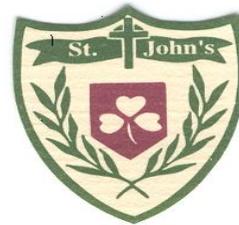


SCHOOL DEVELOPMENT PLAN
FOR

ST. JOHN'S PRIMARY SCHOOL

2023-26



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 - b) Providing for the special, additional or other individual educational needs of pupils.
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6a) The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents and staff and other persons or bodies in the preparation of the plan.

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Acronyms and Abbreviations

Ethos Statement	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<p>St. John's is a Catholic primary school where all teachers and governors are committed to The Catholic Statement of Aims, whilst pursuing the highest standards of education for the pupils. We are an inclusive school. We have a HIGH LEVEL OF CAPACITY FOR SUSTAINED IMPROVEMENT in the interests of all learners.</p> <p>The learning environment is happy, secure and stimulating. All staff including auxiliary and ancillary, teachers and classroom assistants, visiting tutors and students aim to make each interaction with children, a learning opportunity.</p> <p>We aim for high morale at all times. Relationships are based on Christian and Catholic principles, underpinned by love and forgiveness.</p> <p>Expectations of pupils and staff are high and are made explicit through the School Aims, Mission Statement, our Core Values and in everyday dealings with children in and outside the classroom.</p> <p>The school places high importance on the value of good relations with parents.</p> <p>We seek to ensure that we maintain our Catholic</p>	<ul style="list-style-type: none"> • We have made provision for a number of pupils with specific physical and learning needs. • The school has been oversubscribed for many years and staff work extremely hard to address the challenges that brings. • We regularly reflect on and commit to our core aims, values and principles as part of the Nurture in Education approaches. • We continue to aspire, with the support of CCMS, to establish a unit for Irish Medium Education in order to offer those families who wish to, the wide-ranging opportunities which bi-lingualism brings. 	<ul style="list-style-type: none"> • ETI (June 2017) and subsequent pastoral visits. • Numbers applying are high. • Families of pupils with Special Educational Needs continue to apply to the school and have expressed deep satisfaction with provision in review meetings. • Bishops and CCMS are aware of and respond to growing criticism of faith schools in favour of integrated provision. • Community consultation responses have indicated good support for IME provision. • Stakeholder surveys from summer 2022 • Lynch (2014-OpenDemocracy) "The ethos of new managerialism is stripping public services of moral and ethical values and replacing them with the market language of costs, effectiveness, profit and competition."

<p>values in the face of growing secularisation as well as 'New Managerialism' which is where pupils are seen as a consumer whose value lies in academic performance and where teachers are seen solely as service providers. Secularisation in society shall be met with teaching in St. John's which shows children that there is a God, that God loves us and that we need God.</p>		
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2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for
a. learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in Using Communication, Using Mathematics and Using Information and Communications Technologies (ICT);

Strategies for learning and teaching (to include raising standards of attainment in Using Communication, Using Mathematics and Using ICT)	Evaluative Comments (to include strengths and areas for improvement)	Sources of evidence for Comments
<ul style="list-style-type: none"> Teachers provide a broad and relevant curriculum taking account of differing learning styles and the pupils' own interests and in line with the Northern Ireland Curriculum. There is an emphasis on Literacy and Numeracy in terms of time, resource and personnel allocation and for staff professional development through PRSD. 	<ul style="list-style-type: none"> The use of Accelerated Reader and spending on new supplies of books continues to produce improving reading rates and scores Staff continue to use GL analysis and Assessment Manager on a consistent basis and use the information to track and target pupil scores and to inform lesson planning. 	<ul style="list-style-type: none"> Inspection Report (June 2017) SESP Inspection 2019 REACH programme Inspection May 2022 PRSD GL Assessments Cluster data June 2023 Stakeholder surveys Summer 2022 Classroom observations Teacher views

<ul style="list-style-type: none"> • Teachers are committed and enthusiastic and use positive relations to enthuse pupils. • Teachers use adaptable, flexible teaching strategies and incorporate assessment for learning. • Assessment and other data are effectively used to inform teaching and learning on an on-going basis to promote improvement. • Self-evaluation by teachers continues to be rigorous and is evolving as good practice is shared and shaped. • Teachers and pupils reflect through the use of Learning Journals and lesson recap. • Education outcomes had dipped following the Covid pandemic and periods of lockdown. We seek continuous improvements. • Pupils set and review their own targets on a termly basis. • Rewards and sanctions developed with the pupils are used to promote positive relations, atmosphere and learning and are couched in the language of Nurture and a Rights context. 	<ul style="list-style-type: none"> • Research has shown that there is greater chance of raising standards in Literacy and Numeracy where pupils experience a truly broad and balanced curriculum and staff continue to seek varied and stimulating opportunities for contexts for pupil learning. • We need to continue to provide opportunities for the real-life contexts for literacy and numeracy skills development in pupils via cross-phase projects and international links. 	<ul style="list-style-type: none"> • Book looks • Pupil views • Scrutiny of assessment data from within school and across the local cluster. • Successful participation in a range of key programmes like Erasmus, working groups, the EA Outdoor Learning Project, as well as the Cluster partnership with St. Patrick's College.
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Strategies for Assessment (to include raising standards of attainment in communication, Using Mathematics and ICT)	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<p>Strategies for raising standards through assessment:</p> <ul style="list-style-type: none"> • Co-ordinators with Teaching Allowances for Assessment, Numeracy, Literacy, ICT. • Policy and at a glance overview • Base-lining using pre-school reports • Use of GL scores • PRSD targets • Formative including peer and self-assessment • Feedback • Target setting • Tracking, using tools in Assessment Manager • Summative including class tests and informally End of Key Stage Assessments • Benchmarking against the cluster feeder schools. 	<ul style="list-style-type: none"> • Analysis of end of KS2 data shows the school’s performance in Literacy and Numeracy is in line with comparable FSM band and local primary schools. This comparison will widen once EA comparative data is appropriate and available (after industrial action) • The school’s performance in Literacy and Numeracy compares well across the local cluster for feeder schools for St. Patrick’s College with the following observations: • In PTM IN 2023, St. John’s ranked equally with 3 out of 5 schools. • In PTE in 2023, St. John’s was the top performer within the 5 schools. • We should continue to focus on real-life problem-solving in Numeracy. • Teachers have identified areas for improvement within their own cohort. • Target setting has had to be adapted due to industrial action meaning teachers are not participating in levelling pupil work according to the ‘Levels of Progression’. • Targets continue to be set using the GL stanines as a guide. 	<ul style="list-style-type: none"> • Inspection Report (June 2017) • Benchmarking from Cluster schools • Parent survey Summer 2022 • Staff survey Summer 2022 • We await the finalisation of CEA adaptive tests to replace costly GL Assessments and to that end we have participated in a number of pilot exercises.

<p>ESAGS Characteristic 'High Quality Teaching and Learning'</p> <p>ISEF: Outcomes for Learners, Standards Attained- What evidence is there that we have significantly improved standards of attainment or maintained them at a consistently high level?</p>		
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2 (b) A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils.

Strategies for providing for pupils with SEN	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • SEND Code of Practice (revised) largely embedded. • Return of SENCO from Career Break. • PLPs (formerly IEPs) created by teachers in consultation with the SEN teacher, SENCO, Assistants, pupils and parents and reviewed regularly. • Interventions including Reading Partners, Toe, by Toe, Stareway to Spelling and additional withdrawal where appropriate. • Staff training including assistants. • Liaison with external agencies like RISE, AAIS Service, Psychology service etc. • Communication with pupils and parents • Allocation of additional classroom assistant time. • Challenge Club activities 	<ul style="list-style-type: none"> • PLP formatting and quality has been reviewed and evaluated regularly and have become increasingly targeted and effective with ETI saying they are "some of the tightest we have seen". Staff training awaited from EA. • 'Reading Partners' scores show a clear improvement in reading ages of children participating. • The value of Classroom assistant training on RISE courses is highly valued by the assistants and teachers. • Challenge Club promotes self-esteem and motivation in more able pupils according to teachers and pupils and should be continued so their standards can be maintained. 	<ul style="list-style-type: none"> • Inspection Report (June 2017) • Feedback from SENCO training • Parent comments • PLPs • SENCO meetings • SWOT analysis • Updated policies • Stakeholder surveys Summer 2022 • Teachers value the tracking records collating pupil progress over key stages.

<ul style="list-style-type: none"> • All assessment strategies as outlined in 2a above. • Continuing and changing needs of ASD pupils are embraced by staff with continuous learning/ training, consultation with external agencies and liaison with families. 	<ul style="list-style-type: none"> • Staff training in medical issues continues to be updated to ensure provision for identified pupils. • Identification of needs and MANUAL TRACKERS continue to be effective and these are aided by the SEN teacher in liaison with class teachers. • Need to take account of the ongoing addition of chapter(s) within the DE SEN Resource File. • We regularly review and update all associated policies. 	
<p>ESAGS-High Quality Teaching and Learning ISEF: Outcomes for Learners, Progression- How do we identify under or low achievers? What interventions are successful or not? How are the outcomes for children tracked?</p>		

2 (c) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Strategies for promoting the health and well-being of pupils	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Continued recognition of the pupil voice. • Nurture in Education approaches • Buddy System for ICT and Reading • Health Education Policy • Healthy Breaks Policy • Involvement of intervention programmes like ‘Women’s Aid’ • Comprehensive provision through PDMU and regular review. • Continue to improve outdoor aesthetics and play experiences with support of the Outdoor Learning Pilot 2022-23 • Enjoyable and stimulating after school provision in BRIGHT START • Creation of a ‘Sacred Space’ outdoors. 	<ul style="list-style-type: none"> • Mental Health awareness raising is ongoing. • School Council seen as effective by pupils and staff. • School should continue to engage with a range of programs and strategies for promoting pupil nurture and self-esteem. • Critical incident management strategies in place. • The Mud kitchen needs to be maintained with continuous development and promotion as a learning resource. • A Sacred Space continues to encourage faith and well-being for pupils when outside. • Our Catholic Ethos permeates all actions. 	<ul style="list-style-type: none"> • Feedback from beneficiaries and providers of a range of therapies like Happy Healthy Minds, Dramatherapy, Action Mental Health Play Therapy. • Listening Boxes • Circle Time • Certificates and Awards • PAS and Exit Surveys • iMatter publication from DENI. • Visits to other schools have generated ideas for improving the outdoor area. • Staff feedback from Tinylife training May 2023
<p>ESAGS- Child centred provision ISEF: Quality of Provision, Quality of the Curriculum- How do we evaluate the quality of the curriculum? What evidence do we gather to demonstrate that it provides breadth, balance and progression?</p>		

Strategies for child protection	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Continuation of safer drop off/ collection policy • Updated Policies • Record keeping • Communication with pupils and parents • BOG involvement • Staff and BOG training • PDMU programmes. • Anti-Bullying approaches • Clear information conveyed and displayed • Governors as part of the Safeguarding Team 	<ul style="list-style-type: none"> • Appointment of new DT, rather than the Principal. • Appointment of new DDT. • Need to continually incorporate aspects of the revised DE guide for schools: 'Safeguarding and Child Protection in Schools'. • Updating of Safeguarding Proforma. • Governors regularly check the ETI proforma to ensure best practice is a feature of the school's approaches. • The Safeguarding Team is clearly communicated to all stakeholders. • Whole school staff training in Child Protection is currently up to date and will be due to take place annually.. • Effective E-Safety Policy in place and approaches include the use of Securus software and regular scrutiny of alerts. 	<ul style="list-style-type: none"> • Parent survey on Anti-Bullying approaches and policy. • Governor reviews and minutes • Pupil feedback • SLG team meeting minutes • Newsletters • Noticeboard displays
<p>ESAGS- Child centred provision. ISEF: Do we review rigorously, on an annual basis, the policies and practices for child protection and safeguarding using the ETI safeguarding proforma?</p>		

Strategies for pupil attendance	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Attendance certificates at end of year. • House points awarded each term. • Reminders to parents in Newsletter, Prospectus etc. • System of secretary contacting parents where no message has been received. • Liaison with EWO 	<ul style="list-style-type: none"> • Attendance compares favourably with NI averages although data lags a little. • Dip in % attendance following C19. • Need to scrutinise new 'tiers' of attendance data for better understanding of reasons behind poorer attendance of some pupils. • Some families are taking holidays in term time so this will need to be monitored. 	<ul style="list-style-type: none"> • Attendance records • Attendance Policy • Governor Minutes (on every agenda)

Strategies for behaviour and discipline of pupils	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Catholic Ethos in all we do. • Policy • Teacher and whole school • Rewards and Sanctions, Class charters • Separate play areas for each class. • House (points and rewards system) • Dojo points in each class. • Rights Respecting School language and approaches • Assemblies with 'Special Mention' • Nurture in Education approaches. 	<ul style="list-style-type: none"> • School Council views shared . • Staff and pupils recognise the value of weekly assemblies for each key stage and for 'Special Mention' by the Principal. • Staff stay abreast of strategies for managing increasingly complex behaviours often associated with special needs. 	<ul style="list-style-type: none"> • SWOT analysis • PAS outcomes • Exit Surveys • Anecdotal feedback and observations of pupils. • CEA guidance on SEBD approaches

<ul style="list-style-type: none"> PATHS training and implementation of strategies. 		
ESAGS- Child centred provision. ISEF: Care and Welfare- How do we ensure that behaviour for learning is positively and consistently promoted?		

2d) A summary and evaluation including through the use of performance and other data, of the school's strategies for providing for the professional development of staff

Strategies for staff professional development	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> Staff consultation SLG and subject co-ordinator meetings PRSD BT and EPD as applicable Learning Journals Evaluation of planners Induction scheme for new staff Erasmus exchanges, sharing good practice Co-ordinators' Logs RISE training for SEN in FS/KS1 EA ASD training for all staff Performance Review for ALL Staff Evaluation of in-service via OneNote Research Lesson Study 	<ul style="list-style-type: none"> Effective evaluation of training is carried out and all staff have completed evaluation forms following attendance at either school based or external training, stored centrally on OneNote and TEAMS Staff have expressed the view that they are willing to continue to share good practice and conduct classroom observations where there is agreement. All staff will be offered the opportunity to participate in Research Lesson Study. The feedback from previous years was very positive. Support staff performance is incrementally improved through regular 	<ul style="list-style-type: none"> SLG meeting minutes Records from Research Lesson Study PRSD docs Classroom Observations EPD records Learning Journals Teacher in-service evaluations Co-ordinator Logs Feedback from support staff performance reviews. SWOT analysis comments

	<p>reviews.</p> <ul style="list-style-type: none"> • Additional time has been given to allow for joint staff planning when any composite classes are in place. Feedback indicates that this is of benefit to all those involved. 	
ISEF: Leadership and Management- How do we collaborate effectively to support and embed career-long professional learning for our staff, that is relevant and future focused?		

2(e) A summary and evaluation including through the use of performance and other data, of the school’s strategies for managing attendance and promoting the health and well-being of staff.

Strategies for managing staff attendance (teaching and support staff)	Evaluative Comments (including strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • CCMS Policy for Teacher Attendance • OH referrals conducted • Staff Guidance notes • Liaison with EA welfare section • Handbook for Learning Support Staff 	<ul style="list-style-type: none"> • Whilst we sometimes have staff on long term sick leave, there is an absence of persistent short-term leave periods amongst teachers but this could be improved among support staff. • Support staff attendance policy has been implemented as evidenced by liaison with Welfare section of EANI (NE) • Staff guidance includes advice from DENI on absence from school for funerals. 	<ul style="list-style-type: none"> • Kirkland Rowell survey of staff indicated that 100% of respondents rate the overall staff satisfaction with the schools as good or very good.

Strategies for promoting staff health and well-being (teaching and non-teaching)	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • VP with responsibility for staff welfare • Safe, stimulating and appropriate environment for teaching and support staff. • Liaison with union personnel as required • Celebration of success- Cheers for Peers Board, 'Wand for 'You Worked Your Magic This Week. • Code of Conduct (for CP) • Staff Guidance Notes • Evacuation and Fire Safety procedures • Frequent and varied consultation • Staff events • Trained First Aiders available • Risk assessments conducted and disseminated. 	<ul style="list-style-type: none"> • Staff attendance at school meetings, concerts and staff celebrations etc. is high. • In feedback, staff members have reported that they feel valued when mentioned on the Cheers for Peers Board or getting the 'wand' at assemblies. • There is a continuous need to ensure all staff feel treated equally. • Little use is made of the Staff Suggestion Box. • Staff value the opportunity to contribute to key stage meetings. 	<ul style="list-style-type: none"> • SWOT analysis • Informal feedback. • Fire drill and fire safety records • Risk Assessment training documents and records.
<p>ISEF: Care and Welfare- How do we know that we provide a safe and secure environment for all members of the school community?</p>		

2(f) A summary and evaluation including through the use of performance and other data, of the school's strategies for 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.

Strategies for promoting links with parents	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Provision of wraparound childcare through the BRIGHT START service. • Parental consultations • Parent engagement • PSG • Communications like Dojo, email, text, website, monthly newsletters, prospectus etc. • Parental support for events • Parent Suggestion Box • Complaints Procedure • Parent information meetings 	<ul style="list-style-type: none"> • Steady numbers taking up the after school service. • Very high turnout at class assemblies • Feedback from class visits after assembly indicate good level of satisfaction and engagement with school. • Healthy response rates for surveys. • Very low use of the Complaints Procedure • Very low use of the Suggestion Box • The most recent parent survey indicated overall performance of the school is rated excellent by the parents with no criteria advised for attention. 	<ul style="list-style-type: none"> • SWOT analysis • Anecdotal evidence • Parent comments at Annual Review meetings for SEN • High level of attendance at meetings including: <ul style="list-style-type: none"> ○ Assemblies ○ FS curriculum meeting ○ Sacrament meetings

Strategies for promoting links with the local and wider community (to include other schools, business community and voluntary and statutory bodies)	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Links with primary schools in St. Patrick's cluster • Links with local post-primary schools, in particular with St. Patrick's College • Links with local colleges for e.g. Work experience • Teaching Practice students • Links with grant bodies like local Council, Big Lottery etc. • Links with local, national and international charities. • Links with international schools via Erasmus+ programme (ending Sept 2023) • Community use of 3g pitch • Cross-community projects and sports days • Use of services like Young Enterprise, Women's Aid, Bee Safe etc. • Website and Newsletter • Links with local GAA clubs • Provision of school age childcare through BRIGHT START • Links with local pre-school settings and including Grantots and Naíscoil Ghreanacháin 	<ul style="list-style-type: none"> • Very effective links forged between pupils, staff and Governors. • The cluster arrangements continue to support our approaches to the use of assessment data. • Taster days at St. Patrick's College improve the transition experience for our Y7s. • Healthy number of requests for work experience placements at the school. • We should increase the number of opportunities for pupils to meet the elderly by visiting old peoples' homes more often. • Links with Grantots and Naíscoil Ghreanacháin continue to be effective with staff visiting the new intake and with Y1s returning to visit too. 	<ul style="list-style-type: none"> • Transition Policy • Feedback from work placement supervisors and students. • Feedback from Young Enterprise personnel.
<p>ISEF: Care and Welfare-How do we ensure that relationships with other schools and the wider community support the holistic development of the children? ESAGS p22</p>		

2 (g) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

Strategies for Using ICT to support learning and teaching.	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • ICT embedded in planners, schemes and policies. • Co-ordinator with Teaching Allowance for ICT. • Achievement of Digital School Award for Cyber Resilience and Internet Safety. • Reference in Learning Journals and Exit Surveys • Staff development including that for support staff. • Maintenance of hardware and systems. • Sharing of good practice within school and with outside bodies. • Extending range of hardware and software available for pupils and staff. • Successful application to JDO scheme linking a philanthropical organisation in the USA with schools across the world. 	<ul style="list-style-type: none"> • More resources needed to support learning, since the removal of a large number of devices by c2k. • Extremely positive response to an appeal for funds and sponsorship of devices to the local community. • The school caters well for the ICT needs of pupils. • ICT features within staff PRSD targets.. • KS1 and KS2 UICT tasks continue to provide beneficial learning activities for pupils. • Website is well-maintained by class teachers and Principal, showing up to date, relevant information and insights, to parents and wider community. Families can access wide range of school policy documents. • The use of Accelerated Reader has been seen to promote reading but particularly with boys. • Heinemann Active Maths and Times Table Rockstars are motivational for pupils, with regular recognition for endeavour and success. 	<ul style="list-style-type: none"> • Staff responses to removal of range of devices from classrooms. • Parents and businesses provided 14 new Surface Pro SE laptops • PRSD • In-service evaluations • Exit Surveys • Engagement by the Principal in the Microsoft Surface Pro Teacher working Group provided very positive feedback from organisers and peers.

Strategies for Using ICT to support staff professional development.	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • PRSD targets • Co-ordinator support timetabled each week • On-line resources through c2k, EA • Training in e.g. Securus for the newly appointed DT. • Staff access to Teacher Surface Pros through Capita and c2k 	<ul style="list-style-type: none"> • PRSD targets include successful integration of new learning platform and resources. Staff need to continually augment their repertoire of relevant resources and to adapt their usage to new classes where necessary. • Timetabling the co-ordinator is effective but poses heavy demands from time to time. Additional time is allocated when possible and when particular projects or developments are taking place. • Staff training has been effective as seen in evaluation forms and Olive platform training is planned for Term 1 SDDS 2023. 	<ul style="list-style-type: none"> • Digital School Award • PRSD documents • In-service evaluation forms • SLG Minutes • Surface Pro Working Group feedback • Cluster and MUPPA feedback from a range of short-term collaborations

Strategies for Using ICT to support leadership and management	Evaluative comments (to include strengths and areas for improvement)	Sources of evidence for comments
<ul style="list-style-type: none"> • Assessment Manager used to track pupil performance. • Use of the OneNote/TEAMS for staff information. • School website. • Teacher devices in use at home or on class desktops (releasing another desktop for pupil use). 	<ul style="list-style-type: none"> • Very strong use of ICT by and for leadership and school management should continue. • Continue to research and maintain best practice strategies. • Plan to re-evaluate whole school practice using SWGFL or other NAACE tool. 	<ul style="list-style-type: none"> • Digital School Award • Informal feedback. • SLG Minutes

3 (a) An assessment of the school's current financial position and the use made of its financial and other resources.

Current financial position	Assessment
<ul style="list-style-type: none"> • 3-year financial plan agreed by Governors • School fund maintains a healthy balance 	<ul style="list-style-type: none"> • The school continues to manage well, the reduced allocated budget with a projected deficit which has been lower than anticipated. However, further cuts and rising costs increase the heavy challenge of staying within budget in the foreseeable future. • Additional funding streams are reduced and these include SE, Erasmus, Well-being sources etc. • Good enrolment numbers assist with budget allocation. However, there are additional demands arising from expenditure on SEN, assistance for larger classes as well as staff absence.

3 (b) An assessment of the planned use of the school's projected resources 2023-27, in support of actions to bring about improvements in standards.

Use of resources to support improvement in standards as outlined in the 3 year SDP	Assessment
<ul style="list-style-type: none"> Plan for use of resources over the next 3 years is detailed in the 3-year action plan sections. See sections on Finances and Budget and Accommodation and Maintenance 	<ul style="list-style-type: none"> All spending is linked to pupil needs and the raising of standards and has been controlled effectively to meet targets set. It has provided for additional hours for support staff to <ul style="list-style-type: none"> i) assist with SEN ii) assist with large class sizes across the school. Monitoring is carried out by SLG, Governors and personnel from LMS (EA) Monitoring and evaluation is also carried out by linking action plans to budget costs and by an assessment of the 'value for money' for in-service training days. Additional short-term costs for provision of IME will lead to future benefits and additional funding.

1. 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 the SDP 2014-2017

Key Targets in SDP 2014-2017	Extent to which we have met these key targets	Further Action
<ul style="list-style-type: none"> Following C19 and periods of Industrial Action, key targets have been adjusted and can be seen in the Transition Plans appended. 	<ul style="list-style-type: none"> See Transition Plans appended. 	<ul style="list-style-type: none"> Target setting and tracking by Co-ordinators and class teachers continue to be finely tuned and to effectively highlight individuals who may be underperforming. Literacy and Maths action plans will reflect the continued focus on raising standards.

PARENT CONSULTATION

<https://sway.office.com/R4E7u5Jg2zrL3O8y?ref=Link>

At the link above, you will be able to read the detailed outcomes of our parent consultation in 2022 and the responses to those along with any amended practices resulting.

5. STEEEP ANALYSIS

This outline of predicted changes provides a context for the identification of strategic goals for the school.

SOCIAL

- Demographic patterns show steady high numbers wishing to apply for St. John's, above our admission number generally. DE Pilot to 'normalise' this event is in progress.
- Free School Meals pupil numbers remain low.
- Cross-community learning has been negatively impacted by the withdrawal of our partner school from our project in 2022.
- Increasing numbers of pupils receiving diagnoses of additional needs with associated behaviours which have an impact in school planning, management and delegation of resources.
- Increasing mental health problems for young people following periods of lockdown.
- Financial pressures on families during periods of rising prices and cuts to services.

TECHNOLOGICAL

- Digital School Award for Cyber Resilience and Internet Safety, constant review.
- Increased range of classroom devices with practice and policy implications
- Consideration of JDO application
- Participation in the Surface Pro Working Group
- Access to information by pupils and staff.
- Staff training
- Sharing of good practice.

ENVIRONMENTAL

- Use of Photo-voltaic panels helps the budget
- Opportunities with Eco Flag projects.
- Hard-working WAU and Eco Co-ordinator
- Hens kept for pupil well-being and curricular areas.
- Green issues and awareness of conservation, recycling etc.

ECONOMIC

- Limitation by DE on school capacity
- Widespread budget cuts
- Lack of flexibility with LMS and financial allocations.
- Limitations of school fund raising because of competing community and family challenges.

- Opportunities for 'joined up' learning, e.g. YENI, Education for Employability.
- Y7 Business Project

EDUCATIONAL

- Use of ISEF (Inspection Self Evaluation Framework)
- Every School A Good School, Count Read, Succeed and other DENI strategies

POLITICAL

- Continuing uncertainty and lack of expertise in institutions like NI Assembly, CCMS, EA
- Comprehensive post-primary schools
- Grammars with unregulated selection processes.
- Rationalization and amalgamation.
- World crises

CHALLENGES
AND
OPPORTUNITIES
FOR ST. JOHN'S

2. i) An assessment of the challenges and opportunities facing the school

Challenges facing the school	Opportunities facing the school
<ul style="list-style-type: none"> a) Oversubscription b) Financial constraints c) Maintaining good pupil results in Literacy and Numeracy. d) Cost of GL testing e) Industrial action f) Effective use of data and effective evaluation by staff g) Widening demands of SEN provision h) Staff development and deployment: Support staff deployment for large classes i) Changing role of CCMS j) Viability of BRIGHT START k) Introduction of IME in the Swatragh area l) Considerable change in the make-up of what was a long-standing team of Governors. 	<ul style="list-style-type: none"> i. Steady and rising enrolment. ii. The establishment of our IME unit in September 2024 on foot of a Development Proposal being worked on by CCMS will enrich opportunities for our pupils opting for bi-lingualism. iii. Introduction of IME will attract some additional funding and be a huge development for the school and community. iv. Use of assessment data to include GL stanines v. Pilot of CCEA test system vi. Adjusted management arrangements to accommodate demands of industrial action. vii. Staff with increased capability to target teaching and learning. viii. Staff willing to train, collaborate and continuously learn. Cross-phase learning with St. Patrick’s College ix. Sharing good practice and benchmarking data with Cluster schools x. Robust performance review xi. Principal as Associate Assessor for ETI, Coach for First-time Principals through the School Development Service, Recruitment Advisor for CCMS, Chair of MUPPA. xii. Fresh viewpoints and skill sets in new Governors.

Assessment of challenges

a) The challenge of oversubscription is major and remains a priority for action for several reasons:

- Strain of large class sizes
- Community perceptions if children fail to achieve a place
- Future impact on numbers if families are initially disappointed
- Negative impact on parish and community cohesion

Approaches have been made to CCMS and DENI to find solutions to the growing demand for places accounted for in part by a rising number of births in the parish. Despite these approaches the school itself has limited scope for resolutions.

- b) Budget uncertainty is outside our control due to government action / inaction. Need for continual vigilance and spending to be prioritised.
 - c) All action plans and training for staff are based around raising standards in Literacy and Numeracy even when industrial action is current but more progress could be made once it is over.
 - d) Useful historical data is now no longer as useful, as the assessments were disrupted by C19
 - e) Use of data to improve performance continues to be embedded in everyday practice and will be continuously monitored, evaluated and refined.
 - f) There is some progress regarding EA support and delivery and implications of revised SEN guidance. Increasingly diverse pupil needs create further demands on teaching approaches and facilities.
 - g) Staff continue to be challenged professionally, when dealing with large classes and wide-ranging pupil needs.
- h) Support from CCMS has become less consistent during a period of huge change in the organisation.
- i) BRIGHT START has been delivered on site and serves school families. However support for the service is being cut in terms of DE budget and Playboard staff have been made redundant. Therefore the future presents challenges for Principal and key staff of BS.
- j) IME developments present a huge opportunity for the school in the community and will increase Principal workload particularly in the near future.
- k) Industrial action continues to impede some school practices and actions, with little sign of a resolution.

Assessment of opportunities

i)	The rising enrolment provides confidence for the future of the school and the ability to service the community with reciprocal support.
j)	Provision of IME via our stream starting in September 2024 will broaden and enrich what our school offers to the community.
ii)	The school has in the past, made excellent use of the opportunities and finance provided by successful applications to projects such as SE, Erasmus+, Bright Start etc. All such funding doorways have been closed.
iii)	The use of assessment data and targets based on GL stanines is enhancing our provision for individual needs of pupils and will continue to be a priority for the SLG
iv)	Staff continue to be highly effective in creating and meeting pupil targets.
v)	Staff have continued to show a great willingness to engage with new learning at every opportunity.
vi)	The practice of benchmarking data with local cluster schools continues to provide teachers with an important comparison of similar school settings.
vii)	The Principal's networking and roles promote the sharing of good practice witnessed elsewhere.

6a) The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others in the preparation of the SDP

Consultation with pupils	<ul style="list-style-type: none"> • PAS survey (GL) • School Council • SWOT analysis • Eco Team • Class Exit Surveys
Consultation with parents	<ul style="list-style-type: none"> • Forms Survey summer 2022 • PSG
Consultation with staff	<ul style="list-style-type: none"> • SWOT analysis • Supervisory Meetings • Co-ordinator Logs • SDDs
Consultation with other relevant personnel	<ul style="list-style-type: none"> • CCMS Link officer and EA

6b) The arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the SDP.

Arrangements for the BOG to monitor, review and evaluate progress made	<ul style="list-style-type: none">• Principal provides written and oral reports to BOG at each meeting and provides where appropriate, written documents summarising e.g. benchmarking performance data and analysis, amended policies etc.• Action plans for the year ahead are provided at the start of each year when a review of the previous year takes place.• As a sign of distributed leadership, subject and project co-ordinators provide oral and written reports at Governor meetings. This will be re-started with this new SDP, following the pause during C19 and Transitional Plans
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7. Identification of the areas for development which shall be informed by the school's self-evaluation:
ST. JOHN'S THREE YEAR STRATEGIC SCHOOL DEVELOPMENT PLAN PRIORITIES 2023-26

	Year 1	Year 2	Year 3
CURRICULUM, ASSESSMENT / STAFF DEVELOPMENT	Numeracy-improve performance in Shape and Space Address 'perceived learning capability' and confidence in some cohorts	Continue to strengthen KS1 entry pupil performance in Literacy and Numeracy Conduct NAACE Self-Review (ICT)	Access to EA/CEA testing solution to replace GL and associated costs.
PASTORAL / ETHOS / STAFF DEVELOPMENT	Self-evaluation of Catholic Ethos (using 'Catholic Ethos, A Framework for Self-Reflection') Develop further, capabilities with Surface Pro and Microsoft apps	Continue with reflection on i) Learning and Teaching and ii) Inclusion and Diversity	Continue with reflection on i) Social Justice and Environment and ii) Partnership and Outreach
WHOLE SCHOOL ISSUES/ STAFF DEVELOPMENT	Preparation for the establishment of the Irish Medium Education from Sept 2024	Rang 1 IME established and resourced	Rang1/2 established and resourced

PARENTS AND COMMUNITY	Increase contribution of PSG members as a focus group as well as fund raisers.	Increase business support	Consultation for next 3 year plan
ACCOMMODATION / MAINTENANCE	Bright Start mobile	For accommodation needs for IME	
FINANCE / BUDGET	Access all external funding possible to augment underfunding allocation.		

ST. JOHN'S THREE YEAR SCHOOL DEVELOPMENT PLAN 2023-26: Developmental Issues and Maintenance of Standards

	Year 1	Year 2	Year 3
CURRICULUM, ASSESSMENT / STAFF DEVELOPMENT	<p>Continue to benchmark against local schools and to target GL aspects requiring improvement.</p> <p>Implement updated Pupil ICT Skills Checklist across the school</p> <p>YENI if available (may be subject to financial cuts)</p>	➤	➤
PASTORAL / ETHOS / STAFF DEVELOPMENT	<p>Training in Theraplay (FS), Nurture in 5 and Connect and Nurture for all staff.</p> <p>Ethos Charter to be agreed</p>	<p>Continue with Ethos Action Plan</p> <p>Continue to review and update the ETI Self Evaluation</p> <p>Proforma for Safeguarding Research Lesson Study approaches to be used across the school as a means of sharing best practice.</p>	➤

WHOLE SCHOOL ISSUES / STAFF DEVELOPMENT	<p>Medical training updates required.</p> <p>Strengthen Transition experiences for pupils going to Y8</p>	Review of roles and areas of co-ordination	➤
PARENTS AND COMMUNITY	<p>Curriculum meeting for parents in Term 1</p> <p>Continue parent invitation to assemblies and class tour.</p>	➤	➤
ACCOMMODATION / MAINTENANCE	<p>Fire Safety Training for all</p> <p>Updated Risk Assessment training for Principal</p>	Review of accommodation needs to meet admissions in IME and English	➤ Telephony changes within EA
FINANCE / BUDGET	Jobstart project from DfC to be accessed to increase personnel numbers and paid for by the scheme.	Continued budget restraint applied	➤

Year 1 Priorities 2023-24 STRATEGIC DEVELOPMENT

	Term 1	Term 2	Term 3
Curriculum and Assessment	<ul style="list-style-type: none"> ▪ Tailor classroom approaches to individual pupil learning needs using GL PAS, Young for Years and Tinylife information. 	<ul style="list-style-type: none"> ▪ Numicon training to support classroom activities across the school. 	<ul style="list-style-type: none"> ▪ Focus on Shape and Space activities to improve outcomes in GL. ▪ Revised pupil ICT self-assessment skills checklist to be used and shared with post-primary
Pastoral/ Ethos/ Staff Development	<ul style="list-style-type: none"> ▪ Olive Training to maximise benefits of Microsoft tools. ▪ Review of Catholic Ethos using the self-reflection framework. ▪ Theraplay Training 	<ul style="list-style-type: none"> ▪ JDO training via googlemeets 	<ul style="list-style-type: none"> ▪
Whole School Issues	<ul style="list-style-type: none"> • Visit to Keady PS to learn from their IME experience. 	<ul style="list-style-type: none"> ▪ Class and resource alignment for intake into main and IME streams 	

	Term 1	Term 2	Term 3
Parents/Community	<ul style="list-style-type: none"> ▪ PSG Focus group to be organised to consult on fund-raising with new Prizefunder scheme 	<ul style="list-style-type: none"> ▪ Meet with and disseminate information to parents with an interest in IME 	
Accommodation/Maintenance	<ul style="list-style-type: none"> ▪ Acquisition of mobile as per research in 2022/3 	<ul style="list-style-type: none"> ▪ 	
Finance/ Budget	<ul style="list-style-type: none"> ▪ Access Jobstart scheme through DfC 	<ul style="list-style-type: none"> ▪ 	

Year 1 Priorities 2023-24 Maintenance and Progression Issues

	Term 1	Term 2	Term 3
Curriculum and Assessment	<ul style="list-style-type: none"> ▪ Outdoor Learning developed further across the school. 	<ul style="list-style-type: none"> ▪ Young Enterprise workshops for Y2 to Y7 	<ul style="list-style-type: none"> ▪ Continue to benchmark GL scores against local schools and to maintain our strong position.
Pastoral/ Ethos/ Staff Development	<ul style="list-style-type: none"> ▪ Theraplay training for staff in August ▪ Exploration of Being Well, Doing Well programme with EA. ▪ Ethos Charter for staff 	<ul style="list-style-type: none"> ▪ Research Lesson Study as a vehicle for sharing good practice. 	<ul style="list-style-type: none"> ▪
Whole School Issues	<ul style="list-style-type: none"> ▪ Medical Training updates for staff 	<ul style="list-style-type: none"> ▪ Continue the work of the Eco School and Sustrans awards. 	<ul style="list-style-type: none"> ▪ Sacramental preparation finalised. ▪ Improved transition into Y8, in partnership with St. Patrick's College Cluster.

	Term 1	Term 2	Term 3
Parents/Community	<ul style="list-style-type: none"> ▪ Curriculum Meetings for parents . 	<ul style="list-style-type: none"> ▪ 	
Accommodation/Maintenance	<ul style="list-style-type: none"> ▪ Fire Safety Training for all staff. ▪ Principal to access updated Risk assessment training. 	<ul style="list-style-type: none"> ▪ 	
Finance/ Budget	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	

GOALS FOR ST. JOHN'S PS 2023-24

1. *All pupils achieve expected or added value levels of attainment in Literacy, Numeracy and ICT*

Target 1: In each class Y4 to Y7, 60% of pupils achieving stanine 5-9 in both Literacy and Numeracy (pupils with a Statement of SEN excepted)

Target 2: In each class Y4 to Y7, 23% of pupils achieving stanine 7-9 in both Literacy and Numeracy. (Pupils with a Statement of SEN excepted)

(Classes may have higher targets set according to previous achievements)

2. *All pupils on the SEN register achieve average to high progress according to their potential.*

Target 1: All pupils Stage 1-3 show average to high progress according to GL year on year data.

Target 2: All pupils on Stage 4-5 make achieve 2/3 targets detailed on their IEP.

3. All pupils have access to personalised learning appropriate to their needs.

Target 1: Pupil progress and attainment will be regularly reviewed using performance and other data, so that they can be allocated an IEP and the top 5-10% of each class from Y4-Y7 can access the Challenge Club.

Target 2: Teachers will draw up detailed and reflective planner evaluations.

4. All pupils can confidently use and talk about ICT across the curriculum with opportunities to become Digital Leaders.

Target 1: At end of KS1, 100% completing tasks at Level 2 standard

Target 2: At end of KS2, 100% completing tasks at Level 4

Target 3: Pupils complete revised Skills Checklist

5. Pupils' well-being, engagement and motivation and involvement is a feature of all aspects of school life

All pupils (appropriate to their age) will...

- Have access to practices from PATHS and other well-being projects in keeping with our Nurture in Education approaches.*
- Be consulted on day-to-day learning, including both what is taught and how it is taught.*
- Have curriculum choices, including bilingualism from 2024*
- Have opportunities to buddy in reading and in ICT*
- Be consulted on aspects of policies like positive behaviour, anti-bullying, assessment and marking.*
- The chance to identify future areas for the SDP.*
- Have opportunities to develop areas like language, sport, music, arts and drama.*
- Be consulted on and access to outdoor learning.*
- Have opportunities to link to the local community through projects, litter campaigns, the Eco Schools etc.*
- Fund raise*
- Be consulted on improvements to the school environment.*
- Be consulted on the purchase of equipment.*
- Be involved in developing links with other schools.*

6. Every pupil can develop TSPC for example by confidently using appropriate strategies for problem-solving in using maths and in the science element of WAU

Target 1: All pupils will be able to talk about their maths and be to articulate the steps needed for problem-solving.

Target 2: All pupils will experience problem-solving in two technology activities each term.

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7. Pupils in Y3 to Y7 will have a folder of work samples collated to reflect their progress, development and achievements.

Target 1: Each pupil will retain a Best Work folder with at least 6 pieces by the end of the academic year.

APPENDICES

1. Transitional Plan 2021-22
2. Transitional Plan 2022-23

See also, Action Plans for Literacy, Numeracy and ICT.

TRANSITIONAL SCHOOL DEVELOPMENT PLAN 2021-2022

	Term 1	Term 2	Term 3
WELL-BEING	<ul style="list-style-type: none"> • WSNA continues • Neuronimo programme commences in conjunction with EA. • Review of GL PAS outcomes • Re-introduction of swimming, hurling, singing etc. • Engage Programme • Creation of a School Prayer • Stephen Quinn Tournament • Y5 trip to the Co-op 	<ul style="list-style-type: none"> • WSNA • Engage concluded and reviewed. • Continue with Evolve for internet safety. • Continue with BCAF and procedures • School Hymn competition • Preparation of class transition visits for T3 • Daily Mile continues • REACH • Y7 Forgiveness project with Stranmillis and Wisconsin Universities 	<ul style="list-style-type: none"> • WSNA • Full transition programme re-instated • Class trips • Consultation for new 3 year SDP • Continue gardening for each class in 'Barry's Baths'
STANDARDS	<ul style="list-style-type: none"> • Analysis of GL outcomes and specific targets to be agreed, based on June scores. • Cluster benchmarking • Engage programme • Just2Easy to integrate classroom approaches and pupil tasks. • Y6 Microbits programme • Class tests at Christmas and Spring 	<ul style="list-style-type: none"> • TEAMS and Reading Progress to be incorporated into Literacy planning and practice. • Assessment schedule re-instated 	<ul style="list-style-type: none"> • Consultation for new 3 year SDP

TRANSITIONAL SCHOOL DEVELOPMENT PLAN SEPTEMBER 2022-JUNE 2023

	Term 1	Term2	Term3
WELL-BEING	<ul style="list-style-type: none"> • Nurture in Education approaches continue. • PATHS training day 1 and implementation • Neuronimo programme commences in conjunction with EA. • Review of GL PAS outcomes • Training and Introduction of the Superheroes App • Engage Programme for Term 1. • Drumming workshops in FS for Attention, Listening and Literacy • Stephen Quinn Tournament • Y5 trip to the Co-op • ECO Schools Action Plan 	<ul style="list-style-type: none"> • Nurture in Education and PATHS Training Day 2. • Engage concluded and reviewed • Preparation of class visits for Term 3 • Daily Mile continues. • Food project in polytunnels funded by DAERA grant. • Continue usage of Evolve resources and guidance for internet safety. 	<ul style="list-style-type: none"> • Nurture in Education • Draft for full new 3 year SDP • Food project in polytunnels funded by DAERA grant.

<p>STANDARDS</p>	<ul style="list-style-type: none"> • Analysis of GL outcomes and specific targets to be agreed, based on June scores. • RLS for new teachers in Y2 and Y6.* • Cluster benchmarking reported to Governors (Autumn Term 2023) • Engage programme • Just2easy to integrate classroom approaches and pupil tasks. <p>*Industrial Action and other logistical factors meant this did not take place.</p>	<ul style="list-style-type: none"> • RLS for established staff* • Re-establish Gifted and Talented Club for weekly sessions. (This took place in the first half of the year but after T2 Show rehearsals, then testing and sports events took over). 	<ul style="list-style-type: none"> • Draft for full new 3 year SDP
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ACCRONYMS AND ABBREVIATIONS

ASD	Autistic Spectrum Disorder
BOG	Board of Governors
BPVS	British Picture Vocabulary Scale
BT	Beginning Teacher
C2k	Classroom 2000 (computers)
CCMS	Council for Catholic Maintained Schools
CEA	Curriculum and Examinations Association
CP	Child Protection
DE	Department of Education
EPD	Early Professional Development
EA	Education Authority
ESAGS	Every School a Good School
ETI	Education Training Inspectorate
EWO	Education and Welfare Officer
FOI	Freedom of Information
FS	Foundation Stage
FSM	Free School Meals
GAA	Gaelic Athletic Association
GL	Grenada Learning
GTCNI	General Teaching Council for Northern Ireland
ICT	Information and Communication Technology
IEP	Individual Education Plan
IME	Irish-Medium Education
ISEF	Inspection and Self-Evaluation Framework
JDO	Charitable Tech foundation (Judy O'Connell Coon)
KR	Kirkland Rowell
KS	Key Stage
LMS	Local Management for Schools
LTSS	Literacy Teaching Support Service
MDC	Magherafelt District Council
MUPPA	Mid Ulster Primary Principals' Association
NAACE	National association for Education Technology
NFER	National Foundation for Education Research
OH	Occupational Health
PAS	Pupil Attitude Surveys
PATHS	Promoting Alternative Thinking Strategies

PDMU	Personal Development and Mutual Understanding
PE	Physical Education
PLP	Personalised Learning Plan
PRSD	Performance Review and Staff Development
PSG	Parent Support Group
PTE	Progress Through English
PTM	Progress Through Maths
REACH	Resilience Education Assisting Change to Happen
RISE	Regional Integrated Support for Education
RLS	Research Lesson Study
RRS	Rights Respecting School
RSE	Relationships and Sexuality Education
SDD	School Development Day
SDP	School Development Plan
SE	Shared Education
SEN	Special Educational Needs
SEBD	Social Emotional Behavioural Difficulties
SENCO	Special Educational Needs Co-ordinator
SETAQ	Self-Evaluation Through Attitude Questionnaire
SLG	School Leadership Group
SRS	Suffolk Reading Scale
SWOT	Strengths, Weaknesses, Threats and Opportunities
TSPC	Thinking Skills and Personal Capabilities
TTI	Together Towards Improvement
UC	Using Communication
UICT	Using Information and Communication Technology
UM	Using Mathematics
VP	Vice-Principal
WAU	World Around Us
WSNA	Whole School Nurture Approach
YENI	Young Enterprise Northern Ireland