

3 Year School Development Plan for Sullivan Prep 2013-2016

Mission Statement for Sullivan Upper Preparatory Department

Our fundamental aim is to provide for all our pupils the opportunities to acquire and develop the knowledge, understanding, skills and abilities that will enable them to realise their full potential, do justice to their diverse talents and prepare them to lead rewarding and productive adult lives. Implicit in this aim is a commitment to help pupils develop the attitudes and values that will enable them to become confident, effective and valuable citizens and to make positive contributions to their community and society.

A caring, child-centred approach, high quality teaching and learning, a comprehensive co-curricular and extra-curricular programme and effective leadership form the cornerstones of the means by which we seek to achieve our aim.

Therefore, we seek to provide a happy and caring learning environment for each child by helping them to fulfil their potential, by celebrating their achievements, by respecting their differences and by encouraging their mutual respect for others. We aim to foster the development of self-esteem and provide a sound foundation for their future lives.

Our overall aims are:

- To encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all our pupils and which enables them to fulfil their potential.
- To deliver a curriculum which will help our pupils to develop lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills
- To help our pupils to understand the world in which we live and to appreciate human achievements and aspirations
- To develop respect for religious and moral values, tolerance of each other and tolerance of other religions, races and ways of life
- To work in partnership with parents and the wider community
- To encourage our children to acquire knowledge and skills in preparation for the opportunities and experiences of adult life

The staff, parents and governors are fully committed to the aims of the school and have a strong sense of loyalty to the school. Parents and staff work well together in partnership in their children's education. Parents are made welcome in the school. Foundation Stage parents are invited to visit their child's classroom regularly to view pupils' work and enjoy sharing our educational practices. Parents are given clear information about their children's progress, the school's curriculum and the day-to-day organisation of the school. Parents' views are taken into account in the School Development Plan and they are kept informed of the progress of the plan's implementation which is published on our website

School History & Ethos

'The gentle hand foremost'

Sullivan Upper was founded in 1877 by the trustees of Robert Sullivan's estate. When Dr Sullivan died in 1868 he left money for the Sullivan National Schools and a further sum for 'educational purposes' in Holywood. The trustees decided to build an Intermediate School beside the National Schools which was known as Sullivan Upper School. The ethos of the school has always been to provide educational opportunities for children and to do so in Holywood and in accordance with Sullivan's principle of non-sectarian education. Therefore it has always been part of the school's ethos to educate children of all religious denominations and none. Similarly it has always been part of the essential character of the school to aspire to academic excellence. The entrance qualifications at its inception specified that "Pupils entering the Upper School must have passed a Preliminary Examination in Reading, Writing and Arithmetic, Grammar and Geography." Now in the 21st Century, the principles of non-sectarian or non-denominational education and the aspiration to academic excellence remain intact in the current school.

The first Sullivan School was situated in High Street in what is now the Holywood Library. In the early 1920s the first sign of the beginnings of a Preparatory class was seen; two underage boys followed the then Headmaster, Mr Mitchell, around the school as he moved from class to class. By 1925, there were sufficient pupils to form a Preparatory class. Then, in 1939, the school moved to its present site on the Belfast Road and the Preparatory classes were accommodated in the new building. Dromkeen House was bought for the Preparatory Department in 1953 and, as numbers increased, classes were taught in the Norwood Tennis Pavilion, the War Memorial Pavilion and the Grant Wing.

A new build was completed in 2012 and named after a highly esteemed former Head of Prep, Mr Roy Loughhead. It now houses P4 to P7 classes and the Prep Department has been unified in its own grounds on the Dromkeen site.

Introduction:

This School Development Plan (SDP) covers the academic years 2013-14, 2014-15 & 2015-16

Responsibility for producing the SDP is devolved to the Head of Prep; the final plan must be approved by the Board of Governors. Each member of staff is involved in its production and is included in all monitoring and evaluation purposes. The SDP is shared with the Prep Committee of the Board of Governors and all members of staff receive a copy. It is also published on completion for parents to view on the Prep website.

Strategy for implementing the plan:

A draft SDP is issued to all staff during allocated Exceptional Closure days for staff familiarisation - which will include highlighting issues which have emerged in their Action Plans.

Key priorities are made for year 2013-14 with established monitoring and evaluation practices put in place.

The new SDP is submitted to the Board of Governors for approval and then it is published.

At the end of the school year, a full evaluation of the plan is made with adjustments put in place in the Action Plans for the following years.

Matters to be addressed in the School Development Plan (Statutory regulations from January 2011):**1. School Ethos: A statement and evaluation of the ethos of the school**

The school ethos including the Mission Statement is referenced in much of the communication and interaction between pupils, parents, staff and the community. It is clear that there is strong support for the school ethos among all stakeholders, as evidenced by two Parent questionnaire reports done in November 2008 & November 2011; and a staff and pupil questionnaire in November 2011; by self evaluation exercises and informal feedback.

2. Curriculum Review: A summary and evaluation of the school's strategies for:**(a) Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using ICT.**

A broad and balanced curriculum is provided for the pupils of the Prep Department. Our emphasis includes focus on developing academic, physical, emotional, interpersonal, spiritual and moral needs of all of our pupils.

We have undertaken the changes in the Revised Curriculum as well as training in the new Levels of Progression in Communication and Using Mathematics. Our next step is to embark on the new Levels of Progression regarding Using ICT and that is highlighted in this 3 year plan.

Each co-ordinator works as part of a team to produce an Action Plan to highlight the assorted needs in their area. This is shared with everyone and placed in a shared folder for all to view.

Assessment procedures are in line with statutory requirements. This work is ongoing and each teacher is involved in the process. The raising of standards takes a place of importance in our school and our Assessment Action Plan details our steps to ensure progress is highlighted and practices by staff are maintained. Our results at the end of KS1 and KS2 are well above the national average in both Literacy & Numeracy. The raising of standards receives strong focus of our work and PRSD.

We have built good relationships with all of the neighbouring primary schools in the Holywood area through a Shared Spaces Programme as well as links with Sullivan Upper Senior School and Priory College. Our pupils enjoy inter-school sporting occasions, quizzes and attending assorted competitions organised by secondary pupils.

The school was inspected by ETI in May 2012 and the conclusion of the report stated: 'In the areas inspected, the quality of education provided by this preparatory department is very good. The preparatory department is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.'

(b) Providing for the special, additional, or other individual needs of pupils: Meeting the needs of all of our pupils is at the core of our curriculum in the Prep. It is also a cornerstone of the Sullivan ethos and an acknowledged strength of the school (ETI Inspection Report 2012: 'Special educational needs is given a high priority by the preparatory department and the quality of the provision is very good.'

The Prep has developed a very caring and effective service for pupils with special educational needs under the direction of the Head of the Prep, two SENCOs and a Learning Support teacher. There are currently 1 child with a statement for special educational needs in our school and 30 children at Stages 1-3 of the Code of Practice. (plus 10 at Stage 1 medical needs)

Training is provided to keep practices updated for the SENCOs.

(c) Promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils:

The school has comprehensive policies in place for safe-guarding children. These policies are constantly under review in response to directives, recommendations, training and our own school experiences. New employees are trained in child protection on taking up their post and all employees receive refresher training annually.

The health and wellbeing of the pupils is promoted through curricular areas. We have a whole school healthy eating policy, whereby strict nutritional standards are adhered to. We invest in a varied curricular (specialist PE teacher) and extra-curricular programme which is used and/or encouraged for all of our pupils' participation.

ETI reported in 2012: 'The preparatory department gives very good attention to promoting healthy eating and physical activity. There is a range of strategies and initiatives to encourage the children to adopt healthy lifestyles, including the promotion of healthy snacks and lunches and a wide range of physical and sporting activities.'

Pupil attendance varies from 96.4% to 97.5%. Attendance % is reported on the child's annual Pupil Profile. A certificate is issued for 100% attendance annually.

Pupil behaviour is very good. A key target of the previous Plan was Behaviour Management and we continue to use the practices shared at SEELB's training to ensure we monitor behaviour appropriately.

Regular consultation with pupils is facilitated through the School Council. ETI reported in 2012: 'The children contribute meaningfully to discussions and decisions that directly affect them through circle-time sessions, a comment box and the active school council; there is evidence that their opinions and ideas are acted on and valued.'

(d) Providing for the professional development of staff:

Staff are able to avail of a range of appropriate professional development training or activities and are actively encouraged and supported to do so.

The process of Induction & EPD is valued greatly and is led by the Head of Prep.

The annual review process for non-teaching staff includes a focus on training needs.

PRSD takes place annually.

Staff are given opportunities to share in the leadership of the school through promoted posts, co-ordinator work, PRSD etc.

(e) Managing attendance and promoting the health and wellbeing of staff:

Sullivan Upper School has an 'Attendance at Work' Policy on a shared site which all staff at any time may refer to on the RMShared Site.

Staff are made aware of a School Counselling Service, a confidential arrangement, which can be accessed by members of staff who should speak to the Head of Prep, Headmaster or Bursar for further details.

Staff are consulted regarding changes for their needs e.g.: with regard to staffroom facilities (hot water boiler, purchase of staffroom furniture, rotas for duty etc)

(f) Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies:

Hollywood Shared Spaces Programme began three years ago with assorted activities to bring the 5 local Hollywood schools together for sporting, curriculum and fun occasions. Funding for this ceased 2 years ago but we continue to meet annually and plan assorted activities: sporting days at Sullivan for P3s & P5s; cross country for P6s; an inter school quiz for P7s etc. Schools are Hollywood PS, Glenraig IPS, St Patrick's PS and Rockport.

Musically, we liaise with the Camphill Community at Glenraig and play with them at Christmas Concerts. Our choirs participate in the community regularly including events organised by Priory College pupils, choirs attending church groups, charity events etc.

Parents with business backgrounds assist with the delivery of the Young Enterprise Programme in the Prep in assorted classes.

Charities regularly send representatives to attend whole school assemblies to talk about their work and receive cheques based on money that the pupils donate voluntarily through regular contributions and or events planned by themselves to raise funds.

Two teachers represent the staff each year on the Parents' Association and most of the teaching and non teaching staff voluntarily attend and assist at assorted school functions for the children and parents.

Links are beginning to be developed with Senior School staff especially regarding their attendance at Parent Information Meetings where they can establish clear guidelines about Y8 work and beyond and what expectations are for Y8 pupils overall in Using Mathematics and Communication.

Parent Information Meetings are expanded from 2013-14 onwards with an evening set aside for each of the stages in Primary education: Foundation Stage, KS1 and KS2 to share how teachers teach phonics, reading, mathematics etc for better home school liaison.

g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management:

The Prep continues to invest heavily in ICT, with funding taking place throughout 2013-14 to begin the purchase of IT tablets (a set of 30) for classroom use. The Parents' Association will lead this funding. The ICT team, alongside the Head of Prep, oversees the provision of ICT hardware and software. Teachers will initiate the development of classroom practices this year and that will be further developed for pupil use over the next three years.

Greater use will be developed of the SIMS system by all members of staff for use regarding assessment.

Teaching staff will begin the work necessary for the new ICT Levels of Progression which will be expected for 2014-15. Monitoring and evaluation of practices and schemes will continue throughout this three year plan in this area.

3. School Finances and other resources: An assessment of: a) **The Department's financial position:** The Prep Committee of the Board of Governors meet termly to discuss all aspects of finance with regard to the Preparatory Department.

b) **The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in the standards:**

This is currently awaiting government decision on funding and is unavailable at present.

4. Review of school targets: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

The key priorities of the previous SDP have been met:

- Decision was reached about the use of linguistic phonics throughout the school
- Focus on different types of writing was carried out with a school portfolio set up and whole staff training developed in pupils' exemplars
- Financial capabilities were developed throughout the school and incorporated into planners
- Use of IT in maths classes was encouraged with interschool competitions in sumdog
- Planners using topic webs were developed throughout the school in World Around Us topics with monitoring of continuity of topics carried out
- KS1 classes trialled some tasks for ICT Accreditation Program
- Use of Learning NI was progressed in all classes
- Early intervention was prioritised for SEN support
- Children were included in the writing of their IEPs
- The Reading Partnership Programme was initiated for P3 & P4 pupils with SEELB training completed for a RPP co-ordinator and a Partner

- Further use of data by staff to track pupils' progress was developed in assessment

- Staff developed the writing of differentiated work in their planners
- Staff developed their expertise and experience of the new Levels of Progress in Communication and Using Mathematics to create a whole school portfolio of assessed examples which helped moderate pupils' work
- Play Based Learning (PBL) was developed through the identification of skills and methods for tracking progress through record/observation sheets
- The unification of the Prep took place in 2011-12 with the building of Loughhead House being completed; P4-P7 pupils started classes there in March 2012
- A specialist teachers' room was designated and equipped with computers, art and music resources in Dromkeen House replacing the old P4 classroom
- The Prep Department had a focused Inspection by ETI in May 2012 and was placed in the 'Very Good' category with no issues to be followed up by ETI

5. School Context: An assessment of the challenges and opportunities facing the school: There is no doubt the in the current climate of financial uncertainty, demographic change and initiative overload, it is very difficult for schools to plan even one year ahead. Much development planning may simply have to be shelved should school budgets be reduced further. We do the best that we can whilst facing this uncertainty and ensure all of our resources are deployed to the best of our ability.

6. Consultation arrangements: The arrangements made by the Board of Governors to consult and take account of the views of the pupils, parents, staff and other persons or bodies in the preparation of the plan.

In preparing the SDP, the Board of Governors requires that consultation both formal and informal takes place with all stakeholders, i.e. parents, pupils, staff and the local community. We carry out an audit every three years to ensure we meet with this criterion. It goes to parents, staff and pupils and the results are shared with the Prep Committee of the Board of Governors, published for the appropriate parties and their findings taken into consideration for further development, as appropriate. Our main vehicle for publication of this plan is through our website where it can be easily accessed by all stakeholders for their consideration.

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
<p>CURRICULUM:</p> <p>NUMERACY</p>	<ol style="list-style-type: none"> 1 Continue to develop the area of financial capabilities throughout the school 2 Track PIM scores to identify target groups 3 Expand the use of competitions and interactive games/links from school website 4 Develop a practical maths workshop for parents 5 Re-produce a parent leaflet for all parents to encourage practical maths at home 6 Consider new KS2 text books as part of resources <p>(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Continue to develop. M&E Planners 2 Assessment and Levelling updated M&E of 6 weekly notes to flag up any gaps 3 Add more games to website and keep updated. Keeping monitoring website and getting ideas from other schools. Use ICT Prefects to manage maths section? Monitor new software after transformation Check 4 Nations Maths Challenge - is it happening? 4 Parent workshop in Term 2 - Audit to assess parents' needs 5 Leaflet in Maths Folder - edit and distribute to parents at September meetings 6 Audit all resources currently being used, and add more as available, use and utilise in class work. New Text Book in place may be put into place 7 Use of iPads in maths to start and planners to be annotated where they're used 	<ol style="list-style-type: none"> 1 Continue to develop. M&E Planners 2 Assessment and Levelling updated Audit maths scheme - content and format 3 Monitoring and updating of website and the Maths link 4 Parent Workshop -in term 2 - audit to assess parents' needs 5 Edit and update maths leaflet for each class. New Ideas/challenges tried and tested 6 New Text Book in place with M&E to follow and practices/schemes to be updated appropriately 7 Use of iPads with additional apps to be added as appropriate

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
<p>CURRICULUM:</p> <p>ASSESSMENT</p>	<ol style="list-style-type: none"> 1 SIMS NFER/NRIT data to be entered by P1-P7 staff from June 2014 onwards 2 SIMS usage to be revised for teacher individual use following c2k transformation process in June 2014 3 Development of record sheets to be used by teachers to show differentiation in groups in 6 weekly planners 4 Tracking of differentiated teaching through planners 5 Monitor use of PIM & PIE data & NRIT 6 Analysis of benchmarking data produced by SEELB annually 7 Lead target setting for end of KS1 and KS2 levels of progression in numeracy and literacy with appropriate P3,4, 6 & 7 staff 8 Continue to gather and moderate examples from staff of work in Communication and Using Mathematics for school portfolio 9 Develop an awareness of the new levels in ICT <p>(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Continued entering of data 2 Identification of differentiated pupil work using stanine bands carried forward from June 2014 due to c2K update in June 2014 and absence of co-ordinator 3 Monitoring & evaluation of half termly differentiation notes 4 Tracking of differentiated teaching through planners 5 Monitor use of PIM & PIE data & NRIT 6 Analysis of benchmarking data produced by SEELB annually 7 Target setting continued 8 Continued gathering of exemplars 9 carry forward Levelling portfolio for ICT initial year 10 Assessment for Learning: staff training to revise AfL with classroom visits to M&E practices which should be annotated in planners 	<ol style="list-style-type: none"> 1 Continued entering of data 2 Continued re use of stanines 3 Monitoring & evaluation of half termly differentiation notes 4 Tracking of differentiated teaching through planners 5 Monitor use of PIM & PIE data & NRIT 6 Analysis of benchmarking data produced by SEELB annually 7 Target setting continued 8 Continued gathering of exemplars 9 Build class examples for ICT portfolio through staff meetings 10 M&E AfL in 6 weekly planners following training in-house in Y2

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
CURRICULUM: WORLD AROUND US	<ol style="list-style-type: none"> 1 Monitor the use of topic webs which are used by all staff to plan class topics 2 Monitor each teacher reviewing their topics in class and ensure all aspects of the curriculum are linked 3 Continue to work towards the Silver ECO Award and plan effectively with the children in the ECO Committee 4 Begin to plan for development of the newly formed outdoor classroom area <p style="text-align: center; color: green;">(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Timetable for Outdoor Classroom and TS&PC tasks linked to topic 2 Begin working towards Green Flag Eco Award Scheme 3 Further use of thematic units to increase input of Science and History in classes 4 Evidence of half-termly focus on a TS& PC through WAU topic 5 End of year report comments to show further evidence of pupil skills achieved in WAU 	<ol style="list-style-type: none"> 1 Outdoor Learning activities integrated into planning schemes with an Outdoor Learning Policy in place 2 Achieve Green Flag ECO Award scheme. Consider a further award 3 M&E the role of science and history in teachers' planners 4 Audit use of TS&PC in assorted topics 5 M&E report comments for evidence of skills in WAU
CURRICULUM: PLAY BASED LEARNING	<ol style="list-style-type: none"> 1 Continue to M&E current play based learning topics at the end of each topic 2 Identify a skill to observe for each child during a topic (working with others, use of language, ability to make decisions, ability to find out information & use of fine motor skills), record and monitor 3 Check for correlation between WAU topics and PBL topics 4 Use P1 & P2 play recording and observation sheets <p style="text-align: center; color: green;">(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Continue to M&E current play based learning topics at the end of each topic 2 Continue to identify a skill to observe for each child during a topic (working with others, use of language, ability to make decisions, ability to find out information & use of fine motor skills), record and monitor 3 Look at current PBL topics and if we feel a new topic is relevant to our curriculum then change topic. 4 Use P1 & P2 play recording and observation sheets 5 Prioritise new resources needed for PBL activities 	<ol style="list-style-type: none"> 1 Continue to M&E current play based learning topics at the end of each topic 2 Continue to identify a skill to observe for each child during a topic (working with others, use of language, ability to make decisions, ability to find out information & use of fine motor skills), record and monitor 3 Review outdoor play re development of this area for Foundation Stage 4 Use P1 & P2 play recording and observation sheets 5 Prioritise new resources needed for PBL activities

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
<p>CURRICULUM:</p> <p>PHYSICAL EDUCATION</p>	<ol style="list-style-type: none"> 1 Review and update risk assessments for all areas 2 Raise profile of school through participation in a range of sporting events 3 Develop House events with inclusion of House badminton in May 2014 4 Develop Rookie Lifesaving Programme to include links with Aurora 5 Offer non/weak swimmers a pool session with teacher in the pool to improve confidence by June 2014 <p>(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Risk assessments continued 2 Sporting events continued 3 House badminton continued and badminton taught within the PE Curriculum P5-P7 4 Introduction of distance awards in swimming P4-P7 5 Sessions for weak swimmers continued 6 Development of an athletics awards scheme in line with Athletics NI programme June 2015 (Y1) 7 Develop a rookie lifesaving programme to include links with Aurora 8 Use of iPads in KS2 Gymnastics by June 2015 <hr/> <ol style="list-style-type: none"> 9 Carry out an audit of subject's resources 	<ol style="list-style-type: none"> 1 Risk assessments continued 2 Sporting events continued 3 M&E practices in badminton 4 Distance awards in swimming (Y2) 5 Sessions continued 6 Continued development of athletics awards scheme (Y2) 7 Lifesaving programme continued (Y2) 8 Use of iPads to be used further for KS2 in PE
<p>CURRICULUM:</p> <p>MUSIC</p>	<ol style="list-style-type: none"> 1 Liaise annually with KS2 staff re topics with specific regard to music 2 Provide musical support for occasions 3 Develop music in the community 4 Expand the use of the IWB in classroom practices <p>(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Liaison for planning continued 2 Musical support for school occasions continued 3 Accessing musical occasions in the community continued 4 Continue to expand the use of the IWB and begin the use of iPads with pupils in KS2 5 Develop compositional skills through "the World Around Us" using formal and graphic notation 6 Introduction of the tin whistle playing to P7 along with traditional Irish instruments with inclusion in planners 	<ol style="list-style-type: none"> 1 Planning liaison continued 2 Musical support continued 3 Accessing musical occasions in the community continued 4 M&E IWB/iPad practices in music in KS2 5 M&E of compositional skills to begin in KS2 Classes 6 M&E practices in Irish instruments in P7

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
CURRICULUM: ART	<ol style="list-style-type: none"> 1 Take photographs of children working in art for portfolios 2 Focus on giving children skills to evaluate a range of artists' work, as well as their own and that of their peers' work 3 To get a photographer or other expert to carry out a taster session for one of more of the KS2 classes <p>(Action Plan in place)</p>	<p><u>Appointment of new co-ordinator to begin August 2014 with changes in programme for Y2/Y3</u></p> <ol style="list-style-type: none"> 1 To introduce A3 sketchbooks for Prep 5, 6 & 7 2 Use malleable materials (clay) to develop children's modelling and building techniques 3 Book a photographer to carry out a session or possible series of sessions in KS2 4 Identify and establish international links to coincide with art projects in Prep 5, 6 & 7 5 Use of iPads to begin in Art 6 Audit of resources and schemes of work with updated practices per half term 	<ol style="list-style-type: none"> 1 Sketchbooks continued 2 Clay work developed and links established with Senior School 3 Use of photography to be developed further 4 International links to be further investigated or progressed depending on progress 5 iPad usage to be continued and recorded 6 Continued 7 Schemes to be re-visited and updated with revisions
CURRICULUM: DESIGN & TECHNOLOGY	<ol style="list-style-type: none"> 1 Liaise with staff re possibility of teaching D&T areas within class time in Term 1 2 To revise some D&T tasks to fit in with work already carried out under WAU theme by end of summer 2015 3 To continue to take photos for portfolio purposes <p>(Action Plan in place)</p>	<ol style="list-style-type: none"> 1 Plan alterations with KS2 staff to make D&T tasks more cross curricular 2 Develop children's practical skills and use of equipment 3 collaborate with D&T staff in SUS re developing links between two sites 4 Use iPads as a tool to analyse and evaluate design projects 5 Audit resources and update p[anners 	<ol style="list-style-type: none"> 1 M&E if time spent on focused practical skills in D&T has aided children in their work 2 Teach the safe use of a specific implement 3 M&E joining materials 4 Focus on teaching a specific aspect

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
STAFF TRAINING	<ol style="list-style-type: none"> 1 ASCET training to be given to P1-P4 staff in preparation for initialising the programme in the school Term 1. Training to be given to Fdn Stg and KS1 teaching and non teaching staff to support programmes rolling out this year re pencil grip, movement 2 Training in FRONTER to be undertaken in-house with SEELB support for IT team as appropriate 3 Designated Teacher training by SEELB to take place in Term 1 with updates to staff as appropriate 4 Training and familiarisation in new levels of ICT to begin in Term 1 and continue throughout the year - training in-house by ICT team 	<ol style="list-style-type: none"> 1 ASCET training continued with Lower Prep class regarding development of listening skills 2 Fronter training to be continued as appropriate 3 DDT refresher training to be given by SEELB as available 4 Carry forward ICT familiarisation training which will begin this year in house 5 Training in ASD to be given by board/external agencies as appropriate/available 	<ol style="list-style-type: none"> 1 ASCET training continued as available/appropriate 2 Fronter training and practices to be M&E 3 DT refresher training to be carried out by SEELB as available 4 ICT practices in levels to be continued and M&E carried out 5 Training in ASD to be continued as available/appropriate
PARENTS:	<ol style="list-style-type: none"> 1 Parent workshops to be taken by Foundation Stage, KS1 & KS2 staff on 3 separate occasions to inform parents about phonics & reading and numeracy & literacy development throughout the school 2 To support the Parents' Association Committee (SUPPA) to encourage fundraising for a set of 30 IT Tablets to be purchased this year 3 To continue to work on the area of communication to ensure parents receive appropriate information at an appropriate time for their planning needs 	<ol style="list-style-type: none"> 1 Parent workshops to be carried out in September with same format as last year but different areas of focus with parental input re subject 2 48 iPads purchased with more to follow through continued efforts for fundraising. 3 Purchase of an outside noticeboard for parents to assist with communication 4 Parents to be given a questionnaire re auditing of uniform suppliers to improve quality 	<ol style="list-style-type: none"> 1 Parent workshops to be continued annually 2 Continued fund raising foci 3 Questionnaire for parents are part of 3 year cycle (Kirkland & Rowell)

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
COMMUNITY:	<ol style="list-style-type: none"> 1 Liaison with Priory College to be developed by taking part in fairs, choir competitions etc. 2 Liaison with Holywood Shared Spaces programme with Rockport, Holywood PS, Glencraig IPS and St Patrick's PS for assorted events including cross country, quizzes and sporting events 3 School choirs to entertain at Christmas community events, fundraising and in community homes 	<ol style="list-style-type: none"> 1 Liaise with Priory for assorted activities to continue 2 Liaise with Holywood Primary Schools - to be continued 3 Involvement in the community to be continued 	<ol style="list-style-type: none"> 1 Continued liaison with Priory College 2 Continued liaison with local primary schools 3 Continued involvement of our pupils in the community as appropriate
BUILDINGS:	<ol style="list-style-type: none"> 1 Loughhead House and new toilets in Dromkeen House are operational with a minimum of teething problems - day to day check for these 2 Focus on use of outdoor classroom area to be developed through World Around Us team 3 Prepare for Phase one to start re refurbishment of Dromkeen House with Prep 2 classroom in summer 2014 tbc 	<ol style="list-style-type: none"> 2 Further development needed of WAU area in using outdoor classroom to include St Patricks PS P1s when the area is ready 3 Refurbishment of Dromkeen house to be completed in summer 2014 with P2 classroom and re-roofing ready for P2 14/15 	<ol style="list-style-type: none"> 2 M&E WAU programme 3 Refurbishment programme to continue with Prep 1 classroom
PUPILS:	<ol style="list-style-type: none"> 1 School Council to be continued with appropriate meetings timetabled and notes shared with school 2 ECO team to be developed further with pupils hands on involvement with recycling and their ideas taken under consideration 3 Extra-curricular clubs to be reviewed with input by children for new ideas 4 Role of prefects to be emphasised inside the school community with rotas in place and designated activities happening with assorted classes 	<ol style="list-style-type: none"> 1 Continue school council activities 2 ECO award to be pursued 3 Carried forward re pupil audit of after school clubs 4 Buddy system with P7 and P1 children to be reviewed and trialled with further classes 5 Competitions to be entered in PE/Art/D&T/Literacy/Maths etc. 6 P7 pupils to be considered re operating aspects of the school's website 	<ol style="list-style-type: none"> 1 Continue school council 3 Continued pursuit of ECO award 3 changes as appropriate to be put in place following audit 4 Review of buddy system following any changes 5 Continued entry into assorted competitions 6 M&E of pupils' work re website

Subject:	Year: 2013-14	Year: 2014-15	Year 2015-16
CHILD PROTECTION:	<ol style="list-style-type: none"> 1 Child Protection policies to be shared with parents at Parent Teacher initial meetings this year and with staff annually 2 New P1 parents and all new pupils enrolled in the school will receive updated literature on their arrival 3 Audit of Child Protection procedures following training of Designated Teacher Term 1 2012-13 and updating of policies in progress 4 Prep Committee of BoG to be advised of progress of all policies at termly meeting and report to be made to SUS Designated Governor for Child Protection annually about Prep issues 5 Access NI vetting to be continued with updated procedures 6 Parent information to be sought from PSNI re computer safety advice/workshop. PSNI training of pupils P4-P7 about Internet dangers to be organised 7 All staff to be trained in August 13-14 re Child Protection issues and scenarios 8 Whole school child protection/safeguarding team to begin T3 	<ol style="list-style-type: none"> 1 Annual training of all staff in Child Protection and publication (biannual) to Parents 2 New P1 parents and all new pupils enrolled in the school will receive updated literature on their arrival 3 Updating of policies to be continued following training of DDT as available 4 Continue liaison with BOG each term re this area 5 Continued vetting of all volunteers 6 Computer safety awareness to be continued through SUS PSNI meeting re Internet Safety in T1 for P1-Y14 pupils 7 Staff training to be continued annually 8 Whole school team to review child protection/safeguarding policy T1 and review assorted practices through the school as appropriate 	<ol style="list-style-type: none"> 1 Annual training of all staff in Child Protection 2 New P1 parents and all new pupils enrolled in the school will receive updated literature on their arrival 3 Continue updating following training of DT (as available) 4 Continue liaison termly with BOG re Child Protection issues 5 Continue vetting of all volunteers 6 Computer safety awareness to be continued for KS2 pupils as available 7 Staff training to be continued annually 8 Whole school team to meet each term to review procedures