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| **Target** | **Signs of Success** | **Review/Impact** | **Target** | **Signs of Success** | **Review/Impact** | **Target** | **Signs of Success** | **Review/Impact** |
| **1. Assessment** Reviewed August 2016  T1: To continue adapting and developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan.  T2: Use of test data to target children who appear to be underachieving but not meeting SEN criteria in Maths and English  T3: Continue to maintain and develop AFL specifically reviewing marking policy and Foundation stage base-lining and observations. Maintain KS2/3 Transition project & Pre-School/P1 Transition Cluster  T4: In line with end of industrial action to re-engage in EKS process: Set targets for numeracy, literacy and ICT and monitor progress accordingly. | T1: Use standardised test data to inform planning and improve standards.  Data in use to inform future planning for SENCO & LST.  SIMS records of results maintained.  List of Tracked pupil’s progress maintained.  Action Plans in place.  T2: Evidence of targeted children moving up through stanine bands.  Improvement in the number of children achieving on or above target in terms of stanine band expectation.  T3: Evidence of AFL being used regularly in class and books.  Reviewed Feedback/ Marking Policy in place and in use.  Transition Clusters attended by relevant staff  T4: Collection of levelled samples moderated and submitted.  Attainment reviewed against targets set. |  | **1. Assessment**  **T**1: To continue developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan.  T2: Review progress and efficacy of intervention for underachievers and reset targets with appropriate new action in place.  T3: Review feedback policy & FS Observation system after year of implementation to assess fitness for purpose. Adapt and maintain.  T4: Review EKSA – collaborate with numeracy/literacy/ICT coordinators to develop more effective assessment procedures and materials. Add target to relevant action plans.  T5: Look at the possible replacement of NRIT as cognitive test. | T1: Use standardised test data to inform planning and improve standards.  Data in use to inform future planning for SENCO & LST.  SIMS records of results maintained.  List of Tracked pupil’s progress maintained.  Action Plans in place.  T2: Evidence of targeted children moving up through stanine bands or against other specified and agreed criteria.  Improvement in the number of children achieving on or above target.  T3: Feedback/ marking system refined and in action.  T4: Meetings held with staff, programme for action mapped out.  T5: Investigate alternative products such as GL CAT and look at feasibility & fitness for purpose. Agree future action. |  | **1. Assessment**  T1: To continue developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan.  T2: Review progress and efficacy of intervention for underachievers and reset targets with appropriate new action in place.  T3: Possible roll out of alternative cognitive standardised test with specified year groups. | T1: Use standardised test data to inform planning and improve standards.  Data in use to inform future planning for SENCO & LST.  SIMS records of results maintained.  List of Tracked pupil’s progress maintained.  Action Plans in place.  T2: Evidence of targeted children moving up through stanine bands or against other specified and agreed criteria.  Improvement in the number of children achieving on or above target.  Decisions made and action taken to either maintain NRIT or acquire and implement new cognitive assessment. |  |
| 1A. Literacy Key Priorities  T1: To show improved standards in literacy through the implementation of the Literacy Action plan evidenced by an upward trend in assessment outcomes and address underachievement by having more pupils move up through stanine bands 5-9.  EKS TARGETS September 2016:  KS1 L2+ 90%  KS2 L4+ 79%S  STANDARDISED ASS. TARGETS  KS1 Stanine Bands 5-9 70%+  KS2 Stanine Bands 5-9 70%+  T2: To review whole school provision in guided reading and work towards the implementation of a more coherent whole school system.  T3: Whole School focus on Comprehension leading to improved comprehension skills.  T4: To Improve standards in spelling.  T5: Improve provision in Literacy for children with EAL  T6: To maintain engagement in KS2/3 transition training to improve cross phase experience of pupils and improve learning | T1: End of Key Stage Targets achieved.  Improved outcomes for children in terms of progress through stanine bands  Improved outcomes for children in terms of comparative quality of work through the year.  T2: Literacy Coordinator/ team members visit other schools to look at methods.  Meetings to discuss methods and resource.  Agreed plan drafted for KS1/2 guided reading to be implemented fully 2017.  T3: Evidence of comprehension focus in teacher’s planning. Evidence of improved comprehension through M & E of comparative samples of children’s comprehension work.  T4 Test Scores demonstrate an upward trend in spelling.  T5: Measures in place to improve welcome and cross over with focus on topic related key words in English and other languages  T6: Principal, P7 staff and Lit/Num Coord engage in training and development work with local IPS and IC cluster. |  | 1A. Literacy  T1: Improve performance in through implementing literacy action plan to meet targets below.  EKS Targets:  T1: KS1 L2+ TBC  KS2 L4+ TBC  T2: To implement KS1/2 guided reading plan.  T3: Review success of comprehension focus during 2016 school year and redefine target as appropriate. Look towards gauging pupil perception of comprehension and engagement in reading through pupil questionnaire.  T4: Initiate Development of Literacy Scheme to detail progression on whole school basis.  T5: Instigate a review of Home Learning in Literacy & Numeracy to re-visit aims and fitness for purpose in response to some comment made through parental questionnaire.  T6: To maintain engagement in KS2/3 transition training to improve cross phase experience of pupils and improve learning. | T1:Assessement Targets achieved  T2: Resources identified during 2016-17 review acquired and in place. Agreed methods of guided reading implanted in classroom practice and evident in teacher’s planning.  T3: Improved comprehension skills evident in samples of work and through assessment.  Pupil reading engagement questionnaire drawn up and carried out.  T4: Pro-Forma agreed to put lines of development in place. Collation underway. Literacy Team collates teachers' planning. Begin mapping of lines of progression  T5: Review document completed and recommendations made to improve Home learning.  T6: Principal, P7 staff and Lit/Num Coord engage in training and development work with local IPS and IC cluster. |  | 1A. Literacy  T1: Improve performance in literacy through implementing literacy action plan to meet targets below.  EKS Targets:  T1: KS1 L2+ TBC  KS2 L4+ TBC  T2: To implement KS1/2 guided reading plan.  T3 New home learning policies and procedures in place and rolled out for Literacy & Numeracy.  T4 Review potential to maintain KS2/3 transition link as a permanent feature of local int. schools’ cluster. | T1 Assessment targets achieved.  T2 Whole school/Key stage guided reading plans in place and being implemented  T3 Agreed policy and procedures in place and parents/pupils informed.  T4 Meetings held a SM level between 4 schools and a sustainable transition plan agreed. |  |
| [**Numeracy**](file:///R:\My%20Web%20Sites\Action%20Plan%20contents.htm)  **Key Priorities**  T1: Achieve end of Key stage targets and standardised test targets to improve performance through mid range of stanine bands by implementing the Numeracy Action Plan:  ASSESSMENT TARGETS  EKS1 L2+ 93%  EKS2 L4+ 88%  KS1 Stanine Bands 5-9 70%+  KS2 Stanine Bands 5-9 70%+  T2 To develop the school’s infrastructure to improve planning, learning/teaching and assessment of numeracy.  T3 To improve learning and teaching in numeracy by developing specific aspects of the curriculum.  T4 To start engagement in KS2/3 transition training to improve cross phase experience of pupils and improve learning | T1: End of Key Stage and standardized test Targets achieved  T2: Finalize maths scheme to assist in delivery of Northern Ireland Curriculum.Complete and create assessment tasks to assess curriculum levels.  T3: Refine mental maths provision  Improve quality and extent of investigation activities used, including use of ICT to present choices and processes.  Targeted groups of underachievers move across stanine band.  T4: Principal, P7 staff and Lit/Num Coord engage in training and development work with local IPS and IC cluster. |  | T1: Achieve end of Key stage targets.  T2: To develop the school’s infrastructure to improve planning, learning/teaching and assessment of numeracy.  T3: To improve learning and teaching in numeracy by developing specific aspects of the curriculum.  T4: Instigate a review of Home Learning in Literacy & Numeracy to re-visit aims and fitness for purpose in response to some comment made through parental questionnaire.  T5: To maintain engagement in KS2/3 transition training to improve cross phase experience of pupils and improve learning | T1: End of Key Stage and standardized test Targets achieved.  Review process of targeting pupils based on PiM results.  T2: Continue to create and use existing assessment tasks to assess curriculum levels. Specific focus on closer links between maths topics and class bi-monthly topics. Review of maths Policy with whole staff.  T3: Review of previous year’s development of investigation in maths; sharing of ideas and further development. Review and development of greater use of ICT in class teaching.  T4: Review document completed and recommendations made to improve Home learning.  T5: Principal, P7 staff and Lit/Num Coord engage in training and development work with local IPS and IC cluster. |  | T1: Achieve end of Key stage targets.  T2: To improve learning and teaching in numeracy by developing specific aspects of the curriculum.  T3: New home learning policies and procedures in place and rolled out for Literacy & Numeracy.  T4: Review potential to maintain KS2/3 transition link as a permanent feature of local int. schools’ cluster. | T1: End of Key Stage and standardized test Targets achieved  T2: Identify and focus on an aspect of maths for whole school improvement. Continue to develop ways that maths topics are more closely linked to class bi-monthly topics.  T3: Agreed policy and procedures in place and parents/pupils informed. Review and development of greater use of ICT in class teaching.  T4: Meetings held a SM level between 4 schools and a sustainable transition plan agreed. |  |

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| **3.** [**ICT**](file:///R:\My%20Web%20Sites\Action%20Plan%20contents.htm)  **Key Priotities**  T1: Improved provision in ICT through development of a scheme of skills to plan and teach ICT skills.  T2: Focus on learning and Teaching in ICT that enables effective EKSA. Focus on three Desirable Features.  T3: CCEA Tasks and in house Scheme of Skills use to assess KS levels in ICT.  T4: Improved capacity to use ICT as resource to support communication and creativity linked to cross curricular topics and ICT desirable features through working on film and animation in Partnership with Nerve Belfast.  T5: Establish digital leaders programme for pupils based on Iteach programme.  T6: Explore the potential for application of MS Office 365,One Note & See Saw to improve collaborative practices.  T7: Continue to monitor and expand Hardware/Software capacity. | T1: Scheme of skills in place and in use by Term 3 of the school year.  T2: ICT lessons that focus on desirable feature integrated into planning & submitted to ICT coordinator.  Term1 Film & Animation  Term 2 Presenting  Term 3 Working with Images  T3: CEA tasks completed and submitted to ICT coordinator.  T4: Staff engage in partnership programme with Nerve Belfast. Evidence of children having engaged in creative film and animation work that supports curricular work helps achieve T2 and is in keeping with ICT desirable features.  T5: Pupils apply for and are trained as digital leaders. Routine of activities established.  T6: Key staff attend training  Staff establish Office 365 accounts  In house training on One Note.  Staff moving towards storing documents and sharing planners via One Note.  FS teachers using One Note to store Observations.  P1 Teachers using See Saw to communicate children’s work to parents and receive feedback.  T7: Look at use of PTA funding to acquire additional versatile laptops or tablet devices.  T7: Explore possibility of long term device loan from Nerve Belfast. |  | T1: Build on Capacity gained through Nerve Belfast Training by addressing another area of ICT for focus linked to Desirable Features.  T2: CCEA Tasks and in house Scheme of Skills use to assess KS levels in ICT.  T3: Extend use of MS Office One Note to P4 – P7 Pupils – pupils saving work to own one note account.  T4: Review and sustain Digital Leaders Programme. | T1/2: Further training to develop use of ICT to support learning; in house or with help from externals. Three desirable features identified for year and integrated into teacher’s planning and learning. Samples submitted to ICT coordinator.  T3: Pupils have one note account and can use to store work and share with teachers.  T3: Further training for teachers with possible intervention from MS/Millenium IPS  T3: Info meeting with parents to explain use of one note.  T4: Application and training process for digital leaders rolled out again. |  | T1: Build on Capacity gained through Nerve Belfast Training by addressing another area of ICT for focus linked to Desirable Features.  T2: CCEA Tasks and in house Scheme of Skills use to assess KS levels in ICT.  T3: Explore use of One Note/office 365 as a means to submit and share home learning at KS2.  T4: Review and sustain Digital Leaders Programme. | T1/2: Further training to develop use of ICT to support learning; in house or with help from externals. Three desirable features identified for year and integrated into teacher’s planning and learning. Samples submitted to ICT coordinator.  T3: Info meeting with parents to explain use of one note.  T4: Application and training process for digital leaders rolled out again. |  |

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| **Special & Additional Needs**  Key Priorities:  T1: Begin development programme to upskill classroom assistants to further enhance the learning of children.    T2: Explore and initiate provision mapping as a system to track and review provision and capacity for SEN at whole school and individual pupil level  T3: Improve IEPs and communication to make progress more transparent, supportive and meaningful to parents and pupils.  T4: Explore development of Maths Recovery Strategies as a tool for improving outcomes for children with difficulties in maths.  T5: Create a more informative assessment tool for SEN | T1: Carry out training needs audit with classroom assistants. Analyse and initiate some school led training for assistants in year.  T2: Evidence of draft format drawn up and trialed for provision mapping at pupil level in P1 and P4  T3: SEN Leaflet updated and available to parents. Evaluated IEPs copied to parents  T3: IEP format adapted to include section on pupil strengths and learning styles.  T4: Learning Support Teacher attends Maths Recovery Training. Starts to implement strategies at learning support level.  T5: Put in place battery of assessments to give specific info on what a child knows to inform planning for support and to gauge progress at end of period of support |  | T1: Implement programme of training for classroom assistants – one session per term for school year  T2: Review efficacy of provision mapping with P1 – P4 in year 1 and extend to P2 - P5.  T3: Review IEP procedures and practice.  T4: Begin process of cascading Maths Recovery Strategies to other teachers through INSET  T5: Engage in Whole Staff ASD training with Middletown CFA to build and maintain skills and capacity in ASD provision. | T1: Training sessions carried out. Good levels of attendance by CAs  T2: Meetings to review P1/4 impact. Process underway in P2/5  T3: Survey parents/pupils on perception of changes. Adapt and amend IEP format.  T4: Staff meetings held to look potential to use Maths recovery strategies in class.  SMT agree route forward in terms of further use.  T5: Significant cohort of teaching and non-teaching staff engaged in training with Middletown CFA |  | T1: Review efficacy of classroom assistant training to date – follow up survey to establish views of participants.  T2: Provision Mapping refined and extended to P3/P6  T3: New IEP format in place.  T4: Maths Recovery becoming an integral part of teaching strategies used to address difficulties in maths.  T5: Instigate teaching staff needs survey to establish areas for attention in terms of upskilling staff. | T1: Two year programme of in house training for CAs planned implemented and reviewed at year end with possible roll out prepared for new cycle.  T2: Whole school provision mapping coverage established by year end.  T3: Staff, pupils and parents familiar with new format for IEPs.  T4: Maths Recovery strategies evident in teachers planning and in classroom observations.  T5: Survey carried out and analysed to inform planning for next cycle. |  |
| **Newcomer Provision/Diversity**  T1: enhance whole school approach to Newcomer pupils and Diversity through Staff Development and Community Engagement. | **T1:** Improve whole school strategies cascaded by EAL co-ordinator following accredited CPD training through QUB. Focus on:  1. Intercultural awareness  2. communication  3. curriculum access  **T2:** Teachers use CEFR to assess & set Targets T3: Instigate ‘Language of the Month’ scheme on a whole school basis to improve awareness of other languages in our community and provide affirmation for those pupils who have additional languagesT4: The school will hold a week of Community cohesion/anti-racist events in 14 – 18 November 2016 |  | **Newcomer Provision/Diversity**  T1: enhance whole school approach to Newcomer pupils and Diversity through Staff Development and Community Engagement. | . **T1:** Further develop strategies to develop Intercultural awareness, communication and curriculum access through review and action planning for Newcomer children.  **T2:** Put in place revised Newcomer Policy. Put in place Anti Bullying Policy that takes specific cognisance of racist issues.  **T3:** Continue to develop use of European Common Framework documentation for all newcomer pupils. |  | **Newcomer Provision/Diversity**  T1: enhance whole school approach to Newcomer pupils and Diversity through Staff Development and Community Engagement. | **T1:** Further develop strategies and action planning for Newcomer children.  **T2:** Review policy  **T3:** Continue to develop use of European Common Framework documentation for all newcomer pupils.  T4: Host event in keeping with ‘Communities in Dialogue’ format. |  |

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| **Outdoor Learning/Eco Schools**  T1: To continue to improve the playgrounds/outdoor areas to make them more stimulating for pupils and visitors.  T2: To continue to carry out Forest Schools sessions with both P2 classes to further enhance outdoor learning opportunities.  T2: To continue CRED link with Rosetta Primary by carrying out joint forest schools sessions with P2 pupils.  T2: To extend Forest schools activities to KS2 children  T3: To develop local and global perspectives, explore sustainable living and fundraise for Habitat for Humanity’s work in building homes around the world.  T3: To become a Fairtrade School  T3: To raise awareness of textile recycling and ways we can help people in developing countries  T4: To improve awareness of biodiversity.  T5: To minimize litter in the local area and encourage recycling and re-use to reduce waste. | T1: Eco-Club to continue to develop the Eco-Garden by replanting raised beds after Autumn harvest. Replant herb garden and beds in FS/KS1 playground, and pots on KS2 playground.  T2: Mrs Salmon to take both groups of P2 children to Cherryvale for 2 x4 week blocks of Forest School Sessions in Autumn Term.  Mrs Salmon to liaise with Heather Buchanan from Rosetta PS and carry out 2 X 4 week blocks of Forest Schools Sessions at Cherryvale & 2 X 4 week blocks of Forest School activities at Rosetta PS.  Mrs Salmon to carry out Forest Schools activity days with KS2 children in Tollymore Forest Park.  T3: To hold a fundraising event to raise money for Habitiat For Humanity following ‘Our Waste, our world’ workshop in summer term 2016.  Work towards second award- Fairactive Award  Take part in ‘Cash for Clobber ‘campaign.  T4: To use leaf piles, fallen branches and recycled materials to build hedgehog homes for hibernating hedgehogs at bottom of bank area in Eco garden  T5:Recycling of paper, plastic and food waste established as routines.  Liaise with PTA to set up a clothes swapping event. |  | T1:Reapply for Eco Schools Award.  T2: To continue to improve the playgrounds/outdoor areas to make them more stimulating for pupils and visitors.  T3: To continue to carry out Forest Schools sessions with both P2 classes to further enhance outdoor learning opportunities.  T4: To continue CRED link with Rosetta Primary by carrying out joint forest schools sessions with P2 pupils.  T5: To maintain Forest schools activities with cohort of KS2 children KS2  T6: Identify and focus on another charity that enables learning about local and global perspectives  T7: Gain second Fairtrade Active Award  T8: Begin to consider the implications of moving to a new location. Look at ways of allowing pupil input into planning school grounds to maximize potential for Outdoor learning. | Third green flag gained.  Eco-Club to continue to develop the Eco-Garden by replanting raised beds after Autumn harvest. Replant herb garden and beds in FS/KS1 playground, and pots on KS2 playground.  Mrs Salmon to take both groups of P2 children to Cherryvale for 2 x4 week blocks of Forest School Sessions in Autumn Term.  Mrs Salmon to liaise with Heather Buchanan from Rosetta PS and carry out 2 X 4 week blocks of Forest Schools Sessions at Cherryvale & 2 X 4 week blocks of Forest School activities at Rosetta PS.  Mrs Salmon to carry out Forest Schools activity days with KS2 children in Tollymore Forest Park.  Whole school project/fundraising event completed.  Fairtrade School status gained.  Start discussions and possible consultation project with pupils and staff about what we would like to see in new school grounds to feed into planning consultations. |  | T1:To continue to improve the playgrounds/outdoor areas to make them more stimulating for pupils and visitors.  T2: Put forward Eco-Council ‘consultation document’ to EA estates team to help inform planning for new school building.  T3: To continue to carry out Forest Schools sessions with both P2 classes to further enhance outdoor learning opportunities.  T5: To continue CRED link with Rosetta Primary by carrying out joint forest schools sessions with P2 pupils.  T6: To maintain Forest schools activities with cohort of KS2 children KS2  T8: Identify and focus on another charity that enables learning about local and global perspectives. | Eco-Club to continue to develop the Eco-Garden by replanting raised beds after Autumn harvest. Replant herb garden and beds in FS/KS1 playground, and pots on KS2 playground.  Architecural drawings allude to features suggested by pupil consultation exercise.  Mrs Salmon to take both groups of P2 children to Cherryvale for 2 x4 week blocks of Forest School Sessions in Autumn Term.  Mrs Salmon to liaise with Heather Buchanan from Rosetta PS and carry out 2 X 4 week blocks of Forest Schools Sessions at Cherryvale & 2 X 4 week blocks of Forest School activities at Rosetta PS.  Mrs Salmon to carry out Forest Schools activity days with KS2 children in Tollymore Forest Park. All pupils will by 2018 be in a cycle where they will have Forest Schools’ experience in FS and KS2  Whole school project/fundraising event completed. |  |
| **Other Areas (Starter Areas/Maintenance Areas)**  **Physical Education**  T1: To initiate a fundamental review of PE at Forge and put in place resources to improve provision.  T2: Further integration of fundamental movement skills into PE on whole school basis.  T3: Appoint new member of staff with responsibility for PE to replace outgoing teacher.  T4: Review action plan and audit provision | T1: Draw up interim action plan for PE  T1: Interim Action Plan drafted and in place  T1 PE Policy up-dated  T2: Teachers planning and delivering lessons informed by FMS  T2: Access to FMS training and resources explored and if possible secured.  T3: New member of staff appointed and in place by new calendar year. Job description agreed.  T4: PE Provision reviewed and improvement plan for next three years in to make best use of resource and facility.  T4: Action plan review and audit completed. |  | T1: Begin Implementation of PE Action Plan  T2:Look towards CPD to Up-skill staff less confident with PE  T3: Look at use of community and Shared resource on a more consistent basis to enhance capacity to deliver PE.  T4: Look at promoting the profile and status of PE through increased participation in community sports and a more comprehensive approach to uniform/kit in PE | T1: A more consistent approach to PE on a whole school basis  T2: Some non-specialist staff have attended training and developed increased confidence/skill  T3: Arrangements in place for greater use of Wellington College facilities and improved cohesion with bodies like BCSDN  T4: More participation in interschool sports  Whole school policy on PE kit. |  | T1: Implementation of PE Action Plan on-going  T2: Increase in staff confidence through training evident.  T3: More consistent use of community and Shared resource.  T4: Higher sports profile for school.  Whole school PE uniform standard practice. | T1:Action plan reviewed and updated annually  T2: Staff report higher confidence/skill levels.  T3: Evidence of greater use of local resources through scheduled events.  T4: PE Kit standard. More participation in local competitions etc. |  |
| [**Personal Development and Mutual Understanding (PDMU)**](file:///R:\My%20Web%20Sites\Action%20Plan%20contents.htm)  T1:Paths Plus: Maintain embedding of Paths Plus Scheme P1-7  T2: Begin training new cohort of P6 pupils for Peer Mediation.  T3: Issue of integration coordinator discussed at whole staff level and decision made.  T4: Increase pupil awareness of First Aid with Heart Start training to group of P6/7 pupils.  T5: Maintain Link with Rosetta PS & Explore possible Shared Ed links with Knockbreda schools | T1: Paths Plus a regular and integral feature of classroom practice  T2: New Cohort of P6 pupils trained as Peer Mediators in time for new calendar year  T3: Decision made and IC in role by Halloween.  T4: New cohort of pupils trained or specific one off highlight event planned for Heart Day – Oct 18  T5: Maintain Forest Schools Link with Rosetta PS.  T6: Further Meetings held with Knockbreda schools to look at possibility of link with class for similar project. |  | T1:Paths Plus: Maintain embedding of Paths Plus Scheme P1-7  T2: Begin training new cohort of P6 pupils for Peer Mediation.  T3: Integration coordinator a role agreed and linked to CRED for fixed period.  T4: Increase pupil awareness of First Aid with Heart Start training to group of P6/7 pupils.  T5: Possible planning of initial shared education project with knockbreda schools | T1: Paths Plus a regular and integral feature of classroom practice.  T2: New Cohort of P6 pupils trained as Peer Mediators in time for new calendar year  T3: Role filled and action plan for Cred/Integration reviewed.  T4: New cohort of pupils trained  T5: A framework established to start shared education work with one or more ‘Knockbreda Schools’ |  | T1:Paths Plus: Maintain embedding of Paths Plus Scheme P1-7  T2: Begin training new cohort of P6 pupils for Peer Mediation.    T3: Possible roll out of shared education project between FIPS and one or more of Knockbreda Schools | T1: Paths Plus a regular and integral feature of classroom practice.  T2: New Cohort of P6 pupils trained as Peer Mediators in time for new calendar year  T3: Some shared activities between FIPS and school(s) from Knockbreda site. |  |
| **Standing Priorities**  **Pastoral**  Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.  Maintain Paths Plus and Friendship Groups  Establish in school Counselling Service with external provider.  Review Critical Incident Procedures  Maintain Partnership with South Belfast Foodbank.  Staff Pastoral Care Team to Meet formally once per term.  Participation in NSPCC Scheme? | Policies to be reviewed and re-approved at Feb 17 B.O.G meeting.  Paths Plus routines resumed in September.  Friendship groups working with trained staff weekly from Halloween.  Counselling established as weekly in school service understood by pupils, staff and parents starting October 2015  Critical Incident team reviewed policy re-approved  Re-advertise office as collection point for food bank. Distribute vouchers to families in need as we see fit.  School participates in Personal safety awareness activities in either previous or new format. |  | **Pastoral**  Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.  Maintain Paths Plus and Friendship Groups  Review success/sustainability of in school Counselling Service with external provider & make decision on renewal  Maintain Partnership with South Belfast Foodbank.  Staff Pastoral Care Team to Meet formally once per term. | Policies to be reviewed and re-approved at Feb 18 B.O.G meeting.  Strategies in place and operational  Counselling embedded in school and understood by teachers, pupils and parents.  Re-advertise office as collection point for food bank. Distribute vouchers to families in need as we see fit.  Meetings held and minuted. |  | **Pastoral**  Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.  Maintain Paths Plus and Friendship Groups  Review success/sustainability of in school Counselling Service with external provider & make decision on renewal  Maintain Partnership with South Belfast Foodbank.  Staff Pastoral Care Team to Meet formally once per term. | Policies to be reviewed and re-approved at Feb 19 B.O.G meeting.  Strategies in place and operational  Counselling embedded in school and understood by teachers, pupils and parents.  Re-advertise office as collection point for food bank. Distribute vouchers to families in need as we see fit.  Meetings held and minuted. |  |
| **CRED**  Explore further integration/ shared practice with decision made re. Idea of Integration Coordinator.  Plan and pilot ‘Walking in each other’s shoes project with local community organizations and other local schools  Maintain Forest Schools link with Rosetta PS and approach Knockbreda schools to try and develop a similar link for future collaboration and sharing.  Re-engage with Clanmil Housing and Rosetta/Holy Rosary PS to look at potential for further shared drama project in keeping with ‘A River Crossing’ | Idea floated with staff in August – Decision made at Halloween SIDD and role taken on if agreed.  IEF grant obtained and community organisations/other schools approached with view to running a pilot ‘walk in Spring 2017  Further meetings held and some agreement reached towards a shared project or project(s) with one or more schools on Knockbreda site.  Discussions with all parties and possible second roll out of shared drama/music project at local theatre with other schools and housing assoc. |  | **CRED**  Run communities in dialogue or similar event again (as in 2015)  Look at possible roll out of Walking in Each Other’s Shoes to use with groups of pupils – ideally with a partner school.  Possible planning of initial shared education project with knockbreda schools  Sustain Forest Schools Link Rosetta PS  Re-engage with Clanmil Housing and Rosetta/Holy Rosary PS to look at potential for further shared drama project in keeping with ‘A River Crossing’ | Event planned and held – other schools and community partners involved.  Local shared history/culture walk held with pupils from two other schools.  A framework established to start shared education work with one or more ‘Knockbreda Schools’  P2 from FIPS & Rosetta PS maintain forest schools link.  Discussions with all parties and possible second roll out of shared drama/music project at local theatre with other schools and housing assoc. |  | **CRED**  Possible roll out of shared education project between FIPS and one or more of Knockbreda Schools  Possible extension of ‘Walking in each other’s shoes’ event.  Maintain Forest Schools Project with Rosetta PS  Review with other schools, and theatre company to look at possible alternative ways of funding and sustaining the project – Shared Ed.? | Some shared activities between FIPS and school(s) from Knockbreda site.  Local shared history/culture walk held with pupils from two other schools.  P2 from FIPS & Rosetta PS maintain forest schools link.  Possible est. of a programme to sustain a P7 shared drama project using local theatres and drama professionals. |  |
| **Strategic Development/ Board of Governors**  T1: Oversee the creation and implementation of three year School Development Plan for 2016-19  T2: Engage in EA governor training programme.  T3: Quality assure assessment data processes  T2: Gain approval for development proposal for new build to address accommodation difficulties.  T3: Progress additional modular classroom(s) on site to alleviate short term accommodation issues.  T4: Explore possible plan B to address the failure of T3 above.  T5: Engage in PRSD process for Principal  T5: Engage in ETI inspection Oct 2016 | New three year plan reviewed and approved at September/November meetings.  Increase in no. of governors who have completed training.  Analysis of assessment data presented to governors at April/May meeting.  Development Proposal published and approval gained.  Planning permission gained. Business case approved, building installed.  Meetings in new year to address the possible eventuality of a delay in planning approval.  School fully engaged in process. |  | **Strategic Development/ Board of Governors**  T1: Oversee the review and implementation of second year of School Development Plan for 2016-19  T2: Quality assure assessment data processes  T3: Engage in EA governor training programme.  T4: Pursue the progressing of feasibility study, business case and planning permission for new site/build.  T5: Arrangements in place to accommodate fourteenth class. | T1: Review Schoool Development plan in Autumn 2017. Approve revised actions.  T2: Analysis of assessment data presented to governors at April/May meeting.  T3: Increase in no. of governors who have completed training.  T4: Plans for new build in place, planning permission approved and project underway.  T5: New modular classrooms or alternative in place. |  | **Strategic Development/ Board of Governors**  T1: Oversee the implementation of final year of School Development Plan for 2016-19  T2: Quality assure assessment data processes  T3: Monitor and progress new build. Initiate planning for transfer to new premises. | T1: Review Schoool Development plan in Autumn 2018. Approve revised actions.  T2: Analysis of assessment data presented to governors at April/May meeting.  T3: Construction process underway. Staff and governors engaged in planning towards the transition process. |  |
| **Staff Development**  Improve capacity of staff to use ICT effectively to enhance learning.  Improve cohesion and develop a smoother transition from Nursery – P1 & KS2-KS3  Resilience training made available to all staff.  SEN/CPD in house training for classroom assistants  LST to engage in Maths Recovery Training.  Some CPD training for staff – possibly Fundamental Movement Skills  Anaphylaxis training for key staff  Child Protection refresher training for relevant staff  First Aid at Work refresher training – Principal  Defibrillator Training Refresh  Access to relevant courses for teaching and Non-Teaching Staff as appropriate  PRSD for all | Key Teachers partake in Nerve training and class support. All staff offered Nerve Belfast training.  CPD in collaboration with IE Cluster re KS2/3 transition.  CPD in collaboration with Early Years Cluster.  Staff attend training delivered by John Foster, Carecall  Classroom assistants engage in CPD delivered by SENCO  LST starts MR course  Some staff trained in FMS  Anaphylaxis Awareness session from school health team if available, or, in house.  CP refresher training delivered to new staff/staff due a refresher by DT.  Principal attends FAW training and gains certification.  Defibrillator training refresher carried out.  PRSD Planning – Review cycle completed. |  | Improve capacity of staff to use ICT effectively to enhance learning.  Improve cohesion and develop a smoother transition from Nursery – P1 & KS2-KS3  Team building/team cohesion training offered to all staff  SEN/CPD in house training for classroom assistants  LST to cascade Maths Recovery Training.  Some CPD training for staff – possibly Fundamental Movement Skills  Anaphylaxis training  Child Protection refresher training for relevant staff  First Aid at Work refresher training – Secretary  Defibrillator Training Refresh if possible  Access to relevant courses for teaching and Non-Teaching Staff as appropriate  PRSD for all | Further engagement in Nerve Belfast twilight training.  CPD in collaboration with IE Cluster re KS2/3 transition.  CPD in collaboration with Early Years Cluster.  Appropriate activity event sourced and delivered.  Classroom assistants engage in CPD delivered by SENCO  LST provides MR traiing for other staff.  Further FMS training – possibly cascaded in house.  Anaphylaxis Awareness session from school health team if available, or, in house.  CP refresher training delivered to new staff/staff due a refresher by DT.  Principal attends FAW training and gains certification.  Defibrillator training refresher carried out.  PRSD Planning – Review cycle completed. |  | Improve capacity of staff to use ICT effectively to enhance learning.  Improve cohesion and develop a smoother transition from Nursery – P1 & KS2-KS3  Resilience/stress management training offered to all staff  SEN/CPD in house training for classroom assistants  LST to cascade Maths Recovery Training.  Some CPD training for staff – possibly Fundamental Movement Skills  Anaphylaxis training  Child Protection refresher training for relevant staff  Defibrillator Training Refresh if possible  Access to relevant courses for teaching and Non-Teaching Staff as appropriate  PRSD for all eligible staff. | Further engagement in Nerve Belfast twilight training.  CPD in collaboration with IE Cluster re KS2/3 transition.  CPD in collaboration with Early Years Cluster.  Appropriate activity event sourced and delivered.  Classroom assistants engage in CPD delivered by SENCO  LST provides MR traiing for other staff.  Further FMS training – possibly cascaded in house.  Anaphylaxis Awareness session from school health team if available, or, in house.  CP refresher training delivered to new staff/staff due a refresher by DT.  Principal attends FAW training and gains certification.  Defibrillator training refresher carried out.  PRSD Planning – Review cycle completed. |  |