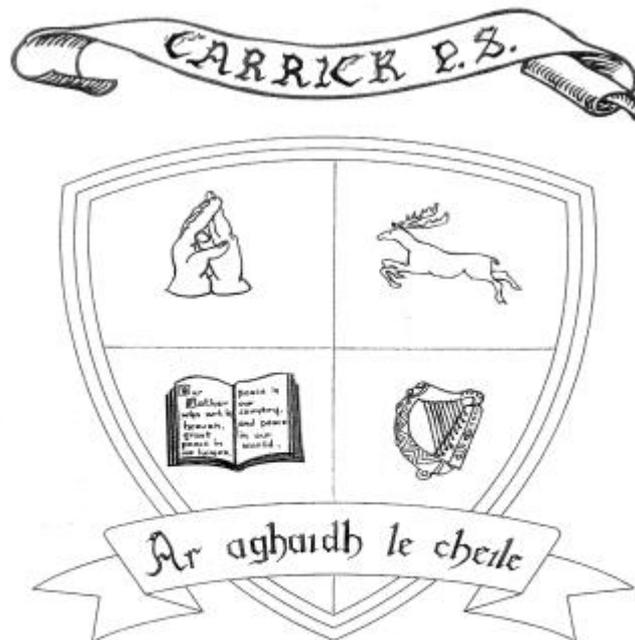


Carrick Primary School



*Ar aghaidh le cheile:
Forward Together*

School Development Plan

2016-2019

Background Information

Context

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

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

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

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

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

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

School Ethos

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

Vision Statement

Forward Together: "Ar aghaidh le cheile".

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 for parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;

- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society;
- endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

The Role of the Board of Governors

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

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 priorities and delivering a broad and balanced curriculum. The Board of Governors monitors the school's self-evaluative process 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 oversees the implementation of all school policies and priorities.

Enrolment and Admissions

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

Finance

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

Annual Report

The Governors produce an Annual Report for the parents detailing school 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 the Carrick Primary School to be outstanding based on evidence gathered from:

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

Priority Areas for Improvement

- Governor Questionnaire
- Review of Pastoral Care Policy and other policies due for review
- Extension of 'Sharing Good Practice' project.
- Further development of self-evaluation process in relation to school priorities.

Associated Questionnaires

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

Requirement 2a

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

Summary

Children in Carrick Primary School are educated within the school's ethos of a Catholic school, in line with the requirements of the Northern Ireland Curriculum, promoting their spiritual, moral, cultural, intellectual and physical development. Throughout the school, teachers, supported by classroom assistants, parents and pupils, strive to provide a broad range of learning experiences where children are helped to develop their thinking skills, imagination and creativity and enabled to become more independent in their learning. We recognise that children learn in a variety of different ways and consequently we use a range of teaching strategies 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. The Literacy, Numeracy and WAU Coordinators monitor teachers' planning, carry out book scoops and provide effective feedback to teachers. The Coordinators and all teachers are also involved in classroom observations as part of our 'Sharing Good Practice' project.

Teaching and Learning

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

Assessment

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

Mathematics and Literacy

The Mathematics and Literacy Yearly 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 maths curriculum. The children can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions. In literacy, children experience a wide variety of genre 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.

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 expectation.

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

The teachers have effective IEPs in place, are using their observations and evaluations to inform future planning and are differentiating 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 planning, teaching and learning.

Evidence

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

Priority Areas for Development

- Further development of Measures as a priority area (Term1 2016-2017)
- Development of Handling Data as a priority area (Terms 2 and 3 of 2016-2017 and 2017-2018)
- Further development of Comprehension as a priority area (Term1 2016-2017)
- Development of Spellings as a priority for Terms 2 and 3 of 2016-2017 and 2017-2018
- Continued development of the World Around Us/ICT project as a school priority.
- ICT Coordinators to monitor planning, to oversee the planning, implementation and evaluation of ICT so as to ensure progression and continuity. The emphasis will be on raising the teachers' awareness of the levels of progression in ICT and to provide feedback to and support for staff.

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 the school's strategies for providing for the special, additional or other individual educational needs of pupils.

Summary

In Carrick Primary School we are completely 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).

Pupils' individual needs are identified through a range of strategies including pupil observations, tracking of pupil data, gathering of information from staff, parents, pupils, external agencies and pre-schools. Teachers, parents, pupils, classroom assistants and external agencies are involved in the IEP process and IEPs are rigorously monitored, evaluated and reviewed. Qualitative and quantitative data, as well as the judgements of the teachers, staff members, parents, external agencies and the children themselves, are also used to identify children 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 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 which impacts positively upon the quality of teaching and learning. Strategies for improving teaching and learning for children with SEN are discussed at a whole school, Key Stage and an individual level to ensure that each child reaches his/her full potential. Programmes are put in place to ensure development for all children, in all areas of the curriculum e.g. Reading Partnership, Numeracy Partnership, Learning Support (from the school's learning support teacher), support from P1-3 teaching staff, an O.T support group and advice and support 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 accordingly.

Evaluation

There are currently 66 pupils on the Special Needs Register. Provision for Special Needs was described in the most recent ETI report as 'outstanding'. We believe that the provision for Special Needs is currently outstanding.

Evidence

- IEPs, Monitoring Sheets and Reviews
- Quantitative Data including (NRIT, PiE, PiM, NILA, NINA, Mental Maths results, Spelling Test results, Half Termly Test results and Running Records)
- Qualitative Data (eg. Information shared by parents)
- Parent/teacher meetings
- Annual Reports
- Evaluations (Parents, children and staff)
- Classroom Observations/PRSD
- Half Termly Evaluations
- Staff Training Records
- Consultation Exercises

Priority Areas for Development

- SEN Parents' Questionnaire
- Training for staff in Spellings, Handling Data and WAU/ICT
- Training in 'Wellcomm' (Assessing Expressive/Receptive Language).
- 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, assemblies and school initiatives.

Safeguarding/ Child Protection

We understand that the safety, welfare and holistic development of the children in our care are of paramount importance. The Safeguarding/Child Protection Team attend training regularly and all staff, Governors, volunteers and students receive refresher training in accordance with DE regulations. Child Protection/Safeguarding information is displayed throughout the school and is disseminated regularly to pupils, staff, volunteers, students, parents and Governors. Our Rights Respecting School (RRS) Project (Level 1 accredited in July 2016) contributes significantly towards our school's Child Protection/Safeguarding work with the systematic implementation the RRS principles and the use of charters and 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 if there are any concerns, but this is done in a caring and sensitive manner.

Good Behaviour and Discipline

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

Evaluation

We believe that the promotion of health and wellbeing, child protection, attendance, positive behaviour and discipline of pupils is outstanding in Carrick Primary School. The school's most recent ETI report noted 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 noted that the school has comprehensive arrangements in place for safeguarding children and that the promotion of positive behaviour is very effective. The pupils' attendance in 2015/16 was 96.2 % (NI average 95.6%) and staff, parents and children reported in a very positive way that staff are caring and show dedication and commitment to the children's welfare.

Evidence

- Positive Behaviour Project
- Healthy Eating Project
- School Council Records
- Attendance Records
- Data from Questionnaires
- Evaluations
- Policies/ School Procedures/ School Prospectus
- Rights Respecting School Project

Priority Areas for Development

- Review of Pastoral Care Policy and other policies due for review or requiring review
- Review of Code of Conduct for Staff
- Establish a Code of Conduct for Children
- Attendance to be maintained at 96% or above
- Development of outside play and the outside play environment/ resources

Associated Questionnaires

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

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

Summary

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

Evaluation

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

Evidence

- Consultation Exercises
- Minutes of Meeting
- Records of School Development Days/Baker Days
- Evaluations
- Training Records
- PRSD/ Classroom Observations
- Sharing Good Practice Project

Priority Areas for Development

- Continued development of clusters with other schools, to see and share good practice.
- Development of 'Sharing Good Practice Project'
- Development of Classroom Observations/PRSD Process
- Continued use of School Development Days/ Baker Days to develop school priorities.

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 staff. Every effort is made to ensure staff members are well supported. Effective channels of communication are in operation in school, which encourage professional, supportive working relationships.

Evaluation

We believe that the school's management of attendance and promotion of the health and wellbeing of staff is currently outstanding. The absence rate of teaching staff during 2015-2016 was 2.24% while the absence rate of support staff during 2015-2016 was 3.58%. Attendance Records for staff are presented at each Board of Governors' meeting and any attendance issues are discussed and an action plan is drawn up following consultation between the Governors and the Principal.

Evidence

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

Priority Areas for Development

- Continued promotion of the health and wellbeing of staff
- The development of a Health and Wellbeing Policy in 2016-2017

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

While Parent /Teacher meetings take place once a year for P2-7 classes and twice a year for P1 classes, additional meetings can be 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 organise social events. Carrick actively engages with the local community and other bodies including, other schools, the local GAA clubs, local sporting bodies, local businesses, St Mary's Pastoral Committee, local charities, local artists and other associations and organisations.

Evaluation

Parental attendance at Parent/Teacher meetings, school events and curriculum evenings is excellent. Community support for school events is excellent.

Links with local businesses and schools are being actively extended. Cluster training with neighbouring schools is being further developed and extended as part of the school's Sharing Good Practice Project.

Evidence

- School Website
- Newsletters
- School information in Local Bulletin
- Community Links
- Charity Work
- Transitions Project
- Parent / Teacher Meetings
- Reading Records/ Homework Diaries/ Pupils' Folders/ Half- Termly Tests
- Pupils' Annual Reports
- Friends of Carrick
- Competitions
- Links with External Agencies

Priority Areas for Development

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

Associated Questionnaires

- ESaGS A school connected to its local community

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

Summary

The Board of Governors and staff members of Carrick Primary School believe that ICT is a very effective tool which can enhance teaching and learning and can subsequently raise standards of attainment. ICT is used effectively to support the teaching and learning in Carrick Primary School. It is integrated effectively across the curriculum as demonstrated in teachers' planning and in the implementation and evaluation of the plans.

Assessment Manager and Provision Mapping are used effectively by staff members and contribute to increased 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 and to track the impact of these interventions.

The Principal uses ICT to communicate effectively with parents and with staff.

Evaluation

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

Evidence

- ICT Displays/ Active Learning Records
- PRSD/ Classroom Observations
- C2K Newsdesk
- ICT Assembly Presentations
- Questionnaires
- Assessment Manager/ Provision Mapping
- Textlocal /Communication with Parents
- Weekly Grids / Communication with Staff
- Planning Documents
- Evaluation Documents

Priority Areas for Development

- To ensure continuity and progression in relation to the development of children's UICT skills
- To develop a shared understanding of the UICT Levels of Progression.
- Two new ICT coordinators have been appointed (Nov 2016) and they will be supported by the Staff, the Leadership Team, Governors and external agencies as they carry out their new roles.

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. At the end of 2016/2017, the estimated closing balance is £63186 (5.68%). At the end of 2017/2018 the estimated closing balance is £39761 (3.62%) and at the end of 2018/2019, the estimated closing balance is -£36250 (-3.51%). 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 LMS when necessary.

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 LMS budget.

While Literacy and Numeracy have been well resourced over recent years, it is necessary to keep updating resources. Expenditure is necessary to ensure resources for SEN, WAU / ICT and Outdoor Play are appropriate and that these areas are appropriately resourced.

Evidence

- LMS Monthly Reports
- Requisitions
- Coordinators' Action Plans
- Progress towards Key Targets in School Development Plan- Annual Document

Priority Areas for Development

- Remaining within the 5% surplus/deficit budget target set by DE at the end of the 3 year financial period.
- 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 Plans and the Coordinators' Action Plans

Evaluation

The school's resources for 2016-2019 will be used to appropriately support the development of the school's priorities as detailed within the Literacy, Numeracy, WAU, ICT, Leadership, Pastoral Care and Data Management Action Plans. These action plans are intended to improve teaching and learning and ultimately to improve standards of attainment. Expenditure is planned to take account of staffing costs, energy costs, resource/ equipment costs and running costs. Health and Safety maintenance will also be carried out where necessary to ensure a safe learning environment.

Evidence

- LMS Monthly Reports
- Leadership Team's and Coordinators' Action Plans and Reviews
- Requisitions
- Progress towards Key Targets in School Development Plan- Annual Document

Priority Areas for Development

- To remain within the DE target of 5% over the current 3 year financial plan
- 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, the Leadership Team, the teachers and classroom assistants and the Governors. Pupils' progress is tracked using a range of qualitative and quantitative data, in order to identify children's needs, to identify any underachievement, to plan interventions and to put in place strategies to help to meet the children's needs.

Evaluation

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

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

The Numeracy, Literacy, WAU, SEN, Pastoral Care and ICT Coordinators report directly to the Board of Governors, on their action plans 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 which informs future planning documents.

Evidence

- Leadership Team's and Coordinators' Action Plans and Reviews
- Progress towards Key Targets in School Development Plan- Annual Document
- End of Key Stage 1 and 2 Results
- School Data (PiE, PiM, NRIT, NILA, NINA, Mental Maths and Spellings)

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.

Assessment

Staffing

The turnover rate of staff in Carrick has been extremely low. However, since June 2015 four permanent members of teaching staff have retired. This included the Vice-Principal, two members of the Leadership Team, both Mathematics Co-ordinators, the ICT Co-ordinator, the Pastoral Care Co-ordinator, the RE Co-ordinator, History (P5-7) Co-ordinator, Geography (P5-7) Co-ordinator and Positive Behaviour Co-ordinator. These retirements represented a huge loss of experience and necessitated a complete re-structuring of the Leadership Team and posts of responsibility, as well as the appointing of a Vice-Principal and a number of class teachers. The appointing of new teachers and new post holders provides a great opportunity for the development of the school and its priority areas.

Curriculum

The staff and Governors 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 work in these areas. The new staff members will be inducted into this process and will undoubtedly be able to make a significant contribution to these priority projects.

Sharing Good Practice

This project has been and is a great success in 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 but to learn from the good practice of their colleagues and from the good practice in other schools.

Finance

While continuous careful management of the budget has ensured that the school is currently functioning within budget, the present economic situation and future budget allocations will undoubtedly present significant challenges and will require cuts to spending. This may well necessitate the restructuring of staffing levels in the future in order to make substantial savings.

Enrolment

It will be challenging to maintain the current enrolment figure of 401 pupils, due to a reduced amount of building in the Burren area and a corresponding reduction in the 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.

Special Needs

In 2015-2016, the children who required an assessment of their Specific Literacy Difficulties had to wait in excess of 2 terms. The SENCO and staff members have worked very diligently to try to compensate for this delay.

Friends of Carrick

With the reduced budgets, fundraising will be more important than ever, to support the delivery of the curriculum.

Evidence

- Staffing Records
- Priority Areas for Improvement (Conclusion of Measures and Comprehension Projects Term1 2016-2017, Handling Data and Spellings Projects January 2017-June 2018, WAU/ ICT Project 2016-2017 and 2017-2018)
- Sharing Good Practice Project
- LMS Budget Reports
- Enrolment Records
- Public Relations Project
- SEN Records
- Friends of Carrick 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, Leadership Team and Governors
- To further develop the school's "Public Relations" in an effort to improve enrolments which in turn will ease the pressure on the budget

Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Strategic Leadership

Requirement 6: Consultation Arrangements

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

Arrangements

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

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

Evidence

- Consultation Records
- Records of Meetings
- Action Plans
- Self- Evaluation Records
- Questionnaires
- Development of Priority Areas
- School Data (Qualitative and Quantitative)

Priority Areas for Development

- To further improve consultation and self-evaluation procedures so as to bring about improvements in the School Development Plan, in policies, procedures and practice within Carrick
- To ensure that consultation and self-evaluation procedures are methodical and transparent
- To draw up a questionnaire for Governors so as to take account of their views and opinions

Associated Questionnaires

- ESaGS Effective Leadership
- TTI (Primary) Strategic Leadership

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

Key Priorities

- Further development of Comprehension Project (Term 1 of 2016-2017)
- Development of Spelling Project (Terms 2 and 3 of 2016-2017 and 2017-2018)
- Further development of Measures Project (Term 1 of 2016-2017)
- Development of Handling Data Project (Terms 2 and 3 of 2016-2017 and 2017-2018)
- Development of World Around Us/ICT Project in 2016-2017 and 2017-2018)

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.

Appendix 1 – End of Key 1 and 2 Targets and Outcomes for 2015-2016

Appendix 2 – End of Key Stage 1 and 2 Targets for 2016-2017

Appendix 2 – Targets and Outcomes in Progress in English and Progress in Mathematics Tests for June 2016

Appendix 2 – Targets for Progress in English and Progress in Mathematics Tests for June 2017

Appendix 3 – Benchmarking Data for June 2015

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

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

Requirement 7d): The financial and other resources available in the school to be used in support of the actions to achieve the planned outcomes - Appendix 4.

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

Arrangements

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

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

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

Evidence

- Development of Key Areas
- Classroom Observations
- Bookscoops
- PRSD
- Sharing Good Practice Project
- Action Planning Process
- Target Setting Process
- Review Meetings
- Staff and Governors’ Meetings
- Parents’ Evenings
- School Data/ Key Areas’ Data

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 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 raises standards of attainment.

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

Finally, we would like to acknowledge the excellent support and professional guidance we have received from CCMS and EA, from ETI and from RTU personnel, in relation to School Development Planning.

Carrick Primary School
Appendix 1

Target Setting & Outcomes 2015-2016

Key Stage One

Subjects	Levels	Targets %	Outcomes %	NI Averages %
English	Within Level 1	0%	0%	1.79%
English	1	2%	2%	11.93%
English	2	57%	57%	71.44%
English	3	41%	41%	14.84%
Maths	Within Level 1	0%	0%	1.59%
Maths	1	4%	4%	11.01%
Maths	2	55%	55%	72.27%
Maths	3	41%	41%	15.13%

Key Stage Two

Subjects	Levels	Targets %	Outcomes %	NI Averages %
English	Within Level 1	0%	0%	0.58%
English	1	0%	0%	0.83%
English	2	2%	2%	4.22%
English	3	14.5%	9%	18.11%
English	4	54.5%	58%	61.18%
English	5	29%	31%	15.08%
Maths	Within Level 1	0%	0%	0.44%
Maths	1	0%	0%	0.81%
Maths	2	2%	2%	4.34%
Maths	3	15%	7%	17.19%
Maths	4	47%	55%	56.64%
Maths	5	36%	36%	20.58%

Carrick Primary School
Appendix 2
Targets for Communication: 2016-2017

Communication: End of KS1

Level	No of Pupils	%
Within 1	0	0%
1	1	2%
2	38	62%
3	22	36%
	61	100%

Communication: End of KS2

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	0	0%
3	7	11%
4	39	59%
5	20	30%
	66	100%

Targets for Using Mathematics for 2016-2017

Using Mathematics: End of KS1

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	38	62%
3	23	38%
	61	100%

Using Mathematics: End of KS2

Level	No of Pupils	%
Within 1	0	0%
1	0	0%
2	0	0%
3	7	10%
4	44	67%
5	15	23%
	66	100%

Appendix 2 Cont'd
PiE (P3-P7) Targets and Outcomes for June 2016

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2016 for all Primary 3 - Primary 7 Pupils = 112

Outcome - Overall Average in Progress English (PiE) Standardized Scores for June 2016 for all Primary 3 - Primary 7 Pupils = 111

PiM Mathematics (P3-P7) Targets and Outcomes for June 2016

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2016 for all Primary 3 - Primary 7 Pupils = 111

Outcome - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2016 for all Primary 3 - Primary 7 Pupils = 109

Progress in English (PiE) (P3-P7) Targets for June 2017

Target - Overall Average in Progress in English (PiE) Standardized Scores for June 2017 for all Primary 3 - Primary 7 Pupils = 112

Progress in Mathematics (PiM) (P3-P7) Targets for June 2017

Target - Overall Average in Progress in Mathematics (PiM) Standardized Scores for June 2017 for all Primary 3 - Primary 7 Pupils = 110

Appendix 3
Carrick Primary School
Benchmarking Data: June 2015

1. Comparing Carrick Primary School's End of Key Stage Assessment Outcomes for 2015 with schools in Northern Ireland which are similar in terms of their socio-economic profile. (Schools with 10.0 – 19.99% of children entitled to free school meals).

Key Stage One % of Children Achieving Level 2 and above

	Carrick Primary School	Northern Ireland Schools' Average
English	95%	88.7%
Mathematics	98%	90.3%

Key Stage Two % of Children Achieving Level 4 and above

	Carrick Primary School	Northern Ireland Schools' Average
English	79%	76.8%
Mathematics	84%	7.4%

2. When comparing Carrick Primary School to Northern Ireland Schools:

- Above average in terms of the number of KS1 children achieving Level 2 and above in English and Mathematics.
- Above Average in terms of the number of KS2 children achieving Level 4 and above in English and in Mathematics.

3. Influencing Factors:

Consideration needs to be given to the following factors:

- Is enough emphasis being placed upon raising standards in Literacy and Numeracy in Carrick?;

- The number of P4 and P7 children on the Special Educational Needs Register; and
- Is the school appropriately resourced in terms of Literacy and Mathematics resources, in order to maintain these standards?

4. Priorities:

- To increase the percentage of children achieving Level 2 and above in English and Mathematics at the End of Key Stage One.
- To increase the percentage of children achieving Level 4 and above in English and Mathematics at the End of Key Stage Two.

5. Influencing Factors

Within the 2014-2015 Primary 4 and Primary 7 year groups, a significant number of the children were on the Learning Support Register. The table below shows the number of children at each of the stages of the Code of Practice.

June 2015	Primary 4	Primary 7
Total Number of Children	64 pupils	62 pupils
Number on Learning Support Register	14 pupils	12 pupils
Stage 1	1 pupil	3 pupils
Stage 2	2 pupils	8 pupils
Stage 3	9 pupils	1 pupil
Stage 4	1 pupils	0 pupil
Stage 5	1 pupils	0 pupil

Appendix 4			
Carrick Primary School			
3 Year Budget Plan			
2016-2019			
	Oct 2016	Oct 2017	October 2018
Full Time Equivalent Enrolment	399	381	
Teaching Complement	15.69	15.69	15.69
Pupil/Teacher Ratio	25.43	24.28	0.00
Expenditure Summary	YEAR 1 (2016-2017)	YEAR 2 (2017-2018)	YEAR 3 (2018-2019)
Teaching Staff	£754,944	£688,166	£696,011
Auxiliary Staff	£124,231	£125,474	£126,716
Ancillary Staff	£62,363	£62,987	£63,610
Other Employee Expenses	£255	£260	£265
Premises: Fixed Plant and Grounds	£9,633	£9,826	£10,022
Supplies and Services	£12,727	£12,982	£13,241
Transport and Moveable Plant	£0	£0	£0
Establishment Expenses	£5,075	£5,177	£5,280
Capital Expenditure	£0	£0	£0
<i>Less Income (enter as negative figure)</i>	£0	£0	£0
Estimated Savings (enter as a negative figure)			
Please specify	£0	£0	£0
Please specify	£0	£0	£0
Please specify	£0	£0	£0
Please specify	£0	£0	£0
Estimated Additional expenditure (enter as a positive figure)			
2 FTE Sept 16 Costed at M4	£41,800	£78,000	£79,000
3 TA's for teachers who retired	£0	£8,600	£8,600
VP from Sept 16	£35,000	£60,000	£60,000
Extra 10 hours Class Assist	£3,350	£5,750	£5,750
TOTAL PROPOSED EXPENDITURE	£1,049,379	£1,057,220	£1,068,496
CFF BUDGET SHARE PER CAPITA	£2,586	£2,591	£2,605
Budget Summary			
Common Formula Funding (CFF)	£1,049,860	£1,033,795	£992,485
Budget Share	£5,105	£0	£0
Transition Funding	£0	£0	£0
Other funding - (Please specify)	£0	£0	£0
Other funding - (Please specify)	£0	£0	£0

Other funding - (Please specify)	£0	£0	£0
Total Delegated Budget	£1,054,965	£1,033,795	£992,485
Carry-over from Previous Year	£57,600	£63,186	£39,761
Total BUDGET	£1,112,565	£1,096,981	£1,032,246
less PROPOSED EXPENDITURE ANTICIPATED CARRY-OVER	£1,049,379	£1,057,220	£1,068,496
	£63186	£39761	-£36,250
% CARRY-OVER	5.68%	3.62%	(3.51%)

The financial plan will not be considered for approval if:

- if it is not signed by the principal and chairperson,
- any of the three years are incomplete,
- estimates of expenditure are unrealistic

Comment:

Chairperson: Mr M Keenan
Principal: Mrs A Cassidy
Date: May 2016

Appendix 5 (i)

CARRICK PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN OVERVIEW

	2016-2017	2017-2018	2018-2019
<u>Curriculum and Teaching</u>	<ul style="list-style-type: none"> • Development of teaching and learning in relation to the school priorities ie. WAU/ICT Project, Comprehension (Term 1), Spelling (Terms 2 and 3), Measures (Term1), Handling Data (Terms 2 and 3), Rights Respecting Schools (RRS) Project and Sharing Good Practice Project. • Training in relation to the Assessment of Using ICT and school priorities as listed above. • Further development of the Rights Respecting School Project. 	<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 WAU/ICT Project, Measures Project, Comprehension Project, Handling Data Project, Spelling Project, Rights Respecting School Project and Sharing Good Practice Project. • Participation in the moderation process for the Assessment of Mathematics. • Development of the staff members' awareness of the Levels of Progression in Mathematics, Communication and UICT. • To induct staff in their new roles and to provide the support and training necessary. • Plan and implement training in preparation for the Statutory Assessment of Using ICT. • Review of key policies including SEN, WAU, ICT, Pastoral Care and Marking for Improvement. • Review of additional school policies and practices/ procedures, which are due for review or which require review. • Further development and embedding of the RRS Project. 	<ul style="list-style-type: none"> • Plan, implement, monitor and review the current school projects. • Plan, implement, monitor and review the Statutory Assessment of Using ICT. • 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 which reflects our SDP priorities,(ie Sharing Good Practice, WAU, ICT, Handling Data and Spelling) and which reflects the needs of staff members who have taken on new roles. 	<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.

<p><u>Finance/Budget/Human Resources</u></p>	<ul style="list-style-type: none"> • Liaison with LMS Officer to establish budget priorities and to identify areas where spending is required and/or what reductions in spending can be made. • 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"> • 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.
<p><u>Accommodation/Maintenance</u></p>	<ul style="list-style-type: none"> • New School Project – Improving the play resources for outside play. 	<ul style="list-style-type: none"> • Further development of our new school’s facilities. 	<ul style="list-style-type: none"> • Further development of our new school’s facilities.
<p><u>Links with Community/Parents</u></p>	<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 Pastoral Committee (Liturgical issues), sporting organisations and other local schools and bodies. 	<ul style="list-style-type: none"> • Further development of consultation with parents re: school development plan, school issues, policies, practices and procedures. • Further development of links with Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts. 	<ul style="list-style-type: none"> • Further development of consultation with parents re: school development plan, school issues, policies, practices and procedures. • Further development of links with Pastoral Committee (Liturgical issues), sporting organisations and other local schools and contacts.
<p><u>Governors</u></p>	<ul style="list-style-type: none"> • Further development of Governors’ involvement in self-evaluation process re. effective governance and re school priorities. • Governors’ involvement in the development of school projects including WAU, ICT, Comprehension (Term 1), Spelling (Terms 2 and 3), Measures (Term 1) Handling Data (Terms 2 and 3), Sharing Good Practice Project and Rights Respecting School Project. • Reviewing a range of school practices, procedures and policies including SEN Policy, WAU Policy, ICT Policy, Pastoral Care Policy and Marking for Improvement Policy. 	<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 5(ii)
Carrick Primary School
Action Plan – Data Management Plan 2016-2017

- **Area for Improvement: Data Analysis and the Effective Use of Data, so as to effect improvements in standards in Carrick Primary School.**
- **Where are we now: Since 1999, we have been building up expertise in the analysis and effective use of quantitative data such as, PiE, PiM, End of Key Stage, Benchmarking, NRIT, NILA, NINA, 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 and to identify children's needs. 	<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 and to identify children's needs. 	<ul style="list-style-type: none"> • The children's data will be inputted into Assessment Manager and updated between September 2016-June 2017. This data will be used to enhance provision mapping in Carrick and to improve the transition process and subsequent provision for children. 	<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. 	<ul style="list-style-type: none"> • Support provided by C2K Team 	<ul style="list-style-type: none"> • SENCO. • Data Team. • Teachers • Learning Support Teachers • Reading Support Teachers • Classroom Assistants • Numeracy Partnership Tutor • Reading Partnership Tutor • Sensory Motor Group Tutor 	<ul style="list-style-type: none"> • 2016-2017

<ul style="list-style-type: none"> To improve the Data Team's, coordinators' and teachers' awareness of data from Comprehension, Spellings, Measures and Handling Data as collated from the PiE and PiM tests in June 2016. 	<ul style="list-style-type: none"> The Data Team, coordinators and teachers will be more aware of the data from Comprehension (Narrative/ Non-narrative), Spelling, Measures and Handling Data as collated from the PiE and PiM tests in June 2016. 	<ul style="list-style-type: none"> Collate the data, disseminate it and discuss the implications of the data. 	<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-Support 	<ul style="list-style-type: none"> Data Team, and Literacy/ Numeracy Coordinators. 	<ul style="list-style-type: none"> 2016-2017
<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 (P3-7). 	<ul style="list-style-type: none"> When a benchmark in Spelling (P3-7) has been established. 	<ul style="list-style-type: none"> P3-7 children tested in December 2016 using the Vernon Spelling Test. 	<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 Mrs Kate O'Hanlon and with Literacy Coordinators in Cluster Schools. 	<ul style="list-style-type: none"> Literacy Coordinators Teachers Literacy Coordinators Learning Support Teachers 	<ul style="list-style-type: none"> 2016-2017
<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. 	<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. 	<ul style="list-style-type: none"> Cover to release members of Data Team/ Coordinators and teachers, where appropriate. 	<ul style="list-style-type: none"> Mr D Harvey and Mr Adrian Lavery (C2K Team-Assessment Manager) 	<ul style="list-style-type: none"> Data Team 	<ul style="list-style-type: none"> 2016-2017

Carrick Primary School
Strategies to Monitor, Evaluate and Review:

1. 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.
2. Targets will be set by each class teacher for Literacy and Numeracy (P1-P7)
3. End of Key Stage Targets will be set by the P.4 and P.7 teachers in October each year.
4. Whole school PiE & PiM targets will be set in October each year.
5. 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.
6. 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.
7. A termly bookscoop will be organised by the relevant coordinators (World Around Us, Mathematics and Numeracy and Language and Literacy)
8. Analysis of pupils' standards and attainments will be carried out and used to inform planning and to improve provision for learners.
9. There will be evidence in teachers' planning (P1- P7), in classrooms and in children's books that the Literacy and Numeracy Targets and the End of Key Stage Targets are being addressed, that the agreed plan for the effective use of data, is being implemented and that the agreed class, year group and school initiatives are being implemented.
10. The Governors are involved in monitoring, evaluating and reviewing school data and school initiatives.

Appendix 5 (iii)
Carrick Primary School

Action Plan - Focus/Issue: Leadership/Self Evaluation

Year: 2016-2017 Leadership Team: Mrs Cassidy, Mrs Duffin and Mrs Keenan.

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Timescale	Staff/Governor Involvement	Monitoring/Evaluation	Resources
<ul style="list-style-type: none"> Staff have experience in developing School Projects. 	<ul style="list-style-type: none"> To develop, deliver, evaluate and refine school initiatives including: WAU/ICT, Comprehension (Term1), Measures (Term 1), Spelling (Terms 2/3), Handling Data (Terms 2/3), Sharing Good Practice and Rights Respecting Schools Projects. 	<ul style="list-style-type: none"> To develop current school projects, 	<ul style="list-style-type: none"> When the projects have been appropriately developed and documented. 	<ul style="list-style-type: none"> Sept 2016 June 2017 	<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. Resources from the Clounagh, and STEM. Support from external agencies/sources
<ul style="list-style-type: none"> We have a new Vice Principal (appointed September 2016), a new member on the Leadership Team, new Key Stage Coordinators, new Coordinators, three new teachers and a new classroom assistant. 	<ul style="list-style-type: none"> To induct the staff in their new roles and to provide the support and training necessary. 	<ul style="list-style-type: none"> To plan implement and review the induction process in relation to the new roles adopted by staff members and in relation to the new staff members. 	<ul style="list-style-type: none"> The induction process will be evaluated and refined where required. 	<ul style="list-style-type: none"> Sept 2016 June 2017 	<ul style="list-style-type: none"> Principal New Vice Principal New Leadership Team Member Two new KS Coordinators New Coordinators (ICT P1-4, ICT P5-7, Maths P1-4 and Maths P5-7) 3 new teachers 1 new classroom assistant 	<ul style="list-style-type: none"> The induction process will be monitored and evaluated by the Governors and the Leadership Team 	<ul style="list-style-type: none"> Induction and support courses for EPD teachers. School's induction process implemented to support new staff and staff taking on new roles. Courses/Cluster Groups for new Vice Principal and new member of the Leadership Team.

<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 teachers' and Principal's performance via PRSD process. 	<ul style="list-style-type: none"> To further develop the PRSD process so as to maximise its impact in relation to raising standards in teaching and learning. Set Principal's and teachers' PRSD targets for 2016-2017 	<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, Fr Byrne, Mr McAteer and Mr Fegan 	<ul style="list-style-type: none"> When teachers have been consulted re: the objectives for 2016-2017 and three appropriate objectives have been agreed which reflect both the SDP and our Staff Development Policy. When the 2016-2017 PRSD process has been successfully completed and evaluated by the Principal and all teachers. 	<ul style="list-style-type: none"> Term 1 Setting 2016-2017 PRSD Objectives Term 1 and 2 Classroom Observations and/or Observations of Meetings. Review Meetings. Key Stage and Teachers' Meetings. 	<ul style="list-style-type: none"> <u>Principal and Teachers</u> Reviewees and Reviewers <u>Governor Reviewers</u> (Mr Fegan, Mr McAteer and Fr Byrne) 	<ul style="list-style-type: none"> The 2016-2017 PRSD process will be monitored and evaluated by Governors, the Principal, the Leadership Team, by Mr B McConville (Principal's External Adviser) and by Fr Byrne, Mr Fegan and Mr McAteer (Principal's Governor Reviewers). 	<ul style="list-style-type: none"> PRSD Resources Mr B McConville – External Adviser for Principal's PRSD. Fr Byrne Mr K Fegan and Mr D McAteer (Governor Reviewers).
<ul style="list-style-type: none"> To implement the statutory assessment of Using ICT in 2016-17. 	<ul style="list-style-type: none"> To ensure that teachers are well prepared for the statutory assessment of Using ICT. 	<ul style="list-style-type: none"> To plan, implement, evaluate and review the UICT project . 	<ul style="list-style-type: none"> When the UICT project has been delivered, evaluated and refined. 	Sept 2016 -June 2017	<ul style="list-style-type: none"> Leadership Team Governors UICT Coordinators 	<ul style="list-style-type: none"> The development of the UICT school project will be evaluated by the Governors, the Leadership Team and by the UICT Team. 	<ul style="list-style-type: none"> Minutes of Meetings. Action Plans Project Folders. Evidence for Sharing Good Practice Folders.
<ul style="list-style-type: none"> The Marking for Improvement, Pastoral Care and other school policies are due for review. 	<ul style="list-style-type: none"> To review the Marking for Improvement, the Pastoral Care Policy and other policies which are due for review in 2016-2017. 	<ul style="list-style-type: none"> To work with staff, pupils, parents and Governors to review the Teaching and Learning, the Pastoral Care and other policies which are due for review this year. 	<ul style="list-style-type: none"> The named policies will be reviewed and finalised in 2016-17. (See Policies Grid) 	Sept 2016-2017	<ul style="list-style-type: none"> Leadership Team Relevant coordinators Staff Members Parents Pupils 	<ul style="list-style-type: none"> The review of the named policies will be planned and monitored by the Governors, the Leadership Team and by the relevant coordinators. 	<ul style="list-style-type: none"> Policies Grid School Policies Minutes of Meetings

Appendix 5 (iv)
Carrick Primary School
Staff Annual Development Plan
Focus/Issue: Mathematics and Numeracy Action Plan

Coordinators: Mrs McCann/Mr Murdock Year P1-P7 2016-2017

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 require additional time to refine planning, teaching, learning and assessment in process activities related to Measures (Term 1) and Handling Data (Terms 2 and 3).	Teachers will have additional time to plan and develop Processes activities in Measures and Handling Data (P.1-P7)	To refine the Measures and Handling Data plans with particular emphasis on TSPC /Processes. To requisition additional Measures and Handling Data resources (if required).	All teachers will have evidence of the implementation of Measures and Handling Data with a particular emphasis on Measures and Handling Data TSPC/Processes activities.	2016-2017	All teachers and classroom assistants.	This training and implementation programme will continue to be planned, monitored and evaluated by the Numeracy Coordinators. Staff meetings will be used to evaluate the best way to implement the training staff members have had in relation to Measures.	Newly acquired resources will be used practically in Measures lessons. The Statutory Assessment of Using Mathematics File. Active Inspire Websites
Teachers and Classroom Assistants have had no formal training in the development of Handling Data.	To provide training for all teachers and classroom assistants, which in turn will improve teaching and learning in Handling Data.	To access training for all teachers and classroom assistants in Handling Data.	When all teachers and classroom assistants have accessed further training in this area.	Terms 2 and 3 2016-2017	All teachers and classroom assistants.	The training and the implementation of the programme will continue to be planned, monitored and evaluated by the Maths Coordinators and staff.	Training provided by Mr T Doyle. Planning Documents. Handling Data resources. Active Inspire

There have been no Parents' Evenings re Handling Data	To organise a Parents' Information evening re Handling Data.	Involve parents and inform them through a Numeracy Information Evening.	When the Parents' Evening re Handling Data has been planned, implemented and evaluated.	Jan 2017	Maths Coordinators and Staff	The Parents' Information Evening re Handling Data will be evaluated by parents, pupils and staff.	Numeracy Websites (Handling Data)
Having studied the PiM data from May 2016 we will continue to focus on Measures in Term 1 of 2016-2017 and then focus on Handling Data in Terms 2 and 3 of 2016-2017.	To improve standards in Measures/ Handling Data to bring about improvements in PiM 2017 Data (Measures/Handling Data questions).	To continue to develop teaching and learning in Measures/Handling Data, which in turn will lead to improvements in the data (Measures and Handling Data)	When we carry out the PiM tests in May 2017 tests, we will compare the Measures results and the Handling Data results (June 2017)to the previous results from (June 2016).	2016-2017	All teaching staff	The impact of this development work will be monitored and evaluated by the Numeracy Co-ordinators, the LT and the Data Team.	PiM data (Measures and Handling Data) Numeracy resources (Measures and Handling Data)
Classroom assistants have received training in Numeracy Partnership strategies.	To continue to implement strategies to further improve standards in Number.	The Numeracy Partnership Programme will continue to be implemented with pupils from all Key Stages	Numeracy Partnership Programme will be evaluated after each block by Mrs Todd, parents, teachers and pupils.	2016-2017	All teachers, Mrs Todd (Trained C.A.)	Evaluations from pupils. Records of observations from Mrs Todd (Trained C.A) on practical work during Numeracy Partnership lessons. Parental Evaluations. Staff Evaluations Pupil Evaluations	Numeracy Partnership strategies and appropriate resources.

Monitoring and evaluating:

- Coordinators will plan, implement and review the Measures Project (Term 1 of 2016-2017), the Handling Data Project (Terms 2 and 3 2016-2017) and the moderation process re. the Statutory Assessment of Using Mathematics.
- The Coordinators will monitor children's performance in PiM (June 2017 compared to June 2016) in relation to Measures and Handling Data.
- Develop children's ability to use their knowledge of Measures and Handling Data in discussions, individual tasks, group tasks and assessments.
- Coordinators will monitor the planning, implementation and evaluations process in relation to Numeracy Partnership.

Appendix 5 (v)
Carrick Primary School
Literacy Action Plan 2016/ 2017
Coordinators: Mrs T Murray (P1-4) Mrs O'Neill (P5-7)

Baseline position	Targets	Action to be taken	Timescale	Staff involvement	Monitoring/Evaluation	Resources
Teachers require additional time to refine planning, teaching, learning and assessment in Comprehension.	To improve standards in comprehension from P1 – P7.	To implement the Comprehension programme, fine-tuning and revising where necessary. To raise awareness of the importance of including non-fiction in Comprehension lessons.	Term 1 2016/2017	Literacy co-ordinators, principal, teachers and classroom assistants.	Teachers' meetings, Key Stage meetings and classroom assistants' meetings to evaluate the best way to implement the training staff members have had in relation to Comprehension.	Comprehension resources and training materials.
Teachers require initial training in relation to planning, teaching, learning and assessment of Spelling.	To develop planning, teaching, learning and assessment in relation to Spelling.	To access training in Spelling. To implement and evaluate the Spelling programme. To access additional Spelling resources, where required.	2016/2017	Mrs Kate O'Hanlon, teachers, Reading Partners, Principal, Literacy co-ordinators and classroom assistants.	Teachers' meetings, Key Stage meetings and classroom assistants' meetings following Spelling training, to evaluate the training and to plan how to best implement the training. Evaluation of Parents' Evenings by parents, staff and Coordinators.	Spelling training and resources. Information, training and resources provided by Mrs Kate O'Hanlon (Literacy Adviser).
Reading Partners require initial training in relation to planning, teaching, learning and assessment in Spelling.	To better equip assistants to carry out and evaluate the programme.	To access training in spelling and to implement skills when carrying out the Reading Partnership programme.	2016/2017	Mrs Kate O'Hanlon, Mrs Murray, Reading Partners.	Reading Partners will discuss and evaluate their training at classroom assistants' meetings with Mrs Murray and Mrs Cassidy.	Spelling training and resources. Information, training and resources provided by Mrs Kate O'Hanlon.
Literacy co-ordinators have had some training in collating and interpreting data in the tracking of underachievers, high achievers and the children on free school meals.	To improve children's performance and standards in Communication through effective use of data.	Literacy co-ordinators will attend Data Team meetings to monitor and interpret data. Literacy co-ordinators will support staff in providing for and tracking all children and in particular underachievers, high achievers and children on free school meals.	2016/2017	Data Team	The Principal and co-ordinators will monitor and evaluate the effective use of Literacy data.	Assessment Manager, C2K, hard copies of data.

Appendix 5 (vi)
Carrick Primary School
Action Plan
Area of Co-ordination: Assessment
Year: 2016 -2017
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 and Communication.	To effectively implement the Assessment of Using Mathematics and Communication.	To implement the Assessment of Using Mathematics and Communication.	When all teachers have implemented the Statutory Assessment of Using Mathematics and Communication.	2016-2017	All teaching staff	This implementation programme will be planned, monitored and evaluated by the school's Leadership Team, Assessment, Literacy and Numeracy Coordinators.	Resources re : the Statutory Assessment of Using Mathematics and Communication.
We have had initial training in preparation for the Statutory Assessment of Using ICT.	To access additional training for all teachers in preparation for the Statutory Assessment of ICT.	To develop teachers' expertise and skills in terms of Assessing ICT and their awareness of the Levels of Progression in UICT.	When all teachers have accessed further training and are preparing for the Statutory Assessment of Using ICT.	2016-2017	All teaching staff	This training programme will be planned, monitored and evaluated by the school's ICT Coordinators, the Leadership Team and the Assessment Coordinator.	Resources in preparation for the Statutory Assessment of Using ICT.

<p>We were moderated in Communication last year. We have now been moderated in both Using Mathematics and Communication. This year we have been allocated moderation in Using Mathematics.</p>	<p>Verification of correct levelling of children's work from levels 2 – 5.</p>	<p>To submit samples of children's work for levels 2 – 5 for moderation in Using Mathematics.</p>	<p>When samples of work in Using Mathematics have been submitted, verified and returned.</p>	<p>2016 - 17</p>	<p>All teaching staff.</p>	<p>This will be monitored by the school's Leadership Team, Assessment Coordinator and Numeracy Coordinators.</p>	<p>Samples of children's work from levels 2 – 5. CEA Tasks and Tasks made by teachers.</p>
<p>We have used a wide range of formative and summative assessments for a number of years.</p>	<p>Use the results of these assessments to raise standards within the school. Self-evaluate to improve the implementation and administration of assessments.</p>	<p>Further development of the use of data in school through additional training and by providing appropriate support and guidance for staff.</p>	<p>When P1 – P7 teachers have administered assessments and analysed data.</p>	<p>2016 - 2017</p>	<p>P1 – P7 teachers</p>	<p>This will be monitored and evaluated by the school's Leadership Team, Data Team and the Assessment Coordinator.</p>	<p>PiM, PiE, NILA, NINA, NRIT, Mental Maths, Half-Termly Assessments and Spelling Data. Assessment Manager and Provision Mapping.</p>
<p>We have previously used NILA and NINA assessments.</p>	<p>Use NILA and NINA to raise standards within school.</p>	<p>All P4 – P7 pupils will complete NILA and NINA in the Autumn term of 2016.</p>	<p>When all pupils in P4 – P7 have completed NILA and NINA and results are disseminated and used to inform teaching and learning.</p>	<p>Autumn term</p>	<p>P4 – P7 teachers</p>	<p>The administration of NILA and NINA will be planned, monitored and evaluated by the school's Leadership Team and by the Assessment Coordinator.</p>	<p>Resource area laptops. Class laptops.</p>

Appendix 5 (vii)
Carrick Primary School 2016 - 2017
Co-ordinator's Action Plan
Focus/Issue: Pastoral Care

Teacher: Mrs C Kelly

Baseline position [Where are we now?]	Targets {What do we want to achieve?}	Action To Be Taken [What are we going to do?]	Success Criteria[How will we know?]	Timescale	Staff Involvement	Monitoring/ Evaluation	Resources
<p>Staff Questionnaire carried out in Term 3 2015-2016.</p> <p>Governors' Questionnaire will be carried out in Term 2 of 2016-2017.</p>	<p>To continue to improve the quality of Pastoral Care procedures in our school by eliciting the views of staff and Governors.</p>	<p>Having collated and discussed the results of the staff questionnaire, the "Resulting Actions" will be collated, fed back to staff and Governors and implemented.</p> <p>The results of the Governors' Questionnaire will be collated, analysed and used to bring about improvements.</p>	<p>When a list of actions have been drawn up in response to the questionnaires, fed back to staff and Governors and implemented, in order to bring about improvements.</p>	<p>September 2016-June 2017.</p>	<p>Child Protection/ Safeguarding Team</p> <p>All staff</p> <p>Governors</p>	<p>Review findings at LT and CP/SG meetings and report via Principal to B.O.G. and staff.</p>	<p>Questionnaires</p> <p>Child Protection/ Pastoral Care Documentation</p> <p>Meetings</p>
<p>The Pastoral Care Policy and leaflet require review.</p> <p>The Pastoral Care Policies/ Procedures/ Practices need to be kept under review.</p>	<p>To review the school's Pastoral Care Policy and Leaflet.</p> <p>Continue to improve Pastoral Care/Child Protection through assemblies, CP/SG initiatives and communication with pupils, staff, parents and Governors.</p>	<p>Review the Pastoral Care Policy and leaflet in consultation with staff, pupils, parents and Governors.</p> <p>Ensure all Pastoral Care policies, procedures and practices are of the highest quality.</p>	<p>When the Pastoral Care Policy and Leaflet have been reviewed in consultation with pupils, staff, parents and Governors and distributed to all stakeholders.</p> <p>When the Pastoral Care procedures and practices have been improved upon.</p>	<p>September 2016-June 2017.</p>	<p>Child Protection/ Safeguarding Team</p> <p>All staff</p> <p>Governors</p>	<p>Leadership Team, Staff Meetings and CP/SG meetings.</p>	<p>Pastoral Care Documentation</p> <p>Pastoral Care Policies and Leaflets</p> <p>Meetings</p>

<p>Fire Safety procedures have been implemented effectively in Carrick PS.</p>	<p>To make any necessary changes to the Fire Safety policy and procedures following an unannounced drill. To remind all staff and pupils of the emergency evacuation procedures through fire drills and assemblies.</p>	<p>Organise termly fire drills (unannounced). Following the Fire Drills, the policy/ procedures will be amended where necessary.</p>	<p>When the Fire Policy has been revised and adopted by staff, parents, pupils and Governors. When fire drills have been completed and evaluated.</p>	<p>2016-2017</p>	<p>Staff. CP/SG Team</p>	<p>Coordinator will update the Fire Policy should changes be deemed necessary following unannounced fire drills (termly).</p>	<p>Fire Safety Policy and Procedures.</p>
<p>All staff members have been fully trained in Child Protection Procedures.</p>	<p>To maintain Child Protection as an ongoing priority in Carrick P.S.</p>	<p>Continue to update Coordinators', staff and volunteers' training as necessary in Child Protection. Continue to liaise with CP Officers (EA) and Social Services (where appropriate). Ensure Child Protection is on Staff Meetings' and Governors' Meetings' agendas at least once a term. Ensure all staff inform "Safeguarding team" of any C.P. /SG issues. Feedback to staff on issues raised at C.P. training courses.</p>	<p>Training records. Agendas from meetings. Feedback from staff. Minutes of CP/ Safeguarding Meetings. Records of dissemination of CP course materials.</p>	<p>September 16 June 17</p>	<p>Mrs. Kelly (Des Teacher)/ Mrs. Mc Polin(Deputy Des Teacher) / Mrs Cassidy (Principal) Designated members of the B.O.G. All staff</p>	<p>The CP/SG Team will monitor and evaluate CP /SG provision and improve provision where necessary.</p>	<p>CP Training Resources and Records. Power Point- Presentation re CP from EA.</p>

Road Safety. Use of Road Safety Calendars	Continue to organize and co- ordinate Road Safety Week (Term1 2016-2017)	Co-ordinate activities in Road Safety Week. Liaise with Road Safety Officers to give advice /guidance re Road Safety.	Road Safety Project (Assemblies/ completion of poems/posters and stories).	2016- 2017	Mrs Kelly CP/SG Team	The Road Safety Project will be monitored and evaluated by the CP/SG Team, staff and pupils.	Road Safety calendar and resources.
Cycling Proficiency Lessons	Continue to organize and co- ordinate the Cycling proficiency scheme with staff and p.7 pupils.	Coordinate cycling lessons.	Individual practical assessments carried out for cycling proficiency.	Term 3 2016- 2017	Mrs Kelly Mrs Mc Polin Mr Keenan Mrs Murray	Results of practical assessment and awarding of certificates	Cycling Proficiency Materials Highway code.
Transition Project CASE Programme.	To continue to develop the transition project. Raise awareness of stranger danger, home safety, young people and the law and drugs and alcohol misuse.	To further develop the school's transition project. Mr Lutton to speak to various year groups re stranger danger, home safety, young people and the law and drugs and alcohol misuse.	When the transition project has been further developed in Carrick PS. When the CASE Programme has been planned and implemented.	2016-17	Mr Lutton CP/ SG Team Teachers	The Transitions Project and the CASE Project will be monitored and evaluated by the CP/SG Team, staff and pupils.	Transition materials. Moving on, moving up booklets for P.7s . Materials provided by Mr Lutton.

Appendix 5 (viii)
Carrick Primary School 2016-2017
ICT Action Plan

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

Baseline position [Where are we now?]	Action To Be Taken [What are we going to do?]	Success Criteria [How will we know?]	Timescale Materials Staff development	Staff /External Agencies	Monitoring/ Evaluation	Resources	Timescale
<p>In November 2016 ICT Coordinators for P1-P4 and P5-P7 were appointed.</p> <p>There is a need to: audit the needs of staff and coordinators in relation to the development of UICT;</p> <p>develop a shared understanding of the “5 Es”;</p> <p>agree how children’s UICT skills can be developed, in a way which ensures progression and continuity; and</p> <p>develop a shared understanding of the Levels of Progression in order to inform the assessment of UICT.</p>	<ul style="list-style-type: none"> • Staff will develop a shared understanding of the Levels of Progression of Using ICT Skills and will develop ICT plans to ensure that there is progression and continuity in children’s UICT Skills from P1-P7. • Staff will use CCEA’s UICT tasks and also their own UICT tasks as part of the statutory assessment of UICT. • Teachers identify opportunities to use ICT to enhance teaching and learning and to raise standards focusing on “Presentation”. • Teachers meet with colleagues to share and discuss samples of children’s work and to examine the progression and continuity in the 	<ul style="list-style-type: none"> • 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. • Teachers integrate appropriate CCEA UICT Tasks and their own UICT tasks into topics and activities across the curriculum and as part of the assessment of UICT. • Half-termly planning makes reference to the use of ICT across the curriculum so as to improve teaching and learning and to raise standards of attainment. • When teachers are more secure in relation to the Levels of Progression in UICT. 	<p>School Development Day 20/03/17</p> <p>ICT Planning Documents</p> <p>Teaching Time</p> <p>Directed time</p>	<p>ICT Coordinators</p> <p>All staff</p> <p>External Agencies (AMMA and C2K News Desk)</p>	<p>The ICT Coordinators and Leadership Team will monitor and evaluate the development of the ICT Project to ensure that there is progression and continuity in the development of children’s UICT Skills.</p> <p>They will also support the development of the teachers’ awareness of the Levels of Progression so that teachers can competently assess the children’s UICT skills.</p>	<p>Active Primary</p> <p>Active Inspire</p> <p>C2K</p> <p>C2K – News desk</p> <p>School website</p>	<p>2016-2017</p>

	development of children's UICT skills from P1-P7 as part of the Sharing Good Practice Project.						
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Appendix 5 (ix)
Carrick Primary School 2016-2017
World Around Us Action Plan

Coordinator: 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 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.	Meet with Mr McAlister (CCMS) to discuss the development of WAU/ Technology.	When the planning, implementation, resourcing and evaluation of WAU and Technology is improving.	2016-2017	Mrs McCann Teachers	The coordinator, Leadership Team and Governors will monitor and evaluate the development of the WAU/ Technology Project.	-Advice/ guidance from Mr McAlister (Science Adviser) -WAU Resources -WAU Plans, Lessons, Books, Displays and Scrapbooks. -Active Learning Opportunities and Evidence -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.	2016-2017	Mrs McCann Teachers	The coordinator, Leadership Team and Governors will monitor and evaluate the Bookscoop Process.	Sharing Good Practice Project WAU Bookscoop Process
The Green Flag was achieved in 2015-2016	To maintain the Green Flag	Continue to work towards the maintainance of the Green Flag.	When the Green Flag Project for 2016-2017 has been implemented and the evidence has been retained for the environmental inspection.	2016-2017	Mrs McCann Teachers School's ECO Council	The coordinator, Leadership Team and Governors will monitor and evaluate the Green Flag Project.	Green Flag Project evidence Green Flag section on school's website ECO Resources
Staff and pupils have	To reduce litter/	Continue to raise	When there is a	2016-2017	Mrs McCann	The coordinator,	Recycling Resources

had training in and experience of recycling litter/waste.	waste in school and to encourage the pupils to reduce litter/waste at home.	children's awareness about litter/ waste and how important it is to reduce/reuse/recycle.	reduction in our "landfill" waste and a corresponding increase in our recycling waste.		Teachers School's ECO Council Caretaker Mr Patrick McShane (Council)	Leadership Team and Governors will monitor and evaluate the school's waste project.	Recycling Bins Litter Monitoring
Classes are involved in gardening and environmental activities in school grounds.	To encourage all classes to continue gardening activities eg. Planting, weeding, hunting for mini-beasts and bird watching.	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.	2016-2017	Mrs McCann Teachers School's ECO Council Caretaker Mr Patrick McShane (Council)	The coordinator, Leadership Team and Governors will monitor and evaluate the school's waste project.	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.	2016-2017	Mrs McCann Teachers School's ECO Council Caretaker Mr Patrick McShane (Council)	The coordinator, Leadership Team and Governors will monitor and evaluate P4s Bird Project	Bird Identification and Recording Sheets Bird Hide Camouflage Sheets

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)	