

ENNISKILLEN MODEL PRIMARY SCHOOL DEVELOPMENT PLAN (2024/2025) - TRANSITION 4

'Back on Track' approach

Baseline situation:

SEN PROFILE - 16.6% of mainstream pupils on the SEN register (71 pupils); 100% of Language Centre pupils on the SEN register (19 pupils); 20% of whole school pupils on the SEN register (90 pupils)

FREE SCHOOL MEALS - 24% (whole school) - 105 pupils

NEWCOMERS (English as a second language) - 16% (whole school) - 71 pupils

ENROLMENT - 448 pupils (stable to gentle increase in recent years)

STAFFING - 16 class teachers, 1 f/t support teacher, 1 p/t support teacher, 1 principal; 36 SEN and general assistants (whole school)

LEADERSHIP STRUCTURE - ref. Leadership/Management Structure (website)

BUDGET - ref. Financial Plan

Governors and management are very aware that the school is not on a level playing field when compared to how many other schools are financed at source etc. This creates many difficult scenarios for management and teachers.

**TRANSITION PLAN 2024/2025 (Evaluation/Baseline not reflected in this version) -
divided into 3 sections - PARTS A, B and C**

PART A: LEADERSHIP AND MANAGEMENT

IMPROVEMENT TARGET FOR 2024/2025: TO WIDEN/ENHANCE OUR SYSTEMATIC APPROACHES WHEN DEVELOPING PROCEDURES TO SUPPORT CONTINUOUS IMPROVEMENT REGARDING THE SCHOOL'S VISION, OPERATIONAL CLASSROOM/SCHOOL PRACTICES AND THE MEASURING OF IMPACT. THIS WILL REQUIRE A PARTICULAR FOCUS ON WIDENING MONITORING AND EVALUATING PRACTICES ALONGSIDE THE FURTHER SKILLING OF CO-ORDINATORS/SLT APPROACHES

Specific details available on request - impacts on leadership

PART B TRANSITION PLAN: FOUNDATION STAGE, KEY STAGE ONE and KEY STAGE TWO (SPECIFIC CO-ORDINATOR PRIORITIES TO COMPLEMENT OTHER AREAS - MOSTLY LEADERSHIP AND MANAGEMENT):

Again, specific details available on request - impacts on leadership

PART C: LEARNING AND TEACHING (AND NOW ENCOMPASSING EMOTIONAL HEALTH AND WELL-BEING - listed separately in previous transition plans)

IMPROVEMENT TARGET FOR 2024/2025: TO DEVELOP KEY SAFEGUARDING, LEARNING AND TEACHING AREAS, AS DETAILED IN PART C

Success Criteria: Following reflection on external policy, previous developments, questionnaires/feedback, data, co-ordinator views, previous monitoring and evaluating etc. have operated a staff development strategy that supports the school's drive to ensure an environment where safety, happiness, opportunities, learning and learning enough exist

PART C CONTINUED: CO-ORDINATOR DIRECTION

UPDATE: CEA CURRICULUM REFRESH AND ROLL-OUT - GUIDED INVOLVEMENT IN REVIEW, AS DIRECTED

2024-2025 and beyond. Key Areas to be developed/maintained:

LANGUAGE AND LITERACY

ACTION PLAN

Challenges:

Co-ordinator collaboration - continue to embed roles and assigning active responsibilities

Measuring impact and time required

Areas to develop:

Review elements of our Spelling policy considering recent changes. Plan of action is to:

1. Embed new 'Extended Code' lists at P4 and P5 level.
2. Create activities for new lists and standardise teaching approaches - much time and input required.
3. Engage informally and regularly with P4 and P5 in relation to 1 and 2. Monitor all closely.

<p>Balancing planning and perceptions</p> <p>Parent questionnaires – nothing of any significance highlighted (highly positive). A few minor/isolated comments can be dealt with discretely e.g. homeworks</p> <p>Funding to replace some core textbooks (including homework) – expense and time</p> <p>School policy of not teaching to the test brings challenges with spelling and perception</p>	<p>Information Literacy Skills (including class libraries) – several inset sessions planned as part of January and April SDDs (and revisited as required). Policy reworked but need to share/engage staff further. Harness the skills of the librarian in developing the softer approaches to highlight the benefits of reading/Literacy throughout the school.</p> <p>Involvement in the Pushkin Project (initially P6) – enhancing writing and creativity (linking to the WAU). Starts November 2024.</p> <p>Sounds Write training for one P4 teacher (term 1) – some time made available. Feedback/reflection of Sounds Write training with P1 to P4 staff – SDD (April).</p> <p>SEN (Literacy) help for P5 pupils increased – various approaches to operate – personnel, resourcing, approaches etc. (all year). Collaborative team effort to address specific (and large body) of needs in this year group.</p> <p>Pupil focus groups to operate (aim for termly) and approaches tweaked considering previous trial. Tally with L&L medium term planning for Writing opportunities and develop feedback approaches. Time set aside to collate and feedback. Use as a benchmark audit to revisit inset work on development of Writing from several years ago – engage both co-ordinators in this process.</p> <p>Co-ordination of Literacy to further develop strategically and consistently – further reflection of focus/impact required e.g. Literacy Team meetings/set time to meet re. Literacy timetabled once per term (in addition to informal contacts) and to include LSC (support teacher) engagements/input and monitoring and evaluating strategies</p> <p>Log of Literacy activities/interventions involving staff, pupils and parents updated monthly. Includes photographs and work sampling. Aided by Google Classroom postings.</p>
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Areas to maintain:

The Language and Literacy long term policy/guidance updated – **Sept. 2024**

Embed/keep active Poetry and focus from last year (e.g. Poetry in Motion) – repeat some approaches

Literacy Working Wall guidance to be revisited – walk-a-rounds factored into **SDDs (several)**

Weekly/medium-term Literacy planning for P1 and up reinforced/revisited – co-ordinators continuing to provide advice/guidance/monitor. All planning uploaded.

Infant Language Link and MIST follow through programmes in operation (as an extension to various SEN support groups for P3 and up) – ongoing

Further monitoring of pupils in need of additional Literacy support in liaison with the LSC (support teacher) e.g.

Alongside the Assessment co-ordinator track class performances based on generated data (but not exclusively data). Engage staff in group/pupil analysis of data/tracking patterns.

Revisit DE requirement to reinstate end of key stage levels for Reading

PTE and CAT4 assessments (P3 and up) – parental guidance to develop (**May and June 2025**). To include third CEA Adaptive Assessment pilot in P7 (**term 1**)

Literacy continuing to be central to the transition programmes (pre-school and post primary) and parent training, helping to promote the importance of Literacy in the home e.g.

Phonological Awareness evening session for P1 parents (in collaboration with the Language Centre SALT) – **October 2024**

Paired Reading approaches reviewed annually – P3 and P4 – keep focus on enjoyment of reading (**term 2**)

Partnerships to be strengthened/enhanced - Enniskillen Town Library (Book Exchange etc.), Waterstones Book Shop, Community Arts etc. Potential schools' partnership link to look at the role of the co-ordinator.

Other Key Dates: Acknowledging key events in the Literacy calendar e.g.

Resource/Inset/Support Needs: Homework resources in use - review/renew; Time to engage co-ordinator/s

Monitoring and Evaluating/Impact:

<p>MATHEMATICS AND NUMERACY</p> <p>ACTION PLAN</p> <p>Challenges:</p> <p>Co-ordinator collaboration - continue to embed roles and assigning active responsibilities</p> <p>Measuring impact and time required</p> <p>Balancing planning and perceptions</p> <p>Parent questionnaires - nothing of any significance highlighted (highly positive)</p>	<p>Areas to develop:</p> <p>SDD focus - Mental Mathematics. Use EA 'Developing Number & Mental Calculation' inset to deliver several sessions as part of January and April SDDs. Staff familiarisation sessions. Plan of action is:</p> <ol style="list-style-type: none"> 1. All staff to follow a revised framework for the delivery of Mental Mathematics (strands) throughout the year. Revisit refinements. This framework is reflective of the response to the staff audit conducted last year. 2. Use SDD time to engage all staff in EA TPL 'Developing Number and Mental Calculation' - reflective exercise. 3. Refresh existing longer-term guidance in Mental Mathematics to evolve (user friendly). <p>Further engagement with upcoming TPL Mathematics and Numeracy sessions (delivered periodically) - Numeracy team (including co-ordinator focus) - set dates as determined by the EA</p> <p>Mental Mathematics to remain as a focus for peer observations (weekly) - terms 1 and 2</p> <p>SEN (Numeracy) help for P5 pupils increased - various approaches to operate - personnel, resourcing etc. (all year)</p> <p>Pupil focus groups to operate (aim for termly) and approaches tweaked considering previous trial. Tally with M&N medium term planning for Mental Mathematics opportunities and develop feedback approaches. Time set aside to collate and feedback. Use as a benchmark to see how pupils are engaging with the Mental Mathematics framework - potentially involve several co-ordinators in this process?</p> <p>Weekly/medium-term Numeracy planning for P1 and up reinforced - co-ordinators continuing to provide advice/guidance/monitor. Change to weekly planning grid for FS staff to continue all year.</p> <p>Co-ordination of Numeracy to further develop strategically and consistently - further reflection of focus/impact required e.g. Numeracy Team meetings/set time to meet re. Numeracy timetabled once per term (in addition to informal contacts) and to include LSC (support teacher) engagements/input and monitoring and evaluating strategies</p>
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	Log of Numeracy activities/interventions involving staff, pupils and parents updated monthly. Includes photographs and work sampling. Aided by Google Classroom postings.
<p>Areas to maintain:</p> <p>The Mathematics and Numeracy policy/guidance - refresh (September 2024) Working Wall guidance to be revisited - walk-a-rounds factored into SDDs (several) Alongside the Assessment co-ordinator track class performances based on generated data (but not exclusively data). Engage staff in group/pupil analysis of data/tracking patterns. Revisit DE requirement to reinstate end of key stage levels for Number. PTM and CAT4 assessments (P3 and up) - parental guidance to develop (May and June 2025). To include third CEA Adaptive Assessment pilot in P7 (term 1). Continue to deliver the Paired Mathematics programmes in P2 and P5 - term 2. Whole school themed events e.g. Maths Week Ireland (homework), NSPCC Number Day - include Maths/Orienteering Trails, Young Enterprise (P3-P7), Business Beginnings (P7 financial capability) Numeracy to remain very much to the fore as part of pre-school and post primary school transition, parent training, maths play mornings etc. Partnerships to be revisited this year e.g. ERGS transition programme, Young Enterprise. Schools' partnership link to look at the role of the co-ordinator.</p>	
<p>Other Key Dates: Acknowledging key events in the Numeracy calendar e.g.</p>	
<p>Resource/Inset/Support Needs: Time to engage co-ordinator/s; EA TPL resources re. Mental Mathematics</p>	
<p>Monitoring and Evaluating/Impact:</p>	
<p>SPECIAL NEEDS</p> <p>ACTION PLAN</p> <p>Challenges:</p> <p>Parent questionnaires - nothing of any significance highlighted (highly positive).</p> <p>Ever changing policy and systems</p> <p>Lack of financial support</p> <p>Supply v Demand. More SEN and needs to the fore</p>	<p>Areas to develop:</p> <p>Stage 3 files and refining (differentiation) - weekly engagement with (selected) SEN assistants. Ensure teachers' planning structure is in place and made available to assistants</p> <p>Organise several sessions of online training for assistants - EA portal (SDDs January/February/April)</p> <p>Annual Reviews for Stage 3 pupils (x25) - revert to digital recording with immediate effect</p> <p>SEN (Literacy and Numeracy) help for P5 pupils increased - various approaches to operate - personnel, resourcing etc. (all year). Weekly planning with various staff involved and establishment of a designated base</p> <p>Manage the Sims to Bromcom transition (as directed) - record keeping</p>

<p>Less face-to-face support for pupils v upskilling staff - impact and practicalities of e.g. time to use (properly) excessive guidance</p> <p>Excessive paperwork to access any help and ultimate use of?</p> <p>Impact on learning</p>	<p>Manage the REACH (pastoral pupil support) programme and its roll-out in numerous classes (January on) - engage PDMU and SG&CP co-ordinators in overview</p>
<p>Areas to maintain:</p> <p>Cross reference again to EA guidance - notably from that issued in September 2021 - 'Preparation and Readiness for SEND Implementation' - LSC (support teacher) to refer to regularly. Embed statutory structures now in place post SEND training. Further EA training/guidance to be availed of and acted upon e.g. ways forward with PLPs (non-statutory). New layout for SEN audit embedded and updated periodically</p> <p>Tap into EA Children and Young People's resource bank/portal and share with teaching and non-teaching staff (tailored/targeted). Guide training/resource opportunities.</p> <p>Organising regular face-to-face contact between the LSC support teacher, teacher and assistant - balanced and consistent structure to evolve</p> <p>Intervention programmes: Read Write - further roll-out with P6/P7 pupils; Dynamo Maths & Nessy (possibly) - targeted pupils; Support ILL, MIST and Motor Skills (including follow-ups)</p> <p>In liaison with the Assessment co-ordinator, timetable a testing structure for the incoming year</p> <p>Support (new) standardised approaches to informal testing of key Literacy skills in FS & KS1. Act on/probe what has been recorded and share with Literacy co-ordinators.</p> <p>Periodic observations in class to observe SEN pupils in situ - coincides with peer observation opportunities for staff</p> <p>Support one teacher's route through the Sounds Write training (term 1) and contribute to review of practices in this area</p> <p>Continue to monitor generated data/analysis sheets - cross matching with children being catered for already and probing about others who are not meeting expectation</p>	
<p>I.C.T.</p> <p>ACTION PLAN</p> <p>Challenges:</p> <p>Actual use of hardware/software at times and bombarding of initiatives</p>	<p>Areas to develop:</p> <p>Regular guidance to be given to staff about aspects of ICT to develop during each cycle (based on long term planning guides) - build on consistency, reinforcement of and checking through the planning process</p> <p>Pupil focus groups to operate (aim for termly). Tally with ICT medium term planning and develop feedback approaches. Time set aside to collate and feedback. Tally with focus for the period in question</p> <p>Planning template reintroduced for all staff to use, Collected and monitored for evidence of implementation alongside evidence from what is produced/used</p>

<p>Engagement with surface pros</p> <p>Phones and acceptable use of</p> <p>Co-ordinator collaboration/time</p>	<p>Monthly check on use of hardware/software - suite, resource areas and i-pads. Feedback required</p> <p>Facilitate staff observation sessions to widen use of surface pros - Inset session/s and revisited during subsequent SDDs starting in January.</p> <p>Include elements for non-teaching staff (April SDD)</p> <p>Manage Sims to Bromcom transition</p>
<p>SHARED EDUCATION</p> <p>Separate Action Plan in place to secure funding</p> <p>Challenges:</p> <p>Despite more recent funding restrictions, links were maintained - albeit less</p>	<p>Areas to develop:</p> <p>Promote P3, P4 and P5 (and councillors) engagement with the process. All linked to several curricular areas (term 1 on). All enhanced by sharing of pupil voice - school councillors</p> <p>Maintain community profile (including First Holy Communion, Confirmation, Ceili, Gaelic, Cultural event etc.) - fostering diversity</p> <p>New partnership schools' cluster to embed with a focus on developing middle leadership - all year</p>
<p>SAFEGUARDING & CHILD PROTECTION</p> <p>Challenges:</p> <p>Volume - requiring time and liaisons (communication)</p> <p>Ever evolving paperwork and frustrations with social worker contacts (erratic). More paperwork does not make better</p> <p>Roles within the SG&CP team - clarity around/strategy</p> <p>Refining record keeping and engagement with - ensuring fluid communication</p>	<p>Areas to develop:</p> <p>DT Refresher Training (October 2024) - use as a checklist to audit current practice with an emphasis on timebound follow-ups (as agreed at regular six-weekly SG&CP briefings) - minutes maintained</p> <p>Governance - upskilling new personnel/refresh continuing members on necessary SG&CP policy, training, procedures and practice - Term 2 on (SG&CP on agenda for all meetings)</p> <p>Increase strategic approaches to recording, liaising, reporting following six-weekly SG&CP meetings. Delegate roles - avoiding overlap, dealing with increased volume of caseloads etc. Engage second DDT (new) more in roll-out of practices</p> <p>Refine new (useful) record keeping system and manageability of electronic storage</p> <p>Take cognisance of latest DE/EA guidance (including the CPSS Induction pack) and cross tally to current policy/practice (within reason and considering manageability of). For example, establishment of a working group to complete Anti-Bullying checklist (following a review of policy in recent years) and align other areas such as Health and Safety (including Risk Assessment), Code of Conducts etc.</p> <p>SDD (January) - All staff to engage in the EA Anti-Bullying training (ABSIT Level 1). Use as an audit for our practice. Session to include guidance for staff about their responsibility to revisit statutory EA SG&CP refresher updates - link provided/records maintained</p>

<p>Parent questionnaires - nothing of any significance highlighted (highly positive). A few minor/isolated comments can be dealt with discretely</p>	<p>Embed proactive approaches implemented to the school's Attendance policy - non-attendance, irregular attendance and coding</p> <p>Sign in system at the office to be used more consistently by wider users (beyond staff). Refine protocol around - good practice guide</p> <p>Contribute to the RAISE Community initiative and (hopefully) use the concept (as dictated) to cement our already well embedded practices to ensure DE's vision of happiness, learning and succeeding is rolling out practically/in line with the school's ethos</p> <p>Apply for the DE Derrytrasna Award (previously received)</p>
<p>THE ARTS</p> <p>Challenges:</p> <p>Consistency with using the longer-term guides to ensure progression/correct focus</p> <p>Squeeze on the curriculum - Music impacted?</p> <p>Widening the after-school activities programme to include Arts' related elements - as highlighted in some parent and pupil questionnaires</p>	<p>Areas to develop:</p> <p>Monitor actual delivery of music throughout the school - cross reference to timetable/schemes/guidance in place. Inset planned for SDD in April - refresh what is available. P1 to P7 guidance now in place - use of to be monitored</p> <p>EA Musical Pathways support - primarily to enhance P4 and P7 programmes of work</p> <p>Use medium-term planning to match practice re. Art overview now established - compile a catalogue of evidence</p> <p>Maintain strong community profile</p> <p>Foreign Language opportunities promoted across the school - Mandarin, French and Spanish</p> <p>Spanish student being hosted this year (British Council) - support programme to be established throughout the school</p> <p>Revisit elements of the after-school activities programme - widen scope e.g. Drama, Spanish?</p> <p>Defer Drama and its review</p>
<p>P.E. AND GAMES</p> <p>Challenges:</p> <p>Timetabling and squeeze on the curriculum</p> <p>Empowering teachers - reliance on others' expertise?</p>	<p>Areas to develop:</p> <p>Maintain strong community profile</p> <p>Widen/reconfigure approaches to the after-school activity programme</p> <p>Track (regularly) all non-coach delivered P.E. lessons with more of an emphasis on actual medium-term planning in place by individual teachers - split co-ordinator roles. Following of longer-term guides to the fore.</p> <p>Build on wider team co-ordinator role and responsibilities</p>

<p>Parent and pupil questionnaires - some reference to widening after school activities and being less rigid with their implementation</p>	
<p>WORLD AROUND US</p> <p>Challenges:</p> <p>Using STEM material and outdoor resources, facilities and environment. Planning for</p> <p>Squeeze on the curriculum - WAU impact? Science?</p>	<p>Areas to develop:</p> <p>Maintain strong community profile</p> <p>Further outdoor links and promotion of - ensuring at least one outdoor focus per term and use of 'Leaning Without Walls' website/resourcing. Track as part of medium-term planning process</p> <p>Involvement in the Pushkin Project (initially P6) - share messages via meetings periodically (initially in January SDD)</p>
<p>PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING</p> <p>Challenges:</p> <p>Managing volume of initiatives in this area - more does more make better</p> <p>School secure in current approaches and decision taken not to launch into EA 'Being Well, Doing Well' programme. Focus on the ground more to the fore</p>	<p>Areas to develop:</p> <p>Build on well-embedded positive ethos - impacts on all other areas</p> <p>Phase Paths into P1 and P2 - January on. Monitor delivery of Paths throughout the school, ensuring consistent engagement with (each planning cycle)</p> <p>Healthy break and lunches - more prescriptive policy and seek consistency in approaches amongst staff. Revisit periodically/audit</p> <p>Health and Fitness week (May/June) - involve school councillors in its delivery</p> <p>Maintain community profile - to include Intergenerational links (young and old) e.g. Enniskillen Nursery School and County Care Home</p> <p>Enhancement of well-being opportunities for staff - explore with FS, KS1 and KS2 co-ordinators</p> <p>Facilitate the REACH programme with KS2 pupils - January on</p>
<p>PLAY</p> <p>Parent surveys available - play mornings</p>	<p>Areas to develop:</p> <p>Pupil focus groups to operate (aim for termly). Tally with medium-term planning and develop feedback approaches. Time set aside to collate and feedback.</p>

<p>Challenges:</p> <p>Ensuring regular and consistent buy in to developing play (mostly outdoors). Some teachers' perceptions and beliefs but pocketed</p> <p>Are all fully aware of policy and practice? For example, aspects of play such as sand and water</p>	<p>Revisit new planning approach to aid the tracking of e.g. outdoor play practices. Further reference to CEA guidance material and play continuum</p> <p>Organise several opportunities for FS parents to engage in play alongside their children (indoors and outdoors) - termly</p> <p>Play to remain as a core focus for peer observations and the celebration of pupil engagement and learning through Google Classroom (evidence source)</p> <p>Inset sessions to feature for teachers and classroom assistants e.g. EA TPL webinars (various dates throughout the year)</p>
<p>RELIGIOUS EDUCATION</p> <p>Challenges:</p> <p>Secular climate in general</p>	<p>Areas to develop:</p> <p>Monitor developments from last year e.g. keep topic overview updated (evolving)</p> <p>Maintain strong community profile</p>
<p>ASSESSMENT/PLANNING</p> <p>Challenges:</p> <p>Cost</p> <p>Use made of testing/accuracy of</p> <p>Reinstatement of end of key stage assessments</p>	<p>Areas to develop:</p> <p>Monitor the Marking & Feedback policy/implementation - regular scoops and work exchange to feature - as timetabled (operating at different levels and involving different staff). Includes year group planning and work sharing time</p> <p>Further streamlining of approaches to baseline and summative assessments as well as managing DE direction to reinstate end of key stage levelling and school's choice to conduct CEA Adaptive Assessments</p> <p>Manage the required changeover from C2K Sims to Bromcom (as directed)</p> <p>Build on widening co-ordinator role and responsibilities</p> <p>Monitor planning - reinstate a system at the end of each planning cycle to enable further reflection on what is the intended delivery (planning cycles) - time made available for reflection.</p>

<p>NEWCOMER</p> <p>Challenges:</p>	<p>Areas to develop:</p> <p>Maintain current well embedded practices - time allowed for staff reflection</p>
<p>LANGUAGE CENTRE</p> <p>Exit and Entry questionnaires maintained - positive impact noted</p> <p>Challenges:</p> <p>EA policy ever evolving - wasting resources and adding to inconsistencies</p>	<p>Areas to develop:</p> <p>Regular opportunities provided for close and meaningful collaboration with mainstream staff to enhance sharing of/learning from the practice of others - peer observation, planning, inset, play, parent curricular events etc.</p> <p>Build on collaborative (shared) LC internal practices to address the day-to-day running of the Centre and in keeping with guidance from EA clusters/inset opportunities</p> <p>Review several legacy (dated) LC specific policies for current relevance and accuracy - notably those separate to mainstream documentation in place</p> <p>Use the ETi 'Specialist Provision in Mainstream Schools' (SPiMS) document (Nov. 2024) as an audit tool. What needs to evolve?</p> <p>Explore more child friendly induction approaches, enhance reverse integration (e.g. P1 and Play, P4 afternoons) and use older pupils as 'buddies' on occasions, for example</p>
<p>As part of the school's engagement in Magenta (Active Learning) and subsequent partnership links an EA driven Action Plan (now lapsed).</p> <p>Vision/Areas to address or maintain: Keep active learning profiled on planning; celebrate good practice with others. Displays to the fore - promote.</p> <p>NOTABLE AREAS FOR DEVELOPMENT ARISING FROM LAST SURVEYS/QUESTIONNAIRES - TICKS AND COMMENTS NOTED (SEPTEMBER/OCTOBER 2024) - feedback analysed and retained separately:</p> <p>1. PARENTS (87 responses noted - pie chart summaries). Overwhelmingly positive. Synopsis of comments to consider:</p> <ul style="list-style-type: none"> - Cashless payment system would be good - More after school activities to suit girls and less restricted to certain year groups - More life skill foci with after school activities e.g. cooking, gardening etc. - More opportunities to take part in choirs, bands, drama etc. - Change the days of activities per term - More emphasis on getting children to try new foods - The teaching of Irish - More science needed - Even more comments/updates on Google classroom 	

- More one-to-one support welcome - 'Moving Up' guidance needed e.g. more specifics in June about what the next year will entail and expectations - Homework set in advance e.g. on a Friday (takes the pressure off during the week) - Same approaches to homework setting needed across classes - Some dated homework resources in use - Positivity of assistants welcomed - Better school trips for younger classes - Parents sitting in cars should be supervising own children in the car park - Better system required about how to elect councillors - More cross community shared education activities would be welcome - Air conditioning needed!

2. PUPILS - 63 responses noted (done in school) - pie chart summaries. A smaller fraction made comments - synopsis of comments to consider:

- More gymnastics, Dance and Drama after school - No homework or less homework - Longer playtimes - More outdoor equipment

3. STAFF - 29 responses noted - pie chart summaries. A smaller fraction made comments - synopsis of comments to consider:

- More fundraising for things like i-pads - Difficulties of competing with Literacy v home pressures (using screens too often etc.)
- Beneficial to refresh a few areas of the curriculum

A. NOTABLE AREAS FOR DEVELOPMENT ARISING FROM LAST DATA ANALYSIS (SEPTEMBER 2024):

Literacy: Areas that fall short of the N. Ireland average highlighted in red as well as collective overviews for this school - analysed by co-ordinators and used for group analysis and reflection. **Common theme emerging with Spelling.**

Numeracy: Areas that fall short of the N. Ireland highlighted in red as well as collective overviews for this school - analysed by co-ordinators and used for group analysis and reflection. **No common theme emerging.**

SLT and Co-ordinators - September/October/November 2024; Staff - October/November 2024;

Review at the end of the 2024/2025 school year/beginning of 2025/2026 school year. The latter is the DE recommended start date for a three-year development plan cycle to commence