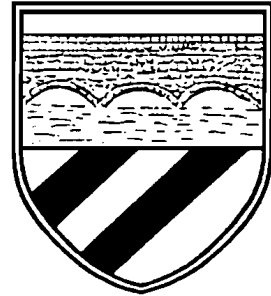


DRUMAHOE PRIMARY SCHOOL



**SCHOOL DEVELOPMENT PLANNING
2019-2022**

DRUMAHOE P.S. 3 YEAR STRATEGIC OVERVIEW (2019-2022)

CHILD CENTRED PROVISION	PHASE 1 2019-2020	PHASE 2 2020-2021	PHASE 3 2021-2022
Pastoral Care	<p>Priority Areas for Development Identified by Self-evaluation:</p> <ul style="list-style-type: none"> • Maintain high profile of anti-bullying strategies within school. Start process to becoming “A Rights Respecting School.” • Hold parent information evening on internet safety. • Update register of volunteers in school • Update RSE policy • Update DENI Safeguarding pro-forma • Update parent’s noticeboard on Child Protection procedures. • Anti bullying lessons included on planners (PDMU) where appropriate • Take part in Anti bullying week 2019-2020 • Each class (P4-7) will elect two boys and two girls to represent their class in the Kids Forum. • Classes will hold regular class forum meetings and Mrs Hegarty will hold regular Kid’s Forum meetings. • Review and update the Pastoral Care Policy • Ensure that all staff members and parents receive a copy of the updated Pastoral Care Policy and update the school website 	<ul style="list-style-type: none"> • All year 7 children will be trained in Peer Support techniques. • All year 7 children will have the opportunity to put this training into practice during playtime. • Extending Kid’s Forum activities possibly into Rights Respecting Schools initiative • Review of the Critical Incident Policy • Review Cyber-Bullying policy • Review the ‘Pastoral Care’ Policies. • Conduct a Pastoral Care audit (staff, parents, pupils, governors) • Review and update the Health and Safety Policy • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • Maintain the link with the Playgroup/Nursery? Kid’s Forum reps could think of ways they could help the playgroup that does not require spending money. • RSE talk for Year 7’s • BEE SAFE – Year 6 programme 	<ul style="list-style-type: none"> • Maintain the link with the playgroup. Kid’s Forum reps could think of ways they could help the playgroup that does not require spending money. • Promote the idea that the Kid’s Forum can bring about improvements in school life without spending money. • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • RSE talk for Year 7’s • BEE SAFE – Year 6 programme

	<ul style="list-style-type: none"> • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • Maintain the link with the Playgroup/Nursery? Kid's Forum reps could think of ways they could help the playgroup that does not require spending money. • The Principal will evaluate and update the health and safety risk assessments to ensure the level of risk is accurate • RSE Policy updated • RSE talk for Year 7's • BEE SAFE – Year 6 programme 		
<p style="text-align: center;">Child Protection</p>	<ul style="list-style-type: none"> • Update new Child Protection Notice Board area, including the flowchart and highlighting Designated and Deputy Designated Teachers • Child Protection Training for all staff members who need it. • Distribution of updated Child Protection Leaflet to all parents • Governor Training: Child Protection (Designated Governors) • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Update school notice board to include information to support pupils e.g. Childline • Ensure that parent volunteers / coaches are vetted through Access NI 	<ul style="list-style-type: none"> • Review the 'Child Protection Policy' • Update Child Protection Training for all staff members • Child Protection training for Governors • Child Protection Training for all staff members who need it. • Distribution of updated Child Protection Leaflet to all P1 parents • The notice board is regularly updated to include - Information to help pupils e.g. Childline • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Ensure that parent volunteers / students are vetted 	<ul style="list-style-type: none"> • Ensure staff and volunteers follow the procedures outlined in the revised Child Protection Policy • Update school notice board to include information to support pupils e.g. Childline • Ensure that parent volunteers / coaches are vetted through Access NI • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Governor Training: Child Protection (Designated Governors) • Distribution of updated Child Protection Leaflet to all parents • Child Protection Training for all staff members who need it.

<p style="text-align: center;">Pupil Involvement</p>	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Implementation of Kids Forum with support from the EA. Election of members and allocation of offices. • Reintroduction of ECO Warriors and allocation of duties • House Captains elected 	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Implementation of Kids Forum with support from the EA. • Write a simple constitution for the council. • Election of ECO Warriors and allocation of duties • House Captains elected 	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Election of ECO Warriors and allocation of duties • House Captains elected
<p style="text-align: center;">Healthy School</p>	<ul style="list-style-type: none"> • Fruit break for Years 1-4 • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • CASE Programme. PSNI (P5) • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiatives 	<ul style="list-style-type: none"> • Fruit break for Years 1-7? • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • First Aid Training- Additional Classroom Assistant (Playground duties). • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiatives • First Aid Training – refresher: Mrs J Bryson, Mrs E Semple & Mrs Bratton • 	<ul style="list-style-type: none"> • Fruit break for Years 1-7? • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiative

HIGH QUALITY TEACHING & LEARNING	PHASE 1 2019-2020	PHASE 2 2020-2021	PHASE 3 2021-2022
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<p><u>Raise attainment in Literacy-Pupils:</u></p> <ul style="list-style-type: none"> - with <u>supportive</u> & <u>challenging</u> T & L ensured by progression as identified through monitoring & evaluating process - for <u>underachieving & low</u> chn with targeted intervention - for <u>SEN chn</u> with practical strategies to support their literacy difficulties - for <u>whole class</u> by focused teaching based on <u>Class Action Plans</u> - for <u>overachieving</u> chn with Stretch & Challenge strategies - by beginning to look at providing more opportunities for <u>connected learning</u> - with focus on areas of Literacy as identified through 2018 /2019 data <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in any staff training/development as identified through <u>ISEF</u> in 2016: <u>Connected Learning</u> - be involved in staff training as identified in Staff Audit of Skills Jun 2019) - plan & implement strategies/intervention for target group based on Individual Pupil Reports in PTE & PASS - use practical strategies to support pupils with literacy difficulties - use class profiles to identify areas for to be targeted for T&L (<u>class action plan</u>) - <u>review & amend</u> Literacy provision & INSET based on analysis of all available data & self -evaluation process - <u>update Literacy Policy</u> 	<p><u>Raise attainment in Literacy-Pupils:</u></p> <ul style="list-style-type: none"> - with <u>supportive</u> & <u>challenging</u> T & L ensured by progression as identified through monitoring & evaluating process - for <u>underachieving /low & overachieving</u> chn with targeted intervention - for <u>whole class</u> by focused teaching based on <u>Class Action Plans</u> - with more opportunities for <u>connecting their learning</u> -with focus on areas of Literacy as identified through 2019 /2020 data <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in staff training/development as identified through self-evaluation process in <u>2019/2020</u> - plan & implement strategies/intervention for target groups - monitor & evaluate impact of strategies & progress of target groups - use class profiles to identify areas for to be targeted for T&L (<u>class action plan</u>) - <u>review & amend</u> Literacy provision & INSET based on analysis of all available data & self -evaluation process <p><u>Parents:</u></p> <ul style="list-style-type: none"> - Pupils' progress in Literacy reported through Annual reports & parent interviews - are kept informed of standards in Literacy - get help to support their children's development in Literacy (Class Memo) 	<p><u>Raise attainment in Literacy-Pupils:</u></p> <ul style="list-style-type: none"> - through <u>early</u> identification of <u>underachieving, low achieving</u> and <u>overachieving</u> chn - through early identification of priority area for <u>whole class T&L</u> <p>Review – Target –Action</p> <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in staff training/development as identified through <u>self -evaluation</u> in 2020/2021 <p>Review – Target –Action</p> <p><u>Parents:</u></p> <ul style="list-style-type: none"> - Pupils' progress in Literacy reported through Annual reports & parent interviews - are kept informed of standards in Literacy - get help to support their children's development in Literacy (Class Memo) - support Book fair, World Book day, homework, etc <p><u>Board of Governors:</u></p> <ul style="list-style-type: none"> - ensure SDP has a focus on Literacy & includes robust targets for raising standards - Literacy presentation <p><u>Resources</u></p> <ul style="list-style-type: none"> -As identified through self-evaluation

	<p><u>Parents:</u> - Pupils' progress in Literacy reported through Annual Reports & parental interviews - are kept informed of standards in Literacy - get help to support their children's development in Literacy (Class memo) - support Book fair, World Book Day, etc</p> <p><u>Board of Governors:</u> - ensure SDP has a focus on Literacy & includes robust targets for raising standards - Literacy presentation</p> <p><u>Resources</u> Look at AR resources for overachievers? Comprehension?</p>	<p>- support Book fair, World Book Day, homework, etc</p> <p><u>Board of Governors:</u> - ensure SDP has a focus on Literacy & includes robust targets for raising standards - Literacy presentation</p> <p><u>Resources</u> -As identified through self-evaluation</p>	
<p style="text-align: center;">Numeracy</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<p><u>Pupils - Raise attainment in Numeracy:</u> High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Children underachieving in numeracy are identified and teachers use agreed strategies to address and reduce pupil underachievement.</p> <p>Children given opportunities to talk about their mathematical thinking and working.</p> <p>Be aware of their own performance in numeracy and set own targets.</p> <p>Be motivated to improve and progress in numeracy</p> <p>Use appropriate technology and computer programmes and apps including Mymaths to reinforce learning and carryout homework.</p> <p>All pupils take part in whole school Maths Fun Day Autumn 2019</p>	<p><u>Pupils - Raise attainment in Numeracy:</u> Monitor progress over year.</p> <p>High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Children underachieving in numeracy are identified</p> <p>Use a range of appropriate mathematical language with confidence when problem solving in numeracy. Carry out real life problem solving activities with increased confidence.</p> <p>Be aware of their own performance in numeracy and set own targets.</p> <p>Be motivated to improve and progress in numeracy</p> <p>All pupils take part in whole school Maths Fun Day</p> <p>Achievements in numeracy are rewarded Monitor progress over year.</p>	<p><u>Pupils - Raise attainment in Numeracy:</u> Monitor progress over year.</p> <p>High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Use a range of appropriate mathematical language with confidence when problem solving in numeracy. Carry out real life problem solving activities with increased confidence.</p> <p>Be aware of their own performance in numeracy and set own targets.</p> <p>Be motivated to improve and progress in numeracy</p> <p>All pupils take part in whole school Maths Fun Day</p> <p>Achievements in numeracy are rewarded Monitor progress over year.</p>

	<p>Achievements in numeracy are rewarded Magnificent Mathematician of the Month certificates</p> <p>Staff: Use data produced from new GL digital or p&p tests to target underachievement at individual pupil level, KS level and year group level.</p> <p>Teachers complete Numeracy Class Action Plans to address areas of maths highlighted through GL data requiring intervention.</p> <p>Teachers revisit DPS Problem Solving overview.</p> <p>Teachers begin to develop Problem Solving activities directly linked to WAU topics.</p> <p>Teachers develop children's use of mathematical language.</p> <p>Be involved in self evaluation through completion of the evaluation of numeracy books proforma.</p> <p>Analysis of assessment data and professional judgement to identify pupils underachievement and year group in numeracy.</p> <p>Teachers from year 3 to 7 complete class action plans to identify underachieving children and areas of learning which fall below the national level.</p> <p>Take part in any staff training identified through ISEF 2016, how numeracy can be incorporated into Connected Learning training & workshops.</p> <p>Co ordinator led book scoop/collegiate book shares, principal observations.</p>	<p>Staff: Analyse GL assessment data to create a Numeracy Class Action Plan.</p> <p>Develop a range of appropriate problem solving activities directly linked to WAU topics</p> <p>Develop Numeracy/Problem Solving /WAU Overview</p> <p>Be involved in self evaluation through completion of the evaluation of numeracy books.</p> <p>Analysis of assessment data and professional judgement to identify pupils underachieving in numeracy.</p> <p>Plan and implement improvement strategies for underachieving target group.</p> <p>Monitor and evaluate the impact of strategies used on underachieving target group.</p> <p>M&E of subject evaluation.</p> <p>Co ordinator led book scoop, principal observations.</p> <p>Review end of KS outcomes in line with target setting.</p> <p>Teachers to continue to collect samples of children's work in numeracy. Record in e-folder in Public.</p> <p>Staff continue to collate evidence showing teaching and learning of problem solving activities .</p> <p>Attend relevant numeracy INSET.</p>	<p>Staff: Use data produced from new GL tests to target underachievement at individual pupil level.</p> <p>Implement a range of appropriate problem solving activities directly linked to WAU topics</p> <p>Implement Numeracy/Problem Solving /WAU Overview</p> <p>Be involved in self evaluation through completion of the evaluation of numeracy books.</p> <p>Analysis of assessment data and professional judgement to identify pupils underachieving in numeracy.</p> <p>Plan and implement improvement strategies for underachieving target group.</p> <p>Monitor and evaluate the impact of strategies used on underachieving target group.</p> <p>M&E of subject evaluation.</p> <p>Co ordinator led book scoop, principal observations.</p> <p>Review end of KS outcomes in line with target setting.</p> <p>Teachers to continue to collect samples of children's work in numeracy.</p> <p>Staff continue to collate evidence showing teaching and learning of problem solving activities .</p> <p>Attend relevant numeracy INSET.</p>
--	--	---	--

	<p>Review end of KS outcomes in line with target setting.</p> <p>Internal standardisation of pupil's work against numeracy levels of progression.</p> <p>Staff collate evidence showing teaching and learning of numeracy including problem solving activities taught that year.</p> <p>Continue to raise the profile of numeracy as an enjoyable subject and celebrate the numeracy achievements of children.</p> <p>Parents: Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet , involvement in parental meetings.</p> <p>Information passed through parental interviews and end of year reports. Children's success in numeracy shared via the school app, Facebook and Twitter</p> <p>Board of Governors: Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p>Resources: Mymaths site licence</p>	<p>Parents: Opinions sought regarding homework leading to review of Homework Policy.</p> <p>Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet and parental meetings.</p> <p>Information passed through parental interviews and end of year reports. Children's success in numeracy shared via the school app, Facebook and Twitter</p> <p>Board of Governors: Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p>Resources: Mymaths site licence</p>	<p>Parents: Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet and parental meetings.</p> <p>Information passed through parental interviews and end of year reports. Children's success in numeracy shared via the school app, Facebook and Twitter</p> <p>Board of Governors: Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p>Resources: Mymaths site licence</p>
<p style="text-align: center;">Assessment & Data Analysis</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<ul style="list-style-type: none"> • Continue to administer GL tests and further develop how reports and outcomes can be used effectively to inform planning and learning & teaching. • GL outcomes to be understood and used by teachers to assist in identifying and targeting underachievers, reporting to parents and target setting. • Numeracy is the focus for internal standardisation and we will 	<ul style="list-style-type: none"> • Continue to monitor and analyse data using Assessment Manager • Identification of school priorities using data • Year 4 & 7 teachers will take part in CCEA's revised Statutory Assessment arrangements (Industrial Action?). • Consolidation of agreed CCEA assessment arrangements for U.I.C.T., Communication and Using Mathematics (Industrial 	<ul style="list-style-type: none"> • Consolidation of agreed CCEA assessment arrangements for U.I.C.T., Communication and Using Mathematics (Industrial Action?). • Continue to monitor and analyse data using Assessment Manager • Identification of school priorities using data • Teachers from each year group set target levels in Communication, Using

	<p>continue with the work already in progress for ICT;</p> <ul style="list-style-type: none"> • Teachers will have agreed levels of children’s work in numeracy • Evidence of AFL in planning and book scoops will be communicated to teachers – Union Action! • Internal agreement and standardisation of level 1 to 5 in Communication & Using Mathematics– Union Action! • Trial a new assessment format on a diagonal slice of children– Union Action! • Develop understanding of levels of progression in ICT through Internal Standardisation • Take part in CCEA moderation process in Using Mathematics (Union action permitting). • Carry out an evaluation of or our existing assessment practices. • Continue to monitor and analyse data using Assessment Manager with the identification of school priorities • Teachers will embed the practices of assessing communication, using maths and ICT they were previously trained to do in their everyday planning and assessment of children’s work. • See also Lit & Num S.A.P.’s 	<p>Action?).</p> <ul style="list-style-type: none"> • Assessment of ICT (see ICT action plan) • Embed the new assessment format on a diagonal slice of children– Union Action! • Further develop understanding of levels of progression in ICT through Internal Standardisation • ICT: Internal agreement and standardisation (see ICT AP for more detailed targets) • Teachers from each year group set target levels in Communication, Using Mathematics and ICT in the Autumn Term and assign a level to each child in Summer Term. 	<p>Mathematics and ICT in the Autumn Term and assign a level to each child in Summer Term.</p>
<p>Teaching & Learning</p>	<ul style="list-style-type: none"> • Consolidation of the Teaching and Learning Policy, focusing on Assessment for Learning, incorporating the school’s marking & presentation policy • Revision and implementation of the school’s Homework Policy 	<ul style="list-style-type: none"> • Further development of the Teaching and Learning Policy (focusing on Thinking skills and Personal Capabilities) Teachers will incorporate aspects from each of the 5 areas within Thinking Skills and Personal Capabilities into their medium term planning 	

<p>Self-Evaluation: Teacher; Whole School.</p>	<ul style="list-style-type: none"> Action Plan Progress & Evaluation template Subject specific audits (TTI/ISEF)-see Action Plans Book Scoop Self-Evaluations & Co-Ordinator evaluations – Union Action permitting Completion of annual Curriculum Review by subject co-ordinators Completion of Annual Self-Review by all staff 	<ul style="list-style-type: none"> Action Plan Progress & Evaluation template Subject specific audits (ISEF)-see Action Plans Book Scoop Self-Evaluations & Co-Ordinator evaluations– Union Action permitting Completion of annual Curriculum Review by subject co-ordinators Completion of annual Self-Review by all staff 	<ul style="list-style-type: none"> Action Plan Progress & Evaluation template Subject specific audits (ISEF)-see Action Plans Book Scoop Self-Evaluations & Co-Ordinator evaluations– Union Action permitting Completion of annual Curriculum Review by subject co-ordinators Completion of annual Self-Review by all staff
---	---	--	--

EFFECTIVE LEADERSHIP	PHASE 1 2019-2020	PHASE 2 2020-2021	PHASE 3 2021-2022
<p>Strategic Leadership</p>	<ul style="list-style-type: none"> Integration of new Learning Support Classes into the mainstream school Management Review – allocation of x1 Teaching Allowance (Internal Trawl) Review of Co-ordinators' Action Plans for 2018/2019 and School Development Planning for 2019/20 Communication of SDP to all relevant stakeholders Principal's PRSD- Target Setting for improvement Governor Training in identified areas End of Key Stage Target Setting– Union Action permitting Data Analysis and Self-Evaluation Strategies in consultation with staff members Monitoring the development and implementation of Action Plans in 2019/20 Analysis of performance data to inform the above BoG Annual Report 2018-2019 	<ul style="list-style-type: none"> Further integration of new Learning Support Classes into the mainstream school Review of Co-ordinators' Action Plans for 2019/20 and School Development Planning for 2020/21 Communication of SDP to all relevant stakeholders Principal's PRSD- Target Setting for improvement Governor Training in identified areas End of Key stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members Monitoring the development and implementation of Acton Plans for 2020/21 Analysis of performance data to inform the above BoG Annual Report 2019-2020 	<ul style="list-style-type: none"> Review of Co-ordinators' Action Plans for 2020/21 and School Development Planning for 2021/22 Communication of SDP to all relevant stakeholders Principal's PRSD- Target Setting for improvement Governor Training in identified areas End of Key stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members Monitoring the development and implementation of Acton Plans for 2021/22 Analysis of performance data to inform the above BoG Annual Report 2020-2021

<p style="text-align: center;">Professional Development</p>	<ul style="list-style-type: none"> • Prioritising staff development which reflects our SDP and PRSD targets • Begin to look at how we integrate Lit & Num into WAU using a thematic approach • Activ Panel I.N.S.E.T. • Continue to develop Problem Solving in Mathematics • To develop teachers/LSAs understanding/knowledge of I.C.T. • To further <u>build the capacity</u> of all staff to meet a wide range of pupils' AEN needs with emphasis on <u>ASD</u>. To promote inclusive practice by fostering a <u>whole school approach</u> to the integration of children with autism and continue to raise awareness and understanding of the barriers to learning experienced by pupils with autism. (Ref. Competence ladder for core ASD practitioners & AET Schools Autism Standards 2019) • To <u>build the capacity</u> of all staff so they will have strategies for managing pupils with SEBD – M McShane; • P.R.S.D. – Objectives set in line with S.D.P. priorities. 	<ul style="list-style-type: none"> • How we integrate Lit & Num into WAU using a thematic approach – review Topics & sharing of good practice • Further training (ICT Co-Ord – maternity return) for Assessment of Using ICT – explore and use some tasks from the Online Library focusing on a DF that we aren't too comfortable with • Prioritising staff development which reflects our SDP and PRSD targets • Activ Panel I.N.S.E.T. – evaluate need • To develop teachers and LSAs understanding and knowledge of I.C.T. • Continue to develop Problem Solving in Mathematics • Literacy S.EN. C.P.D. – revisit. Implementation of skills and knowledge from SEN CPD course and modifications of policies, practices, testing and interventions in light of research evidence. • First Aid Training- Classroom Assistant Course • First Aid– refresher: Mrs J Bryson, Mrs Bratton & Mrs E Semple 	<ul style="list-style-type: none"> • Consolidate Lit & Num into WAU using a thematic approach – review Topics & sharing of good practice • Prioritizing staff development which reflects our SDP and PRSD targets • Continue to develop Problem Solving in Mathematics • First Aid Training- Classroom Assistant Course
<p style="text-align: center;">Financial Management</p>	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school – continued financial management of above ▪ Review the contracts for Part-Time teachers in KS1 & KS2 ▪ Review Learning Support 	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school –financial management of above ▪ Review the contract for Part-Time teacher ▪ Ref. Flexible Working ▪ Review the need for an additional Assistant Teacher – Development Proposal 	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school –financial management of above ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Review Learning Support ▪ Financial management of After-

	<ul style="list-style-type: none"> ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Minibus upkeep – funding ▪ Purchase/maintenance of new After-Schools building ▪ Letting of premises ▪ Impact of 'cashless' school meals system 	<p>outcome?</p> <ul style="list-style-type: none"> ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Review Learning Support ▪ Financial management of After-Schools Club ▪ Letting of premises ▪ Impact of 'cashless' school meals system 	<ul style="list-style-type: none"> ▪ Schools Club ▪ Impact of 'cashless' school meals system
Accommodation	<ul style="list-style-type: none"> ▪ New Touchscreens - Rooms 7, 9 & 12 ▪ ASD Class/Learning Support ▪ Sensory room – ASC 2 ▪ Storage in Group Room ▪ Sensory Garden refurbishment ▪ Additional Classroom – P1 numbers – Dev Proposal ▪ Outdoor Adventure Trail ▪ Nursery ref. Playgroup Transformation ▪ Use of SMK & Dining centre ▪ M.U.G.A. & Changing Rooms, Play Park – DCC ▪ New playground equipment for FS & P3 ▪ Book Library – KS1 Playground 	<ul style="list-style-type: none"> ▪ Touchscreen renewals – budget? ▪ Nursery ref. Playgroup Transformation ▪ KS1 Play Arks ▪ ASD Class/Learning Support ▪ Playground markings-upgrade ▪ School Trail – development ▪ M.U.G.A. & Changing Rooms, Adventure Playground - DCC 	<ul style="list-style-type: none"> ▪ Touchscreen renewals - budget? ▪ Nursery ref. Playgroup Transformation ▪ ASD Class/Learning Support ▪ Refurbishment of playground markings ▪ School Trail – development ▪ M.U.G.A. & Changing Rooms Adventure Playground - DCC
SCHOOL CONNECTED TO THE LOCAL COMMUNITY	PHASE 1 2019-2020	PHASE 2 2020-2021	PHASE 3 2021-2022
Communication Relationships Projects Links with educational agencies	<ul style="list-style-type: none"> ▪ Communication of SDP to parents via APP/Website ▪ Weekly updating of school app/website and use of text/e-mail messaging service ▪ Social Media Co-Ordinator Facebook page & Twitter account updates ▪ Monthly newsletters issued to parents ▪ Open Evening for future Year 1 Parents 	<ul style="list-style-type: none"> ▪ Communication of SDP to parents ▪ Weekly updating of school website and use of text/e-mail messaging service ▪ Monthly newsletters issued to parents ▪ Open Evening for future Year 1 Parents (Term 1) ▪ Board of Governors' 	<ul style="list-style-type: none"> ▪ Communication of SDP to parents ▪ Weekly updating of school website and use of text/e-mail messaging service ▪ Monthly newsletters issued to parents ▪ Open Evening for future Year 1 Parents (Term 1) ▪ Board of Governors'

<p style="text-align: center;">Communication Relationships Projects Links with educational agencies</p> <p style="text-align: center;">contd.</p>	<p>(Term 1)</p> <ul style="list-style-type: none"> ▪ Board of Governors' Annual Report 2018-2019 (published Term 1 2019) ▪ Scholastic School Book Fair (Term 2) ▪ Invite local businesses to sponsor school website/Facebook page ▪ Christmas Carol Service at Glendermott Church (December 2019 – due to renovations had to cancel) ▪ Charity Fund-raising for Poppy Appeal, Children in Need and Plan International ▪ Participation of P5 n the CASE Programme (January 2020) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2020) ▪ Sports Day (June 2020) ▪ Year 1 teacher will visit Pre-School settings (June 2020) ▪ Development of the nature trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G./Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association – Tea Dances, classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools 	<p>Annual Report 2019-20 (published Term 1 2020)</p> <ul style="list-style-type: none"> ▪ Scholastic School Book Fair (Term 2) ▪ Invite local businesses to sponsor school website ▪ Christmas Carol Service at Glendermott Church (December 2020) ▪ Charity Fund-raising for Poppy Appeal, Children in Need and Plan International ▪ Participation of P5 n the CASE Programme (January 2021) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2021) ▪ Sports Day (June 2021) ▪ Year 1 teacher will visit Pre-School settings (June 2021) ▪ Development of the STEM trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G. Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association – Tea Dances, classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools 	<p>Annual Report 2020-21 (published Term 1 2021)</p> <ul style="list-style-type: none"> ▪ Scholastic School Book Fair (Term 2) ▪ Invite local businesses to sponsor school website ▪ Christmas Carol Service at Glendermott Church (December 2021) ▪ Charity Fund-raising for Poppy Appeal, Children in Need and Plan International ▪ Participation of P5 n the CASE Programme (January 2022) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2022) ▪ Sports Day (June 2022) ▪ Year 1 teacher will visit Pre-School settings (June 2022) ▪ Development of the STEM trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G. Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association– Tea Dances,classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools
--	---	--	--

	<p>"Kadet Klub."</p> <ul style="list-style-type: none">▪ Community Coffee morning – raising funds to purchase a community defibrillator▪ Showstoppers - Term 2	<p>"Kadet Klub."</p> <ul style="list-style-type: none">▪ Community Coffee morning	<p>"Kadet Klub."</p> <ul style="list-style-type: none">▪ Community Coffee morning▪ Showstoppers - Term 2
--	---	---	---