



KNOCKBRED A
PRIMARY SCHOOL

School Development Plan

2023 - 2024

2024 - 2025

2025 - 2026

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Introduction

Knockbreda Primary School is a controlled primary school of approximately 150 pupils and is situated in Belfast, County Antrim. Our School Development Plan is a working document for use by all stakeholders of our school and it was produced in line with statutory requirements.

This file is focussed on the Inspection and Self-Evaluation Framework (ISEF) and contains evidence of our whole school self-evaluation, making explicit use of ETI's common framework for inspection and self-evaluation guidance. Outcomes from self-evaluation inform our school development planning process and our priorities for action. Requirements of SDP 2010, Regulation 4, are also adhered to.

The Development Plan also translates the policies, ethos and aims of the school into everyday practice. It has been drawn up after consultation with all stakeholders, who were issued with a questionnaire. This process will be followed every 3 years. The document sets out how the school will move forward from its current position. The Department of Education's key priorities have also been addressed.

The Development Plan also includes detailed action plans for particular areas and subjects. These outline in more detail specific targets, personnel involved, timescales and monitoring and evaluation procedures.

This is a flexible document which may be adapted in order to take account of new developments and initiatives which affect the school.

INSPECTION AND SELF- EVALUATION FRAMEWORK								
Overall effectiveness								
Outcomes for Learners		PL	Quality of Provision		PL	Leadership and Management	PL	
Standards attained		S/AFI	Quality of curriculum including (breadth, balance and appropriateness)		S/AFI	Effectiveness and impact of the strategic leadership		S/AFI
Progression			Effectiveness of guidance and support in bringing about high quality individual learning experiences			Effectiveness and impact of the middle leadership		
Wider skills and dispositions/capabilities			Effectiveness and impact of planning, engagement/ teaching/training and assessment in promoting successful learning			Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process.		
Governance (for schools)		High degree of confidence		Confidence		Limited confidence		
Care and Welfare		Level 1. C&W impacts positively on learning, teaching and outcomes for learners.				Level 2. C&W does not impact positively on one or more of learning, teaching and outcomes for learners.		
Safeguarding		Level 1: Reflects the guidance		Level 2: Reflects broadly the guidance		Level 3: Unsatisfactory		

Overall Effectiveness:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.
The organisation needs to address (an) important area (s) for improvement in the interest of all the learners.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

Performance Levels:

Outstanding
Very good
Good
Important areas for improvement
Requires significant improvement
Requires urgent improvement

Additional Terms Used:

S Strengths
AFI Area for improvement

THE EDUCATION (SCHOOL DEVELOPMENT PLANS) REGULATIONS 2010

Regulation 4: SCHEDULE

Matters to be addressed in School Development Plans

- | | |
|---|--|
| 1 | A statement and evaluation of the ethos of the school |
| 2 | (a) A summary and evaluation , including through the use of performance and other data, of the school's strategies for
<i>learning, teaching, assessment</i>
<i>raising standards of attainment among all pupils, in particular in</i>
<i>communication, using mathematics and using ICT</i> |
| 2 | (b) A summary and evaluation , including through the use of performance and other data, of the school's strategies for
<i>providing for the special, additional or other individual educational needs of pupils</i> |
| 2 | (c) A summary and evaluation , including through the use of performance and other data, of the school's strategies for promoting
pupil
<i>health & well being</i>
<i>child protection</i>
<i>attendance</i>
<i>good behaviour and discipline</i> |
| 2 | (d) A summary and evaluation , including through the use of performance and other data, of the school's strategies for
<i>providing for the professional development of staff</i> |
| 2 | (e) A summary and evaluation , including through the use of performance and other data, of the school's strategies for
<i>managing staff attendance</i>
<i>promoting staff health & well being</i> |
| 2 | (f) A summary and evaluation , including through the use of performance and other data, of the school's strategies for
<i>promoting links with parents of pupils</i>
<i>promoting links with the local community</i>
<i>including - other schools</i> |

	<i>the business community voluntary and statutory bodies</i>
2	<p>(g) A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>promoting the effective use of ICT to support</i></p> <ul style="list-style-type: none"> - <i>learning and teaching</i> - <i>continuing professional development</i> - <i>school leadership and management</i>
3	(a) An assessment of the school's current financial position and the use made of its financial and other resources
3	(b) 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 improvements in standards
4	An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised
5	An assessment of the challenges and opportunities facing the school
6	The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan
7	Identification of key areas for development, informed by the school's self evaluation, including
	(a) the school's key priorities for the period of the plan, based on DE priorities for education
	(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT
	(c) actions to be taken to achieve these outcomes, with final dates for completion
	(d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes
	(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan



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Section A

Outcomes for Learners

Section A: <i>Outcomes for Learners</i> <u>Standards Attained</u>	PL	Evaluation / Evidence
1. the school has raised attainment and / or maintained consistently high standards of attainment for the children;	VG	In June 2024 analysis of Standardised Tests results, the only results we had access to this year, indicated that; 85.7% of pupils from P3 - P7 are working on or above their ability level in Numeracy and 84.7% in Literacy.
2. the children set high expectations for themselves with regard to personal and academic standards, including the quality of the presentation of their work;	G	89% of pupils feel their teacher encourages them to do their best. 9% responded 'Maybe' and 2% responded 'No'. 98% of parents feel the school has high expectations of its pupils. <i>"I find the staff have a realistic expectation of the child based on their abilities." Parent Quote 2023</i>
3. children attain the highest possible standards in language and literacy, mathematics and numeracy, including the use of effective communication, using mathematics and using ICT across the curriculum;	G	In June 2023 analysis of Standardised Tests results, the only results we had access to this year, indicated that; 85.7% of pupils from P3 - P7 are working on or above their ability level in Numeracy and 84.7% in Literacy. ICT to be developed.
4. children acquire, develop and transfer their knowledge, skills and understanding across the curriculum and apply their learning in a range of contexts; and	G	All teaching is cross curricular through a topic-based approach. A wide range of out of class experiences are being reviewed and implemented to enhance teaching and learning for all pupils. The addition of an outdoor classroom will enhance pupil learning experiences further.
5. children are able to: work independently and with others; demonstrate effective personal and social skills; think critically and creatively; and, show perseverance in their learning.	A FOR IMP	Children are taught to be reflective learners and how to improve their work and their behaviour, through the school ethos and the delivery of the NI curriculum. 82% of teaching staff feel children work independently.

Section A: Outcomes for Learners Standards Attained - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. PTE and PTM results will continue to be maintained at a high level and analysed for improvement.				
2. WellComm for Foundation Stage to be introduced with staff trained and results analysed.				
3. Developing Outdoor Learning / Active Learning to improve pupils' TSPC.				
4. Develop independent / inquiry based learning through Play, ABL and PBL.				
5. Forest School training undertaken by two members of staff.				

Section A: <i>Outcomes for Learners</i> <u>Progression</u>	PL	Evaluation / Evidence
1. children acquire skills and concepts progressively;	REQ SIG IMP	Only 73% of teaching staff feel that the planning is broad and balanced across all areas of learning.
2. staff ensure that children make consistent progress commensurate with their abilities and stage of development, in particular at key transitions stages;	A FOR IMP	Pupils are given constructive feedback on how to improve work and behaviour. Good relationships have been established between school and home. Children are tested, monitored and supported if needed and teacher meetings, during and at the end of each year, in school ensure smooth transition between year groups. Meetings with nurseries and post primary teachers are also held.
3. the children plan and evaluate their work;	G	Pupils, in suitable format are expected to reflect on their work to a varying degree depending on age and ability. 91% of teaching staff feel their pupils are able to plan, review and evaluate their work.
4. the children act on high quality feedback to improve their work;	G	Marking is positive and provides positive and constructive feedback. AfL techniques used throughout the school. Marking policy is due to be reviewed. 95.5% of parents feel their child's work is marked effectively. <i>'Green pen is the way forward! Corrections are treated as a positive exercise and not a negative one.'</i>
5. the school uses qualitative and quantitative data and information effectively to provide evidence that the children are making progress;	VG	Standardised Tests tests are used to set targets as End of Key Stage assessment arrangements are suspended due to ASOS. CAT is used in P4 and P6 to add value to numeracy and literacy results and allow for 'underachievers' to be identified. Teacher judgement is used as well as observation reports in the Foundation Stage to inform on children's progress. 100% of teaching staff agree that data is used effectively.
6. there is robust tracking of attainment in all curriculum areas and at all stages;	A FOR IMP	Assessment results are analysed to identify individuals who are high achieving, under achieving and low achieving and targets are set appropriately by teachers. Foundation assessment approached need improvement
7. the school monitors and plans for the needs of individual children when there are patterns or extended periods of absence; and	G	EWO has established relationship with school to support work with poor attendees. In-school procedures are in place to help alleviate any attendance issues. The overall pupil attendance for the academic year 2022-23 was 91.2%

8. the children progress successfully to post-primary.	G	Relationships have been established with local nurseries and secondary schools to help smooth transition for P7 pupils. We attend any fun days organised for P7 and also are engaged in a Shared Education programme with Knockbreda Nursery School.
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Section A: Outcomes for Learners Progression - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Moving data analysis day to August instead of October to allow planning to made before the year starts.				
2. Review of AfL strategies used throughout the school, include in assessment policy.				
3. EWO - new officer to be in place for September 2023 - build relationship to support pupils with attendance issues.				
4. Develop relationships with key local nurseries including Knockbreda Nursery School and Castlereagh.				
5. Continue to develop relationships with local high schools to help with the transition of P7 into secondary school.				

Section A: <i>Outcomes for Learners</i> <u>Wider Skills and Dispositions / Capabilities</u>	PL	Evaluation / Evidence
1. children develop self-confidence and self-esteem through participating in and contributing to a range of school activities both in and out of school;	VG	A wide range of clubs have been offered after school where possible (ASOS) A successful 2-3 Friday Club runs for P4 to P7. Out of class learning opportunities have been organised to ensure pupils experience a wide range of activities with their classes.
2. children take personal responsibility for their learning, set goals and know how to achieve them;	G	Pupils, in suitable format, are expected to reflect on their work to a varying degree, using AfL strategies, to help evaluate their work and review their progress.
3. children have a sense of personal and social responsibility and contribute confidently to the life and work of the school and the local community;	VG	Role play in foundation allows for everyday situations to be dramatised - dentist, vet, estate agents, hospital, travel agents etc. Problem solving, debating about global issues, PDMU, Invisible Traffic programme, Eco Schools, Sustrans, Roots of Empathy.
4. children are confident to plan, review and evaluate, and know how to improve the quality of their own work;	G	100% of parents feel that their child is encouraged to do their very best and 95.5% feel the school expects their child to work hard and achieve their best. 77% of pupils say they are encouraged to work by themselves before asking for help. 18% responded 'Maybe'.
5. children are motivated, resilient and positively engaged in their learning;	VG	98% of parents feel the school has high expectations of their children 95.5% report their child is happy to go to school. 84% of pupils say their lessons help them learn new things.
6. staff enable children to develop insights into society and other cultures;	A FOR IMP	Where possible opportunities are provided to allow children to gain insight into the lives of others. This includes charity work, Eco School initiatives to raise funds, Invisible Traffic, Trussell Trust food bank collections. Diwali (P3). 100% felt that the school respects diversity and that children are taught to respect differences in each other.
7. children work independently and with others, demonstrating and developing skills such as problem solving, decision	A FOR	77% of pupils say they are encouraged to think for themselves.

making, managing information and thinking critically and creatively;	IMP	71% say they get on well with the other children in school. The other 19% responded 'Maybe'. The development of Activity Based Learning and Project Based Learning as well as outdoor learning opportunities will continue to develop these areas for the pupils.
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8. children develop dispositions to learning appropriate to their stage of development, for example, commitment, determination, openness to new ideas, respect, curiosity, flexibility and integrity;	G	98% of parents felt the school effectively fosters independence and responsibility in their children.
9. children manage their own emotions, personal conduct and interactions with others;	A FOR IMP	64% of teaching staff feel that the children manage their own emotions, personal conduct and interactions with others.
10. children apply their learning and develop team-working and leadership roles in a range of local and global contexts and have an understanding of these roles in future life and employment contexts.	A FOR IMP	Schemes of work which have been established to enable children to participate in independent, small group, large group and whole class situations. These have not been reviewed due to ASOS. TSPC and PDMU is embedded in all areas of the curriculum.

Section A: Outcomes for Learners <u>Wider Skills and Dispositions / Capabilities</u> - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Friday Club introduced for P4 to P7 to enable pupils to mix with other year groups and develop relationships.				
2. Ensure a wide range of out of class experiences are available for all year groups and evenly distributed throughout the school.				
3. Sustrans Gold Award applied for and suitable activities organised.				
4. Eco Flag re-applied for and gained.				
5. Roots of Empathy training undertaken by Pastoral Co-ordinator and programme introduced into P4.				
6. Invisible Traffik programme delivered to P6.				
7. WAU schemes to include looking at other cultures to ensure inclusivity and understanding.				
8. Paths programme from Barnados underpins PDMU teaching throughout the school.				
9. Engaging in building relationships through generations with support from Linking Generation NI.				
10. Develop an afterschool programme of a wide range of clubs by outside providers.				
11. Move and develop sensory room using additional funds from TESCO Stronger Starts.				



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Section B

Quality of Provision

Section B: <i>Quality of Provision</i> <u>Quality of the Curriculum</u>	PL	Evaluation / Evidence
1. all the relevant statutory requirements of the Northern Ireland Curriculum (NIC) are planned for and delivered in full;	A FOR IMP	Long-term, medium-term and short-term planning is in place for all subjects and 5 interlinking topics are taught in each year group. These need to be updated and due to ASOS have not been evaluated and handed in for more than 2 years.
2. the curriculum is sufficiently broad, balanced and flexible, tailored to meet the needs of individual children, and inspires the children to learn, progress and achieve;	G	Actions plans (attached) are drawn up for all core subjects and areas for improvement are established for all non-core subjects yearly. Plans are altered when necessary to reflect changes in class ability, yearly, and these plans are monitored by Key Stage Leaders and subject co-ordinators. Close relationships with the SENCO ensure that individuals are provided for as well.
3. the curriculum promotes social inclusivity which ensures participation in education for all children;	G	All pupils have access to the full curriculum. Timetabling is completed for all areas to ensure that access to all facilities (PE, ICT, outdoor classroom) is inclusive. We endeavour to ensure access for all is undertaken through differentiation.
4. the school identifies, appropriately and accurately, the special educational needs of individual children and maintains effective links with parents, other professionals and support agencies;	VG	SENCO works with all relevant outside agencies on a daily basis and regularly meets with parents. Children with SEN have PLPs in place and staff meet with the parents of these children 3 times a year.
5. children engage in learning activities that are varied, differentiated and provide effective support and challenge;	A FOR IMP	93% of parents feel their child's work matches their ability. <i>"I find the staff have a realistic expectation of the child based on their abilities." Parent Quote 2023</i> 89% say their teacher encourages them to try new and different things in school. Topic plans are in place for each year group and incorporate all aspects of the primary curriculum.
6. the curriculum reflects appropriately recent and relevant research in pedagogical practice; and	A FOR IMP	Plans to include outdoor learning and more work on activity based learning and project based learning is to be undertaken.
7. there is progressive development of employability skills, including the use of technology, creativity and innovation.	A FOR IMP	Interlinking topics have been developed to ensure all children have access to various types of learning experiences.

		<p>An audit of out of class experiences will help to enhance these topics and their delivery even further. Teachers have endeavoured to use the locality, local business links, links with other schools and educational facilities within the vicinity of the school to enhance pupil learning experiences.</p> <p>Outdoor Classroom and learning resources which have been developed are helping to foster other skills beyond the classroom.</p> <p>25 ipads, access to a computer suite, 10 chrome books and involvement in Nerve Centre coding training has enhanced pupils' ICT experiences.</p>
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Section B: ~Quality of Provision <u>Quality of the Curriculum</u> - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Planning across the curriculum to be reviewed to ensure fit for purpose and shows progression. ASOS to be considered when doing this.				
2. Learning support classes to be completely integral to all school plans including residentials and visits where possible.				
3. Timetabling undertaken of key places and resources e.g. library, outdoor classroom, play garden, iPads, computer suite.				
4. SENCO to continue to work on the implementation of PLPs at a level appropriate with consideration given to ASOS.				
5. Outdoor classroom and play area to be continually developed to ensure fit for purpose.				
6. ICT skills and teaching to be reviewed with new tasks included to update approaches and improve teaching and learning.				
7. Nerve Centre coding work to be undertaken - teachers trained and lessons taught.				
8. Engaging with EA to introduced a Foundation Learning Support class.				
9. Training two members of staff in Forest School to allow for all classes to access outdoor learning opportunities and disseminate to other staff.				

Section B: <i>Quality of Provision</i> <u>Effectiveness of Guidance and Support in Bringing about High Quality Individual Learning Experiences</u>	PL	Evaluation / Evidence
1. the pastoral support is responsive to the needs of the individual children, addressing learning needs and local and contemporary issues which affect their lives;	VG	Roots of Empathy introduced to the school in 2023-24. Sustrans Gold Award being applied for in 2023. Eco Flag to be reapplied for in 2023. School Council House system and prefect system in P7 help to encourage good behaviour and attitudes as well as giving older pupils responsibility and opportunity to be role models. <i>"The Sustrans, Eco Council, autism awareness week are just some of the bigger ways that positive behaviour is encouraged as well as the daily behaviours of kindness, inclusiveness etc are taught." Parent Quote 2023</i>
2. the school identifies appropriately and accurately the special educational needs of individual children and maintains effective links with parents, other professionals and support agencies;	O	SENCO works with all relevant outside agencies on a daily basis and regularly meets with parents. Children with SEN have PLPs in place and staff meet with the parents of these children 3 times a year. SENCO has one non-contact day per week. 100% of parents feel the school meets their child's additional needs.
3. there are clear and realistic targets within individual education plans which are compiled through appropriate consultation, reviewed regularly and amended accordingly;	O	PLPs are drawn up by class teachers and these are reviewed 3 times a year (Oct, Feb, June). Teachers discuss these with parents and targets set, reflect classroom teaching and ability. 100% of parents feel the school supports pupils who have SEN.
4. the school has an agreed whole-school programme that addresses issues, such as, bullying, sectarianism, racism, and good relations, and is an integral part of learning and teaching and the school development plan;	G	Each class has a Charter board and children are reminded of their rights through PDMU activities. Anti-Bullying Week activities are organised each year as well as Internet Safety week and Healthy Lifestyle Week. PDMU curriculum incorporates all of these aspects from P1 to P7. Positive behaviour schemes are in place to reward good behaviour. A school house scheme runs to promote good relations and teamwork.
5. the school implements comprehensive safeguarding and child protection practices that are in line with statutory regulations and reflect DE guidance; and	O	An updated Child Protection Policy is in place and the designated teachers update the principal regularly at Safeguarding Team meetings. CP is a regular item on the BOG agenda. All staff within the school have been trained in CP, annually.

<p>6. the children know how to keep themselves safe and where to seek help (preventative curriculum).</p>	<p>VG</p>	<p>Pupils are reminded each year who the CP teachers are and also posters are displayed throughout the school. Teachers speak to pupils regularly about issues through PDMU. PSNI are invited into school to speak about relevant issues. 86% of pupils reported they felt safe in school. 14% responded 'Maybe'.</p>
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Section B: ~Quality of Provision <u>Effectiveness of Guidance and Support in Bringing about High Quality Individual Learning Experiences - Future Actions</u>	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Roots of Empathy training undertaken by Pastoral Care Co-ordinator to be delivered in school to P4.				
2. Sustrans Gold Award to be applied for. Active travel and positive attitudes to being active encouraged.				
3. Eco Flag applied for and achieved.				
4. House system extended to include P1 to P3 pupils and activities organised throughout the year to foster a sense of belonging.				
5. SENCO to continue to develop relationships with EA, DE, other SENCOs and relevant agencies to ensure access to support for pupils with SEN.				
6. PLPs to be developed in line with ASOS.				
7. Anti Bullying Week, Internet Safety Week, Healthy Eating Week to continue to be included each year.				
8. All staff trained in CP and new DT trained in October 2023.				
9. Engaging with EA to introduce a Foundation Learning Support class to allow children with MLD to become part of our school at the beginning of their educational journey.				
10. Develop and intergenerational programme to help support our PDMU programme and establish relationships across generations within the local community.				
11. Sensory room moved and redeveloped for open access to all classes.				

Section B: <i>Quality of Provision</i> <u>Effectiveness and Impact of Planning, Teaching and Assessment in Promoting Successful Learning</u>	PL	Evaluation / Evidence
1. the planning reflects the statutory requirements of the NIC;	A FOR IMP	Long-term, medium-term and short term planning is in place for all subjects and 5 interlinking topics are taught in each year group. These are evaluated and reflected upon by teachers and co-ordinators to outline the SDP. Can't be seen due to ASOS.
2. the long-term planning ensures that the learning experiences are broad and balanced and promote continuity for each child across all areas of learning;	A FOR IMP	Schemes of work and Lines of Progression are not regularly reviewed due to ASOS. Although these are in place for every subject we can't comment on them. Only 73% of teaching staff agree they are broad and balanced.
3. the medium-term planning identifies: the intended learning outcomes; is differentiated to meet the children's individual learning needs; is informed by both children's and teachers' evaluation of learning; and, is connected across areas of learning;	A FOR IMP	Weekly plans are in place for each of the 5 topics taught throughout each year group. Differentiation should be included but due to ASOS these are not evaluated by SLT or co-ordinators therefore it is impossible to say if they are fit for purpose in each class. 91% of teaching staff feel their planners are differentiated. 95.5% of parents feel their child is making good progress in line with their ability.
4. the learning is challenging, encourages commitment, builds confidence, creates high expectations and develops deep conceptual learning;	G	100% of pupils report their teacher encourages them to do their best. 98% of parents report that staff have high expectations of the children. <i>"There is a continuous development ethos in the staff which is inspiring." Parent Quote 2023</i>

5. teachers build upon the children's interests, needs and prior learning;	A FOR IMP	Topic work is varied and is built upon schemes of progression. Topics are selected to engage children. Outdoor play, learning and also activity and project-based learning are being developed to continue to improve focus and interest.
6. teachers use an appropriate range of learning and teaching strategies which motivates children, engages them in their work (both collaboratively and independently) uses errors as learning opportunities and encourages creativity and risk taking;	A FOR IMP	ICT resources improving - computer suite with 30 PCs, 48 ipads and new chrome books, 5 new iPads and an iPad charging trolley. 2023 working to develop good levels of practical / play based learning incorporated in all topic plans and the introduction of new outdoor learning opportunities across the curriculum. Involvement with The Nerve Centre 23/24 on the development of Coding across the key stages.
7. teachers use a range of learning strategies that: provide open-ended activities and challenges; focus on explicit thinking; use effective teacher questioning techniques; encourage children's questioning; enable collaborative learning; and, provide deliberate and explicit connections across learning experiences;	A FOR IMP	Teaching and Learning Policy to be reviewed. Focus for literacy is on consistency of approach to phonics and spellings. In numeracy the focus is on developing shape and space work. Practical activities are being developed in each year group to ensure opportunities are given to allow these skills to be fostered and shared.
8. teachers continually monitor the children's understanding and provide high quality feedback to ensure the children have an accurate understanding of their progress and what they need to do to improve; and	G	Although due to ASOS and the inability to access classrooms, pupil books or planners 91% of teachers feel their pupils act on the feedback they receive and 91% feel pupils are confident to plan, review and evaluate their work at an appropriate age level.
9. the school's assessment policy reflects statutory requirements.	G	Assessment policy in place with some additional work to be done on Foundation approach to assessment. Training in Wellcomm to be undertaken. Assessment timetable in place which is followed by co-ordinator. AfL guidelines adhered to and all staff use techniques in their class. Assessment results reviewed and analysed annually to ensure further improvement in all areas.

Section B: ~Quality of Provision <u>Effectiveness and Impact of Planning, Teaching and Assessment in Promoting Successful Learning - Future Actions</u>	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Planning needs to be reviewed and deemed fit for purpose.				
2. Schemes and lines of progression need updated but ASOS has to be considered.				
3. Topics may overlap in some year groups. Establishing where and how it can be addressed considering ASOS will need to be considered.				
4. New iPads and iPad charge to be timetabled to enable whole class access to resources for teaching and learning.				
5. 10 Chrome books distributed amongst classes so each class has access to one.				
6. Forest School training applied for and 2 members of class to be trained and work with two classes.				
7. Nerve Centre work on Coding to improve teaching and learning of Using ICT to be undertaken.				
8. Review of teaching of phonics and spellings to be undertaken via an audit.				
9. Shape and Space - teaching and learning to be addressed to help raise standards.				
10. Assessment for Learning strategies to be embedded in all classes - a consistent approach for each year group established.				



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Section C

Leadership & Management

Section C: <i>Leadership and Management</i> <u>Effectiveness and Impact of the Strategic Leadership</u>	PL	Evaluation / Evidence
1. senior leaders have a shared and coherent, regularly reviewed vision which is based on the school's values and aims, is child-centred and enables children to achieve high standards;	G	100% of Board of Governor members reported the school has a clear vision. 100% of parents reported the school has a clear vision. 98% of teaching staff reported the school has a clear vision. 100% of non teaching staff reported the school has a clear vision.
2. senior leaders consult regularly with the school community on key policies and procedures that affect the life and work of the school;	G	100% of parents reported that they are kept up to date and informed about what is going on. 100% of Board of Governors reported effective communication between the principal and themselves and 98% of teaching staff and 94% of non-teaching staff report effective communication between staff.
3. leadership development is informed by action research, pedagogical innovation and a focus on continuous improvement;	VG	We have recently reviewed and clarified roles and responsibilities of all staff members including SLT. We have key paid subject leaders for all main areas except Literacy.
4. qualitative and quantitative data is used to monitor the children's progress in learning and ensure monitoring, evaluation and systematic accountability are well embedded processes;	VG	Assessment policy in place. Assessment timetable in place which is followed by co-ordinator. AfL guidelines adhered to and all staff use techniques in their class. Assessment results reviewed and analysed annually to ensure further improvement in all areas. 100% of staff feel that data is used appropriately to monitor and evaluate.
5. arrangements for safeguarding are effective, reviewed regularly and reflect statutory requirements and DE guidance;	O	An updated Child Protection policy is in place. A Safeguarding team is in place and meet regularly. GDPR has been considered in relation to CP documentation / information. A member of the BOG has been appointed to the CP role.
6. senior leaders focus on building staff expertise and capacity through career-long professional learning which is aligned to whole-school priorities for improvement;	VG	C.P.D is embedded in the school. Teachers are released for INSET as identified in the SDP or as statutory requirements dictate. When possible teaching and non-teaching staff are released to undertake training in many areas to enhance teaching and learning and also the pastoral and SEN elements of the school provision.

7. senior leaders ensure that the resources, including accommodation, are well-organised, sufficient, accessible, up-to-date and managed in a sustainable way;	G	Recent changes include the moving of the Sensory Room using funding from the PTA and TESCO. £10,000 funding from lottery funding has allowed for an outdoor classroom to be built. The adjacent hockey pitch has been added to the school portfolio to allow for additional play space which will be developed over the next few years.
8. the use of resources is monitored to evaluate the impact on the outcomes for the children;	VG	The acquisition of resources is directly linked to the SDP and / or statutory requirements. Recent additions include iPads to enhance ICT provision. Any monies raised go directly to enhancing the school facilities for the children.
9. senior leaders promote the key values of equality of opportunity and diversity; and	G	All policies are in place with clear review dates including; Positive Behaviour Policy, Addressing Bullying Policy, Period Dignity Policy and SEN Policy.
10. there is effective financial stewardship to ensure the finances are well-managed and used appropriately for long, medium and short-term priorities.	REQ URG IMP	The school is in a deficit budget. Pupils numbers have increased in September 2023. See 3 Year Financial Plan.

Section C: ~Leadership and Management Effectiveness and Impact of the Strategic Leadership - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Vision statement to be re-written due to new staff, with all stakeholders involved at an appropriate level.				
2. Roles of 'middle leaders' to be clearly shared with all staff for better understanding.				
3. WellComm data for Foundation pupils to be analysed and used to help set targets.				
4. New designated teacher to be trained by EA.				
5. Eti Safe Guarding guidelines followed and relevant paperwork and policies updated.				
6. School Development days planned in line with school needs and statutory needs set out by EA and DE.				
7. Non-teaching staff given opportunity to avail of training - supported and informed by SENCO.				
8. Trauma training provided for key adults of Children Looked After.				
9. Trauma training rolled out to the rest of the teaching and non-teaching staff.				
10. Funding opportunities explored. TESCO Stronger Starts funding applied for.				
11. Acquired additional land to be developed for outdoor play and learning.				
12. Belfast Hills planting of hedgerows, with Belfast City Council to be undertaken.				
13. PTA established and set up to raise funds and provide fun activities to promote the school.				
14. Positive Behaviour Policy review by SLT to include SEN pupils, pupils with trauma and a new approach to supporting pupils to make good choices.				
15. Working with local community interests and promoting the school online to improve numbers in all year groups.				

Section C: <i>Leadership and Management</i> <u>Effectiveness and Impact of the Middle Leadership</u>	PL	Evaluation / Evidence
1. middle leaders are role models of learning and teaching in their area of responsibility;	G	Distributed leadership is encouraged in the school and is evident. A review of roles and responsibilities in Sept 2022 was undertaken to ensure effective leadership and guidance at all levels. This will continue to improve confidence and respect. 91% of staff feel middle leaders are role models. New co-ordinators for SEN and Pastoral Care were introduced in the academic year 2022-23.
2. middle leaders work collegially and pastorally with other co-ordinators to provide whole-school and cross-curricular approaches to the improvement process;	G	Due to ASOS there is limited opportunity for co-ordinators to work together. Some clusters were held in 2022-23.
3. action plans for improvement are informed by rigorous and regular self-evaluation and align well with the priorities of the school development plan and targets are: specific; measureable; attainable; relevant; time-bound; evaluated and reviewed;	G	Due to ASOS not all action plans have been written up. Some were verbally relayed and included in the SDP.
4. qualitative and quantitative data is analysed systematically and used to identify whole-school improvement priorities and track progress at whole-school, class and individual children's level, intervening when necessary;	VG	100% of staff agreed that data was analysed systematically to improve at a whole school level. The only data available is PTE and PTM. It is hoped Wellcomm will be available for Foundation pupils from September 2023.
5. there are rigorous systems for monitoring and evaluating the effectiveness of the work of staff within the area of responsibility;	-	Due to ASOS classroom observations and the handing in of work or planners has been stopped.
6. middle leaders have knowledge of other areas of the curriculum development and outcomes that may be relevant to their area of responsibility;	VG	Where possible co-ordinators are involved in whole school development and training and are kept up to date with developments within their own subjects.

7. middle leaders identify and share effective practice throughout the school;	VG	SD days are utilised to develop staff and enhance teaching and learning across the curriculum and key stages.
8. middle leaders ensure their knowledge and skills of pedagogical development in their area of responsibility are current, accurate and research based; and	VG	All offered training for co-ordinators is accessed where available.
9. middle leaders inform the governors and senior leadership of the quality of learning and teaching and children's standards in their specific area/s.	VG	Co-ordinators attend BoG meetings or provide a written report for the governors on the progress of their subject where ASOS allows.

Section C: ~Leadership and Management <u>Effectiveness and Impact of the Middle Leadership</u> - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Middle leaders to avail of any training opportunities that may arise and attend clusters with other schools.				
2. Action Plans in place where possible considering ASOS.				
3. Data analysis to take place during a development day to allow targets to be set for individuals, classes, year groups and at whole school level.				
4. Impact of ASOS to be considered at every level.				
5. Middle leaders given opportunity to attend governors and present their work.				

Section C: <i>Leadership and Management</i> <u>Effectiveness of Action to Promote and Sustain Improvement, including Self Evaluation and the Development Planning Process</u>	PL	Evaluation / Evidence
1. the school development plan meets DE's statutory requirements;	VG	The Education (SDP) Regulations 2010: Regulation 4: Schedule and Inspection and Self Evaluation Framework have both been followed to create this document.
2. a culture of self-evaluation is well-established and is underpinned by a focus on continuous improvement;	VG	Every 3 years all stakeholders are consulted. Self evaluation is very successful in the school. 100% of staff report that self evaluation is promoted.
3. the development planning process is informed by a rigorous analysis of a range of qualitative and quantitative data, and an evaluative summary of progress on previous priorities against agreed targets;	VG	All relevant data available, each year, is used to help identify areas for development and improvement. Currently the only assessment results we have to rely on are Standardised Tests. These are used to identify areas for improvement as well as to identify pupils who need additional support. Staff feedback from regular meetings and forums is also utilised to help identify areas.
4. the school development plan is devised in consultation with, and shared with, children. Parents, staff and governors; and	VG	All stakeholders are equally involved in the process. 100% of teaching staff took part in the teaching staff survey. P4-P7 pupils took part in the pupil survey. 44 families took part in the parent survey. 85% of non-teaching staff took part in the non-teaching survey.
5. the identified priorities and associated action plans effect improvement in the children's learning experiences and their attainment in a clear and measurable way and the school can demonstrate relevant evidence of improvement based on actions taken as a result of self-evaluation.	VG	All priorities identified and subsequent action plans are clear in their goals to improve learning and attainment.

Section C: ~Leadership and Management <u>Effectiveness of Action to Promote and Sustain Improvement, including Self Evaluation and the Development Planning Process - Future Actions</u>	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. School development planning questionnaires were distributed to all stakeholders in June 2023 to allow all voices to be heard.				
2. Parent version of SDP provided and emailed home. Included on school website.				
3. Pupil version of SDP provided and sent home. Included on school website.				



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Section D

Governance

Governance	PL	Evaluation / Evidence
1. governors communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community;	VG	100% of parents feel the school is led and managed well by staff and governors. 91% of teaching staff feel that managers manage well. (1 disagreed)
2. governors are well informed, through communication with senior and middle leaders and their own analysis of first-hand evidence, about the standards attained by the children and effectiveness of the provision;	VG	Regular BOG meetings held. Relevant middle managers deliver reports to update governors when necessary.
3. governors support and challenge appropriately the school's priorities for improvement;	VG	Governors are actively involved in the running of the school and are kept up to date by the principal. Engaging in recruitment, safe guarding and PRSD. They also attend school events where possible.
4. governors access and implement training to assist governors in fulfilling their roles and statutory duties e.g. recruitment and child protection / safeguarding;	VG	All relevant governors trained, when training is available. Reconstitution of governors will require further training in September 2024.
5. the varied skills and expertise of the governors are harnessed to good effect to ensure resources are managed efficiently and that improvement work is monitored systematically;	VG	Reconstitution of BOG will require a need to clarify the role of governors including the establishment of meetings of re-constituted sub-committees. The review of roles and responsibilities of staff will lead to effective management and leadership for all.
6. governors carry out self-evaluation of the school's safeguarding and child protection policy and procedures;	VG	This was completed in the Summer term of 2023.
7. governors access available external support and facilitate clustering with other schools for children, staff and governors; and	G	The school facilitates monthly clusters for key subject areas and SEN when needed, with local primary schools. Shared Education partnerships with St Bernards and Knockbreda Nursery also allow for clustering.
8. the school's financial and human resources are deployed equitably and in the interest of all the children.	VG	This responsibility has been delegated to the principal.

Governance - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Reconstitution of governors to take place in early 2024.				
2. Meetings held termly of full governors.				
3. Child Protection training undertaken by key governor.				
4. All governors trained in child protection.				
5. Relevant governors trained to undertake recruitment and other key roles.				
6. PRSD reviewers for principal established.				



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Section E

Care & Welfare

Care & Welfare	PL	Evaluation / Evidence
1. there is a safe, secure and well-organised learning environment for all members of the school community;	G	All children are supported in all aspects of their lives and have access to CP teachers. 100% of staff feel arrangements for safeguarding are effective. 86% of pupils reported they feel safe (14% said 'maybe, 0% said no) All staff within the school have been trained in CP annually.
2. relationships for learning are characterised by mutual respect, openness and trust;	VG	Roots of Empathy programme for P4. Aware charity mindful programme and Paws to B programme for P5 and P6. <i>'Nice teachers, they make sure we are safe.'</i> Pupil comment 2023 <i>"I can't praise the school enough for providing a safe environment for my son to flourish."</i> Parent comment 2023
3. all children are supported effectively to overcome barriers to learning and to realise their potential;	VG	PDMU scheme in place for all year groups, including online safety. Trauma Informed Training for Key Adults and also all staff rolled out from September 2023. Pastoral Care co-ordinator accessing support for children with anxiety and trauma. SENCO organises training for all staff where relevant. Roots of Empathy training for Designated Teacher.
4. there are high levels of attendance, punctuality and engagement throughout the school, which are monitored so that issues can be identified and addressed promptly;	G	Attendance for the academic year 2022-23 was 91.2%. There are no major issues with attendance or engagement.
5. good behaviour is promoted positively and consistently;	VG	70% of pupils feel they get on well with other children in the school. 30% said they 'maybe' did and 0% said they didn't. 98% of pupils said they know how they should work & behave in school.

6. the effectiveness of the personal development and preventative education curriculum is reviewed regularly to ensure that it is flexible and responsive to the needs of the children;	VG	Pupils are given opportunities to discuss their feelings and emotions through the teaching of PDMU which has been embedded throughout the school. Involvement with the NSPCC Paths scheme provides suitable activities to allow children to keep safe. Roots of Empathy training has been undertaken by the Pastoral Care co-ordinator.
7. the children are active contributors to the life and work of the school and to the local and global community;	VG	Eco Schools Programme established. Food recycling scheme in place including waste free lunches. Established links with TESCO Community officer and scheme. Links with Trussell Trust foodbank and local churches.
8. the school works effectively with appropriate outside agencies to support the care and welfare of the children; and	O	Close links established with SEN services, Social Services, EA officers, school nurses for epilepsy, diabetes and allergies. Also engaging with School Meals Service to ensure healthy eating guidelines are followed.
9. relationships with other schools, and the wider community, support the holistic development of the children.	VG	Excellent link with local churches and local schools, pre, primary and post. Involvement in Shared Education Scheme (P1 and P2) Principal attends local community meetings when available. Local people come to talk to the children, vet, dentist, nurse etc.

Care and Welfare - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. Child protection is given high priority with new DT in place and trained.				
2. Involvement in Operation Encompass with PSNI.				
3. Roots of Empathy training undertaken by DT and taught to P4 class.				
4. Trauma Informed training undertaken by key adults with Children Looked After.				
5. Drawing and Talking, a form of therapy for children is provided by the school via a trained classroom assistant. Individual children chosen over the year.				
6. New Pastoral Care role established to allow children to be supported with trauma and emotional issues.				
7. Attendance continued to be improved through positive reinforcement and links with EWO.				
8. Positive Behaviour Policy re-written to include SEN, trauma and other issues which need to be considered. SLT core team working on this.				
9. Medical training undertaken annually and reviewed to ensure up to date.				
10. Relationships developed with other schools for transition. Local nurseries and high schools.				
11. Shared Education partnership to continue with Knockbreda Nursery School and St Bernard's Primary School.				
12. All Health and Safety guidance as well as Fire Safety guidance is followed as set out by EA and kept up to date.				



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Section F

Safeguarding

Safeguarding	PL	Evaluation / Evidence
1. the children feel safe, secure and free from emotional and physical harm and they understand that their concerns will be listened to sympathetically and appropriate action taken;	O	Pupils are reminded each year who the CP teachers are and also posters are displayed around the school. Teachers speak to pupils regularly about issues through PDMU 98% of pupils reported they feel safe in school.
2. the school has and implements fully an appropriate safeguarding policy which reflects the guidance of DE;	O	An updated child protection policy is in place and the designated teachers update the principal regularly at Safe-Guarding Team meetings. CP is a regular item on the BOG agenda. <u>All</u> staff within the school have been trained in CP. (annually)
3. the children, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children at risk;	O	The CP policy was sent out to all parents in September 2023 and this will be repeated in alternate year or as and when necessary. All children know the procedures for behaviour, bullying and child protection. 100% of parents reported they were kept informed by the school.
4. the staff monitor and assess the extent to which children know how to keep themselves safe (including online) and how to seek help;	O	Teachers, in first week of term remind pupils of procedures and Anti Bullying week and Internet Safety weeks deal with this also. 98% of pupils reported they know who to talk to.
5. the school carries out self-evaluation of its own child protection / safeguarding policy and practice, at least annually, using the ETI safeguarding proforma for primary;	O	The designated teacher keeps accurate records and manages these according to guidelines provided.

6. the school reviews regularly the policies, procedures and reporting arrangements, including those relating to child protection / safeguarding, anti-bullying and behaviour management;	O	An updated child protection policy is in place and the designated teachers update the principal regularly at Safe Guarding Team meetings. CP is a regular item on the BOG agenda. <u>All</u> staff within the school have been trained in CP. (annually)
7. the school works effectively with a range of external agencies to support safeguarding and child protection practices; and	O	Well established relationships with relevant agencies through the Safeguarding Team.
8. staff and governors receive regular training including safeguarding and child protection.	O	<u>All</u> staff within the school have been trained in CP. (annually) There has been a recent appointment of BOG member as responsibility for CP.

Safeguarding - Future Actions	Achieved Year 1	Achieved Year 2	Achieved Year 3	Carried Forward
1. New designated teacher trained October 2023.				
2. Established safe guarding team to include governor and SENCO.				
3. CP procedures and filing updated.				
4. Eti 2023-24 proforma followed and relevant documents and policies in place.				
5. Drugs policy to be re-written.				
6. Safer Schools App investigated and set up by DDT.				
7. Participation in Anti-bullying Week, Internet Safety Week and Mental Health Week.				