post-primary schools.

We operate a school playground that encourages free play at break and lunchtime which directly contributes to mental health.

We also operate a Primary Seven/Primary One buddy system and have Playground Monitors in P4-P7

We have positive noticeboards and boards celebrating achievements in our entrance hall.

Children's Mental Health Week is celebrated every year in February.

We have a healthy eating policy and our pupil/staff and school canteen adhere to this.

We have a Healthy Break school initiative.

18% of pupils are entitled to Free School Meals and all of our pupils have access to drinking fountains during the day.

Pupils participate in weekly PE lessons and we offer a wide variety of extra-curricular clubs for children in Primary 1– Primary 7 throughout the school year.

We are a Sustrans Active School. We have organised initiatives such as Walk to School Week; Santa Daily Mile and Active Travel Week.

Child Protection

Through the analysis of questionnaires from parents, governors, teachers and pupils it was noted that all key stakeholders have a high degree of confidence in the school's capacity to meet the safeguarding needs of all learners.

The Designated Teacher and Deputy Designated Teacher carry out an audit each year to ensure that the school implements fully the child protection procedures in line with current DENI circulars. This information is maintained in the child protection/safeguarding file.

The pastoral care and child protection procedures are monitored thoroughly by the DT, DDT and the Principal.

The school Safeguarding Team have regular meetings to discuss on-going concerns and cases. The DT/DDT/Principal attend case conferences for LAC and/or CP pupils.

The school Safeguarding Team (including contact information) is a standing item on our weekly newsletter to parents.



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Training for designators/deputy designated teacher and our CP governor is updated in line with DE regulations and records kept by designated teacher. All school staff (teaching and non-teaching) receive training annually from the designated teacher and are informed about how to maximise safety and share concerns with members of the Safeguarding Team.

Whole school assemblies and class assemblies are used to reinforce the child protection message and particularly the role of key staff in this process.

Pupils are reminded constantly about the need to be vigilant whilst online . All of our parents and pupils must read and agree to the online code of conduct for the positive use of ICT.

All peripatetic staff and volunteers are vetted by Access NI and an Access NI school register is kept for our own volunteers and PTA members.

We have a wide range of comprehensive school policies that are reviewed regularly by staff and the Board of Governors. Staff are trained in the process of the Code of Practice for Safeguarding and Child Protection. Our key policies are available on our school website and a copy can be requested from the school office.

The child protection messages are displayed around school and we have a dedicated Safeguarding display board in the hallway.

All members of staff are familiar with the Note of Concern / Intimate Care forms. Note of concern forms are kept in each class and a number of copies are easily accessible in the staff room.

Child protection matters are raised at each termly Board of Governors meeting. The designated governors receive training from the EA. Other governors receive refresher training online.

Other initiatives and preventative curriculum which address Child Protection and safety issues include but are not limited to; PSNI/NIFS/RNLI visits, school nurse/health visiting team, Education Welfare, NSPCC Pants, RSE, PDMU Living.Learning.Together and Wellbeing Champions.

Attendance

The school seeks to provide a comfortable and safe environment in order to promote effective attendance by pupils. Attendance is monitored regularly by SIMs and

Attendance

We acknowledge our parents' contribution to the school's good attendance rate of 93.7% from Primary 1 to Primary 7 in 2022/23.

Attendance of both pupils and staff is monitored closely. Our pupil attendance rates are above the Northern Ireland average for primary schools (91.6%).

reminders provided to parents in our Weekly Newsletter. In rare instances where attendance falls below 85% a pre-referral meeting would take place and the Education Welfare Officer (EWO) would be notified.

Good behaviour and discipline

The school's approach to behaviour management is based on our concern for the well-being and safety of each pupil in the school.

We expect all our pupils to behave in a responsible manner and to show consideration, courtesy, respect and manners to others. We believe strongly in positive reinforcement when a child needs support to modify behaviour and will inform parents immediately about any breach of discipline, in order that they may offer their support. By working closely with parents, we aim to resolve any problems or concerns that may arise.

All staff are aware of the need to create a climate in which positive behaviour is encouraged and commended and in which the pupils feel secure and equally valued. Parents were asked to give their opinions and comments during recent parent consultation.

Good behaviour and discipline

Circle time and PDMU are used to highlight behaviour issues. Positive discipline strategies are implemented when deemed necessary. Playground buddies and school council members provide feedback on behavioural problems at play time. Our Buddy Benches are also a very successful approach when pupils require some time out.

In our school, we are exceptionally proud of the behaviour of our children. Incidents of poor behaviour are rare, far from the normal and restricted to a small number of children. We believe our children are our greatest asset.

Children are encouraged to be honest and make good choices with their behaviour. They participate in Anti-Bullying Week activities annually. In every classroom, good behaviour and discipline routines are emphasised and practised. The class teacher, along with the pupils, will formulate rules for individual classrooms at the beginning of each school year. These are displayed in the classroom and referenced regularly. We feel it is important that children have some ownership of the rules that they will be expected to adhere to and this is why they are involved in helping to create them.

In St MacNissi's Primary School, we set and expect high standards of behaviour from our pupils and we feel that it is only right that those who respond should be given some kind of reward or some recognition of their efforts. This encourages the pupils to continue behaving in this favourable manner and also encourages others to behave well. It is hoped that the effective use of rewards and incentives will shape, establish and maintain positive and desirable behaviour. Our whole school behaviour initiative focuses on our 'Golden Rules'. Class teachers also have rewards and we acknowledge and celebrate our 'Star of the week' pupils during Friday assembly. Teachers are encouraged to find regular opportunities to celebrate and reward achievements or behaviours that they want to encourage, as soon as they occur.

Sanctions are an integral part of our behaviour policy. They are set in place to uphold rules and procedures so that pupils are provided with the security of clearly defined boundaries. A range of sanctions are used that are appropriate to different categories of misbehaviour or inattention in class. The purpose of these sanctions is to stop misbehaviour and influence pupils to choose more appropriate behaviour in future. The classroom teacher has the primary responsibility for establishing and maintaining good behaviour within the classroom in line with the school's disciplinary procedures. Where there is persistent misbehaviour, the classroom teacher will refer the difficulty to the Principal.

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Future Actions		
Year 1	Year 2	Year 3
○ All school governors to have child protection awareness training provided by the DT. ○ Child protection record-keeping procedures reviewed and improved. ○ New Safeguarding Proforma document to be reviewed and updated where necessary. ○ All pastoral policies to be reviewed and made available online. ○ Whole staff Child Protection training ○ Continue work on E Safety audit tools. ○ Heart start retraining programme/ First Aid training. ○ All staff to attend the centralised health awareness training on diabetes and anaphylaxis. ○ MEA Tree planting on the school grounds. ○ Completion of the school Sensory Garden. ○ Election of new School council members and Wellbeing Champions. ○ E Safety messages for parents within the newsletter. ○ Training for new RSE scheme – Flourish.	○ Safeguarding Proforma document to be reviewed and updated where necessary. ○ All school governors to have child protection awareness training provided by the DT. ○ Pastoral policies to be reviewed. ○ Whole staff Child Protection training.. ○ Reading buddies introduced. ○ Take 5 award – renew. ○ Introduction of Flourish (RSE).	○ Safeguarding Proforma document to be reviewed and updated where necessary. ○ All school governors to have up to date child protection awareness training. ○ All pastoral policies to be reviewed by June 2026. ○ On-going whole staff Child Protection training. ○ Solihull training for all staff (January 2026). ○ Dyslexia Awareness Training with Bill Lynch (TBC). ○ Links will be explored and made between all year groups and their Living Learning Together strands, providing a concise record of themes covered across the whole school.

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Requirement 2d A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
The greatest asset in any school is the staff and it is essential that the staff are both cared for, and their professional development encouraged and supported. Accordingly, the school leadership ensures that the workload attributable to the entire staff and to individuals is appropriate and balanced. In addition, the school leadership ensures that a relevant, focused and diverse staff development plan is implemented each year. Most recently this has been kept in line with union directives. Any plans are kept under constant review so that they remain relevant to the staff and the needs of the school. In line with DE policy, Every School a Good School, the leadership at St MacNissi's Primary School recognises the importance of consistently building capacity as well as disseminating good practice throughout the school. Accordingly, the staff development programme will always be in line with the core priorities of the school as outlined in the relevant School Development Plan. In addition, the staff development programme will always have time allocated to promoting staff well – being and attendance. The exact nature of this will vary each year.	The effectiveness of our staff development programme is recognised by the high quality of teaching and learning evident in the school. Clear actions are given by curriculum coordinators and action plans are in place. There is a strategic use of staff development days and baker days in August. Formal & informal discussions take place with the curriculum coordinators and teaching staff. Teaching allowances are in place for members of staff. The school avails of outside agencies for training and support purposes including EA, Shared Education TPL Units, CCEA, RISE, AAIS, etc. PRSD is in place to highlight strengths and areas for development for staff. There is beginning teacher support in place; Induction and Early Professional Development (EPD) teachers can seek training and support as required. Teaching staff have moved up the main pay spine and the upper pay spine as required. Regular staff meetings take place and opportunities for curricular development dissemination sessions. SIMS behaviour and assessment training is in place for assessment coordinator. First Time Principal Sessions attended by newly appointed Principal. Training through the Peace Shared Education partnership. Autism Advisory Intervention Service (AAIS) training accessed. Children's and Young People's Service Training is accessed. Staff disseminate materials to colleagues at staff meetings. Professionals from RISE and LTSS work with teachers and special needs assistants, when appropriate, giving advice and guidance. Non-teaching staff attend in-house child protection and other relevant training sessions as required. Classroom assistants are encouraged to participate in the EA Online Training for Primary Professionals Supervisory assistants are advised in positive behaviour strategies and procedures with regard to lunch time supervision. Opportunities provided for new Building Supervisor and Clerical Officer to partake in various training courses The staff training record is reviewed and updated regularly. <i>33.3% of staff would disagree that there is distributed leadership amongst staff.</i> A next step is to explore the re-introduction of a broader Senior Leadership Team, opening up opportunities for professional development and leadership.



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Teaching Staff Training Record – June 2021 - present

Mr Oakes	Numeracy - KS2 problem solving	Child Protection Making effective referrals	First Aid (updated every 3 years)/ Diabetes/Anaphylaxis (updated annually)	Teaching Comprehension strategies	SEN PLP	IZAK 9 Training	Action Planning - EA	NSPCC PANTS	Child Protection and Safeguarding Update	Children Looked After: Trauma and Attachment Awareness			
Mrs Baxter	First time principals-EA	Nerve Training	Y	NSPCC PANTS	Child Protection for FTP	Period Dignity	RSE - Flourish	Women's Aid	AAIS sensory processing -EA	Children Looked After: Trauma and Attachment Awareness			
Mrs O'Brein	Numeracy - KS2 problem solving	Nerve Training	Y	NSPCC PANTS	Period Dignity	Digital Leaders	Women's Aid	IZAK 9 Training	Online Safety 'Safer Schools'	Children Looked After: Trauma and Attachment Awareness			
Mrs Higgins	Numeracy – F/S problem solving	Nerve Training	Y	NSPCC PANTS	IZAK 9 Training	Children Looked After: Trauma and Attachment Awareness	RISE NI – Behaviour management						
Mrs Hamill	Numeracy – F/S / KS1 / KS2 problem solving	Nerve Training	Y	NSPCC PANTS	IZAK 9 Training	Children Looked After: Trauma and Attachment Awareness							
Mrs McQuillan	Numeracy – F/S problem solving	SENCO training	Y	NSPCC PANTS		Children Looked After: Trauma and Attachment Awareness							
Mrs McIlwrath	Numeracy – KS1 problem solving	Nerve Training	Y	NSPCC PANTS	IZAK 9 Training								
Miss Cuning	Calm Plan with RISE	Middleton Ctr for Autism	Y	Supporting children with ASD	Engagement in learning	Teaching Phonics in EYFS	Nerve Training- Animation	Suicide prevention	Online Safety/Safeguarding and the Internet	Children Looked After: Trauma and Attachment Awareness			
Miss Nevin	Numeracy - KS2 problem solving	Dyslexia Awareness Training	Y	SEN (new appointed SENCO) 2 day	ICT – Schools App	SEN (PLP)	Six Bricks (LEGO)	Forest School update training	IZAK 9 Training	Children Looked After: Trauma and Attachment Awareness	Jolly Phonics in the classroom	RISE NI	

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Future Actions		
Year 1	Year 2	Year 3
- Time budgets are reviewed and amended. 2pm Friday finish implemented – all staff are given fair and equal PPA time. - Co-ordinator time allocated monthly. - Management points allocated to key coordinators. - Explore possibility of developing a SLT - New staff given opportunities to develop professionally through coordinating curriculum areas. - Whole staff training on Trauma and Attachment Awareness - Two new staff members – induction and EPD commenced. - SEN Cluster group which supports the staff in their curricular area initiated – St MacNissi's is the host school for this. - Continuing school partnerships and the sharing of good practice with local schools through our Shared Education scheme - Staff development opportunities advertised in the 23/24 academic year. - Training in our key Literacy and Numeracy priority areas – problem solving and comprehension. - Initiate Trusted Colleague programme to raise quality and quantity of teaching. - Map out the future needs of the school 2023-2026 and see where skills can be applied or enhanced. Baseline current needs and skills amongst staff in light of staff changes. - Ensure that all staff follow the same procedure and format for disseminating good practice from courses and training. Ensure that support staff also have the opportunity to do this.	- Time budgets reviewed and amended. - Disseminate learning and apply where appropriate; monitor and evaluate impact and try to build up in school capacity. - Further development of curriculum coordinators accountability to Board of Governors through Link Governor strategy. - Develop Trusted Colleague Network programme. - SLT team in place and meeting schedule reviewed. - Staff development opportunities advertised in the 24/25 academic year. - WAO coordinator appointed. - Continuing school partnerships and the sharing of good practice with local schools through our clusters.	- New staff given opportunities to develop professionally through coordinating curriculum areas. - Staff training through use of TPL funding for Dyslexia Awareness, World Around Us (Science) and ICT (Coding). - Staff development opportunities advertised in the 25/26 academic year. - Continuing school partnerships and the sharing of good practice with local schools through our clusters.



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Requirement 2e A summary and evaluation, including through the use of performance and other data, of the school's strategies for ○ managing staff attendance ○ promoting staff health & wellbeing	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
We value the importance of keeping all staff in the school safe and well, and as such place great emphasis on this. Opportunities to improve the organisation and management of the school can impact positively on the morale, self-esteem and stress levels of both teaching and non-teaching staff and we strive to ensure a happy and healthy staff who always feel valued. The school staff are given clear weekly communication via the monthly calendar within the staffroom. Staff also receive a calendar at the start of the academic year with events and curricular development dates included. Staff are given a time budget each year in the baker days in August. The school staff is encouraged to avail of the open-door policy to the school Principal to discuss any issues and concerns. Personal issues with all staff are discussed in confidence.	A supportive culture exists amongst staff this is nurtured through personal meetings with the Principal who listens to concerns and supports when necessary. The Principal operates an open door policy where all staff are free at any time to discuss concerns. All staff have been made aware of the EA Health Well hub and are kept updated with termly newsletters. The Principal and wider school staff have worked hard to continue to develop a positive team spirit and the redefining of rules and responsibilities within the school is an ongoing priority. Communication with staff is maintained through a shared staff notice board, regular emails and staff information packs at the beginning of the year. The school website is continually updated to reflect current news and events and a weekly newsletter is distributed to all parents and school staff. Under child protection school is fully compliant and providing a safe working environment for staff and pupils alike. Our main entrance door is fitted with a pass only entry security system and under fire safety a termly fire drill is conducted, as evidenced by a fire drill record. Teacher and staff absenteeism is not an issue and there is a strong work ethic within our school. The sickness absence of staff is managed in a fair, consistent and confidential manner. Teachers and other staff members are informed of the attendance procedures at the beginning of each school year. If necessary, the Principal seeks advice from the Employing Authority. An informal 'Return to Work' meeting takes place to provide the Principal with the opportunity to welcome the member of staff back and discuss any support, or further action which may be required. This is in accordance with schools Staff Attendance Policy. Staff have been informed as to how to self-certify for short illnesses and how to inform the Principal of absence/illness. All staff are responsible for 'Self Certification' or providing medical evidence when appropriate. Teacher absences are recorded by the Principal and reported to the Board of Governors. The school has a recently updated Staff Attendance Policy, which has been approved by the Board of Governors. The staff are made aware of 'Inspire Workplaces' and the service provided through this.



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Staff are consulted during workforce planning in April/May each year. All teachers are asked to complete a Staff Information sheet and one-to-one interviews with the Principal are scheduled to discuss options for the year ahead. Any requests for year group changes are considered and granted where appropriate.

Staff directed time budgets are given to all staff in the August budget days.
Curriculum coordinators are given additional time for curriculum development planning.
Opportunities are given for staff peer observation—outside of industrial action.

Promoting Staff Health and Well-Being at St MacNissi's Primary School

The staff at St MacNissi's maintain a very positive working relationship.

Teacher Union information is displayed in staff room.
There are designated staff break and lunch times in the staff room.
St MacNissi's is a safe, stimulating and appropriate environment for teaching.
We hold staff-only social events throughout the year e.g., Friday treats and end of year meals.
We celebrate the success and achievement of our teachers.
Our staffroom and wider school areas are well maintained, clean, bright and welcoming.

Recent staff consultation returned the following figures and comments -

100% of staff (including teachers and support staff) strongly agree that the *'management promotes the welfare of all staff'*.

100% of staff strongly agree that they *'feel valued and respected in school.'*

'I would like it to be noted in the time Mrs. Baxter has taken over there has been a clear boost in staff morale and I feel she is very good at supporting staff pastorally. I have found Mrs. Baxter to be extremely approachable and caring towards staff well-being; something that is refreshing to see especially with the on-going stresses the role of a teacher can bring.'

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Future Actions		
Year 1	Year 2	Year 3
○ New staff noticeboard in staffroom – including a 'Wellbeing' section. ○ Wellbeing activities scheduled including a staff lunch. ○ Continuation of staffroom treats. ○ Friday check-in opportunities (after 2pm). ○ Promotion of EA Wellbeing Hub – newsletter communicated termly via email and on staff notice board. ○ Updated Teaching/Non-Teaching Staff Attendance Policy – September 2023. ○ Health and wellbeing workshop/day to be explored as a Staff Development Day, possibly linking with other schools in the local area or within our Shared Education partnership.	○ Monthly staff wellbeing focus – directed time allocated to activities. ○ Staff Wellbeing policy drafted. ○ Review and build upon staff wellbeing initiatives. ○ Staff wellbeing survey distributed to ensure best practice in this area.	○ Wellbeing survey results analysed and actions taken where possible. ○ Staff Health and Wellbeing Policy drafted and circulated for feedback. ○ BWDW wellbeing audit completed and outcomes used to inform next steps in this area. ○ Staff wellbeing initiatives implemented – whole staff lunches, craft activities, etc.

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Requirement 2f A summary and evaluation, including through the use of performance and other data, of the school's strategies for - o promoting links with parents of pupils - o promoting links with the local community including other schools - o the business community - o voluntary and statutory bodies	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
St MacNissi's Primary School is a school rooted in the local community and it has a clear vision of being an important hub for the local community. The school leadership and staff actively work to ensure that the school has strong, effective and supportive links with the wider community. A good relationship is achieved through regular communication and consultation so that parents have a much valued voice within our school. Through the school improvement process we actively encouraged parents to complete questionnaires to evaluate and develop our school to its full potential. St MacNissi's Primary School has strong links with parents and its surrounding community. We hold a wide array of events for parents and the community including key stage Christmas shows, parent information sessions, Stay and Play, Mystery Readers, community open evening, sport's day and PTA family events. We schedule one pastoral phone call each academic year (October) and one parent teacher interview (February). This provides the teachers with the opportunity to highlight progress made by the pupils or to address any concerns arising. However, parents can arrange to meet the class teacher at any time throughout the year. Each pupil receives an annual report in the summer term.	The promotion of links is achieved by: Providing pastoral and curriculum meetings and information sessions, open nights for parents and the wider community. Maintaining a very effective Parent Teacher Association The association not only provides much needed funds and assists with school events and functions but also acts as a very useful consultative forum. PTA fund raising events have included an annual summer fair and a pupil Christmas shopping event sponsored by Larne Credit Union. The PTA provide opportunities for parents to have their say, to meet new people and for the school to acquire new resources and equipment through their fundraising events. There is a very positive relationship between PTA members and the school and this is reflected through our willing and dedicated committee members and many parent volunteers. Demonstrating our Catholic ethos through active participation in liturgical services including: - o Key Stage 2 children singing in the school choir at Church services - o School masses and Sacramental services e.g. First Confession, Holy Communion and Confirmation - o Christmas Nativity performances Consistently supporting local charities to enhance the quality of life for those supported by the charities. This includes Trocaire, Mary's Meals, The Children's Cancer Unit, Northern Ireland Hospice and the NSPCC. Sustaining strong links with local primary schools through our clusters, Shared Education Partnerships, YMCA Twinning events, IFA PeacePlayers and localised competitions. We have mutually supportive links with local feeder schools and we support students from Further and Higher Education Colleges by providing placement opportunities. Many past students and those not connected to the school visit for work experience opportunities.



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We continually strive to improve communication with our parents. We currently operate an app-based communication system (SchoolsNI) for parents and guardians. A school newsletter is produced on a weekly basis and each family receives a digital copy. The school newsletter celebrates the fantastic teaching and learning opportunities throughout the school and also notifies parents of upcoming calendar dates. We have a school website which is regularly updated and allows the wider community to see what is happening in our school. St MacNissi's has a very active and enthusiastic PTA. The members meet regularly and have planned a number of wonderful events throughout the school year to help raise school funds. We link with our wider community through a variety of means. We welcome visitors to our classrooms, both parents and members of the local community to contribute to our learning, e.g., PSNI, doctors, dentists, opticians, fire-fighters etc. We invite the Parish Priest to school to celebrate Mass and important events in the Liturgical calendar. The pupils have been involved in many local community visits. We have undertaken various charity initiatives supporting charities including the NSPCC, Children in Need, Trocaire and the Children's Cancer Unit. Many of these events have been planned and organised in conjunction with the School Council, enabling the pupils to have an important role in connecting with the community. Our Wrap-Around childcare service (Breakfast Club & After-School Clubs) has been very positively embraced by parents/carers. The provision of Breakfast Club is also very effective as it allows pupils to be dropped off to school from 8am	We continue to maintain our links with business organisations in the local community including Larne Credit Union, Larne Library, Carnegie Library, Mid and East Antrim Council, Inver Garden Centre, Larne Leisure Centre, Larne RNLI, RSPB, NIFRS and PSNI Larne. Visits from these organisations help to support, enhance and extend children's learning experiences. Our parents/guardians are very supportive of school events/initiatives such as parent/teacher meetings (October and February), Literacy & Numeracy workshops, open evening, sporting events, Christmas concerts & PTA events. We have an encouraging number of pupils attending Breakfast Club and after school activities. The school website is well established highlighting good practice and including links to educational websites. Local newspapers/magazines are contacted with newsworthy events and photographs and staff have endeavoured to promote the school's activities through regularly including articles and photographs in the local press, school website and in the weekly newsletter. The school works closely with Sustrans Active Schools and our link officer Beverley. Children participate in a variety of Inter School Sporting events e.g., Latharna Og schools Cup, Larne FC Football Leagues and tournaments organised by Larne Ladies Hockey Club. We have had great success with these competitions over the years. Local businesses & individuals contribute prizes and treats at various functions. We link with the neighbouring post primary schools for curricular taster sessions, musical productions and SEAG assessments. We are part of a Shared Education Partnership with Olderfleet Primary School, Whitehead Primary School and Moyle Primary School. The school supports pupils access to events such as Larne Music Festival. We send home attendance certificates, praise notes and reminders for uniform, punctuality, healthy breaks and attendance as required. We send home application forms to join the Libraries NI and schedule library visits for classes where the pupils have the opportunity to borrow books.
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.	Consultation results returned the following information: 95% of parents agree or strongly agree that they <i>'are made to feel welcome at St.MacNissi's Primary School.'</i> 92% of parents agree that <i>'the school seeks the views of parents/carers and takes account of their suggestions and concerns.'</i>
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Future Actions		
Year 1	Year 2	Year 3
○ Re-start Business in the Community Time to Read / Time to Count sessions. ○ Create a dedicated PTA section on school website. ○ Use staff development time to enable teachers to write curriculum overviews. Make these available within the school website. ○ Create a school annual report in June 2024 ○ Create a school Governor Report in June 2024 ○ Facilitate Nursery Stay and Play days in November. ○ Receive new sport's team kits – kindly donated by local business McAllister and McAleese. Use our online platforms to showcase these. ○ Apply for Brighter Futures funding through Larne FC ○ Seek out opportunities for the school choir to sing at local events.	○ Explore the possibility of curriculum evenings. ○ Exploring wraparound care further – extending provision. ○ Review current PTA; reinforce their good practice over the past years and encourage new parents to join. Members will be supported to up-skill themselves as regards taking minutes, drafting letters, recording finances etc. ○ Further development of primary school cluster group for curriculum coordinators. ○ Build upon the very good reputation that the school is beginning to develop. Ensure publicity continues through appropriately monitored media outlets.	○ Baseline the skills of the local community to see who can best help the school and in what capacity. Questionnaire to parents/grandparents etc. ○ Build upon the very good reputation that the school is beginning to develop. Ensure publicity continues through appropriately monitored media outlets.

Requirement 2g A summary and evaluation, including through the use of performance and other data, of the school's strategies for ○ promoting the effective use of ICT to support learning and teaching. ○ continuing professional development ○ school leadership and management	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
ICT has been integral to the learning and teaching in St MacNissi's Primary School for numerous years. We aim to implement the statutory elements of the curriculum to daily classroom activities. We also aim to continually enhance the learning experiences of pupils by providing staff with training in relevant areas of Using ICT to provide high quality teaching. The schools budget allocation is strategically managed to effectively acquire and maintain suitable ICT resources to sustain improvement and high quality learning experiences. We currently use ICT to support learning and teaching in many ways throughout the school, for example, every classroom is equipped with an interactive smartboard and Apple TV. These are used effectively by the teachers and children to make use of the most up-to-date and recent educational tools in order to make learning engaging and challenging. Additionally, the pupils have access to the schools' computer suite and iPads. Our computer suite consists of desktop and laptop computers. Each class has ICT opportunities, enabling the pupils to save, revisit and edit their work on a regular basis. All pupils have good opportunities to develop the 5Es (Exhibit, Express, Explore, Evaluate and Exchange) within the ICT curriculum and through the use of the laptops/desktops and iPads in the classrooms.	Staff completed the Nerve Partnership training - supporting teachers in the creative use of digital technology to improve engagement and learning for all across the curriculum. ICT Coding Club was introduced as an After-School Club in 22/23 Digital Leaders were introduced during the 22/23 year. These pupils in Primary Five – Primary Seven completed several Adobe workshops and training programmes. We applied for and received a class set of BBC Microbits to begin our coding in school journey. Collaborations with the AmmA centre have provided opportunities for Teacher Professional Learning and a support structure for the school. We include the following areas as part of our Using ICT provision and improvement planning: ○ Use of iPads by curriculum coordinators for monitoring and evaluation of learning and standards. ○ Use of iPads and Apps for Foundation observations. ○ Use of UICT CCEA tasks and staff training. ○ Opportunities to take iPads home for familiarisation for staff. ○ ICT included in Using Mathematics and Communication ○ planning. ○ Interactive smartboards used in each classroom. ○ Computer suite timetabled (as required). ○ New website and parent app launched in 2023. ○ Website development for information and communication with parents and local and global community.

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Additionally, pupils have access to other ICT resources including, Beebots and microbits, which develop their ICT coding skills.	○ Pupils have access to computers, iPads and programmable devices to enhance independent learning. ○ Teachers use ICT to record and analyse the assessment of Literacy and Maths progress through the use of SIMS. ○ Progression of skills in Using ICT continues to be developed and embedded in all classes. The use of ICT for staff development is constantly evolving. We continue to incorporate new initiatives effectively. ○ ICT is used as an effective management tool including storage of data, communication and staff training/presentations. ○ Report writing to parents and internal school reports/ presentations using ICT packages. ○ Online learning platforms of Seesaw and Google Classroom. ○ ORACLE system is used by the Principal and Clerical Officer to ensure that the budget is used as planned. This online system is also used for the submitting of staff timecards. ○ The iProcurement system is used by the Principal and Clerical Officer to order requisitions and other items online. ○ Planners, schemes and resources continue to be made available on staff folders. ○ Governors receive communication, minutes, policies and other information electronically. ○ The Principal and teachers use email to communicate with each other. ○ Assessment Manager on SIMs is used effectively by the Principal/Assessment Coordinator to tailor the teaching and support required for individual pupils. ○ Heightened engagement with reading due to the online Accelerated Reader programme. ○ Mathematics statistics reveal engagement with ICT throughout the school to enhance learning in Numeracy.
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Future Actions		
Year 1	Year 2	Year 3
○ Purchase 10 new laptops to ensure fully functioning ICT Suite. ○ KS2 digital Leaders will complete the Adobe Digital Leader courses and present at Internet Safety Assembly. ○ Continue to review ICT within planners. ○ Review ICT tracking grids in line with changes to whole school standards.	○ Begin to update interactive whiteboards with new Promethean boards (PTA funding) ○ Continue to update ICT equipment where finances permit. ○ Junior Digital Leaders introduced.	○ Pupils will achieve Level 4 + in UICT by the end of Key Stage Two (End of Key Stage Assessments) ○ Staff CPD – Computational Thinking and Coding (February 2026) ○ Continue to embed whole school approach to integration of ICT, building staff confidence in

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- Tracking grids completed on termly basis. - Complete termly CCEA UICT tasks to develop and enhance 5 E's. - Key Stage Two implement 'Be Internet Legends' programme in association with Google. - Foundation Stage / Key Stage One will use ThinkUKnow CEOP online safety activities and resources. - Agreed whole-school UICT focus from CCEA desirable features - Film and Animation, Publishing and Presenting. - Re-introduce Google Classroom for Key Stage Two home-school communication/links. - Staff Continued Professional Development. - To empower new staff members and build capacity within schools to use technology creatively to support teaching and learning through our Nerve Partnership. - To develop an ICT Curriculum Team - To complete NovoTouch Training - ICT coordinator to attend Online Safety Training for Schools (Safer Schools) - To implement the Safer Schools app for our whole school community (staff, pupils and parents)	- Propose and set targets for each class for the three-year period 2024, 2025, 2026 following the levels of progression for using ICT at key stage 1 and 2. - Continue with whole-school UICT focus from CCEA desirable features. - Prioritise staff training on Computational Thinking and Coding.	embedding ICT through termly focus areas, planners and meaningful cross curricular links. - Continue to update ICT equipment where finances permit. - Continue with whole-school UICT focus from CCEA desirable features – Digital Storytelling, Computational Thinking and Coding
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Requirement 3a

An assessment of the school's current financial position and the use made of its financial and other resources

Requirement 3b

An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards

Evaluative comments (to include strengths and areas of improvement) and supporting evidence

The school is facing a challenging time as a result of the tightening of the economic conditions and the reduction of the level of financial support from both the Department of Education and the Education Authority

Schools' Financial Position Summary

Pupils and Teachers		YEAR 1 (2023-2024)	YEAR 2 (2024-2025)	YEAR 3 (2025-2026)
Full Time Equivalent Enrolment (excluding Free School places)		174	171	173
Planned Teaching Complement (after reduction in Variables to be met)		8.00	8.00	8.00
Planned Pupil/Teacher Ratio (September)		21.75	21.38	21.63
Changes in Teaching Staff		YEAR 1 Changes in Staff	Year 2 Changes in Staff	Year 3 Changes in Staff
Increases in Teachers				
Decreases in Teachers (enter as positive figures)				
Planned Expenditure		YEAR 1 (2023-2024)	YEAR 2 (2024-2025)	YEAR 3 (2025-2026)
Expenditure Summary		£	£	£
Staff Costs		496,504	496,579	502,002
- Teaching		101,622	101,622	101,622
- Non Teaching				
- Other Costs		33,776	34,053	34,354
Premises, Fixed Plant and Grounds		30,880	33,265	33,662
Operating Costs		1,000	1,000	1,000
New Capital Purchases				
Capital Expenditure				
Less Income (enter as negative figures)				
Total Planned Expenditure		661,722	672,534	678,701
Estimated Savings (enter as a negative figure)				
Reductions in Teaching Staff (see per Variables)				
Please specify				
Please specify				
Estimated Additional Expenditure (enter as a positive figure)				
Increases in Teaching Staff (see per Variables)				
Please specify				
Please specify				
Total Planned Expenditure after Savings and Additional Expenditure		661,722	672,534	678,701
Budget		YEAR 1 (2023-2024)	YEAR 2 (2024-2025)	YEAR 3 (2025-2026)
Common Formal Funding (CFP) (before Allocation)		564,652	556,757	562,020
Other Funding (Please specify)				
Other Funding (Please specify)				
Spill Site Schools ONE Y				
Total Budget		564,652	556,757	562,020
In Year Movement				
In Year Underspend / (Overspend)		-97,071	-105,777	-116,680
Cumulative Surplus / Deficit				
Carry-over from previous year		-184,94	-291,985	-297,762
In Year Underspend / (Overspend) of delegated resources		-97,071	-105,777	-116,680
Closing Cumulative Surplus/(Deficit) 31 March		-281,985	-397,762	-514,442
X Carry Over		-281,985	-397,762	-514,442

Our school has been fortunate to see a recent rise in Primary One enrolment which positively impacts our annual budget. Safeguards are in place regarding requisitions; resources are ordered centrally where possible. Our private school fund is used for enhancing the school and to assist with the purchase of additional curriculum materials, as well as treats such as, buses for trips and treats at Christmas/AR Prizes and Academic Prizes. The school PTA organise separate fund-raising events to allow them to pay for school resources, fun events and additional treats for the children.

Key areas of investment continue to include ParentPay, GL assessments, Schools Web Design and our school photocopiers.

The school is well resourced in terms of teaching staff and physical resources.

The Shared Education scheme provided much needed funding for the school.

Within the last three years we have been very fortunate to avail of extra funding through the following DE Funds:

- Covid Fund
- Wellbeing Fund
- LAC Fund
- SEN Fund
- Happy Healthy Minds
- Engage Programme

These funds have been used to purchase some of the following school resources:

- School sensory area
- School SEN and sensory equipment
- Outdoor play equipment and classrooms

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Due to the severe funding constraints being felt by the school and as a direct result of under investment in the Education System in general in Northern Ireland, we feel it is not feasible to project spending limits as currently delegated resources are not large enough to allocate monies in terms of purchasing requirements. The Governors, specifically our finance sub-committee and whole school are working hard to ensure that, with careful financial management, the school will do their best to ensure adequate learning conditions for pupils and staff. It is anticipated that our Primary One enrolment numbers will now continue to rise. After a drop, these have been stable over the past two years.	○ Outdoor learning resources ○ Wellbeing workshops e.g., Fitness with Freddy ○ Additional teaching staff ○ Dyslexia screener/dyslexia friendly resources and books ○ Comprehension scheme ○ Problem solving resources ○ Reading books for all Key Stages ○ Classroom resources
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Future Actions		
Year 1	Year 2	Year 3
○ Purchase of Mathletics / Accelerated Reader Licences. ○ Purchase of 10 new laptops (PTA). ○ Licence for Transfer Test App for new cohort. ○ Purchase of GL tests. ○ Purchase of resources for Calm Zones in each key stage – EA Funding. ○ Purple Mash Licence renewal. ○ Use of Shared Education funding to purchase Collins Comprehension Scheme throughout the school and class set of IKAZ 9 cubes for problem solving. ○ New Termly Comprehension Assessment Resources. ○ Allowance for ICT/SEN Coordinator.	○ PTA & School Council to help replenish our school funds. ○ Development of staff in Middle Leadership. ○ Licence for Transfer Test App. ○ Purchase of annual GL tests.	○ Licence for Transfer Test App. ○ GL tests. ○ Purchase of new books for AR library. ○ Purple Mash. ○ Interactive Whiteboards/ICT equipment replaced as required.



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Requirement 4 An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
Unfortunately, due to the appointment of a new Acting Principal in December 2021 and a school closures due to the Coronavirus pandemic, a full and thorough evaluation of the previous SDP is limited. This document is part of an interim plan which was put into place for the academic years 2021/2022. Through consultation with stakeholders and robust data analysis, the newly appointed Principal has identified areas to be addressed for this new school development plan.	The school put in place an Interim School Development Plan for 2021/2022. The Principal worked with the key coordinators and VP to interrogate the data, take on board other aspects of evaluation eg pupil data, teaching planners, samples of pupil's work etc and prioritise key areas for our transitional school development for the year. Taking these priorities and also taking account of current legislation and educational issues eg SEND act, as well as other challenges and opportunities, we set out an interim plan for our school, with priorities being reflected in coordinator action plans. The Interim Plan included an evaluation of the following areas: ○ Pastoral Care ○ Child Protection ○ Pupil Involvement ○ Healthy School ○ Curriculum Areas ○ SEN ○ Assessment ○ Strategic Leadership ○ Professional Development ○ Financial Management ○ Accommodation ○ Communication ○ Relationships ○ Projects ○ Links with Educational Agencies



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Requirement 5	
An assessment of the challenges and opportunities facing the school	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
<u>Assessment of Challenges</u> Sustaining and improving high academic standards during a period of immense change in the educational environment and at a time of financial constraints. Overall school finances are an ever-growing concern; limited actions can be taken by the school to combat this issue. Securing finances to continue to provide staff with adequate CPD opportunities with the reduction in budget allocation. Maintaining high levels of provision without the required resources as evidenced by the shrinking of financial support. Maintaining enrolment numbers. <u>Assessment of Opportunities</u> The new Principal has developed good working relationships among the staff and has raised the profile of the school within the community. Highly motivated staff who are keen to participate in collaborative learning and professional development. The school has a strong and stable leadership team with the curriculum coordinators established.	The school maintains close links with DENI and the EA. The Board of Governors undertake a financial review on a regular basis and staffing costs are considered carefully each year. The Board of Governors continue to manage and support the school, ensuring a professional and informed management and decision-making process is maintained and that standards continue to be a priority. The Principal and Governors work together to try to reduce the financial deficit and achieve a more favourable predicted end of year position while simultaneously ensuring that running costs and school development need costs are effectively met. We seek to improve pupil numbers by promoting our school through continued high standards of achievement, positive publicity and the continued development of our school website and social media page. The school will continue to encourage staff to undertake INSET and CPD opportunities. The school works closely with parents, staff and pupils in order to prioritise needs and availability of resourcing and staff. The school strives to ensure that its own resources meet the daily needs of individual children inside their classrooms or through withdrawal support. The school works closely with any outside agencies and support personnel e.g. LTSS, Behavioural Support, RISE etc. The staff work with our Shared Education partner schools, through teacher professional development courses, in line with our School Development Plan priorities. Targets are set in the areas of Numeracy and Literacy as well as in other areas, where appropriate, to tackle underachievement. Numeracy and Literacy Coordinators have responsibility for leading staff in the achievement of 'agreed' targets being met. The Principal and coordinators maintain close liaison with all staff with regular monitoring and evaluation of targets taking place through verbal & written communication and 'feedback' processes.



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The school outdoor environment has been developed, which includes a new outdoor classroom area and sensory garden. This leads to a more purposeful learning environment for all our pupils. School Interventions established, which is led by lead teachers on a weekly basis, in order to improve progress for identified pupils. Increased collaboration with local community, including other local primary and secondary schools. Continue to raise the profile of the school PTA. Develop awareness of outside agency support and utilise their resources. Shared Education opportunities for further staff development and school resources. There is community involvement at many levels; continue to consider how we can best achieve this and identify the benefits for school and community. Governors continue to take a more active role within the school community.	The school publicises local community events through our school newsletter and school website. Community agencies are invited into the school to enrich and enhance the curriculum, for example, the local Fire Service to raise awareness of Safety at Home. We have established close links with our local Post-Primary Schools in order to ease the child's transition from Primary to Secondary School. We have formed close partnerships with the school nursing team, Educational Psychologist and our Educational Welfare Officer to ensure the welfare of all our pupils.
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Future Actions (ongoing)		
Year 1	Year 2	Year 3
We will continue to work closely with the PTA to further develop links with the community. We will continue to utilise funding, grants and donations, investing money carefully according to the priority needs within the school. We will continue to use surveys and Google Forms to gauge levels of interest in future areas for school improvement. SEN / Child Protection suite of policies will continue to be updated following guidance from Special Education, Education Authority and DE.		

Requirement 6 The arrangements by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
Links to the Google Form questionnaires were sent to all stakeholders by the Principal, Mrs Jane Baxter. Parents who had difficulty accessing these were offered help in school. Results of these were analysed and the results are evidenced throughout the plan. Our recent surveys with parents, pupils and staff have proved to be a great way of gauging opinions and monitoring success. We will continue to develop surveys throughout this development plan. The Board of Governors include five governors whose children are currently attending the school, a primary school teacher, our Parish Priest and one member of the teaching staff, alongside the Principal. This provides a great balance and breadth of perspective into the priorities of school life. The School Council at St MacNissi's is well established. Pupils are involved in decision making. The children are confident in speaking to adults and are happy to talk about their work and their experiences both in and out of school. Parent Teacher meetings are very well attended and many parents contact the school to arrange other informal meetings as the need arises. Parents are kept very well informed through our regular updates via our SchoolsNI App, the school website and school newsletters. Our website viewing figures are testament to the regular usage. We continue to consult with and seek advice from the bodies as listed and are happy to welcome other experts into school to advise or simply to share their experiences.	<u>Consultation with Pupils</u> ○ School Council Meetings convened to give pupils 'a voice' and involvement in the decision-making processes of the school. ○ Informal conversations take place frequently with pupils. ○ Specific questionnaires/surveys to pupils on various topics. ○ Circle Time opportunities. <u>Consultation with Parents</u> ○ Parent Teacher Meetings formally twice a year and informally as and when requested. ○ School Newsletters, Website and frequent messages through our school app keep parents informed on specific issues. ○ Google Forms used for questionnaires/surveys to parents on various topics. <u>Consultation with staff</u> ○ All staff complete specific questionnaires on various topics. ○ Curriculum Coordinator met with Principal regularly throughout the year. ○ Teaching and non-teaching staff have a voice through staff meetings, training days and informal discussions. ○ School Development Days give opportunities for staff consultation. ○ PRSD opportunities with the staff. ○ 'Open Door' policy with Principal for teaching and non- teaching staff. Consultation with any other relevant personnel ○ Governors consulted on SDP and issues affecting the school. ○ PTA meeting to outline priorities for fund raising to have an impact on SDP. ○ Consultation/Discussions with outside agencies including Educational Psychologist, RISE, and local nursery, primary and post-primary schools.



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Future Actions (ongoing)		
Year 1	Year 2	Year 3
○ The School Development Plan lists a range of future actions in order to continue the rate of positive development. The Governors are aware that the plan may need amended over the 3 years as changes to the path of development may change. ○ Remind parents that they are welcome to organise further meetings through the year, as required. ○ Organise elections for School Council representatives annually in September/October. ○ Introduce regular feedback in staff meetings, highlighting best practice through modelled lessons or verbal explanations, and including areas which haven't worked so well. ○ Development of surveys throughout the year to parents, staff, pupils and Governors to gauge their opinions on different topics.		



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Requirement 7 Identification of key areas for development, informed by the school's self-evaluation, including (a) the school's key priorities for the period of the plan, based on DE priorities for education	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
As a result of in school self-evaluation (ISEF Document) curriculum coordinators have put in place action plans. For Literacy and Numeracy, the areas within coordinator action plans have been identified from in year monitoring and evaluating and from a review of end of year progress data.	

Requirement 7 Identification of key areas for development, informed by the school's self-evaluation, including (b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
The action plans for 2024/2025 are: ○ Literacy ○ Numeracy ○ UICT ○ Assessment ○ SEND ○ The Arts ○ WAU (pending) ○ PDMU	

Requirement 7 Identification of key areas for development, informed by the school's self-evaluation, including (c) the actions to be taken to achieve the outcomes, mentioned at sub-paragraph (b) and the final dates for completion	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
The school anticipates that the end date for actions in the attached plans will be 30th June 2024.	

Requirement 7 Identification of key areas for development, informed by the school's self-evaluation, including (e) the financial and other resources available to the school to be used in support of these actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and the arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the school development plan.	Evaluative comments (to include strengths and areas of improvement) and supporting evidence
As outlined previously in the plan St MacNissi's Primary School is working within budget constraints. Spending on resources will be monitored and stakeholders will ensure that this development plan will be appropriately funded where possible in order to ensure that the quality of teaching and learning remains high at St MacNissi's Primary School. St MacNissi's Primary School continues to enjoy strong support from a dedicated Board of Governors who meet formally at least three times in each academic year to monitor and review the school development plan and other aspects of school life. We have sub-committees who also meet to focus on specific areas, including a Finance committee and Safeguarding team. Each Governor has taken on a specific area of responsibility: Literacy, Numeracy, ICT and Assessment. A School Development Plan update will be a standing item within the Principal's Report at each full board meeting.	



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