

SECTION 7a:

KEY PRIORITIES FOR 2017 -2020

Section 7(a): PRIORITIES FOR THE NEXT THREE YEARS 2017 -20

SCHOOL DEVELOPMENT PLAN

EFFECTIVE LEADERSHIP	2017-18	2018-2019	2019-2020
Strategic leadership	<ul style="list-style-type: none"> ▪ New School Development Plan 2017-2020 and communication of SDP to all relevant stakeholders ▪ Governor training in identified areas ▪ End of Key Stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members ▪ Review of Action Plans for 2017 -18 and creation of next year's action plans 	<ul style="list-style-type: none"> ▪ Governor training in identified areas ▪ End of Key Stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members ▪ Review of Action Plans for 2018-19; creation of next year's action plans 	<ul style="list-style-type: none"> ▪ Governor training in identified areas ▪ End of Key Stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members ▪ Review of SDP and formulation of new SDP 2016-19
Professional development	<ul style="list-style-type: none"> ▪ First Aid training ▪ Safeguarding training ▪ Bereavement training ▪ New appointed SENCO training ▪ Effective use of IWB training ▪ Extension of Better Reading Partnership training to all classroom assistants ▪ SIMS assessment manager ▪ ICT Staff Training ▪ Active Learning and Problem solving ▪ Comprehension skills and strategies 	<ul style="list-style-type: none"> ▪ Prioritizing staff development that reflects SDP and PRSD targets ▪ Dyscalculia ▪ ICT Staff Training (ongoing) ▪ Talking and Listening 	<ul style="list-style-type: none"> ▪ Prioritizing staff development that reflects SDP and PRSD targets
Accommodation	<ul style="list-style-type: none"> ▪ Reapply for minor works – extension to assembly hall / new staff room and resource area ▪ Refurbishment of Year 1 toilets ▪ Establishment of a Primary 3 classroom in the assembly hall ▪ Painting of the outside of the school 	<ul style="list-style-type: none"> ▪ Further develop outdoor area ▪ Refurbishment of P2 classroom 	<ul style="list-style-type: none"> ▪ Continue to further develop outdoor activity area

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CHILD CENTRED PROVISION	2017-18	2018-19	2019-2020
Pastoral Care / PDMU	<ul style="list-style-type: none"> ▪ Implement Updated Positive Behaviour Policy ▪ RSE and Drugs policy and programme implemented ▪ Anti Bullying Week – review anti- bullying strategies ▪ Integrate Keeping Safe lessons into PDMU schemes 	<ul style="list-style-type: none"> ▪ Consider Rights Respecting School 	<ul style="list-style-type: none"> ▪ Audit for SDP
Child Protection	<ul style="list-style-type: none"> ▪ Child Protection training of deputy designated staff ▪ Child Protection training of all staff, visitors and students ▪ Child Protection training for Governors ▪ Keeping Safe Pilot Year 2 ▪ Designated Teacher to continue work and support for families on the CP register ▪ ETI Safeguarding Audit ▪ E- Safety talk to parents 	<ul style="list-style-type: none"> ▪ Child Protection Training for Governors ▪ Mrs McClimonds (Principal) to become Deputy Child Protection teacher and Mrs Nesbitt to become Designated Teacher 	<ul style="list-style-type: none"> ▪ Child Protection Training for Governors ▪ ETI Safeguarding Audit
Inclusion and diversity	<ul style="list-style-type: none"> ▪ Continued Support for pupils 	<ul style="list-style-type: none"> ▪ Continued Support for pupils 	<ul style="list-style-type: none"> ▪ Continued Support for pupils
Pupil Involvement	<ul style="list-style-type: none"> ▪ Timetabling of all pupil class council and school councils ▪ Eco flag Application and related activities (7th Green Flag) ▪ Reviews of areas of school life - homework audit ▪ Target setting ▪ Continue Active Travel - application for Gold Award 	<ul style="list-style-type: none"> ▪ School Council involvement increased – healthy eating/lifestyle ▪ Eco Committee ▪ Target Setting 	<ul style="list-style-type: none"> ▪ Eco flag Application and related activities (8th Green Flag)

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<p>Healthy School</p>	<ul style="list-style-type: none"> ▪ Healthy Life Style Week ▪ Cancer focus programme ▪ Daily Mile ▪ Centralised Health Awareness training ▪ Diabetic Training for Year 6 teacher ▪ Bee Safe Day 	<ul style="list-style-type: none"> ▪ <i>Look into Fit Families Programme through IFA</i> ▪ <i>Healthy lifestyle week</i> ▪ <i>Bee Safe Day</i> ▪ <i>Fit Factor Day</i> Centralised Health Awareness training ▪ Diabetic Training for Year 7 teacher 	
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HIGH QUALITY TEACHING AND LEARNING	2017-18	2018 – 19	2019-20
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> ▪ Language and Literacy Policy to be consulted on and Draft Policy agreed. ▪ Introduce comprehension resources to support the teaching of comprehension skills. (staff meetings to introduce, monitor, s(ample and review) ▪ Review and update linguistic phonic planning in Primary 1 working with Miss Kelly. ▪ Review latest literacy Interboard publications at Foundation Stage with Miss Kelly ▪ Purchase barcode scanner and work with Janet Compston from the School Library Service to scan and log all books Library Service book stock onto the Junior Librarian software package. (Commencing Autumn Half Term) ▪ Scan and log all the non-library service book stock onto the system. ▪ Use the software to create and assign categories to organise and track volume and range of book stock. ▪ Purchase ‘Easy Reads’ and trial their use in the Primary 3 classroom. ▪ On-going monitoring and assessment of planning/book scoops each half term. ▪ Writing sampling internally moderated twice in the academic year. ▪ Monitor Pupil Portfolios for R/W/T&L ▪ Distribute level profiles for each genre to support ‘Next Steps’ identification. (in response to monitoring of Communication Portfolios. 	<ul style="list-style-type: none"> ▪ Cross reference medium term Language and Literacy planning with latest Interboard resources (See Clounagh VLE), identifying areas for development. ▪ Review the long term planning for genre, in light of the changing school profile, making appropriate changes. ▪ Begin whole school development of Talking and Listening beginning with review and training in the use of questioning as learning tools. (drawing on Blooms Taxonomy) ▪ Review school book stock using Junior Librarian and plan for book stock development and maintenance. ▪ Trial pupil use of school Librarian for book borrowing. ▪ Introduce use of Easy Reads in P.2 and P.4 ▪ World Book day Event. ▪ Agree a progression of comprehension visuals to illustrate comprehension strategies, including key supporting language progression ▪ Monitor comprehension development using standardised tests and reading samples. ▪ 	<ul style="list-style-type: none"> ▪ Develop internal moderation of writing by genre. ▪ Sample bank categorised by genre. ▪ Monitor comprehension development using standardised tests and reading samples. ▪ Roll out use of School Librarian for pupil book borrowing. ▪ Continue with whole school development of Talking and Listening: Developing scheme of work/ long term planning for Talking and Listening. ▪ Draft Talking and Listening policy.

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<p>Numeracy</p>	<ul style="list-style-type: none"> ▪ Ongoing monitoring / assessment of pupils' learning in Using Maths ▪ Make effective use of data Ongoing monitoring / assessment of pupils' learning in Using Maths in order to target specific children to improve performance ▪ Organise Money Weeks – Financial Capabilities ▪ Revision of Problem solving and investigation activities ▪ Foundation stage / Key Stage processes ▪ Primary 6 and 7 Long Term planning ▪ Using maths across the curriculum ▪ Internal Moderation 	<ul style="list-style-type: none"> ▪ in Using Maths ▪ Analyse Boys / Girls scores ▪ Maths Intervention Groups ▪ Outdoor maths trails ▪ Development of Key Stage two carousel teaching ▪ Internal Moderation ▪ Workshops for parents 	<ul style="list-style-type: none"> ▪ Audit for SDP. ▪ Review Policy ▪ Review Long Term planners ▪ Workshops for parents
<p>ICT</p>	<ul style="list-style-type: none"> ▪ Introduction of online UICT portfolio for each pupil. ▪ Monitor and Evaluate UICT through teacher planning and online portfolios. ▪ Create a long term overview of UICT for each class. ▪ Update of E-Safety policy. ▪ Promote E-Safety in the classroom and at home. ▪ Implementation of scanner for digitalised school library. ▪ Use of staff online calendar for events and additional information. ▪ Purchase of a new IWB for the Primary 3 classroom. 	<ul style="list-style-type: none"> ▪ Continue to monitor and Evaluate UICT through teacher planning and online portfolios. ▪ Ensure that E-Safety continues to be covered thoroughly and regularly across the school. ▪ Create 3 fold leaflets for parents outlining the schools E-Safety policy. ▪ Review of iPad apps of all curricular subjects. ▪ Review ICT policy. ▪ Use of SIMS for as a class register. ▪ Development of UICT resources in school with the purchase of additional iPads. 	<ul style="list-style-type: none"> ▪ Continue to monitor and Evaluate UICT through teacher planning and online portfolios. ▪ Maintain a Coordinators file. (UICT audit) ▪ Update of staff training on use of iPads and appropriate apps. ▪ Pupil and staff UICT evaluation sheet.
<p>SEN</p>	<ul style="list-style-type: none"> ▪ SENCO and class teachers will be timetabled once per term to liaise when writing IEPs and reviews ▪ Develop an Additional needs Policy and intervention scheme ▪ Update the SEN Register each term ▪ To attend SENCO training ▪ To begin to use and attend training on the use of SIMS for SEN recording 	<ul style="list-style-type: none"> ▪ SENCO and class teachers will be timetabled once per term to liaise when writing IEPs and reviews ▪ Update the SEN Register each term ▪ To improve parental involvement within SEN children ▪ Performance management to improve tracking of SEN children within each class 	<ul style="list-style-type: none"> ▪ SENCO and class teachers will be timetabled once per term to liaise when writing IEPs and reviews ▪ Update the SEN Register each term ▪ Distribution of inter-board SEN Information Leaflet to parents of pupils on the SEN Register ▪ Change SEN policy if required in line with any Code of Practice changes

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	<ul style="list-style-type: none"> ▪ To Review the SEN Policy ▪ To design a more user friendly format for IEP / Records of Concern ▪ To purchase new resources for intervention ▪ All staff are aware of medical conditions / register created ▪ Centralised Health awareness - 2 staff trained 	<ul style="list-style-type: none"> ▪ Review SEN policy if required in line with any Code of Practice changes ▪ To monitor teacher's plans and children's books in relation evidence of SEN targets ▪ To obtain training for all staff on Working Memory Strategies 	<ul style="list-style-type: none"> ▪ Purchase new IPADs for SEN children
WAU	<ul style="list-style-type: none"> ▪ Develop role as WAU coordinator through handover from previous coordinator and increasing pedagogical knowledge through attending courses and reading appropriate online documents. ▪ Develop Primary 6 World Around us planning format to introduce reviewed planning to whole school next year. ▪ Monitor and evaluate the development of one science (STEM) lesson into every topic/theme in all classes. 	<ul style="list-style-type: none"> ▪ Develop whole school World Around Us Planning to new format. ▪ Monitor and Evaluate World Around Us through teacher planning, book scoops and classroom observations. ▪ Maintain Science/Stem lessons and review if more can be added. ▪ Further develop W.A.U as a cross-curricular subject. 	<ul style="list-style-type: none"> ▪ Monitor and Evaluate How World Around Us is being used in a cross-curricular way through teacher planning, book scoops and classroom observations and displays. ▪ Introduce progression of science skills from Foundation through to end of Key Stage 2.
ECO	<ul style="list-style-type: none"> ▪ Apply for and achieve 7th Green Flag ▪ Biodiversity – create and maintain habitats for mini-beasts, butterflies etc. ▪ Growing – whole school approach (evident in cross-curricular planning); develop new vegetable patch ▪ ECO club: maintain school grounds; involve parents; introduce ECO club for FS/KS1 ▪ Sustrans Active Travel: Year 3 (Gold) ▪ Begin to write Eco Policy ▪ Enter Best Kept Schools Competition 	<ul style="list-style-type: none"> ▪ Review Green Flag application to choose new Eco topics (whole-school approach) ▪ Maintain 'growing' target ▪ Monitor Eco in cross-curricular planning ▪ Continue/achieve Sustrans Gold Award 	<ul style="list-style-type: none"> ▪ Continue and develop ECO clubs and committee. ▪ Develop working relationships with local community regarding ECO (looking after our local area; ensuring safety outside school). ▪ Monitor and maintain Active Travel independently. ▪ Outside support to enhance and optimise ECO garden (Conservation Volunteers/ Forest Schools).

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			<ul style="list-style-type: none"> Apply for and achieve 8th Green Flag
Learning Through Play	<ul style="list-style-type: none"> Developing and implanting new topic based planners Design and use new observation sheets for tracking Plenary session through use of 'play reporter' Joint Primary 1 /2 outdoor play sessions 	<ul style="list-style-type: none"> Play based Learning Policy Fund rise for new resources linked to topics 	<ul style="list-style-type: none"> Development of outdoor play
Thinking Skills and Personal Capabilities	<ul style="list-style-type: none"> Focus on incorporating one strand into teaching and learning in each planner/integration of TSPC across the curriculum 	<ul style="list-style-type: none"> Bring it On Skills; Blooms Taxonomy Wheel Examine use of Thinking Cards Gradually ensure timetabling of all TSPC Monitoring progress of pupil skills and capabilities; staff to highlight an area being 	<ul style="list-style-type: none"> Increase the infusion of the Seven Classroom Strategies in TSPC
Other Areas of Learning including the Arts	<ul style="list-style-type: none"> Whole school art themed day. Check school art resources – paint etc. 	<ul style="list-style-type: none"> Create a whole school progression of the elements of art: line, colour, shape etc. Staff meeting to ensure all teachers are aware of elements of art. 	<ul style="list-style-type: none"> Liaise with teaching staff to ensure artist studies are included in planning: different artist(s) for each year group.
Assessment and Data Analysis	<ul style="list-style-type: none"> Review Assessment Policy and Timetable Monitoring and Evaluating Policy and Timetable Continue Portfolios Primary 3 -7 Introduce tracking of children's skills and abilities in Foundation Stage Training for Assessment team - new combination reports 	<ul style="list-style-type: none"> Review Assessment Policy and Timetable Monitoring and Evaluating Policy and Timetable Examine results of girls v boys 	
Self Evaluation	<ul style="list-style-type: none"> End of year review Review of pupil data Co-ordinator/ areas of leaning audits Extend school audits 	<ul style="list-style-type: none"> Co-ordinator end of year reviews Audit Maths problem-solving Extended school audits 	<ul style="list-style-type: none"> <i>Distribution, collection and collation of SDP questionnaires</i> <i>SWOTS documentation</i> <i>Extended school audits</i>

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SCHOOL CONNECTED TO THE LOCAL COMMUNITY	2017-18	2018-19	2019-20
ECO	<ul style="list-style-type: none"> ▪ Gardening mornings/evenings at school ▪ Plan for development of vegetable patches ▪ Big Clean Up 	<ul style="list-style-type: none"> ▪ Gardening mornings/evenings at school/ Big Clean Up ▪ Outdoor play/covered sandpit 	<ul style="list-style-type: none"> ▪ Gardening mornings/evenings at school/ Bog Clean Up
Information sessions for parents	<ul style="list-style-type: none"> ▪ Sept Information sessions for parents ▪ Meet with Parents Oct / March ▪ Develop half termly information leaflets ▪ E Safety parental talk ▪ Begin to develop 3 fold parental leaflets for policies 	<ul style="list-style-type: none"> ▪ Sept Information sessions for parents ▪ Meet with Parents Oct / Marc ▪ Half termly information leaflets Develop 3 fold parental leaflets for policies 	<ul style="list-style-type: none"> ▪ Sept Information sessions for parents ▪ Meet with Parents Oct / March ▪ Half termly information leaflets ▪ E Safety parental talk ▪ Begin to develop 3 fold parental leaflets for policies
Community visits to the school	<ul style="list-style-type: none"> ▪ Rev Cairns and local ministers to take assemblies ▪ Play and stay for Primary 1 /2 parents ▪ Parents invited to class assemblies ▪ Come dine with me Primary 1 ▪ School Fair ▪ Open Afternoon ▪ Open morning to show case work ▪ Charity coffee morning Participation of P6/7 in 'Your Life Drugs Education Programme' with Jeanne Graham ▪ Whole school Christmas Production (December 2017) ▪ Charity fundraising for the Wings Appeal, Poppy Appeal 	<ul style="list-style-type: none"> ▪ Local businesses to sponsor school website 	

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School visits to the community	<ul style="list-style-type: none">▪ Further links with Laurelvale Cricket Club i.e. Kwik cricket, Sports Day▪ Participation in Portadown Music Festival, Cascades Swimming Gala▪ Raise the profile of Mullavilly Primary School through local press		
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