Killowen P.S.

School Development Plan

2014-2017

Summary document

SDP Requirement 1: A statement and evaluation of ethos of the school

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| **Statement**  **Killowen P.S. has a very strong Catholic ethos and we believe very strongly in being welcoming, showing respect, handing on the faith and providing a positive learning environment.**  **We also believe that every pupil can achieve their very best, according to their ability, in spiritual, personal, academic and social development.**  **We hope to foster in every child the values of fairness, respect, tolerance, compassion and forgiveness and kindness. We want each child to be fulfilled in every aspect of their lives.**  **To assist with this, we provide a safe, welcoming, caring and compassionate school in which each pupil feels valued, supported, encouraged and happy.** | **Evaluation**  **We believe that the quality of the ethos in the school is VERY GOOD, based on the following evidence;**   1. **Parental questionnaires June 2014** 2. **Pupil feedback Survey June 2014** 3. **Staff/Board of Governor discussions** 4. **Visitor’ comments** 5. **District Inspection visit 18 09 2015** 6. **Analysis of parental questionnaires June 2014. The majority of questionnaires returned stated that their children were happy and content. Some issues of communication were raised.** 7. **Pupil Feedback Survey June 2014. The majority of the P5 children reported a high satisfaction rating with all aspects of the school, both curricular and pastoral aspects. One issue that surfaced among a few was that of bullying.** 8. **Staff/Board of Governor discussions.**   **Staff continually remark on the good behaviour of the children both inside and outside school on educational visits. There are some issues with a small number of individual children, but staff try their utmost to manage these. The ‘House Points’ system was very successful in promoting positive behaviour.**  **Governors fully appreciate how well everyone behaves and how much the children enjoy the weekly assemblies, prayer services, school masses and Sacramental celebrations, the whole-school Christmas Play, Santa’s Visit, Sports Day and especially this year participation in the Junior Entrepreneurship Programme and the Fair Trade and Student Councils. The Credit Union singled our school out at a special 50th Anniversary dinner in 2013 for being such a loyal and successful Poster Competition entrant down through the years. Warrenpoint and Newry Féis staff know us all so well from entering choirs, musical groups, percussion ensembles, four part recorder consorts and tin whistle ensembles.**   1. **Numerous visitors’ comments about the good behaviour of the**   **children both in school and outside. Over the past few years, the children ghave received much praise for their behaviour from many sources; the bus driver, external support agency staff, Warrenpoint Library staff, Newry Museum staff, the Fun House and Rascals in Newry and Sheepbridge Bowling, to mention a few.**   1. **District Inspector, Madeline Mason, visited the school on 18th September 2015 and noted that the children were very happy and content and readily talked to her in the classroom.**   **FUTURE ACTIONS**   1. **Continue to inform governors about the work of the school** 2. **Continue to hold a series of information meetings with parents, at beginning of the year, as well as individual parent/teacher meetings during the year.** 3. **Continue to build on the good relationships with pupils and review at the end of the year to see if we can improve them.** |

SDP Requirement 2a: **A summary and evaluation**, including through the use of performance and other data, of the

school’s strategies for learning, teaching, assessment, and promoting the raising of standards

of attainment among all pupils, in particular in communication, using mathematics and using

Information and Communications Technologies (ICT)

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| **Summary**   * **Killowen P.S. provides a broad, balanced curriculum with a focus on the Cross-Curricular Skills of Communication, Using Mathematics and ICT. The school has clear planning for all areas of the curriculum which guides the teachers in their work, promoting continuity and progression in the pupils’ learning.** * **Teachers’ plans are based on the NI Curriculum and reflect the aims of the school and the SDP priorities. There is long-term (yearly overview) medium and short-term planning (half-termly and daily). The Principal and subject coordinators monitor these plans.** * **Teachers have high expectations of pupils’ learning and are flexible in terms of teaching strategies. They use a range of teaching strategies which are active and practical, helping to motivate pupils and encourage them to work both collaboratively and independently. Teachers use and build upon children’s prior knowledge and they ensure that learning is consolidated.** * **Assessment of pupils’ work and assessment for learning help to identify what pupils need to do next. We are developing marking and constructive feedback to establish level of attainment and to inform future planning.** * **The following tests are used each year; baseline assessment, MIST, CAT and PIE/PIM. Data is analysed and interpreted. Then, pupils are identified and tracked, sometimes referred for intervention to address underachievement.** * **Other evidence comes from teacher evaluations, observation and the collection of work samples in Numeracy, Literacy and ICT. Sharing of good practice is used informally.** | **Evaluation**  **We believe that the school’s strategies for learning, teaching, assessment and the raising of standards of attainment among all the pupils are GOOD, based on the following evidence;**   1. **Parent Questionnaires** 2. **Classroom Observation** 3. **Coordinator work samples** 4. **Staff Discussions** 5. **PIE and PIM Scores**   **Learning and Teaching:**  **Co-ordinators have all received training to lead subject areas. Action plans are focussed on raising standards. Planning has been reviewed and implemented in all subjects. Pupils can recognise learning intentions and identify success criteria.**  **Assessment:**  **Pupils are developing deeper thinking, comprehension and problem solving skills. Assessment Manager training has been undertaken by the Assessment Coordinator and we have identified high, average and low achievement, as well as under achievement and monitored progress.**  **Literacy:**  **There was a content focus on spelling, grammar and handwriting and a process focus on ‘inference’. Data and observations show that this area still needed improvement.**  **The introduction of a new library (May 2015) was immediately established as one way of promoting higher motivation and involvement in reading.**  **Numeracy:**  **Numeracy Planning has been reviewed. Pupils have more opportunities to participate in active learning. There was an improvement in ‘data handling’ scores following a focus in this area. However, problem-solving was still identified as an area requiring more work.**  **ICT:**  **ICT has been integrated into all areas of the curriculum and all pupils have opportunities to develop skills.**  **The majority of parents believe that learning experiences are matched to the needs and abilities of the child.**  **The majority of pupils believe the school has a range of school activities to enrich learning.**  **Teachers create a supportive environment which is conducive to learning. Classroom observations and analysis of data show that pupils are actively involved in lessons and the vast majority are making progress in line with their ability.**  **The school’s policy for learning teaching assessment is in place and reflects statutory requirements. It provides clear guidance about the purposes of assessment, the methods to be used, the ranges and types of evidence to be collected and the uses to be made of assessment information.**  **Teacher’s planning, classroom observations and pupils work are consistent.**  **Teachers use a range of assessment strategies including peer and self-assessment, effective questioning and formative assessment. Our marking policy is being reviewed. Pupils’ work is marked regularly and consistently to promote improvement and Teachers provide opportunities to allow pupils to make improvements.**  **Appropriate and realistic targets are set and tracked for individual pupils and attainment in annual tests. Union action has prevented benchmarking for the past two years.**  **The school communicates comprehensively to parents about pupils’ progress through initial year meetings, parent interviews, IEP consultation and evaluation and the Annual Report.**  **Future Action:**  **Literacy – there is a need to focus on reading comprehension.**  **Numeracy – there is a need to focus on written problem-solving.**  **ICT – there is a need to monitor the implementation of ICT in all classes.**  **Planning – there is a need to a more detailed planning at medium-term level.** |
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SDP Requirement 2b: **A summary and evaluation**, including through the use of performance and other data, of

the school’s strategies for*providing for the special, additional or other individual*

*educational needs of pupils*

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| **Summary:**  **We provide support for the various identified educational needs of our pupils, reflecting current DE guidance. Our SENCO has been in post for a number of years and co-ordinates this area. SEN funding is used to ensure training and materials are available for this provision. Children with special educational needs are identified through teacher observations and the analysis of data in Assessment Manager and placed on the appropriate level of the Code of Practice. Teachers differentiate accordingly in class and appropriate IEPS are drawn up with clear and realistic targets. Writing of IEP’s collaborative approach – SENCO, SEN Teacher, class teacher, parents and pupils all involved in the process of creating and reviewing each term.**  **If necessary, a series of Intervention Strategies are employed.**  **Our strategies include:**   * **Withdrawal groups individual pupils – SEN teacher twice a week** * **Classroom Assistant support** * **Reading Partnership – classroom assistant trained** * **SEN classroom assistants supporting teaching and learning.** * **Speech and Language support/Occupational Therapy.** * **Peripatetic teaching** * **Pupil Personal Development Service** * **Autism Intervention.** | **Evaluation**  We believe that the quality of Special Needs provision is VERY HIGH, based on the following evidence;     1. Records kept by individual teachers and SENCO. 2. Parental questionnaires and feedback 3. Analysis of CAT, PIE/PIM data,Computer Based Assessment, MIST and baseline observation.   PIE/PIM scores demonstrate that the great majority of pupils are performing in line with their ability.  **The majority of parents believe that learning experiences are matched to the needs and abilities of the child.**  **Staff regularly monitor the learning and progress of individual pupils at staff meetings and review meetings.**  **The progress of individual children is tracked within the support provided. IEP reviews demonstrate that most pupils on the SEN register are consistently making progress and working towards targets set. These reviews also help to identify any additional support required. Movement on the register is regularly updated.**  **Governors are regularly informed of this progress – SENCO makes annual presentations to BOG.** |

SDP Requirement 2c:

**A summary and evaluation**,including through the use of performance and other data, of the

school’s strategies for promoting pupil *health & well-being, child protection, attendance,*

*good behaviour and discipline*

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| **Summary**   * **In Killowen we believe that the Safety, welfare and personal development of everyone is important. Our strategies include:** * **Health and Wellbeing** * **Healthy Breaks** * **Personal and Social Skills developed through the curriculum** * **Year 5 Pupils Northern Ireland Fire and Rescue Service Talk** * **Year 7 receive “Love for Life” training annually.** * **Improved physical development through PE** * **Provision of Extra-curricular sporting activities** * **Use of Sports Coaches** * **Other Sports Training.**   **Child Protection:**   * **Training for DT/DDT and Governors and Policy document updated in line with DE requirements.** * **All Staff receive training every two years** * **Staff volunteers vetted through Access NI** * **Case PSNI** * **Pioneers and Total Abstinence Visit.** * **Assemblies** * **Healthy Eating.**   **Attendance:**     * **Pupil Attendance monitored through SIMS** * **Parents receive copies of Attendance Policy** * **Good Attendance Promoted** * **Good relationship with the EWO** * **Monitoring Attendance under 85% on monthly basis.**   **Good Behaviour and Discipline**   * **Members of Staff have high expectations and encourage pupils to behave well.** * **School Rules** * **Classroom Rules** * **Rewards Systems in place** * **Positive Behaviour and Anti-Bullying Policies implemented.** * **Assemblies and PDMU Lessons used to discuss issues** * **School Council consulted** * **Year 7 Case PSNI Programme** | **Evaluation**  **In Killowen we believe that the quality of the arrangements is very good.**  **In order to evaluate our provision we gathered the following evidence:-**   * **Child Protection Audit ETI** * **Parent Questionnaires** * **Staff Discussions** * **Records of Training** * **Governor Meetings.** * **Attendance Figure 96.2% averaged over last three years.** * **We regularly receive positive comments about our pupils behaviour from visitors to the school and from external agencies outside school.** * **100% of parents reported that they believed if their child were bullyed the school would deal effectively with the situation.** * **100% of parents reported that the school encourages their children to behave well and to be active and helpful.** * **Healthy Eating Policy.** * **Child Protection Procedures compliant with DENI Circular 1999/10.** * **Child Protection Policy given to staff, governors and parents. Annual Audit and Policy Review** * **Board of Governors record of Child Abuse Complaints made against Staff signed annually. Child Protection on Agenda of every BOG meeting.** * **School Council contributes to decision making, providing resources for the new Library.** * **Staff encourage pupils attitudes and behaviour, messages given frequently.**   **Future action: We will continue to monitor and update all of these measures as much as possible. Establish a ‘Healthy Eating’ wall of fame. Use the website to explore healthy choices.** |

SDP Requirement 2d: ***A summary and evaluation,*** *including through the use of performance and other data, of*

*the school’s strategies for* providing for the professional development of staff;

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| **Summary**  **To ensure effective leadership and teaching throughout the school,we recruit, deploy, support and develop staff in a systematic way:**  **PRSD is used to enhance the quality of teaching and learning and is used to identify training and developmental needs which are reflected in the SDP and SDDs.**  **Dessimination of good practice is planned through professional dialogue and sharing innovative/successful ideas both formally and informally.**  **Records are kept of courses attended – these are evaluated and disseminated.**  **There are opportunities for co-ordinators to lead curriculum training.**  **All statutory training is up-to-date for teachers and BOG.**  **Staff have recently received training in Linquisitic phonics, Guided Reading, Financial Capability, ICT, SEN Provision, Assessment of Cross Curricular Skills, First Aid, Child Protection, CRED WAU, use of iPads, Use of Effective Questioning, Take Ten, Heinemann Active Maths, Sports Coaching and Developing Counselling Skills.**  **RTU Summer School Courses are promoted.**  **Co-Ordinators given opportunities to attend relevant courses (within budget constraints)** | **Evaluation:**  **Following staff discussion it was felt that the provision for professional development was good. PRSD and staff training have become more effective since being linked to SDP priorities.**  **Reduced CASS staff and a cut in school budgets placed greater responsibilities on Co-Ordinators to lead in-school support and Staff Training.**  **Co-Ordinator’s posts were re-organised in June 2015. Training in the role of Co-Ordinator 2011/2012. Co-Ordinators effectively lead in-service training in their curriculum area.**  **Details from Courses disseminated to all staff.**  **Future action:**  **Link PRSD to SDP Priorities.** |

SDP Requirement 2e: **A summary and evaluation**, including through the use of performance and other data, of

the school’s strategies for  *managing staff attendance and promoting staff health & well*

*being*

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| **Summary**  **The school has adoped the SELB Attendance Policy for Teaching Staff and the school’s strategies take account of Circular TNC 2011/1 – Strategy for Teacher Health and Wellbeing in NI (THAW)**  **The school is informed on a regular basis by the SELB of attendance rates of teaching and non-teaching staff.**  **Nominated Governor in charge of Staff Attendance.**  **Governors and Staff are informed of the attendance figures and are advised of the corresponding targets set.**  **The Principal and Board of Governors are aware of staff circumstances and are conscious of the need for confidentiality and flexibility. They are approacheable and realise the importance of health and well being. Members of staff are encouraged to look after themselves and try to strike a healthy life/work balance – they enjoy good releationships with regular social outings and enjoy a laugh together!**  **All staff members are made aware of Staff Well being & Support Services available from SELB – CARELINE leaflets on staff notice board.**  **Principal and Pastoral Care co-ordinator attended training in “Developing Counselling Skills” (Level 2)**  **Flexible working arrangements widely adopted.**  **Staff kept up-to-date with policies**  **Procedures guided by GTCNI Code of Conduct.** | **Evaluation**  **The quality of provision in managing attendance and promoting the health and wellbeing of staff is very good.**  **Staff Questionnaire stated that staff responses highlighted an effective Team Spirit among all staff.**  **Attendance Data 4 days per annum. CCMS average 8**  **Staff Attendance Policy adopted by BofG ?**  **Nominated Governor – Chairman and Principal monitor Staff Attendance and provide support.**  **Staff involved in consultation, consulted and included in decision making.**  **Members of Staff support each other well.**  **Future action:**  **Continue to promote and monitor staff attendance annually.** |

SDP Requirement 2F: **A summary and evaluation**,including through the use of performance and other data, of

the school’s strategies for *promoting links with parents of pupils*, *promoting links with*

*the local community* *including other schools, the business community and voluntary*

*and statutory bodies*

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| **Summary**  **Links with Parents;**  **We promote the involvement of parents in the life of the school and in their child’s learning through:-**  **Organised events – School Performances, Christmas concerts, Class Presentations, Assemblies, Sports Day, Year One Induction meetings, information meetings, attending sport matches, fundraising events.**  **Regular up-to-date communication – School website, School Prospectus, Annual Governors Report, notes in howwork diaries, letters, texts, policies.**  **Consultation and collaboration – open door policy, parent/teacher interviews, questionnaires, IEPs, Eco.**  **Local Community:**  **We promote the school in the local community and build positive relationships through**  **Making full use of school facilities – PSG**  **Active involvement with charities – Trocaire, Newry Lions Club, Christmas Shoebox Appeal.**  **Use local media – Mourne Observer, Newry Democrat and Newry Reporter to promote school.** | **Evaluation**  **Schools strategies for developing good working relationships and promoting links with parents of pupils at the school and the local community are very good.**  **Staff Discussions**  **Pupil Discussions**  **Parental Questionnaires**  **External Competitions, Educational Visitors,Sporting and Musical Activities and enhance Learning Experiences.**  **School promotes caring for others through charity work.**  **100% of parents agree that school provides opportunities for them to discuss their child’s learning needs, range of school activities to enrich pupils learning.**  **100% of parents text message service.**  **All school events well supported by Parents and members of local community. Peoples Millions 2010.**  **Parent Teacher Interviews well attended.**  **Parent Support Group raised money for ICT resources.**  **Very good links with outside agencies.**  **Future action:**  **Shared education provision of iPads**  **Build on good relationships with parents and wider community.**  **Develop Extra-Curricular Activities.**  **Investigate a Grotto.**  **Continue Recorder Programme.** |

SDP 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 to support learning and*

*teaching,* *continuing professional development* and *school leadership and management*

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| **Summary**  **School uses ICT throughout the curriculum to enhance teaching and learning. Interative whiteboards have been installed in all classrooms and teachers have been provided with training. In familiarisation of the hardware and awareness of lessons and materials available for Teaching and Learning. Teachers use ICT for planning (staff folder) and compiling annual reports. ICT resources have been identified and funds allocated for their purchase eg additional laptops.**  **Support Learning and Teaching:-**  **Continuing Professional Development:-**  **Under the guidance of the ICT Co-Ordinator planning has commenced for the progression of the 5 “E”s. The ICT Co-Ordinator collaborates with other staff to ensure that ICT is integrated and used effectively throughout the school.**  **Staff have availed of online courses – Clounagh.org**  **Leadership and Management:-**   * **Use of Sims** * **Communication – email/internet/shared folder/staff folder.** * **Presentations** * **Text Message Service** * **Use of Assessment Manager for analysis of data.** | **Evaluation**  **The quality of the school’s strategies for promoting the effective use of ICT is good.**   * **Implementation of 5 “E”s commenced** * **School Website – September 2015** * **100% of parents signed up to Text Message Service** * **ICT integrated into Teachers Planning** * **Planning stored on Staff Folder** * **Classroom Observations show that Teachers are more confident using ICT.**   **Future action:**  **Coordinator to continue to monitor planning given that 3 out of 4 teachers have moved classes.**  **Evaluate the use of the website at end of year.**  **Coordinator to check ICT is integrated into planning via classroom observation.**  **Ipads/HP Stream notebooks** |

SDP Requirement 3a: **An assessment of** the school’s current financial position and the use made of its financial

and other resources

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| **Assessment**  **Future action:** |

SDP 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 improvements in standards

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| **Summary** | **Evaluation**  **Future action:** |

SDP Requirement 4: ***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 a

school development plan supersedes or revises

**Assessment**

**Future action:**

SDP Requirement 5: **An assessment of** the challenges and opportunities facing the school

**Assessment**

**Future action:**

SDP Requirement 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

**Arrangements**

**Future action:**

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| **SDP Requirement** | | **Documentation** |
| **7a** | Identification of key areas for development, informed by the school’s self evaluation, including the school’s key priorities for the period of the plan, based on DE priorities for education | See the 3 year overview – appendix 1 |
| **7b** | 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 | See targets for KS1 and KS 2 – appendix 2  See action plans for coming year – appendices 3, 4, 5 |
| **7c** | actions to be taken to achieve these outcomes, with final dates for completion |
| **7d** | the financial and other resources available to be used in support of these actions to achieve the planned outcomes |
| **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 |

Appendices

**School Development Plan Overview**  **Appendix 1**

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| **Priorities** | 2011-2012 | 2012-2013 | 2013-2014 |
| **Child Centred Provision**   * *Pastoral care* * *Child protection* * *SEN- interventions/support* * *Inclusion/diversity* * *Pupil involvement* * *Healthy school* |  |  |  |
| **High Quality Teaching and Learning**   * *Curriculum provision* * *Literacy and Numeracy* * *Learning and Teaching strategies* * *Assessment/data analysis/use* * *Self-evaluation – teacher/whole school* |  |  |  |
| **Effective Leadership**   * *Effective school development plan* * *Continuing Professional Development* * *Curriculum leadership* * *Financial management, including accommodation* |  |  |  |
| **School Connected to the Local Community**   * *Communication/relationships/projects* * *Links with educational agencies* |  |  |  |

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| CURRICULUM ADVISORY & SUPPORT SERVICE 3 Charlemont Place • The Mall • Armagh • BT61 9AX  Tel: 028 3751 2200  Email: selb.hq@selb.org • Website: www.selb.org |  |

**Appendix 2**

**Statutory Target Setting –Primary Schools**

**Name of School ­­­**

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| **Key Stage 1** | **Target 12/13** | **Achieved 12/13** | **Target 13/14** |
| **English** |  |  |  |
| % of pupils attaining level 2 and above |  |  |  |
| % of pupils attaining level 3 |  |  |  |
| **Maths** |  |  |  |
| % of pupils attaining level 2 and above |  |  |  |
| % of pupils attaining level 3 |  |  |  |

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| **Key Stage 2** | **Target 12/13** | **Achieved 12/13** | **Target 13/14** |
| **English** |  |  |  |
| % of pupils attaining level 4 and above |  |  |  |
| % of pupils attaining level 5 |  |  |  |
| **Maths** |  |  |  |
| % of pupils attaining level 4 and above |  |  |  |
| % of pupils attaining level 5 |  |  |  |

**Please complete and return by 31 October 2010 to Lorraine Livingstone, Advisers’ Office, SELB, 3 Charlemont Place, The Mall, ARMAGH BT61 9AX**

**Fax : 028 3751 2236 or e.mail :** [**lorraine.livingstone@selb**](mailto:lorraine.livingstone@selb)**.**

**Appendix 3**

**ACTION PLAN**

**Area for Improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_**

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| **Baseline Position** |

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| **targets** | **Success criteria** | **Actions to bring about improvement** | **Timescale** | **Staff /lead responsibility**  **External support** | **Resources** |
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| **Monitoring and evaluating strategies:** |