

# HOLY FAMILY PRIMARY AND NURSERY SCHOOL

## SCHOOL DEVELOPMENT PLAN 2016 - 2019



This unitary School Development Plan, written in compliance with the Education (School Development Plan) Regulations (NI) 2010 (effective 24<sup>th</sup> January 2011), is sectionalised to facilitate ease of access. The sections are colour coded as follows:

- Introduction, evaluation of school ethos, outline of current strategies, and assessment of current position - orange
- Strategic goals and targets 2016 - 2019 - pink
- Current action plans 2016 - 2019 - green
- Operational development plans 2016 - 2019 - white



## ETHOS

A statement and evaluation of the ethos of Holy Family.

Holy Family Primary and Nursery School will always be concerned with creating a caring, Christian community in which every member feels valued, supported and happy. All staff will strive to provide an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity will be sought and everyone will be encouraged to set and achieve the highest personal, academic and social goals. **The safety, welfare and development of everyone in our school community will be of paramount importance to all staff and governors.**

In Holy Family Primary and Nursery School the pastoral care structures are based on a shared understanding of what it means to be a Catholic school. This shared understanding appreciates that:

- Each person is unique and worthy of respect.
- Pastoral care is for the entire school community and not just for those experiencing difficulties.
- Each member of the school community has responsibility for the caring life of the school.
- Pastoral care permeates the life of the school.
- Pastoral care is not imposed but is a loving response to discerned need.
- Pastoral care avails of the support and expertise provided by statutory and voluntary bodies in the wider community.
- Appropriate resources, policies, procedures and training are provided to ensure the effective implementation of the pastoral care programme.

This stated ethos is clearly evidenced in the daily operation of the school by:

- a clear sense of purpose and identity present among both pupils and staff
- the maintenance and development of a high quality learning environment that is fit for purpose
- the allocation of time, effort and attention to ensuring that positive relationships exist at all levels within the school community and this investment is rewarded by staff and pupils consistently working together in a purposeful and supportive manner
- the role of parents in the education process being well recognised and respected
- the encouragement of the highest standards possible in all aspects of endeavour and behaviour.

**Currently, the implementation and inclusiveness of our ethos is outstanding and this is evidenced** by the attainment of an outstanding ETI report (Nov 2010), the re-verification of Dyslexic Friendly Schools' Status (2013), the attainment of the Investor in People: Gold Award (2014) and by the ongoing feedback we receive from parents, pupils, outside agencies, visitors and staff about the nature of relationships in the school.

## STRATEGIES FOR LEARNING AND TEACHING

A summary and evaluation of the strategies in place for learning and teaching.

**The fundamental aim of all our strategies is to ensure that every learning and teaching opportunity is maximised** so that everyone involved is assisted in their pathway to lifelong learning.

In order to achieve this primary outcome we will endeavour to:

- Implement effective learning strategies appropriate to the audience.
- Implement active learning methods regularly.
- Make all learning and teaching as exciting and interesting as possible.
- Design and implement learning and teaching activities which facilitate the development of independence among all learners.
- Cater for all types of intelligences and do so via a variety of teaching styles.
- Cater for all types of learning styles.
- Develop and support a range of teaching approaches that cater effectively for the whole ability spectrum in order that all pupils achieve maximum learning.
- Secure appropriate teaching and support arrangements (including nurture provision, differentiation, curricular setting, enhanced classroom assistant support and counselling) so that all pupils are supported and challenged to achieve their best within the resources available.
- Provide appropriate staff development opportunities so that there are consistent high quality learning and teaching experiences within and across all year groups.
- Consistently monitor and evaluate provision and provide regular year group and individual feedback to staff so as to ensure consistent high quality learning and teaching experiences within and across all year groups.
- Acquire, maintain and utilise appropriate high quality resources to support all learning and teaching.
- Provide a safe, attractive and conducive environment for learning and teaching at all times.

**The quality of the teaching and learning experiences are consistently very good as a basic minimum. Normally, the quality is significantly higher as is evidenced by the attainment of an outstanding inspection report by ETI, the Dyslexic Friendly Schools' Award, the Communication Inclusive School Award, the ICT Mark, the 3<sup>rd</sup> Millennium Award and the Eco Schools' Award.** Further evidence for this judgement is provided by PRSD observations, classroom observations, external evaluations, pupil outcomes, co-ordinator monitoring and team teaching feedback. The staff is committed to implementing the most effective strategies to raise standards of attainment among the entire student body and consistently implement the agreed teaching and learning strategies as advocated by our action plans, policies, schemes of work and CCEA guidance.

In addition, as a school we are consistently willing to attempt new approaches to teaching and learning so as to ensure that our pupils secure the highest standards possible. This is evidenced by the staff of the school regularly adopting new approaches

in an effort to secure higher standards (e.g. accelerated reading, curricular setting, NLP and nurture provision).

Furthermore, the school believes that the consistent implementation of effective strategies are essential if high quality outcomes for all are to be achieved. Accordingly, during the lifetime of this development plan, the staff are committed to implementing a range of action plans which concentrate on delivering **the core areas of communication, using mathematics and ICT to the highest levels possible for each and every child.**

## **STRATEGIES FOR ASSESSMENT**

A summary and evaluation of the strategies in place for assessment.

We believe that the assessment, recording and reporting of pupils' work has a critical role to play in ensuring the sustained achievement of our pupils and the continued improvement of the school. We recognise that assessment should be varied, regular and consistent, and the outcomes should be utilised to inform future learning and teaching. We also recognise that assessment outcomes should be shared with pupils, parents and relevant professionals (eg educational psychologist.)

The assessment, recording and reporting procedures utilised at Holy Family are kept under constant review so they are fit for purpose.

Currently we utilise:

- Attitudinal surveys
- Teacher observation
- Curriculum marking
- Standardised tests (including e-tests and paper tests)
- Pupil discussions to inform assessment outcomes
- Peer assessment
- Establishment of shared success criteria
- STAR assessments
- Statutory assessment processes

We currently record assessment outcomes in:

- Pupils' profiles
- Pupils' books
- Reading records
- Assessment Manager (SIMS)
- Pupils' reports (annual)
- Teachers' planners

We report assessment outcomes via:

- Pupil profiles

- Pupils' reports (annual)
- Parent/teacher meetings (twice yearly)
- End of Key Stage Level of Progression Assessments (CCEA)
- Staff presentations and review meetings
- Team and individual staff evaluation meetings
- Board of Governor meetings

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

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

The assessment strategies in place secure very high quality data for staff, pupils and parents. The analysis of this data, which is timetabled into our staff development programme, permits the accurate targeting of pupils and areas of the curriculum for further support or development.

**The assessment systems in place at Holy Family are highly effective and currently remain fit for purpose. However, like all self evaluating schools these systems will be kept under constant review to ensure their continued appropriateness.**

## **STRATEGIES FOR RAISING STANDARDS OF ATTAINMENT**

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

**At Holy Family we place great emphasis on the importance of all pupils attaining the highest standards possible** especially in the core areas of communication, using mathematics and using ICT.

This emphasis is based on:

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

The strategies currently utilised include the following:

- full implementation of the agreed learning and teaching strategies outlined above
- full implementation of the agreed assessment strategies outlined above
- full implementation of the various relevant school policies inclusive of literacy, numeracy, ICT, assessment, SEN, learning and teaching and pastoral care
- clear, appropriate and consistent differentiation
- consistent high expectation for all pupils
- clear target setting for identified pupils
- consistent use of data to inform practice
- appropriate deployment of staff and resources to secure the best possible outcomes for all pupils
- regular, ongoing and consistent self evaluation of practice so as to ensure the best possible outcomes for all pupils
- cooperative engagement of parents and outside agencies to support pupil achievement
- the effective use of modern technologies and resources inclusive of Clevertouch plus technology, interactive whiteboards, tablet technology and green screens.
- relevant and appropriate staff development
- utilisation of external agencies and personnel to support the school in robustly evaluating and improving practice
- consistent engagement with community partners to ensure that all appropriate resources/supports are available to our pupils (e.g. CEIP)

**By rigorous monitoring, ongoing assessment and systematic policy implementation we have secured an approach which ensures that pupils consistently make appropriate progress in line with their ability.** This is evidenced by teacher assessment, standardised test analysis and end of key stage outcomes. This high level of performance was recognised by ETI (Nov. 2010) when they stated "The strengths of this school include:

- the excellent standards achieved by the children in literacy and numeracy
- the outstanding culture of self - evaluation which ensures that the quality of teaching and the children's learning continues to improve."

**Furthermore, our systematic use of assessment, accelerated reading, whole school specialised music provision, targeted extended schools and community education provision, nurture education, SEN support structures and literacy/numeracy setting all contribute to the ongoing attainment of appropriate holistic standards by our pupils.**

Standards of attainment in Using ICT are consistently high and this was recognised in the same inspection report when it was noted that "The school has participated in the CCEA Accreditation scheme for many years and, when benchmarked against other schools in Northern Ireland (NI), exceeds the NI average for high performance." However, as a school we recognise that we must seek for ever improving standards of attainment while always acknowledging the inherent capabilities and aptitudes of the specific cohort of pupils we are working with.

## **SUMMARY AND EVALUATION OF STRATEGIES PROVIDING FOR THE SPECIAL, ADDITIONAL OR OTHER INDIVIDUAL EDUCATIONAL NEEDS OF PUPILS**

Holy Family has always been concerned with providing for all the needs of all our pupils and this commitment has been best exemplified by the attainment of the ICT Mark for excellence in ICT provision, the Health Promoting School Gold Award for excellence in health promotion, the Dyslexic Friendly School Quality Mark for excellence in dyslexic provision, the Eco Schools' Award for environmental awareness and engagement, the 3<sup>rd</sup> Millennium Award for quality ICT provision, the I.I.P. Gold Award for high quality in staff development and the Communication Inclusive School Award for excellence in effectively developing communication among pupils. The school ensures that the special, additional and other individual educational needs are effectively and consistently met by implementing the strategies listed below and by sustaining a totally inclusive culture among all.

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

- implementation of our SEN and pastoral care policies
- implementation of appropriate staff development
- effective deployment of human and financial resources to secure appropriate provision and outcomes for all pupils
- full implementation of our thorough and age appropriate assessment procedure
- SEN monitoring by SENCO/SEN staff and principal
- clear differentiation in all classes by all teachers
- whole school screening by the SENCO
- provision of nurture education
- utilisation of external agencies as appropriate to support the needs of pupils
- use of group and individual education planning
- provision of pupil and family counselling services
- effective and supportive relationships with parents and carers
- adjustment of the physical environment to meet the needs of pupils
- consistent, high expectations for all pupils by all staff
- consistent and targeted feedback to all classroom - based staff on provision
- implementation of literacy and numeracy setting in year 6 and year 7
- provision of pupil speech and language therapy

**The effectiveness of our strategies in respect to catering for special, additional and/or other needs is clear when the following ETI statement is considered "This school takes excellent cognisance of the backgrounds and ability levels of each child and ensures that the achievements and standards of the children remain the key focus for the school. To this end, the school is highly successful in delivering outstanding provision and outcomes for all the children." (Nov 2010). This effectiveness is further evidenced by the re-verification of our Dyslexic Friendly School status in September 2013 and the attainment of Communication Inclusive School Status (2016).**

## **STRATEGIES TO PROMOTE THE HEALTH AND WELL - BEING, CHILD PROTECTION, ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE OF PUPILS**

A summary and evaluation of the strategies in place to promote the health and well being, child protection, attendance, good behaviour and discipline of pupils.

### **Health and Well-Being**

We recognise that health and well-being are critical to the development and success of our pupils and accordingly we take these responsibilities very seriously. In order to ensure that our pupils are healthy and well we put in place a number of programmes and initiatives both within the school and outside of school. These include:

- development and implementation of a pupil transformer programme
- development and implementation of a student council
- breakfast club
- homework club with healthy snacks
- full implementation of our Extended Schools' and Community Education programmes
- delivery of PE programmes via the IFA/DE funded initiative
- outdoor play ground equipment for early morning and lunch time play
- play trail for PE lessons and lunch time play
- a broad, balanced and consistently implemented PE programme
- Health Education programme as part of the curriculum
- educational visits from the Fire Service and Road Safety
- counselling service
- broad range of after school sports clubs
- use of school premises in the evenings for boxing club, scouts and cubs club and healthy eating club
- integration of physical fitness elements to our award programmes (Star Award)
- broad range of competitive school teams
- promoting and delivering a healthy and varied lunch time menu and ensuring that the quality of lunches are monitored to ensure that they comply with the health promoting philosophy of the school
- provision of water and fruit only for purchase through the school office
- close, supportive links between the school and local sporting clubs for the benefit of our pupils
- development of a healthy living centre on the school premises
- implementation of the sustainable travel programme

**The effectiveness of our approaches is evidenced by the attainment of the Health Promoting School Gold Award, the attainment of the Sustrans Sustainable Travel Mark and the participation levels of our pupils in health promoting activities and clubs.**

## **Child Protection**

The protection of pupils is the number one priority in the school and as such all arrangements are formally reviewed on an annual basis but improvements to practice are made immediately when the need is recognised. The strategies in place to ensure that all pupils and the wider school community are safe include:

- child protection policy
- appropriate training for the designated and deputy designated teachers and the child protection governors
- annual child protection training for all staff
- visible displays throughout the school related to both the designated staff and the procedures for reporting concerns
- communication of the child protection policy to parents annually
- availability of the child protection policy on the school website
- inclusion of teaching programmes in the curriculum to aid children to protect themselves
- whistleblowing policy
- installation of access control system to manage visitor access
- maintenance of strong and supportive relationships between the school and the various statutory agencies who operate in this area
- maintenance of a clear and honest relationship with parents
- full implementation of the advice and guidance of DE regarding child protection procedures
- implementation of the Paths Plus programme
- regular and consistent child protection messages delivered via our assembly system
- regular meetings of our Child Safeguarding Team

**The school is currently very happy with the effectiveness of the child protection procedures but we are ever vigilant to ensure that they remain fit for purpose. However, as a self - evaluating school we will continue to seek further ways to make our practice even better.**

## **Attendance**

Excellent pupil attendance is promoted at Holy Family in a variety of ways that include:

- Delivery of interesting and exciting lessons
- Maintenance of a welcoming, friendly, inclusive and warm atmosphere within the school community
- High expectations that are consistently communicated
- Regular communication with pupils and parents through text messages, newsletters, website and attendance notice boards
- Formal attendance meetings with parents involving both the Principal and the Vice Principal
- Regular liaison with the EWO service
- Praise/Reward system for excellent attendance
- Star Award System

Our attendance rate has consistently hovered at the 93% level over the last number of year. However, it has been challenging to secure a higher level outcome than this. Our rate for 2015-16 was 93.8%. In order to secure a 94% level this year we will be extending our attendance reward system.

### **Good Behaviour and Discipline**

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

- High, consistent expectations of pupils
- Regular communication with parents
- High level supervision at all times throughout the school
- Implementation of an anti-bullying identification system
- **Full implementation of our positive behaviour policy which places great emphasis on the promotion of the positive.** This is inclusive of our school house system, pupil of the month system, early morning and lunch time constructive play routine, our star awards and our reward system
- Full implementation of our pastoral care policy which supports all pupils
- **High visibility of senior staff throughout each school day**
- **Regular and appropriate staff development for all staff**
- Early diagnosis and intervention for relevant pupils
- Utilisation of the support of outside agencies as appropriate
- Use of class councillors and a student council at key stage two
- Full implementation of our SEN Policy and suitable differentiation and individual support as required
- Provision of nurture education
- Appropriate staffing levels in all year groups and classes
- Provision of a counselling service
- Implementation of a pupil transformer system

**As a result of the full implementation of our pastoral care and associated policies, there is consistently very good behaviour by the vast majority of pupils.** Incidents of poor behaviour are mainly a direct result of specific issues associated with individual pupils and these are addressed in co-operation with parents and/or statutory agencies and the appropriate implementation of the school positive behaviour policy. The development of our nurture centre has had a very positive impact on the management of behaviour and with appropriate additional funding secured from DE, we will be able to sustain nurture provision during the lifetime of this plan. In addition, due to the exceptional needs of some pupils we have introduced a counselling service into school. This has also had a significant positive impact on securing positive behaviour. These actions have been supported by the introduction of the Pathspus curriculum programme and the FAST parent/school programme.

The successfulness of our good behaviour and discipline approaches is evidenced by the re-accreditation of our Dyslexic Friendly School status in September 2013 and **the ETI inspection report (Nov. 2010) when they stated:**

"A strong sense of family and community exists in the school and this is underpinned by a caring, supportive and inclusive ethos. The needs of the children are accorded paramount importance in the school and the holistic, nurturing approach by the staff to the children's development meets their personal, social and emotional needs very well. **The children are very welcoming and their behaviour both in and out of class is exemplary."**

## **PROVIDING FOR THE PROFESSIONAL DEVELOPMENT OF STAFF**

The greatest asset in any school is the staff and it is essential that the staff are both cared for and developed to the maximum extent. 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. This plan is kept under constant review so that it remains relevant to the staff and the needs of the school.

In line with DE policy, Every School a Good School, the leadership at Holy Family recognises the importance of consistently building capacity as well as disseminating good practice throughout the school. Accordingly, **the staff development programme is always 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 but it will always target well - being and attendance. The effectiveness of our staff development programme is recognised by the high quality of teaching and learning evident in the school and witnessed by ETI and the internal PRSD reviewers.

**The successfulness of our staff development programmes and culture is evidenced by the fact that the school secured Investors in People Gold Award in June 2014 after having attained the Investors in People Champion Award in June 2012. We are one of only a very few schools in N Ireland to have secured Champion award status for the quality of our people development programmes. During the lifetime of this development plan it is our intention to secure again the Investors in People Gold Award.**

## **MANAGEMENT OF STAFF ATTENDANCE AND THE PROMOTION OF THE HEALTH AND WELL-BEING OF STAFF**

A summary and evaluation of the strategies in place to manage staff attendance and promote the health and well being of staff

## **Staff Attendance**

Staff attendance is managed by the full implementation of the staff attendance policy. Appropriate agencies work in partnership with the school in the management of this attendance. The policy is fully applied in the context of the ethos of the school and has resulted in excellent attendance by the overwhelming majority of staff. **The teaching staff attendance rate for the academic year 2013 - 2014 was 98.61% while the attendance rate for 2014 - 2015 was 97.96%. In 2015-16 this attendance rate was 97.66%. The target this year is to surpass 97.9%.**

## **Health and Well - Being of Staff**

Holy Family is a health promoting school and is a recipient of the Gold Award for Health Promoting schools. Through the curriculum and the involvement of external agencies, the school successfully promotes health and well - being among all pupils and staff. Via regular risk assessments of school premises and practices the well-being of both pupils and staff is secured.

Staff health and well - being is promoted via:

- implementation of the staff attendance and pastoral policies
- creation and maintenance of a caring culture and supportive workforce
- delivery of a balanced workstream for all staff
- utilisation of SD and Baker days for promoting good mental and physical health
- implementation of both career break and job share policies
- flexibility arrangements supported by the school leadership
- recognition of individuals and teams within the school
- attractive and well maintained school premises
- delivery of health related programmes that staff can avail of
- risk assessments conducted regularly and in line with identified need
- excellent communication systems in place
- availability of counselling services for staff

However, as a self - evaluating school we keep our strategies and processes under constant review so as to ensure that they continue to remain fit for purpose.

## **PROMOTING LINKS WITH THE PARENTS OF PUPILS AT THE SCHOOL AND WITH THE LOCAL COMMUNITY, INCLUDING OTHER SCHOOLS, THE BUSINESS COMMUNITY AND VOLUNTARY AND STATUTORY BODIES**

Holy Family is a community school 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. This is achieved by:

- providing regular curriculum, pastoral and culture meetings with parents and the wider community

- ensuring that the school is viewed and behaves like a community hub. We open the school resource to the wider community every Monday, Tuesday and Thursday night. It is our intention to extend this further with the opening of our healthy living centre.
- providing a resource and access for Slimming World, Boxfit classes, Boxing classes, Scout and Cub classes, Photography classes, ICT classes and FAST classes. The exact nature of the programmes delivered may vary from year to year.
- providing various entertainment events for the wider community in the form of Christmas Nativity performances in the local church, Summer show performances in the school and culture evenings in the school
- hosting the Outer West Neighbourhood Education Forum and maintaining mutually beneficial links for the pupils and community
- working in partnership with the Housing Executive Education Warden to improve the environmental appearance of both the school and the wider community
- operating various after school clubs to enhance pupils understanding of the environment, care for the environment and profit making
- creating and developing a very active Friends of Holy Family PTA
- working effectively with Sustrans to enhance pupils' understanding of sustainable travel
- consistently supporting local charities to enhance the quality of live for those supported by the charities, e.g. Foyle Hospice
- sustaining strong links with local and other N.I. schools via the extended schools' cluster, the CEIP and the N.I. Nurture Group Network respectively
- developing links with other European Schools and educational institutions via the Comenius/Erasmus programmes, individual school links and internship placements
- sharing our practice with other schools via hosting visits as well as presenting at various DE/RTU/GL conferences. The school has played a lead role in securing DE and DSD funding for nurture education in 30 schools in N Ireland
- we have mutually supportive links with the further and higher education colleges, teacher training colleges and universities
- we work collaboratively with the Housing Executive, Business in the Community, the WHSST, the EA, the BHCP and with the Outer West Education Forum

While we have secure and growing relationships with various partners, as a forward looking organisation we consistently look to build new relationships so as to secure

better core outcomes for our pupils and the wider Holy Family community. In August 2016, the school organised for Tina Hendry (Scotland), a specialist in early child development, to deliver a conference programme for 160 delegates from schools throughout N Ireland.

Furthermore, we have worked in close partnership with the Dunluce Family Centre during 2014 - 2015 to secure CEIP funding for the Outer West area to deliver a language communication programme in all primary and nursery schools in the Outer West area. This programme had a significant impact in all local schools and in the relationship between schools and our community partners.

**As is evidenced by our actions over many years, we are a school deeply committed to partnership working so as to deliver the best possible outcomes for our pupils and the wider Holy Family community. Furthermore, as is evidenced by our work with CEIP and the Sports Council we will work in partnership with others to bring as much resource as possible to the Holy Family community to support us in our endeavours.**

## **PROMOTING THE EFFECTIVE USE OF ICT INCLUDING ITS USE TO SUPPORT LEARNING AND TEACHING, CONTINUING PROFESSIONAL DEVELOPMENT AND SCHOOL LEADERSHIP AND MANAGEMENT**

A summary and evaluation of the strategies in place to support learning and teaching, continuing professional development and school leadership and management through the effective use of ICT is outlined below.

### **Support Learning and Teaching**

ICT has consistently contributed to the enhancement of learning and teaching throughout Holy Family. ICT contributes to virtually every curricular area and pupils experience ICT on a regular basis and in a variety of ways inclusive of:

- numeracy - beebots and data handling software
- numeracy - number and tables software
- literacy - shared reading - interactive whiteboard
- literacy - reading - accelerated reading
- WAU - research
- Literacy - phonic apps
- Assessment - STAR and GL online assessments
- Art/ WAU - digital photography
- WAU - digital video
- Collaborative learning - VLE with other schools
- Movie making/animation - Apple Mac
- Apple Mac suite
- iPads and Green Screen technology
- Our commitment to highly effective ICT provision is evidenced by the attainment of the ICT Mark (2013) and the 3<sup>rd</sup> Millennium Award (2015).

As we progress into this three year development plan, it is our intention to expand our use of Clevertouch technology and the use of tablet technology.

### **Professional Development**

By its very nature, ICT requires the ongoing development of staff so that they are able to utilise the most recent software and hardware for the educational benefit of pupils. Our commitment to this development is evidenced by our re-accreditation of the ICT Mark in September 2013 and the 3<sup>rd</sup> Millennium Award in 2015.

**During the academic year, 2014-15, a core action plan for the school was our ICT action plan which sets as a priority, the development of all staff in the use of tablet technology to enhance learning. This action plan proved very successful and the priority target established was secured.**

Further evidence of our ongoing commitment to the professional development of staff in area of ICT is present in the ETI assessment (Nov 2010). "The school places a high priority on the use of ICT to support learning and teaching; the provision for ICT is outstanding. All classrooms have been equipped with interactive whiteboards (IWB) and well focused staff development has ensured that the teachers are very competent in the use of them".

During the course of the current plan all class-based staff will undergo training related to:

- Assessment manager training: analysing performance data in primary schools (evaluate)
- Effective use of Macs for exhibiting and exchanging information
- Web conferencing for exchange
- GL assessment data for evaluating

**We will continue our focus on tablet technology and coding during the lifetime of this plan.**

### **Leadership and Management**

ICT has, does and will continue to play a core role in the delivery of leadership and management in Holy Family. In a sentence, ICT permeates all aspects of leadership and management in the school. The use of ICT has advanced the work of the school in virtually every area, inclusive of:

- managing finance
- enhancing curricular provision for pupils
- managing attendance of staff and pupils
- handling and using data to improve pupil performance
- communicating with other schools, outside agencies and parents
- responding effectively and efficiently with outside agencies
- reporting to parents and other agencies on the progress of pupils

ICT plays a significant role in all aspects of school life inclusive of learning and teaching, leadership and management and professional development. The centrality of ICT within all of these areas is evidenced by the fact that Holy Family was the first primary school in Derry City to secure the prestigious ICT Mark. This award was secured in June 2010 and re-awarded in 2013. In addition the 3<sup>rd</sup> Millennium Award for ICT was secured in 2015.

## **CURRENT FINANCIAL POSITION 2016 - 2019 AND THE USE MADE OF ITS FINANCIAL AND OTHER RESOURCES**

The financial future for Holy Family is challenging but manageable. Prudent management has created an opportunity to increase the level of provision for pupils. This opportunity must be contrasted with the impact of reduced access to EA support in respect to SEN assistants. Accordingly, the task facing the school is to balance the challenges and maximise the opportunities so that our pupils are the beneficiaries.

Overleaf is the financial position for 2016 - 2019.

In order to address these challenging circumstances it is anticipated that:

- increased fund raising will be required
- all cost centres will be tightly managed and flexibility will be reduced
- increased funding applications will have to be made
- staff deployment may need to be altered in order to sustain provision

All financial resources will be utilised to ensure that the core objectives of the school development plan are delivered. Accordingly, there will be variation from year to year in how the resources are deployed. The core areas for funding during any given year will be those priority areas for development which are highlighted as action plans. In addition to this, a core objective of our school development plan is to maintain staffing levels at the highest level possible as we are firmly of the belief that the better the pupil /teacher ratio the more likely that pupils will attain to a high level. Accordingly, any long term opportunity to increase teaching levels will be taken.

## THE PLANNED USE OF THE SCHOOL'S PROJECTED RESOURCES DURING THE PERIOD COVERED BY THE PLAN IN SUPPORT OF ACTIONS TO BRING ABOUT IMPROVEMENT IN STANDARDS

As identified in recent End of Key Stage Assessments, internal performance /ability standardised tests comparisons, co-ordinators' data analysis outcomes and monitoring outcomes as well as in the ETI inspection report (Nov. 2010), Holy Family consistently produces very good outcomes for our pupils. In order to sustain these outcomes and where possible to improve them the financial/human/time resources over the lifetime of the plan will be targeted at ensuring that the teacher/pupil ratio is kept as small as possible and the core areas of literacy, numeracy, ICT and staff development are supported to the maximum extent. The specific detail of how the resources are utilised will be evidenced in the financial plans outlined on the previous page, the TSN funding deployment sheet and in the specific action and operational plans in the green and white sections respectively.

## SUCCESS OF THE PREVIOUS SCHOOL DEVELOPMENT PLAN

As a school, we believe that it is vital to consistently monitor and adapt our development plan as successes are secured and new challenges arise. **Accordingly, we evaluate and adjust our school development plan on an annual basis.** When so doing, we pay particular attention to our performance in relation to standards of attainment in literacy and numeracy viz a viz the targets established as well as the progress towards our key priorities for the first year of the plan which are outlined as our action plans for 2016 - 2017. **Due to ongoing province wide industrial action, there were no level of progression assessments completed.**

Level of Progression Targets 2015/16

KS1 - 2015/16

	L1	L2	L3
Target      Communication	3%	42.4%	54.6%
Target      Using Maths	3%	34.8%	62.2%
Actual Attainment	Communication	N/A	N/A
	Using Maths	N/A	N/A

	L1	L2	L3	L4	L5
Communication	0%	0%	18%	68%	14%
Using Maths	0%	4%	14%	46%	36%
Actual Attainment	Communication	N/A	N/A	N/A	N/A
	Using Maths	N/A	N/A	N/A	N/A

Our commitment to securing excellent outcomes for all during the life time of this plan is evidenced by our investment to secure setting arrangements for all P6 and P7 pupils since 2014/15 and the focused deployment of additional assistants in the Foundation Stage since 2014/15.

The success of the action plans, which are annual whole school priorities, established for 2015 - 2016 are outlined below.

#### Numeracy Action Plan

Priority:

To integrate the new scheme of work into each year groups half term planning and to implement the activities in practice. Furthermore to familiarise staff and pupils with the requirements of the new Maths assessment.

Outcome:

Priority achieved  
88% of tasks completed

**Learning point: Ensure that a consistent and strong monitoring procedure is implemented to deliver the agreed priority in the timeframe established. The action plan monitoring must take pre-eminence within the school's monitoring programmes.**

#### Literacy Action Plan

Priority:

To integrate the new scheme of work into each year groups half term planning and to implement the activities in practice. Furthermore, to familiarise staff and pupils with the requirements of the new Literacy Assessment.

Outcome:

Priority achieved  
83% of tasks completed

**Learning point: There is a clear need to monitor all action plan tasks, targets and evaluation on at least a monthly basis.**

### Nursery Action Plan

Priority:

To specifically enhance pupils' pronunciation, word ordering, naming and question response skills. This will be evaluated by at least 70% of pupils increasing their performance in each area by June 2016.

Outcome:

Priority target secured.  
100% of action point targets secured

**Learning point: The assessment method utilised in this nursery action plan is highly appropriate and very effective. This should continue to be used in subsequent nursery action plans or adapted to meet the demands of various action plans as appropriate.**

### Communication Friendly Action Plan

Priority:

To implement Elklan Strategies to develop children's speech, language and communication skills.

Outcome:

Priority target has been realised  
Communication Inclusive Award has been attained  
88% of tasks have been completed

**Learning point: There is a consistent need to reinforce desired practice with all staff despite staff being made previously aware of desired practice.**

## SEN Action Plan

### Priority:

To ensure a minimum of 35% of stanine 1-3 pupils with SpLD or SpLD type learning difficulties will progress by at least one stanine level by June 2016.

### Outcome:

Priority target realised. 50% of P4-P7 pupils identified moved up by at least one stanine level. At the point of evaluation the data was not available for the P3 pupils targeted. In addition, 75% of the established tasks had been completed.

**Learning point: The preciseness of the action plan priority was very useful as this enabled the deliberate targeting of resources and support to those children who needed it. Such preciseness should be maintained for all action plans moving forward.**

## WAU Action Plan

### Priority:

To review and update the WAU Scheme of Work and associated resources. In so doing, to enhance the level and volume of practical science within the scheme.

### Outcome:

Priority not achieved fully due to a range of competing priorities some of which had greater importance this academic year than the WAU action plan priority. 62% of tasks were completed.

**Learning point: Ensure that the cumulative Inset demands of the action plans can be achieved within the INSET time budget especially during times of industrial action.**

## **STRATEGIC GOALS AND TARGETS 2015 - 2016**

### Priority 1: Staff Performance

#### *Goal:*

By June 2016 staff performance in catering effectively for pupils with specific learning difficulties will be enhanced relative to current performance.

#### *Outcome:*

This has been secured. The SEN action plan outcome evidences this.

### Priority 2: Learning and Teaching

**Goal:**

All staff will have enhanced competency in the identification and support of pupils with specific learning difficulties.

**Outcome:**

The level of competency of identification of SpLD pupils has improved however there is further room for improvement as is evidenced by the lack of 100% acceptance of SpLD referrals by Educational Psychology. The level of support for SpLD pupils has improved as is evidenced by the BDA Award and the outcome of the 2015/16 SEN action plan.

**Priority 3: Pupil Performance**

**Goal:**

A minimum of 40% of pupils operating in stanine 1 or 2 in PTE assessment will progress by at least one stanine level.

**Outcome:**

This goal was achieved with 76% of P3-P7 pupils in stanine 1 or stanine 2 securing progress by at least one stanine level in the PTE assessment. Please note that when evaluation was completed only the P3-P7 outcomes were available.

## **CHALLENGES AND OPPORTUNITIES**

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

- Managing the retirement of highly experienced practitioners during the lifetime of the plan while sustaining and improving high academic, pastoral and behavioural standards.
- Sustain and improve high academic standards during a period of immense change in the educational environment and at a time of financial constraints
- The uncertainty created by the significant changes proposed in respect to educational administration with the introduction of the Educational Authority
- Maintaining high levels of provision without the required resources as evidenced by the shrinking of financial support from the Educational Authority
- Sustaining our re-established nurture provision beyond June 2017
- Engaging fully in the partnership opportunities available without the necessary resources to release and cover staff for such partnership work
- Lack of political agreement regarding post-primary transfer arrangements
- Implementation of new SEN and assessment arrangements during the lifetime of this plan.
- The industrial action implemented by unions in respect to statutory assessment procedures and staff Inset programmes.

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

- The acquisition of new skilled and highly motivated staff
- The support of a host of organisations in the community and the increasing opportunity to work in partnership with such groups and other schools
- The increasing availability of new technologies to enhance learning and motivation among pupils
- The deep embedding of PRSD to further enhance staff expertise, collegiality and high quality teaching and learning
- New agreed post-primary transfer arrangements when achieved
- The Department of Education's stated objective to raise standards as outlined in their standards agenda, the Every School a Good School policy document, the Count, Read ; Succeed strategy and the way forward for special educational needs and inclusion policy document

## **CONSULTATION**

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

Staff, pupils, parents and our educational partners have been consulted in relation to various elements of this plan. These consultations have taken place via conversations, surveys, questionnaires, core group feedback and other discussions. Such consultations will continue during the lifetime of this plan and will inform the evolution of the plan. Following the completion of the parental quality audit consultation in May 2016 and the commencement of the implementation of the associated outcomes the following planned formal consultations will take place during the lifetime of the plan:

1 <sup>st</sup> Term 2016/17:	Teaching and Non-Teaching staff: TTI Audit
1 <sup>st</sup> Term 2016/17:	Pupils' Attitudinal Survey
1 <sup>st</sup> Term 2017/18:	Parental Quality Audit

## **IDENTIFICATION OF AREAS FOR DEVELOPMENT**

The school's key priorities for the first year of the plan are outlined in the section entitled "Action Plans" (green section). These detail the planned outcomes, including the specific standards that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to secure the specified outcomes as well as the arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas. In addition, the Strategic Goals and Targets (blue section) highlight the whole school priorities over the three years of the plan. The first year, Strategic Goals and Targets priorities, are the core elements of the action plans highlighted in the green section.

Furthermore, while the entire school will work towards the whole school priorities as outlined in the Action Plans, each curriculum/pastoral leader with specific management responsibilities will also have their core priorities and these are outlined in detail in the Operational Plans section (white section) of the School Development Plan.

## MONITORING, REVIEW AND EVALUATION

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

The Board of Governors will provide a consistent and healthy challenge function to the staff and leadership team throughout the lifetime of this plan so as to ensure that our pupils secure the best possible outcomes.

### LEVEL OF PROGRESSION TARGETS FOR 2016/17

KS 1 - 2016/17

		QQ*	L1	L2	L3
Target	Communication	0	0	17	38
	Using Maths	0	0	17	38
	Using ICT	0	0	19	36
Actual Attainment	Communication				
	Using Maths				
	Using ICT				

KS2 - 2016/17

		L1	L2	L3	L4	L5
Target	Communication	1	1	11	33	10
	Using Maths	0	7	9	29	11
	Using ICT	1	1	11	29	14
Actual Attainment	Communication					
	Using Maths					
	Using ICT					