

Botanic

PRIMARY SCHOOL



School Development Plan 2023 - 2026

Dec 2024

Setting / Context of Botanic Primary School and Nursery Unit

Botanic Primary School is situated in what was once a quiet cul-de-sac off Agincourt Avenue – prior to a perceived ill-advised resident parking scheme on a neighbouring road shattering this illusion! The building includes classrooms, a library, computer suite, structured play/creative room, music nook and an assembly/PE hall. Hot meals are prepared and served in the school canteen within the school grounds.

The school is adjacent to Botanic Park, very close to QUB Physical Education Centre [PEC], only a few minutes' walk from the Ulster Museum. These facilities provide useful resources in the implementation of the curriculum.

Botanic Nursery Unit, attached to Botanic Primary School, is in a very pleasant situation overlooking Botanic Gardens. There is one class in the unit that operates on a full-time basis. It shares a specific 'foundation stage' playground and a garden/grass area with areas for additional play, mini-performances and increased learning opportunities. The school day is normally from 8.55am to 1.25pm.

Being within close proximity to Queen's University, the children of both foreign students and lecturers often attend the nursery class and primary school, giving it an interesting and quite unique multi-cultural mix. In addition, the 'Botanic' area has increasingly become more diverse – with associated benefits and a variety of challenges.

The overall aim of nursery education is to promote the child's all-round development – physical, intellectual, social, emotional, aesthetic and creative. This is fostered through a planned programme of stimulating activities. We aim to provide each child with not only a well-balanced curriculum, but also a very happy and memorable time in their early years.

Ethos

Botanic Primary is renowned as a 'naturally integrated' multi-cultural school. It has traditionally accepted children from all communities. As noted, a proportion of our intake comprises children of foreign nationals who are studying or lecturing at Queen's University [QUB]. We welcome this diversity and believe that it assists in the understanding of worldwide religious and social traditions. Botanic Primary School, for the fourth consecutive 3-year period, continues to hold the 'International School Award' from the British Council; the diversity

present within the school being advantageous with regard to complementing the various activities that go towards ensuring we retain this accreditation. Additional help is available for children who have English as a second language. As children develop and learn together, we believe it can be mutually enriching for all concerned.

Staff acknowledge the vital educational role played by parents. Their assistance is enlisted, where possible, and they are kept informed through parent/teacher interviews, written reports, curricular meetings, Seesaw, Facebook and Twitter, the school website – especially the class pages. The school has a Parent Teacher Association and at the recent Annual Meeting (Oct 2024) conducted by a member of the Board of Governors, Mr Bowman observed that this was a terrific school where all children matter. He noted the very professional staff and paid tribute to their work, also acknowledging the manner in which the parents step up to raise support. He expressed thanks to all on behalf of the Board of Governors.

At Botanic Primary we aim to provide a positive, supportive and stimulating environment where each child feels valued, respected and nurtured. All are encouraged to achieve their full potential. Additional help is available for children with learning difficulties. Staff expertise is used to provide specialised teaching in PE, Art and Music (and other areas). A continuing wide range of extra-curricular activities develop the children's personal interests and skills.

Botanic Primary School Mission Statement

We have recently revised our mission statement and throughout the course of this year you will start to see this change starting with our website from January 2025. It's not a massive change, but it is significant.

We aim to provide an environment where our children are:

- Encouraged
- Seen
- Valued

Our aim is for the children to delight in:

- Effort
- Achievement
- Respect

Thus - 'Delighting in effort, achievement and respect'.

More information on this is provided in the Behaviour Policy available on the website.

Pastoral Care in Botanic Primary School is a priority. It is acknowledged as playing a crucial role in the development of the ethos of the school. This ethos reflects the values outlined in our mission statement with emphasis on the development of each child to his or her full potential. The Pastoral Care Policy supports the school in promoting a caring, supportive environment in which staff and pupils can work in an atmosphere of mutual respect. Respect – at all levels that permeates our school and makes it truly special. All members of the school community are required to acknowledge and promote respect.

School Based Audit

The key purpose of school development planning is to contribute to the continuous improvement of the quality of learning and teaching through a process of regular and on-going planning, evaluation and review. This School Development Plan should be regarded as a ‘living’ document and referred to by all teaching staff. Within this context, it can be regarded as only advisory – on some occasions, as required – with different priorities sometimes having to take precedence due to :

- the transient nature of the school population and /or
- previously unanticipated needs that can arise without warning.

It is the improvement in the quality of learning and teaching in the classroom and the pupil attainments, and all the learning and development experiences of the pupils in our charge that lies at the heart of this development plan. For development planning to be successful it requires the close involvement of all staff, particularly teaching staff, in the process and consultation with others, especially parents and children. Various school-based audit type activities are regularly undertaken, considering internal and external factors as part of the review. The purpose of these audits is to evaluate current practice and identify strengths and areas for development.

As part of this process, information can be gathered through;

- Staff meetings
- SLT meetings
- Key Stage meetings
- Coordinator meetings – Principal / Curriculum coordinator etc as appropriate

- Coordinators updating staff and informing of possible future developments
- Parental Consultations / PTA / Parent rep (BOG)
- School Council / Pupil questionnaires
- Staff audits
- Consultation with Education Authority advisers
- Examination of standardised test results.
- Monitoring of termly planners
- Monitoring of samples of children's work
- Lesson observations.
- School Inspection Report (May 2012) / Pilot Sustaining Improvement Inspection Findings (June 2015) / Sustaining Improvement Inspection (June 2018)

As noted in the final bullet point, we were inspected by ETI in May 2012 and their external findings quality assured what had been gleaned through the self-evaluation process. Their (ETI) 2015 SIPI – Sustaining Improvement Inspection report is available via the School Website since these are not formally published on the ETI website. The 2018 Inspection has been published – but please access it through either the school website or the ETI website as a google search for some reason does not always bring this up!

A number of areas have been identified as developing well and this is due to the strong commitment of the staff to improvement in these areas. These include:

Curriculum – subjects and ETs:

- Literacy Targets for improvement set in the last year. 2023-24 target details are reported in the ‘curriculum section’ for that year - other years are available in the Annual Reports.
- Numeracy Targets for improvement set in the last year. 2023-24 target details are reported in the ‘curriculum section’ for that year - other years are available in the Annual Reports.
- ICT Scheme in place - revised 2022
Online / E-Safety – 2024 has just been revised.

Teaching and Learning / Assessment

- Planning scrutinised by Curriculum Coordinator and reports discussed by SLT as appropriate.

Ethos and Pastoral Care

- Quality of relationships – staff/pupil/parent/wider community
- Child protection
- Extra-curricular activities

Management Issues

- Numeracy Coordinator (2022 Ms Gunn-Savage)
- Literacy Coordinator (2012 Ms Lonyai)
- ICT Coordinator (2022 Ms Murray)
- Coordinator Appointments – see list p15
- Staff Development- Personal

Accommodation / Maintenance

- All classrooms seeking to be repainted on rolling programme **SEP adjustments**
- Nothing major is currently being looked at i.e. windows etc due to the anticipated **SEP**

Staff are never complacent and core schemes have been updated regularly. ALL coordinators – not just in the core areas attached to this plan, produce annual action plans.

The content of these plans is summarised in the areas identified for development through audits / discussions are reflected in this development plan. This plan has been created using a number of headings.

- Curriculum – subjects and ETs
- Teaching and Learning / Assessment
- Ethos / Pastoral Care / Parents / Community Links
- Staff Development
- Accommodation / Maintenance
- Finance / Budget / Human Resources

The overall 3-year plan reflects developments that were scheduled to happen in the year previous to this one, proposed developments in the current academic year and aspirations for the succeeding academic year.

As noted, this is accompanied by detailed action plans for the 3 core areas.. These include a specified baseline position, planned outcomes – success criteria, actions to be taken to achieve the outcomes / targets – specifically staff involvement, monitoring and resourcing. These action plans have been formulated by coordinators in consultation with SLT and are discussed with staff at relevant points throughout the year – generally in curricular meetings.

End of Key Stage Targets that schools must include [The Education (Target Setting in Schools) Regulations (Northern Ireland) 1998] for Botanic Primary for the present school year have not been included at this point in time due to advice from Teaching Unions. This area remains under review.

Strategies for Learning, Teaching and Assessment

All of the above strategies identified for gathering information in the school-based audit and the use of this information to formulate the development plan and subsequent action plans are the strategies involved in learning, teaching and assessment. All teachers plan from the school policies and schemes. They employ a range of teaching and assessment strategies dependent upon a number of factors i.e. age of children, maturity, expected outcomes, resourcing, differentiation by outcome / expectation of the task given and SEN. Strategies employed include individual, pair, group, whole class work, different learning preferences / styles, assessment for learning strategies, use of standardised and non-standardised testing / assessment. Monitoring and evaluation of the strategies is undertaken at different levels within the school – individual teacher, Key Stage, whole staff, SLT, Principal and Governors. Parents and pupils are consulted as appropriate as part of the process. The range of strategies form part of our Assessment Policy and is outlined below.

Sharing learning goals and intentions

Pupils will be taught to recognise the difference between the learning intention and the learning activity.

To do so teachers will clearly explain the learning intentions for the lesson or activity in terms of specifying a Learning Intention (where this is age appropriate).

Share specific success criteria in verbal or written form.

Help children to understand where they have met success criteria and the next steps in their learning.

Clear success criteria – written or verbal

Success criteria should be identified in planning and evidenced by:

- Written form in pupil's books or stuck in
- Visual form – specifying a Learning Intention (where this is age appropriate).and working wall (KWL)
- Verbal explanations and reminders to class, groups and individuals.

Feedback and Marking

- Verbal feedback – time to talk to pupils, teaching them the skills needed to be reflective about the learning intentions, success criteria, their work and learning.
- Self assessment – pupils encouraged to develop the skills needed to identify for themselves where they need to improve and discuss this with the teacher/ peers.

- Peer assessment – Focused on the learning intention of the task peer feedback in verbal and written form and suggestions for improvement.
- Pupils given time to read the improvement and make changes.

Self Assessment and Evaluation

Peer Assessment: 'Pupils reflect on what they have learned' (Assessing the Cross-Curricular Skills, 2011, CEA). Pupils will be encouraged to focus on their own ideas and understanding of the learning intention and success criteria when giving feedback on another pupils' work.

Self Assessment: Opportunities for self assessment may be highlighted in planning or used during lessons when the opportunity arises. Teachers scaffold children's understanding of the process of reflection by modelling the appropriate skills. Once pupils have developed the skills to assess their current knowledge, they will be able to identify the next steps in their learning.

Self Evaluation: Children should be taught the skills to allow them to reflect on how they have learned skills or concepts.

Effective Questioning

Teachers may use this to:

- Question - to gauge pupils' level of understanding/ skills/ knowledge
- Analyse pupil responses to identify misconceptions and adapt teaching appropriately
- Create pupil questions - to assess understanding.

Questions should be

- Age and key stage appropriate
- Language that is – developmentally appropriate – taking EAL into consideration
- Of an appropriate type to assess understanding
- focused
- Allow pupils time to think
- Can use a 'no hands up' approach

Target Setting

Teachers and pupils may set targets in relation to specific curriculum goals in Literacy and Numeracy based on observations, marking and standardised testing. Pupils will be given opportunities to reflect on their own work and encouraged to see misconceptions as a learning opportunity. Two further sub-levels should be achieved by 90% of pupils - as noted, based on 2021-2022 comparison – minimum 1 sub level per year.

Target setting made visible through

- Wall displays
- Verbally
- Explicit teaching
- Target sheets
- Referenced in planning

Planning

Annotated lesson plans that identify individual children/groups and their next steps in learning that feed into short term planning.

- Adjustments based on analysis of verbal feedback/questioning
- Written marking
- Observations

Reporting

Reporting promotes and provides:

- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for the children

Methods of reporting:

1. Annual written report to parents in June
2. Annual parent teacher formal interview
3. Parents are welcome to discuss the progress of their child throughout the year
4. Governors' Annual Report
5. Annual Open Days
6. Assessment Manager within SIMS
7. Comments on work, including written work

Recording

Pupil Portfolio / Assessment Folder

The following pieces of evidence will be retained in the pupil portfolio:

- Annual report
- Record of standardised scores
- Samples of literacy and numeracy

Assessment manager is used to electronically store results of the majority of assessments undertaken

Nursery Assessment

Daily incidental observations recorded using the Seesaw app – all areas of the curriculum covered.

COMET is 'dipped into' depending on individual needs and diagnosed SEN and S&L issues – initial testing Nov and revisited in May if necessary.

Targeted assessments carried out throughout the year, focusing on early literacy and numeracy skills – start term two and are built upon until end of school year.

The various mechanisms for formal testing in the Primary school are outlined below.

Name	Class	Time	Purpose	Reporting to Parents	Recording and Storage
Comet	Nursery	Nov/Dec	Profiling	All About Me book	All About Me book
Renfrew Language Scale Available for use!	P1	Baseline Term 1 Update Term 3	Diagnostic Test to assess language development through range of observations and simple subtests; 1:1; Teacher to use to help plan class work and SENCO to use to help triage for support	Parents may be contacted if need for further intervention considered necessary	Data retained by teacher in pupil folder, passed to next teacher. Results recorded on Assessment Manager
York Assessment of Reading for Comprehension Early Years	P2-3	Baseline all P2 children Term 1; follow up May. Follow-up with weaker children P3 Dec and May if appropriate	Identify differing abilities and help teacher set reading groups; assess and monitor pupil progress Identify and quantify reading problems;		Pupil Record Forms put into pupil folders and passed to next teacher; scores recorded on Assessment Manager
Running Records and Miscue Analysis	P1-7		Used by Reading Recovery teacher daily to monitor reading progress. Used by class teachers or classroom assistants under their direction to measure reading progress of P1 and P2 readers. May also be used with older children eg for Reading Partnership to monitor reading progress and analyse reading strategy development.	Graph showing pupil progress is shown when parents are invited to watch Reading Recovery lesson.	Running Records and Miscue Analyses kept in pupil folders until end of year and then may be destroyed. SENCO retains Reading Recovery files.
Granada Learning Maths and Literacy (GL/NFER) PTE, PTM	P3-7	All pupils tested on-line in May	Assess Literacy and Maths; used along with teacher judgement to decide pupil level for end of year and report grade. Diagnostic test indicates areas of need for further intervention, including possibly Stage 3 referrals. Teachers use this data to inform their planning. Comprehension, spelling and grammar; number, shape space measure, data and algebra are included. A LEXILE of reading ability is given for each pupil, helping teachers gauge reading book level. Used by most schools but not compulsory.	Parents are given a report in June including a grade for Literacy and Numeracy in P1-7: The P3-7 grade is linked to GL tests. Parent friendly individual report made be created.	Analysed electronically immediately; results saved in staff computer folder; teachers pass to next teacher
Key Stage Results and Assessment Tasks To be reviewed	P4 and P7	Jan- May	Summative Test. All schools must record levels for ICT, 3 areas of English and 5 areas of Mathematics to DENI. This includes Assessment Tasks and teacher judgement. As part of this process samples of all pupil work is subject to regular review in an internal moderation cycle. Coordinators report to SLT on progress towards targets. SLT lead staff analysis of pupil progress.	Parents receive a level for their child in Maths and English and information on how our school key stage results compare with the Northern Ireland overall results.	Teachers record on booklets and return to DENI in May [suspended due to industrial action]; teachers record on Assessment Manager; copy of booklets given to AssCo; DENI returns these and a summary of school KS results and NI overall results to school in June. Samples are retained by the relevant coordinators.
New Non Reading Intelligence Test To be reviewed	P3 and P5	Sept, Jan	Used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths.	SENCO may refer to data in connection with Dyslexia Portfolio.	Recorded on Assessment Manager; tests put in pupil folders and given to next teacher.
Levels of Progression	P1-7	October, January and May	Levels of progression(CCEA) used to identify levels for each pupil in Literacy, Numeracy and ICT. See 'Assessing the Cross-Curricular Skills, 2011, CEA Teachers use outcomes to inform		Levels recorded on Assessment Manager in October, January and May each year. Prediction made in October for May each year.

			planning.		
Dyslexia Portfolio	P3-7	anytime	Used with specific children suspected of dyslexia to identify pupils for Peripatetic referral and to identify areas of pupil strength and weakness. Used in conjunction with IQ test.	SENCO gives parents a written report if indication of child likely to have dyslexia. Parent-friendly report printed.	Report for teacher and for parents stored electronically. Print out in pupil SEN file if appropriate.
Diagnostic Reading Analysis (DRA)	P3-7	Sept or Jan or May/June	Used to identify pupils for Harberton Learning support/measure progress/confirm end to support.	SENCO may refer to data to explain why a child is being recommended/not recommended for Harberton Learning support.	Copy of test results in pupil folder. Test booklet stored in pupil SEN file if appropriate.
Non Verbal Abilities, Verbal Abilities To be reviewed	P3-7 As approp	Sept (P5) Feb (P3)	Used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths. Ass Co produces comparison of NNRIT v VA/NVA results for SLT.	SENCO may refer to data in connection with Dyslexia Portfolio.	Test booklet stored in pupil folder. Results recorded on Sims Assessment Manager.
Cognitive Abilities Test 4 (CAT4)	P5-7 As approp	Feb	Used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths.	SENCO may refer to data in connection with Dyslexia Portfolio.	
Accelerated Reading	P4-7	3-4 times per year.	Diagnostic tests to assess levels of Reading. Results are used to set levels of activity. Repeat of tests to track progress.	Parents have access to the Renaissance site.	Results are analysed electronically immediately. Results can be seen in several report formats
Pupil Attitudes to Self and School (Pass) [GL]	P3-7	Annually	Identifies potential emotional barriers to learning	Class teacher or Pastoral Care teacher may discuss with parent	Stored electronically.

Assessment of current provision

This exercise is completed in many schools through an ongoing analysis of trends within the school. With such a fluid population at our particular school, it is felt that such an exercise could prove to be misleading - as discussed with members of EA Belfast in previous years – since the trend analysis would often reflect a very different group of children being compared with those audited / tested initially. With approx. 20-30 pupils leaving us (across the year groups) each year and roughly the same number joining the school, the cumulative effect is that 40-60 pupils can change over the course of any particular year – which in real terms is up to a quarter of the school. However, with this factor noted, staff do consider overall general trends in Literacy and Numeracy and base the planned improvements on these trends (compared to the national averages). Specific direction is provided in the individual, detailed core action plans at the end of this plan.

For this reason, staff justifiably place much greater emphasis on ensuring pupil progress and improvement through the tracking of individual pupils - using the results of standardised tests. Each year (since August 2014 with **Covid 19 adjustment**), the profile of **every child** for whom data was available (i.e. those

who had been with us for about a year – from one ‘testing’ period until the same test was administered [generally 1 year with occasional variance i.e. 11 months]) from those about to enter P3, right up to those in P7 was individually examined by ALL TEACHERS. The school is moving towards testing using the CAT (as opposed to NRIT) – and this is currently being supported by the Assessment Coordinator. We have been working with C2K to incorporate the results of these into our individual pupil profiles.

Where children are not performing at the expected level or indeed above the expected level as ascertained through scrutiny of standardised tests, staff have sought to establish reasons for this through discussion. The outworking of this is that individual profiles are annotated and in many cases, additional support organised in an effort to remediate this. Staff continue to record test information on Assessment Manager – using our own bespoke report format to display the information succinctly. Internal levelling – which had formed part of our on-going monitoring – was subject to challenges associated with Industrial Action. It remains to be seen at present how much ongoing use we will make of this method.

We continue to experiment with alternative baseline tests (particularly for P1). P1 currently use internal baseline mechanisms supplemented by GL Assessment packs.

HISTORICAL POINT OF INTEREST Staff – through the aforementioned self-evaluative practices – identified a large group of pupils (especially in P5 – 7 and chiefly from the Roma community) that needed additional intensive support. The school responded (Jan 2011) by forming an IISC – Induction and Intensive Support Class specifically for pupils with little or no English. This was discontinued in 2013 with better attendance for a significant minority of these pupils and an appreciation of the NI schooling system being a very stabilising factor. Governors are careful to ensure that, where possible, sufficient resourcing is either ‘banked’ or kept flexible, to ensure that this could be resurrected if deemed necessary at a future occasion. The Roma community are responding to schooling standards in general but there remain a number for whom factors like sustained attendance proves challenging for a variety of reasons. To that end, although DE do not allow any factors to impinge on ‘bald’ attendance statistics, Governors do require reporting of attendance (to Governors) to be both inclusive of the Roma community and exclusive of the Roma community. Attendance figures over the last couple of years have fluctuated for very understandable reasons associated with the pandemic and we look forward eagerly to more stability. The figure for 2023-24 was **% which was considerably down on pre-pandemic figures. It remains a major concern that the Education and Welfare Service cite considerable challenges in staffing

and were engaging with the school in what we consider to be a satisfactory manner.

Pastoral Care

The very proactive pastoral care exhibited by the staff at Botanic Primary School has been favourably commented on for a number of years by parents and relatively recently endorsed by the Education and Training Inspectorate. The positive ethos of Botanic Primary is a most significant factor in this regard, and this is constantly kept under scrutiny by teaching staff. Self-evaluative exercises are completed by staff using the Evolutionary School Improvement Framework (ESIF) framework and staff previously assessed this area as one of the strengths of the school. This is an area the staff keep under constant review and recent evaluation has been continued in this area. Staff continue to assess this area under the (ESIF) headings of:

- | | |
|---------------------------|----------------------|
| * Commitment to care | * Open Communication |
| * Celebrating Achievement | * Consistent Policy |
| * Consistent Provision | * Budget Support |

- as well as a general look at all relationships and partnerships within the school. Staff are currently looking at ways to improve the image of the school in parents' eyes but have been heartened by the overwhelming positive comment and endorsement made in annual parental questionnaire. In Nov 2023 when this was conducted, Governors were very encouraged by the overall very positive response. In all categories, parents listed the school as good or very good. We would like more parents to participate but are minded to recognise that parents who have high levels of satisfaction with the school, often don't see this as a priority. Due to this survey being aligned to when we conduct parental interviews, it will be repeated in January / February 2025. The views of the pupils will continue to be made known to us through the school council.

Promotion of pupil's attendance, good behaviour and discipline and catering for pastoral care of pupils

The positive ethos of Botanic Primary contributes to the overall promotion of pupil attendance, good behaviour and discipline and the pastoral care of the pupils. There is a revised Pastoral Care Policy (Reviewed 2022) that is an umbrella document that ties together a number of other policies. After consultation with parents and pupils the staff formulated a Positive Behaviour Policy (**Reviewed 2024**) Child Protection Policy [**Revised 2023**], an Anti-Bullying Policy [**with cyber-bullying incorporated 2024**], Reasonable Force Policy [**Reviewed 2022**] and guidelines for lunchtime supervisors. Strategies are included within these policies to promote good behaviour and discipline and to cater for the pastoral care of the pupils. They are followed by teaching and

non-teaching staff and are clearly role modelled and explained in a manner that can be understood by the pupils. **All staff** are responsible for promoting a positive ethos and good behaviour through our positive reward systems and for the pastoral care of our pupils. The Vice-Principal is the teacher in charge of pastoral care and the pastoral care team consists of the Vice-Principal (Mrs Harper), Designated Teacher for Child Protection (Mrs Lonyai – Ms Murray assuming this role during maternity leave) and Principal (Mr Bell). Please refer to individual policies for more details – they are all available via the school website – or in hard (paper) copy for those who can't access them in an electronic way. Translated copies will be facilitated where practicably possible and some are already available in over 40 languages on our school website.

Management of attendance and promotion of health and well-being of staff and pupils

Attendance of pupils is monitored by the class teacher on a daily basis. The Principal generally monitors attendance on a monthly / half termly basis and regular contact is maintained with the Education Authority's "Education and Welfare Officer" (EWO). If a child's attendance is cause for concern, contact is made with the parent and appropriate action is taken. Health and well-being of pupils are addressed through pastoral care arrangements, Health and Safety procedures and specifically through the Health Promoting School's Initiative undertaken by the school.

Attendance and health and well-being of the staff are addressed through the school's pastoral care arrangements and the Education Authority's Managing Attendance at Work Policy which has been adopted by the Board of Governors. Additional advice is provided through the Education Authority (Belfast Region) Human Resources Department. Education Authority Health and Safety Procedures are followed, and the school reviewed their Health and Safety Policy [2022-3]. Education Authority Policy is followed in relation to measures to combat bullying and harassment of teaching staff in school.

Management structures within the school

Management structures and responsibilities within school are matched to the size of the school and the expertise of the staff. There is currently a principal, vice-principal [also Head of Foundation and Key Stage 1], SENCO [Head of Key Stage 2] and the Designated Teacher for Child Protection (also holding other responsibilities) who together form the Senior Leadership Team. Coordinators have been appointed to the following subject areas –

Subject / Area	Coordinator	Assistant Coord.
Literacy	Mrs Lonyai (2012)	Mr Douglas (2012)
Numeracy	Mrs Gunn-Savage (2022)	Miss Irvine (2022)
ICT	Ms Murray (2022)	Miss Dickson (2021)
Child Protection	Mrs Lonyai (2019)	Ms Murray (2019) / Miss Dickson (2022)
WAU	Under the direction of the Curriculum Coordinator	
RE / PDMU	Miss Barnes (2022)	
Thinking Skills and Personal Capabilities	Coordinated 2011-2015 (Should now be subsumed)	
Assessment	Mr Douglas (2011)	
Art	Under the direction of the Curriculum Coordinator	
Music	Mrs Lonyai (2011)	
PE	Miss Mackay (2024)	
Extended Schools	Mrs Witkowska (2023)	
Structured Play / Activity Based Learning	Ms Murray (2016)	
International Schools	Miss Mackay (2024)	
Eco-Schools	Miss Dickson (2020)	
SENCO	Mr Douglas	

There is a teacher in charge of child protection and a pastoral care team. The Governor with specific responsibility for Child Protection matters is Miss Stewart. The member of the Board of Governors who (alongside a team within the school) has responsibilities for Health and Safety is **. All staff have agreed their aspects of contributing within the area of ‘International School.’

Professional Development of Staff

It is recognised in this school that the staff – both teaching and non-teaching – is the most valuable resource we have. The skills and experience which each

member brings to bear has a fundamental effect on the success of the school. It is the intention therefore to encourage all staff – teaching and non-teaching – in the further development of their skills and abilities.

It is the school's policy to ensure that full use is made of staff abilities, skills and experiences. The school seeks to develop the expertise of the staff through;

- Attendance at courses, both internal and external
- Dialogue and work experience with other trainers and teachers
- Development of further professional qualifications
- Self-evaluation and motivation

On-going staff development is necessary to meet change and development since education is constantly evolving, and to maintain balance, progression and coherence in the curriculum. It is recognised that it is the professional right of each member of staff to develop their skills – professional and personal – within a framework of needs of the school – the school development plan. PRSD, the statutory review process, will address the needs of the individual teacher and their continuing professional development within the school context.

Curricular and Extra-curricular Provision made for pupils

All areas within the curriculum are catered for in Botanic Primary School. Each teacher has a class timetable which is broad and balanced. There is progression and continuity within the class teacher's curriculum throughout the school year and there is continuity and progression over the Key Stage and the whole school as the children progress from P1 – P7. Curricular provision is assessed as part of the school review process and areas for development are outlined in the school development plan. The Northern Ireland Curriculum is being implemented currently.

A range of extra-curricular activities are provided for the pupils each week. These clubs are taken by staff and outside coaches and the programme offered changes throughout the year. A variety of sports are offered alongside music, chess etc. so that children have the opportunity to develop a range of personal interests. The clubs offered are based on the expertise and preferences of the school staff and the skills of the available outside coaches. We also run an extensive Extended Schools Programme that is detailed in the "Finance, Budget and Human Resources" section.

Provision for pupils with Special Educational Needs

The school's SENCO is Mr Douglas. Special Educational Needs provision is at the heart of development planning – all staff are aware of the strategies and procedures for SEN children within their class and their responsibilities. IEPs are written for children as appropriate. All are aware of the Stages of the Code of Practice. The school operates a timetable for SEN children to receive support from members of staff as necessary. The provision of these members of staff as additional resources is budget dependent and this has been clearly set out in the appropriate section of the plans following in 'Finance, Budget and Human Resources.' In addition, the school is fortunate to have some regular volunteers and occasional volunteers in the form of placements etc. The effectiveness of these additional members of staff and support offered is evaluated in a number of ways - mostly qualitative basis (Literacy). A significant part of this assessment must necessarily be the relationship the assistants have with the class teacher on a day-to-day basis. Often, they take direction from the teacher with regard to small areas of work that need reinforcement - therefore their effectiveness is difficult to determine if taken in terms of their resource being an isolated unit. Each year, the SENCO, Literacy and Numeracy coordinators continue to determine the best method of ensuring that we at least attempt to 'qualitatively' quantify the 'value added' of these additional human resources. It is recognised that this is a very difficult area to attach any quantitative analysis when the support continues to be more class based. The school have been seeking to provide additional support to a limited number of pupils (each week) – generally where teachers are given small amounts of additional teaching resource and can use this creatively.

School Links with Parents / Wider Community, including business community / other schools

Botanic Primary is always keen to extend links with parents, the wider community – including the business community and other schools. We continually look for ways of developing these links and this area always features as part of the school development plan. It is set out in more detail in the section 'Ethos / Pastoral care / Parents / Community Links.'

In addition, we work alongside a charity each year– NSPCC in 2011-2012; Water Aid in 2012-13; Clic Sargent 2013-14; Multiple Sclerosis Society in 2014-15, USPCA in 2015-16, TENS Foundation in 2016-17, Alzheimer's Society 2017-18, Childline in 2018-19 and with the South Belfast Food Bank 2019-21. In 2021-21 we supported the Red Cross and in 2022-23 McMillan Cancer - poignant as we were also remembering the late Mrs McClenaghan who

was greatly helped by this charity. Due to the cost of living crisis we returned so supporting the South Belfast Foodbank as our charity for 2023-24. In this current year we are working alongside NSPCC.

We are pleased that the relationship with our transferor churches continues to be an ongoing feature of our efforts at Community Engagement. Though they are primarily tasked with governance duties, the relationship goes far beyond this in that they host the Carol Service, Summer Concert and additionally the ministers and their staff assist us in a variety of ways – Assemblies / RE classes on an ongoing basis.

Finance

See relevant section in the Plan – annual figures can be obtained from the Education Authority website although it should be noted that these are, on occasion, not up to date and include ring fenced monies.

Summary of the Challenges and Opportunities facing the School

Botanic Primary School draws its pupils from a wide catchment area as housing in the immediate vicinity is primarily rented accommodation. There are a number of primary schools in the area and both these factors mean that staff continue to work very hard to promote the reputation of the school to potential parents.

Competition continues for Nursery and P1 places and while recognising this as a tremendous achievement – we annually, potentially, have to disappoint numerous ‘late’ applications from people who had only come into the country after March. I say potentially, because we unfortunately have people annually who apply for places in case they might need them – i.e. they ‘might’ go somewhere else to study, or they might not – but when granted these places they often fail to come back and say they don’t need them. This leaves prospective families displaced – and often causes us to necessarily refuse entry to children that would have been so welcome at our school.

There remains the issue of pupils returning to the home country at some stage in May and not returning until at least late September. The new attendance codes continue not to significantly affect attendance statistics, since their intended maximum period of use is 3 weeks – but this widespread practice in the Roma community undoubtedly affects a pupil’s attainment as they consistently miss

more than 2-3 months of school every year in addition to being referred for poor attendance anyway! HOWEVER, it is worth pointing out that there are an increasing number of Roma pupils who attend extremely well – some having benefitted from our attendance prizes in the past. Attendance incentives are ongoing – and anecdotally seem to be continuing to have a positive effect.

A number of our pupils are from abroad with limited or no English when they arrive at school – which provides additional challenges for the teacher and the school. Botanic Primary School piloted a scheme - an Induction and Intensive Support class (IISC) to enable pupils from P5-7 who had little or no experience of school to avail of a period of intensive and focused support – primarily in English to enable them to access the curriculum when it was deemed that their needs (due to the numbers and complexity of the challenge) could not best be met in a normal class setting. This class (IISC) is not operating at present, as the need (in terms of the sheer numbers of those arriving to our almost full school with such extreme barriers to learning) is not presently as acute. Governors remain fully cognisant of the potential need for this type of initiative to be resurrected and seek to maintain skill levels etc within the school, whereby the resurrection of the IISC might be possible – given adequate additional resourcing.

It is always a challenge to make enrolment projections in our school that sees such population fluidity. A number of these pupils are from nomadic backgrounds – which coupled with the short-term duration of those pupils who are attending or lecturing at Queen’s University / hospitals can lead to us facilitating an often-transient pupil population - some of these children can leave after a few months / years dependent on their individual circumstances. It continues to be a challenge to set targets on a class-by-class basis if on average 20% of the class change – those leaving often replaced over the course of a year. Over the last couple of years Specific figures from the last couple of years show in year movement in 1 case of over 60%. To set this in context, our current P6 class currently has 28 pupils of which exactly 50% started Botanic in Primary One. That does NOT mean that 14 children have changed over the course of 5 - 6 years – its many more as children have arrived and left! Attainment projections / projected levels become irrelevant as the children who are replaced might bear no resemblance academically, to those who left. The tracking mechanisms used have been detailed earlier – but the stress on individual performance rather than collective class attainment must again be emphasised. However, class attainment and trends are not ignored – even though we might argue a convincing case – and this is evident in our attached action plans, specifically with reference to Literacy and Numeracy. Staff remain cognisant of the fact that these targets might well not be met in any

particular year where the school population changes drastically – which is, as noted, any year!

Newcomer children and parents bring with them a number of opportunities for the school and so we welcome the diversity – we use these individuals as resources in class to enrich the learning and teaching experiences and broaden the cultural awareness of the children. The school initially attained the British Council International School Award – applicable for the period 2011 to 2014. The challenge had been to integrate the factors pertaining to accreditation for this award into our class topics and projects. This, after all is what we, as a Botanic School Community, are all about - a feature we would argue that makes us unique. Through previous Comenius work and the good practice now infused within the topics we do, the school were reaccredited initially for the period 2014-17, 2017 – 2021 and now subsequently for the period 2021-24 with the British Council ‘International School Award.’ This Award has currently lapsed (2024) but preparations are currently ongoing to reinstate same very quickly.

The school, having gained ‘Green Flag’ status 2011 in the International Eco Schools Award were re-accredited in June 2013 (focus this time being effective management of both water and litter). A third cycle was completed (June 2015) a fourth Green Flag gained in June 2017 and the 5th flag in 2019. We achieved our sixth flag in 2021 – with the Eco awareness continuing as we gained a current seventh flag covering 2024-26.

Botanic was, for a large number of years regarded to be in a stable ‘staffing’ position - with a full complement of permanent staff. The arrival of a number of babies and a couple of retirements put paid to that! In Jan 2022 - June 23 we made 3 permanent teacher appointments with the retirements of Mrs Thornhill (at Botanic for over 30 years) and the Vice-Principal, Mrs Thompson who was here for 13 years. A new Vice-Principal, Mrs Harper, started in January 2024 and a further permanent teaching appointment has since been made. These changes provide new opportunity for the school to grow and develop – but these staffing changes can only be described as significant.

Added to this significant staff change, the Literacy Coordinator and Maths Coordinator are both, at time of publication, on Maternity Leave. Work continues in both these areas with temporary coordinators who continue to work very closely developing the curriculum in respect of on-going support to meet data analysed specific targets. Ongoing staff training is limited when working with EA – but we do take advantage of those limited opportunities provided.

The school note the impact of Covid and the difficulties of those years – which we are seeking to put behind us – but the effects on a number of pupils is still very relevant in many and varied ways!

ICT remains to the fore with ongoing development. ICT practice has been highly commended in the school and the Digital Schools Award was attained in early 2018. The ongoing work of our Digital Leaders will resume soon – pupils having to interview for these positions. The ICT Team took the decision to further develop our provision with some bespoke training that is available from the Department of Communities through the NERVE Partnership – completing Phase 2 training in 2023. We continue to embed this training.

An audit of School Policies – see the page immediately following this section – shows that most policies have been recently updated with those that require update being worked through. It is recognised that the revision of policies must be an on-going process – to that end we will continue, as necessary, to update any areas within those policies that additional future advice pertains to.

Our website has been reviewed and updated. The ICT team have put a lot of work into this. It is supplemented with a screen for announcements and publicity – with our website now serving as an exciting digital interface that can be accessed in over 40 languages. Policies etc continue to be regularly updated and the significant ones – those viewed as most important for parental access – have been moved to sections where they also translate into the various languages.

Our integrated ethos has been highlighted in many Development Plans to date – but it remains noteworthy that our school continues to be very frustrated by the fact that as arguably the most “naturally integrated” school in Northern Ireland, we are not officially designated as apparently integrated! Within South Belfast Primary Principals Group, 16+ Principals regularly meet and collaborate. This collaboration has led to 6 schools taking part in a conference in association with Queen’s University (Queen’s Communities and Place) in August 2024. There the benefits of networking were espoused to all staff – both teachers and assistants. Following on from this, core groups of Literacy, Numeracy and ICT Coordinators have meet at Queen’s and become established - with guidance provided in association with Queen’s staff. It will be exciting to watch the possibilities for support and development that we trust will flow from these groups. It has been determined, that in the absence of meaningful EA support that we seek to provide some inter school structures.

As a school we continue to creatively use our budget in an effective and efficient manner – an opportunity – but one that could also be perceived as a

threat. Botanic Primary continues to be creative with limited funding – demonstrated in so many ways, but especially through our pilot IISC. There remains too much of a ‘one size fits all’ concept with regard to additional funding for Newcomers / Roma etc that remains difficult for our school to understand. The rationale for additional school funding / amounts provided is not fit for purpose – and thus this is a challenge – but one where, as a school, we have contributed to the conversation by being part of a DE Reference Group / ASR Forum.

In summary these are just a few of the challenges that face us – we are committed to sustaining our ethos of inclusion, not least in the area of ‘Newcomers’ (EAL). This will potentially always be our biggest challenge, but as suggested earlier, what sets Botanic Primary School apart – and therefore our biggest opportunity.

It is extremely frustrating that we seem to have stalled with regard to lack of current funding for the -

School Enhancement Programme

This was meant to completely refurbish the interior of our school. A lot of time had been spent with architects, designers etc – especially with regard to turning 6 of our current classrooms into 4 more purposeful classrooms.

In short, we are the third Tranche – and all of this effort and optimism seems to have been wasted, as Tranche 1 schools have not yet received funding. It is also frustrating that up to half the budget seems to have been exhausted in design and survey – that will all need repeated. Exhausted and disillusioned by this process would appear to be an understatement.

We will update parents etc when we can with ‘where we are at,’ but currently there is a confusing picture emerging which we are seeking to bring clarity to.

Review statement

Consultation with staff present at Botanic prior to this academic year has revealed that the majority of targets within the previous development plan were met. Any that were not met have been carried forward to the new School Development Plan.

Arrangements for Monitoring and Evaluating Progress against the School Development Plan

The Board of Governors, in consultation with the Principal, will monitor, review and evaluate progress against the School Development Plan. Each Governor's meeting incorporates a Principal's report which provides information, as relevant, on staff and curricular development. Each meeting also includes, as necessary, a financial report. In addition to this the Principal will give the Governors a monitoring report – a review of the year. This will highlight areas of good performance and also show any areas where development fell short of target.

Publication of the School Development Plan

The Education (School Development Plans) Regulations (Northern Ireland) 2005 apply to all School Development Plans prepared after 1st September 2005. They state that a School Development Plan should be published and;

- A copy of the Plan be provided for each member of the Board of Governors, the Principal and each of the teaching and non-teaching staff.
- A copy of the plan be provided for the Education Authority (Belfast Region).
- A copy of the plan be made available on request – at reasonable times – free of charge, by any person.

this is published on our website – thus arguably fulfilling all these criteria!

This plan will be published in line with the above regulations.

Policies

This list will be reviewed annually in line with DENI Circulars / specific school needs

Curriculum Policies

2024	Assessment
2022	Curriculum
2023	ICT
2022	Literacy
2022	Maths
2021	Music
2024	Remote Learning
2022	The World Around Us

Staff Policies

2024	B. T. Policy
2024	Critical Incident Policy
2022	Reasonable Force
2022	Salary
2024	Staff Code of Conduct
2022	Learning and Teaching

Other Policies

2024	Accessibility
2022	Complaints
2024	Charging's and Remissions
2022	Fire Safety Evacuation Procedure
2022	Health and Safety
2024	Parents Code of Conduct

Pupil Policies

2024	Admissions Policy
2024	Anti Bullying / Cyber Bullying
2024	Attendance
2024	Drugs
2022	EAL
2024	E-Safety and ICT Acceptable Use
2024	First Aid
2022	Gifted and Talented
2022	Healthy Eating
2022	Homework Policy
2022	Intimate Care
2022	Medical Needs
2022	Pastoral Care
2022	Period dignity
2022	Play policy
2024	Positive behaviour
2024	Remote Learning Policy
2024	RSE Policy
2022	School to Home
2022	Sun Policy
2022	Whole School Food
2022	PE Policy
2023	Child Protection Policy

Also on the website are various Data Protection and Privacy Policies – basically adopted in line with EA.

2024 - 25 Forecast Results for Botanic PS (June 2025)

Currently under discussion with Teacher Unions

For an extended evaluation of the school's performance please see our most recent (June 2018) ETI report at:

<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/sustaining-improvement-inspection-botanic-primary-school-belfast-101-6499.pdf>

Conclusion

Botanic Primary School continues to demonstrate a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement.

This is the top grade that a school can get - ETI note at the end of the report....

From September 2015, the overall effectiveness of a school evaluated previously as outstanding or very good has been reported as a school demonstrating a high level of capacity for sustained improvement.

Appendices to the Development Plan

	Pages
• Curriculum – subjects and ETs	27 - 37
• Teaching and Learning / Assessment	38 - 43
• Ethos / Pastoral Care / Parents / Community Links	44 - 49
• Staff Development	50 - 52
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• Literacy Action Plan	59 - 63
• Maths Action Plan	64 - 67
• ICT Action Plan	68 - 70

Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>1. Revised Curriculum a) This has been deemed to be embedded.</p> <p>Few curriculum courses currently available - which will be availed of as appropriate. Development file retained in Principal's Office</p> <p>Revised curriculum implementation as appropriate - annual focus on Literacy - Punctuation [1 pt] Grammar [1 pt]) and Numeracy - Number [1 pt] Reasoning[1 pt]. TEACHER PRSD focus on Literacy and Numeracy (detailed below) and ICT targets within the Nerve Partnership Plan</p>	<p>1. Revised Curriculum a) This has been deemed to be embedded.</p> <p>Few curriculum courses currently available - which will be availed of as appropriate. Development file retained in Principal's Office</p> <p>Revised curriculum implementation as appropriate - annual focus on Literacy - Reading Comprehension [1 pt] Simple Inference [1 pt]) and Numeracy - Fluency in facts and procedures [1 pt] Shape and Space [1 pt]. TEACHER PRSD focus on Literacy and Numeracy (detailed below) and ICT targets within that Plan</p>	<p>1. Revised Curriculum a) Training for teachers/co-ordinators as appropriate.</p> <p>b) Revised curriculum implementation as appropriate - focus on Literacy and revising the school scheme</p>

<p>c) Annual school report reviewed and any necessary amendments undertaken <u>All teacher and coordinator responsibilities</u> continued and especially the coordinator role embedded. Core subject coordinators released $\frac{1}{2}$ day per term to conduct 2 interventions / team teach and arrange necessary meetings. Other release days can be bid for to SLT</p> <p>OLEVI / Teaching and Learning (NI)</p> <p>Botanic Primary relationship within OLEVI is currently paused - but under continual review</p> <p><u>Teacher / CA Development</u> Programme paused - but looking to be re-instigated at some point in future.</p> <p>2. Role of Literacy Coordinator / temporary cover for leave.</p>	<p>c) Annual school report reviewed and any necessary amendments undertaken <u>All teacher and coordinator responsibilities</u> continued and especially the coordinator role embedded. Release time can be bid for to Curriculum Coordinator.</p> <p>OLEVI / Teaching and Learning (NI)</p> <p>Botanic Primary relationship within OLEVI is currently paused - but under continual review</p> <p><u>Teacher / CA Development</u> Programme paused - but looking to be re-instigated at some point in future.</p> <p>2. Role of Literacy Coordinator / temporary cover for leave currently extended</p>	<p>c) Annual school report reviewed and any necessary amendments undertaken</p> <p><u>All teacher and coordinator responsibilities</u> continued.</p> <p>OLEVI / Teaching and Learning (NI)</p> <p>Programmes within this area subject to ongoing review.</p> <p>2. Literacy / Assistant Literacy Coordinator continue</p>
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<p>- Analysis of Progress in English Scores - May 2023 compared results from tests undertaken in May 2022. Identified areas for teachers to focus on 2022 - 23 evaluated, plus 2023 - 4 targets established;</p> <p>Target 1 point improvement in Grammar and Punctuation. ACHIEVED 1 point improvement in Spelling ACHIEVED</p> <p>Other targets</p> <ul style="list-style-type: none"> Using class reading assessments / accelerated reader - seeking to enhance reading progressions <p>Still recording sub levels but focusing more on the annual individual profiles.</p> <p>Teachers use the data from PTE testing - alongside information from the previous teacher as baseline for future planning.</p>	<p>- Analysis of Progress in English Scores - May 2024 compared results from tests undertaken in May 2023. Identified areas for teachers to focus on 2023 - 24 evaluated, plus 2023 - 4 targets established;</p> <p>Target 1 point improvement in Reading Comprehension (narrative) 1 point improvement in Simple Inference</p> <p>Other targets</p> <ul style="list-style-type: none"> Using class reading assessments / accelerated reader - seeking to enhance reading progressions <p>NOT recording sub / levels - focusing more on the annual individual profiles. CCEA under review</p> <p>Teachers use the data from PTE testing - alongside information from the previous teacher as baseline for future planning.</p>	<p>- Analysis of Progress in English Scores - May 2025 will compare results from tests undertaken in May 2024. New areas for teachers to focus on identified or continued as necessary.</p> <p>Proposed separate action plan for specific targets 2024 - 2025</p>
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<p>See separate action plan for specific methodology etc.</p> <p>Nursery -</p> <ul style="list-style-type: none"> • <i>COMET Assessment - as applicable</i> • <i>Focus on syllable and phonological awareness</i> • <i>Continue to implement Jane Considine (as appropriate)</i> <p>GRTL Pre School Education Counts - funding permitted</p> <p>Parent Workshop</p> <ul style="list-style-type: none"> • Stay to Play sessions <p>Book Chest / GRTL Book bags</p> <p>Scheme and Policy in place</p> <p>Additional reading support provided - through additional teacher intervention in the afternoons. Small groups receive additional EAL support.</p>	<p>See separate action plan for specific methodology etc.</p> <p>Nursery -</p> <ul style="list-style-type: none"> • <i>COMET Assessment - as applicable</i> • <i>Focus on syllable and phonological awareness</i> • <i>Continue to implement Jane Considine (as appropriate)</i> <p>GRTL Pre School Education Counts - funding permitted</p> <p>Parent Workshop</p> <ul style="list-style-type: none"> • Stay to Play sessions <p>Book Chest / GRTL Book bags</p> <p>Scheme and Policy in place</p> <p>Additional reading support provided - through additional teacher intervention in the afternoons - where possible. Small groups receive additional EAL support.</p>	<p>Nursery -</p> <p>GRTL etc continues - funding etc dependent</p> <p>Book Chest - continues - development funding dependent</p> <p>Scheme / Policy in place - revise and adapt as necessary.</p> <p>Additional reading support provided - funding dependant.</p>
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<p>SOLAS / Volunteers and CA's used to provide additional reading support.</p> <p>Library -Eclipse system.</p> <p>Bug Club- continues to be implemented as part of the reading scheme in years 1-3 with years 4-7 using as appropriate. Teachers to make use of quizzes to analyse pupil progress in line with school targets. Encourage parental involvement with reading through information sessions and home links using the online elements of both programmes as appropriate. Accelerated Reader - implement across years 4-7. Emphasis on use of data to support reading development- again focus on school target of inference</p> <p>Nursery - GRTL - T1 Book Awareness and Book Chest (Parental Volunteer/Placements) Bedtime Story Session T2 The Big Bedtime Read Library / Parent Info session</p>	<p>SOLAS / Volunteers and CA's used to provide additional reading support.</p> <p>Library -Eclipse system.</p> <p>Bug Club- continues to be implemented as part of the reading scheme in years 1-3 with years 4-7 using as appropriate. Teachers to make use of quizzes to analyse pupil progress in line with school targets. Encourage parental involvement with reading through information sessions and home links using the online elements of both programmes as appropriate. Accelerated Reader - implement across years 4-7. Emphasis on use of data to support reading development- again focus on school target of inference</p> <p>Nursery - GRTL - T1 Book Awareness and Book Chest (Parental Volunteer/Placements) Bedtime Story Session T2 The Big Bedtime Read Library / Parent Info session</p>	<p>Volunteers and CA's used to provide additional reading support.</p> <p>Library -Eclipse system.</p> <p>Bug Club- Accelerated reader [Development etc as appropriate]</p> <p>Nursery</p> <p>Further development - funding dependent</p>
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<p>T3 Story Sac borrowing T4 Lending Library</p> <p>3. Maths – Coordinator appointed October 2022</p> <p>School focus; 2023-24.. targets (1 pt) ;</p> <ul style="list-style-type: none"> • Number ACHIEVED • Reasoning ACHIEVED <p>Still recording sub levels but focusing more on the annual individual profiles.</p> <p>Teachers continue to use PTE/PTM scores and data to baseline planning.</p> <p>Moderation 2023-24 - Status currently not specified / Industrial Action</p>	<p>T3 Story Sac borrowing T4 Lending Library</p> <p>3. Maths – Coordinator appointed October 2022 (Temporarily under the Curriculum Coordinator)</p> <p>School focus; 2024-25.. targets (1 pt);</p> <ul style="list-style-type: none"> • Fluency in facts and procedures • Shape and Space - seeking a 1 point increase on 2024 results <p>NOT recording sub / levels but focusing more on the annual individual profiles.</p> <p>Teachers continue to use PTE/PTM scores and data to baseline planning.</p> <p>Moderation 2024-25 - Status currently not specified</p>	<p>3. Maths – Coordinator maintains role / assistant reviewed.</p> <p>Analysis of Progress in Maths Scores - May 2025 compared to regional results.</p> <p>Re-evaluate the process of looking at the sub level progression.</p> <p>Teachers continue to use PTM scores and data to baseline planning.</p> <p>Moderation 2025-6 - status still unclear</p>
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<p>Policy update in 2019-20 has taken place. Review 2023-4</p> <p>4. ICT. Coordinator appointed October 2022</p> <p>Voluntary moderation - to be confirmed / utilised as appropriate.</p> <p>ICT technical assistance purchased weekly.</p> <ul style="list-style-type: none"> ➤ Online safety work / lesson continues <p>Staff continue to integrate 'skills progression' chart into new planning format. <i>Staff had worked with the nerve Centre as a PRSD target over the course of the last year.</i></p> <ul style="list-style-type: none"> ➤ Pupils continue to work through the UICT tasks 	<p>Policy update in 2019-20 has taken place. Review 2023-4 was affected by Industrial Action</p> <p>4. ICT. Coordinator appointed October 2022</p> <p>Voluntary moderation - awaiting information / CCEA direction</p> <p>ICT technical assistance purchased weekly.</p> <ul style="list-style-type: none"> ➤ Online safety work / lesson continues <p>Staff continue to integrate 'skills progression' chart into new planning format.</p> <ul style="list-style-type: none"> ➤ Pupils work through the UICT tasks - awaiting information ➤ Shared Education restarting 	<p>Proposed separate action plan for specific targets 2025 - 2026</p> <p>4. ICT</p> <p>a) Any new developments for moderation scrutinised</p> <p>Support from C2K etc as appropriate</p> <p><i>ICT Scheme embedded and adjusted as necessary</i></p>
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<p>➤ Shared Education paused</p> <p>Watching brief on ICT sub levels - samples stored appropriately</p> <p><i>ICT Scheme reviewed 2021. Review - 2024</i></p> <ul style="list-style-type: none"> a) Teachers use ICT scheme and adjust their personal notes to reflect feedback from coordinator b) Nursery - Embed as appropriate c) Apps for use with topics as appropriate d) Additional books for iPads as appropriate <p>See separate action plan.</p> <p>5. Music</p>	<p>Jan '25</p> <p>Watching brief on ICT sub levels - paused as we wait for more information</p> <p><i>ICT Scheme reviewed 2021. Review - 2024-25</i></p> <ul style="list-style-type: none"> a) Teachers use ICT scheme and adjust their personal notes to reflect feedback from coordinator b) Nursery - Embed as appropriate c) Apps for use with topics as appropriate d) Additional books for iPads as appropriate <p>See separate action plan.</p> <p>5. Music</p>	<ul style="list-style-type: none"> a) ICT review as core area - ongoing b) Nursery - <ul style="list-style-type: none"> • Review of position based on staff appointments etc. Continue development with additional resources as necessary etc <p>5. Music</p>
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<p>Music scheme continues Brass tuition continues Piano tuition continues Woodwind tuition continues Orchestra / Choir performs in local venues</p> <p>6. Art – Coordinator – currently under remit of curriculum coordinator</p> <p>7. PE –</p> <p>Policy 2022</p> <p>Continue to develop links with local clubs/organisations to help support delivery of the PE curriculum - Queen's PEC, South Belfast Sport's Development Officer South Belfast Sport, Activ Communities</p> <p>Primary Movement - implementation in</p>	<p>Music scheme continues Brass tuition continues Piano tuition continues Woodwind tuition continues Orchestra / Choir performs in local venues</p> <p>6. Art – Coordinator – currently under remit of curriculum coordinator</p> <p>7. PE – New Coordinator 2024</p> <p>Policy 2022 Trial of new scheme – Core Kids</p> <p>Continue to develop links with local clubs/organisations to help support delivery of the PE curriculum - Queen's PEC, South Belfast Sport's Development Officer South Belfast Sport, Activ Communities</p> <p>Primary Movement - implementation in</p>	<p>Music scheme continues Brass tuition continues Piano tuition continues Wood Wind tuition continues Orchestra / Choir performs in local venues</p> <p>6. Art Scheme continues</p> <p>7. PE –</p> <p>Continue to develop links with local clubs/organisations</p> <p>Primary Movement - implementation in Nursery to P2 where possible.</p> <p>a)Continue links with local</p>
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<p>Nursery to P2 where possible.</p> <p>a)Continue links with local clubs/organisations to help support delivery of the PE curriculum</p> <p>b)Outdoor play - Additional resources as appropriate</p> <p>'Monkeynastics' programme continued.</p> <p>8. PDMU</p> <p>Continue work within health promotion. All foundation stage provided (small cost) with a healthy break</p> <p>a) Drugs education embedded</p> <p>b) Rights of the child - other initiatives ongoing</p> <p>c) Healthy breaks - continued through Extended Schools</p>	<p>Nursery to P2 where possible.</p> <p>a)Continue links with local clubs/organisations to help support delivery of the PE curriculum</p> <p>b)Outdoor play - Additional resources as appropriate</p> <p>'Monkeynastics' programme continued.</p> <p>8. PDMU – Coordinator 2022</p> <p>Continue work within health promotion. All foundation stage provided (small cost) with a healthy break</p> <p>a) Drugs education embedded</p> <p>b) Rights of the child - suspended</p> <p>c) Healthy breaks - continued through Extended Schools</p>	<p>clubs/organisations to help support delivery of the PE curriculum</p> <p>b)Outdoor play - Evaluate what additional resources would be beneficial and seek to resource these</p> <p>'Monkeynastics' programme continued.</p> <p>8. PDMU</p> <p>Continue work within health promotion. All foundation stage provided (small cost) with a healthy break</p> <p>a) Drugs education embedded</p> <p>b) Specific PDMU developmental issue - overview of PDMU in the curriculum / changes as result of audit</p>
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<p>Participate in Stay Cool in School Programme - 3 drinking fountains available for filling bottles</p> <p>Break time - fruit provided</p> <p>Continue to provide a dental health programme for some children - within funding constraints</p> <ul style="list-style-type: none"> - P4-5 Tooth brushing Challenge - Nursery intervention (daily tooth brushing) <p>Continued provision child friendly bins in playground.</p> <p>Morning Club continues -</p> <p>Develop general health in children</p>	<p>Participate in Stay Cool in School Programme - 3 drinking fountains available for filling bottles</p> <p>Break time - fruit provided</p> <p>Continue to provide a dental health programme for some children - within funding constraints</p> <ul style="list-style-type: none"> - P4-5 Tooth brushing Challenge - Nursery intervention (daily tooth brushing) <p>Continued provision child friendly bins in playground.</p> <p>Morning Club continues -</p> <p>Develop general health in children</p>	<p>c) Healthy breaks - evaluated</p> <p>Continue in Stay Cool in School Programme</p> <p>Break - fruit provided - funding dependant</p> <p>Continue to provide a dental health programme for some children - within funding constraints</p> <p>Continued provision child friendly bins in playground.</p> <p>Morning Club evaluated</p> <p>Develop general health in children</p>
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Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>1.Assessment for Learning</p> <p>Make any adjustments to the Assessment Policy as prove necessary</p> <p>Discuss the School Pupil profile with all staff - each pupil individually scrutinised from P2 and plan remediation</p> <p>Nursery: Use parts of <i>COMET</i> that are useful and applicable to our circumstances. Use <i>Seesaw</i> app.</p> <p>2.Thinking Skills Practice continues Watching brief by the curriculum coordinator - but not deemed necessary to have a specific co-ordinator. Individual subject Co-ord should monitor.</p> <p>3. Special Needs work within this area continues - staff trained as appropriate.</p>	<p>1.Assessment for Learning</p> <p>Make any adjustments to the Assessment Policy as prove necessary</p> <p>Discuss the School Pupil profile with all staff - each pupil individually scrutinised from P2 and propose remediation</p> <p>Nursery: Use parts of <i>COMET</i> that are useful and applicable to our circumstances. Use <i>Seesaw</i> app.</p> <p>2.Thinking Skills Practice continues Watching brief by the curriculum coordinator - but not deemed necessary to have a specific co-ordinator. Individual subject Co-ord should monitor.</p> <p>3. Special Needs work within this area continues - staff trained as appropriate.</p>	<p>1.Assessment for Learning</p> <p>Embed and adjust the Assessment Policy as necessary in light of further initiatives</p> <p>Nursery: Comet development as appropriate</p> <p>2.Thinking Skills Embed practice - update policy if deemed necessary (unlikely).</p> <p>3. Special Needs work within this area continues - staff trained as appropriate</p>

<p>4.English as an Additional Language School staff continue to integrate and embed the Electronic CEFR.</p> <p>Miss Clegg is currently working continues 5 days per week within EAL Support.</p> <p>Currently no IISC in operation but Governors continue to monitor this on an annual basis</p> <p>- Continuation of the policy re. volunteers</p> <p>5. Nursery</p> <p>Continue to embed current practice with existing staff</p> <p>Upskill as appropriate</p> <ul style="list-style-type: none"> Continued - Create areas for children to explore natural resources - indoors and outdoors <p>(funding dependant)</p>	<p>4.English as an Additional Language School staff continue to integrate and embed the Electronic CEFR.</p> <p>Miss Clegg is currently working continues 2.5 days per week within EAL Support.</p> <p>Currently no IISC in operation but Governors continue to monitor this on an annual basis</p> <p>- Continuation of the policy re. volunteers</p> <p>5. Nursery</p> <p>Continue to embed current practice with existing staff. (New assistant)</p> <p>Upskill as appropriate</p> <ul style="list-style-type: none"> Continued - Create areas for children to explore natural resources - indoors and outdoors <p>(funding dependant)</p>	<p>4.English as an Additional Language Anticipated CEFR will continue - but possibly in a different format</p> <p>Decisions required after review of intake / previous year with regard to operation of IISC or a class of this nature and frequency / duration</p> <p>- Continuation of the policy re. volunteers</p> <p>5. Nursery</p> <p>Review the effectiveness of the information booklet and amend as necessary.</p> <p>Build on previous targets and embed - adjust training programme based on current staff needs</p>
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<p>Continue to build strong links between foundation stage and nursery.</p> <p>a) Develop (as necessary) Activ-Panels / "I usage" / other resources and their usage - New teacher and assistant</p> <p>b) Monitor accommodation arrangements</p> <ul style="list-style-type: none"> • Review Nursery planners in line with any advice from CCEA <p>6.Assessment</p> <p>a) Standardised testing continues - see particular section on assessment policies in Introduction</p> <p>b) Remediation based on GL testing continues - all teachers involved.</p> <p>c) Continue reporting arrangements -</p>	<p>Continue to build strong links between foundation stage and nursery.</p> <p>a) Develop (as necessary) Activ-Panels / "I usage" / other resources and their usage - New assistant</p> <p>b) Monitor accommodation arrangements</p> <ul style="list-style-type: none"> • Review Nursery planners in line with any advice from CCEA <p>6.Assessment</p> <p>a) Standardised testing continues - see particular section on assessment policies in Introduction</p> <p>b) Remediation based on GL testing continues - all teachers involved.</p> <p>c) SUSPEND reporting arrangements</p>	<p>Continue to build strong links between foundation stage and nursery.</p> <p>Develop as appropriate Activ Panels and i usage</p> <p>Review accommodation arrangements as necessary</p> <ul style="list-style-type: none"> • Review Nursery planners in line with any advice from CCEA <p>6.Assessment</p> <p>a) General review of standardised testing - GL results</p> <p>b) Remediation based on GL testing reviewed</p>
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<p>term 1 reporting based on teacher assessment of pupil ability - including forecasting an end of year level. Updated now to include a level for ICT.</p> <p>d) Agreement trialling continues. Sub level advances monitored by teacher</p> <ul style="list-style-type: none"> • 1 piece of Literacy work standardised at a staff meeting each year (P1-7) • 1 piece of Numeracy work per pupil (P1-7) • 1 piece of ICT per pupil (P2-7) • As a 'rule of thumb' 90% pupils (P1-7 Non Roma) expected to make at least 1 sub level of progress with a significant minority of class making at least 2 sub-levels. Intake dependent! All individuals reviewed using SIMS <p>e) Additional teaching (limited) provided for staff members to use as they wish - which could well include Numeracy Support</p>	<p>- term 1 reporting based on teacher assessment of pupil ability - including forecasting an end of year level. AWAITING GUIDANCE.</p> <p>d) Agreement trialling SUSPENDED - but we will look at how we are assessing and progressing in the 3 areas (Jan/Feb 2025).</p> <p><i>Possible trial of new initiatives</i></p> <p>e) Additional teaching (very limited) provided for staff members to use as they wish - which could well include Numeracy Support</p>	<p>c) Review reporting arrangements as necessary</p> <p>d) Agreement trialling - Awaiting 'levelling' information / process</p> <p>Future plans made re. remedial strategies based on funding / success of 2024-25 initiatives</p>
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<ul style="list-style-type: none"> • Additional Literacy Support continues in afternoon sessions <p>See Afternoon timetable for additional grouping receiving support from teachers in 2-3pm slot etc.</p> <p>Appropriate end of year and end of Key Stage targets to be set Oct '23 based on individual pupil information. Scrutinised June 2024</p> <ul style="list-style-type: none"> • All pupils individually tracked. <p>8. AWARDS etc</p> <p>International Schools Award - 2021 Reaccredited to 2024</p>	<p>See Afternoon timetable for additional grouping receiving support from teachers in 2-3pm slot etc.</p> <p>SUSPENDED end of year and end of Key Stage targets to be set Oct '24 based on individual pupil information. Scrutinised June 2025 - <i>but currently results not predicted.</i></p> <ul style="list-style-type: none"> • All pupils individually tracked. <p>8. AWARDS etc</p> <p>International Schools Award - 2021 Reaccredited to 2024. Looking at possible renewal 2025 etc.</p>	<p>TO BE EVALUATED - Appropriate end of year and end of Key Stage targets to be set (Oct '25) based on individual pupil information.</p> <ul style="list-style-type: none"> • All pupils individually tracked <p>8. AWARDS etc</p> <ul style="list-style-type: none"> • Continued work to ensure we maintain initiatives to sustain future International School awards.
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<ul style="list-style-type: none"> • Possible International programmes - looking for opportunities • ECO Schools - Ongoing work continues • Digital Schools Award in place <p>School of Sanctuary awarded</p>	<ul style="list-style-type: none"> • Possible International programmes - looking for opportunities • ECO Schools - Ongoing work continues • Digital Schools Award in place • School of Sanctuary awarded 	<ul style="list-style-type: none"> • Possible International programmes • ECO Schools - fulfil all necessary criteria to sustain and develop this award.
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Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>Continue development of pastoral care issues/policies/personal development programme.</p> <ol style="list-style-type: none"> 1. Drugs Education scheme continues. 2. PDMU programme <ul style="list-style-type: none"> • Continue to implement PDMU materials • Wellbeing champions in place 3. School Council in operation 4. Child Protection - Staff training as appropriate 5. Continue to develop/extend links with parents <ul style="list-style-type: none"> • Extended Schools ventures where possible 	<p>Continue development of pastoral care issues/policies/personal development programme.</p> <ol style="list-style-type: none"> 1. Drugs Education scheme continues. 2. PDMU programme <ul style="list-style-type: none"> • Continue to implement PDMU materials • Wellbeing champions in place 3. School Council in operation 4. Child Protection - Staff training as appropriate 5. Continue to develop/extend links with parents <ul style="list-style-type: none"> • Extended Schools ventures where possible 	<p>Continue development of pastoral care issues/policies/personal development programme.</p> <ol style="list-style-type: none"> 1. Drugs Education scheme continues 2. PDMU programme <ol style="list-style-type: none"> a) Continue to implement PDMU materials b) Further develop the PDMU Scheme 3. School Council continues 4. Child Protection - Staff training as appropriate 5. Continue to develop/extend links with parents <ul style="list-style-type: none"> • Evaluate success of parent initiatives - and ascertain levels of additional funding

<ul style="list-style-type: none"> • Volunteers to help on trips (AccessNI vetted) / GRtL initiative in Nursery • Resources in the curriculum that will assist parents of EAL and SEN pupils - additional resources purchased as necessary <p>6. Continue to develop links with wider community and other schools.</p> <ol style="list-style-type: none"> a) Post primary schools b) Pre school providers c) Business in the community local Spar Shop / Alexanders d) Continue to develop links with Queen's University e) Ormeau Library f) AIB (old First Trust Bank) g) Physical Education Centre h) Stranmillis College i) Charity - McMillan Cancer j) Nerve Centre / N I Screen 	<ul style="list-style-type: none"> • Volunteers to help on trips (AccessNI vetted) / GRtL initiative in Nursery • Resources in the curriculum that will assist parents of EAL and SEN pupils - additional resources purchased as necessary <p>6. Continue to develop links with wider community and other schools.</p> <ol style="list-style-type: none"> a) Post primary schools b) Pre school providers c) Business in the community local Spar Shop / Alexanders d) Continue to develop links with Queen's University e) Ormeau Library f) AIB (old First Trust Bank) g) Physical Education Centre h) Stranmillis College i) Charity - NSPCC j) Nerve Centre / N I Screen 	<ul style="list-style-type: none"> • Volunteers to help on trips (AccessNI vetted) • Resources in the curriculum that will assist parents of EAL and SEN pupils - additional resources purchased as necessary <p>6. Continue to develop links with wider community and other schools.</p>
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<ul style="list-style-type: none"> k) SOLAS l) Churches - particularly transferor m) Topic related enactments n) PSNI o) Fire Service p) Forward South q) Party Animals (NI) r) Storytellers (various) s) Parents (various - with expertise in a particular area) t) Ulster Museum u) Botanic Park v) Mother's / Father's Day events / activities w) Stay to play sessions with Nursery x) Teddy Bear Hospital y) City Council (Elf etc) z) Donegal Pass aa)Federation of City Farms bb)Teddy Bear Hospital cc) Mount Stewart dd)People who help us - lawyer / climber / nurse / farmer ee)Ulster Orchestra ff) Opera House gg)Lyric Theatre hh)Conservation Volunteers ii) Fitness Freddie 	<ul style="list-style-type: none"> k) SOLAS l) Churches - particularly transferor m) Topic related enactments n) PSNI o) Fire Service p) Forward South q) Party Animals (NI) r) Storytellers (various) s) Parents (various - with expertise in a particular area) t) Ulster Museum u) Botanic Park v) Mother's / Father's Day events / activities w) Stay to play sessions with Nursery x) Teddy Bear Hospital y) City Council (Elf etc) z) Donegal Pass aa)Federation of City Farms bb)Teddy Bear Hospital cc) Mount Stewart dd)People who help us - lawyer / climber / nurse / farmer ee)Ulster Orchestra ff) Opera House gg)Lyric Theatre hh)Conservation Volunteers ii) Fitness Freddie 	
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<p>jj) W5 Stem Ambassadors kk) Healty Kids ll) Miniversity mm) Phoenix Basketball nn) Glo Club oo) Chinese Welfare Association pp) Foodbank qq) Belfast City Play Centre</p> <p><u>Shared Education</u> Celebrating success with our SE partners - Holy Rosary Primary School. Evaluating any subsequent initiatives</p> <p>7. Continue to distribute information for new parents/children to school</p> <ul style="list-style-type: none"> • Continue pen drive of digital documentation and develop as appropriate • Website WITH a translation facility continues to be used • Staff use the 'class pages,' within the website in lieu of school magazine (plus social media) 	<p>jj) W5 Stem Ambassadors kk) Healty Kids ll) Miniversity mm) Phoenix Basketball nn) Glo Club oo) Chinese Welfare Association pp) Foodbank qq) Belfast City Play Centre</p> <p><u>Shared Education</u> Looking at subsequent initiatives to original Shared Ed funding. Retarting Jan '25 with P6 and P7</p> <p>7. Continue to distribute information for new parents/children to school</p> <ul style="list-style-type: none"> • Continue pen drive of digital documentation and develop as appropriate • Website WITH a translation facility continues to be used • Staff use the 'class pages,' within the website in lieu of school magazine (plus social media) 	<p><u>Shared Education</u> SE partners - Holy Rosary Primary School. Evaluating any subsequent initiatives</p> <p>7. Continue to distribute information for new parents/children to school</p> <ul style="list-style-type: none"> • Evaluate success of pen drive / digital idea and develop as appropriate • Embed / further develop the website as necessary • School magazine / website approach evaluated
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<ul style="list-style-type: none"> • PUBLICITY / EAL / ICT Digital Leaders continue / refreshed as necessary - coordinate the announcement facility that also features celebration of school events / achievements <p>8. Pastoral care policy reviewed redistributed on even years - much online now</p> <ul style="list-style-type: none"> • Continue break time lining up incentive - associated with additional opportunity to play on Equipment. Ascertain if additional incentives needed / are appropriate • Continue to praise positive behaviour in assembly through weekly certificates. • Prefect system re-established • 'Munce Medal' termly celebrations now firmly embedded in school culture and an incentive. <p>Annual review of all positive discipline procedures.</p>	<ul style="list-style-type: none"> • PUBLICITY / EAL / ICT Digital Leaders continue / refreshed as necessary - coordinate the announcement facility that also features celebration of school events / achievements <p>8. Pastoral care policy reviewed redistributed on even years - much online now</p> <ul style="list-style-type: none"> • Continue break time lining up incentive - associated with additional opportunity to play on Equipment. Ascertain if additional incentives needed / are appropriate • Continue to praise positive behaviour in assembly through weekly certificates. • Well Being Champion system established • 'Munce Medal' termly celebrations now firmly embedded in school culture and an incentive. <p>Annual review of all positive discipline procedures.</p>	<ul style="list-style-type: none"> • PUBLICITY / EAL / ICT Evaluate success of this venture and purchase new equipment / review existing equipment based on success of previous year (or not!) <p>8. Review pastoral care and all associated policies - update and develop as necessary.</p> <ul style="list-style-type: none"> • Review and implement break time lining up incentive (s). • Continue to praise positive behaviour in assembly through weekly certificates. • Continue Well Being Champion system • 'Munce Medal' termly celebrations continue <p>Annual review of all positive discipline procedures.</p>
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<p>Seek support as necessary from EA after consultation with SENCO</p> <p>9. Attendance/Punctuality - EWS systems under review with new personnel</p> <ul style="list-style-type: none"> Continue to work a dual system of reporting attendance to BoG with attendance of Roma pupils worked out separately to other pupils - continued close liaison with EWO - where possible <p>Initiatives taken twice annually where attendance over 95% is celebrated and recognised.</p> <p>10. Evenings / Events</p> <ul style="list-style-type: none"> Nativity / P1-3 Play Nursery Christmas Event Carol Service Nursery Enchanted Evening Sounds of Summer [Music] Nursery End of Year Event P7 Graduation <p>11. Revise the information for teachers as appropriate. Print and distribute as necessary.</p>	<p>Seek support as necessary from EA after consultation with SENCO</p> <p>9. Attendance/Punctuality - EWS systems under review with new personnel</p> <ul style="list-style-type: none"> Continue to work a dual system of reporting attendance to BoG with attendance of Roma pupils worked out separately to other pupils - continued close liaison with EWO - where possible <p>Initiatives taken twice annually where attendance over 95% is celebrated and recognised.</p> <p>10. Evenings / Events</p> <ul style="list-style-type: none"> Nativity / P1-3 Play Nursery Christmas Event Carol Service Sounds of Summer [Music] Nursery End of Year Event P7 Graduation <p>11. Revise the information for teachers as appropriate. Print and distribute as necessary.</p>	<p>Seek support as necessary from ELB / ESA after consultation with SENCO</p> <p>9. Attendance/Punctuality - Decisions re this area will be made as a result of a review of procedures 2023/24 and their effectiveness</p> <p>10. Evenings / Events</p> <ul style="list-style-type: none"> School Show - as approp Nativity / P1-3 Play Nursery Christmas Event Carol Service Sounds of Summer [Music] Nursery End of Year Event P7 Graduation <p>11. Revise the information for teachers as appropriate. Print and distribute as necessary.</p>
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Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>1.Co-ordinator/teacher training as appropriate - linked to school development plan/revised curriculum/professional and personal development needs of individual.</p> <p>a) See individual action plans - where available -Literacy, Numeracy and ICT.</p> <p>PRSD target directly linked to 2023-4 Literacy and Numeracy targets alongside a personal objective.</p> <p>b) Staff Development Days -</p> <p>Aug '23rd Personal PRSD Dev / EA Aug 24th Literacy, Pupil profiles Aug 25th ESIF, Profiles + ICT Aug 29th Maths, SEN, Play Aug 30th CP, PASS, Pupil profiles</p> <p>School Development Days 26th Oct ICT, SEN 27th Oct Literacy 25th Mar ICT / Maths</p>	<p>1.Co-ordinator/teacher training as appropriate - linked to school development plan/revised curriculum/professional and personal development needs of individual.</p> <p>a) See individual action plans - Literacy, Numeracy and ICT.</p> <p>PRSD target directly linked to 2024-5 Literacy and Numeracy targets alongside a personal objective.</p> <p>b) Staff Development Days -</p> <p>Aug '22nd Personal PRSD Dev / EA Aug 23rd ICT, PASS, Pupil profiles Aug 27th South Belfast Collaborative Aug 28th Literacy, ESIF, Pupil Profiles Aug 29th CP, Numeracy, Pupil profiles</p> <p>School Development Days 25th Oct SEN / Bid 3rd Jan Numeracy / ICT 14th Apr Literacy / Numeracy / IEP</p>	<p>1.Co-ordinator/teacher training as appropriate - linked to school development plan/revised curriculum/professional and personal development needs of individual.</p> <p>a) See individual action plans -which will be drafted at the end of term 3 (2023-24) after evaluation of that years plans/data produced has been undertaken.</p> <p>b) See use of Staff and School Development Days - which will be formulated in term 3 2024-25 after evaluation of both general school development and the professional development days undertaken + any direction provided through CCEA</p>

<p>26th Mar. Literacy, SEN, Behaviour 25th May Review Lit/ Num / ICT / results</p> <p>c) Engage with EA - Belfast re. any potential staff training</p> <ul style="list-style-type: none"> • Nursery - Teacher / assistant - Evaluating progress to date with regard to Cross Curricular Skills. This will take into account any further direction from CCEA. • Literacy / Numeracy / ICT coordinators continue to compile appropriate portfolios / folder • To collectively level pieces of work per year [1 each level] in Literacy / Numeracy / ICT. • Moderation requests from CCEA serviced - if appropriate - dependant on Industrial Action etc 	<p>15th Apr Literacy, ICT / Bid 25th May Review Lit/ Num / ICT / results</p> <p>c) Engage with EA - Belfast re. any potential staff training</p> <ul style="list-style-type: none"> • Nursery - Teacher / assistant - Evaluating progress to date with regard to Cross Curricular Skills. This will take into account any further direction from CCEA. • Literacy / Numeracy / ICT coordinators seek to compile appropriate portfolios / folder • SUSPENDED To collectively level pieces of work per year [1 each level] in Literacy / Numeracy / ICT. • SUSPENDED Moderation requests from CCEA serviced - if appropriate - dependant on Industrial Action etc 	<p>c) Engage with EA - Belfast re. staff training</p> <ul style="list-style-type: none"> • Evaluating progress to date with regard to Cross Curricular Skills... • Moderation requests from CCEA serviced - if appropriate - dependant on Industrial Action etc / further direction
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<p>2.Continue PRSD cycle</p> <p>* BT/EPD training BT training - SW EPD 1 - CM EPD 2 - RI, RD</p> <p>3. Self Evaluation- Work within this area continues using ESIF file and subsequent analysis</p> <ul style="list-style-type: none"> - Learning and Teaching - Pastoral <p>4. Non-teaching staff Child Protection training + other training as appropriate.</p> <p>5.First Aid Training Refresher training with EA provider - as appropriate</p>	<p>2.Continue PRSD cycle</p> <p>* BT/EPD training BT training - EPD 1 - SW EPD 2 - CM</p> <p>3. Self Evaluation- Work within this area continues using ESIF file and subsequent analysis</p> <ul style="list-style-type: none"> - Management - Leadership <p>4. Non-teaching staff Child Protection training + other training as appropriate. SBPPG - - Teacher / CA Programmes</p> <p>5.First Aid Training Refresher training with EA provider - as appropriate</p>	<p>2. Continue PRSD cycle</p> <p>* BT/EPD training Training as appropriate based on current staffing</p> <p>3. Self Evaluation- Work within this area continues using ESIF file</p> <ul style="list-style-type: none"> - Staff Development - Curriculum Development <p>4. Non-teaching staff Child Protection training + other training as appropriate.</p> <p>5.First Aid Training Necessary Training / Refresher training as necessary</p>
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School Development Plan

Accommodation/Maintenance

Overview of Priorities and Timescale

Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>1. Continue painting within school - 3 classrooms per year - P4, 5 and 7 (carried) DE School Enhancement Programme **paused at present School Railings - EANI requested painting</p> <p>2. Replace curtains P3 carried - but any necessary replacements considered DE School Enhancement Programme **paused at present</p> <p>3. Messaging / celebration board continues with any improvements discussed and managed by Digital leaders</p> <p style="text-align: center;">A. V.</p> <p>Purchase any microphones as deemed necessary</p> <p>4. Review and evaluate the most effective use of rooms within the school.</p>	<p>1. Continue painting within school - 3 classrooms per year - P4, 5 and 7 (carried) DE School Enhancement Programme **paused as we await information School Railings - EANI requested painting - school initiative if no movement after 15+ years</p> <p>2. Replace curtains P3 carried - but any necessary replacements considered DE School Enhancement Programme **paused as we await information</p> <p>3. Messaging / celebration board continues with any improvements discussed and managed by Digital leaders</p> <p style="text-align: center;">A. V.</p> <p>Purchase any equipment as deemed necessary</p> <p>4. Review and evaluate the most effective use of rooms within the school.</p>	<p>1. Continue painting within school - 3 classrooms per year - or review according to DE School Enhancement Programme</p> <p>2. Curtains as necessary</p> <p>3. Improvements made to new electronic board as appropriate.</p> <p>Evaluate visual and sound system within the Assembly Hall and update / improve as necessary</p> <p>4. Review and evaluate the most effective use of rooms within the school. Further cupboards / storage areas as</p>

<p>DE School Enhancement Programme **paused at present</p> <p>Quadrangle - ongoing.</p> <ul style="list-style-type: none"> • top part on-going plans but funding dependant <p>DE School Enhancement Programme Conservation Vol - plant beds created</p> <p>Wildlife area sectioned off. [DE Major Works list] Picnic benches painted etc.</p> <p>DE School Enhancement Programme **paused at present</p> <p>Current PSNI advice - stop removal of grids from windows. Kept under review</p> <p>DE School Enhancement Programme **paused at present</p> <p>Additional resources - Structured Play room - as funding permits.</p> <p>5. Outdoor play storage</p>	<p>DE School Enhancement Programme **various classrooms moved in the interim to ensure collegiality.</p> <p>Quadrangle - ongoing.</p> <ul style="list-style-type: none"> • top part on-going plans but funding dependant <p>DE School Enhancement Programme plant beds maintained</p> <p>Wildlife area sectioned off. [DE Major Works list] Picnic benches painted etc.</p> <p>DE School Enhancement Programme **paused at present</p> <p>Windows - grid removal. Kept under review</p> <p>DE School Enhancement Programme **paused at present</p> <p>Additional resources - Structured Play room - as funding permits.</p> <p>5. Outdoor play storage</p>	<p>necessary.</p> <p>Develop as practicable the garden area of the Nursery</p> <p>Review the possibility of removing additional grids from two more classrooms dependant on security / vandalism implications.</p> <p>Continue to purchase additional resources to complement themes teaching/play</p> <p>5. Evaluate provision for outdoor play and supplement as necessary. Seek grants for additional equipment - in</p>
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<p>DE School Enhancement Programme **paused at present</p> <p>6. Re-evaluate and revise all storage areas within the school, de-cluttering etc.</p> <p>Continue to clear 'under the stage' as time and space permit</p> <p>7. Library area DE School Enhancement Programme **paused at present</p> <p>8. Other resources as necessary due to breakage etc.</p> <p>9. Look at P office and refresh as appropriate - was carried DE School Enhancement Programme **paused at present</p> <p>10. Staff toilets DE School Enhancement Programme **paused at present</p> <p>Pupil Toilets DE School Enhancement Programme **paused at present</p>	<p>DE School Enhancement Programme **paused at present</p> <p>6. Re-evaluate and revise all storage areas within the school, de-cluttering etc.</p> <p>Continue to clear 'under the stage' as time and space permit</p> <p>7. Library area DE School Enhancement Programme **paused at present</p> <p>8. Other resources as necessary due to breakage etc.</p> <p>9. Look at P office and refresh as appropriate - was carried DE School Enhancement Programme **paused at present</p> <p>10. Staff toilets DE School Enhancement Programme **paused at present</p> <p>Pupil Toilets DE School Enhancement Programme **paused at present</p>	<p>conjunction with PTA.</p> <p>6. Re-evaluate and revise all storage areas within the school, de-cluttering etc.</p> <p>Continue to clear 'under the stage' as time and space permit</p> <p>7. Purchase new furniture as necessary</p> <p>8. Other resources as necessary due to breakage etc.</p> <p>9. Look at SENCO office / room and refresh as appropriate DE School Enhancement Programme</p> <p>10. Review toilet facilities</p>
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Year 1 - 2023/24	Year 2 - 2024/25	Year 3 - 2025/26
<p>1. Existing staffing levels maintained except for VP release through Engage.</p> <p>Additional teacher 3-4 days per week to provide coordinator cover and KS2 assistance</p> <ul style="list-style-type: none"> • 2 general assistant (various hours) now in position with some additional hours • 9 SEN assistants (various hours - some in addition to SEN contract) • Nursery, P1 and P2 assistants remain • SENCO released 5 days per week - covering teacher absence as 	<p>1. Existing staffing levels maintained - VP release - 1 day</p> <p>Additional teacher 2 days per week to provide curriculum cover and KS2 assistance</p> <ul style="list-style-type: none"> • 2 general assistant (various hours) now in position with some additional hours • 10 SEN assistants (various hours - some in addition to SEN contract) • Nursery, P1 and P2 assistants remain • SENCO released 5 days per week - covering teacher absence as necessary 	<p>1. Existing staffing levels maintained or potentially increased / supplemented by additional assistance based on 2024-25 - BUDGET DEPENDENT - based on numbers at census and subsequent AWPU</p> <p>SENCO release as appropriate</p>

<p>necessary</p> <p>2. Independent WiFi maintained – not filtered effectively so only used by teachers. Pupils use enhanced C2K WiFi provision. Additional Ipads purchased as appropriate</p> <p>3. Special needs resources as appropriate – human/physical</p> <ul style="list-style-type: none"> • Classroom assistance – as above • Learning Support Assistance – as above <p>4. EAL Resourcing</p> <ul style="list-style-type: none"> • Miss Clegg here 5 days a week • IISC suspended – but kept under review. • Volunteers utilised as appropriate <p>5 Staff Appointments as necessary.</p>	<p>2. Independent WiFi maintained – not filtered effectively so only used by teachers. Pupils use enhanced C2K WiFi provision. Additional Ipads purchased as appropriate</p> <p>3. Special needs resources as appropriate – human/physical</p> <ul style="list-style-type: none"> • Classroom assistance – as above • Learning Support Assistance – as above <p>4. EAL Resourcing</p> <ul style="list-style-type: none"> • Miss Clegg here 2.5 days a week • IISC suspended – but kept under review. • Volunteers utilised as appropriate <p>5 Staff Appointments as necessary.</p>	<p>ICT resources re-evaluated in light of new technologies / identified requirements.</p> <p>3. Special needs resources as appropriate – human/physical</p> <ul style="list-style-type: none"> • Funding for additional assistance – budget dependant, but based on the models in place 2022-23 and enhanced where possible <p>4. EAL Resourcing – Will be revised each year – taking into consideration current levels of available funding.</p> <p>5. Staff Appointments as necessary</p>
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<p>6 Other appointments as necessary</p> <p>7 New furniture / Refurbishment DE School Enhancement Programme **paused at present</p> <p>8 Extended schools - see specific action plans for specific finance/ budget/human resources - for those funded through the Extended Schools scheme from DENI</p> <ul style="list-style-type: none"> ○ Phoenix Basketball ○ M R Sports ○ Healthy break ○ Music partnership - Ulster Orchestra ○ Chess ○ Spanish ○ Raising Achievement ○ Lego ○ Counselling 	<p>6 Other appointments as necessary</p> <p>7 New furniture / Refurbishment DE School Enhancement Programme **paused at present</p> <p>8 Extended schools - see specific action plans for specific finance/ budget/human resources - for those funded through the Extended Schools scheme from DENI</p> <ul style="list-style-type: none"> ○ Phoenix Basketball ○ M R Sports ○ Healthy break ○ Music partnership - Ulster Orchestra ○ Board Games ○ Cheer Leading ○ Book Club ○ Lego ○ Counselling 	<p>6. Other appointments as necessary</p> <p>7. New furniture / Refurbishment etc as noted in other A. P. areas</p> <p>8. Extended schools - see specific action plans for specific finance/ budget/human resources</p> <p>Funding for this is awarded on an annual basis so it is not practical to predict what will be available.</p> <p><i>An end or decrease in ES funding, will have a significant impact, although not necessarily an end to our extensive extra-curricular provision)</i></p>
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ACTION PLAN

School Name Botanic Primary School

Year 2024-25 Initial Plan

Issue Literacy

Specific Objective(s)/Target

What are we aiming to achieve and by when?

- To collect levelled samples
- Use Renfrew vocabulary scale as part of Year 1 profiling
- To collect information on spelling and reading groups last week in September
- To create interest in reading through 2 Book Fairs
- **To develop Reading Comprehension (Narrative) -2.5 PTE May 24. Aim at 1.0 point improvement**
- **To develop Simple Inference -7 PTE May 24. Aim at a 1 point improvement**
- To make use of the Jane Considine method for reading and writing across year groups developing teacher confidence in using this method - using team teaching strategies and individual support as necessary.
- Continue to use new spelling scheme and resources to improve spelling results. Introduced to P7 this year.
- Monitor use of word books and word walls - including shades of language to increase understanding of vocabulary across school. Teachers to develop pupil independence in identifying unfamiliar words and seeking the meaning.
- Develop library usage and links to local library through story telling sessions within school (N- P1) Encourage reading for pleasure in pupils.
- Continue use of reading partners
- **To develop handwriting.** Parent's information on developing handwriting shared through class web pages Multisensory teaching of handwriting used within Years 1-3 monitored through observation and teacher notes. Year 7 using pen for handwriting - monitored through book scoops 1 per term. Staff development on the teaching of handwriting and termly monitoring.
- Literacy scheme to be reviewed and amended as necessary- beginning with writing scheme once coordinator returns
- To continue to raise standards in Literacy across Key Stages- through staff meetings, Coordinator support and collect evidence through data and observations
- Teachers planning notes to show evidence of evaluations and data
- Standardisation meeting to be discussed
- **Content of planning notes to be more specific; making use of headings included in new template**
- Accelerated Reader and Bug Club to be fully embedded in years 1-7 with data being used to identify areas of weakness
- To monitor reading progress through termly liaison with staff
- Frequency words to be sent home January for Year 1 pupils
- Year 2 to work on frequency words from September and complete word challenges from January
- YARC to be used to assess children in years 2&3

	<ul style="list-style-type: none"> • Data to inform teacher planning and subsequent intervention • Continue to use strategies from SEN CPD • Book Fair to be held October 2024 and World Book Day celebrated to encourage children to read - Book sale • Links made with Ormeau Road library through class visits
<p>Baseline reference point:</p> <p><i>How well are we doing at the moment?</i></p>	<ul style="list-style-type: none"> • Coordinator appointed 2013 on maternity leave; assistant coordinator Jan '24-Jan '25 • Writing scheme in place 2010; Reading scheme in place 2012- • Policy in place 2015 and reviewed 2018, 2021 • We have had 3 years exploring Jane Considine planning • Jane Considine resources have been purchased through extended schools • Hooked on Books training was delivered by coordinator 22/23 • Jane Considine Spelling resources were purchased 2021 New staff have benefited from additional CPD time to familiarise themselves with the Jane Considine methods being used in school • Spelling scheme purchased June 2023 and used by P1-P6 in 23/24 • Most staff say they are not trained for Considine Sept 24
<p>Success Criteria</p> <p><i>How will we know if we have succeeded?</i></p> <p><i>Include timescale where appropriate.</i></p>	<p>Notes evaluated on 5 occasions</p> <p>Reports provided to Curriculum Coordinator</p> <p>Sustained level of use of school library and increased links with Ormeau Library.</p> <p>Good turnout at book fairs</p> <p>Staff development through in-house training</p> <p>Improvement in comprehension and reading activities through development of authorial techniques , improved scores on AR quizzes and class work</p> <p>Improvement in handwriting presentation across school, letter formation and joins in years 4-7</p>
Led by:	Assistant Coordinator reporting to Vice Principal

MONITORING (<i>How are we going to monitor the implementation of the programme?</i>)	
Evidence collected by:	Coordinator
By means of: (<i>How and when</i>)	Analysis of : <ul style="list-style-type: none"> • Classroom displays and photographs • A representative sample of children’s handwriting books and work • Teachers’ planners • Book Scoops • Coordinator observations/team teach sessions
Analysed by:	<ul style="list-style-type: none"> • Minutes of scheduled meetings •
Reported to:	SMT
RESOURCES (COSTS) <i>Human/material/time</i>	Principal and Board of Governors Any necessary resources for development related to this Action plan - including any necessary substitute teacher days. Wish List of additional resources submitted to SMT - if additional money is available
SUPPORT (<i>Including INSET - indicate whether school based or centre based</i>)	
EVALUATION <i>At the end of the implementation period of the action plan how will you decide how successful you have been?</i> <i>What success have you had and why?</i> <i>What has gone less well and why?</i>	Completed in June. Noted – then formulated into brief report for Curriculum Coord.
FUTURE DEVELOPMENTS <i>Do you need to do anything differently in order to bring about the improvements you were looking for?</i>	

Actions (What are we going to do in order to achieve our objectives and the targets stated within our success criteria?)

Term 1

1. **Notes evaluated** and report made to Curriculum Coordinator 20th September & 15th November
2. Book Fair to be held
3. Renfrew vocabulary test to be used as P1 baseline completed by end January:
4. Year 2 to start sending HFW home
5. Staff meetings held - 30/9/25 ; Twilight 6-11-24

Term 2

1. **Notes evaluated** and report made to Curriculum Coordinator - 24th January & 7th March 2025
2. Looking for evidence of planning for target areas of simple inference and narrative comprehension genres and handwriting as whole school target and specific targets in each year group in line with data.
3. Staff meetings - 20-1-25 (Literacy Assessment) ; Twilight 3-1-25
4. Reading Assessment to be given to Literacy Coordinator- data from Bug Club or Accelerated Reader
5. Liaise with staff in relation to reading progression

Term 3

1. **Notes evaluated** and report made to Curriculum Coordinator - 9th May 2025
2. **Standardised Testing (PTE) Week May 2025**
3. Renfrew retesting Year 1
4. **NFER GL tests - evaluated and trends ascertained once all completed**

Action Plan reviewed by June 2025 and recommendations made re August Baker days and Professional Development days throughout the following year.

5. **Draft Action Plan** to SLT



ACTION PLAN

School Name _____ Botanic Primary School

Year _____ 2024-2025

Issue _____ ICT

ISSUE: ICT

No: 1 of: 1

<p>Specific Objective(s)/Target</p> <p><i>What are we aiming to achieve and by when?</i></p>	<ul style="list-style-type: none"> • Embed new planner • Cross curricular focus – one planner highlighting ICT use across the curriculum • Begin to write a new ICT scheme, specifically setting out what skills each year are working towards
<p>Areas for continued development:</p>	<ul style="list-style-type: none"> • Embedding the 5's throughout each year group • Ensuring a variety of ICT experiences for all pupils • Use of Seesaw for online learning • Use of Seesaw for communicate with parents • Continued staff development • Review of E-safety and cyber bullying policy • Up to date Website • Social Media presence • Promote Safer Schools app
<p>Baseline reference point:</p> <p><i>How well are we doing at the moment?</i></p>	<ul style="list-style-type: none"> • All policies reviewed in line with the school development plan • Seesaw Ambassador- EM • Apple Teachers- EM • All Staff have own iPad and Surface Pro • 7x's class sets of iPads with additional distributed to SEN and EAL classes • New MDM system managing all pupil iPads • Fully equipped ICT suite with child friendly hardware • New AP fitted to all classroom and staff trained
<p>Success Criteria</p> <p><i>How will we know if we have succeeded?</i></p> <p><i>Include timescale where appropriate.</i></p>	<ul style="list-style-type: none"> • Notes evaluated on 5 occasions and reports provided to Curriculum Coordinator. • Submission of 3 pieces of levelled work per pupil * Union Action* • Records of individual progress throughout the year saved on the system and displayed in ICT Suite and in class displays <p>Digital Leaders</p> <ul style="list-style-type: none"> • Deployed to classes across the school – supportive role • Meeting once a month. • In charge of TV panel content in reception
<p>Led by:</p>	<p>Coordinator reporting to Vice Principal</p>

Actions (What are we going to do in order to achieve our objectives and the targets stated within our success criteria?)

Term 1

❖ CCEA moderation

- Industrial action

❖ Planners

- New planning format in use alongside cross curricular planner
- Update task progression document to track 5 E's *union action*
- Final Action Plan submitted October to SLT
- Evaluation of notes (20th Sept & 22nd Nov) and monitoring and evaluating report (27th Sept & 29th Nov) written for the curriculum co-ordinator.
- Completion of online safety lesson (1 per half term)

❖ Professional development

- 23rd Aug ICT Draft Action Plan and yearly targets shared with staff. Outlook on year ahead, Seesaw (yearly set up) website, general housekeeping.
- Twilight – 8th October – Promethean Staff training and general
- Queens cluster meeting
- Meeting the curriculum coordinator

Term 2

❖ CCEA moderation

- Industrial action

❖ Planners

- Evaluation of notes (24th Jan & 7th March) and monitoring and evaluating report (31st Jan & 14th March) written for the curriculum co-ordinator.
- Completion of online safety lesson (1 per half term)
- Interim report of ICT provided for curriculum co-ordinator

❖ Professional development

- Staff meeting – 17th February – ICT scheme
- Twilight – 4th March – ICT scheme / staff feedback / planners
- Queens cluster meeting

❖ Other actions

- Safer internet day – 11th Feb 2025

Term 3

❖ Planners

- Evaluation of notes (9th May) and monitoring and evaluating report (16th May) written for the curriculum co-ordinator.
- Completion of online safety lesson (1 per half term)
- Evaluated Action Plan submitted to SLT (May)
- Draft Action Plan 2025/26 to SLT (June)

❖ Professional development

- Queens cluster meeting

❖ Other actions

- Set up Seesaw classes for the next academic year / archive old classes
- Make and distribute Google Data capture form – one per class

- Recall Chrome books
- Coordinators requisition
- ICT store audit

MONITORING (<i>How are we going to monitor the implementation of the programme?</i>)	
Evidence collected by:	Class teachers and Coordinator
By means of: <i>(How and when)</i>	Analysis of: <ul style="list-style-type: none"> • Pupil classwork • Pupil feedback • Classroom displays and photographs • Pupil tasks completed • Teachers' planners
Analysed by:	SLT
Reported to:	SLT
RESOURCES (COSTS) <i>Human/material/time</i>	CAPITA Support; Stephen Close – Monday-Wednesday and Friday
SUPPORT <i>(Including INSET - indicate whether school based or centre based)</i>	Nerve Belfast - 02890449821 C2k Helpdesk - 08706011666 Capita – 03452472472
EVALUATION <i>At the end of the implementation period of the action plan how will you decide how successful you have been?</i> <i>What success have you had and why?</i> <i>What has gone less well and why?</i>	Evaluated May / June 2025 prior to new action plan being formulated for 2025-6.
FUTURE DEVELOPMENTS <i>Do you need to do anything differently in order to bring about the improvements you were looking for?</i>	



ACTION PLAN

School Name	Botanic Primary School
Year	2024/2025 Initial Plan
Issue	Maths

<p>Specific Objective(s)/Target</p> <p><i>What are we aiming to achieve and by when?</i></p>	<ul style="list-style-type: none"> • 1 point (ptm) overall improvement in Facts and Fluency: <ul style="list-style-type: none"> -staff development on the levels of progression in mental mathematic, with a particular focus on <u>quick recall</u> -establish a whole school list of facts/ mental maths to be covered during each year group -staff development and dissemination of good practice: teaching for facts and fluency; ‘teaching and learning’ as opposed to ‘testing’ -Ensure a 5 minute mental/ oral starter to the beginning of every Numeracy lesson across the school -(acting) Coordinator to attend Developing Number and Mental Calculation workshop; dissemination with staff • 1 point (PTM) overall improvement in Shape and Space: <ul style="list-style-type: none"> -review year group shape and space objectives alongside lines of development to ensure no gaps -teachers to include at least 1 element of shape and space during each half term • Liaise with new Curriculum Coordinator to provide an overview of Numeracy policy/ scheme • Ensure a Numeracy rich environment: <ul style="list-style-type: none"> - Register for NSPCC Number Day (February 2025) - Ensure all classrooms have the necessary Maths displays for information visible in classrooms (eg 100 square, X Tables,) • Continue to support teachers and ensure high quality of teaching and learning: <ul style="list-style-type: none"> - Time allocated for small groups Maths support once per week (P4 – P7) - Be available to offer advice and guidance - Encourage dissemination of good practice - Ensure all teachers have the resources required to deliver high quality teaching and learning (CPA teaching approach and schemes, etc)
<p>Baseline reference point:</p> <p><i>How well are we doing at the moment?</i></p>	<ul style="list-style-type: none"> • Curriculum Coordinator (VP) new to new to the school in January 2024 • Numeracy Coordinator on maternity leave August 2024 (due to return in February 2025) – VP acting as Numeracy Coordinator during this time • A ‘Handover’ was not possible during the May/ June 2024 • Currently referring to Maths Scheme 2014/2015
<p>Success Criteria</p> <p><i>How will we know if we have</i></p>	<ul style="list-style-type: none"> • PTM data June 2025 • Staff incorporating a 5minute mental/ oral starter to the beginning of their Numeracy lessons

<p><i>succeeded?</i></p> <p><i>Include timescale where appropriate.</i></p>	<ul style="list-style-type: none"> • Monitoring and evaluation of Numeracy planning (5 x 6weeks) • PRSD observations • Staff feedback and willingness to seek advice/ support • Staff feedback and willingness to share good practice. • Staff feedback; confidence in what facts and fluency should be delivered in their year group and how this can be best achieved
<p>Led by:</p>	<p>August 2024 – Feb 2025 : Mrs J Harper (VP and acting Numeracy Coordinator)</p> <p>Feb 2025 – June 2025: Mrs Gunn-Savage (Numeracy Coordinator)</p>

