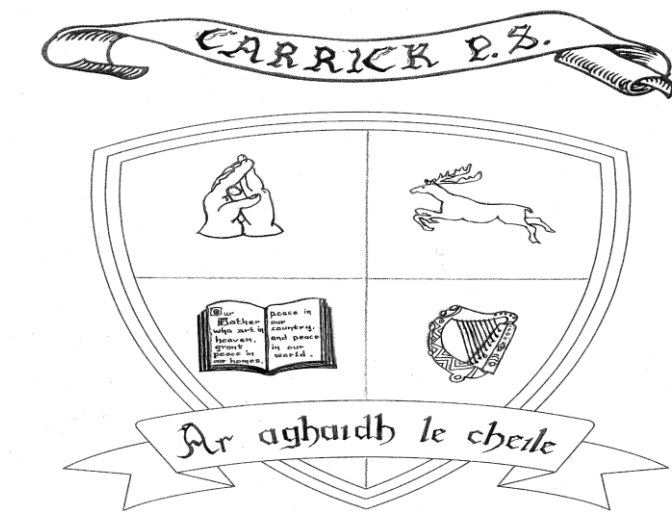


Carrick Primary School



School Development Plan

2023-2026

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 and where they are encouraged to work hard, to feel good about themselves and to 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 within our school.

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 celebrate good behaviour.

The pupils of Carrick Primary School are at the centre of all that we do in our school. They are valued and are encouraged to have respect for themselves, to 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;
- 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 to all pupils. 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 the 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 the 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/Classroom Observations/School Observations;
- Professional development records for teaching and non-teaching staff;
- Attendance Data.

Priority Areas for Improvement

- Questionnaire for Staff.
- Review of the Child Protection Policy, Fire Safety Policy, Disposal of Records Policy, First Aid and Medication Policy, Period Dignity Policy, Health and Safety Policy, Attendance Policies, Relationships and Sexuality Policy, Waiting List Policy, Parental Complaints Policy, Reasonable Force/Safe Handling Policy, Smoking Policy, Drugs and Alcohol Workplace Policy, Health and Wellbeing Policy, Art and Design Policy, Positive Behaviour Policy and other policies due for review.
- Extension of the Money, Guided Reading/Easy Read, ICT, Healthy Me and ‘Sharing Good Practice’ Projects.
- Further development of the self-evaluation process in relation to school priorities.
- Parents’ Nights in relation to Money, Reading, ICT Safety and Healthy Me.
- Staff Training.

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 and classroom assistants 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 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 staff members are also involved in 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. Through the implementation of new initiatives and the development of existing initiatives we ensure that the children's experiences are the best they can be. We employ a wide range of teaching strategies and resources which ensure that all the children's learning experiences are as beneficial as possible and include opportunities for active learning. We develop children's skills in working independently and also working 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 and to encourage teachers to consider what pedagogical improvements and modifications are required to help improve the children's 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 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 genres 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 for the Digital Storytelling Project as part of the Pathways Into Partnership Programme.

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 IEP/PLPs 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
- A3 Portfolios (School Priorities)
- IEP/PLPs/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, Healthy Me, Child Protection/Safeguarding, Positive Behaviour, Sharing Good Practice, Rights Respecting School, Easy Read and Sustrans Projects as priority areas (2023-2024).
- 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.
- Parents' Nights in relation to Money, Reading, ICT Safety and Healthy Me.
- Staff Training.

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/PLP process and IEP/PLPs are rigorously monitored, evaluated and reviewed. In 2023-2024 the teachers will receive training in relation to the implementation of the PLP Project. 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 PLP 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 class teacher 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. These include Learning Support (from the school's learning support teacher), support from P1-3 teaching staff and regular 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 64 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, Spellings, Half Termly Tests 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

- Parents' Nights in relation to Money, Reading, ICT Safety and Healthy Me.
- Questionnaire for Staff.
- Training for staff in Priority Areas including Guided Reading, Money, Child Protection/Safeguarding, Fire Safety and Health Needs.
- Further development of Provision Mapping (Assessment Manager).

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 2023-2024 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, Technology, Healthy Me and Art will be further developed in 2023-2024.

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. Mr Keenan (Deputy Designated Teacher) will attend Child Protection refresher training during 2023-2024. 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 complements our school’s Child Protection/Safeguarding work with the systematic implementation of the RRS principles and the development of class charters and school and class reward systems.

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 attendance 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 members 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, Wellbeing Policies, First Aid Policy, PE Policy, Food in Schools Policy, Care and Welfare Policies and other related policies, in order to promote the holistic development, health and wellbeing of pupils and staff. The Positive Behaviour Project will be further developed during 2023-2024. 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 an updated Anti-Bullying Policy which is effective and which reflects both the legislation and DE guidance.

School Council

The School Council plays a very active role in Carrick and promotes the Positive Behaviour, Rights Respecting, Road Safety 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 (January 2017) noted that the school's arrangements for safeguarding children reflect the guidance issued by the relevant departments. The pupils' attendance in 2022/2023 was 94.1% and in the school's questionnaires, staff, parents and children reported, in an overwhelmingly 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

- Further development of Priority Projects (Money, Guided Reading/Easy Read, WAU, ICT, Child Protection and Positive Behaviour).
- Review of policies which are due for review or require review.
- Staff Training.

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 well-matched to the school's priorities. Baker Days and School Development Days are used effectively to improve the capacity of the staff and to improve teaching and learning in Carrick. The training provided on the Baker Days and the School Development Days is evaluated. These evaluations inform future planning. Coordinators and teachers are very efficient at disseminating information from courses attended.

Evidence

- Consultation Exercises.
- Minutes of Meetings.
- Records of School Development Days/Baker Days and Evaluations of the training provided.
- Evaluations (Parents, pupils and staff).
- A3 Portfolios (School Priorities).
- 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.
- Effective 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 the promotion of the health and wellbeing of staff are currently outstanding. The absence rate of teaching staff during 2022-2023 was 7.25% while the absence rate of support staff during 2022-2023 was 6.07%. Attendance records for staff are presented at each Board of Governors' meeting and any attendance issues are discussed and a plan of action 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.
- Minutes of Meetings between Principal and Staff Members.
- Classroom Observations/ PRSD.
- Sharing Good Practice Project.
- Consultation Exercises / Self-Evaluation Exercises.
- Weekly Staff Grids.
- Staff Memos.

Priority Areas for Development

- Continued promotion of the health and wellbeing of staff.
- The development of a staff Health and Wellbeing Policy in 2023-2024.

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), consultation exercises, IEPs, Annual Pupil Reports, Friends of Carrick events, induction evenings and the local bulletin.

Parent/Teacher meetings take place once a year for the P1-7 classes. 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 Primary School actively engages with the local community and other bodies including, schools, the local GAA clubs, local sporting bodies, local businesses, St Mary's Church and Pastoral Committee, 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. The children's Annual Reports (June 2023) were all signed and returned by parents, with 85% of the reports including positive comments by parents. 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).
- Newsletters.
- School information in Local Bulletin.
- Community Links.
- Charity Work.
- Transitions Project.
- Sustrans Project.
- Parents' Evenings.
- Parent / Teacher Meetings.
- 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 Transition 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 the standards of attainment. The school has acquired 38 iPads for classroom use. ICT is used effectively to support 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 has enrolled in the Digital Schools Project and will be developing ICT accordingly, and in particular Digital Storytelling during 2023-2024. Training in ICT has been requested by staff and will be accessed during 2023-2024.

Assessment Manager and Provision Mapping are used effectively by staff members to 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, including the Amma Centre, 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.
- School Comms.

Priority Areas for Development

- To ensure continuity and progression in relation to the development of children's ICT skills, and in particular their Digital Storytelling 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 (including the staff from the Amma Centre) as they carry out their roles, in relation to the development of ICT.
- To source ICT training for staff (teaching and non-teaching) as requested in staff evaluations (June 2023).

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 2022-2023 year was £-124,604. The estimated closing balance for the next three years is 2023-2024 = £-252,869 (-24.9%) 2024-2025 = £-409,447 (-47.3%) 2025-2026 = £-590,492 (-85.8%). 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, Numeracy and ICT have been well resourced over recent years, it is necessary to keep updating resources so as to fully implement the Action Plans as detailed within this School Development Plan. Expenditure is also necessary to ensure resources for SEN, WAU / ICT, Indoor/Outdoor Play, and other priority areas are appropriate and that all curriculum areas and Pastoral priorities are appropriately 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 plan.

Evaluation

The school’s resources for 2023-2026 will be used to appropriately support the development of the school’s priorities as detailed within the Coordinators’ 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 for the pupils.

Evidence

- Monthly Budget Reports (EA)
- 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. Class teachers from P1-7 set targets for the year ahead and these are included within the Action Plans. 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 which will effectively meet the children's needs.

Evaluation

Early intervention strategies are in place and these are effective. For those who have not made the expected 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

- Coordinators' Action Plans and Reviews.
- Class Teachers' Action Plans and Reviews.
- Progress towards Key Targets in School Development Plan- Annual Document.
- School Data (PiE, PiM, NRIT, Mental Maths, and Spellings).
- Board of Governors' Annual Report.
- Board of Governors' Agendas and Minutes of Meetings.
- Minutes of the Curriculum 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 continues to present challenges in relation to the attendance of staff and pupils. The Governors and staff regularly review and update, where necessary, the school's protocols and guidelines, in accordance with the advice from the Public Health Agency.

Staffing

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

Union Action

Union Action presents a significant challenge in relation to the development of the priority areas as identified within this School Development Plan.

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 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 2023-2024 are presenting significant and unprecedented challenges. The Governors are particularly aware of the exponential increase in fuel and electricity costs and the increases in staff costs and the impact which these increases are having on the budget.

Enrolment

It will be challenging to maintain the current enrolment figure of 380 pupils, due to a reduced amount of building in the Burren area, the highly inflated price of property in the area, and a 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 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, has helped to relieve some of the congestion at the school at drop off and pick up times. The Sustrans Active Travel Project, through which children have been encouraged to walk, cycle or scoot to school, has also been effective in helping to reduce 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. The funds raised during 2022-2023 have been used to requisition a fantastic selection of ICT resources, Easy Read resources for pupils of all reading abilities/reading ages and also new Structured Play resources.

School Comms

Responding to the need to have an online cashless payment system, the school will be using the School Comms system from 1st November 2023. Governors, staff, pupils and parents will be kept fully informed about the new system.

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.
- Requisitions.
- School Comms Records.

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, the 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.
- To introduce the use of School Comms, which is an online cashless payment system.

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, Governors and other persons or bodies, in the preparation of this 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 well-embedded self-evaluative and consultation practices in Carrick.

Staff, Governors, pupils and parents are involved in the compilation of the School Development Plan and school policies and procedures. Many sources of data are used to inform the decision making process in relation to the identification of the school's priorities and the developments of the areas. The Board of Governors liaises with the Principal and with the Literacy, Numeracy, World Around Us, ICT, Positive Behaviour, SEN and Child Protection/Safeguarding Co-ordinators to review progress and to discuss their plans for the future development of the 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).
- Agendas and Minutes of Governors' Meetings.

Priority Areas for Development

- To further improve consultation and self-evaluation procedures so as to bring about improvements in the School Development Plan and in policies, procedures and practice within Carrick.
- To ensure that consultation and self-evaluation procedures are methodical and transparent.
- To issue and draw up a questionnaire for Staff during 2023-2024 so as to gather their views and opinions and to use the information yielded to inform further planning.

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

- Further development of the Guided Reading and Easy Read Projects.
- Further development of the Money Project.
- Further development of the World Around Us Project.
- Development of the SEN Project.
- Development of the Positive Behaviour Project.
- Development of the ICT Project (Digital Storytelling).
- 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 2023-2024.

- Appendix 1 – End of Key 1 and 2 Targets and Outcomes for 2022-2023.
- Appendix 2 – Targets and Outcomes in Progress in English Tests, Progress in Mathematics Tests and Vernon Spelling Tests for June 2023. Targets for Progress in English, Progress in Mathematics and Vernon Spelling Tests for June 2024.
- Appendix 3 – School's Financial Plan 2023-2026.

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

- Appendix 4 (i) School Development Plan Overview.
- Appendix 4 (ii) Data Management Action Plan.
- Appendix 4 (iii) Leadership Action Plan.
- Appendix 4 (iv) Special Educational Needs Action Plan.
- Appendix 4 (v) Mathematics and Numeracy Action Plan.
- Appendix 4 (vi) Language and Literacy Action Plan.
- Appendix 4 (vii) Assessment Action Plan.
- Appendix 4 (viii) Care and Welfare Action Plan.
- Appendix 4 (ix) ICT Action Plan.
- Appendix 4 (x) 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 3.

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

Arrangements

The Principal, Governors, Leadership Team and Coordinators are involved in monitoring, evaluating and reviewing the 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.
- 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 our 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
Target Setting & Outcomes 2022-2023

Key Stage One

Subjects	Levels	Targets %	Outcomes %
English	Within Level 1	0%	0% (0 pupils)
English	1	8%	3% (2 pupils)
English	2	69%	65% (39 pupils)
English	3	23%	32% (19 pupils)
Maths	Within Level 1	0%	0% (0 pupils)
Maths	1	7%	2% (1 pupils)
Maths	2	68%	65% (39 pupils)
Maths	3	25%	33% (20 pupils)
ICT	Within Level 1	0%	0% (0 pupils)
ICT	1	0%	0% (0 pupils)
ICT	2	100%	100% (60 pupils)
ICT	3	0%	0% (0 pupils)

Key Stage Two

Subjects	Levels	Targets %	Outcomes %
English	Within Level 1	0%	0% (0 pupils)
English	1	0%	0% (0 pupils)
English	2	0%	0% (0 pupils)
English	3	7%	7% (4 pupils)
English	4	54%	58% (31 pupils)
English	5	39%	35% (19 pupils)
Maths	Within Level 1	0%	0% (0 pupils)
Maths	1	0%	0% (0 pupils)
Maths	2	0%	0% (0 pupils)
Maths	3	5%	4% (2 pupils)
Maths	4	56%	55% (30 pupils)
Maths	5	39%	41% (22 pupils)
ICT	Within Level 1	0%	0% (0 pupils)
ICT	1	0%	0% (0 pupils)
ICT	2	0%	0% (0 pupils)
ICT	3	0%	0% (0 pupils)
ICT	5	100	100% (54 pupils)
ICT	5	0%	0% (0 pupils)

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

Appendix 2

Progress in English (P4-P7) Targets and Outcomes for June 2023

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2023 for all Primary 4 - Primary 7 Pupils = 109

Outcome - Overall Average in Progress English (PiE) Standardized Scores for June 2023 for all Primary 4 - Primary 7 Pupils = 109

Progress in M Mathematics (P4-P7) Targets and Outcomes for June 2023

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2023 for all Primary 4 - Primary 7 Pupils = 109

Outcome - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2023 for all Primary 4 - Primary 7 Pupils = 108

Spellings (P4-7) Targets and Outcomes for June 2023

Target - Overall Average in Spellings Standardized Scores for June 2023 for all P4-7 pupils = 89

Outcome - Overall Average in Spellings Standardized Scores for June 2023 for all P4-7 pupils = 89

Progress in English (PiE) (P4-P7) Targets for June 2024

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2024 for all Primary 4 - Primary 7 Pupils = 110

Progress in Mathematics (PiM) (P4-P7) Targets for June 2024

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2024 for all Primary 4 - Primary 7 Pupils = 109

Spellings (P4-7) Targets for June 2024

Target - Overall Average in Spellings Standardized Scores for June 2024 for all P4-7 pupils = 90

Appendix 3 Carrick Primary School FINANCIAL PLAN 2023 – 2026

School: Carrick Primary, Warrenpoint

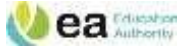
Cost Centre:

20981

EA Locality: East

Only complete cells in yellow

A Pupils and Teachers		YEAR 1 (2023-2024)	YEAR 2 (2024-2025)	YEAR 3 (2025-2026)
	October 2022	October 2023	October 2024	October 2025
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	388	380	360
2	Planned Teaching Complement (after amendment to Variables as below)	15.69	15.69	15.69
3	Planned Pupil/Teacher Ratio (September)	24.73	24.22	23.71
		22.94		
B Changes in Teaching Staff		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 Planned Expenditure		YEAR 1 (2023-2024)	YEAR 2* (2024-2025)	YEAR 3* (2025-2026)
	Expenditure Summary	£ %	£ %	£ %
	Staff Costs			
6	- Teaching	1,000,512 78.9%	1,006,898 79.0%	1,009,432 78.9%
7	- Non Teaching	179,514 14.2%	179,516 14.1%	179,516 14.0%
8	- Other Costs	62 0.0%	62 0.0%	62 0.0%
9	Premises, Fixed Plant and Grounds	39,528 3.1%	39,923 3.1%	40,323 3.2%
10	Operating Costs	46,228 3.6%	46,690 3.7%	47,157 3.7%
11	Non Capital Purchases	2,095 0.2%	2,115 0.2%	2,137 0.2%
12	Capital Expenditure	0.0%	0.0%	0.0%
13	Less Income (enter as negative figure)			
14	Total Planned Expenditure	1,267,938	1,275,205	1,278,626
	Estimated Savings (enter as a negative figure)			
15	Reduction in Teaching Staff (as per Variables)			
16	Please specify			
17	Please specify			
	Estimated Additional Expenditure (enter as a positive figure)			
18	Increase in Teaching Staff (as per Variables)			
19	Please specify			
20	Please specify			
21	Total Planned Expenditure after Savings and Additional Expenditure	1,267,938	1,275,205	1,278,626
D Budget				
22	Common Formula Funding (CFF) (Interim Allocation)	1,139,673	1,118,627	1,097,581
23	Other funding - (Please specify)			
24	Other funding - (Please specify)			
25	Split Site Schools ONLY			
26	Total Budget	1,139,673	1,118,627	1,097,581
E In Year Movement				
27	In Year Underspend / (Overspend)	-128,265	-156,578	-181,045
Cumulative Surplus / Deficit				
28	Carry-over from previous year	-124,604	-252,869	-409,447
29	In Year Underspend / (Overspend) of delegated resources	-128,265	-156,578	-181,045
30	Closing Cumulative Surplus/(Deficit) 31 March	-252,869	-409,447	-590,492
31	% Carry Over	-24.9%	-47.3%	-85.8%



School: Carrick Primary,
Warrenpoint EA Locality: East

Cost Centre: 20981

Only complete cells in yellow

H Financial Plan 2023-2026 Declaration

Declaration

The Board of Governors understand the financial and management responsibilities placed on them with respect to the delegated financial budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme".

The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one Board member has under taken appropriate financial training provided by EA (or appropriate).

The School's Board of Governors have considered each version of Three Year Financial Plan prepared by the school and LMS, in line with the assumptions made in different versions/options. The information contained within this Three Year Financial Plan reflects the Board of Governors final and agreed plan, which has been based on reasonable and realistic assumptions.

Following such consideration, the Three Year Financial Plan has been authorised by the Schools Board of Governors at the meeting held on:

The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly.

Boards of governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the limits of the budget delegated to them. Boards of governors cannot spend more than they receive without the express and advance approval of the EA as Funding Authority, and they must not plan to do so. The Board of Governors therefore understand they must have EA's agreement before incurring any expenditure that would exceed that agreed and approved by EA.

School Comment:

**THIS DOCUMENT IS STRICTLY PRIVATE & CONFIDENTIAL AND NOT INTENDED FOR DISTRIBUTION.
PLEASE CONTACT EA LMS TEAM IN THE EVENT OF ANY REQUEST FOR ACCESS TO THIS DOCUMENT BY ANY THIRD PARTY.**

Authorised by:

Chairman of the Board of Governors

Date

Principal

Date

Note: The Three Year Financial Plan will not be considered for approval if:

- they are not signed by the Principal and Chairperson,
- any of the three years of the Financial Plan are incomplete,
- estimates of expenditure are considered by EA to be unrealistic

LMS Comment:

Reduction in Staff @ Sept 24

No

0.00

Appendix 4 (i)
CARRICK PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN OVERVIEW

	2023-2024	2024-2025	2025-2026
<u>Curriculum and Teaching</u>	<ul style="list-style-type: none"> • Development of teaching and learning in relation to the school priorities ie. Guided Reading, Money, WAU, ICT, SEN, Positive Behaviour, Easy Read, Rights Respecting Schools (RRS), Sustrans, Sharing Good Practice, Healthy Me and Child Protection/ Safeguarding Projects. • Training in relation to the school priorities as listed above. 	<ul style="list-style-type: none"> • Development of teaching and learning in relation to the school priorities • Further training in relation to school priorities. 	<ul style="list-style-type: none"> • Development of teaching and learning in relation to the school priorities • Further training in relation to school priorities.
<u>School Leadership</u>	<ul style="list-style-type: none"> • Plan, implement and review the school's Money Project, Guided Reading Project, Easy Read Project, WAU Project, ICT Project, Positive Behaviour Project, SEN Project, Rights Respecting School Project, Sharing Good Practice Project, Sustrans Project and Child Protection/Safeguarding Project. • Plan and implement the delivery of an Online Cashless Payment System (School Comms). • Plan and implement training in relation to school priorities and in preparation for the moderation process. • Review of school policies and practices/ procedures, which are due for review or which require review. • Provide staff with collaborative learning opportunities as part of the Sharing Good Practice Project. 	<ul style="list-style-type: none"> • Plan, implement, monitor and review the current school projects. • Review of school policies and practices/ procedures which are due for review or which require amending. 	<ul style="list-style-type: none"> • Plan, implement, monitor and review the current school projects. • Review of school policies and practices/ procedures which are due for review or which require amending.
<u>Staff Development</u>	<ul style="list-style-type: none"> • Prioritizing staff development in ICT, SEN, Child Protection/Safeguarding and the school priorities, which reflects the needs of staff members, including those who have taken on new roles or those who are new to the school. 	<ul style="list-style-type: none"> • Prioritizing staff development which reflects our SDP priorities. 	<ul style="list-style-type: none"> • Prioritizing staff development which reflects our SDP priorities.
<u>Finance/Budget/Human Resources</u>	<ul style="list-style-type: none"> • Liaison with LMS Officer to establish budget priorities and to identify the best use of the school budget. • Fundraising via Friends of Carrick PTA, to support our school priorities (e.g. Easy Read Project/Outside Play). • Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the School Development Plan. 	<ul style="list-style-type: none"> • Liaison with LMS Officer to establish budget priorities • Fundraising via Friends of Carrick PTA. • Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the School Development Plan. 	<ul style="list-style-type: none"> • Liaising with LMS officers to establish priorities. • Fundraising via Friends of Carrick PTA. • Meetings with staff and Governors in relation to the budget and school requisitions which reflect the priorities within the School Development Plan.

<u>Accommodation/Maintenance</u>	<ul style="list-style-type: none"> • School Project – Improving the play resources for outside play. • Maintenance – Indoor and outdoor maintenance schedule 	<ul style="list-style-type: none"> • Further development of our school’s facilities. 	<ul style="list-style-type: none"> • Further development of our school’s facilities.
<u>Links with Community/Parents</u>	<ul style="list-style-type: none"> • Further development of consultation with parents re: school priorities, school issues, policies, practices and procedures. • Development of links with parents and the school community in relation to the School Development Plan. • Further development of links with the Pastoral Committee (Liturgical issues), sporting organisations and other local schools and bodies. • Parents’ Night in relation to ICT Online Safety, Money, Reading and Healthy Me. • Implementation of an Online Cashless Payment System. 	<ul style="list-style-type: none"> • Further development of links with parents and consultation with parents re: school development plan, school issues, policies, practices and procedures. • Further development of links with the Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts. 	<ul style="list-style-type: none"> • Further development of links with parents and consultation with parents re: school development plan, school issues, policies, practices and procedures. • Further development of links with the Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts.
<u>Governors</u>	<ul style="list-style-type: none"> • Continuation of the Board of Governors’ training and induction programme. • Further development of Governors’ involvement in the self-evaluation process re. effective governance and re school priorities. • Governors’ involvement in the development of school projects including Guided Reading, Easy Read, Money, WAU, ICT, SEN, Positive Behaviour, Sharing Good Practice Project, Rights Respecting School Project and Sustrans Project. • Consultation with Governors in relation to the review of school practices, procedures and policies. 	<ul style="list-style-type: none"> • Governors’ involvement in the development of school projects. • Governors’ involvement in reviewing a range of school practices, procedures and policies. 	<ul style="list-style-type: none"> • Governors’ involvement in the development of school projects. • Governors’ involvement in reviewing a range of school practices, procedures and policies.

Appendix 4(ii)
Carrick Primary School
Action Plan – Data Management Plan 2023-2024

<ul style="list-style-type: none"> Area for Improvement: Data Analysis and the Effective Use of Data, so as to effect improvements in standards in Carrick Primary School. 						
<ul style="list-style-type: none"> 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. 						
Objectives/targets	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	External support required?	Staff / lead responsibility	Timescale
<ul style="list-style-type: none"> To extend provision mapping to help staff track children's progress, to provide a record of interventions, to identify children's needs, to inform teachers' decision-making processes and to improve pedagogy. 	<ul style="list-style-type: none"> 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, to help identify children's needs, to inform teachers' decision-making processes and to improve pedagogy. 	<ul style="list-style-type: none"> The children's June 2023 data will be inputted into Assessment Manager and used to improve teaching and learning in Carrick and to improve the transition process. 	<ul style="list-style-type: none"> Data (P1-7) re provision mapping will be inputted into Assessment Manager and disseminated for use by teachers and classroom assistants, in relation to improving teaching and learning. 	<ul style="list-style-type: none"> Support provided by C2K Team 	<ul style="list-style-type: none"> SENCO. Data Team. Teachers Learning Support Teachers Classroom Assistants 	<ul style="list-style-type: none"> 2023-2024
<ul style="list-style-type: none"> To initiate the use of data to improve pedagogy. 	<ul style="list-style-type: none"> When staff have begun to discuss pedagogy in light of the standardised test data. 	<ul style="list-style-type: none"> Data meetings will include opportunities to discuss possible pedagogical improvements in light of the data. 	<ul style="list-style-type: none"> Staff development re the use of standardised data to improve pedagogy. 	<ul style="list-style-type: none"> Research evidence re good practice in this field. 	<ul style="list-style-type: none"> Data Team Teachers 	<ul style="list-style-type: none"> 2023-2024

<ul style="list-style-type: none"> To improve the Data Team's, coordinators and teachers' awareness of data from the Spellings and the PiE and PiM tests from June 2023. 	<ul style="list-style-type: none"> The Data Team, coordinators and teachers will be more aware of the data from the Spelling Tests and the PiE and PiM tests in June 2023. 	<ul style="list-style-type: none"> Collate the data, disseminate it and discuss the implications of the data, in terms of best pedagogical practice. 	<ul style="list-style-type: none"> Cost of the release of Data Team members, coordinators and teachers where appropriate. 	<ul style="list-style-type: none"> C2K Team Liaison with Literacy and Numeracy Coordinators in Cluster Schools. 	<ul style="list-style-type: none"> Data Team, and Literacy/ Numeracy Coordinators. 	<ul style="list-style-type: none"> 2023-2024
<ul style="list-style-type: none"> To use the data from the Vernon Spelling Test to provide a benchmark of children's attainment in Spellings (P4-7). 	<ul style="list-style-type: none"> When a benchmark in Spelling (P4-7) has been well established. 	<ul style="list-style-type: none"> P4-7 children have been tested in June 2023 using the Vernon Spelling Test and will be retested in June 2024. 	<ul style="list-style-type: none"> Time for carrying out and marking the Spelling Test, inputting, collating and disseminating the data to staff, coordinators and Governors. 	<ul style="list-style-type: none"> Consultation with the with Literacy Coordinators in Cluster Schools. 	<ul style="list-style-type: none"> Literacy Coordinators Teachers Learning Support Teachers Literacy Coordinators from Cluster Schools 	<ul style="list-style-type: none"> 2023-2024
<ul style="list-style-type: none"> To make effective use of Assessment Manager trend analysis graphs, grids and data. 	<ul style="list-style-type: none"> To access and use the relevant graphs/tables/data in order to improve planning, teaching and learning, with a particular focus on underachievement and the improvement of pedagogy. 	<ul style="list-style-type: none"> Set up, access, analyse and disseminate graphs/charts. Use this data to improve planning, teaching and learning with a particular focus on underachievement and pedagogy. 	<ul style="list-style-type: none"> Cover to release members of Data Team/ Coordinators and teachers, where appropriate. 	<ul style="list-style-type: none"> C2K Team-Assessment Manager. 	<ul style="list-style-type: none"> Data Team 	<ul style="list-style-type: none"> 2023-2024

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)
- Whole school PiE, PiM and Spelling targets will be set in October each year.

4. 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.
5. 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.
6. A termly bookscoop will be organised by the relevant coordinators (World Around Us, Mathematics and Numeracy and Language and Literacy)
7. Analysis of pupils' standards and attainments will be carried out and used to inform planning and to improve provision for learners.
8. There will be evidence in teachers' planning (P1- P7), in classrooms and in children's books that the Literacy and Numeracy 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.
9. The Governors are involved in monitoring, evaluating and reviewing school data and school initiatives.

Appendix 4 (iii)
Carrick Primary School
Action Plan – Leadership 2023-2024
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/Other Involvement	Monitoring/Evaluation	Resources
<ul style="list-style-type: none"> Staff have experience in developing School Projects. 	<ul style="list-style-type: none"> To develop, deliver, evaluate and refine school initiatives including: Guided Reading, Easy Read, Money, WAU, ICT, SEN, Positive Behaviour, Sharing Good Practice, Rights Respecting School Projects and Sustrans Project. 	<ul style="list-style-type: none"> To develop current school projects (see Plans for Literacy, Numeracy, SEN, RRS, WAU, ICT, Positive Behaviour, Sharing Good Practice and Sustrans Project. 	<ul style="list-style-type: none"> When the projects have been appropriately planned, evaluated and refined. 	<ul style="list-style-type: none"> Sept 2023 - June 2024 	<ul style="list-style-type: none"> Leadership Team All Staff Governors External strategies/other schools 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Action Plans for Priority Areas Together Towards Improvement documents. Every School a Good School. Support from external agencies/sources
<ul style="list-style-type: none"> The school has no Online Cashless Payment System. 	<ul style="list-style-type: none"> To plan, implement and evaluate the delivery of an Online Cashless Payment System. 	<ul style="list-style-type: none"> To source a provider of an Online Cashless Payment System. 	<ul style="list-style-type: none"> When the system has been planned, rolled out to parents and evaluated. 	<ul style="list-style-type: none"> Nov 2023 – June 2024 	<ul style="list-style-type: none"> Parents Pupils Leadership Team All staff Governors 	<ul style="list-style-type: none"> The provision of the Online Cashless System will be monitored and evaluated by staff and Governors. 	<ul style="list-style-type: none"> School Comms SIMS
<ul style="list-style-type: none"> The PRSD process is well established in Carrick and has been evaluated and amended accordingly each year. Review of 	<ul style="list-style-type: none"> To further develop the PRSD process so as to maximise its impact in relation to raising standards in 	<ul style="list-style-type: none"> To develop the PRSD process in consultation with Leadership Team, teachers, Governors and the Principal's Reviewers, Mr McConville, and 	<ul style="list-style-type: none"> When teachers have been consulted re: the objectives for 2023-2024 and three appropriate objectives have been agreed which reflect both 	<ul style="list-style-type: none"> Term 1 Setting 2023-2024 PRSD Objectives Term 2 Classroom Observations and/or 	<ul style="list-style-type: none"> Principal and Teachers Reviewees and Reviewers Governor Reviewer 	<ul style="list-style-type: none"> The 2023-2024 PRSD process will be monitored and evaluated by Governors, the Principal, the Leadership Team, by Mr B McConville 	<ul style="list-style-type: none"> PRSD Resources Mr B McConville – External Adviser for Principal's PRSD. Mr G Murdock (Governor Reviewer).

<ul style="list-style-type: none"> teachers' and Principal's performance via PRSD process. 	<ul style="list-style-type: none"> teaching and learning and in the Sharing Good Practice Project. Set Principal's, Vice-Principal's and teachers' PRSD targets for 2023-2024 	<ul style="list-style-type: none"> Mr G Murdock 	<ul style="list-style-type: none"> the SDP and our Staff Development Policy. When the 2023-2024 PRSD process has been successfully completed and evaluated by the Principal and all teachers. 	<ul style="list-style-type: none"> Observations of Meetings. Review Meetings. Key Stage and Teachers' Meetings. 		<ul style="list-style-type: none"> (Principal's External Adviser) Mr G Murdock (Principal's Governor Reviewer). 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To implement the assessment of Communication, Mathematics and ICT in 2023-2024. 	<ul style="list-style-type: none"> To ensure that teachers are assessing the core subject areas. 	<ul style="list-style-type: none"> To plan, implement, evaluate and review the assessment of the priority areas. 	<ul style="list-style-type: none"> When the assessment of school priorities has been planned and delivered. 	<ul style="list-style-type: none"> Sept 2023 - June 2024 	<ul style="list-style-type: none"> Leadership Team Governors Coordinators 	<ul style="list-style-type: none"> The assessment of the school priorities will be evaluated by the Governors, the Leadership Team and by the Coordinators. 	<ul style="list-style-type: none"> Minutes of Meetings Action Plans Project Folders. Evidence in Sharing Good Practice Folders.
<ul style="list-style-type: none"> Policies are due for review. 	<ul style="list-style-type: none"> To review the relevant policies (see Policy Grid). 	<ul style="list-style-type: none"> To work with staff, pupils, parents and Governors to review the relevant policies. 	<ul style="list-style-type: none"> The named policies will be reviewed during 2023-2024. 	<ul style="list-style-type: none"> Sept 2023 - June 2024 	<ul style="list-style-type: none"> Leadership Team Governors Staff Members Child Protection/ Safeguarding Team Parents Pupils 	<ul style="list-style-type: none"> The review of these policies will be planned and monitored by the Governors, the Leadership Team and by the relevant teams and coordinators. 	<ul style="list-style-type: none"> Policy Grid School Policies Minutes of Meetings Consultation Records

Appendix 4 (iv)
Carrick Primary School
Action Plan – Special Needs 2023-2024
Coordinator: Mrs Duffin

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
Need to meet staff who support children with SEN	To enable staff to fully meet the needs of children with SEN.	To implement strategies which will assist children who have SEN.	All children will reach their full potential.	Term 1 – 3	All Staff	The coordinator and staff will monitor the provision for children with SEN.	Staff Mrs Duffin
Questionnaire for staff re SEN provision	To audit SEN provision.	To inform future planning.	Data from questionnaires will show improvement of SEN provision.	Term 3 May.23	All teachers	Audit questionnaire comments.	Questionnaires will be given to teachers in Term 3 2023/2024. (May).
To continue to brief teaching and non-teaching staff on the Special Educational Needs of their pupils and to ensure that all personnel involved have access to appropriate advice and support.	To continue to ensure that the relevant staff are briefed on the Special Educational Needs of their pupils in relation to recommendations including those on a child’s statement of educational needs.	To continue to brief all relevant staff on the Special Educational Needs of their pupils and ensure that all personnel involved have access to relevant information from EA.	When staff have been briefed re the SEN needs of their pupils.	Term 1 – 3	Relevant staff	Oral evaluation of the importance of this information by staff.	Staff time. EA SENCYPS mailbox. Training for relevant staff. Resources for Dyslexia and Dyscalculia.
To continue to track, with the use of Provision Mapping, Spelling, PiE & PiM and NRIT data to ensure all children are performing to their full potential and that targets on IEPs match children’s needs.	To provide staff with relevant Spelling, PiE & PiM and NRIT data re: children in their class (including those with SEN)	Analyse data and collate relevant information and distribute this to staff. To provide staff with Spelling, PiE & PiM and NRIT data and inform them about children receiving Peripatetic Support and support from external agencies.	When data has been analysed, collated, discussed and distributed.	Term 1-3	Teachers, Classroom Assistants (where relevant for a statemented child), Co-ordinators and Learning Support Teacher	Data discussed with LT & Teachers and copies provided. Data discussed with LT/Literacy Co-ordinator / Numeracy Co-ordinator & Learning Support teacher.	Staff time. <u>Outcome June 2024</u> Termly Data Meetings. Provision maps updated on Sims June 2023.

<p>To continue to monitor children's progress towards IEP/PLP targets and develop how teachers record outcomes.</p> <p>To implement whole school provision mapping .</p>	<p>To improve the monitoring and future planning of progress towards IEP/PLP targets.</p> <p>To support staff and provide them with teaching strategies linked to all SEN categories.</p>	<p>Standardize the use of Target monitoring sheets. (Hard copy and copy in child's folder and on Public)</p> <p>Distribute these hard copies at staff meetings at the start of each term, to facilitate the monitoring of progress.</p> <p>Staff training August 2023</p>	<p>The quality of the reviews should improve because of better monitoring of pupils' progress towards targets.</p> <p>IEPs/PLPs will have targets and strategies linked to whole school provision mapping.</p>	<p>Term 1 – 3</p> <p>Term 1-3</p>	<p>Co-ordinator, Teachers and Classroom Assistants (for children with a Statement of Educational Needs).</p> <p>All teaching staff.</p>	<p>Evaluation of monitoring of children's progress by SENCO</p> <p>Termly monitoring od IEPs/PLPs.</p>	<p>Staff time.</p> <p><u>Outcome June 2024</u></p> <p>Termly PLP monitoring meetings.</p> <p>Staff time.</p> <p>EA SENCYPS resources.</p> <p>Training for teachers.</p>
<p>Continued staff training re SEND legislation, PLPs and SMART targets.</p> <p>Training in the use of assistive technology (Just2easy Jit 5,Junior Newsdesk and SWAY)from C2k (August 2023).</p>	<p>To increase staff members' awareness about SMART targets when writing PLPs and the importance of assistive technology for children with SPLD.</p>	<p>To arrange or provide SEN training for staff.</p>	<p>When training has been completed.</p>	<p>Term 1-3</p>	<p>Co-ordinator and other staff members where relevant.</p>	<p>The coordinator will monitor and evaluate PLP targets and reviews.</p>	<p>Staff SENCO C2k team. IT coordinators</p>
<p>To continue to review and implement the SEN Policy.</p>	<p>To demonstrate an awareness of underachievers including children on fsm and to plan accordingly.</p>	<p>Consult with staff.</p>	<p>To ensure PLP targets are SMART and that teachers develop how they monitor progress and record review outcomes.</p>	<p>2023-2024</p>	<p>All staff.</p>	<p>Feedback from all concerned.</p>	<p>Staff Principal</p> <p><u>Outcome June 2024</u></p> <p>policy last updated June 2024.</p>
<p>To support all staff working with children at C.O.P.3</p>	<p>To enable staff to fully meet the needs of children at C.O.P.3.</p>	<p>To support staff working with children who are working with children with SEN.</p>	<p>All children at C.O.P.3 will reach their full potential and develop their skills.</p>	<p>Terms 1-3</p>	<p>The Co-ordinator will monitor progress using Data, children's work and PLP outcomes.</p>	<p>The coordinator will monitor the provision and outcomes for children at C.O.P 3.</p>	<p>PLPs – Targets and Outcomes Data</p>

Appendix 4 (v)
Carrick Primary School
Action Plan - Numeracy Action Plan
Coordinators: Mrs McCann/Mr Murdock Year: 2023-2024

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 accessed some 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 the training in relation to Money. To make effective use of the school’s Money resources to enhance the teaching and learning in the Money project.	Where relevant, the Money training will be evident in PRSD lessons and classroom observations this year.	2023-2024	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 and by the external agencies who provided training. Money planning documents and Processes Booklet Data re Money (Qualitative and Quantitative)
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.	2023-2024	Teachers/Principal	Planning will be continually monitored by the Numeracy Coordinators and by the Principal	Half-Termly and Year Planners and Money resources.
Having studied the PiM data from June 2023 we will continue to focus on money during 2023-2024 and will set targets for May 2024.	To improve standards in Money, leading to improvements in PiM (Money) in May 2024.	To continue to develop teaching and learning in Money.	When we carry out the PiM tests in May 2024, we will compare the results to the previous targets.	2023-2024	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 14 th October-22 st October 2023	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 2024-2025	2023-2024	Numeracy coordinators, Principal, Teachers, Classroom Assistants and pupils	Teachers' evaluations Pupils' evaluations	Evaluations, iPads Photographic evidence
Assembly Presentations on Money took place during 2022-2023.	Assembly presentations will continue again in 2023-2024 and 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 and to share good practice in this field.	Money Awards	2023-2024	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 2022/23 awards were presented relating to children's I.C.T/Money 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.	2023-2024	All staff	This work will be monitored and evaluated by the Numeracy coordinators and the LT.	"Money" 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 4 (vi)
Carrick Primary School
Action Plan Literacy 2023-2024
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 involvement	Monitoring/ Evaluation	Resources
Teachers and classroom assistants have accessed some training in relation to the planning, teaching, learning and assessment of Guided Reading.	To continue to develop planning, teaching, learning and assessment in relation to Guided Reading.	To embed training in Guided Reading with classes. To participate in Book Scoops, PRSD, Classroom Observations and the Sharing Good Practice project (where possible) as a means of improving the teaching of Guided Reading.	Where relevant, the Guided Reading training will be evident in PRSD lessons and classroom observations this year. Results of Running Records, evidence from Reading Record books.	2023-2024	Teachers, principal, Literacy co-ordinators and classroom assistants.	The Co-ordinators will evaluate the planning, teaching and assessment of Guided Reading using a range of tools and this information will be used to inform future planning, teaching and assessment and to requisition additional resources.	Guided Reading resources. Information and resources provided by Mrs Kate O’Hanlon (Literacy Adviser).
All classes need to continually replenish their ‘Easy Read’ books.	To ensure all children have access to a variety of attractive and appropriate ‘Easy Read’ texts.	To requisition additional ‘Easy Read’ texts for all classes from money raised through the Book Fair.	All teachers will have a sufficient amount of ‘Easy Read’ texts to meet the needs of their classes.	2023-2024	Principal, literacy coordinators, teachers.	Teachers will audit their ‘Easy Read’ boxes to ensure they have sufficient texts.	Book Fair resources, catalogues, ‘Easy Read’ boxes.
Having studied the PiE data from June 2023, Guided Reading will continue to be a focus during 2023-2024 and targets will be set for May 2024.	To improve standards in Guided Reading, leading to improvements in PiE in May 2024.	Teachers have administered the PiE test in May 2023 and will administer it again in May 2024.	When the PiE tests are carried out in May 2024, the results will be analysed in relation to the previous targets.	2023/2024	Literacy co-ordinators, principal, all teaching staff.	This work will be monitored and evaluated by the Literacy Co-ordinators, the LT and the Data Team.	PiE data. PiE tests.
Literacy co-ordinators have had some experience in collating and interpreting data in	To improve children’s performance and standards in	Literacy co-ordinators will attend Data Team meetings to monitor and interpret data. Literacy	Attendance at Data Team meetings, collation and interpretation of data.	2023/2024	Data Team	The principal and co-ordinators will monitor and evaluate the	Assessment Manager, C2K, hard copies of data.

the tracking of underachievers, high achievers, children on free school meals and sub-groups.	Communication through effective use of data.	co-ordinators will support staff in their efforts to raise the standards attained by all the children and in particular those who appear to be underachieving. Support will also be provided for staff regarding high achievers and particular sub-groups.				effective use of Literacy data.	
Pupils need to be continually encouraged to read.	To improve children's performance and standards in Communication.	To teach Guided Reading lessons to all pupils and change easy reads regularly. To organise 'Readathon' events for P5-P7 and 'Spellathons' for P4-P7. To participate in World Book Day and to continue to encourage the use of the class library. To hold assembly presentations on Guided Reading and present awards to pupils for great effort in reading. To organise a parents' evening on reading to inform parents on how to help their child with reading.	Evidence of Guided reading and easy read use in Reading Record books (P2-P7). Records of those pupils who receive awards for effort in reading. Evidence of Readathons and evidence of participation in World Book Day and the Eason's Spelling Bee.	2023/2024	Literacy co-ordinators, principal, all staff.	The coordinators will monitor Reading Record books including Easy Read records. They will also monitor teachers'/class participation in the Readathons, Spelling Bee and World Book Day.	Class readers, easy reads, Reading Record books, class library books, iPad, certificates for effort in reading, Readathon books, Eason's Spelling Bee materials and World Book Day materials.
To encourage pupils to visit and access a wide variety of books in their local library post Covid.	To strengthen links with the local libraries.	To organise visits and talks in Warrenpoint library for P4 and P6 classes.	Pupils will enjoy their visit and be encouraged to make more use of the library.	2023-2024	Literacy co-ordinators, P4 and P6 teachers.	Pupils will evaluate their visit to Warrenpoint library.	Library resources.

Appendix 4 (vii)
Carrick Primary School
Action Plan – Assessment 2023-2024
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.	All teachers will implement the Statutory Assessment of Using Mathematics, Communication and ICT.	2023-2024	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 in the area specified (if required in 2023-2024).	When samples of work have been submitted, verified and returned. The feedback from CCEA will be used to make further improvements in Carrick.	2023 - 2024	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.	2023 - 2024	P1 – P7 teachers	This will be monitored and evaluated by the school's Leadership Team, Data Team and the Assessment Coordinator.	PiE, PiM, NRIT, Spellings, Mental Maths, BPVS and Half-Termly Assessments. Assessment Manager.

Appendix 4 (viii)
Carrick Primary School
Action Plan – Care and Welfare 2023-2024
Coordinator: 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
Pastoral Questionnaire for Staff in Term 1 (September 2023)	To continue to improve the quality of Pastoral Care procedures in our school by eliciting the views of the staff within Carrick school.	Distribute Pastoral Care questionnaires to all staff in September 2023.	When we plan, distribute, collate and analyse the questionnaires. When a list of actions has been drawn up in response to the questionnaire data.	September 2023	CP/SG Team	Review findings at staff meeting, and report via principal to Governors and staff.	Staff Questionnaire
Care and Welfare/Child Protection Policies and associated documentation	Continue to raise the profile of Care and Welfare /Child Protection through Key Stage assemblies, class assemblies, staff meetings and newsletters/ documents sent home/added to Facebook/website	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.	When relevant documentation has been uploaded to the website and Facebook and also distributed to parents.	September 2023-June 2024	CP/SG Team	Safeguarding Team	Safeguarding/Child Protection/ Care and Welfare Documentation
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.	September 2023-June 2024	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	Organise fire drills (unannounced on a termly basis) Following Fire Drill,	When fire drills have been completed and evaluated.	2023-2024	Staff.	Co-ordinator will update the Fire Policy should changes be deemed necessary	Fire Safety Policy

	unannounced drills (Termly). To remind all staff and pupils of the emergency evacuation procedures through fire drills and assemblies/in class.	update the policy should changes be deemed necessary.	When the Fire Policy has been revised and adopted by staff, pupils and Governors.			following unannounced fire drills (Termly).	
All staff were trained in November 2021 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 2023	Continue to access Coordinators' training and staff members', coaches', tutors', students' or volunteers' training as necessary in Child Protection/Safeguarding. Ensure Child Protection is on Staff Meetings' and Governors' Meetings' agendas at least once a term. Ensure that all staff, pupils and parents are made aware of how to inform the Safeguarding Team, if any C.P. issue arises.	Training records. Agendas and minutes from meetings. Feedback from staff and pupils. Minutes of Safeguarding Meetings. Records of dissemination of CP course materials.	2023-2024	CP/SG Team: Mrs Kelly/ Mrs McPolin/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
All policies are regularly reviewed in accordance with EA/DE/CCMS advice.	To update policies due for review.	Feedback to staff on issues raised at C.P. training courses. Update CP/SG Policies and related policies and leaflets, following consultation with Governors, Parents,	When CP Policy and other related policies and leaflets have been amended, agreed, distributed and uploaded to the website and Facebook.	2023-2024	Staff members, Governors, a sample of parents and pupils are consulted re: policies.	Safeguarding Team	Safeguarding Policies and Leaflets.

		pupils and staff. Continue to liaise with CP Officers (EA) and Social Services (where appropriate)					
SG team received training about Operation Encompass in Term 2 2023.	Continue to liaise with PSNI when O.E call comes through to school and communicate with staff.	Liaise with staff of children affected through an OE call.	When the child concerned is observed and supported if need be.	Sept 2023- June2024	CP/SG team	Safeguarding Team	
Road Safety Use of Road Safety Calendars	Continue to organize and co-ordinate Road Safety Week – 19 th -25 th 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 2023	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	Continue to raise the profile of Anti-Bullying for all staff and to implement the new policy and procedures based on the new legislation Continue to organize and co-ordinate Anti Bullying week in November 2023	All staff will be kept informed about Anti-Bullying re the legislation associated with the Addressing Bullying in Schools Act, (as from 01/09/2021) Co-ordinate activities in Anti-Bullying week.	When all staff have been trained and are implementing the new policy and procedures. Production of Anti-Bullying Assemblies/ Completion of poems/posters and stories etc	2023-2024 Nov 2023	Mrs Kelly Mrs Cassidy 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 Completion of Anti-Bullying activities, assemblies and worksheets and awarding of certificates/ rewards.	Anti-Bullying Resources and legislation

			Feedback from pupils and completion of worksheets				
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 2024	Mrs Kelly Mrs McPolin Ms Keenan Mrs Murray	Results of practical assessment and awarding of certificates at a special assembly.	Highway code. DVD Certificates
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 in Term 1. 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.	Oct 2023 May/June 2024	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/Positive Behaviour P5 and P6 Healthy Me: Wellbeing Project P2 and P3 Healthy Me: Wellbeing Project	Feedback from staff and pupils.	October 2023 January 2024	Action Mental Health Team Nicola Lynagh	This programme will be monitored by the principal and staff.	Materials provided by Nicola Lynagh and the Menssana Team

Appendix 4 (ix)
Carrick Primary School
Action Plan - ICT 2023-2024
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	2023-2024
Staff are familiar with the ‘CCEA Tasks’.	Staff will use CCEA’s ‘UICT Tasks’ and also their own UICT tasks as part of the assessment of UICT in their planning.	Teachers integrate appropriate CCEA ‘UICT Tasks’ and their own UICT tasks into topics and activities across the curriculum into their half term planning.	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’ understanding of the Levels of Progression so that teachers can competently assess the children’s UICT skills.	Active Primary Active Inspire C2K C2K – News desk School website ipads (apps) Laptops/PC	2023-2024
Develop a shared understanding of the “5 Es”;	Teachers identify opportunities to use ICT to enhance teaching and learning and to raise standards	Half-termly planning makes reference to the use of ICT across the curriculum so as to improve teaching and learning and to	Planning Days Key Stage Meetings	ICT Coordinators CCEA Tasks online	ICT coordinators and Leadership Team will support the development of the teachers’ understanding of the	Active Primary Active Inspire C2K	2023-2024

	focusing on “Desktop Publishing”.	raise standards of attainment.		All staff External Agencies (C2K News Desk)	5 ‘E’s’.	C2K – News desk CCEA Tasks School website ipads Laptops	
P4 and P7 teachers are involved with the target setting and assessment of levels of progression in UICT.	All teachers have the opportunity to meet with colleagues to share and 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	When teachers are more secure in relation to the Levels of Progression in UICT and assessment of UICT.	Planning Days Meetings ICT School Tasks/Activities	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 Levels of Progression in UICT.	Active Primary Active Inspire C2K C2K – News desk CCEA Tasks School website ipads (apps) Laptops/PCs	2023-2024
37 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 Scrapbooks. 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	2023-2024
The ICT Policy, the E Safety Policy and the	Through consultation with	The production and distribution of	Meetings	ICT Coordinators	The ICT Coordinators and	Previous ICT Policy, E Safety	2023-2024

Internet Guidance Booklet need to be updated.	Staff, pupils, Parents, Board of Governors, Leadership Team and ICT Coordinators, all documents will be updated.	updated versions of each document to all stakeholders, following consultation.	Planning Days	Leadership Team Board of Governors Parents' Meetings DE guidelines	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 and Internet Guidance Booklet. Internet DE guidelines C2k advice/ guidance	
School has registered to participate in a cluster group with local schools to develop Digital Storytelling.	Meet with cluster group throughout the year. ICT coordinators and Principal access training on digital story telling from AMMA centre. Dissemination of knowledge and skills with teaching staff.	When teachers are more secure in relation to the teaching of Digital Storytelling.	Meetings Sharing Good Practice Planning Days	ICT Coordinators All staff External Agencies (AMMA)	ICT coordinators and Leadership Team will support the development of the teachers' understanding of Digital Storytelling.	Active Primary Active Inspire C2K C2K – News desk Apps: <i>Greenscreen by Do-ink, My story SE, Chatterpix Kids, Stop Motion, Clips/</i> Greenscreen School website ipads (apps) Chromebooks /PCs	2023-2024
The school needs to elect Digital Leaders from KS2	Children will complete an application form and submit to ICT coordinators and Principal.	On completion of the application forms a number of children will be elected to complete Digital Leaders duties.	Meetings Sharing Good Practice	ICT Coordinators All staff Leadership Team	The ICT Coordinators and staff will monitor and evaluate the Digital Leaders scheme.	Chromebooks Ipads IWB Display Boards	23-24

Appendix 4 (x)
Carrick Primary School 2023-2024
World Around Us Action Plan

Coordinator: Mrs Harkin

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
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.	2023-2024	WAU Team: Mrs Harkin Mrs McCann Staff	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.	2023-2024	WAU Team: Mrs Harkin Mrs McCann Staff	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 further develop the Sustrans Project	Organise, implement and evaluate Sustrans events throughout the year.	When events have been evaluated and progress has been monitored.	2023-2024	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 2022-2023 has been completed.	2023-2024	Teachers School Council Governors	The coordinator, WAU Team, Leadership Team, School Council and Governors will	Green Flag Project evidence Mr Patrick McShane

						monitor and evaluate the Green Flag Project.	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.	2023-2024	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.	2023-2024	Mrs Harkin and Mrs McCann Staff 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.	2023-2024	Staff 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 5
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)	