

Carrick Primary School Burren



# School Development Plan

2021-2024

## Background Information

### Context

Carrick Primary School is a Catholic Maintained, co-educational school. We aim to create a caring community where children feel safe and secure, are encouraged to feel good about themselves and have high self-esteem. It is our aim that our pupils, whatever their ability, know that their efforts are valued.

The staff members of Carrick Primary School strive to provide a broad range of learning experiences, where children are helped to develop their thinking skills, imagination and creativity and are enabled to become independent learners. The staff members recognise that children learn in a variety of different ways and therefore use a range of teaching strategies to make the children's learning relevant, purposeful and rewarding. In Carrick Primary School the children are at the centre of the learning process. We are a Rights Respecting School and the pupils' voices are valued and celebrated.

The staff members ensure that the school environment is not only conducive to learning but has the children's safety and well-being at heart. The positive behaviour strategies employed by all staff encourage and reward good behaviour.

The pupils of Carrick Primary School are taught to have respect and care for themselves and others and to respect the opinions and beliefs of others.

The parents of Carrick Primary School are welcomed, valued and involved in the life of the school. We aim to keep parents fully informed about the holistic development of their children and work closely with them to provide the best possible education for the children.

Carrick Primary School has strong links with its feeder pre-schools, neighbouring primary schools, secondary schools and with the many groups and associations within the Burren Community and the surrounding areas.

### School Ethos

Carrick Primary School is a Catholic school, committed to the education of the whole child. We endeavour to create a happy and secure environment, to unlock the full potential of all individuals, and to develop confident and independent learners.

## Vision Statement

Forward Together: “Ar aghaidh le chéile”.

## Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and encourage parents to assist us in helping children to learn and to become lifelong learners.

## School Aims

We aim to:

- develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- endorse the United Nations’ Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

### The Role of the Board of Governors

The Board of Governors has overall responsibility for the strategic direction and effective management of the school. The Board of Governors considers the needs of the school and has many different responsibilities in relation to the school:

#### Ethos

The Board of Governors has a responsibility for maintaining and developing the Catholic Ethos of the school.

#### School Development Planning

The Board of Governors has a responsibility to ensure the school is fulfilling its statutory duties and delivering a broad and balanced curriculum. The Board of Governors monitors the school's self-evaluative processes and is responsible for challenging the Principal about aspects of the School Development Plan and about policies and procedures in school.

#### School Community

The Board of Governors, in conjunction with the Principal and staff of the school, is responsible for creating and maintaining a happy, safe and secure environment for everyone in the school. The Board of Governors oversees the implementation and review of all school policies, procedures and priorities.

#### Enrolment and Admissions

The Board of Governors, in conjunction with the Principal, is required to determine the enrolment and admissions criteria and to apply these when considering applications.

#### Finance

The Board of Governors, in conjunction with the Leadership Team, monitors the school budget and assists with the decision making process in relation to the delivery of the curriculum and the priorities within the School Development Plan.

#### Annual Report

The Board of Governors produces an Annual Report for the parents, detailing school development, events and activities in the previous year.

## **School Development Plan Regulations**

### **Requirement 1: School Ethos**

#### **A statement and evaluation of the ethos of the school.**

##### Statement

Carrick Primary School promotes a warm and welcoming ethos where all individuals and their contributions are valued. We endeavour to promote positive relationships between pupils, parents, staff and external agencies and recognise the crucial role of good communication. We strive to provide an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal and professional academic and non-academic goals. There is a very inclusive ethos, with high levels of mutual respect and the safety, welfare and personal development of everyone in our school community are of paramount importance.

##### Evaluation

We deem the ethos of Carrick Primary School to be outstanding based on evidence gathered from:

- Parent, staff and parent questionnaires and evaluations
- Feedback from Governors
- Feedback from Staff
- Feedback from parents including comments on End of Year Pupil Reports
- Feedback from children including the School Council
- Feedback from visitors, external agencies and the community
- Consultation exercises
- School Data
- ETI Reports
- Performance Review and Staff Development/Class Observations/School Observations
- Professional development records of teaching and non-teaching staff
- Attendance Data

##### Priority Areas for Improvement

- Governor Questionnaire.
- Questionnaire for the parents of children with Special Educational Needs.
- Review of Special Educational Needs, Critical Incident, Anti-Bullying, Child Protection/Safeguarding, Care and Welfare, Health and Wellbeing, Art and Design and Positive Behaviour policies and other policies due for review.
- Extension of 'Sharing Good Practice' project.
- Further development of the self-evaluation process in relation to school priorities.

##### Associated Questionnaires

- ESaGS Effective leadership
- ESaGS Child-centred provision
- TTI (Primary) Equality of opportunity, diversity and good relations
- ESaGS High Quality Teaching and Learning
- ESaGS A school connected to its local community
- TTI (Primary) Fulfilling Potential
- TTI (Primary) Strategic Leadership

## **Requirement 2a**

**A summary and evaluation, through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using Information and Communication Technologies.**

### Summary

Children in Carrick Primary School are educated within the school's ethos of a Catholic school, in line with the requirements of the Northern Ireland Curriculum, promoting their spiritual, moral, cultural, intellectual and physical development. Throughout the school, teachers, supported by classroom assistants, parents and pupils, strive to provide a broad range of learning experiences where children are helped to develop their thinking skills, imagination and creativity and enabled to become more independent in their learning. We recognise that children learn in a variety of different ways and consequently we use a range of teaching strategies and resources to make the children's learning relevant, purposeful and rewarding. Our extra-curricular programme of activities supports learning in many areas, promotes confidence, self-esteem and raises standards of achievement.

### Planning

Effective teaching is underpinned by detailed planning, in order to meet the needs of all children. Our planning (short, medium and long-term) reflects the N.I. curriculum and the needs and interests of all learners. It identifies the learning, demonstrates continuity and progression and reflects school priorities. Planning is carried out in half-termly cycles and teachers' reflections on the children's learning and evaluations of prior learning are used to inform these plans. Coordinators monitor teachers' planning and the Literacy, Numeracy and WAU coordinators also carry out book scoops and classroom observations and provide effective feedback to teachers and to classroom assistants. The coordinators and all teachers are also involved in classroom observations as part of our 'Sharing Good Practice' project.

### Teaching and Learning

In Carrick, we provide a challenging and yet a supportive learning environment, which inspires and motivates pupils. We employ a wide range of teaching strategies and resources which ensure that the children's learning experiences are beneficial and include opportunities for active learning. We develop children's skills in working independently and as part of a team.

### Assessment

In Carrick Primary School assessment is an integral part of the planning, teaching and learning process. Teachers use a range of assessment procedures, which reflect the age, ability and interest of the pupils. These include observations by the class teacher and classroom assistant, regular and meaningful marking of written work, self-assessment, peer assessment and formal/informal testing. Qualitative and quantitative data are used to set individual, class and whole school targets, which take into account children's innate abilities and performance in previous assessments and in class. Data is used effectively throughout the school, primarily to help improve teaching and learning.

### Mathematics and Literacy

The Mathematics and Literacy Year Planners and Schemes of Work provide a framework from which the teachers create their half-termly plans. These plans reflect the broad range of ability within each class. In Mathematics children experience the full breadth of the mathematics curriculum. The children can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions. In Literacy, children experience a wide variety of genre and experiences in Reading, Writing and Talking and Listening. Teachers implement a spelling programme which

broadens children's phonological knowledge, their knowledge and skills in spellings and their vocabulary. Children's writing is also connected to other areas of learning.

### ICT

ICT is used in an effective manner in the school for research, word processing and presenting information. The staff members make very effective and creative use of ICT as a stimulus for learning and as a means of improving teaching and learning and raising standards of attainment. The school has registered for the Digital Schools Project and work is underway to develop ICT accordingly.

### Evaluation

The school's performance data indicates that almost all of the children make very good progress in English and Mathematics, in line with their ability or above the level expected.

In the previous ETI report it was noted that the children who require additional support with aspects of their learning make very good progress, particularly those who present with difficulties in literacy and numeracy.

The teachers have effective IEPs in place, use their observations and evaluations to inform future planning and differentiate work to suit the needs of their pupils. Teachers recognise that children have different learning styles and therefore require different types of learning experiences and different teaching strategies.

The tracking of children's progress is well embedded and half termly assessments help to inform parents, teachers and pupils about progress. Planning documents, classroom observations, the children's voice, data, displays, parents' voices and staff members' voices confirm that the work done in relation to the school priorities, is improving standards in teaching and learning.

### Evidence

- Data/ Assessment Manager/ Provision Mapping Documents
- Planning Documents
- Documentation re. Development of Priority Areas
- IEPs/Review Documents/Target Monitoring Documents
- Communication with parents and with staff
- Monitoring/Evaluating/ Reviewing Procedures
- Intervention Programmes
- Questionnaires
- Consultation Exercises/Evaluation Exercises

### Priority Areas for Development

- Further development of Money, Guided Reading, WAU/ICT, Child Protection/Safeguarding, Sharing Good Practice, Rights Respecting School and Sustrans Projects as priority areas (2021-2022).
- Coordinators will monitor planning, to oversee the planning, implementation and evaluation of their areas of responsibility so as to ensure progression and continuity, and will provide feedback to and support for staff.
- In 2021-2022 Carrick Primary School will participate in CCEA's moderation process (if available).

### Associated Questionnaires

- TTI (Primary) Planning
- TTI (Primary) Assessment
- TTI (Primary) Progression
- TTI (Primary) Achievement

- TTI (Primary) Teaching and Learning
- ESaGS High Quality teaching and Learning
- TTI (Primary) Standards

**Requirement 2b: Summary and evaluation, including through the use of performance and of other data, of the school’s strategies for providing for the special, additional or other individual educational needs of pupils.**

Summary

In Carrick Primary School we are fully committed to developing the potential of all our pupils and provide wide ranging support for pupils who have particular educational needs, including those with Special Educational Needs (SEN), underachievers, high achievers, those who are experiencing challenges and barriers to learning and Looked After Children (LAC). Our policy procedures and practices reflect the SEND legislation and all DE guidance.

Pupils’ individual needs are identified through a range of strategies including pupil observations, tracking of pupil data, gathering of information from staff, parents, pupils, external agencies and pre-schools. Teachers, parents, pupils, classroom assistants and external agencies are involved in the IEP process and IEPs are rigorously monitored, evaluated and reviewed. Qualitative and quantitative data, as well as the voices of teachers, staff members, parents, external agents and the children themselves, are also used to identify those who require additional support and whose performance in class and rate of progress are causing concern. Governors work with the relevant staff to ensure that the needs of all children are being met and they are regularly informed of children’s progress and of SEN developments. In-class differentiation is effectively used to meet the range of children’s needs.

The SEN records are updated regularly. The SENCO participates in appropriate training, disseminates relevant information to staff and organises training (including SEND training) which impacts positively upon the quality of teaching and learning. Strategies for improving teaching and learning for children with SEN are discussed at a whole school, Key Stage and an individual level to ensure that each child reaches his/her full potential. Programmes are put in place to support the development of all children, in all areas of the curriculum e.g. Learning Support (from the school’s learning support teacher), support from P1-3 teaching staff and advice and support from the Education Psychology Service and from a range of external agencies. All support is regularly monitored, evaluated and reviewed. By collating and analysing qualitative and quantitative data we measure the impact of interventions and plan “next practice”. The most appropriate resources are available to staff to effectively support high quality teaching and learning and to ensure that all children reach their full potential.

Evaluation

There are currently 54 pupils on the Special Needs Register. Provision for Special Needs was previously described by ETI as ‘outstanding’. We believe that the provision for Special Needs is currently outstanding.

Evidence

- IEPs, Targets, Monitoring Sheets and IEP Reviews
- Annual Reviews and Transition Reviews
- Quantitative Data including (NRIT, PiE, PiM, Mental Maths results, Spelling Test results, Half Termly Test results and Running Records)
- Qualitative Data (eg. Information shared by staff, parents, children, staff, Governors and members of the community)
- Parent/teacher meetings
- Annual Reports
- Evaluations (Parents, children and staff)
- Classroom Observations/PRSD

- Half Termly Evaluations
- Staff Training Records
- Consultation Exercises
- Internal Questionnaires /Evaluation Exercises

#### Priority Areas for Development

- SEN Parents' Questionnaire
- Governors' Questionnaire
- Pupils' Questionnaire
- Training for staff in Priority Area including SEND, Anti-Bullying, Child Protection, Guided Reading, Running Records, Money and Maths Difficulties
- Further development of Provision Mapping (Assessment Manager)
- Parents' Nights (where possible)

#### Associated Questionnaires

- TTI (Primary) Additional Learning Support
- ESaGS Child-centred provision
- TTI (Primary) Learning Experiences
- TTI (Primary) Curriculum Provision

**Requirement 2c: A summary and evaluation, including through the use of performance and other data, of the school's strategy for promoting the health and well-being, Child Protection, attendance, good behaviour and discipline of pupils.**

Summary

Health and Well-Being

Health and well-being is an important part of life in Carrick. Links are made with the curriculum and supported by outside agencies. Physical exercise and activity are actively promoted throughout the school and the school offers a whole range of extra-curricular activities. Physical exercise outside school is also actively promoted through our well-established links with a myriad of sporting organisations in the Burren area and beyond. Healthy Eating is continually promoted throughout the school, through classroom work, competitions, assemblies and school initiatives. The Sustrans Project will be further developed in 2021-2022 and the Feet First and Road Safety projects will be planned, implemented and evaluated during the year, by staff, pupils and the Junior Road Safety Officers. Projects including Rights Respecting, Sustrans, Anti Bullying, Good Manners, Friendship, Healthy Eating, and Art will be further developed in 2021-2022. Wellbeing training will be accessed by all staff in 2021-2022 and by Primary 6 and Primary 7 pupils. This training will be provided by the Action Mental Health Team.

Safeguarding/ Child Protection

We understand that the safety, welfare and holistic development of the children in our care are of paramount importance. The Safeguarding/Child Protection Team attend training regularly and all staff, Governors, volunteers and students receive refresher training in accordance with DE regulations. Child Protection/Safeguarding information is displayed throughout the school and is disseminated regularly to pupils, staff, volunteers, students, parents and Governors. Our Rights Respecting School (RRS) Project contributes significantly towards our school's Child Protection/Safeguarding work with the systematic implementation of the RRS principles and the recommended charters and reward systems. Child Protection, Anti-Bullying and SEND training will be provided during 2021-2022

Attendance

We recognise that high levels of attendance and punctuality enhance educational achievement. Parents and pupils are reminded of the need for good attendance. We work closely with the EWO and act quickly and appropriately if there are any concerns, but this is done in a caring and sensitive manner.

Good Behaviour, Discipline and Anti-Bullying

In school there is a climate of mutual respect and we consistently promote positive behaviour. All staff are aware of the importance of promoting Positive Behaviour and recognise how this is an integral part of our school's ethos. The school consistently implements its Healthy Eating Policy, First Aid Policy, PE Policy, Food in Schools Policy, Care and Welfare Policies and other policies in order to promote the holistic development, health and wellbeing of pupils and staff.

The school's Anti-Bullying Project reflects all DE guidance and the legislation associated with the Addressing Bullying in Schools Act. Pupils, staff, parents and Governors have been involved in devising a new Anti-Bullying Policy which reflects the legislation and DE guidance.

School Council

The School Council plays a very active role in Carrick and promotes the Positive Behaviour, Rights Respecting and Anti-Bullying Projects.

### Evaluation

We believe that the promotion of Health and Wellbeing, Child Protection, Attendance and Positive Behaviour is outstanding in Carrick Primary School. ETI noted previously that the school gives outstanding attention to promoting healthy eating and physical activity, thereby encouraging the children to adopt healthy lifestyles. The most recent ETI report (Jan 2017) noted that the school's arrangements for safeguarding children reflect the guidance issued by the relevant departments. The pupils' attendance in 2020/2021 was 96.8% and in the school's questionnaires, staff, parents and children reported, in a very positive way, that staff are caring and show dedication and commitment to the children's welfare.

### Evidence

- Positive Behaviour Project
- Healthy Eating Project
- School Council Records
- Attendance Records
- Internal Questionnaires/ Self-Evaluation Exercises
- Evaluations (Pupils, Staff and Parents)
- Policies/ School Procedures/ School Prospectus
- Rights Respecting School Project
- Sustrans/Road Safety Project
- ETI Reports
- Consultation Exercises

### Priority Areas for Development

- Review of policies which are due for review or require review
- Establish a Code of Conduct for Pupils
- Further development of outside play and the outside play environment/ resources

### Associated Questionnaires

- TTI (Primary) Pastoral Care
- ESaGS Child-centred provision
- TTI (Primary) Safeguarding (Protection of children and vulnerable adults)

**Requirement 2d: A summary and evaluation, including through the use of performance and other data, of the school's strategy for providing for the professional development of staff.**

Summary

Carrick is committed to providing and encouraging the professional development of all staff. To ensure effective leadership and high quality teaching and learning throughout the school, we recruit, deploy, support and develop staff in a systematic and pastoral way. This is informed by the effective evaluation of the capacity of staff to deliver school priorities. We source training from a variety of providers, in a range of formats and for different staff groupings

Evaluation

The provision for the professional development of staff is very good and is well-matched to the school's priorities. Baker Days and School Development Days are used effectively and evaluated. These evaluations inform future planning. Coordinators and teachers are very efficient at disseminating information from courses attended.

Evidence

- Consultation Exercises
- Minutes of Meeting
- Records of School Development Days/Baker Days and Evaluation of the training provided
- Evaluations (Parents, pupils and staff)
- Training Records
- PRSD/ Classroom Observations
- Sharing Good Practice Project
- Internal Questionnaires/ Self-Evaluation Exercises

Priority Areas for Development

- Continued liaison with other schools, to share good practice and learn from the good practice of others.
- Development of the Sharing Good Practice Project
- Development of Classroom Observations/PRSD Process
- Continued use of School Development Days/ Baker Days to develop school priorities.
- Provision of appropriate Professional Development opportunities for staff, in accordance with the Leading Learning Strategy.

Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Staffing

## **Requirement 2e**

**A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the health and well-being of staff.**

### Summary

The Board of Governors, Leadership Team and staff recognise the importance of managing the attendance and promoting the health and wellbeing of all staff members. Every effort is made to ensure staff members are well supported. Effective channels of communication are in operation in school, which encourage professional, supportive working relationships.

### Evaluation

We believe that the school's management of attendance and promotion of the health and wellbeing of staff is currently outstanding. The absence rate of teaching staff during 2020-2021 was 2.3% while the absence rate of support staff during 2020-2021 was 4.2%. Attendance records for staff are presented at each Board of Governors' meeting and any attendance issues are discussed and an action plan is drawn up following consultation between the Governors and the Principal. Advice and guidance are sought from CCMS and from EA, where required.

### Evidence

- Attendance Policy and Records
- Board of Governors' Agendas and Minutes of Meetings
- Return to Work Meetings
- Staff Questionnaire
- Leave of Absence Records
- Meetings between Principal and Staff Members
- Classroom Observations/ PRSD
- Sharing Good Practice Project
- Consultation Exercises / Self-Evaluation Exercises
- Weekly Staff Grids

### Priority Areas for Development

- Continued promotion of the health and wellbeing of staff
- The development of a staff Health and Wellbeing Policy in 2021-2022

### Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Staffing

## **Requirement 2f**

**A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies.**

### Summary

The school has strong and effective links with parents. Teachers and parents communicate through parent/teacher meetings, an open door policy, Reading Records, Half Termly Tests, Homework Records, children's books, school events, parents' evenings, newsletters, the school's website ([www.carrickprimaryschool.com](http://www.carrickprimaryschool.com)), consultation exercises, IEPs, Annual Pupil Reports, Friends of Carrick events, induction evenings and the local bulletin.

Normally Parent/Teacher meetings take place once a year for P2-7 classes and twice a year for P1 classes and additional meetings are arranged in line with the school's open door policy. Carrick has a dedicated and hard working Parent Support group. They organise many fundraising events and also social events. Carrick actively engages with the local community and other bodies including, other schools, the local GAA clubs, local sporting bodies, local businesses, St Mary's Pastoral Committee, local charities, local artists and other associations and organisations.

### Evaluation

Parental attendance at Parent/Teacher meetings, school events and curriculum evenings is excellent. Community support for school events is also excellent. Links with local businesses and schools are being actively extended. Links with neighbouring schools are being further developed and extended as part of the school's Sharing Good Practice Project.

### Evidence

- School Website ([www.carrickprimaryschool.com](http://www.carrickprimaryschool.com))
- Newsletters
- School information in Local Bulletin
- Community Links
- Charity Work
- Transitions Project
- Sustrans Project
- Parent / Teacher Meetings
- Parent Workshops (where possible)
- Reading Records/ Homework Diaries/ Pupils' Folders/ Half- Termly Tests
- Pupils' Annual Reports
- Friends of Carrick Events/Minutes of Meetings
- Competitions
- Links with External Agencies
- Consultation Exercises/ Self-Evaluation Exercises
- Internal Questionnaires

### Priority Areas for Development

- Continue to develop links with local schools as part of our 'Sharing Good Practice' project.
- Further development of links with preschools and post primary schools as part of our Transitions Project.
- Further development of the use of social media as a means of improving links with parents and with the local community.

### Associated Questionnaires

- ESaGS A school connected to its local community

**Requirement 2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.**

Summary

The Board of Governors and staff members of Carrick Primary School believe that ICT is a very effective tool which can enhance teaching and learning and can subsequently raise standards of attainment. The school has acquired 30 iPads, via National Lottery Grant Funding. ICT is used effectively to support the teaching and learning in Carrick Primary School. It is integrated effectively across the curriculum as demonstrated in teachers' planning and in the implementation and evaluation of the plans. The school will be working towards the Digital Schools Award during 2021-2022.

Assessment Manager and Provision Mapping are used effectively by staff members and raise their awareness about the children's performance, their progress to date and their needs. They help staff members to track children's progress, to set targets, to track children's access to school interventions, to track the impact of these interventions and to improve pedagogy. The Principal uses ICT to communicate effectively with parents, staff, children and with the wider community.

Evaluation

ICT is used effectively to enhance teaching and learning in classrooms. ICT has been identified as an area requiring development and work is in progress in school and with external agencies in order to address the school's and the staff members' needs, in this area.

Evidence

- ICT Action Plan
- ICT Displays/Active Learning Records
- PRSD/Classroom Observations
- C2K Newsdesk
- ICT Assembly Presentations
- Internal Questionnaires
- Assessment Manager/Provision Mapping
- Textlocal/Communication with Parents
- Weekly Grids/Communication with Staff
- Planning Documents
- Self- Evaluation Documents
- Consultation Exercises/Self-Evaluation Exercises
- Public RM
- School website and the school's Facebook page
- Textlocal

Priority Areas for Development

- To ensure continuity and progression in relation to the development of children's ICT skills
- To develop a shared understanding of the ICT Levels of Progression.
- The ICT coordinators are supported by the staff, the Leadership Team, Governors and external agencies as they carry out their roles, in relation to the development of ICT.

Associated Questionnaires

- ESaGS Effective leadership
- TTI (Primary) Staffing

### **Requirement 3a: School Finances and other Resources**

**An assessment of the school's current financial position and the use made of its financial and other resources to support learning and teaching, continuing professional development and school leadership and management.**

#### Assessment

The school's financial position is included on the agenda of each Board of Governors' meeting. Governors review the monthly LMS reports, which help to inform future decisions. The closing balance at the end of the 2020-2021 year was £-154031. The estimated closing balance for the next three years is 2021-2022 = £- 157426(-15.3%) 2022-2023 = £-208650 (-21.0%) 2023-2024 = £-267918 (-28.2%). The day to day running of the school budget has been delegated to the Principal by the Board of Governors. The Principal and Leadership Team, through monthly reconciliations, monitor the spending and prioritise spending in accordance with the school's priorities as detailed within this School Development Plan. The Principal accesses support and guidance from EA on a regular basis, and this is especially important given the budgetary challenges currently being faced by the school.

#### Evaluation

The school's financial resources are used to support the school's priorities as detailed in this School Development Plan and to bring about improvements in standards. They are also used to provide a safe, learning environment, taking account of advice from the Board of Governors and EA's Maintenance and Health and Safety Officers. The school has a very supportive parents' association, 'Friends of Carrick', who raise a substantial amount of money each year for the school. This money allows the school to purchase resources, which otherwise would be beyond the scope of the school's budget. While Literacy and Numeracy have been well resourced over recent years, it is necessary to keep updating resources so as fully implement the Action Plans as detailed within this School Development Plan. Expenditure is also necessary to ensure resources for SEN, WAU / ICT and Indoor/Outdoor Play are appropriate and that these areas are well resourced.

#### Evidence

- Monthly Budget Reports from EA
- Requisitions
- Coordinators' Action Plans
- Progress towards Key Targets in School Development Plan- Annual Document
- Board of Governors' Agendas and Minutes of Meetings
- Board of Governors' Annual Report
- Consultation Exercises/ Self-Evaluation Exercises
- Leadership Team/Staff Meetings' Agendas and Minutes of Meetings

#### Priority Areas for Development

- Making the best use of the school's financial and other resources to support learning and teaching, continuing professional development and the development of school leadership and management.
- Raising all staff members' awareness that all proposed expenditure must be carefully planned and based upon realistic cost projections.

#### Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Public Value

**Requirement 3b: An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.**

Assessment

Carrick Primary School continues to make very effective use of its financial and human resources in order to improve teaching and learning and to raise standards of attainment. The use of resources during the period covered by this School Development Plan is detailed within the Leadership Team's Action Plan, the Coordinators' Action Plans and also within the school's financial plans.

Evaluation

The school's resources for 2021-2024 will be used to appropriately support the development of the school's priorities as detailed within the Literacy, Numeracy, WAU, ICT, Leadership, Care and Welfare and Data Management Action Plans. These action plans are intended to improve teaching and learning and ultimately to improve standards of attainment. Expenditure is planned to take account of staffing costs, energy costs, resource/ equipment costs and running costs. Health and Safety maintenance will also be carried out where necessary to ensure a safe learning environment and a safe environment.

Evidence

- Monthly Budget Reports (EA)
- Leadership Team's and Coordinators' Action Plans and Reviews
- Requisitions
- Progress towards Key Targets in School Development Plan- Annual Document
- Board of Governors' Annual Report
- Consultation Exercises/ Self-Evaluation Exercises
- Internal Questionnaires

Priority Areas for Development

- To make best use of the school's financial and other resources.
- To appropriately resource the priority areas as detailed within the School Development Plan.

Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Accommodation and Physical Resources
- TTI (Primary) Public Value

#### **Requirement 4: Review of school targets**

**An assessment of the extent to which the school has met its key targets or the progress that has been made towards these key targets in any School Development Plan which is being superseded or revised.**

##### Assessment

The action plans for the key areas of learning identify appropriate priorities. Progress is monitored regularly by the Coordinators, Leadership Team, staff members, pupils and Governors. Pupils' progress is tracked using a range of qualitative and quantitative data, in order to identify children's needs, to identify underachievement and high achievers, to plan interventions and to put in place strategies to help to meet the children's needs.

##### Evaluation

Early intervention strategies are in place and these are effective. For those who have not made progress despite the use of relevant and purposeful measures, assistance and advice from outside agencies are sought.

The school's 'Sharing Good Practice Project' has had a very positive impact on teaching, learning and standards in the school.

The Numeracy, Literacy, WAU, SEN, Pastoral Care and ICT Coordinators report to the Board of Governors, on their annual action plan targets and the progress made. Each year the Leadership Team and Coordinators produce a document entitled, "Progress towards Key Targets in the School Development Plan," which summarises progress in the key areas of learning and informs future planning documents.

##### Evidence

- Leadership Team's and Coordinators' Action Plans and Reviews
- Class Teachers' Action Plans and Reviews
- Progress towards Key Targets in School Development Plan- Annual Document
- End of Key Stage 1 and 2 Results
- School Data (PiE, PiM, NRIT, Mental Maths, and Spellings)
- Board of Governors' Annual Report
- Board of Governors' Agendas and Minutes of Meetings

##### Priority Areas for Development

- To fully monitor, evaluate and review the implementation of the action plans for the school's priorities, as detailed within this School Development Plan.
- To improve teaching and learning in the school's priority areas, as a means of improving children's attainments and overall school standards.

##### Associated Questionnaires

- TTI (Primary) Action to Promote Improvement
- ESaGS High Quality Teaching and Learning

## **Requirement 5: School context**

### **An assessment of the challenges and opportunities facing the school.**

#### Covid 19

Covid 19 has presented many significant challenges to the whole school community. The pupils, staff, Governors and parents have made a great effort to respond to these challenges, in the best interests of the children and the school.

#### Staffing

The turnover rate of staff in Carrick has traditionally been extremely low. The recent appointment of new teachers and new post holders has provided a great opportunity for the development of the school and its priority areas.

#### Curriculum

The staff, Governors and pupils of Carrick are committed to improving standards of teaching and learning and believe that the best way to do this is by targeting specific priority areas of the curriculum and supporting the development of these areas. The new staff members will continue to be inducted into this process and will undoubtedly be able to make a significant contribution to these priority projects.

#### Sharing Good Practice

This project has been of great benefit to Carrick and has involved all teachers and classroom assistants. It reflects the ethos of our school, since staff members are not only willing to share their own good practice with others including the Governors, but to learn from the good practice of their colleagues and from good practice in other schools.

#### Finance

While continuous management of the budget ensures that the school uses its financial resources carefully and appropriately, the present economic situation and budget allocation for 2021-2022 are presenting significant and unprecedented challenges. This situation may well necessitate further restructuring of staffing levels in the near future in order to make more substantial savings.

#### Enrolment

It will be challenging to maintain the current enrolment figure of 387 pupils, due to a reduced amount of building in the Burren area and a corresponding reduction in the number of Baptisms. This has increased the need for promotion of the school to prospective parents through the school's website, social media, advertising, an Open Day (where possible) and other "Public Relations" development work.

#### Traffic Management

Traffic management at Carrick Primary School continues to be very challenging, due to the high percentage of children being dropped off and collected by car. The provision of a drop off facility, via the Minor Works Scheme, is currently underway and this will undoubtedly help to relieve some of the congestion at the school at drop off and pick up times. The Sustrans Active Travel Project has also been effective in reducing congestion at the school.

#### Special Needs

The SENCO and staff members work very diligently to try to meet the needs of all pupils, including those with special educational needs. The Principal and Governors liaise closely with Education Psychology Services and other external agencies, where appropriate, to access support and advice in relation to children on the Code of Practice.

#### Friends of Carrick

With the reduced budgets, fundraising is more important than ever, to support the delivery of the

curriculum. The funds raised over the last few years by Friends of Carrick have enabled the school to purchase resources which otherwise would be beyond the scope of the school's budget.

### Evidence

- Staffing Records
- Priority Areas for Improvement and Child Protection/Safeguarding Projects
- Sharing Good Practice Project
- Budget Reports (EA)
- Enrolment Records
- Public Relations Project
- SEN Records
- Friends of Carrick Records
- Internal Questionnaires
- Consultation Exercises/ Self-Evaluation Exercises

### Priority Areas for Development

- To implement, monitor and evaluate the school's induction programme for new staff and for staff who have taken on new roles of responsibility within the school.
- To further develop the school's Priority Areas and the Sharing Good Practice Project.
- To continue to carefully manage the budget, in consultation with staff, Leadership Team and Governors.
- To further develop the school's "Public Relations" in an effort to improve enrolments which in turn will ease the pressure on the budget.

### Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Strategic Leadership

## **Requirement 6: Consultation Arrangements**

**The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.**

### Arrangements

The Board of Governors believe that all members of the school community should be given the opportunity to share their views on the life and work of the school. Pupils, parents, staff and Governors are given the opportunity to complete questionnaires and to participate in consultation exercises which allow stakeholders to share their views on the school including its strengths, weaknesses and areas for development. All issues raised within the pupil, staff and parent consultation exercises are analysed and addressed, where appropriate. The information yielded is used, where appropriate, to inform future planning in terms of policies, documents, procedures and practices within Carrick. This School Development Plan has been shaped by the well-embedded self-evaluation and consultation practices in Carrick.

Staff, Governors, pupils and parents are involved in the compilation of the School Development Plan. Many sources of data are used to inform the decision making process in relation to the identification of the school's priorities. The Board of Governors liaise with the Literacy, Numeracy, World Around Us ICT and Child Protection/Safeguarding Co-ordinators to review progress and to discuss their plans for the future development of the subjects/areas of coordination.

### Evidence

- Consultation Exercises /Self- Evaluation Exercises
- Records of Meetings
- Action Plans
- Self- Evaluation Records
- School Council Meetings
- Circle Time Records
- Internal Questionnaires
- Development of Priority Areas
- School Data (Qualitative and Quantitative)
- Governors' Meeting Agendas and Minutes

### Priority Areas for Development

- To further improve consultation and self-evaluation procedures so as to bring about improvements in the School Development Plan, in policies, procedures and practice within Carrick.
- To ensure that consultation and self-evaluation procedures are methodical and transparent.
- To draw up a questionnaire for Governors and pupils during 2021-2022 so as to gather their views and opinions.
- To draw up a questionnaire for the parents of children with Special Educational Needs during 2021-2022 so as to gather their views and opinions.

### Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Strategic Leadership

**School Development Plan Requirement 7a: Identification of key areas for development for the period of this School Development Plan and informed by the school's self-evaluation and DE's priorities for education**

Key Priorities

- Development of the Guided Reading Project
- Development of the Money Project
- Further development of the World Around Us/ICT Projects
- Development of the Digital Schools Project
- Further development of the Sustrans and Right Respecting School Projects

**Requirement 7b): Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, including targets for raising standards of attainment in Communication, Using Mathematics and Using ICT for 2020-2021.**

Appendix 1 – End of Key 1 and 2 Targets and Outcomes for 2020-2021

Appendix 2 – End of Key Stage 1 and 2 Targets for 2021-2022

Appendix 3 – Targets and Outcomes in Progress in English Tests, Progress in Mathematics Tests and Vernon Spelling Tests for June 2021. Targets for Progress in English, Progress in Mathematics and Vernon Spelling Tests for June 2022

Appendix 4 – School's Financial Plan 2021-2024

**Requirement 7c): Actions to be taken to achieve the outcomes and final dates for completion.**

- Appendix 5 (i) School Development Plan Overview
- Appendix 5 (ii) Data Management Action Plan
- Appendix 5 (iii) Leadership Action Plan
- Appendix 5 (iv) Mathematics and Numeracy Action Plan
- Appendix 5 (v) Language and Literacy Action Plan
- Appendix 5 (vi) Assessment Action Plan
- Appendix 5 (vii) Care and Welfare Action Plan
- Appendix 5 (viii) ICT Action Plan
- Appendix 5 (ix) World Around Us Action Plan

**Requirement 7d): The financial and other resources available in the school to be used in support of the actions to achieve the planned outcomes – See Appendix 5.**

**Requirement 7e): The arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan**

### Arrangements

The Principal, Governors, Leadership Team and Coordinators are involved in monitoring, evaluating and reviewing progress towards the priorities as identified within the class teachers' action plans, the coordinators' action plans and within the School Development Plan.

The class teachers and coordinators complete annual reviews each June which detail the progress made against the Action Plans which are drawn up each September. The Leadership Team and Coordinators produce the document "Progress Towards Key Targets in the School Development Plan" and also the Annual Report, which summarises for pupils, staff, parents, Governors and external agencies, the progress made against the targets as set out within the School Development Plan.

Using thorough monitoring, evaluating and reviewing procedures, the Principal, Governors, Leadership Team, Coordinators and staff members ensure that progress towards the priorities as identified within the Action Plans and within the School Development Plan is appropriate.

### Evidence

- Development of Key Priorities (see Class Teachers' and Coordinators' Action Plans and Reviews)
- Classroom Observations
- Bookscoops
- PRSD
- Sharing Good Practice Project
- Action Planning Process
- Target Setting Process
- Review Meetings
- Staff and Governors' Meetings (see Minutes of Meetings)
- Parents' Evenings (where possible)
- Half-Termly Planning Documents and Evaluations
- School Data/ Analysis of Data re Priority Areas
- Annual Document: Progress Towards Key Targets in the School Development Plan
- Board of Governors' Annual Report
- Internal Questionnaires/ Self-Evaluation Exercises

### Priority Areas for Development

- The school's monitoring, evaluating and reviewing procedures will be further developed so that they are as effective as possible and have maximum impact in terms of improving pedagogy and raising attainment in Carrick Primary School.

### **Summary**

In Carrick, we believe that the School Development Planning process reflects our school's self-evaluating culture and is making a positive contribution to the motivation of staff and pupils, to the quality of teaching and learning and to the standards attained by our children. We have improved our levels of consultation on a number of different levels when formulating our School Development Plan, primarily to improve the stakeholders' ownership of the plan, to improve its effectiveness and to ensure that it improves teaching and raises the pupils' standards of learning and attainment.

We are conscious of the need to continue to develop rigorous procedures so that Governors and staff can systematically and strategically monitor, evaluate and review the implementation and impact of the School Development Plan on the life and work of the school.

Finally, we would like to acknowledge the excellent support and professional guidance we have received from CCMS, EA, ETI and external agencies, in relation to this School Development Plan.

Carrick Primary School

Appendix 1

End of Key Stage One and Two Target and Outcomes 2020-2021

Key Stage One

Subjects	Levels	Targets %	Outcomes %	NI Averages % (P)
English	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
English	1	8%	N/A due to Covid-19	N/A due to Covid-19
English	2	78%	N/A due to Covid-19	N/A due to Covid-19
English	3	14%	N/A due to Covid-19	N/A due to Covid-19
Maths	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
Maths	1	2%	N/A due to Covid-19	N/A due to Covid-19
Maths	2	84%	N/A due to Covid-19	N/A due to Covid-19
Maths	3	14%	N/A due to Covid-19	N/A due to Covid-19
ICT	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
ICT	1	2%	N/A due to Covid-19	N/A due to Covid-19
ICT	2	98%	N/A due to Covid-19	N/A due to Covid-19
ICT	3	0%	N/A due to Covid-19	N/A due to Covid-19

Key Stage Two

Subjects	Levels	Targets %	Outcomes %	NI Averages % (P)
English	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
English	1	0%	N/A due to Covid-19	N/A due to Covid-19
English	2	0%	N/A due to Covid-19	N/A due to Covid-19
English	3	14%	N/A due to Covid-19	N/A due to Covid-19
English	4	48%	N/A due to Covid-19	N/A due to Covid-19
English	5	38%	N/A due to Covid-19	N/A due to Covid-19
Maths	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
Maths	1	0%	N/A due to Covid-19	N/A due to Covid-19
Maths	2	0%	N/A due to Covid-19	N/A due to Covid-19
Maths	3	13%	N/A due to Covid-19	N/A due to Covid-19
Maths	4	54%	N/A due to Covid-19	N/A due to Covid-19
Maths	5	33%	N/A due to Covid-19	N/A due to Covid-19
ICT	Within Level 1	0%	N/A due to Covid-19	N/A due to Covid-19
ICT	1	0%	N/A due to Covid-19	N/A due to Covid-19
ICT	2	0%	N/A due to Covid-19	N/A due to Covid-19
ICT	3	0%	N/A due to Covid-19	N/A due to Covid-19
ICT	4	100%	N/A due to Covid-19	N/A due to Covid-19
ICT	5	0%	N/A due to Covid-19	N/A due to Covid-19

NB (P) Subject to Department of Education's final statistics

## Appendix 2

### End of Key Stage One and Two Targets for Communication: 2021-2022

#### Communication: End of KS1

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	51	84%
3	10	16%
	61	100%

#### Communication: End of KS2

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	0	0%
3	3	6%
4	22	47%
5	22	47%
	47	100%

### Targets for Using Mathematics for 2021-2022

#### Using Mathematics: End of KS1

Level	No of Pupils	%
Within 1	0	0%
1	1	2%
2	49	80%
3	11	18%
	61	100%

#### Using Mathematics: End of KS2

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	0	0%
3	2	4%
4	22	47%
5	23	49%
	47	100%

### Targets for ICT for 2021-2022

#### ICT: End of KS1

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	61	100%
3	0	0%
	61	100%

#### ICT: End of KS2

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	0	0%
3	0	0%
4	47	100%
5	0	0%
	47	100%

## Appendix 3

### PiE (P4-P7) Targets and Outcomes for June 2021

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2021 for all Primary 4 - Primary 7 Pupils = 108

Outcome - Overall Average in Progress English (PiE) Standardized Scores for June 2021 for all Primary 4 - Primary 7 Pupils = 109

### PiM Mathematics (P4-P7) Targets and Outcomes for June 2021

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2021 for all Primary 4 - Primary 7 Pupils = 107

Outcome - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2021 for all Primary 4 - Primary 7 Pupils = 107

### Spellings (P4-7) Targets and Outcomes for June 2021

Target - Overall Average in Spellings Standardized Scores for June 2021 for all P4-7 pupils = 90

Outcome - Overall Average in Spellings Standardized Scores for June 2021 for all P4-7 pupils = 88

### Progress in English (PiE) (P4-P7) Targets for June 2022

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2022 for all Primary 4 - Primary 7 Pupils = 110

### Progress in Mathematics (PiM) (P4-P7) Targets for June 2022

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2022 for all Primary 4 - Primary 7 Pupils = 108

### Spellings (P4-7) Targets for June 2022

Target - Overall Average in Spellings Standardized Scores for June 2022 for all P4-7 pupils = 89

School: Carrick Primary, Warenpoint

Cost Centre:

20981

EA Locality: East

\*\*\*Only complete cells in yellow\*\*\*

A <b>Pupils and Teachers</b>		YEAR 1 (2021-2022)	YEAR 2 (2022-2023)	YEAR 3 (2023-2024)
		October 2021	October 2022	October 2023
1	October 2020			
2				
	<b>Full Time Equivalent Enrolment</b> (excluding Spec Unit pupils)	402	390	392
	<b>Planned Teaching Complement</b>	15.80	15.80	15.80
	(after amendment to Variables as below)			
3	<b>Planned Pupil/Teacher Ratio (September)</b>	25.44	24.68	24.81
				24.43
B <b>Changes in Teaching Staff</b>		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers			
5	Decrease in Teachers (enter as positive figure)			
C <b>Planned Expenditure</b>		YEAR 1 (2021-2022)	YEAR 2* (2022-2023)	YEAR 3* (2023-2024)
		£ %	£ %	£ %
6	<b>Expenditure Summary</b>			
	Staff Costs			
7	- Teaching	957,778 80.6%	970,936 80.6%	981,336 80.6%
8	- Non Teaching	169,867 14.3%	171,566 14.2%	173,264 14.2%
9	- Other Costs	300 0.0%	303 0.0%	306 0.0%
10	Premises, Fixed Plant and Grounds	19,994 1.7%	20,394 1.7%	20,802 1.7%
11	Operating Costs	39,050 3.3%	39,831 3.3%	40,628 3.3%
12	Non Capital Purchases	1,500 0.1%	1,530 0.1%	1,561 0.1%
13	Capital Expenditure	0.0%	0.0%	0.0%
14	Less Income (enter as negative figure)			
15	<b>Total Planned Expenditure</b>	1,188,489	1,204,559	1,217,896
16				
17				
<b>Estimated Savings (enter as a negative figure)</b>				
Reduction in Teaching Staff (as per Variables)				
Please specify				
Please specify				
<b>Estimated Additional Expenditure (enter as a positive figure)</b>				
Increase in Teaching Staff (as per Variables)				
Please specify				
Please specify				
21	<b>Total Planned Expenditure after Savings and Additional Expenditure</b>	1,188,489	1,204,559	1,217,896
* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year				
D <b>Budget</b>				
23	Common Formula Funding (CFF)	1,185,094	1,153,335	1,158,628

25	Other funding - (Please specify)			
	Other funding - (Please specify)			
	Other funding - (Please specify)			
26	<b>Total Budget</b>	1,185,094	1,153,335	1,158,628
E	<b>In Year Movement</b>			
27	<b>In Year Underspend / (Overspend)</b>	-3,395	-51,224	-59,268
	<b>Cumulative Surplus / Deficit</b>			
28	<b>Carry-over from previous year</b>	-154,031	-157,426	-208,650
29	<b>In Year Underspend / (Overspend) of delegated resources</b>	-3,395	-51,224	-59,268
30	<b>Closing Cumulative Surplus/(Deficit) 31 March</b>	-157,426	-208,650	-267,918
31	<b>% Carry Over</b>	-15.3%	-21.0%	-28.2%
G	<b>CATEGORY</b>	<b>Category 1b</b>		

**Appendix 5 (i)**

**CARRICK PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN OVERVIEW**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b><u>Curriculum and Teaching</u></b>	<ul style="list-style-type: none"> <li>• Development of teaching and learning in relation to the school priorities ie. Writing, Money, WAU/ICT, Rights Respecting Schools (RRS), Sustrans Project, Sharing Good Practice Projects and Digital Schools Project.</li> <li>• Training in relation to the school priorities as listed above.</li> <li>• Further development of the Rights Respecting School Project and the Sustrans Project.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of teaching and learning in relation to the school priorities</li> <li>• Further training in relation to school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of teaching and learning in relation to the school priorities</li> <li>• Further training in relation to school priorities.</li> </ul>
<b><u>School Leadership</u></b>	<ul style="list-style-type: none"> <li>• Plan, implement and review the school's WAU/ICT Project, Money Project, Guided Reading Project, SEN Project, Rights Respecting School Project, Sharing Good Practice Project, Sustrans Project, Digital Schools Project and Anti-Bullying Project.</li> <li>• Plan and implement training in preparation for the moderation process.</li> <li>• Further development of the staff members' awareness and skills in relation to using the Levels of Progression in ICT, Mathematics and Communication.</li> <li>• Review of additional school policies and practices/ procedures, which are due for review or which require review.</li> <li>• Provide staff with collaborative learning opportunities re Anti-Bullying, SEN and Child Protection/Safeguarding.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, implement, monitor and review the current school projects.</li> <li>• Plan, implement, monitor and review the Statutory Assessment of Communication.</li> <li>• Review of school policies and practices/ procedures which are due for review or which require amending.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, implement, monitor and review the current school projects.</li> <li>• Review of school policies and practices/ procedures which are due for review or which require amending.</li> </ul>
<b><u>Staff Development</u></b>	<ul style="list-style-type: none"> <li>• Prioritizing staff development which reflects our SDP priorities, (ie. Sharing Good Practice, WAU, ICT, RRS, SEN, Money, Guided Reading, Sustrans and Anti Bullying and which reflects the needs of staff members who have taken on new roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizing staff development which reflects our SDP priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizing staff development which reflects our SDP priorities.</li> </ul>
<b><u>Finance/Budget/Human Resources</u></b>	<ul style="list-style-type: none"> <li>• Liaison with LMS Officer to establish budget priorities and to identify areas where further reductions in spending can be made.</li> <li>• Fundraising via Friends of Carrick PTA, to support our school priorities.</li> <li>• Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the School Development Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with LMS Officer to establish budget priorities</li> <li>• Fundraising via Friends of Carrick PTA.</li> <li>• Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the School Development Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaising with LMS officers to establish priorities.</li> <li>• Fundraising via Friends of Carrick PTA.</li> <li>• Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the</li> </ul>

<b><u>Accommodation/Maintenance</u></b>	<ul style="list-style-type: none"> <li>• School Project – Improving the play resources for outside play.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of our school’s facilities.</li> </ul>	<p>School Development Plan.</p> <ul style="list-style-type: none"> <li>• Further development of our school’s facilities.</li> </ul>
<b><u>Links with Community/Parents</u></b>	<ul style="list-style-type: none"> <li>• Further development of consultation with parents re: school priorities, school issues, policies, practices and procedures.</li> <li>• Development of links with parents and the school community in relation to the School Development Plan.</li> <li>• Further development of links with Pastoral Committee (Liturgical issues), sporting organisations and other local schools and bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of links with parents and consultation with parents re: school development plan, school issues, policies, practices and procedures.</li> <li>• Further development of links with Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of links with parents and consultation with parents re: school development plan, school issues, policies, practices and procedures.</li> <li>• Further development of links with Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts.</li> </ul>
<b><u>Governors</u></b>	<ul style="list-style-type: none"> <li>• Continuation of Board of Governors’ training and induction programme.</li> <li>• Further development of Governors’ involvement in self-evaluation process re. effective governance and re school priorities.</li> <li>• Governors’ involvement in the development of school projects including WAU, ICT, Guided Reading, Money, SEN, Sharing Good Practice Project, Rights Respecting School Project, Sustrans Project, Digital Schools Project and Anti-Bullying Project.</li> <li>• Reviewing a range of school practices, procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors’ involvement in the development of school projects.</li> <li>• Governors’ involvement in reviewing a range of school practices, procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors’ involvement in the development of school projects.</li> <li>• Governors’ involvement in reviewing a range of school practices, procedures and policies.</li> </ul>

**Appendix 5(ii)**  
**Carrick Primary School**  
**Action Plan – Data Management Plan 2021-2022**

<ul style="list-style-type: none"> <li><b>Area for Improvement: Data Analysis and the Effective Use of Data, so as to effect improvements in standards in Carrick Primary School.</b></li> </ul>						
<ul style="list-style-type: none"> <li><b>Where are we now: Over a number of years, we have been building up expertise in the analysis and effective use of quantitative data such as, PiE, PiM, Spellings, End of Key Stage, Benchmarking, NRIT, Mental Maths, Half-Termly Tests and Class Tests. We have always tried to take account of quantitative data in relation to the other qualitative data which we have, and to use all the data as effectively as possible. Target-setting, tracking and monitoring procedures within Carrick are developing appropriately.</b></li> </ul>						
<b>Objectives/targets</b>	<b>Success criteria</b>	<b>Actions to bring about improvement</b>	<b>Time/materials/staff development including costings</b>	<b>External support required?</b>	<b>Staff / lead responsibility</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>To extend provision mapping to help staff track children's progress, to provide a record of interventions and to identify children's needs.</li> </ul>	<ul style="list-style-type: none"> <li>When provision mapping has been extended for P1-7 pupils and is helping staff to track children's progress, to provide a record of interventions and to help identify children's needs and inform teachers' decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>The children's data will be inputted into Assessment Manager and updated between September 2021 June 2022. This data will be used to enhance provision mapping in Carrick and to improve the transition process and subsequent provision for children.</li> </ul>	<ul style="list-style-type: none"> <li>Data (P1-7) re provision mapping will be inputted into Assessment Manager and disseminated for use by teachers and classroom assistants.</li> </ul>	<ul style="list-style-type: none"> <li>Support provided by C2K Team</li> </ul>	<ul style="list-style-type: none"> <li>SENCO.</li> <li>Data Team.</li> <li>Teachers</li> <li>Learning Support Teachers</li> <li>Reading Support Teachers</li> <li>Classroom Assistants</li> <li>Reading Partnership Tutor</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>To improve the Data Team's, coordinators' and teachers' awareness of data from Spellings and Handling Data as collated from the Spellings, PiE and PiM tests from June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>The Data Team, coordinators and teachers will be more aware of the data from Spelling Tests and Handling Data as collated from the tests in June 2021.</li> </ul>	<ul style="list-style-type: none"> <li>Collate the data, disseminate it and discuss the implications of the data, in terms of next practice.</li> </ul>	<ul style="list-style-type: none"> <li>Cost of the release of Data Team members, coordinators and teachers where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>C2K Team-Support</li> <li>Liaison with Literacy and Numeracy Coordinators in Cluster Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Data Team, and Literacy/ Numeracy Coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>

<ul style="list-style-type: none"> <li>To use the data from the Vernon Spelling Test to provide a benchmark of children's attainment in Spellings (P4-7).</li> </ul>	<ul style="list-style-type: none"> <li>When a benchmark in Spelling (P4-7) has been well established.</li> </ul>	<ul style="list-style-type: none"> <li>P4-7 children have been tested in June 2021 using the Vernon Spelling Test and will be retested in June 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Time for carrying out and marking the Spelling Test, inputting, collating and disseminating the data to staff, coordinators and Governors.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with the with Literacy Coordinators in Cluster Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coordinators</li> <li>Teachers</li> <li>Learning Support Teachers</li> <li>Literacy Coordinators from Cluster Schools</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>To make effective use of Assessment Manager trend analysis graphs, grids and data.</li> </ul>	<ul style="list-style-type: none"> <li>To access and use the relevant graphs/tables/data in order to improve planning, teaching and learning, with a particular focus on underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>Set up, access, analyse and disseminate graphs/charts. Use this data to improve planning, teaching and learning with a particular focus on underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>Cover to release members of Data Team/ Coordinators and teachers, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Mr D Harvey and Mr Adrian Lavery (C2K Team-Assessment Manager)</li> </ul>	<ul style="list-style-type: none"> <li>Data Team</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>

**Carrick Primary School**  
**Strategies to Monitor, Evaluate and Review:**

- Minutes of all meetings will be retained including: Teachers' Meetings, Leadership Team Meetings, Data Team Meetings, Governors' Meetings, Coordinators' Meetings, Clerical/ Caretaking/ Classroom Assistants' Meetings and meetings with external agencies/ support staff.
- Targets will be set by each class teacher for Literacy and Numeracy (P1-P7)
- End of Key Stage Targets will be set by the P.4 and P.7 teachers in October each year.
- Whole school PiE, PiM and Spelling targets will be set in October each year.
- Progress of class, year group and whole school initiatives, which are designed to simultaneously improve standards and attainments and to meet the class or school targets, will be monitored closely during the year.
- All Coordinators draw up detailed 1 Year Action Plans and 3 Year Action Plans for their subject/ area of coordination and progress towards targets set will be reviewed by the Principal and Governors.
- A termly bookscoop will be organised by the relevant coordinators (World Around Us, Mathematics and Numeracy and Language and Literacy)
- Analysis of pupils' standards and attainments will be carried out and used to inform planning and to improve provision for learners.
- There will be evidence in teachers' planning (P1- P7), in classrooms and in children's books that the Literacy and Numeracy Targets and the End of Key Stage Targets are being addressed, that the agreed plan for the effective use of data, is being implemented and that the agreed class, year group and school initiatives are being implemented.
- The Governors are involved in monitoring, evaluating and reviewing school data and school initiatives.

**Appendix 5 (iii)**  
**Carrick Primary School**  
**Action Plan - Leadership**  
**Year: 2021-2022 Leadership Team: Mrs Cassidy, Mrs Duffin and Mrs McCann**

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Timescale	Staff/Governor Involvement	Monitoring/Evaluation	Resources
<ul style="list-style-type: none"> <li>There is a critical need to manage the risks, procedures and mitigation measures associated with Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>To reopen the school for the children but in a manner which is safe for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>To carefully manage the risks associated with Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>To review and evaluate the Covid-19 plans on a monthly basis.</li> </ul>	<ul style="list-style-type: none"> <li>September 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>All Staff</li> <li>Governors</li> <li>External strategies/other school</li> </ul>	<ul style="list-style-type: none"> <li>The plans will be monitored and evaluated by the Leadership Team and the Governors</li> </ul>	<ul style="list-style-type: none"> <li>Risk Assessments</li> </ul>
<ul style="list-style-type: none"> <li>Staff have experience in developing School Projects.</li> </ul>	<ul style="list-style-type: none"> <li>To develop, deliver, evaluate and refine school initiatives including: Covid 19, Guided Reading, WAU/ICT, SEN, Digital Schools Project, Money, Sharing Good Practice, Rights Respecting School Project (aiming for Gold Level) and Sustrans Project (aiming for Gold Level).</li> </ul>	<ul style="list-style-type: none"> <li>To develop current school projects (see Action Plans for Literacy, Numeracy, SEN, RRS, WAU and ICT)</li> </ul>	<ul style="list-style-type: none"> <li>When the projects have been appropriately planned, evaluated and refined</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>All Staff</li> <li>Governors</li> <li>External strategies/other schools</li> </ul>	<ul style="list-style-type: none"> <li>The development of the school projects will be monitored and evaluated by the LT and the Board of Governors, using a range of tools including questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>Action Plans for Priority Areas</li> <li>Together Towards Improvement documents.</li> <li>Every School a Good School.</li> <li>Resources from Clounagh and STEM.</li> <li>Support from external agencies/sources</li> </ul>

<ul style="list-style-type: none"> <li>The PRSD process is well established in Carrick and has been evaluated and amended accordingly each year.</li> <li>Review of teachers' and Principal's performance via PRSD process.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the PRSD process so as to maximise its impact in relation to raising standards in teaching and learning and in the Sharing Good Practice Project.</li> <li>Set Principal's, Vice-Principal's and teachers' PRSD targets for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>To develop the PRSD process in consultation with Leadership Team, teachers, Governors and the Principal's Reviewers, Mr McConville, and Mr G Murdock</li> </ul>	<ul style="list-style-type: none"> <li>When teachers have been consulted re: the objectives for 2021-2022 and three appropriate objectives have been agreed which reflect both the SDP and our Staff Development Policy.</li> <li>When the 2021-2022 PRSD process has been successfully completed and evaluated by the Principal and all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 Setting 2020-2021 PRSD Objectives</li> <li>Term 2 Classroom Observations and/or Observations of Meetings. Review Meetings. Key Stage and Teachers' Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Teachers</li> <li>Reviewees and Reviewers</li> <li>Governor Reviewer</li> </ul>	<ul style="list-style-type: none"> <li>The 2021-2022 PRSD process will be monitored and evaluated by Governors, the Principal, the Leadership Team, by Mr B McConville (Principal's External Adviser) Mr G Murdock (Principal's Governor Reviewer).</li> </ul>	<ul style="list-style-type: none"> <li>PRSD Resources</li> <li>Mr B McConville – External Adviser for Principal's PRSD.</li> </ul> <p>Mr G Murdock (Governor Reviewer).</p>
<ul style="list-style-type: none"> <li>To implement the statutory assessment of Communication, Mathematics and ICT in 2021-2022.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that teachers are well prepared for the statutory assessment of the core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>To plan, implement,</li> <li>evaluate and review the development of these priority areas.</li> </ul>	<ul style="list-style-type: none"> <li>When the projects have been delivered, evaluated and refined.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Governors</li> <li>Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>The development of the school project will be evaluated by the Governors, the Leadership Team and by the Coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Meetings</li> <li>Action Plans</li> <li>Project Folders.</li> <li>Evidence in Sharing Good Practice Folders.</li> </ul>
<ul style="list-style-type: none"> <li>The Anti-Bullying Policy and other policies are due for review.</li> </ul>	<ul style="list-style-type: none"> <li>To review the relevant policies (see Policy Grid).</li> </ul>	<ul style="list-style-type: none"> <li>To work with staff, pupils, parents and Governors to review the relevant policies.</li> </ul>	<ul style="list-style-type: none"> <li>The named policies will be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Governors</li> <li>Staff Members</li> <li>Child Protection/ Safeguarding Team</li> <li>Parents</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>The review of these policies will be planned and monitored by the Governors, the Leadership Team and by the relevant teams and coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Policy Grid</li> <li>School Policies</li> <li>Minutes of Meetings</li> <li>Consultation Records</li> </ul>

**Appendix 5 (iv)**  
**Carrick Primary School**  
**Staff Annual Development Plan**

**Focus/Issue: Numeracy Action Plan**

**Coordinators: Mrs McCann/Mr Murdock    Year: 2021-2022**

Baseline position [Where are we now?]	Targets { What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Time scale	Staff Involvement	Monitoring/Evaluation	Resources
Teachers and Classroom Assistants have not accessed any recent training in relation to the planning, teaching, learning and assessment of the topic “Money”	To develop planning, teaching, learning and assessment in relation to Money.	To implement training in relation to Money.  To audit the school’s Money resources, so that additional resources can be requisitioned/ accessed for the Money project.	Where relevant, the Money training will be evident in PRSD lessons and classroom observations this year.	2021-2022	Teachers  Classroom Assistants  Numeracy Co-ordinators	The Co-ordinators will evaluate the planning, teaching and assessment of “Money” using a range of tools and the information yielded will be used to inform future planning, teaching and assessment and to requisition additional resources.	Money Training materials and resources.  Information and resources provided by Mathematics coordinators. Money Planning documents and booklets. Data re Money
Planning grids need updated in relation to money.	Continue to update planning grids, ensuring progression and continuity within and between year group planners.	At staff meetings. Teachers will evaluate the planners to ensure progression and continuity within and between year group planners.	Evidence of good progression and continuity across year groups.	2021-2022	Teachers/ Principal	Planning will be continually monitored by the Numeracy Coordinators and by the Principal	Computers, Planners and Handling Data resources.
Teachers and Classroom	Teachers/ Classroom	All teachers are provided with a	When teachers are more	2021-2022	All Teachers	Evaluations of Izak9 completed by	Izak9 Online lessons

Assistants have received training in relation to Izak9.	Assistants will continue to use Izak9 for practical maths sessions or mental maths activities (at least once per term).	timetable for the use of Izak9 and passwords to unlock online lessons.	confident to use Izak9		and Classroom Assistants where relevant.	Teachers/Pupils.	Computers/IPads Whiteboards
Having studied the PiM data from June 2021 we will now focus on money during 2021-2022 and will set targets for May 2022.	To improve standards in Money, leading to improvements in PiM (Money) in May 2022.	To continue to develop teaching and learning in Money.	When we carry out the PiM tests in May 2022 tests, we will compare the results to the previous targets.	2021-2022	All teaching staff	This work will be monitored and evaluated by the Numeracy Co-ordinators, the LT and the Data Team.	PiM data PiM tests Numeracy resources (Money)
We celebrate Maths Week each year.	To continue to celebrate Maths Week which takes place from 16 <sup>th</sup> October-24 <sup>th</sup> October 2021	Each year group will complete at least one practical activity in relation to money and save the photographic evidence in public A37.	When there is evidence in A37 and the pupils/teachers have evaluated their experiences. These evaluations will be used to inform plans for 2022-2023.	2021-2022	Numeracy coordinators, Principal, Teachers, Classroom Assistants and pupils	Teachers' evaluations Pupils' evaluations	Evaluations, iPads

Assembly Presentations on Money when Covid-19 restrictions are lifted.	Assembly presentations will be related to Money/ICT. See photographic evidence in the maths folder (A37) in public and the Money Project Folder.	Teachers will present a Money/ICT presentation at assembly to encourage good practice, once Covid-19 restrictions are lifted.	Money Awards	2021-2022	Numeracy coordinators, Principal, Teachers and Classroom Assistants.	This work will be monitored and evaluated by the Numeracy coordinators and the LT. Teachers/pupils will evaluate their experiences.	Whiteboards Computers Certificates
In 2020/21 awards were presented relating to children's I.C.T/Handling Data work.	To celebrate good practice in Money.	Awards will be presented to pupils for great work in Money. This work will also be displayed in school. (See Money Scrapbooks)	When awards are presented throughout the year and children's Money work is displayed.	2021-2022	All staff	This work will be monitored and evaluated by the Numeracy coordinators and the LT.	Handling Data displays and certificates.

Strategies to monitor and evaluate:

- Coordinators will plan, implement and review training and implementation work in relation to the Statutory Assessment of Using Mathematics.
- Coordinators will provide feedback to the rest of the staff.

Increase children's ability to use their knowledge of money in discussions, individual tasks and group tasks.

**Appendix 5 (v)**  
**Carrick Primary School**  
**Action Plan 2021-2022**  
**Focus/Issue: Literacy**

**Coordinators: Mrs T Murray (P1-4) Mr Keenan (P5-7)**

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Timescale	Staff/Governor Involvement	Monitoring/Evaluation	Resources
<ul style="list-style-type: none"> <li>There is a critical need to manage the risks, procedures and mitigation measures associated with Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>To reopen the school for the children but in a manner which is safe for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>To carefully manage the risks associated with Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>To review and evaluate the Covid-19 plans on a monthly basis.</li> </ul>	<ul style="list-style-type: none"> <li>September 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>All Staff</li> <li>Governors</li> <li>External strategies/other school</li> </ul>	<ul style="list-style-type: none"> <li>The plans will be monitored and evaluated by the Leadership Team and the Governors</li> </ul>	<ul style="list-style-type: none"> <li>Risk Assessments</li> </ul>
<ul style="list-style-type: none"> <li>Staff have experience in developing School Projects.</li> </ul>	<ul style="list-style-type: none"> <li>To develop, deliver, evaluate and refine school initiatives including: Covid 19, Guided Reading, WAU/ICT, SEN, Money, Sharing Good Practice, Rights Respecting School Projects (aiming for Gold Level) and Sustrans Project (aiming for Gold Level).</li> </ul>	<ul style="list-style-type: none"> <li>To develop current school projects (see Action Plans for Literacy, Numeracy, SEN, RRS, WAU and ICT)</li> </ul>	<ul style="list-style-type: none"> <li>When the projects have been appropriately planned, evaluated and refined</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>All Staff</li> <li>Governors</li> <li>External strategies/other schools</li> </ul>	<ul style="list-style-type: none"> <li>The development of the school projects will be monitored and evaluated by the LT and the Board of Governors, using a range of tools including questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>Action Plans for Priority Areas</li> <li>Together Towards Improvement documents.</li> <li>Every School a Good School.</li> <li>Resources from Clounagh and STEM.</li> <li>Support from external agencies/sources</li> </ul>

<ul style="list-style-type: none"> <li>The PRSD process is well established in Carrick and has been evaluated and amended accordingly each year.</li> <li>Review of teachers' and Principal's performance via PRSD process.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the PRSD process so as to maximise its impact in relation to raising standards in teaching and learning and in the Sharing Good Practice Project.</li> <li>Set Principal's, Vice-Principal's and teachers' PRSD targets for 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>To develop the PRSD process in consultation with Leadership Team, teachers, Governors and the Principal's Reviewers, Mr McConville, and Mr G Murdock</li> </ul>	<ul style="list-style-type: none"> <li>When teachers have been consulted re: the objectives for 2021-2022 and three appropriate objectives have been agreed which reflect both the SDP and our Staff Development Policy.</li> <li>When the 2021-2022 PRSD process has been successfully completed and evaluated by the Principal and all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 Setting 2020-2021 PRSD Objectives</li> <li>Term 2 Classroom Observations and/or Observations of Meetings. Review Meetings. Key Stage and Teachers' Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and Teachers</li> <li>Reviewees and Reviewers</li> <li>Governor Reviewer</li> </ul>	<ul style="list-style-type: none"> <li>The 2021-2022 PRSD process will be monitored and evaluated by Governors, the Principal, the Leadership Team, by Mr B McConville (Principal's External Adviser) Mr G Murdock (Principal's Governor Reviewer).</li> </ul>	<ul style="list-style-type: none"> <li>PRSD Resources</li> <li>Mr B McConville – External Adviser for Principal's PRSD.</li> </ul> <p>Mr G Murdock (Governor Reviewer).</p>
<ul style="list-style-type: none"> <li>To implement the statutory assessment of Communication, Mathematics and ICT in 2021-2022.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that teachers are well prepared for the statutory assessment of the core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>To plan, implement,</li> <li>evaluate and review the development of these priority areas.</li> </ul>	<ul style="list-style-type: none"> <li>When the projects have been delivered, evaluated and refined.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Governors</li> <li>Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>The development of the school project will be evaluated by the Governors, the Leadership Team and by the Coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Meetings</li> <li>Action Plans</li> <li>Project Folders.</li> <li>Evidence in Sharing Good Practice Folders.</li> </ul>
<ul style="list-style-type: none"> <li>The Anti-Bullying Policy and other policies are due for review.</li> </ul>	<ul style="list-style-type: none"> <li>To review the relevant policies (see Policy Grid).</li> </ul>	<ul style="list-style-type: none"> <li>To work with staff, pupils, parents and Governors to review the relevant policies.</li> </ul>	<ul style="list-style-type: none"> <li>The named policies will be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2021 - June 2022</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Governors</li> <li>Staff Members</li> <li>Child Protection/ Safeguarding Team</li> <li>Parents</li> <li>Pupils</li> </ul>	<ul style="list-style-type: none"> <li>The review of these policies will be planned and monitored by the Governors, the Leadership Team and by the relevant teams and coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Policy Grid</li> <li>School Policies</li> <li>Minutes of Meetings</li> <li>Consultation Records</li> </ul>

**Appendix 5 (vi)**  
**Carrick Primary School**  
**Action Plan**  
**Area of Co-ordination: Assessment**  
**Year: 2021-2022**  
**Coordinator: Mrs P McPolin**

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Timescale	Staff Involvement	Monitoring/ Evaluation	Resources
We have had training in the Statutory Assessment of Using Mathematics, Communication and ICT.	To effectively implement the Assessment of Using Mathematics, Communication and ICT.	To implement the Assessment of Using Mathematics, Communication and ICT.	When all teachers have implemented the Statutory Assessment of Using Mathematics, Communication and ICT.	2021-2022	All teaching staff	This implementation programme will be planned, monitored and evaluated by the school's Leadership Team, Assessment, Literacy, Numeracy and ICT Coordinators.	Resources re : the Statutory Assessment of Using Mathematics, Communication and ICT.
We have now been moderated in Using Mathematics, Communication and ICT.	Verification of correct levelling of children's work from levels 2 – 5.	To submit samples of children's work for levels 2 – 5 for moderation.	When samples of work have been submitted, verified and returned. The feedback from CCEA will be used to make further improvements in Carrick.	2021 - 2022	All teaching staff.	This will be monitored by the school's Leadership Team, Assessment Coordinator, Literacy, Numeracy and ICT Coordinators.	Samples of children's work from levels 2 – 5. CEA Tasks or Tasks made by teachers.
We have used a wide range of formative and summative assessments for a number of years.	Use the results of these assessments to continue to raise standards within the school. Self-evaluate to improve the implementation and administration of assessments.	Further develop the use of data in school through additional training and by providing appropriate support and guidance for staff.	When P1 – P7 teachers have administered assessments and analysed data.	2021 - 2022	P1 – P7 teachers	This will be monitored and evaluated by the school's Leadership Team, Data Team and the Assessment Coordinator.	PiM, PiE, NRIT, Spellings, Mental Maths and Half-Termly Assessments. Assessment Manager.

**Carrick Primary School 2021 - 2022**

**Co-ordinator's Action Plan**

**Focus/Issue: Care and Welfare**

**Teacher: Mrs C. Kelly**

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria[How will we know?]	Timescale	Staff Involvement	Monitoring/ Evaluation	Resources
<p>We need to elicit the views of parents of children with SEN (March 2022)</p> <p>Pastoral Questionnaire for a selection of children in Term 2 (February 2022)</p> <p>Governors' Questionnaire (May 2022)</p>	<p>To continue to improve the quality of Pastoral Care procedures in our school by eliciting the views of Parents of children with SEN, Children and Governors.</p>	<p>Distribute Pastoral Care questionnaires to a selection of parents whose children have SEN (March 22), a selection of children (Feb 22) and the Governors (May 22).</p>	<p>When we plan, distribute, collate and analyse the questionnaires. When a list of actions has been drawn up in response to the questionnaire data.</p>	<p>September 2021-June 2022</p>	<p>CP/SG Team</p> <p>SEN Team</p>	<p>Review findings at staff meeting, and report via principal to B.O.G, staff and parents.</p>	<p>Questionnaires</p>
<p>Care and Welfare Policy and associated documentation</p>	<p>Continue to raise the profile of Care and Welfare /Child Protection through class assemblies (where possible), staff meetings and newsletters/ documents sent home/added to facebook/website</p>	<p>Ensure Care and Welfare and Child Protection documents are distributed to all families and made as accessible as possible for parents, staff, coaches, tutors and volunteers etc.</p>	<p>When relevant documentation has been uploaded to the website and facebook and also distributed and signed for by parents at Parent Teacher meetings.</p>	<p>January 2022</p>	<p>CP/SG Team</p>	<p>Safeguarding Team</p>	<p>Safe Guarding/Child Protection/ Care and Welfare Documentation</p>

Update Safeguarding Information classroom packs (yellow packs)	Continue to provide staff with SG information for use within their classroom	Update flow charts and photographs within pack.	When new packs are made up and distributed.	October 2021	Mrs Kelly	Safeguarding Team	Safeguarding Information Packs (Yellow packs)
Fire Safety procedures have been implemented each term.	To make any necessary changes to the Fire Safety policy following unannounced drills (Termly). To remind all staff and pupils of the emergency evacuation procedures through fire drills and assemblies/in class.	Organise fire drills (unannounced on a termly basis) Following Fire Drill, update the policy should changes be deemed necessary.	When fire drills have been completed and evaluated.  When the Fire Policy has been revised and adopted by staff, pupils and Governors.	2021-2022	Staff.	Co-ordinator will update the Fire Policy should changes be deemed necessary following unannounced fire drills (Termly).	Fire Safety Policy
All staff were trained in August 2019 in CP/SG procedures and policies.	To keep Child Protection as a priority on the school agenda by talking to all staff and discussing CP/SG issues at class assemblies, within classrooms and at meetings.  All staff to be retrained in CP/SG in November 2021 and follow-up training delivered	Continue to access Coordinators' training and staff members', coaches', tutors', students' or volunteers' training as necessary in Child Protection/Safe Guarding.  Ensure Child Protection is on	Training records.  Agendas and minutes from meetings.  Feedback from staff and pupils.  Minutes of Safeguarding Meetings.  Records of dissemination of CP course	2021-2022	CP/SG Team: Mrs. Kelly/ Mrs. Mc Polin/Mr Keenan  Designated members of the B.O.G.  All teaching and ancillary staff.	The Designated Teachers and Principal will monitor and evaluate CP/SG provision, with the help and guidance of EA CP Officers.	CP Training Resources  Power Point Presentation re CP from EA.  Child Protection Policy and Leaflets.  Safeguarding Policies and Leaflets

	(Jan 2022)	<p>Staff Meetings’ and Governors’ Meetings’ agendas at least once a term.</p> <p>Ensure that all staff, pupils and parents are made aware of how to inform the Safeguarding Team, if any C.P. issue arises.</p>	materials.				
All policies are regularly reviewed in accordance with EA/DE/CCMS advice.	To update policies due for review.	<p>Feedback to staff on issues raised at C.P. training courses.</p> <p>Update CP/SG Policies and related policies and leaflets, following consultation with Governors, Parents, pupils and staff.</p> <p>Continue to liaise with CP Officers (EA)</p>	When CP Policy and other related policies and leaflets have been amended, agreed, distributed and uploaded to the website and facebook.	2021-2022	Staff members, Governors, a sample of parents and pupils are consulted re: policies.	Safeguarding Team	Safeguarding Policies and Leaflets.

		and Social Services (where appropriate)					
Road Safety Use of Road Safety Calendars	Continue to organize and co-ordinate Road Safety Week – 8 <sup>th</sup> -12 <sup>th</sup> Nov.  Appoint Junior Road Safety Officers.	Co-ordinate activities in Road Safety Week.	Production of Road Safety Assemblies/ Completion of poems/posters and stories.  Feedback from pupils and completion of worksheets	November 2021	Mrs Kelly	Completion of Road Safety activities, assemblies and worksheets and awarding of certificates/rewards.	Road Safety Materials including Calendars
Anti-Bullying Staff have been implementing the Anti-Bullying Policy and Procedures	To provide Anti-Bullying training for all staff and to implement the new policy and procedures based on the new legislation	All staff will access Anti-Bullying Training and will be kept informed re the legislation associated with the Addressing Bullying in Schools Act, (as from 01/09/2021)	When all staff have been trained and are implementing the new policy and procedures.	2021-2022	Mrs Kelly Mrs Cassidy	The roll out of the changes to Anti-Bullying procedures will be monitored by the Child Protection Team and the Leadership Team	Anti-Bullying Resources and legislation
Cycling Proficiency Lessons	Continue to organize and co-ordinate the Cycling proficiency scheme with staff and P.7 pupils.	Coordinate cycling lessons	Individual practical assessment carried out for all procedures.	May/June 2022	Mrs Kelly Mrs McPolin Mr Keenan Mrs Murray	Results of practical assessment and awarding of certificates at a special assembly.	Highway code.

	To continue to raise awareness of positive						
Case Programme Transition Programme	Raise awareness of Stranger Danger and drug and alcohol misuse etc.  Plan for the transition of pupils from Primary to Secondary school	P.S.N.I. to talk to classes.  Moving On, Moving Up booklets	When all the P7s have participated in the Moving on, Moving Up programme and the range of activities which form part of the Transition Project.	May/June 2022	P.S.N.I. Education Welfare Officer Mrs Doran Mr Murdock	This programme will be monitored by the Principal, by the CP/SG Team and by the P7 Teachers.	Materials provided by P.S.N.I. and by the EWO.  Transition Resources
Healthy Me: Wellbeing project	Mental Health amongst our staff and pupils	Healthy Me training for staff  P6 and P7 Healthy Me: Wellbeing Project (Training for P6 and & pupils and follow-up activities.	Feedback from staff and pupils.	August 2021  September 2021	Action Mental Health Team	This programme will be monitored by the Principal and staff.	Materials provided by the Mensana Team  Materials for Gardening Activity

**Appendix 5 (viii)**  
**Carrick Primary School 2021-2022**  
**ICT Action Plan**

**Coordinators: Mrs O’Hare (P1-4) and Mrs Doran (P5-7)**

Baseline position [Where are we now?]	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Staff development	Staff /External Agencies	Monitoring/ Evaluation	Resources	Timescale
Staff have integrated UICT into their planning.	Staff will develop a shared understanding of the Levels of Progression of Using ICT Skills and will continue to develop ICT plans to ensure that there is progression and continuity in children’s UICT Skills from P1-P7.	To produce ICT plans which demonstrate progression and continuity in terms of the development of children’s UICT skills from P1-P7 and which have been agreed and are being implemented and evaluated by all teachers.	ICT Planning Documents  Teaching Time  Meetings  Sharing Good Practice	ICT Coordinators  All staff  External Agencies (C2K News Desk)	The ICT Coordinators and Leadership Team will monitor and evaluate the development of ICT to ensure that there is progression and continuity in the development of children’s UICT Skills.	Active Primary  Active Inspire  C2K  C2K – News desk  School website  ipads (apps) Laptops /PCs	2021-2022
Staff are familiar with the ‘CCEA Tasks’.	Staff will use CCEA’s ‘UICT Tasks’ and also their own UICT tasks as part of	Teachers integrate appropriate CCEA ‘UICT Tasks’ and their	Planning Days  Key Stage	ICT Coordinators  CCEA Tasks online	ICT coordinators and Leadership Team will support the development of the teachers’	Active Primary  Active Inspire	2021-2022

	the assessment of UICT in their planning.	own UICT tasks into topics and activities across the curriculum into their half term planning.	Meetings	All staff  External Agencies (C2K News Desk)	understanding of the Levels of Progression so that teachers can competently assess the children's UICT skills.	C2K  C2K – News desk School website  ipads (apps) Laptops/PC	
Develop a shared understanding of the “5 Es”;	Teachers identify opportunities to use ICT to enhance teaching and learning and to raise standards focusing on “Desktop Publishing”.	Half-termly planning makes reference to the use of ICT across the curriculum so as to improve teaching and learning and to raise standards of attainment.	Planning Days  Key Stage Meetings	ICT Coordinators  CCEA Tasks online  All staff  External Agencies (C2K News Desk)	ICT coordinators and Leadership Team will support the development of the teachers' understand of the 5 ‘E’s’.	Active Primary  Active Inspire  C2K  C2K – News desk  CCEA Tasks School website ipads Laptops	2021-2022
P4 and P7 teachers are involved with the target setting and assessment of levels of progression in	All teachers have the opportunity to meet with colleagues to share and	When teachers are more secure in relation to the Levels of Progression in UICT and	Planning Days  Meetings  ICT School	ICT Coordinators  CCEA Tasks online	ICT Coordinators and Leadership Team will support the development of the teachers' understanding of	Active Primary  Active Inspire	2021-2022

UICT.	discuss samples of children's work and to examine the progression and continuity in the development of children's UICT skills from P1-P7 as part of the Sharing Good Practice Project	assessment of UICT.	Tasks/Activities	All staff  External Agencies (C2K News Desk)	Levels of Progression in UICT.	C2K  C2K – News desk  CCEA Tasks  School website  ipads (apps) Laptops/PCs	
30 ipads are available for use in the classrooms.	Staff will incorporate the use of ipads into their planning and completion of CCEA Tasks and Using ICT Tasks.	Completed work  Displays  School Tasks and activities.  Active Learning Scrapbook.  Evidence from evaluations (Pupils and staff evaluations)	Planning Days  Meetings	ICT Coordinators  CCEA Tasks online  All staff  External Agencies C2K News Desk	ICT coordinators and Leadership  Team will support the development of the teachers' understanding of how to use ipads effectively in the classroom.	Active Primary  Active Inspire  C2K  C2K – News desk  School website  Ipads (apps) Laptops /PCs	2021-2022
The ICT Policy,	Through	The production	Meetings	ICT	The ICT	Previous ICT	2021-2022

the E Safety Policy and the Internet Guidance Booklet need are updated.	consultation with Staff, pupils, Parents, Board of Governors, Leadership Team and ICT Coordinators, all documents will be updated.	and distribution of updated versions of each document to all stakeholders, following consultation.	Planning Days	Coordinators Leadership Team Board of Governors Parents' Meetings DE guidelines	Coordinators and Leadership team will ensure that Staff, Board of Governors and Parents have the opportunity to contribute to and monitor and evaluate the implementation of the documents.	Policy, E Safety Policy and Internet Guidance Booklet. Internet DE guidelines C2k advice/ guidance	
The school will register for Digital School Award.  Digital Schools Awards is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in schools.	Complete online questionnaire to establish baseline level.	Confirmation will be provided by Digital Schools Awards.	ICT coordinator meetings Planning Days Sharing good practice.	Digital Schools Award Association.  AMMA	ICT Coordinators and Leadership Team will support the development of the teachers' understanding of Digital Schools Awards	Active Inspire  C2K C2K – News desk  School website  Ipads (apps) Laptops /PCs	2021-2022

**Appendix 5 (ix)**  
**Carrick Primary School 2021-2022**  
**World Around Us Action Plan**

**Coordinator: Mrs Harkin**

<b>Baseline position (Where are we now?)</b>	<b>Targets (What do we want to achieve?)</b>	<b>Action to be Taken (What are we going to do?)</b>	<b>Success Criteria (How will we know?)</b>	<b>Timescale</b>	<b>Staff Involvement</b>	<b>Monitoring/ Evaluation</b>	<b>Resources</b>
Half-termly plans and topics are in place in all year groups.	To improve the planning, implementation, resourcing and evaluation of WAU and Technology.	Plan and implement the development of WAU/ Technology.	When the planning, implementation, resourcing and evaluation of WAU and Technology have improved.	2021-2022	WAU Team: Mrs Harkin Mrs McCann  Teachers	The coordinator, WAU Team, Leadership Team and Governors will monitor and evaluate the development and implementation of the WAU/ Technology Project.	-WAU Resources -WAU Plans, Lessons, Books and Displays. -Active Learning Scrapbooks -Technology Plans -STEM Planners
Coordinators, teachers and pupils are involved in WAU Bookscoops	To make the Bookscoop process as robust as possible, so that it is of benefit to the teachers and provides them with quality indicators in relation to the WAU and also facilitates the sharing of good practice in WAU.	Improve the Bookscoop Process by integrating it into the Sharing Good Practice Project.	When the WAU Bookscoop process has been integrated into the Sharing Good Practice Project.  When teachers have had the opportunity to share good practice in WAU and to learn from others' good practice.	2021-2022	WAU Team: Mrs Harkin Mrs McCann  Teachers	The coordinator, Leadership Team, WAU Team and Governors will monitor and evaluate the Bookscoop Process.	Sharing Good Practice Project  WAU Bookscoop Process
Implementing Sustrans Project	To achieve the gold award for the Sustrans Project	Organise, implement and evaluate Sustrans events throughout the year.	When events have been evaluated and progress has been monitored.	2021-2022	Mrs Cassidy WAU Team: Mrs Harkin Mrs McCann School Council	The coordinator, Leadership Team, WAU Team, School Council and Governors will monitor and evaluate the Sustrans events.	Sustrans Resources and personnel (Mr Dave Wiggans)

The Green Flag was achieved	To maintain the ethos of the Green Flag	Continue the work of the Green Flag Project.	When Eco work for 2021-2022 has been completed.	2021-2022	Teachers School Council Governors	The coordinator, WAU Team, Leadership Team, School Council and Governors will monitor and evaluate the Green Flag Project.	Green Flag Project evidence  Mr Patrick McShane  Green Flag section on school's website ECO Resources
Staff and pupils have had training in and experience of recycling, reducing and reusing.	To reduce waste in school and to encourage the pupils to reduce waste and reuse and recycle more.	Continue to raise children's awareness about waste and how important it is to reduce/reuse/recycle.	When there is a reduction in our waste and a corresponding increase in our recycling/ reusing efforts.	2021-2022	Mrs Harkin and Mrs McCann  Teachers School Council Caretaker Mr Patrick McShane (Council)	The Coordinator, WAU Team, School council, Leadership Team and Governors will monitor and evaluate the school's waste project and efforts to reduce, reuse and recycle.	Recycling Resources  Recycling Areas (Lost Property cupboard/ ink cartridges/ batteries/ paper/ food).  Electricity usage records. Litter Monitoring
Classes are involved in gardening and environmental activities in school grounds.	To encourage all classes to continue gardening activities e.g. planting, weeding, hunting for mini-beasts and bird watching.	Where appropriate, each class will maintain a planter box in which they will plant and care for vegetables and/or flowers.	When the planters have all been planted and maintained by the pupils.	2021-2022	Mrs Harkin and Mrs McCann  Teachers School Council Caretaker Mr Patrick McShane (Council)  Gardening Volunteers from Friends of Carrick.	The Coordinator, WAU Team, School Council, Leadership Team and Governors will monitor and evaluate the gardening and environmental activities.	Planters  Gardening Resources
The P4 classes will conduct a "Bird Watch"	To implement the Bird Project.	To set up a Bird Watching Hide which will allow pupils to identify and record the birds within the school grounds	When the P4 classes have taken part in the Bird Project and have used the Bird Hide and camouflage sheets.	2021-2022	Mrs McCann  Teachers School Council Caretaker Mr Patrick McShane (Council)	The coordinator, WAU Team, School Council, Leadership Team and Governors will monitor and evaluate P4s Bird Project	Bird Identification and Recording Sheets  Bird Hide Camouflage Sheets

Appendix 6  
Glossary of Terms

AfL Assessment for Learning	PDMU Personal Development and Mutual Understanding
C2K Classroom 2000 Computer System	PiE Progress in English Test (P3-P7)
CP/SG Child Protection/ Safeguarding	PiM Progress in Mathematics Test (P3-P7)
DE Department of Education	PRSD Performance Review and Staff Development
ETI Education and Training Inspectorate	SDP School Development Plan
ICT Information and Communications Technology	SEN Special Educational Needs
LMS Learning Management System	SIMS Schools' Information Management System
LT Leadership Team	TS and PC Thinking Skills and Personal Capabilities
NILA Northern Ireland Literacy Assessment (Online)	TTI Together Towards Improvement
NINA Northern Ireland Numeracy Assessment (Online)	SENCO Special Needs Coordinator
NRIT Non Reading Intelligence Test (P3-P7)	