

**ST BRIGID’S PRIMARY, NURSERY SCHOOL**

**AND SPECIAL UNITS**

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**School Development Plan**

**2022-2025**

**Year 1: 2022-2023**

***“Be the best that you can be”***

**Mission Statement**

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**SECTION 1**

**EVALUATION OF SCHOOL ETHOS, OUTLINE OF CURRENT STRATEGIES AND AN ASSESSMENT OF THE CURRENT POSITION**

**INTRODUCTION**

St Brigid’s Primary, Nursery School and Special Units has been involved in the School Development Planning process since September 1998. This is the eighth cycle of the three-year school development planning process engaged in by St Brigid’s governors, staff, parents and pupils. The present school development priorities which are incorporated in this School Development Plan take account of:

1. The Education School Development Plans Regulations and Guidelines 2010/22 (Regulation 4), effective from 24.01.11.
2. Effective Practice and Self-evaluation Questions for Primary, ETI January 2017
3. Every School a Good School – School Development Planning 2010.
4. The statutory requirements of the Northern Ireland Curriculum and the SEND Order 2016.
5. Child Protection and Safeguarding Circular 2017/04, Safeguarding and Child Protection – A Guide for Schools.
6. Addressing Bullying in Schools Act (Northern Ireland) 2016.
7. Self-Assessment Audit Tool for Schools Circular 2018/07 to promote and maintain the emotional health and wellbeing of children and young people.
8. The DENI Inspection Reports of May 2011 and the Sustaining Improving Inspection of June 2014.
9. The Chief Inspector’s Report 2018.
10. CCMS Guidance.
11. EA – Education Authority Guidance.
12. The Northern Ireland Commissioner for Children and Young People Guidance.
13. The context of the school.
14. The impact of Covid 19, the lockdowns, restrictions and ongoing challenges of the pandemic.

The final draft of our School Development Plan is outlined in detail within this document. The Board of Governors, staff and all stakeholders have been involved in the process as appropriate and it has been agreed and approved by the Board of Governors.

It is divided into 4 sections.

1. Evaluation of School Ethos, Outline of Current Strategies and an Assessment of the Current Position.
2. Strategic Goals and Targets 2022-2025.
3. Current Action Plans for Strategic Goals 2022-2023.
4. Operational and Middle Management Development Plans 2022-2023

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**ST BRIGID’S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS**

**MISSION STATEMENT**

***Be the best***

 ***that you can be.***

 *Reviewed June 2022*

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 **ST BRIGID’S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS**

# VISION

***At St Brigid’s Catholic Primary, Nursery School and Special Units***

***every child is nurtured and enjoys a high quality education.***

 ***We encourage our pupils to become the best that they can be.*** *Reviewed June 2022*

**ST BRIGID’S PRIMARY, NURSERY SCHOOL AND SPECIAL UNITS**

**CORE VALUES**

***Inclusive, child-centred education.***

***Embracing change to achieve excellence.***

***Promote strong links with parents and the wider community.***

 *Reviewed June 2022*

**SCHOOL ETHOS**

St Brigid’s Primary School is a Catholic Maintained School where everyone is a valued member of the school community. We develop Catholic Education and ethos rooted in gospel values in partnership with parish clergy, parents/carers, pupils, local community and CCMS, this includes preparation for the Sacraments of Reconciliation, First Communion and Confirmation.

We aim to deliver child centred education and a love for learning where all pupils are encouraged to develop to their full potential in a safe, caring, supportive, stimulating and nurturing environment.

All staff endeavour to provide an ethos in which fairness, forgiveness and compassion and evident.

The core values of equality and inclusion are at the heart of the school life at St Brigid’s. We are a Nurturing school with a strong focus on emotional well-being and mental health. Our nurturing philosophy, principles and practices underpin all that we do within the school community. We encourage pupils to take responsibility for their learning and develop resilience skills as they strive to be the best that they can be. This is achieved through strong school, home, parish and community partnerships.

**EVALUATION OF OUR SCHOOL ETHOS:**

There is good evidence that our Catholic ethos pervades school life on a daily basis:

* Supporting the parish through participation of pupils in sacramental and seasonal liturgical events.
* High standards achieved by the children as evidenced in a variety of ways including work books, displays, observations, evaluations and the encouragement of the highest standards of behaviour.
* Eti Inspections May 2011/Sustaining Improvement 2014.
* Feedback from E.A. visiting staff and other outside agencies.
* Formal and informal feedback from pupils, parents/carers and staff regarding their experiences at St Brigid’s Primary Nursery School.
* 220 Parents/Carers surveys were distributed; 50 were returned. Feedback was positive. Those who responded expressed high levels of satisfaction with the educational and pastoral provision provided by our school. Any areas of concern identified will be included in the new School Development Plan.
* Ongoing feedback from parents, through the Seesaw App, emails and telephone discussions is acted upon to support pupils’ curricular and pastoral needs.
* 48 staff surveys were distributed; 35 returned. The responses were very positive regarding leadership, management and the engagement of staff in school life.
* Pupils class surveys were very positive.

**IMPLICATIONS FOR LEARNING AND DEVELOPMENT OF ETHOS:**

* Continue developing a high quality learning environment that meets the needs of all pupils and staff.
* Closing the gaps in learning caused by lockdowns, on online learning and current self-isolation issues.
* To encourage all staff to use the Sensory Room and Sensory Path to support emotional and mental health of children.
* To consistently use the Mind Up Programme to support wellbeing as evidenced through high levels of pupil engagement and positive feedback from parents/carers.
* To continue to engage with outside agencies to enhance the quality of services provided through a stronger multi-agency approach.
* The participation in IIP Gold standard 2014 has promoted the highest quality of staff development. We continue to use this model to support Staff Development and new initiatives.
* We strive to promote full attendance to ensure each child reaches their full potential. This has been impacted by current challenges.
* The involvement and engagement of a supportive Governing body who help to provide the strategic vision ensure links with the wider community.
* We engage in positive, proactive engagement with parents by recognising and respecting their role.

**SCHOOL CONTEXT**

St Brigid’s Primary and Nursery School is situated in the Carnhill Estate which is part of the Outer North Electoral Ward. This Ward like others within the city has high levels of unemployment, thus impacting on opportunities for the community which the School serves.

The School has been opened since September 1974. We continuously strive to develop close links with parents, grandparents and the wider community. The School is managed by a dedicated Board of Governors.

In addition to the two form entry from Year 1 to Year 7, the school has a full-time Nursery Class, Nurture Centre and hosts two Special Units for Foundation, KS1 and KS2 pupils with Autism and additional learning needs.

The School works in close partnership with the Extended Schools’ Cluster which includes all schools (primary and post primary) from within the Greater Shantallow Partnership Area. The focus of this work is to enhance and extend community links with an emphasis on healthy lifestyles and involvement with community groups. This has been restricted by Covid and lockdowns.

**CHALLENGES FOR THE SCHOOL**

* The demands of managing the ongoing pandemic and its impact on children, staff and community.
* The challenges of implementing a Personal Protection Plan for the school community to ensure safety with limited levels of Air Filtering systems or other resources available to schools.
* The challenge of promoting the emotional and mental well-being of all pupils and staff.
* The challenges of delivery classroom based learning owing to levels of staff absence and no available cover.
* Delivery of the Recovery Curriculum post lockdown of summer term 2020 and spring term 2021.
* The demands of upskilling staff and managing online learning for pupils and parents during lockdown and post lockdown for self-isolation purposes.
* Engaging, upskilling and providing technology for some parents in supporting their children’s online learning.
* The social and economic challenges faced by the local community.
* Raising and maintaining standards in Communication, Using Mathematics and UICT across the whole school in this post lockdown restriction era.
* The impact of demographic trends in the local area on pupil intake.
* Continue to improve GL Assessment Outcomes post pandemic.
* The challenge of promoting good attendance which is a prerequisite to successful learning.
* Increase End of Key Stage Assessment outcomes after a two year gap in CCEA moderation.
* Continuing to provide specialised staff development in aspects of the curriculum where EA support is not available.
* To continue to offer a high quality education in a climate of reduced budgets.
* Working with external agencies, accessing formal assessments for special needs children and providing one-to-one specialist support with limited EA input. This takes place in the absence of a functioning Executive.
* Reduction in and uncertainty of the continuation of Extended School’s Funding to support extra-curricular activities and community initiatives.
* Engaging parents/carers proactively in school life.
* Maintaining the building and site, in the absence of funding for landlord responsibilities.
* The demands of managing and responding to social media and online safety challenges.
* Providing speech therapy support to increase the language experiences of early years children to close the learning gap with their peers.
* Implementation of the new SEN arrangements over the lifespan of this plan.
* Implementation of the anti-bullying legislation with the necessary resources over the life span of this plan.

**OPPORTUNITIES FOR THE SCHOOL**

We see our challenges as providing us with the following opportunities:

* The effective use of the SeeSaw app to manage online learning when required and daily communication with parents, if required, on homework and other issues.
* Providing an effective training programme for the Assistants Team to support online learning for pupils.
* The effective use of assessment and online GL data to track pupils’ progress to inform planning, teaching, learning, assessment and target setting.
* Continue to baseline Nursery and Year One intake using GL Wellcomm. Provide necessary Speech and Language interventions to ensure pupils reach their potential.
* Continue to expand and deliver a broad based Pastoral Care curriculum to support the emotional, mental and social well-being of staff and pupils.
* Continue to use motivational strategies to raise standards within Literacy and Numeracy SEN including Accelerated Reading and Mathletics, to enhance the focus on play based learning and outdoor play to promote a broad range of experiences for pupils in their local area.
* Build on existing partnerships with parents/carers to support the school ethos and raise standards across all aspects of school life, including attendance, punctuality, homework. Reactivate the Parents’ and Friends’ Association to support events.
* Continue the PRSD process for teaching staff and a review programme for support staff to provide opportunities for professional development for all.
* Continue to familiarise and up-skill teachers and pupils with the new technologies associated with the UICT Curriculum.
* Provide opportunities for pupils to engage with local businesses and services to enhance their learning experiences and improve life skills and future opportunities including Young Entrepreneur Programme.
* Continue to develop further transition links with other primary/post primary schools and higher education.
* On-going development of school grounds through providing enhanced outdoor play/learning areas.
* Continue to explore involvement in Shared Education Programme through post primary and community links.
* Opportunity to upskill teachers across both the curriculum and pastoral care in line with SDP Priorities.

**CONSULTATION ARRANGEMENTS**

Our School Development Plan for 2022-2025 has been the result of wide-ranging consultations, including:

* Discussions with our classes and the School Council. This has supported our observations that pupils are well-settled and happy in school. The children have made useful suggestions over the past years regarding ways in which our School could be even better. A number of new ideas will be implemented during the cycle of this plan also.
* Parents/carers can make appointments to speak to their child’s class teacher on important issues.
* All pupils were asked to respond to a questionnaire on their experiences in school.
* Parents/carers were asked to respond to a questionnaire on the work of the School.
* All staff were invited to respond to a questionnaire on the work of the School and their roles within it.
* SLT and governors analysed a range of performance data, feedback from stakeholders, formal and informal observations in identifying areas for development.

Stake holders’ surveys have been concluded and suggestions from staff, pupils and parents/carers have influenced the identification of development priorities integrated within this plan for 2022-2025. A summary of these are outlined below.

* Feedback from parents/carers through the survey sent home to all parents in March 2022. A large majority of the parents/carers expressed a high level of satisfaction with the educational and pastoral provision provided by our School.
* A few parents/carers drew attention to the following issue: more information on their child’s progress.
* Additional comments were very positive and praiseworthy of the school staff.
* Discussions with Class Councils and School Council took place in December 2021 and March 2022 to ensure their views and suggestions for improvement and development are included. The suggestions were focused on practical improvements to playground and lunch time games and resources.
* The responses to the staff survey were overwhelmingly positive regarding leadership and management and engagement of staff in school life. There were a few concerns regarding communication.
* The Board of Governors monitor and review progress against SDP each term.

During the **Covid** lockdowns, PHA restrictions, phased return to full-time school life we have engaged with families in the following ways:

* At class teacher level we have engaged with parents through the Seesaw App and Google Classroom on a daily basis and, where appropriate, individual phone calls.
* At Nurture Teacher level, daily contact through Seesaw and telephone calls to support individual families.
* At Coordinator level, the SENCO engaged with a range of families to ensure adequate provision and Statementing process was progressed when needed.
* The Principal was in regular contact with all parents requiring support through email and telephone calls on a daily basis. Parents were invited to communicate through her C2k email address.

**IDENTIFICATION OF AREAS FOR DEVELOPMENT**

The Strategic goals and targets outline the whole school priorities over the three years of the plan.

The school’s key priorities for the first year of the plan are outlined in the “Action Plans”. These detail the planned outcomes, including the standard that we are trying to raise, the actions that we will take to raise them, the financial and other resources that will be used to implement these outcomes. The arrangements that the Board of Governors have made to monitor, review and evaluate the progress towards these priority areas.

**EVALUATION OF THE LEARNING, TEACHING AND ASSESSMENT CYCLE**

The available evidence, both quantitative and qualitative, provides a baseline for continuous development of our children and ensures that they are provided with quality learning and teaching experiences leading to a consistently high level of pupil achievement. In addition, the Board of Governors and staff have identified priorities for further development. These are set out in the three-year Strategic Goals and Targets. The following is a summary of our evaluation of the evidence.

* The quality of teaching and learning is very good as identified in ETI inspection 2011 and confirmed in the 2014 Sustaining Improvement Inspection.
* The PTE and PTM data for the two years, 2017-2018 and 2018- 2019, shows that our children are achieving improved standards in both literacy and numeracy. 65% of classes reached the national average, or above, and 75% of pupils’ achievements were in line with, or above, the discrepancy band in the 2018/2019 school year. There is no external CEA data available for 2019-20 or 2020-21 owing to the pandemic.
* Internal school targets set for the children’s achievements in the end of key stage assessments are consistently met and are moderated using CEA tasks.
* ICT was externally moderated by CEA from 2008 to 2018 and levels within our school were validated by CEA consistently.
* A range of evaluations highlighted strengths in the quality of teaching and learning.
* The school engaged in the Progress in International Reading Literacy Study (PIRLS) in November 2021. Outcomes to be published in the 2022-23 school year.
* PRSD, pupils’ outcomes, coordinator and SLT monitoring, observations and evaluations all support the high expectations and their delivery in the classroom.
* Staff commitment to raising standards for all pupils is evident in our policies, schemes, action plans, assessments, teachers’ planners, evaluations and lessons.
* We continuously review and engage in implementing new approaches to bring about improvement using the “Plan, Do, Review” model adopted during the Investors in People Programme.
* Evaluation by the SLT, in consultation with the class teachers of online learning, determined that using the Seesaw platform was the most effective way to communicate with the whole school community. We have embedded the use of this approach for homework tasks and online learning where required. It is used daily for communicating with parents.
* This plan will be kept under review by the Board of Governors. The governors will receive a progress report at each meeting and they will engage in detailed evaluation and discussions with the Principal.

**LEARNING TEACHING AND ASSESSMENT**

**LEARNING AND TEACHING**

As set out more fully in our Learning, Teaching and Assessment Policy, we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. In order to achieve this, we will endeavour to:

* ensure all learning styles (V.A.R.K.) are planned for and evident in learning and teaching approaches.
* ensure that the tasks provided for the children are appropriately challenging in line with their abilities;
* provide regular opportunities for the children to work individually, in pairs, groups and as a class;
* develop the children’s thinking skills and capabilities to work independently and co-operatively;
* provide a comprehensive play based learning programme across Nursery/FS stage
* provide frequent and regular opportunities for active experimental learning for all pupils;
* provide a cohesive and age appropriate outdoor learning programme for all 3 key stages with a focus on Numeracy and W.A.U.
* create and sustain a stimulating learning environment;
* acquire, maintain and utilise appropriate high quality resources to support learning and teaching; and
* consistently monitor and evaluate provision and provide regular feedback at all levels, in order to ensure consistent high quality learning and teaching experiences within and across all year groups.
* Assessment is an integral part of the learning and teaching process. A.F.L including effective questioning, self/peer assessments and high quality feedback are key elements of the learning/teaching process.
* Use online learning in a planned way linked to the Learning, Teaching and Assessment Policy.

**ASSESSMENT**

We believe that assessment is an integral part of the learning and teaching process. It provides information with which to evaluate pupil strengths and needs and the effectiveness of learning and teaching. It is used to inform curriculum planning, the setting of the children’s targets and the provision of resources. A commitment to Assessment for Learning (AFL) ensures the School’s participation in the Northern Ireland Curriculum.

The detailed assessment procedures used at St Brigid’s are set out in our Learning, Teaching and Assessment policy.

Currently we use:

* CEA end of KS1/2 Levels
* CAT tests
* PTE and PTM tests
* Dyslexia where appropriate
* Wellcomm assessment
* Phonic block assessment
* STAR assessment
* Half Term tests based on CEA tasks
* Weekly spelling/key words, mental maths/times tables tests
* End of key stages CEA assessment tasks to support internal moderation
* Regular positive marking
* Teacher observations
* Peer Assessment
* Self-Assessment

The variety of data generated from these assessments managed by teachers using SIMS Assessment, in year groups/teams, key stages teams, SLT and as a whole school to:

* Identify strengths and priorities for development
* Identify and provide for children who may be underachieving
* Identify specific areas in children’s understanding that need to be further developed.
* Identify gifted and talented and provide challenge.

The CEA end of Key Stage 1 and 2 levels of Progression were not completed for the school years 2019/20 and 2020/21 owing to the Covid 19 lockdown and phased return to school. The GL Tests were not completed in 2019/20 for this reason. Each Autumn term Year Teams will use an agreed internal school baseline to plan for learning in addition to GL outcomes in June of preceding year. Year 1 and 2 will use agreed internal end of year test. The STAR test will be used from Years 3 to 7, inclusive, to baseline reading age.

**RECORD KEEPING**

A record of children’s progress throughout the School is kept. It includes details of their:

* Academic achievement
* Other skills, talents and achievements
* Educational progress from Year 1 to Year 7
* Specialist provision offered

Written records and work samples are retained by class teachers and passed on to successive teachers in individual folders together with an end of year progress report. In addition, an in-depth analysis of GL data is passed on each year to successive teachers.

At the end of Year 7 each child receives a Record of Achievement which contains a copy of their Summer Report as well as details of other achievements both in school and in the wider community.

**REPORTING TO PARENTS**

Parents are welcome to contact the school about their child’s learning and levels of achievement throughout the year. They are invited to discuss their child’s progress in the Autumn term and again in the Spring term to join their child for a Celebrating Success afternoon where they can view all of their child’s work. Due to Covid 19 lockdowns and ongoing pandemic, face-to-face meetings did not take place but were conducted by telephone and Zoom. If there were issues which needed to be resolved face-to-face meetings were made available.

A written report on each pupil is issued annually, commenting on class work, attendance and punctuality. In addition, end of Key Stage levels are reported in Year 4 and 7, though pandemic challenges have impacted on this. The content of this report has been revised for Summer 2020 and 2021, based on DE advice received 20.05.20, this advice takes account of current Covid 19 impact on school life. It advises that Principals can agree content with their staff to issue to parents. This approach will be adopted for the 2020/2021 school year owing to the limited face to face teaching time for all pupils. Pupil reports will revert to previous format for 2021-2022.

**EVALUATION**

The whole school approach to assessment, recording and reporting is intended to secure the highest standards for all pupils.

The analysis of data is timetabled for June and revisited in August as handover by previous teacher takes place. It continues each term as part of the planning cycle. This ensures the targeting of pupils and areas of the curriculum which require support or development are carried out in a consistent manner.

The internal process of setting projected key stage targets for Years 4/7 and then confirming their accuracy using CEA tasks and internal school moderation has been consistently implemented annually for the SDP cycle. The STAR Reading test is used from Year 3 to 7 and provides clear evidence of term on term improvement for the majority of pupils. It also identifies aspects of reading skills which need to be addressed by the teacher.

The assessment process in place in our school has been impacted upon by the pandemic since March 2020; it will be kept under review to ensure maximum effectiveness and address the issues identified in the current year’s outcome (2021-2022) as compared to 2018-2019 school year.

**IMPLICATIONS FOR ASSESSMENT REVIEW**

* End of Key Stage levels given focus to narrow any identified shortfall from 2018-2019 levels. See Overview of Predicted Grades for End of KS1 and End of KS2 for School Year 2021-2022 on Page 17.
* Class Teachers to engage rigorously with data to inform learning and teaching consistently each planning cycle.
* Assessment/Core Co-Ordinators interrogate data each term to ensure effective tracking of pupils to raise standards for pupils.
* Need to engage all staff in Learning, Teaching and Assessment policy implementation.

**EVALUATION OF CURRICULUM**

**COMMUNICATION**

The focus was on planning and teaching a recovery curriculum to address gaps in learning. Since September 2020, teachers carried out baseline tests in each year team to inform their planning. Teachers put an emphasis on core curriculum and key skills including phonics, reading and spelling. During the lockdowns, the Seesaw App was used to provide online learning. Teachers taught through teaching videos and activities. Reading books were shared online and teachers focused on key skills. Weekly Seesaw planner and evaluations were submitted and engagement was high in the majority of classes. Since our return to school, teachers have continued to work towards closing gaps in pupils’ learning. The Covid pandemic and lockdowns have had a significant impact on achieving the aims set out in the SDP action plans 2019-20 and 2020-21. We will endeavour to address these in the next plan 2022-2025. The impact of self-isolation for pupils and staff has had a significant impact on learning, teaching levels in the 2021-22 school year.

**EVALUATION**

Book scoops and a review of planners are carried out each term. There is clear evidence of focused teaching taking place in each year group. The books reflected the recovery curriculum planners and there was consistency across each year group. As expected due to the lockdowns, pupils performed less well than anticipated in the GL PTE tests. Each teacher used the GL data to plan for addressing gaps in learning.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Need to upskill staff on guided reading and inferential comprehension
* Need to extend talking and listening to KS1 using an agreed programme
* Need to have staff consistently develop writing

**USING MATHEMATICS**

A baseline test was carried out in the Autumn terms and all year groups planned a recovery curriculum. Teachers put an emphasis on key skills including counting and the 4 rules of number. Online learning was used in the Spring term 2021 using Seesaw. Teachers taught through teaching videos and activities. We saw a higher level of pupil engagement during the second lockdown, with teachers in regular contact with both parents and pupils. Teachers have continued to work to close gaps in pupils’ learning. Four Maths workshops were delivered by the Maths coordinator from Autumn 2020 to June 2022. Staff were trained in the use of the bar method and how to implement the use of the bar method in a range of tasks. The Covid pandemic and lockdowns have had a significant impact on achieving the aims set out in the SDP action plan. These aims will continue to be addressed in the next SDP 2022-2025.

**EVALUATION**

Reviews of planners and pupils’ books take place each term. The books reflected the recovery curriculum planners and there was consistency across each year group. As expected due to the lockdowns, pupils performed less well than anticipated in the GL PTM tests. Each teacher was able to use the GL data to plan for addressing gaps in learning.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Further Staff Development required on the use of Numicon to support the development of practical Maths linked to Inspire scheme in all year 3 to 7 classes.

**UICT**

The 5 strands of UICT were implemented this year to limit impact of interrupted learning. The computer suite was updated. Each teacher has 8 iPads per classroom to support learning. Seesaw proved to be useful for providing home learning activities for self-isolating pupils. During home learning UICT skills were used daily by the children to complete learning tasks. The Covid pandemic and lockdowns have had a significant impact on achieving the aims set out in the SDP action plan. The spiral curriculum was delivered on two Staff Days. These aims will be addressed in the next SDP 2022-2025.

**EVALUATION**

The UICT coordinator carried out a review of planners and pupils’ e-portfolios in Autumn terms 2020 and 2021. The e-portfolios reflected the teachers’ planners and matched UICT tasks. There was evidence of the development of cross curricular skills. There is evidence that the spiral curriculum is being integrated into planners. Further development is required in this area.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Need to continue to upskill teachers in online learning to address further self-isolation needs.
* Need to upskill teachers in aspects of the spiral curriculum.

**WORLD AROUND US**

World Around Us themes were taught using a cross curricular approach to extend the literacy, numeracy and outdoor learning opportunities for FS and KS1. The Covid pandemic and lockdowns have had an impact on achieving the aims set out in the SDP action plan. The WAU themes have been developed to support learning and development of cross curricular skills. Further development required to complete annual cycle.

**EVALUATION**

Book scoops and reviews of planners took place in 2020-21 and 2021-22. There was consistency in each year group and pupils’ work reflected the planners. Cross curricular skills were evident and a broad and balanced approach had been adapted. Weekly planners for half term content are now in place for part of the school year cycle.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* WAU and Numeracy Co-Ordinators and staff will support the links with and implementation of the outdoor play/active learning programme for all year groups.

**CREATIVE AND EXPRESSIVE**

The integration of this curriculum area was not fully developed owing to completing learning requirements of the core curriculum. Art & Design and Music were evident in all planners and used to support emotional and mental health needs of pupils.

**PE –** Lessons took place outside in class bubbles in line with Covid restrictions. Games were developed, running and circuit training were evident in planners, P.E. was expanded to include coaching for Gaelic and Soccer.

**MUSIC-** Singing lessons were combined with percussion lessons and work on rhythm. Mrs Logue visited each class to ensure that class bubbles were maintained. Mrs Ruddy and Mrs Fisher provided music at several liturgical events throughout the school year.

**ART and DESIGN-** Was widely used to support and enhance pupils’ skills within class settings. Displays were in place to celebrate all the seasons and main events of the school year 2021-22.

**RELIGIOUS EDUCATION-** Sacraments were prepared for in Year 4 and Year 7. First Communion took place in September 2021, Confirmation in March 2021.

**EVALUATION**

All staff were committed to engage pupils in aspects of Creative and Expressive to broaden their school experience.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Need to focus on the evidence within the planner to ensure that the children are exposed and upskilled in a broader set of experiences.

**STRATEGIES FOR RAISING STANDARDS**

In this School we place a strong emphasis on raising and maintaining standards for all pupils. There is a particular focus on the core subjects of communication, using mathematics and using ICT. This focus has been revised owing to the impact of the lockdowns and the ongoing pandemic challenges.

The strategies currently include:

* A focus implementation of relevant school policies and associated schemes including Communication, Using Mathematics, Using ICT, Learning, Teaching and Assessment, Additional Needs and SEN.
* A strong focus on Pastoral Care/CPSG and online safety.
* High expectations for all pupils
* Positive Behaviour Policy
* Planned use of data to inform practice
* Deployment of staff and resources to ensure pupils achieve outcomes
* Planned persistent ongoing self-evaluation of LTA and data to ensure that pupils achieve their targets
* Engagement with parents to support their child’s achievement
* Promoting positive attendance
* The effective use of modern technologies to engage pupils, support learning and teachers’ professional role
* Engagement with the wider community partners to utilise all available resources

Through rigorous regular monitoring and evaluation we have in place a system which ensures pupils consistently make progress in line with their ability. Evidence from teacher assessment, standardised test analysis and internally moderated key stage outcomes confirm this.

The ETI report May 2011 stated that the strengths of the school include:

* The quality of English and Mathematics provision is very good
* In all areas inspected, the quality of education is very good
* The School is meeting, very effectively, the educational and pastoral needs of the pupils
* The ETI report 2014 confirmed that this provision continued to be maintained.
* The feedback from the ETI Inspection 2019, short of strike action.

In addition, our use of accelerated reading, Mathletics, focused extended school provision, nurture philosophy and practices and music provision all contribute to our commitment to raising standards and the development of the whole child.

We are committed to utilising innovative and new approaches to support learning and teaching. New approaches are reviewed and evaluated before being introduced, then carefully monitored and evaluated during implementation. In previous years we were engaged in the Headsprout Programme with University of Ulster. Mid-way analysis by the University of Ulster staff indicate a significant level of improvement for the majority of Year 3/4 pupils. Aspects of this programme continue to be used to support special needs. This has been impacted on by the use of pupil bubbles linked to the computer suite usage.

**ADDITIONAL NEEDS PROVISION**

The Covid pandemic and lockdowns and ongoing challenges reduced face to face teaching time for all pupils resulting in gaps in learning throughout the school. Withdrawal support groups were put in place from September 2020 and continue this year, 2021-22, with two teachers employed through the Engage Programme to impact on learning. 7-day support was available. All year groups received support each week in partnership with the class teachers. Targeted interventions were planned for and implemented. GL tests scores continue to reflect the disrupted learning of pupils.

**EVALUATION**

There will be a requirement for the life of this plan to continue with these targeted interventions.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* There needs to be a focus on practical work, modelling approaches and using mini whiteboards for learning.

**SUMMARY AND EVALUATION OF STRATEGIES PROVIDING FOR THE ADDITIONAL**

**AND INDIVIDUAL EDUCATIONAL NEEDS OF PUPILS**

The school ensures that additional, special and individual needs are consistently met by implementing the following strategies:

* Implementation of our Additional Needs and Pastoral Care Policies
* Appropriate staff development
* Differentiation in all classes by all teachers
* Provision of Nurture Education
* Whole school evaluation of PTE, PTM and STAR by the assessment coordinators
* Years 3, 4 & 6 Use of CATS for comparative purposes
* Whole school screening by the SENCO in consultation with the Assessment Co-Ordinator
* Provision of withdrawal learning support for targeted pupils and year groups including Speech Therapy, Literacy and Numeracy
* Implementation of the Exchange Programme from Year 1 to Year 7 to close the gaps in learning caused by the pandemic and lack of engagement by some families
* Involvement with external agencies to support the needs of pupils
* Targeted feedback to all classroom – based staff on provision
* Provision of pupil and family counselling services
* Effective and supportive relationships with parents and carers
* Prioritised deployment of human and financial resources to meet the needs and deliver outcomes for these pupils

**EVALUATION**

The effectiveness of our Additional Needs Programme is evident in pupils’ achievements in GL PTE/PTM the STAR Reading tests, half term tests and teachers’ professional judgements. It is also supported by pupil, parental and external agencies feedback. Teachers will also have base-lined the impact of the Covid pandemic on children’s learning. Individual needs are clearly identifiable as a priority across all year groups.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* All Special Needs interventions need to focus on practical approaches to support learning for pupils based on smart targets.

**MEDICAL NEEDS**

The staff and governors are very aware of the broad range of medical needs of pupils. We ensure that our systems, procedures and training is regularly updated so that they consistently address the medical needs of each pupil on the Register.

**CHILD PROTECTION & SAFE GUARDING**

The protection of pupils is our key priority. All arrangements are reviewed on an annual basis by the Safeguarding/Child Protection Team and Board of Governors. Improvements to practice are made immediately when they are identified. The strategies in place to ensure that all pupils and the wider school community are safe include:

* Safeguarding/Child Protection Policy, Addendum added in line with PHA/EA Covid guidance
* Appropriate training for the designated and deputy designated teachers, principal and the child protection governors
* Annual child protection training for all staff
* Displays throughout the school related to both the designated staff and the procedures for reporting concerns
* Communication of the child protection policy to parents biannually and all new families on arrival
* Availability of the child protection policy on the school website or from the school office
* Installation of access control system to manage visitor access
* Whistleblowing policy
* Inclusion of teaching programmes in the curriculum to support children in protecting themselves
* Strong and supportive relationships between the school and the CPSS and other statutory agencies who work in this area
* Implementation of the advice and guidance from DE and EA regarding child protection procedures
* Child protection messages delivered in assemblies where appropriate. Focus on in-class delivery presently.
* Implementation of Resilience Education and Pants Programmes
* ETI evaluation of our practices by the Safeguarding/Child Protection Team on a regular basis throughout the school year
* Open and honest relationships with parents
* Delivery of presentations to pupils by agencies who have professional expertise in the area of online safety

**EVALUATION**

The School considers the effectiveness of our safeguarding procedures and practices are of a high standard but we remain vigilant to ensure that it continues to be so. We consult on all relevant issues with the CPSS Office in the EA. A recent ETI inspection visit, June 2019, indicated that we are broadly in line with DE guidelines.

**PUPIL HEALTH AND WELL-BEING**

Health and well-being are central to the development, success, emotional well-being and happiness of our pupils. We take these responsibilities very seriously. The following programmes were set up to address this:

* Mind Up mental health introduced
* Sensory Room and Path developed to support the emotional well-being of all pupils
* Breakfast club, reduced level of usage owing to the pandemic
* Homework club with healthy snacks, linked to fun clubs. Pupils chose content and complete homework.
* Extended Schools’ Programme continued to include a range of clubs online this school year when Covid cases were at high levels
* Health Education Programme including mental health is developed as part of the curriculum
* A broad, balanced PE programme limited owing to pandemic
* Counselling services
* Continued development of pupils’ council
* Promoting and delivering a healthy and varied lunch time and tuck shop menu

E**VALUATION**

The effectiveness of our programmes is evidenced by the participation levels of our pupils in health promoting activities and clubs. Feedback from staff, parents and pupils is very positive regarding the impact of these programmes.

Attendance levels in school and online are consistently high at each session. There is clear evidence on a day to day basis of the need for further specialist interventions for those pupils with high levels of anxiety.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* The high levels of anxiety evident will continue to impact in the classrooms and need to be addressed at classroom, Nurture Centre and Counsellor levels.

**PUPIL ATTENDANCE**

At St Brigid’s we promote full attendance by:

* Maintaining a welcoming, friendly, inclusive environment within the school community
* Regular communication with pupils and parents through text messages, newsletters, Website, attendance notice boards and assemblies where possible
* High expectations that are constantly communicated
* Formal attendance meetings via telephone with parents involving the Principal and the class teacher
* Regular liaison with the EWO service
* Engaging with EWO service in an extended programme of support which includes their attendance at Open Days, Parents’ Interviews afternoons and the Celebrating Success afternoon
* Reward systems for excellent attendance were in place
* A weekly Class Shield Award system for highest attendance in each Key Stage was given. The class had a special treat and their photograph was put on Facebook Page for recognition, stood down during lockdown.

**EVALUATION**

Our attendance rate was consistently approximately 91% for the previous 3 years, ending in June 2019. It has been challenging to secure a higher level outcome than this. The attendance rate for 2018-19 was 90.6%. The attendance rate for 2019-20 was 90.9%. Attendance rate for 2020/21 was 90.6%. The pupil attendance target for 2021-22 will remain at 92%. The lockdowns in the current school year, 2020-2021 and in the Summer term of 2019/2020 have had a significant impact on these percentages. Attendance for 2021/22 is 87.1%.

**GOOD BEHAVIOUR AND DISCIPLINE**

In our School we maintain a calm, caring, nurturing environment based on Catholic principles and values. The School works in close co-operation with parents and carers to support children. Thus supporting the embedding of the Mission Statement to promote the spiritual, social, emotional, academic and physical development of pupils. The strategies we use to promote self-discipline and responsibility for individual actions include:

* High expectations of pupils
* High level supervision throughout the school
* Implementation of the Positive Behaviour Policy including the Pupil of the Week award, Class of the Week award, Pupil of the Term, Class of the Term and Most Caring Pupil of the Half Term award.
* Delivery of the Nurture philosophy across the school
* High visibility of senior staff throughout each school day
* Early interventions for relevant pupils
* Utilisation of the support from outside agencies
* Regular communication with parents/carers
* Implementation of our Additional Needs, SEN Policy
* Provision of a counselling service
* Provision of Student Council from Years 4 to 7, stood down owing to Covid restrictions
* Use of the Buddy System to provide role models for younger pupils. Owing to the pandemic challenges this has been limited.
* Implementation of our Pastoral Care policies which supports all pupils in relation to their particular needs

**EVALUATION**

There is consistently very good behaviour by the majority of pupils. Incidents of poor behaviour are mainly a direct result of specific issues associated with individual pupils and these are addressed in co-operation with parents and/or statutory agencies and the appropriate implementation of the school Positive Behaviour policy. The development of our Nurture Centre has had a very positive impact on the management of behaviour over the past 21 years. The Resilience Education Bounce Back Programme in the previous 5 years has had a significant impact on managing behaviour issues. This is evidenced by day to day pupil interactions and feedback from staff, parents and external agencies.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Children with attendance issues need to have parental support through teacher monitoring and EWO involvement.

**STAFF DEVELOPMENT PROGRAMME**

* The Staff Development Programme is closely linked to the School Development Plan priorities.
* Staff development priorities are addressed through a broad range of strategies.
* Curriculum and Pastoral Care reviews on each staff day held mid and end of term further enhance and respond to identified needs.
* Substitute cover is available within the parameters of the annual budget to facilitate staff development release.
* Programmes and Evaluations are completed for school based in-service days and feedback informs further training needs.
* Teachers are encouraged to engage in ongoing Professional Development and their needs are discussed at the formal Principal/Teacher discussion each year.
* Teachers who attend external courses are asked to feedback and disseminate information to staff.
* Identifying and supporting effective working procedures and practices for the learning support assistants and teacher/leader to enhance learning and teaching.

The Staff Development Programme is central to the professional development of the individual and the whole team in order that we, as a school, are equipped to meet the needs of the individual child, groups and classes to maintain and raise standards. It supports the delivery of quality learning, teaching and assessment in line with the Northern Ireland Curriculum. It is also central to the delivery of a cohesive and appropriate Pastoral Care curriculum for our pupils. Staff are the most valuable resource the school has to support children’s learning. Therefore their continued professional development is central to the success of the school.

Having engaged in the Investors in People process successfully on four consecutive occasions, we have fully embedded the Plan, Do and Review cycle in all aspects of our Staff Development programmes. This process is central to the continued growth and development of the school’s commitment to lifelong learning for all.

**EVALUATION**

The Staff Development programme days are evaluated be each participant. The summary review is discussed at SLT meetings and is used to inform future planning for staff days and coordinators mentoring of individual and year team members.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* A tailored programme to address the priorities for identified areas should include a balance of internal expertise and external consultants to upskill staff and challenge thinking.

**ANNUAL STAFF DEVELOPMENT PROGRAMME**

This Programme presently includes:

5 Baker Days,

5 Staff Development Days,

**STAFF DEPLOYMENT:**

* 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 team leader or line manager and of the support that is available.
* Recognition of the important contribution of the ancillary staff to the work of the school.
* Temporary Variance of contract is available to support staff in work life balance.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Need to enhance a focus on assistant training is available for those who join team post September.

**MANAGING ATTENDANCE AND PROMOTING THE EMOTIONAL HEALTH AND WELL-BEING OF STAFF**

St. Brigid’s Primary and Nursery School 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 supporting the welfare of all staff and enables them to develop and contribute fully in their professional role.

St. Brigid’s Primary and Nursery School 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
* Follow PHA, Department of Education and E.A. Guidance on Covid Safe 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 CCMS, EA and Department of Education
* Offer access to health checks for those staff who wish to avail of it.

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 CCMS on 02892013014 staff welfare officer or Inspire Wellbeing support group, formally Carecall on 02890328474.
* 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.
* Staff need to recognise and acknowledge the importance of their emotional and mental well-being and talk to someone in school.

Staff work closely as a team and are very willing to help and give advice to others. There are very effective working relationships between all members of staff. The staff feel comfortable to approach their respective line managers with any queries or problems. Line managers recognise that on occasion individuals may have difficulties which may affect their work and will endeavour to empathise and help to alleviate concerns.

At times the well-being or attendance of a staff member may be of concern. To this end, the governors have adopted the ‘Managing Attendance at Work’ policies for teaching and non-teaching staff i.e. CCMS and E.A. procedures. All members of staff have received copies of their respective policy document. These policies are being consistently implemented.

A staff Code of Conduct has been agreed for staff, it is based on the EA model and is included in the staff handbook. This Code has been personalised to the school. It was approved by the Board of Governors in October 2017 and again in October 2019.

It is important as part of pastoral care within our school that the promotion of the health and well-being of staff is central.

**ALLEVIATING STRESS AND PROMOTING WELL-BEING**

At St. Brigid’s Primary and Nursery School:

* 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.
* Staff share celebrations throughout the school year, while adhering to PHA guidance. There is, in normal times, a special emphasis on whole school Christmas and Summer Celebrations.
* Staff are encouraged to use relaxation app through participation.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* Staff need opportunities to access health checks in school as it is currently impossible to have face to face appointments with GPs for health issues.

**FINANCIAL PLAN**

**THE SCHOOL’S CURRENT FINANCIAL POSITION**

The School sets out a 3-year Financial Plan on an annual basis as required by the Department of Education. The School’s annual budget for 2019/2020 was £1,229,623, carry over was 4.4%. The 2020/2021 School Total Budget was £1,572,040, CFF Share was £1,317,058, and the projected carry over was 5%. The 2021/2022 CFF Budget Share is £1,419,729 and the anticipated carry over is £49,122, 3% of the budget. This is within the +/-5% limits set by the Department of Education.

The Board of Governors and Principal will draw up the 3-year Financial Plan in consultation with the E.A LMS Officer when the 2022/2023 allocation is received. This has not been allocated owing to the collapse of the Executive. This plan is reviewed on an annual basis, as it is based on projected budget for years 2 and 3.

Approximately 85% of the annual budget is used to cover all staff costs: teaching, assistants, office staff, building supervisor and lunchtime supervisors. The remaining 15% covers the recurrent expenditure including books, materials, technology, telephone, lighting, heating, replacement of furniture, refurbishment of rooms cleaning and maintenance of grounds. The School strives to maintain a 5%+ balance to ensure that it remains within Department of Education requirements. Maintaining this surplus helps address unforeseen circumstances, e.g. high levels of substitute cover brought about through illness and self-isolating, or a reduction in pupil numbers which would impact particularly on year two and three of the Financial Plan. The school constantly strives to provide the best possible education for the pupils and to maintain and raise standards.

**EVALUATION**

The School has remained within budget over the 3 years of this plan while ensuring human and material resources addressed the School Development Plan Priorities. However, in these uncertain times and with all the public sector organisations having reduced budgets, the financial future for this plan looks uncertain. All resources will be used prudently to ensure SDP priorities are met.

**T.S.N FUNDING**

Current school enrolment is 394 including the Nursery class. There are 110 pupils on the Special Needs Register. There are 44 Statemented pupils, 16 of these are in the special classes and there are 28 in the mainstream and Nursery class. There is a total of 67% of pupils on the free school’s meals register. There are 12 children from the travelling community enrolled. The T.S.N allocation for the school year 2019/2020 was £266,484. The T.S.N allocation for the school year 2020/2021 was £279,246. The T.S.N allocation for the school year 2021/2022 was £259,118. This funding was used in the following areas to support pupils’ learning and maintain and raise standards:

* SENCO – full time release to manage SEND, pupils’ SEN needs and manage staff.
* F/T Support Teacher for Literacy and Numeracy and additional Numeracy/Literacy support Teacher 3 days per week.
* Full-time Assistant and 3 x Part-Time staff to support the implementation of the Literacy and Numeracy Intervention Boxes.
* Speech therapy support programme for Nursery/Year 1 pupils for Autumn and Spring terms.
* Smaller classes as required to cater to identified needs
* Purchase of the Seesaw App for online learning owing to self-isolating pupils and homework.
* Fees for online standardised tests including dyslexia and dyscalculia for targeted pupils.
* Purchase of additional Numicon resources.
* Provide substitute cover for class teachers to plan joint approaches to curriculum delivery and learning needs.
* Replenish existing Oxford Reading Tree schemes significantly depleted owing to lockdowns.
* Purchase of STAR licence for A.R. and Mathletics licence.
* Purchase of 5 Minute Literacy and Numeracy boxes for all classes.
* Reward systems for pupils.

**EVALUATION**

This funding supports children previously identified by the SENCO, Assessment Co-Ordinators and class teachers. The above strategies provide high levels of support for learning, teaching and assessment. Improved outcomes for pupils have been evidenced by GL data for English and Mathematics. STAR outcomes each term, Mathletics Assessments, evaluated IEPs, work in pupils’ books and feedback from teachers and pupils.

**IMPLICATIONS FOR LEARNING, TEACHING AND STAFF DEVELOPMENT**

* There is a continued identified need for high levels of interventions to ensure all children redress gaps in their learning caused by all pupils from Year 3 upwards missing two thirds of a school year since entering formal education. This need has been further increased by the number of pupils who had to self-isolate.

**END OF KEY STAGE PREDICTED LEVELS FOR YEAR 4 AND YEAR 7**

**2018-2019 INTERNAL MODERATION (Last complete cycle before the Pandemic)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Stage** | **Level** | **Literacy** | **Numeracy** | **UICT** |
| **KS1** (Year 4) | Total Level 1 | 12.25% | 12.25% | 14.5% |
|  | Total Level 2+ | 87.75% | 87.75% | 85.5% |
|  |  |  |  |  |
| **KS2** (Year 7) | Total Level 3 | 15% | 15% | 15% |
|  | Total Level 4+ | 85% | 85% | 85% |
|  |  |  |  |  |

* Predicted levels were verified at end of year by completing CEA tasks at appropriate level for all core subjects. Tasks were chosen from exemplification website and success criteria applied by SLT to make judgement and confirm level.
* External moderation did not take place due to Union action.

**PREDICTED LEVELS FOR KEY STAGE 1 2021-22**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | W | L1 | L2 | L3 |
| Communication | 5.35% | 14.28% | 67.85% | 12.50% |
| Using Maths | 3.58% | 16.07% | 67.85% | 12.50% |
| Using ICT | 1.80% | 19.64% | 58.92% | 19.64% |
| Actual Attainment Communication | N/A | N/A | N/A | N/A |
| Actual Attainment Using Maths | N/A | N/A | N/A | N/A |
|  Actual Attainment Using ICT | N/A | N/A | N/A | N/A  |

 Communication L2+ = 80.35% Using Maths L2+ = 80.35% Using ICT L2+ = 78.56%

**PREDICTED LEVELS FOR KEY STAGE 2 2021-22**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | L1 | L2 | L3 | L4 | L5 |
| Communication | 0 | 0 | 20.80% | 68.70% | 10.50% |
| Using Maths | 0 | 0 | 20.80% | 58.40% | 20.80% |
| Using ICT | 0 | 0 | 18.75% | 68.75 | 12.50% |
| Actual Attainment Communication | N/A | N/A | N/A | N/A | N/A |
| Actual Attainment Using Maths | N/A | N/A | N/A | N/A | N/A |
|  Actual Attainment Using ICT | N/A | N/A | N/A | N/A | N/A |

 Communication L4+ = 79.20% Using Maths L4+ = 79.20% Using ICT L4+ = 81.25%