Standing Priorities

Standing Priorities are areas of school life that require annual updating and maintenance make sure that they are still in good shape and fit for purpose.

Pastoral Care & Child Protection

- Review Pastoral Care policies and distribute Child Protection leaflets to all new staff and parents.
- Establish hardship fund through use of grant from St Vincent de Paul and other sources to assist families in crisis.

Staff Development

- Anaphylaxis training for all staff
- Autistic Spectrum Disorder Training for all staff
- Child Protection refresher training for new staff
- Whole school training in assisting children with English as an additional language from British council.
- Paths Plus (Personal & Social Dev.) training for P4-7 staff.
- Principal to act as Mentor to new Principals
- Access to relevant courses for teaching and Non Teaching Staff as appropriate
- PRSD for all eligible staff

Strategic Development/Board of Governors

- Progress Development Proposal to Education Minister for increase in admission and enrolment numbers.
- Seek to enhance and increase adequacy of accommodation.
- Work with Club4Up childcare provider to trial after-schools care provision to compliment service currently available to parents.
- Respond to Stormont Inquiry to Shared & Integrated Education to help secure Integrated Provision for future.

Premises

- Complete safety upgrade with installation of new fences and access system.
- Refurbish staffroom to reduce heat and noise pollution from IT servers and make fit for purpose.
- Seek additional accommodation in line with school growth.

Additional Areas for Improvement Identified by Parent Survey – Review and Enhance Home School Communication

- Continue use of multi format communication when appropriate – generic whole school comms to go out via SMS, email, Facebook, Twitter and posted on website.
- SMS used to alert parents to whole class forms, letters and other communications.
- Review contact details for all parents and data capture for up to date contact details

There is more information on our school website on:

- Assessment in School—see the 'Help for Parents' section.
- Parent and Pupil Surveys and a more detailed School Development Plan Outline—see the School Development Planning Section.

www.forgeips.co.uk

What Are You On About? Jargon & Abbreviations

SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
LST	Learning Support Teacher
SENINC	Special Educational Needs & Inclusion
CPD	Continual Professional Development
KS	Key Stage
ICT	Information, Communication & Technology
BELB	Belfast Education & Library Board
DE	Department of Education
AFI	Area for Improvement
EAL	English as an additional language

School Development Plan At a Glance Priorities 2014/15

Working *with* Parents *for* Children

What's All This Then?

This leaflet is a summary of the main Action Plan points in our School Development Plan for 2014/15.
All schools should have a Development Plan in place running on a three year cycle.
This shortened form is to give parents and children and idea what we are working towards as a school in learning and teaching and also from a whole school community point of view.

How do we Decide What Goes in the Plan?

We base our priorities on what we observe as teachers and on what we hear from pupils and parents day to day and through more formal feedback such as the Self Evaluation Survey we ran in Spring 2013. For the Academic targets we take information from school assessments in English and Maths and some other forms of assessment that can help us identify our strengths, weaknesses and areas for improvement.

Main Priority Areas for 2013

We identify 4 main areas for whole school improvement. English and Maths always feature and other areas change from year to year. This depends on what needs attention and what training and resource
opportunities are available.

We set numerical targets for performance in English and Maths. These number targets relate to End of Key Stage Assessment. All NI schools assess and give children a 'Level' in English and Maths at the end of P4 and P7.

We set targets for each child based on what we think they can achieve and review them every half term. This means overall percentage targets can go down as well as up. To have ever increasing targets would be unrealistic and a poor reflection on the integrity of our process in drawing targets up.

A good average level for a P4 child is Level 2.
A good average level for a P7 child is Level 4.

End of Key Stage Actual Results May 2014:

English	KS1 L2+ 98%	Maths	KS1 L2+ 97%
	KS2 L4+ 71%		KS2 L4+ 76%

* While we maintain a target setting process for our own monitoring and evaluation purposes we will not be reporting moderated targets to DE or to parents in 2015 due to ongoing industrial action
Parents of P4 & P7 pupils are informed of their child's level in their end of year report.

1. English

Key Priority: To Improve performance in writing and spelling through implementing the literacy action plan to meet the targets below. These targets are for internal use and due to industrial action will not be reported in 2015.

End of Key Stage Targets:

- KS1 L2+ 92% (comp. 98% 2013)
- KS2 L4+ 76% (comp. 71% 2013)

2. Maths

Key Priority: To improve teaching and learning in maths by implementing the numeracy action plan to achieve the targets below. These targets are for internal use and due to industrial action will not be reported in 2015.

End of Key Stage Targets:

- KS1 L2+ 96% (comp. 85% 2013)
- KS2 L4+ 87% (comp. 78% 2013)

3. Special & Additional Educational Needs (SEN)

Key Priority: To further develop whole school competence in improving outcomes for children with Special Educational Needs through:

- Embedding and using skills and concepts from the QUB professional Development Literacy programme.
- Review and adjust Individual Ed. Plan procedures to improve effectiveness.
- Engage in British Council Programme for English as an Additional Language to improve whole school provision for EAL learners.
- Engage in whole staff ASD refresher training with Middletown Centre for Autism to maintain and build on skills and capacity.

4. Personal Development and Mutual Understanding (PDMU)

Key Priority: To build on recent enhancements to PDMU provision through engagement in Barnardos 'Paths Plus' programme

Sub Areas 2014 (Starter Areas)

We usually have one or two additional areas that we want to improve on a whole school basis but to a lesser extent than our main areas. We call these starter areas or sub areas. It may be that improvement in these areas involves a relatively small change but nevertheless requires the input of all staff. Areas designated as 'starter' areas often become 'main' areas the following year. Likewise areas designated as main areas may become sub areas the following year as we follow through and continue to embed work started the previous year.

Outdoor Learning

Enhance the quality and provision of outdoor learning on a whole school basis through:

- Build on the success of Green Flag award by embedding Eco Council and Forest Schools with possible CRED link.
- Continue to improve outdoor play provision with particular focus on KS2 play areas.

ICT

Key Priority:
Embed new hardware—upgraded PCs and Ipads and integrate into day to day classroom practice.