



DRUMAHOE PRIMARY SCHOOL



SCHOOL DEVELOPMENT PLANNING

2016-2019





Section 1

School Ethos - statement and evaluation.

Section 2

Summary and evaluation of (inc. effective use of data) the school's strategies for:

- (a) Learning, Teaching and Assessment (Communication, Using Mathematics and Using I.C.T.);
- (b) Provision for pupils with Additional Educational Needs;
- (c) Health and well-being, child protection, attendance, good behaviour and discipline of pupils;
- (d) Professional development of staff;
- (a) Managing the attendance and promoting the health and well-being of staff;
- (b) Promoting community and parental links including other schools, the business community and voluntary and statutory bodies;
- (c) Promoting the effective use of I.C.T.

Section 3

An assessment of:

- (a) The school's financial position;
- (b) Planned use of resources.

Section 4

An assessment of:

- (a) How the school has met or made progress towards its key targets.

Section 5

An assessment of:

- (a) The challenges and opportunities facing the school.

Section 5

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

Section 6

Identification of the areas for development (self-evaluation) in:

- (a) The school's key targets (in order of priority) based on D.E.N.I. priorities;
- (b) Planned outcomes in Communication, Using Mathematics and I.C.T. (inc. targets for raising standards);
- (c) Action Plans (timebound & costed) for outcomes (6b) – S.A.P.S. & M.A.P.S.;

Section 7

- (a) Monitoring, reviewing and evaluating the S.D.P..



Section 1:

A Statement of the Ethos of the School:

Mission Statement

“Our school is about developing the potential of everyone to the full, within a caring and stimulating environment.”

In the school’s most recent E.T.I. Inspection Report in February 2014 it stated:

- From the earliest stage, the children are relaxed, confident and independent in their stimulating learning environment;
- Across the key stages, the children’s behaviour is exemplary; the older children communicate and take a real pride in their school. The children in all classes engage enthusiastically with one another and adults;
- The children who require additional support with aspects of their learning are making very good progress in line with their ability;
- The quality of the learning and teaching observed ranged from good to outstanding, with the majority being very good;
- Literacy is promoted and developed comprehensively across the curriculum;
- The teachers are providing a broad range of mathematical experiences across the seven years, including in the play-based learning;
- The teachers integrate information and communication technology (ICT) adeptly into classroom activities to support, enrich and extend the children’s learning;
- The classroom assistants work skilfully with the teachers in supporting the children’s learning and personal development;
- The quality of the arrangements for pastoral care is outstanding. This is evident through the caring, supportive and child-centred ethos which permeates all aspects of the school’s provision and the very positive working relationships at all levels;
- The principal provides outstanding strategic leadership. He inspires confidence among the staff, the children and their parents;
- The children spoke confidently and positively about all aspects of school life in Drumahoe.

In the areas inspected the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding (E.T.I. Feb 2014).



Drumahoe Primary School is situated in a spacious site in the village of Drumahoe, County Londonderry. Enrolment numbers have increased steadily in recent years. Approximately 26 % of the children are entitled to free school meals.

The new Drumahoe Primary School was opened in November 1999 and replaced the old school which faithfully served the community for over sixty five years. £1.3 million was spent on the new building to provide state-of-the-art facilities which will enable us to create an environment conducive to learning.

The current teaching staff is Principal plus 12 full-time teachers, a full time ASD specialist teacher, a part-time Learning Support Teacher and two P1/P2 Classroom Assistants. The school also currently has the services of 10 Special Needs Assistants. The combination of experience and expertise in the school together with regular meetings of staff, curriculum co-ordinators and senior management teams contribute to the achievement of the school's development plan. The administrative staff, caretaker, cleaner, lunchtime supervisory assistants, school meals staff and crossing patrol, complete a team dedicated to the education and welfare of the pupils entrusted to its care.

The school building has twelve Classrooms, a two Classroom base ASD specific centre, three Learning Resource Areas, a Computer Suite, an Assembly Hall, two Offices, a Learning Support Room and seven Cloakroom/Toilet areas to serve the classrooms. The construction of a new 3 classroom extension was completed in August 2004 and a new School Meals Kitchen and dining centre is due for completion in June 2017.

The school aims to provide a broad and balanced curriculum which is flexible, relevant and meaningful to children at Key Stage 1 and 2, so as to promote the spiritual, moral, cultural, intellectual and physical development of each pupil in an environment that is happy, caring and disciplined. Allied to the development of excellence in the core subjects, great emphasis is placed upon developing confidence, self-esteem and consideration for others. Pupils are required to adhere to the school's homework, discipline, uniform, attendance and punctuality policies which demand high standards in all areas.

Educational visits form an integral part of the curriculum enrichment programme. Opportunities are provided throughout the year in various extra-curricular activities which support the areas of study in the whole curriculum including: French, Performing Arts, Kick Boxing Football, Netball, Mini-Hockey, Short Tennis, Table-Tennis, Badminton, Cricket, Rugby, Swimming, Cookery, Craft, Junior & Senior Choirs, Instrumental tuition in Strings and Woodwind, Art, Aerobics and Computer Studies.

Parents and community involvement is one of the cornerstones of the ethos of the school. The very active P.T.A has had many successes both socially and financially. A number of parents voluntarily assist with the school library, educational visits and various sporting activities. Every opportunity is taken to maximise parent/teacher contact which ensures that the school is at the heart of the community and that the community is at the heart of the school. The school works closely with both the Community Playgroup and Residents Association to further these strong links.



Drumahoe has a very active and dedicated Board of Governors. Various committees deal with the greatly increased responsibilities given to the Governors under Educational Reform.

The most important aim of the school is to raise the standards of teaching and learning to improve school effectiveness. The school recognises that staff learning is at the heart of any effective and developing organisation.

Staff development is encouraged to address the changing demands of the job, levels of competence and capability, organisational change and job satisfaction. It is for this reason that our school embarked on the journey to becoming an Investor in People and was successfully awarded this prestigious standard – renewal is now required.

The school community is united in its aim to provide a secure and stimulating environment where children are valued highly and placed at the centre of school life. They learn to respect themselves, others, their own property and the property of others. They are provided with relevant and practical opportunities to appreciate and care for the local and wider environments.

Children are recognised as individuals and as such develop self-confidence, tolerance, independence and self discipline. In all aspects of their school life they are encouraged to take some responsibility for their own learning. They are set, or set themselves, realistic but challenging goals.

The school prides itself on the positive nature of relationships within classrooms, and within and between groups which compose the school community.

All of this gives the school its discernible and distinctive character, atmosphere and expectations of the school which enable us to promote the all-round development of the children.

Through this climate we have aspired to create:

- a secure, caring and supportive environment for learning.
- high respect in which the school is held within the local community.
- a welcoming, attractive and stimulating environment which is conducive to learning.
- a celebration of pupil achievements, both academic and non-academic.
- displays of childrens' work.
- pupils demonstrating a sense of loyalty to the school.
- the achievement of realistically high standards of work by the pupils, set by the staff.
- excellent relationships at all levels.
- excellent behaviour and motivation of nearly all the pupils.
- dedication, commitment and loyalty from teachers.
- confidence and self-esteem in the pupils which is promoted through a range of curricular and extra-curricular activities.
- an important contribution of the ancillary staff to the work of the school.



Evidenced by:

- **Feedback from stakeholders – S.E.T.A.Q. & other surveys**
- **Achievement of the Investors in People standard**
- **Attendance at meetings parental interviews, Carol Service, B.O.G representation, letters etc.**
- **Pupil of the Week, Class of the Week, motivational stickers, assembly mentions, “Wall of Fame”, certificates, Gold Playground Awards etc.**
- **Display policy – visitor feedback, principal feedback, etc.**
- **Attendance rates, team/choir participation, P.T.A. events, ex-pupil visits,**
- **Statutory assessment results, Transfer results, Standardised test results, “Book Scoops”, etc.**
- **Harmonious working environment, caring ethos, staff attendance.**
- **Teacher/supervisor comments, Principal referrals, general comments**
- **Variety of extra-curricular activities, Choir of the Year etc.**
- **Investors in People Award, Anc. Staff Self Reviews, pupil feedback.**
- **Playground markings/initiatives eg. “Friendship Stop.”**
- **Principal/Visitor/BOG comments.**
- **Website Guestbook comments.**

Accommodation:

The school’s accommodation is kept extremely clean and safe and provides a stimulating learning environment. It is used effectively to meet the needs of the pupils and there are no hazardous features as of June 2016. The EAWR maintenance department has been informed (June 16) of any defects following the Governors’ Annual inspection of the buildings.

All classrooms have been wired for the C2K network system and interactive whiteboards have been installed in every classroom. There are 4 ipads in every room with Apple TV to maximise their potential for learning.

New black-out blinds were provided for 9 classrooms, the funding coming from the Disabled Access Programme. Pupils comment favourably about the facilities in the school and there is always a tremendous turnout of parents and friends when a class/the school makes a public presentation.

With the school’s entry into the Eco-Schools system & Breathing Places programme the establishment of a sensory/ wildlife garden became a reality. Funding (£1.3 million) has just also been given for the creation of a new Play Park and “Sports Zone in conjunction with a bid between the school, Drumahoe Residents Association, EAWR and D.C.C.

The school is nearing its limit in catering for parents’ cars in the morning and, more particularly, at closing time. The Governors have consulted with the EAWR about acquiring additional car parking space in the old Lisneal campus which has been granted and this will enhance the children’s safety at these times.

Accommodation & Resources:

- **The accommodation is excellent and provides a stimulating, safe and pleasant environment which fully supports the curricular needs of the pupils, the work of staff and leisure activities.**



- The standard of site supervision and cleaning is of the highest order and the building is in an excellent state of repair.
- The premises are safe and secure.
- Evacuation procedures are clear and well understood by all staff.
- Fixtures, fittings and furniture match the educational needs of the school.
- Access is suitable to the needs of all users.
- Full use is made of all available accommodation to meet the curricular, pastoral and social needs of the pupils.
- The range of resources is sufficient to meet the needs of the pupils.
- The school library has a computerised lending system, an adequate supply of books, magazines, newspapers and other non-book material.

Evidence:

- *Annual inspection of premises by BOG.*
- *Visitor feedback.*
- *EAWR review.*
- *Fire drill practice at appropriate intervals (termly).*
- *Door access system/CCTV/Security fencing.*
- *Full use made of facilities/resources-various timetables.*
- *Use of library facilities.*

Section 2 a): A Summary and Evaluation of the Strategies in place for:

2a) Learning, Teaching and Assessment: see Learning & Teaching Policy – Appendix 1

Learning:

Pupils learn at different rates and have preferred learning styles. The school seeks to optimise learning by helping the pupils to learn how to learn.

Strategies include:

- Giving pupils opportunities to explain their work
- Encouraging pupils to contribute effectively to group work
- Giving pupils opportunities to demonstrate their learning
- Encouraging pupils to ask effective questions
- Encouraging pupils to take responsibility for their learning in terms of:

-setting targets, finding the best way to reach those targets and evaluating their own work

-encouraging independent thinking and the use of thinking skills

-encouraging collaborative learning

Resulting in:

- pupils who are motivated and well behaved and show enjoyment in their learning.
- an atmosphere of mutual respect and good humour.
- pupils who have access to the N.I. Curriculum and achieve standards in line with their ability.
- pupils who take a pride in their work and value the contribution of others.



- pupil self-confidence and self-esteem which is enhanced by the teachers' responses to their work.
- pupils who work to an appropriately high standard and show enjoyment in their learning and achievements.
- pupils who respond with confidence to activities designed to challenge them.
- pupils who show initiative and confidence in using resources effectively.
- pupils who can talk with knowledge and understanding about what they are doing.
- pupils who generally take responsibility for their learning.
- pupils displaying initiative and confidence when handling resources.
- pupils working well in groups and mostly listening to and respecting the opinions of others.
- pupils who can plan and complete tasks co-operatively.
- teachers encouraging pupils to be independent learners.
- the primary concern in school being pupil learning.
- the transition between a 20th Century teaching school to a 21st Century learning school.
- adults as well as pupils learning in this school.

Evidenced by:

- *Children can give both verbal and written comments on their performance.*
- *Teachers make lessons stimulating and interesting so the children are engaged throughout the lesson.*
- *Pupils' responses/teachers' responses.*
- *Children are willing to give answers in class and teachers encourage and reward them – no sense of failure.*
- *Observation.*
- *Ethos.*
- *Standards of work/achievement – benchmarking/standardised tests*
- *SETAQ & other survey feedback*
- *Behaviour.*
- *INSET – “Magic Brain” iTeach iPad C.P.D. etc.*
- *Cross-community initiatives.*
- *Pupil of the Week/Motivational stickers/Reward systems etc.*
- *Variety of learning/teaching styles in evidence.*

Teaching provided by the School:

All teachers are registered with the General Teaching Council and avail of professional training and development. Teachers meet regularly to discuss and plan the curriculum with Literacy, Numeracy & Curriculum Development Teams established.

Staff relationships are excellent and all the teachers are extremely diligent and professional. The induction of new teachers is the responsibility of the Principal and the Key Stage Co-ordinators. A comprehensive Staff Development policy is in place as is an A-Z Staff Handbook to guide good practice.



Teaching is of a high standard with a variety of strategies being employed in keeping with the Revised Curriculum and with pupils' ages, abilities and interests. Monitoring of teaching is carried out regularly through scrutiny of planners, pupils' work and through classroom observation where peer observation is being developed as a method of professional development and support. Planning is thorough and takes place in an agreed format. It indicates the teachers' high expectations of themselves and of their pupils.

Curricular Provision for Pupils: see Appendix 9 – Curriculum Policy

The curriculum of the school is designed to be broad and balanced giving all pupils a thorough grounding in the core subjects. A suitable diversity of activities will be matched to the needs of all pupils.

Through the curriculum we aim to provide genuine challenges and excitement, requiring sustained application on the part of the pupils in response to these changes. The Board of Governors and Principal are constantly kept aware of any curriculum changes. Teachers have taken the Revised Curriculum into account and through the EAWR courses as well as their own professionalism are dealing effectively with the changes that have been made. Planning at all levels follows agreed formats and classroom visits by Principal and co-ordinators shows that the curriculum is being delivered effectively with children enjoying their lessons and making progress in line with their interests and abilities.

Under the Educational Reform Act, every Primary School must provide worthwhile experiences in the following Learning Areas:

The Arts

Language and Literacy

Mathematics and Numeracy

Personal Development

Physical Education

The World Around Us

Religious Education (Optional)

The Curriculum must also infuse the following Whole Curriculum Skills & Capabilities:

Thinking Skills & Personal Capabilities

Managing Information

Being Creative

Thinking, problem solving and decision-making

Working with others

Self-management



Formally Assessed Skills

Communication I.C.T. Using Mathematics

Religious Education:

Religion is an important element of the school's life. The teaching of R.E. in each year group is based on the core syllabus for N Ireland. It is Bible based, child centred and of a non-denominational character.

Parents have the right to withdraw their children from R.E. lessons and the daily act of collective worship and should inform the Principal, in writing, of their wishes to exercise this right.

The school takes great care to try to ensure that any children in this position are not made to feel excluded from the general life of the school.

Pupil Voice:

Pupils are given opportunities (most recently through Class/Kids' Forum) to comment upon the curricular provision made for them. This they do with generally positive comments which state that they enjoy the learning experiences which teachers plan and deliver. Such views are echoed in both formal and informal situations by the majority of parents who support the work of the school enthusiastically.

Educational visits form an integral part of the curriculum enrichment programme. Opportunities are provided throughout the year in various extra-curricular activities which support the areas of study in the whole curriculum including: French, Football, Netball, Mini-Hockey, Short Tennis, Table-Tennis, Badminton, Cricket, Rugby, Swimming, Cookery, Craft, Junior & Senior Choirs, Instrumental tuition in Strings and Woodwind, Art, Aerobics and Computer Studies.

Parents and community involvement is one of the cornerstones of the ethos of the school. The very active P.T.A has had many successes both socially and financially. A number of parents voluntarily assist with the school library, educational visits and various sporting activities. Every opportunity is taken to maximise parent/teacher contact which ensures that the school is at the heart of the community and that the community is at the heart of the school.

Curriculum Planning:

- agreed planning format for all areas of the Northern Ireland curriculum, which guides the work of individual teachers and the staff as a whole.
- planning reflects the school's aims and policies.
- teachers are industrious and conscientious in their planning.
- increasing and appropriate focus on identifying the expected learning outcomes and evaluating how they are achieved.
- evaluation of pupil's responses directs future planning.
- individual needs are met through effective planning.
- individual educational planning for A.E.N. pupils with a focus on their needs.



- organisation of classes and timetables ensure the delivery of a broad and balanced curriculum.
- arrangements for music tuition and support for A.E.N. are organised efficiently and effectively.

Evidenced by:

- *Review of planning booklets by Principal, SMT and Core Curriculum Co-ordinators.*
- *Monitoring & evaluating of planners by teachers.*
- *EAWR INSET on intended learning outcomes (M Walsh)*
- *Literacy I.N.S.E.T. – R.A.P. (EAWR)*
- *Teacher feedback.*
- *Class/Various Timetables in place.*
- *I.E.P.'S in A.E.N.*
- *Marking of pupils' books.*
- *Close liaison between class teachers and AENCO to ensure accurate match of classwork to IEP recommendations.*

Teaching:

- delivery of a broad and balanced curriculum.
- purposeful, supportive and safe environment for learning.
- pupils are praised for their efforts and motivated to do well.
- teachers encourage pupils to be independent learners.
- teachers as well as pupils learn in this school.
- teachers in this school believe all pupils can learn.
- teachers make use of a wide range of teaching approaches.
- pupils are encouraged to think for themselves through investigative and problem solving activities.
- tasks and activities are well matched to the needs and abilities of individual pupils (including A.E.N. pupils).
- pupils are challenged appropriately through realistically high teacher expectation.
- the high standards attained by many of the children.
- well organised classroom routines which are understood by pupils and parents – Parent Information booklets – Class Booklet/ Making Maths Matter.
- time/resource management allow for the promotion of learning.
- good use of support staff to maximise learning and teaching

Evidenced by:

- *children being made aware of the teacher's expectations of them.*
- *children being made aware of the learning outcomes appropriate to them.*
- *teachers willingly attend INSET courses and disseminate their knowledge.*
- *Pupil of the Week assemblies.*
- *variety of teaching styles observed*
- *differentiated pupil work provided by all teachers.*
- *planners in operation.*



- *evidence in childrens books (inc. marking).*
- *standards attained eg. S/S Tests, Statutory assessment, CBA's etc.*
- *class Information booklets.*
- *use of support staff.*

**Assessment: see Assessment Policy – Appendix 2 & Appendix 18 - S.D.P.
Assessment Data File**

- appropriate use of a wide range of assessment strategies eg. Observation, discussion, marking, homework, tests etc. matched to the pupils' ages and stages of development.
- whole school assessment policy guides practice.
- pupil's written work is regularly and consistently marked guided by a whole school marking policy.
- assessment is an integral part of planning, learning and teaching.
- prior attainment guides teaching and subject content.
- wide range of resources used to promote the children's learning.
- pupil progress and attainment is monitored and recorded in all classes in line with statutory requirements.
- assessment information informs learning and teaching.
- pupils are involved in elements of self-assessment.
- formative records of achievement are maintained for each individual pupil.
- use of "Assessment Manager" to store and analyse pupil assessment data.
- assessment data used in the formulation of "Records of Achievement" and in reporting to parents.
- bi-annual teacher/parent interviews.
- annual end of year academic report.
- baseline assessment in Year 1.
- invitation for parents to respond to teachers both orally and in written form on pupil progress and achievement.
- greater focus on self-evaluation as a strategy for improvement.

Evidenced by:

- *classroom observation by Principal-both formal and informal.*
- *parental comments in books etc.*
- *samples of work.*
- *statutory assessment outcomes/benchmarking*
- *standardised test analysis*
- *A.E.N identification strategies eg. Bury Infant Check,*
- *formative/Summative Records of Achievement.*
- *"Book Scoops"- marking policy.*
- *Bi-Annual Parent/Teacher Interviews-Parental Contact Record.*
- *Annual Reports (Parental Comments Section)*
- *I.C.T. Accreditation (previously through the CCEA Scheme).*



Section 2 b): A Summary and Evaluation of the Strategies in place for the provision for pupils with Additional Educational Needs - see Appendix 10 A.E.N. Policy

The AENCO has an excellent understanding of the requirements of the Code of Practice. A recent initiative has seen the appointment of another member of staff to receive an additional 0.5 Teaching Allowance attributed to this important area. In discussion with teachers and having taken advice from the EAWR they have established structures and procedures to ensure that the Code is implemented by all members of staff. The school identifies and determines the needs of individual pupils who receive their full entitlement regarding the curriculum. I.E.P.'s are effective in that each pupil can be seen to be progressing against prior performance. Records are kept and are readily available to those who contribute to the education of the AEN pupils. Regular reviews take place to ensure that pupils are benefiting and progressing from their educational experiences. Where appropriate these reviews involve the pupils themselves.

AEN pupils benefit from good teaching both in class and in withdrawal situations and parents are encouraged to discuss their children's progress in both formal and informal situations. 100% of these parents attended each of the parental interview sessions last year.

In April 2016, after the approval by DE of a Development Proposal, we opened the Autism Specific Class (ASC) which is a provision designed for supporting statemented pupils with a diagnosis of ASD who need support with interaction into mainstream. Pupils are placed in the ASC with the agreement of parents and Special Education. Pupils transferring to the class from other schools are, once placed, enrolled in Drumahoe P.S. Placement is reviewed annually as normal for pupils with Statements of SEN and pupils may stay in the facility for 1-4 years as suitable. On leaving the class, the normal procedure for amending the statement is followed and the pupil may take a place in the mainstream part of the school, transfer to another school or take a place in the KS2 Learning Support Class in the school as suitable.

The ASC provides a structured, safe and nurturing environment for up to 8 pupils with complex needs associated with ASD. They are typically supported by 1 teacher and 2 classroom assistants. The facility takes the form of a suite which includes the classroom, toilet, sensory room quiet/one-to-one area, large store, outdoor play area. Access is close to the classroom. Each child has an Individual Education Plan (IEP) and access to the Revised Curriculum as normal. Opportunities for integration are explored as soon as possible after placement. Staff use a range of approaches including TEACCH, Visual Learning Strategies, PECS, ABA, Social Learning Approaches as deemed suitable for each child. Regular contact with parents and the EA's Western Region Autistic Spectrum Advisory Service (ASAS) is normal.

- Excellent work of the A.E.N.C.O.'s, / Learning Support teacher in implementing the Code of Practice and establishing appropriate structures and procedures.
- Effective links with other professionals and support agencies.
- Professional development within A.E.N. inc. Stranmillis Literacy S.E.N. Course
- Identification strategies in place for A.E.N.
- I.E.P.'s for A.E.N. pupils with a clear focus on their needs.
- Clear and realistic I.E.P.'s compiled through consultation with parents, class teachers, A.E.N. Assistants and pupils.



- Record keeping and review of the programme of support.
- The provision for and the monitoring of progress made by children with A.E.N.
- Appropriate use of the finances allocated for A.E.N.
- Extensive use of resources to support and enhance pupils' learning.
- Identifying and supporting effective working procedures and practices for teaching assistants, learning support assistants and teachers to enhance learning and teaching

Evidenced by:

- *SDS CPD – when available.*
- *Establishment of FS/KS1ASC (2016) & KS2 LSC (2017)*
- *Dip. Special Ed. Qualification of staff*
- *Participation in the Stranmillis Special Educational Needs Continuing Professional Development Literacy Project (Stranmillis)*
- *Update of Special Needs Register*
- *Identification strategies eg. Bury Infant Check, BPVS*
- *Extensive record keeping.*
- *Effective use of finances re. A.E.N. (Resources- human & material).*
- *Formulation of I.E.P.'s.*
- *Parental feedback.*
- *EAWR/Other school feedback.*
- *Ed. Psychologist feedback.*
- *Extensive advice on offer and resources made available.*
- *Excellent climate for learning in the Learning Support Room.*
- *Current initiatives re. INSET for classroom assistants/teachers.*
- *Use of Lexia to support learning.*
- *iPad C.P.D training – EAWR & iTeach*
- *Use of the “Aspire” model for S.E.N. C.P.D.*

Section 2 c): A Summary and Evaluation of the Strategies in place for the health and well-being, child protection, attendance, good behaviour and discipline of pupils:

Provision Made for Pastoral Care of Pupils - see Appendix 11 Pastoral Care Policy

The school has procedures in place which implement the guidance outlined in the Department of Education (DE) Circular 1999/10, “Pastoral Care in Schools: Child Protection” and in Circular 2003/13, “Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order”.

D.E.N.I. Education & Training Inspectorate - Inspection February 2014

Because of the structure of the Primary School, each teacher at Drumahoe has a very important pastoral role to perform through the responsibility for his / her own class. The class teacher guides and counsels each child in his/ her care.

Our aim is to ensure that each child is happy, contented and working to full potential throughout his / her time at Drumahoe. This is best achieved where child, parents and teacher work in co-operation and harmony.

Parents are most welcome to discuss their child's progress at any time. In Term 1, all parents of Key Stage 1 & 2 children are given an interview with the class teacher. At the beginning of Term 2, all parents of children in Foundation Stage are invited to



meet the class teacher. In addition to these interviews parents and friends are invited to attend the Open Days and Concerts which are on a rolling programme.

It is always preferable to make contact before a real problem arises. If something prevents a child being happy, contented and successful, then school and home must co-operate to achieve this as soon as possible. We will contact the home if we identify a problem.

At Drumahoe Primary School we ensure that bullying is identified and dealt with for the benefit and social development of all concerned. All pupils are encouraged to show respect for others and take responsibility for protecting themselves. (see Anti-Bullying Policy)

Child Protection - see *Appendix 12 – Child Protection Policy*

The area of child protection is one of the most sensitive areas of a school's policy. The overriding aim of protecting the child has to be tempered by the need to be even handed and professional in the school's approach to everyone concerned.

The policy that Drumahoe Primary School follows has been developed in consultation with the EAWR, D.E.N.I. advice (Circulars 1999/10 & 2003/13) and with the whole school staff. At this school, every member of staff, whether teaching or non-teaching, knows that they have a duty to be aware of child protection issues and to follow the child protection procedures laid down if they have concerns.



Duty of the School:

Drumahoe Primary School recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse. The Governing Body will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures. Child protection issues will be addressed through the curriculum as appropriate, especially through personal development, social and health education.

Duty of Staff:

At Drumahoe Primary School all staff (Teaching and Non-Teaching) seek to adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. Staff hope that parents and pupils feel free to talk about any concerns and see school as a safe place. Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

The designated teacher for child protection is Mrs Hegarty (Vice Principal). In her absence, Mr McMaster (Principal) will assume responsibility for child protection matters.

It always helps to remember that the child who gets most from home gets most from school; and that the child who gets least from home gets least from school.

Attendance: see Appendix 3 – Attendance Policy

The core purpose of any school is learning. For optimum learning to occur pupils need to attend regularly, be motivated and ready to learn in an orderly manner showing respect for themselves and others.

The positive ethos we aspire to has contributed to a safe, secure and happy school environment means that pupil attendance has not been an issue in recent years. The school has worked hard and effectively to eliminate the taking of holidays during term time by writing to parents and requesting their co-operation in promoting attendance.

Strategies of a more specific nature also impact positively on attendance. These include:

- house points
- certificates
- immediate school-home communication where issues arise
- effective relationship with the school's E.W.O.
- awareness raising re. the importance of good attendance at parents' meetings.



The Promotion of Pupils' Attendance, Good Behaviour and Discipline:

Anti-Bullying: see Appendix 13 – Anti-Bullying Policy

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

At Drumahoe Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it will always be treated seriously.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns are often noticed. Signs of bullying might include:

- **Unwillingness to come to school**
- **Withdrawn, isolated behaviour**
- **Complaining about missing possessions**
- **Refusal to talk about the problem**
- **Being easily distressed**
- **Damaged or incomplete work**

Staff are able to use their knowledge of the pupils to identify these changes of behaviour and the school anti-bullying policy will be pursued. Pupils will be encouraged at all times to be open with their parents who can then pass on concerns to the school.

Pupils are aware of the procedures which should be followed in cases of, for example, bullying. They operate all such systems effectively as do teachers and ancillaries. Thus the school provides a safe caring environment in which children's concerns are treated sympathetically.

The school, through the S.D.P., regularly evaluates its policies and procedures on such matters as bullying, drug awareness, health education and child protection. Information on procedures etc. are made available to all members of the school community including parents and governors. The minimal number of incidents recorded by the Principal indicates that the school's work in the area of pastoral care is effective. However, the school continues to work hard towards providing a caring, safe and stimulating environment for the pupils.



Assessment of pupils' attendance, behaviour and discipline:

Attendance statistics for the previous 3 years are as follows:

2013/2014 overall 96.0%
2014/2015 overall 96.0%
2015/2016 overall 96.0%

Attendance figures are stable and punctuality has improved. The school has worked hard at encouraging some parents not to withdraw children for long holidays during term-time and this, coupled with the new "absence slip" strategy, has brought about an improvement.

The school feels that its policies on behaviour and discipline are effective in that the number of incidents reported to Principal or Vice-principal has decreased over the last number of years.

Good Behaviour & Discipline - see Appendix 4 – Positive Behaviour Policy

In Drumahoe we promote a positive behaviour policy through encouraging children to practise good behaviour by operating a system of praise and reward.

The Drumahoe P.S. scheme is based on awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

"Pupil of the Week" certificates celebrating achievements will be awarded at Assembly on a Monday, which recognises both these academic and non-academic achievements. Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of school in assemblies and on their own news boards.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

In Drumahoe staff and pupils accept that we are all role models for each other and must always be aware of the impact of our behaviour on staff and on pupils. We need discipline for learning and high standards are rewarded but the consequences of inappropriate conduct is that it brings sanctions/consequences as well.

All pupils are expected to comply with the School Codes, whilst caring for, and sharing with, one another. In addition to the School Codes each class has a set of agreed classroom rules which the pupils have input to.



Aims:

The aims of our Positive Behaviour Policy are:

- To develop a whole school Positive Behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- Applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

Section 2 d): A Summary and Evaluation of the Strategies in place for the Professional Development of Staff: see *Appendix 8 – I.N.S.E.T. Policy*

Staff development is based upon the needs of the teachers and of the pupils and takes its place in the school development plan. Needs are identified through

- Informal and formal discussions with the Principal and management team
- PRSD
- Principal class visits to observe learning and teaching
- Annual self-review/staff data pro-forma
- Whole School Review/Audit (T.T.I.)
- Baseline subject audits (T.T.I.) eg. Numeracy

Teachers benefit from courses provided by the SDS-EA, RTU, Stranmillis College, iTeach, CCEA, C2K and other agencies. From such courses, be they school or centre-based, teachers report back to their colleagues at scheduled staff meetings. Any actions which follow courses are monitored and evaluated. Developments are firmly based within the S.D.P.

The school's provision for teachers' professional development is effective in that the needs of the pupils are being met through increased teacher understanding of new initiatives and their confidence in their own ability to deliver the Northern Ireland Primary Curriculum in such ways as to optimise learning.

The needs of the ancillary staff are identified through formal (self-review/staff data pro-forma) and informal discussions, training provided (normally by the EAWR) and



development monitored and evaluated through observation and discussion. Children, whether in class or beyond, feel safe, secure and cared for by a dedicated and enthusiastic team of ancillary staff.

Staff Development:

- The Staff Development Plan is closely linked to the School Development Plan.
- Staff development priorities are met by various forms of I.N.S.E.T. support.
- Time is available within the constraints of the budget to facilitate staff development.
- Cost benefit analysis allows for the review/value of staff development and the effect it has had on the quality of the learning and teaching.
- Evaluation forms are completed for centre-based INSET or other support.
- Teachers are encouraged to develop professionally and their needs are discussed at the formal Principal/Teacher discussion each year.
- Identifying and supporting effective working procedures and practices for teaching assistants, learning support assistants and teachers to enhance learning and teaching

Evidenced by:

- *Staff Development Plan.*
- *INSET/evaluations.*
- *Co-Ordinator release days (within budget).*
- *Cost/Benefit analysis.*
- *SDS-EA, RTU, Stranmillis College, iTeach, CCEA, C2K CPD attendance – when available.*
- *Investors in People standard – renewal now required.*
- *Self-Reviews.*
- *INSET for Classroom Assistants.*

Staff Deployment:

- The teaching and ancillary staff are appropriate to the size of the school.
- Roles and responsibilities of all staff are clearly defined and good use is made of experience and expertise.
- The expertise, interests and specialist knowledge of the staff is utilised to meet the needs of the pupils.
- New staff/staff in need of support are aware of their line manager and of the support that is available.
- Important contribution of the ancillary staff to the work of the school.
- Opportunities for staff training for ancillary staff when the opportunity arises.

Evidenced by:

- *Informative job descriptions.*
- *Arrangements for the induction of new staff.*
- *Self reviews for ancillary/auxiliary staff.*
- *I.N.S.E.T.*
- *Site Supervisor chairs ECO Committee (Staff & pupils).*
- *Use of specialist knowledge eg. Music, Games etc.*



The Management Structures/Responsibilities within the School - see Appendices 6 & 7 – Management Structure & Job Descriptions.

The school benefits from having a teaching staff which provides the interest and skills necessary to manage curricular and extra curricular matters effectively.

- there is a good balance between the needs of the school and the nature and range of delegated responsibilities within the salary structure.
- detailed job descriptions provide guidance to allow teachers with specific responsibilities to carry out their role with a clear understanding of what is entailed.
- work is of a high standard and good role models are on display for staff.
- teamwork is promoted which has a positive impact on relevant aspects of school provision.

Evidenced by:

- *Detailed job descriptions.*
- *Salary policy/placements.*
- *Agreed time budgets*
- *School Development Plan-Action plans, monthly deadlines etc.*

Staff List – 2016-2017

Mr. Terry McMaster	Principal S.M.T.
Mrs Laura Hegarty	Vice-Principal, Head of KS2, Co-ordinator of Numeracy, Designated Teacher, Teacher of P7, S.M.T., B.O.G. Rep.
Mrs Julie Bryson	Head of KS1, Teacher of P4, Co-ordinator of Literacy S.M.T.
Mrs Clara Garden	Teacher of P2.
Mrs Alison Johnston	Co-ordinator of Art, Teacher of P5, A.E.N.C.O.
Miss Elaine Semple	Co-ordinator of The Arts / Music, Teacher of P1.
Mrs Alison Greer	Head of F.S., S.M.T., Co-ordinator of Drama , Teacher of P1.
Mrs Hazel Strawbridge	Co-ordinator of R.E., Job Share Teacher - P3.
Mrs Joanne McKeegan	Shared Educ. Co-Ordinator, P.D.M.U.,CRED, Teacher of P3.
Mrs Gillian Cooke	P.D.M.U., Teacher of P6.
Mr Jason Scott	Co-ordinator of W.A.U., Joint A.E.N.C.O. Teacher of P5/6.
Miss Fiona Dixon	P3 Job Share, Flexible Working (2 days p.w.) & Girls games.
Miss Alison Stevenson	P2 Teacher, Shadow Co-ordinator of W.A.U., Girls games.
Miss Stephanie Platt	P6 Teacher, Co-ordinator of I.C.T., P.E. Co-Ordinator.
Miss Ciara McElderry	Part-time Learning Support
Mr Robin Gardiner	Site Supervisor
Mrs Heather Glenn	Secretary and Lunchtime Supervisor.
Mrs Wilma Crothers	Classroom Assistant (M.A.G.S. - P1)
TBA	Classroom Assistant (M.A.G.S. - P2)
Mrs Adele Doherty	Classroom Assistant (Special Needs)
Mrs Karen Gordon	Classroom Assistant (Special Needs)
Mrs Moira McCandless	Classroom Assistant (Special Needs)
Mrs Leona Kincaid	Classroom Assistant (Special Needs)
Miss Deidre Beirne	Classroom Assistant (Special Needs)
Miss S Thompson	Classroom Assistant (Special Needs- ASC)



Mrs Emma Brolly Contract Cleaner
Mrs Margaret Olphert Contract Cleaner
Mrs Annette Taylor Contract Cleaner

Mr John McLaughlin Patrol Man
Me Herbie Barr Patrol Man

S.M.T. = Senior Management Team
B.O.G. = Board of Governors
A.E.N.C.O. = Additional Educational Needs Co-Ordinator
I.C.T. = Information and Communication Technology
C.R.E.D. = Community Relations Equality & Diversity.
F.S. = Foundation Stage (classes P1-P2)
K.S. 1 = Key Stage 1 (classes P3-P4)
K.S.2 = Key Stage 2 (classes P5-P7)

Co-Ordinator Roles:

Literacy – Julie Bryson (Shadow – Hazel Strawbridge)

Numeracy – Joanne McKeegan (Shadow – Jason Scott)

I.C.T. – Steph Platt (Shadow – Alison Greer)

The Arts – Lead Co-Ordinator – Elaine Semple

Music – Elaine Semple

Art & Design – Alison Johnston

Drama – Alison Greer

Personal Development & Mutual Understanding - Lead Co-Ordinator – J McKeegan

Personal Understanding & Health – Gillian Cooke

Mutual Understanding -Local & Wider Community–Joanne McKeegan (Shared Educ.)

Physical Education – Stephanie Platt

The World Around Us - Co-Ordinator – Jason Scott (Shadow – Alison Stevenson)

Religious Education – Hazel Strawbridge

Thinking Skills & Personal Capabilities – “Focus Group” Lead – Laura Hegarty

Foundation Stage – Alison Greer

Key Stage 1 – Fiona Dixon

Key Stage 2 – Laura Hegarty

Teachers participate actively and effectively in EA courses relating to their areas of responsibilities and interests. They are given opportunities, formal and informal, to pass on ideas to their colleagues.

Ancillary staff are deployed in the best interests of the school in general and the pupils in particular and have regular opportunities to discuss aspects of their roles with the school management team (Self-Review/Staff Data). Where appropriate they avail themselves of training provided by the EA and other agencies. They are aware



of the policies relevant to the all round welfare of the pupils and operate these effectively. The value of their work has received positive comments from pupils, teachers and parents.

Section 2 e): A Summary and Evaluation of the Strategies in place for Managing the Attendance and Promotion of Health and Well-Being of Staff – see Appendix 14 Emotional Health & Well-Being of Staff

Drumahoe P.S recognises that the staff of any school is its most valuable resource and that their emotional health and well-being is of primary concern.

The school is committed to producing a caring and supportive working environment which is conducive to the welfare of all staff and which enables them to develop and contribute to their full potential.

Drumahoe P.S aims to provide support for staff through existing policies and procedures and through individual pastoral care and advice.

The Principal will:

- Ensure the provision of a healthy work environment;
- Provide pastoral/welfare support for individual staff as required;
- Ensure all staff are treated in a fair, sensitive and confidential manner;
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by the board.

Individual staff members have a responsibility towards their own health and well-being at work and are advised to raise any matters of concern.

- Any member of staff who has a concern regarding his/her welfare should address this initially to the Principal or, in special circumstances, directly to the EAWR staff welfare officer.
- Staff who are members of a trade union may also wish to consult with their trade union representative regarding any welfare matters.
- Staff also have a responsibility to be sensitive and responsive to the welfare of others at work, and are required at all times to act in a way that respects the health and well-being of others.

Alleviating stress and promoting well-being:

At Drumahoe P.S.,

- The Principal gives regular verbal recognition, praise and encouragement to staff for their work
- The Principal operates an 'Open-Door' policy where staff are free to express concerns directly to senior management
- Teachers provide and share supervision of each other's classes to allow each teacher some 'free' planning time throughout the week
- Staff share a celebratory evening at the end of the autumn & summer terms
- Staff are encouraged to socialise together throughout the school year



- Where members of staff have been involved in an initiative, competition or award scheme, they are publicly commended at assembly, on the school website and in news memos to parents
- Any other stress management initiative will be considered in consultation with staff prior to agreement and/or implementation

Support Services:

Staff are advised that information and advice will be made available in relation to the following areas where required:

- EAWR policies and procedures relating to staff health and welfare;
- Staff care and specialist counselling;
- Occupational health services and occupational medical referrals arranged in relation to staff welfare concerns;
- Support groups providing specialist support for individual circumstances e.g. CRUSE (bereavement), RELATE (relationship and family matters), the Northern Ireland Association for Mental Health, Victim Support etc.

Section 2 f): A Summary and Evaluation of the Strategies in place for promoting community and parental links including other schools, the business community and voluntary and statutory bodies;

School connected to its local community:

Parental support of the work of the school has always been strong. Our school has had a positive connection with St. Colmcille's P.S. for several years and is also currently forging 'Shared Education' links with Glendermott P.S. The St. Colmcille's programme involved Years 5 & 7 engaging in two cross-community projects which address various areas of traditional cultures and differences. The school is now considering the options for Shared Education links and has prepared an application and Action Plan alongside Glendermott P.S. for this 'Signature' initiative.

The school pays for the education of a teenage girl in Uganda and during the current year the school community also raised £750.00 at a Community Coffee morning which has enabled the purchase a "Community Defibrillator" for the village.

Close links also exist with the Drumahoe Residents' Association (D.R.A.) with the school being used two evenings per week for community/school courses & events.

There is an active Parent Teachers Association which supports the school through a variety of fund raising events.

Links:

- Curricular and pastoral links with partner school – St. Colmcille's Claudy and Glendermott P.S. Ardmore;
- Good communication with parents;
- Strong parental & community support;
- Extended services offered despite exiting the Extended Schools programme;



- Close work with statutory & voluntary support agencies;
- Cross-phase links with Lisneal College, Foyle & L'Derry College, Oakgrove College, Limavady Grammar and Limavady High School;
- Principal & Year 1 teacher visits to feeder pre-school settings;
- Transfer of relevant pupil information to allow for smooth transfer;
- Involvement with the local and wider community;
- Drumahoe District Park Consortium - £1.3 million project.

Evidenced by:

- *Arranged visits to all receiving secondary schools & feeder pre-school settings;*
- *Completion of Summative Records of Achievement and the exchange of Year 7 annual academic reports;*
- *Charity collections for various causes - see Annual Report;*
- *Historical participation in UTV Choir of the Year.*
- *Participation in EAWR/CCEA Primary Language Project (KS2/3 Transition)- maintained through Extended Services;*
- *Carol Singing-A'gelvin Hospital, Lisnavar Fold, Faughan R.P.C.;*
- *Cross Community activities with St. Colmcille P.S.;*
- *On going links with EAWR (Ed Psy. School Nurse. Social Services, W.E.S.T., Outreach Services etc.;*
- *Accommodation of student teachers for training – Stranmillis College & University of Ulster Coleraine – P.G.C.E.;*
- *Principal & P1 Teacher visits to Lisnagelvin Nursery School/Drumahoe Community Playgroup;*
- *Monthly Parent Memos, Annual Class Memo & Making Maths Matter booklets (P1-P7);*
- *P.I.N. programme – Years 3 & 5;*
- *Bi-annual teacher/parent interviews;*
- *Various questionnaires;*
- *Home/School link books;*
- *Strong & active P.T.A.*
- *Parent representatives on the Board of Governors;*
- *Policy consultation with parents & stakeholders;*
- *Annual Board of Governors Report;*
- *Use of voluntary assistants (vetted);*
- *Use of communication initiatives eg. Text2Parents, Parentmail;*
- *Accelerated Reading programme;*
- *School Website;*
- *Links with Drumahoe Residents Association (D.R.A.);*
- *Charity work – see list of donations;*
- *Links with Drumahoe Community Playgroup;*
- *Inviting the community into school eg. Clergy, P.S.N.I., Fire Service, etc.*
- *Annual Community Carol Service – Glendermott Presbyterian Church;*
- *Annual Community Coffee Morning;*
- *Annual Festive Evening;*
- *Annual Fun Night BBQ;*
- *P.T.A. Social Events eg. Family Quiz Night, Beetle Drive, B.B.Q. demonstrations;*
- *School Prospectus;*



- *Annual P1 Open Evening;*
- *Annual Residential P6 Trip (Gortatole) & P7 Trip(London/Edinburgh)*
- *School Development Plan;*
- *C.R.E.D. & Shared Education programmes;*
- *Participation in local Football/Netball/Rugby tournaments & leagues;*
- *Wrap-Around service provided for parents via. Breakfast & After-Schools Club;*
- *Awarded £1.3 million for Drumahoe District Park.*

Section 2 g): A Summary and Evaluation of the Strategies in place for the effective use of I.C.T. technologies to enhance learning & teaching, professional development and school leadership and management ;

The effective use of ICT is integral to the effective and efficient discharge of the school's duties and responsibilities in 'Learning and Teaching', Professional Development and the school's Leadership and Management team.

I.C.T. to enhance Teaching and Learning – see Appendices 17a) I.C.T. Policy & 17b) Acceptable use of the Internet & 17c) Y1-Y7 - I.C.T. Assessment Competences

It is our policy to use I.C.T. resources (*Hardware Resources – I.C.T. policy*) to enhance and enrich all areas of learning

I.C.T. is integrated into planning at all levels and teachers plan according to the needs of the children in their class. Tasks are noted in the six weekly planners, evaluated and are viewed and monitored by the Principal and the I.C.T. co-ordinator. (*Monitoring and Evaluation - I.C.T. policy*)

Assessment of skills is on-going and class record sheets of competences (see Appendix 17c) are kept ensuring tracking individual progress and pupils future needs.

Planning covers the statutory requirements for I.C.T addressing the "Five E's" of Explore, Express, Exchange, Evaluate and Exhibit at a level appropriate to pupil ability.

This means that pupils have opportunities to develop a wide range of skills in line with their age, ability and needs within a variety of contexts.

An action plan is drawn up and reviewed annually by the I.C.T. co-ordinator.

At management level I.C.T. is effectively used to track pupil performance data. This is interrogated and comparisons made year on year, providing information on those pupils who are high achievers, low achievers or under achievers . . .

Children experience a broad and balanced ICT curriculum that is developing the "5 E's" and is connected to the areas of learning.

Monitoring and evaluating strategies are outlined in the ICT policy. The ICT coordinator (Miss S Platt) has a key role in evaluating the effectiveness of the policy and strategies which include:



- **Monitoring planners**
- **Monitoring use of and purchasing new resources**
- **Monitoring children's work**
- **Lesson observation**

All classrooms are resourced with an Interactive Whiteboard and 4 iPads as well as the recently refurbished Computer Suite being timetabled to accommodate various classes throughout the year.

I.C.T. to enhance Professional Development

The school is committed to meeting all training and development needs of staff including ICT developmental needs – this is planned and managed as outlined in the SDP/ Action plans (see *Appendix 16*). Teachers avail of ICT support, integrate the use of ICT into teaching and learning and where appropriate this is integral to PRSD targets. Training in the various modules of the M.I.S. (Management Information System – C2K Sims.net), iTeach iPad C.P.D as well as Interactive Whiteboard training has been completed as part of the school's I.N.S.E.T. programme.

The teachers also make effective use of ICT in carrying out their duties. The following software packages are used:

- **Word, Powerpoint & Excel;**
- **iTeach iPad training – various Apps;**
- **Staff development sessions, S.D.D.'s have covered training in updating Website, Black Cat website design, Scratch, Photo Story, Comic Life, Flip video cameras and the Easi-Speak microphones.**
- **Assessment Manager, SIMS.Net;**
- **Use of "Report Box" for Annual Academic Reports;**
- **Analyse assessment data, set targets, identify underachievers and target groups of children.**

All staff use ICT in the teaching and learning process in their classrooms. Resources used are outlined in the ICT policy and planning for and evaluation of the use of ICT is integral to the medium term planning process.

Evaluation of the use of ICT is on-going, monitoring and evaluation strategies are outlined in the policy and subject evaluation.

I.C.T. to enhance Leadership and Management

The Senior Management Team (Principal, V.P. & Heads of Key Stage) makes effective use of ICT in carrying out leadership duties. In addition to everyday teaching and learning, the following software packages are used in a management capacity:

- **Assessment Manager;**
- **InCAS/NILA/NINA Data;**
- **C.A.T. Data;**



- LitCo, NumCo & Principal – to process and analyse assessment data, set targets, identify underachievers and target groups of children;
- Sims.net Attendance Module – Pastoral Care;
- Use of “Report Box” for Annual Academic Reports;
- Sims.net F.M.S. Module – Budget & Reconciliations;
- Sims – Behaviour Management module;
- Powerpoint presentations for Assemblies, Parent Meetings etc.;
- The eSchools data warehouse became operational in September 2009. The regular reports issued by the warehouse provide a summary of performance information that the school uses to inform self-evaluation and school improvement.

Section 3

An assessment of- (inc. through the use of performance and other data –see Appendix 18 - *S.D.P. Assessment Data File*):

- a) The nature, quality and effectiveness of the school’s provision for: –
 - I. The educational, emotional & social needs of pupils – see eSchools reports in *S.D.P. Assessment Data File*; See also 2c)
 - II. High quality teaching & learning experiences and the resulting standards of attainment in communication and using mathematics - *S.D.P. Assessment Data File*; See also 2a)

The school is actively promoting the highest possible standards for all pupils. Performance is monitored at individual, Class, Year Group, Key-Stage and Whole School levels and targets for improvement are set annually- see *S.D.P. Assessment Data File & Appendix 16 S.A.P.S. and M.A.P.S.* Every pupil’s performance is analysed to ensure that their academic performance is in line with their perceived ability level - see R.A.G. reports.

Use of SIMS Assessment Manager to track individual pupils for:

- i. Low achievement (≤ 85)
- ii. Under-achievement (≥ 10 standardised points between IQ & attainment)
- iii. M.A.C. (≥ 115)
 - Individual’s strengths and areas for development are identified leading to better targeting of teaching thus meeting the needs of pupils.
 - Classes
 - Year Groups
 - Key Stages
 - Whole School

All of the above assists the culture of self-evaluation that we are trying to create in school.



The school makes use of the “RAG” system to assist the identification of underachievement, low attainment and M.A.C. pupils:

- Underachievement = 10 standard points (cf. 1 standard deviation - 15 points) below IQ (Cognitive Ability) & teacher judgement;
- Eg. NRIT/CAT of 100 & Standardised score of ≤ 90 = Red Flag;
- Eg. NRIT/CAT of 100 & Standardised score of ≥ 91 & ≤ 95 = Amber Flag;
- Eg. NRIT/CAT of 100 & Standardised score of ≥ 105 & ≤ 114 = Green Flag;

Use of the “RAG” system also assists the identification of low attainment and M.A.C. pupils:

- Cognitive functioning (IQ) & attainment lies at or below SS 85 & teacher advice - highlight yellow
- Cognitive functioning (IQ) & attainment lies ≥ 115 & teacher judgement – highlight purple.

Use of 4 bands for M.A.C. pupils:

- | | |
|------------|------------------------------|
| 1. 115-129 | mildly gifted * |
| 2. 130-144 | moderately gifted |
| 3. 145-159 | highly gifted (MENSA) |
| 4. 160-179 | exceptionally gifted (MENSA) |

See S.D.P. Assessment Data File for an indication of how the school is currently performing in comparison with other schools with similar F.S.M. entitlement in Statutory End of Key Stage assessment, N.I. Average for Statutory Assessment (P4 & P7), Standardised Tests, InCAS, NILA/NINA etc.- “Spring Pack” – for performance indicators:

- Comparison with N.I. averages for Literacy and Numeracy at K.S.1 and K.S.2 – boys, girls, all pupils;
- Comparison with schools in similar circumstances (F.S.M. band: see ‘Spring Packs – boys, girls, all pupils);
- Standardised Test Overviews at individual, Class, Year Group, Key-Stage and Whole School levels;
- InCAS/NILA/NINA Data;
- Benchmarking Data;
- Literacy & Numeracy Assessment Outcomes 1999-2016
- Target Setting Data 2008/09 – 2014/15



The school has set targets for the academic year 2016 – 2017 – see Appendix 18 S.D.P. Assessment Data File. This is based on careful consideration of previous performance, trend data and realistic challenging targets for the current cohorts of Y4 and Y7 pupils.

Literacy and Numeracy assessment outcomes are also analysed with the school performing above the N.I. average in:

- a) almost every case at Level 2 & 3 in both Literacy and Numeracy in Key Stage 1;
- b) every case at Level 4 & 5 in both Literacy and Numeracy in Key Stage 2.

Strategic Action Plans (see Appendix 16 – S.A.P.'s) indicate how the school is aiming to move to the next quartile

The school has identified groups of underachievers (Literacy & Numeracy) in each year group and has strategies in place to improve performance.

Evaluation of learning/ teaching and assessment strategies is ongoing and a wide range of strategies is used to include pupil, teacher, parent, whole school and external evaluations. Strategies include:

- Pupil self and peer evaluation;
- Teacher evaluation: medium term planning cycle evaluated feeding into the learning/teaching/ assessment cycle;
- Parental evaluation: eg SETAQ questionnaires/ Survey Monkey (school-designed questionnaire based on the 4 characteristics of a good school as outlined in ESAGS);
- Annual evaluation of S.D.P. and Action Plans to include impact on learning, teaching and pupil outcomes;
- Annual Academic end of Year Report;
- Bi-Annual Parent/Teacher interview;
- Whole school audits;
- Inspection evidence and outcomes.

III. Promoting the professional development, attendance, health and well-being of staff; See 2d) & 2e);

.....Staff development is based upon the needs of the teachers and of the pupils and takes its place in the school development plan.

.....Drumahoe P.S recognises that the staff of any school is its most valuable resource and that their emotional health and well-being is of primary concern



IV. Promoting community and parental links including other schools, the business community and voluntary and statutory bodies; See 2f)

b) The school's financial position - see Appendix 15 – Financial Statement:

The school had to make a redundancy in 2009 for the first time in over twenty years. Through carefully financial planning, the Principal initially was able to replace the redundant teacher with a part-time (25 h per week.) temporary teacher for Year 1 who has now been made F.T.E. Many of these challenges are beyond the school's direct control but still we have to be work through them with careful financial planning and deployment of human resources. The 3 Year Financial Plan shows no planned redundancies and indeed, if enrolment trends remain as predicted we may be in a position to apply and be successful with funding from the Class Size Policy and have a strong case for increasing the staffing complement of the school.

c) The planned use of resources to improve standards – see Appendix 16 S.A.P.S. & M.A.P.S. & Appendix 15 - 3 Year Financial Plan;

d) How the school has met or made progress towards its key targets – see Appendix 19 – Evaluation of Literacy & Numeracy Targets.

Section 4

An assessment of the challenges and opportunities facing the school:

Challenges

Demographic downturn

Uncertainty re.Transfer arrangements

Financial restraints

High staffing costs

Children with English as second language

Neighbouring schools competing for pupils

No Pre-School provision attached to school

Opportunities

New housing developments in the Village/P.R. – Open Days; Raising standards & achievements.

Embed the Revised Curriculum

Supportive, motivated and hard working staff; Financial planning

Excellent support staff

**Extended schools programme!
EAL Support**

Marketing the school; Raising standards; transport - minibus

Relocation of Playgroup/Continued lobbying for an attached Nursery; Enhance Playgroup links



Outdoor Play Area/Resources

Disabled Access/Extended Schools! Development of Farm Yard

Revised Curriculum

Revised Curriculum

Changes in service provision – future of CASS

Active and supportive P.T.A. to fund initiatives, EA SDS

Lack of C.A.S.S. / I.N.S.E.T. Support

School based I.N.S.E.T.; Funding of school based training. EA SDS

Financial Challenges

**Fundraising
After-Schools Club
Increasing enrolment - PR**

Working Parents

Breakfast Club & After-Schools Club (Kadet Klub)

Exiting Extended Schools Programme

**Extended Provision – school based
Links with D.R.A. (Drumahoe Residents Association)
Seek external funding**

Increasing F.S.M.

Additional funding – pupil support

Budgetary cuts

**Increased enrolment
Fundraising – P.T.A. etc.**

Learning Support Centres

Increased enrolment/Funding

Section 5

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

Consultation Arrangements:

The school recognises itself as a developing self-evaluative inclusive school and engages in appropriate consultation with regard to all developments in the school. The following self-evaluative/ consultation tools and methods are used with the various stakeholders:

Pupils

**Questionnaires - various
Comments about aspects of learning in books
Pupil questionnaires – Extended Schools
Class Forums / Kids' Forum
E.T.I. questionnaires / P6 Focus Group
Circle Time
Suggestion boxes**

Parents

Questionnaires - various



Visitors' Book, suggestion box
Questionnaire/Surveys on After-Schools Club,
Homework, School etc.
P.T.A.
E.T.I. questionnaires
Board of Governors – Parent representatives
Annual Report

Staff

SETAQ questionnaire – update to
14/15 school year (Survey Monkey)
Inset days – whole school audits
T.T.I. Audits - various
Regular meetings with Principal
Annual Self-Review
E.T.I. questionnaires
Every School a Good School – Ex. Closure
I.I.P. – needs restandardised
End of Key Stage Data Analysis
Targeting underachievement workshops
InCAS & CBA Analysis
Internal Standardised Test Data Analysis
Monitoring & Evaluation of MAPS & SAPS
Staff Meetings – minuted
S.M.T. Meetings - minuted

Ancillary Staff

Regular meeting with Vice-Principal
Annual Self-Review

Other

Discussions with ELB Link Officer
E.T.I. District Visits

Section 6

Identification of the areas for development (self-evaluation) in:

- a) The school's key targets (in order of priority) based on D.E.N.I. priorities; – see also S.D.P. Assessment Data File – PSA Targets;

We aim to support teachers, parents in their work to raise pupil attainment in literacy and numeracy and to narrow the current gaps in educational outcomes. D.E.N.I. has set ambitious yet realistic long-term targets (see Annex A) for improving educational outcomes at Key Stage 2. It reflects the focus within the revised curriculum on the core cross-curricular skills of Communication (Literacy) and Using Mathematics (Numeracy) and we expect that, through high quality teaching and learning, attainment at or above the following levels should be possible by 2020.

1. 90% or more of pupils should achieve the expected levels in Communication and Using Maths at Key Stage 2;



Annex A

Targets for improving educational outcomes in Literacy and Numeracy

	Actual Performance				Milestones ¹		Long Term Target
	2005/6	2006/7	2007/8	2008/9	2011/12	2014/15	2019/20
Key Stage 2 Communication, in English (% of pupils at expected level)	78.0%	78.0%	78.8%	80.1%	83% ²	86%	90%+ ³
Key Stage 2 Communication, in Irish (% of pupils at expected level) - pupils educated through the medium of Irish	77.7%	83.1%	80.7%	82.0%	84% ⁴	86%	90%+ ⁵
Key Stage 2 Maths (% of pupils at expected level)	80.0%	79.5%	80.6%	81.3%	84% ⁶	86%	90%+ ⁷

¹ Results from this academic year.

² The milestone target of 80% has already been exceeded and a new milestone target set.

³ Milestone target revised up from 85%.

⁴ The milestone target of 80% has already been exceeded and a new milestone target set.

⁵ Milestone target revised up from 85%.

⁶ Milestone target of 82% has been revised and a new milestone target set.

⁷ Milestone target revised up from 86%.

Key School Targets cf. D.E.N.I. Priorities 2016-2017:- see Appendix 5 Whole School Strategic Action Plan

- The Department's priorities include tackling underachievement and raising standards for all pupils. Research shows that having high expectations for pupils' achievements is a key factor in raising educational standards. Benchmarking data allows us to ensure that our own aspirations for our pupils are suitably high;
- To break the link between disadvantage and pupils' educational performance. The figures show that, while progress has been made, there remains a need for continued improvement in educational attainment across our system. We will continue to focus on raising overall performance and narrowing the gap between the highest and lowest achievers and between the most and least disadvantaged pupils;



- To raise standards through School Development Planning, with robust target-setting and evaluation of progress, informed by the effective use of data.
- Self-evaluation, using performance data and other information, leading to sustained self-improvement is at the core of this school's policy as well as DE policy. School-level and pupil-level data will inform self-evaluation (including identifying areas where action might be taken to bring about improvement) and benchmarking of performance against other schools with similar free school meals characteristics. The data will support planning for improvement at pupil, class, year group, key stage and whole-school level. Effective self-evaluation, and the actions that flow from it, should deliver educational improvement for all our pupils. Self-evaluation is an integral part of the school development planning process and the resulting actions and targets are captured in School Development Plans.
- Target Setting (... "Prediction with Challenge") - targets need to be challenging, yet achievable. When setting targets our school will wish to take into account a range of factors, including:
 - i) Trends in performance by the school over previous years;
 - ii) The prior attainment of each year group;
 - iii) The context within which the school is operating and how it compares to schools in similar circumstances; and
 - iv) The priorities set in the School Development Plan.
- Early intervention to address underachievement.
- Engaging parents, families and the community.

b) Planned outcomes in Communication, Using Mathematics and I.C.T. (inc. targets for raising standards); – see Appendix 18 - S.D.P. Assessment Data File – Target Setting;

c) Action Plans (Timebound & Costed) for outcomes (6b) – see Appendix 16 – S.A.P.S. & M.A.P.S.;

Assessment of Pupil Attainment:

End of Key Stage Results – Key Stage 1 & 2 and Target Setting: –see Appendix 18 - S.D.P. Assessment Data File

Pupils make good progress across the curriculum in line with their ages and abilities, classroom observation confirming that they are generally motivated and on task. They indicate through their written and oral work and through their displays and presentations that they have acquired appropriate knowledge, skills and understanding.



Effective use is made of data to track pupil progress. Analysed End of Key Stage results, InCAS, CBA's and Standardised Test data is shared with all staff to enable them to make any necessary adjustments to teaching and learning.

Our Future Plan - see Appendix 16 - Current Action Plans; Appendix 21 – 3 Year Strategic Overview.

A list of the key targets for the period of the plan in order of priority (SAPS), the planned outcomes and the actions to achieve these outcomes along with steps towards implementation and final dates for completion are included in these Action Plans. Planned outcomes in learning and teaching and pupils' attainment are included in the Strategic Plans and targets in pupil attainment are also included. The financial and other resources available to the school are taken into account in the setting of these targets.

3 Year Strategic Overview – see also Strategic Plans for Literacy & Numeracy.

Areas for Development:

As a result of this rigorous self-evaluation and subsequent analysis the school has identified the following areas for development (in order of priority) for the period of this plan (2016 – 2019):

1. Tackling underachievement and raising standards for all pupils through targeted intervention.
2. To break the link between disadvantage and pupils' educational performance.
3. To raise standards through School Development Planning, with robust target-setting and evaluation of progress, informed by the effective use of data.
4. Self-evaluation, using performance data and other information, leading to sustained self-improvement
5. Target Setting - targets need to be challenging, yet achievable. When setting targets our school will wish to take into account a range of factors, including:
 - Trends in performance by the school over previous years;
 - The prior attainment of each year group;
 - The context within which the school is operating and how it compares to schools in similar circumstances; and
 - The priorities set in the School Development Plan.
6. Early intervention to address underachievement.
6. Engaging parents, families and the Drumahoe community.
7. Improve monitoring and evaluating strategies in Literacy & Numeracy.



These areas for development are outlined in Appendix 5 – Whole School Strategic Action Plan and driven by the 3 year Strategic Plan - see Appendix 21 - 3 Year Strategic Overview of School Development Plan) with resources, financial implications also outlined in associated Action Plans.

The details of developments for priority areas for the current academic year are further outlined in the action plans (see Appendices 16 – M.A.P.S. & S.A.P.S).
The key priority areas are:

- Literacy (see Appendix 16)
- Numeracy (see Appendix 16)
- UICT (see Appendix 16)
- Assessment (see Appendix 16)
- A.E.N. inc. ASD Centre(see Appendix 16)

The action plans outline the key targets, including targets to raise standards, actions, resources, financial resource implications and monitoring and evaluation strategies.

Section 7

(a) Monitoring, reviewing and evaluating the S.D.P. – see *Appendix 5 Whole School Strategic Action Plan; Appendix 19 Evaluation of Literacy & Numeracy Targets & Appendix 20 – Action Plan Evaluations – Key Targets; Appendix 21 - 3 Year Strategic Summary of School Development Plan.*

Monitoring and Review

Who?

The Co-Ordinator/person responsible for the particular area under review:

Principal – S.D.P.

Vice-principal – Curriculum aspects; Pastoral; Community;

Head of Key Stage – Key Stage issues;

Literacy / Numeracy / I.C.T. - Subject co-ordinators – MAPS & SAPS;

Pastoral leader – V.P.;

How?

Action Plans/Subject Strategy/Subject /Target Evaluation/Curriculum Checklist

Book Scoops/Planner correlation

Observation of practice

Planner review

S.M.T. / Staff / Key Stage meetings

Written reports

Oral reports

Annual Principal/Teacher Meeting

Annual Self-Review

P.R.S.D.

E-schools reports

Mid-Year Review (Feb) & Annually evaluated Action Plans

Analysis of performance data at Whole School, Key Stage, Year Group, Class & Individual levels.



When?

The S.D.P. is a working document which ***“lives and breathes”*** in the school and the B.O.G. in consultation with the Principal will regularly monitor and evaluate the plan. An evaluation of progress on the achievement of targets will take place both at the mid-point of the year and at the end of the year with the plan adjusted accordingly. At the end of the period covered by the S.D.P. or if the school is inspected 6 months following the date of the publication of the school’s report, a complete review will be carried out. It will inform further self-evaluation and the subsequent S.D.P.

- A copy of this plan has been made available to each member of the B.O.G., all teaching and non-teaching staff, and the EAWR.
- Copies will be made available free of charge to any person on request at all reasonable times.

In August the whole staff meet to review the previous school year and to suggest priorities for the next. Assessment data, current circumstances, financial resources, government directives etc. will all have an influence on how the S.D.P. evolves.

S.M.T. meet regularly to review and update the plan.

S.D.P. is a regular item on B.O.G. & Staff Meeting agendas.

In the Autumn Term the Principal meets with each teacher (V.P. meets with non-teaching staff) to review assessment data, evaluated SAPS/MAPS, self-review etc.

P.R.S.D. reviews to monitor agreed objectives.

During the Autumn Term the Lit.Co & Num.Co present their subject strategies to the Board of Governors. At the end of the summer term/start of the Autumn Term, the Principal presents to the Board of Governors a review of the year, setting out the school’s performance against each target; highlighting areas of good performance and also those whose performance fell short of the planned target!

Summary statement:

The school had to make a redundancy in 2009 for the first time in over twenty years. Through carefully financial planning, the Principal has now been able to replace the redundant teacher with a part-time (25 h per week.) temporary teacher for Years 1 & 2 and has now made that teacher F.T.E . In addition to that, the school recently (June 2016) appointed an additional teacher for Key Stage 2. Many of these challenges are beyond the school’s direct control but still we have to be work through them with careful financial planning and deployment of human resources.

It is crucial that the culture of self-evaluation continues to be promoted, accepted and embedded within the school’s way of working. In conjunction with the whole staff, participating in a programme of self- evaluation (T.T.I.) of the quality and effectiveness of Mathematics/Numeracy and English/Literacy provision. The Co-Ordinators will lead an on-going, collegial approach to whole school self-



evaluation such as detailed in “Better Numeracy/Better Literacy in Primary Schools” (ETI 2010), the quality indicators taken from “Together Towards Improvement” (ETI 2010).

The following documents helped define an agreed framework within which our Literacy and Numeracy Policy development:

- Every School a Good School - a policy for school improvement (DE 2009)
- Better Literacy in Primary Schools (E.T.I. 2010)
- Better Numeracy in Primary Schools (E.T.I. 2010)
- Count Read: Succeed – A strategy to improve outcomes in Literacy and Numeracy. (2010)

Pupils remain at the centre of all aspects of school life and as well as continually striving to improve literacy and numeracy standards, the future provision of pre-school education and after-school care sit high on the school’s priority list.