

Other areas for development

World around Us (WAU)

1. We will review the science element in our WAU topic
2. We will also review the local element in our topics
3. We will continue to work towards achieving the ECO schools Gold Award

Pastoral Care

1. Implementation across the school of the PATHS programme (Promoting Alternative Thinking Strategies)
2. Update Child Protection training for all staff and Governors
3. Extend School Council to involve younger children

Community Links

1. Develop our Literacy/Numeracy support links with St Patrick's Grammar School
2. Develop our links with Post-Primary schools through the Area Learning Community
3. Continue the Speech and Language support for P1 and P2 pupils
4. Engage the support of the PSNI in delivering workshops on E-Safety, Road Safety and Stranger Danger
5. Engage the Conservation Volunteers and other organisation in the development of our school garden
6. To link with Knockevin Special School to engage in joint activities

Staff Development

During the course of the year the staff will receive training in ICT, Literacy, Numeracy, Child Protection, PATHS, ASD (Autistic Spectrum Disorder), Assessment and Talkboost Speech and Language. ASCET training.

Finance and the School Estate

During the course of the year we will repaint the P6 and P3 classrooms. Application will be made to the Challenge Fund to enhance our garden area. Application will also be made for additional classroom space. We will also increase our compliment of iPads.

A synopsis of our School Development Plan for 2015/16



All schools have a School Development Plan (SDP) which runs in a three year cycle. Our current SDP for 2015/16 is at the beginning of that cycle which will run to 2018. This synopsis is designed to give you an overview of the areas we are planning to develop this year.

How do we decide on priorities and areas for development?

There are a number of things we take into consideration when we identify areas for inclusion in our SDP. For example we use data which we analyse from internal assessments and tests which our children undertake. We also take into consideration the feedback we receive from the questionnaires which we conduct with children, parents, staff and Governors and from the more informal feedback we receive from the various stakeholders. In some cases we take into account recent educational developments and any recommendations made in the most recent Inspection Report compiled by the Education and Training Inspectorate (ETI).

What are the four main priority areas for development this year?

English

Main priority targets:

1. **To further develop phonological awareness in the Foundation Stage**
2. **To re-introduce the teaching of onset and rime, blends and digraphs in the Foundation Stage**
3. **To revise and update our line of progression for Linguistic Phonics from P3 to P7**
4. **To identify commonly misspelt words and formally teach children to read, write and spell them.**

We will look for evidence in improvement in these areas by:

- Observing phonological awareness/High Frequency Word (HFW) lessons in each class
- Looking at samples of pupils' work
- Ensuring that these areas are included in planners
- By comparing the spelling of HFW in term one and term three

Maths:

Main priority targets:

1. **To have a new revised line of progression for Handling Data in place by the end of June 2016**
2. **To review and familiarise the staff with a rich library of resources available to support the teaching of Handling Data**
3. **To ensure that the necessary equipment is in place to support the effective teaching of Handling Data**

We will look for evidence in improvement in these areas by:

- Completing an audit of current practice
- Trialling new areas of Data Handling in each class
- Observing Data Handling lessons in each class
- Completing a new line of development in Data Handling and presenting this to the Board of Governors

ICT

Main priority targets:

1. **To complete a revised E-Safety Policy**
2. **To continue the development of a whole school scheme of work for progression of UICT skills throughout the school. This year we will focus on the development of 'Music and Sound' and online collaboration**

We will look for evidence in improvement in these areas by:

- Asking parents and pupils to complete a questionnaire on keeping safe online
- Observing lessons, collating samples of work and monitoring planning

Special and Additional Educational Needs (SEN)

Main priority areas:

1. **To further develop our use of internal data for identification of children with special needs and how they are progressing**
2. **To involve pupils in the setting of progress targets**
3. **To further develop the use of AFL (Assessment for Learning) targets in SEN teaching**
4. **To continue the development of continuous cursive handwriting**

We will look for evidence in improvement in these areas by:

- Reducing the discrepancy between scores in standardised tests and cognitive ability
- Seeing evidence of AFL in SEN teaching
- Comparing performance in standardised tests and other assessments
- Looking at samples of pupils' work– improved handwriting standards

Assessment

Assessment in St Brigid's is carried out in the context of a teaching/learning framework. As an aid to, and a vital part of teaching, assessment forms part of the planning/teaching/learning/evaluation cycle and leads the teachers to decisions about the most appropriate steps to be taken in order to ensure the pupil's progress.

In May of each year, children from P3 to P7 take part in progress tests in English, Maths and Reading. Information gleaned from these tests helps to identify areas for development and children who may need additional support with their learning. When compared with NRIT scores (Non-Reading Intelligence Test - which gives a rough guide to a child's potential) the data can also help to identify under-achieving children who can then also be targeted for further support.

The children in P4 and P7 are also assessed to ascertain what level they are at. Due to on-going industrial action this data has not been submitted to CCEA. However this information will be included in the end of year reports for P4 and P7 children in English, Maths and ICT.