



Forge Integrated Primary School School Development Plan 2019-2022





Introduction

This plan looks back on our progress in recent years and sets out our priorities for the three-year period from 2019 – 2022.

We know that school development plan documents are not the most riveting of reads so we've tried to keep it concise but also fairly detailed. The contents are listed below. Each section has a 'looking back' (review) and 'looking forward' (planning) section.

School plans change over time in response to needs and opportunities. If you have feedback or suggestions related to the plan you can send in to us at school via email: info@forge.belfast.ni.sch.uk

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Contents Schedule

linked to Regulation 4 of The Education (School Development Plans) Regulations (Northern Ireland) 2010

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	(b) providing for the special, additional or other individual educational needs of pupils;	8
	(c) promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils;	9
	(d) providing for the professional development of staff;	10
	(e) managing attendance and promoting the health and well-being of staff;	
	(f) promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies; and	12
	(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.	12
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6.	The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.	18
7.	Identification of the areas for development, which shall be informed by the school's self-evaluation and include—	
	(a) the school's key priorities for the period of the plan, based on the Department's priorities for education;	
	(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT;	
	(c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;	
	(d) the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and	
	(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.	



Statistical Information

Information Collated in September/October 2019

Enrolment Oct 11 2019	Free School Meals	SEN 1-4	SEN 5	Med Reg	Newcomer	LAC
396	105	77	7	54	37	0
	27%	19%	2%	14%	9%	0%

	Enrolments					
	Enrolment			Religious Designation at Census (P1 – 7)		
	Preschool	Main School	Total	P (number and %)	C (number and %)	O (number and %)
At Sept 2014	48	304	352	89 - 29%	109 - 36%	106 - 35%
At Sept 2015	48	332	378	104 - 32%	110 - 33%	116 - 35%
At Sept 2016	48	351	400	105 - 30%	114 - 32%	132 - 38%
At Sept 2017	48	374	422	101 - 27%	128 - 34%	143 - 38%
At Sept 2018	48	385	433	115 - 30%	124 - 32%	146 - 38%
At Sept 2019	48	398	446	108 - 27%	124 - 31%	152 - 44%

Academic Year 2019 -2020	Total Number	Female	Male	Catholic	Protestant	Other
Board of Governors	11	7	4	6	4	1
Non-Teaching Staff	19	18	1	8	10	1
Teaching Staff	15.8	14.8	1	7	8	1



**1a. MISSION STATEMENT AND AIMS OF THE SCHOOL**

We aim to educate children in a manner that should enable them to lead lives that are personally gratifying and socially useful. Our set of 12 Whole School Aims, and Mission Statement are based on the original aims of our school from its foundation in 1985 and were last revised in 2013.

The table below outlines both our aims and our mission statement and provides a brief evaluation of how we feel we have lived up to them during the past three years.

The School Development Plan that follows sets out our intentions to maintain and improve on how we meet those aims over the three years to come.

AIM	Evaluation 2019
1. To provide a positive, enthusiastic atmosphere, laying the foundations for children to be independent, lifelong learners.	At Forge we take warmth and welcome seriously. Our open door policy and briefing to all staff on the importance of <i>unconditional positive regard</i> nurtures a warm atmosphere and positive relationships, something which is frequently commented on as palpable by visitors to the school.
2. To encourage children to become responsible citizens and foster an attitude of care towards people and things.	Our whole school PATHS scheme, peer mediation, Forest Schools, an intergenerational project with Fairholme, Shared Ed. and our CRED programme have all contributed to enhancing this aim during recent years in addition to curricular work.
3. To ensure that children understand and accept a code of behaviour which is beneficial to the whole school and the wider community.	All classes operate positive behaviour schemes in combination with the PATHS scheme and a nurturing approach to behaviour management.
4. To continually evaluate the effectiveness of teaching and learning as part of an ongoing drive for school improvement.	We have sustained action plans for key areas and assessment. Subject co-ordinators take a lead role in monitoring and evaluating learning in their areas of expertise. There are measures to consolidate this in the 2019 – 22 SDP.
5. To ensure that children reach the highest possible level of competence in maths and English.	Our standardised test data from 2016 – 19 demonstrates that we have consistently had a higher than average number of pupils attain scores that place them in stanine band 5 or above in English and Maths.
6. To help children express themselves creatively through language, movement, art and music and physical activity.	During the 2016-19 period there were annual drama events for all classes, the school choir developed to the point



	where we participated in local competitions and musical tuition from the Belfast School of Music has continued. Plans to develop a school orchestra for the 2019 – 22 period are outlined in this Development plan.
7. To help children explore the world around them, and their place in it, through a topic-based approach.	We have continued to teach geography, history, science and other curricular areas through a topic approach. This has been enhanced by educational visits and by a Shared Education Project.
8. To encourage children to explore cultural identity, valuing similarities and differences; celebrating diversity within school and the wider community.	The launch and development of our Key Stage 2 Walking in Each Other's Shoes' project has now extended to become an aspect of our Shared Education Project and allows pupils to explore local community groups and cultures. Integration studies forms part of our RE programme and we actively promote affirmation of diversity through whole school practices like 'Language of the Month.'
9. To encourage in children a sense of wonder.	We have a solid culture of using visits, visitors and high profile events to nurture a sense of curiosity, wonder and joy through learning.
10. To identify the special needs of learners and ensure access to the curriculum at an appropriate level. 11. To include children, staff, parents and governors in school life and development.	Our Special Needs Team has continued to develop provision and training to enhance our capacity to meet the needs of pupils who encounter difficulties in their learning. We have developed good and consistent procedures for meeting parents to update and inform. Our PTA has organised regular social events. Surveys in 2016 and 2019 sought to gather opinion from all stakeholders and teachers meet with governors annually to update them on curricular developments.
12. To promote inclusion and anti-biased attitudes.	We apply the Anti-Bias curriculum on a whole school basis and maintain a rolling programme of staff completing Anti-Bias Training when the opportunity presents. At September 2019 most of our teaching staff have completed ABC training.



Mission Statement

We aim to provide an integrated learning environment which seeks to develop well rounded individuals, by encouraging enquiring minds and promoting self-respect and respect for others.

Whilst mainly Christian we will strive to create a school community which is fully inclusive and values the active contribution of all involved with the school.

Evaluation

For over a decade close to a third of our school population has fallen within each of the three categories used by DE to define balance in integrated schools: Catholic, Protestant and Other/None.

The number of parents designating as 'No Religion' has gradually risen and October 2019 is 41% making up the bulk of the 44 % of pupils in the 'Other/None' category.

While this reflects the diverse nature of the south Belfast community, we do want to maintain as balanced a school populace as possible.

100% of parents responding to our 2019 SDP Survey agreed with the statement 'The school respects diversity and welcomes members from all communities'.

100% of pupils responding agreed that, 'My school cares about people of all religions, colours and backgrounds.'

As we plan for 2019 - 22 and reflect on the previous three-year plan there is plenty to suggest that our work during that period embodies our school Mission Statement in practice.

- Our Whole School **PATHS*** (Promoting Alternative Thinking Skills) programme is well embedded.
- It is complimented by two off-shoot modules: Paths Pals, a peer support scheme, and Paths Friendship Groups, which helps small groups of children develop social confidence and capacity.
- Our Team, led by Miss Masterson and Mrs Mercer, work with Paths UK Trainers to maintain skills and attend annual Paths UK Conferences.
- 80% of pupils responding to our 2019 survey agreed that Paths was positive for them suggesting it is worth maintaining the scheme to consolidate the positive impact and learning.



*Paths is a whole school programme encouraging balanced self-image and building self-control and empathy. You can find out more [here](#).

Our diverse population brings with it complexity in delivering a *Religious Education* Programme that is as inclusive as possible.

- We continue to offer Catholic Sacramental Preparation in Liaison with the Good Shepherd Church.



- Our non-Catholic RE programme is aimed at being as inclusive as possible with an emphasis on a non-confessional educative approach which is acceptable to Christians and those of other faiths and none.
- All pupils from P3-7 also engage in our Integration Studies modules, based on learning about world religions and non-religious ethical issues such as human rights.



- The extremely high inclusion rate for RE suggest we are achieving a good balance in terms of delivering programmes that are acceptable to a diverse range of people.



- Our mission remains a work in progress and this plan is aimed at enhancing that work, responding to current need and ensuring that we remain a dynamic and progressive school.

- We will look to ensure that we reach out to all sections of the community as we market for enrolment during the course of this development cycle.

We are an active Anti-Bias Curriculum promoting school

- This thread runs through the way we talk to children and the way we organise our school with the aim of reducing gender, race, cultural and religious stereotyping to enable children to be more open to the possibilities and opportunities that exist for them and their peers in society and to promote prejudice reduction.
- [Anti-Bias Training](#) has been completed by 80% of our teaching staff. We will continue to train new staff to maintain fidelity and consistency in our anti-bias approach to learning.





2a. Teaching and Learning at Forge

We aim to create an environment that allows pupils to feel safe, and experience an atmosphere that fosters engagement and a willingness to give things a try.

To progress, our children need the confidence to risk mistakes and develop the resilience needed to acquire competence in basic skills.

- In our 2019 Self Evaluation Survey 97% of parents and governors who responded stated that they felt the standard of teaching and learning at the school was good or better.
- 80% of teachers at the school asked to respond to the statement 'The Children's core skills in literacy, numeracy and ICT are as high as possible,' agreed while 20% of our staff disagreed.
- 100% of teachers at the school agreed with the statement, 'The children in Forge IPS are actively engaged in their learning. There is evidence that they are well-motivated, engaged and want to do well.'
- Pupils asked to rate the difficulty of their work responded 86% 'just right', 11% 'too easy' and 3% 'too hard'. When asked 'how good do you think the teaching at Forge is?' 95% rated it as outstanding or very good.
- A question asked of pupils, 'How do you know how well you are doing in school and how you can improve?' rated teacher feedback and advice as the main sources of feedback with smaller numbers (around 5%) citing peer or self-evaluation and 7% stating that they are not clear about their performance.
- Teachers asked to rate a statement on teacher's expectations of children responded with 80% of teachers agreeing that expectations from all were high and 20% reporting a more ambivalent view on our shared expectations.

Teachers met on the 25th May 2019 and considered a series of evaluative questions relating to Learning and teaching. Survey results are included, in full in the appendices of this document. During the course of this development cycle we will be trying to:

- Share skills, best practice and engage in peer support and mentoring to make the best of our talent.
- Improve what we do and in turn improve the quality and consistency of teaching and learning across our school.





Methods – Fitness for Purpose

We recognise that there is no one method of teaching and learning that will suit every purpose. The key to meeting different needs and delivering a varied curriculum is having the flexibility to choose the right method for the task in hand.

Looking Back...

- Teachers asked, in our 2019 self-evaluation survey, to rate their preferred methods of grouping children to cater for varying abilities returned a range of opinions with recognition of the benefits of grouping pupils in both mixed and similar ability groups.
- A third of our teachers expressed the view that a variety of grouping methods was necessary depending on context.

Looking Forward...

Accordingly, teachers will use the following methods in order to deliver lessons:

- Whole Class Teaching – particularly when introducing a topic, practical activity or explaining an area of learning
- Group Teaching Activities – This may be to aim at an ability group, to use resources effectively or to develop collaborative and social abilities.
- Individual Teaching – Usually to teach for a very specific need or purpose – music tuition or special needs being typical examples
- Subject specific teaching – in areas such as numeracy where very specific skills and competences need to be addressed this is often the most appropriate approach
- Topic Work – a cross curricular topic can allow children to develop a variety of skills and explore subject matter relevant to a number of curricular areas. This is a method of teaching and learning that Forge has a long tradition of using.

Teachers Specialism and the Role of the Coordinator

Looking Back...

During the course of 2016 – 2019 development plan, our co-ordinators increasingly took on a leadership role to progress the profile of and performance in their subjects.

This has been a necessary response to continued growth in pupil numbers. We are still undergoing a process of transformation as we morph from what was a single form entry primary school to double form entry.

Looking Forward...

The capacity for coordinators to take ownership of their area(s) of responsibility and be enabled to play a fulfilling and productive role in the development, monitoring and evaluation of that area must remain a key thread running through our current development plan.

To that end, members of the school's Senior Leadership Team have engaged in EA training during 2019 on Action and Development Planning and played a key role in the structure of this plan. The



start of and membership of local cluster groups and the development of relationships with neighbouring school to share good practice has also been increasingly useful.

Peer Mentoring: A new system of peer mentoring has also been established to provide support and direction for co-ordinators to take subjects forward. The establishment and development of this system is an objective for this school development plan.

Curriculum

The School delivers the Northern Ireland Curriculum and also enhances the learning experiences of pupils through activities that may not be part of the statutory curriculum is of benefit to pupils' holistic development.

We recognise the very significant value that social and emotional development has for children and we aim to bolster that development as an integral part of the school experience.



Looking Back...

- We planned regular educational visits linked to topics, and residential trips for children in P6 & 7 compliment learning and build social confidence.
- We have attained Forest Schools Status, Eco Schools Ambassador School Status, Fairtrade Achiever School's Status, Right's Respecting Schools Bronze Award and are a Paths Model School and a Global Learning School.
- In 2018/19 we instigated a Shared Education Project along with Rosetta PS and this was to be built upon during the course of this plan. Unfortunately, in November 2019 we were informed that staff at Rosetta PS have taken the decision that they consider the project a new initiative and will not be participating in the project due to ongoing industrial action. This leaves us facing an uncertain future as to the future of the project.
- In our June 2019 self-evaluation survey, 99% of parents responding agreed that the school offered a broad range of learning experiences in stimulating classrooms a 4% increase on the 2016 response to the same question.

Looking Forward...

- During the course of this development plan we aim to continue to implement a strong core curriculum, enhanced by meaningful and positive supplementary activities that reflect the needs of children in our community and the issues that are facing them today.



- Building resilience, social competence and environmental awareness and an appreciation of the strength of integration will be key strands running through our curriculum during the course of 2019 – 2022.

Literacy Lead: Mrs G Kerr

Policy Updated 2016

Literacy is a key aspect of learning and improvement in literacy is a core component of this plan.

Looking Back...

Throughout the duration of the last development cycle we focussed on improving outcomes for children working in and around the average bracket but who appeared to be underachieving with the intention of closing the gap between potential and achievement.

- In 2019 76% of Key Stage One pupils achieve standardised scores in literacy that put them in the higher five stanine bands (5-9). This is above the 60% norm and a little higher than the 68% recorded at the start of the last SDP in 2016.
- A similar pattern was observed with Key Stage Two pupils attaining 80% in bands 5-7, in line with the 2016 figure of 81%.

Standardised test scores vary from year to year and the ability of individual children has a determining influence on overall trends. However, to maintain and build standards with consistency across the duration of a school development plan is an encouraging and positive indicator.





In terms of areas within literacy we focussed on Writing and Reading and maintained good standards, but, we acknowledge that there is no room for complacency and that sound plans to maintain and build on standards of literacy are essential for our pupils during the coming period.

Looking Forward...

Literacy Targets 2019 – 22

- *A whole school focus on planning and delivering learning that enables children to maximize their potential in reading for understanding through the development of reciprocal reading.*
- *A whole school focus on writing, aiming for well-developed skills and knowledge of writing techniques and genres.*

Year 1 Reading Focus: Refreshing reciprocal reading training and developing a teacher professional learning aspect to upskilling teachers.

Year 2 Writing Focus: Whole school refresh of the 'Big Write' principles of plan, draft and redraft

Year 3 Phonics: Reviewing and renewing teaching and learning of phonics with staff pupils and parents.

- In our 2016 self-evaluation survey, 87% of parents felt that the children in the school attained good standards in English.
- In 2019 the same statement received a parental approval rate of 88% suggesting we are sustaining parents' confidence in our work in literacy.
- In 2016 85% of staff rated standards in literacy as very good and 15% as good.
- In our 2019 survey the statement asked about literacy and numeracy skills was combined with an 80% approval rating of standards being as high as possible.
- 40% of pupils rating 'things they like about' school in our 2019 survey cited literacy. When set against the higher rating for numeracy it may be that we need to enhance the image of reading and writing at our school in the eyes of our pupils.
- When asked specifically what they liked about literacy children responded positively with more than 60% of pupils listing reading and writing as enjoyable.



Mathematics

Lead: Mrs S Gowan

Policy Updated 2016

Numeracy is a key aspect of learning at Forge and we continue to plan for improvement in numeracy on a whole school basis.

Looking Back...

We have recently focussed on developing the quality of mental maths provision in our school and intend to bolster this and build on pupils' problem solving and investigative maths skills. We have seen an improvement in how numeracy is planned and delivered through monitoring of teacher's planning and through assessment outcomes.

- In 2016 the percentage of pupils at Key Stage one achieving standardized scores in maths that put them the higher five stanine bands (5-9) was 69%
- In 2019, at the start of this plan, that figure is 73%.
- In 2016 the percentage of Key stage two pupils in stanine bands 5-9 was 65%.
- In 2019 the Key Stage 2 figure was 80%.

As with literacy scores, these outcomes depend on the ability of pupils undergoing assessments in any given year. We can take a sustained positive trend as a positive indicator nonetheless.

- In our 2016 self-evaluation survey, 85% of parents felt that the children in the school attained good standards in maths in the 2019 survey that figure was 88%.
- When asked what they liked about school 68% of pupils surveyed said they like maths, suggesting that a drive by the numeracy co-ordinator over the course of the last development plan to raise the positive profile of maths may have had an impact.
- Priority areas in maths such as Mental Maths, Problem Solving Tasks and Maths Week were rated as being helpful in improving skills by more than 50% of pupils. The use of ICT in maths was also rated highly by pupils.

Looking Forward...

Numeracy Targets 2019 – 22

- ***A whole school focus on learning that enables children to maximize their capacity to use and apply mathematics in a practical and investigative way to solve problems.***

Year 1 2019/20: Develop Mental Maths Policy. Embed Mental Maths scheme, strategies and planning.

Year 2 2020/21: Implement CPA (Concrete-Abstract-Pictorial) approach in planning and learning tasks.

Year 3 2021/22: Begin embedding a maths mastery approach to investigative maths and problem solving.



ICT Lead: Mrs J Foster

Policy Updated 2016

ICT is an integral part of day to day school life and is used in a variety of forms to enhance, support and help deliver learning and teaching. The school is committed, throughout the course of the plan to improve capacity to use ICT as a means to support, and enhance day to day curricular work and to subsequently improve outcomes for children.

Looking Back...

During the course of the last School Development Plan a number of initiatives were put in place to promote ICT skills and enhance the experiences pupils have. These included participation in the Business in the Community 'Time to Code' Scheme, coding workshops for parents and a focus on using ICT across the curriculum.

Looking Forward...

ICT Targets 2019 – 2022

- ***Whole school focus on maximizing children's capacity to stay safe online, develop resilience and deal with risk and concern appropriately and confidently.***
- ***A whole school approach to enable children to develop into effective, safe and positive communicators in the context of ICT and be able to present and interpret data.***

Year 1 2019/20: E-SAFETY Focus

Year 2 2020/20: Desirable Features Focus - *Online Communication*

Year 3 2021/22: Desirable Features Focus online communication and data presentation.



Assessment at Forge

Lead: Mrs P McAleer

Policy Updated 2015

- Assessment at Forge is aimed to:
- Be an in-built part of our day to day work
- Enable children to learn more effectively at a level that is both challenging and attainable.
- Enable teachers to focus their teaching more accurately towards the needs of pupils ie: inform future planning.
- Enable the school and teachers to identify areas for development
- Help Identify pupils who may have Special Needs
- Enable children to begin to gain a realistic view of their own progress and develop an ability to take some responsibility for their development
- Provide evidence of progress and needs that can be used to inform parents and relevant professionals about the progress of individual children and groups of children in the school.

A parent friendly summary on all of the tests we do at Forge can be found on the school website in the 'Help for Parents' section. <http://www.forgeips.co.uk/>

Looking back....

- We have not shared assessment data with DE for a number of years due to ongoing industrial action, but we have continued to use assessment data as an integral part of our plan – do - review cycle for learning and teaching.
- We invest between £2-4k annually in buying and processing GL assessment materials and the time and effort put in to use the data gleaned is very significant in terms of resource used.
- In our 2019 school development plan Survey, 93% of staff agreed that, 'We analyse and use data to identify the learning needs of individual children.' The value of teacher's professional judgment was flagged up as invaluable alongside the data gleaned from assessments. The same percentage of staff felt that we are effective or very effective in promoting successful learning through planning, teaching and assessment.



Summative Assessments in Current Use.

Aimed at providing evidence of progress and ability we will use a number of formal and semi- formal methods to provide data.

Assessment Activity/Test	Purpose	Year Group/Time of Year
Baseline Assessment	Basic Skills baseline: numeracy, literacy and social skills	Autumn P1
British Picture Vocabulary Scale	To give an indication of general ability at P1 to assist in providing an early benchmark	Spring P1
Comet	Provides an early benchmark for literacy development	P1 Term 1
GL Progress Test English #	To provide standardized data comparing individual attainment to age related norms, identify discrepancies between perceived cognitive ability and attainment and identify trends of attainment in specific aspect of learning.	May P2-P7
GL Progress Test Maths #	As above for Numeracy	May P2-P7
Middle Infant Screening Test #	Listening, phonics & sequencing skills. This can highlight a particular area that a child is having difficulty with.	P2 Spring
Schonell Spelling #	Approximate spelling age can be determined to help judge progress more specifically in spelling	As Appropriate on basis of GL data
Non Reading Intelligence Test #	Perceived Cognitive Ability score used as comparative to standardized scores in subject specific tests to identify discrepancies	Autumn P4
End of Key Stage Assessment *	Statutory Assessment in English and Mathematics to provide pupils with a 'Level' consistent with NI Curriculum. Assists school in benchmarking and target setting. Informs parents of progress	P4, P7 Spring Term
Specialist Screening Tests	To assist in identifying trends linked to specific learning difficulties such as dyslexic spectrum difficulties	On basis of Class teacher, SENCO and Parent consensus
Maths Assessments #	To enable class teacher to monitor progress, plan for the future and to allow school to have comparative data to inform numeracy action planning.	P1-P7 Quarterly

Looking Forward...

We maintain Assessment as a key underpinning feature of the core areas on our School Development Plan and while there are no whole school targets in place we will maintain an assessment action plan to support that.

- Throughout the course of this plan we hope to progress towards the best use of hard assessment data balanced with sound teacher professional judgment and an increase in the assessment for learning capability that we can build within pupils themselves.
- All staff surveyed in 2019 felt that our pupils are 'equipped to carry out peer and self-assessment and some commented that this is an area worthy of further development. Collaborative learning practices which are targets for this planning cycle such as



Reciprocal Reading in literacy and Problem Solving/Investigations in mathematics will work towards this objective.

- 61% of parents surveyed in 2019 agreed that the school communicates assessment information to them to help keep them up to date with progress. 15% disagreed and 24% felt that this was not applicable to them due to the young age of their children. Communication is an issue that has been raised by parents as something they would like more clarity about and we intend to review our systems for communicating with parents through the course of this development plan.
- We will look at possible alternative cognitive screening test as there are concerns about what appear to be artificially high scores with the NRIT tests we have traditionally used.

Standardized Assessment Outcomes in English and Maths 2017 -20

% of pupils performing at average or above level (within the top 5 bands) in Standardised Tests in English and Mathematics

Literacy	May 2017	KS1 (P3-4)	69%	KS2(P5-7)	77%
	May 2018	KS1 (P3-4)	63%	KS2(P5-7)	74%
	May 2019	KS1 (P3-4)	76%	KS2(P5-7)	80%
Mathematics	May 2017	KS1 (P3-4)	65%	KS2(P5-7)	66%
	May 2018	KS1 (P3-4)	68%	KS2(P5-7)	63%
	May 2019	KS1 (P3-4)	73%	KS2(P5-7)	80%

Projections for 2020

Predicted % of pupils performing at average or above level (within the top 5 bands) in Standardised Tests in English and Mathematics

Literacy	May 2020	KS1 (P3-4)	64%	KS2(P5-7)	76%
Mathematics	May 2020	KS1 (P3-4)	69%	KS2(P5-7)	71%





2b. Special & Additional Needs

Lead: Ms D Mahon (SENCO), Learning Support Teacher: Miss L. MacKenna

Policy Updated 2016

We have a comprehensive Special Needs Policy and action plans are reviewed annually. The level of support offered to children is determined by individual needs and circumstances. Support in place for children includes:

- Differentiation at an in-class level by the class teacher
- Support from our in-school Learning Support Teacher
- Support from Harberton Outreach teacher
- Support from the EA peripatetic service
- Support from a specialist hearing/vision support teacher
- Advisory support from Oakwood ASD Centre
- Behaviour support from Clarawood Special School
- Support from RISE team (BHSCT)
- Embedded School Counselling Service

Children's needs vary as they move through school and the SEND Code of Practice 'stage' children are placed at can change and it is not unusual for children to move up or down through stages. Children at stage 2 – 5 have Individual Educational Plans (IEPs) which are updated twice a year and discussed with parents and support staff as necessary.

Looking Back...

During 2016-19 we maintained resource in SEN and added additional LST time as funding allowed. A number of improvements to practice were achieved including the establishment of provision mapping for pupils on the SEN register, the inclusion on IEPs of pupil's views and additional training for staff in Maths Recovery and working with children who may have had adverse childhood experiences, training which is feeding into current practice.

Staff asked in the 2019 Self Evaluation survey if, 'Our policies, procedures and interventions ensure that the learning needs of every child are identified and met as soon as possible' agreed. 53% said they 'strongly agreed' and 47% 'agreed'.

All staff also agreed that, 'We take collective responsibility for the wellbeing and progress of children with additional learning needs.' There was again a differential in those who agreed strongly (73%) and those who agreed (27%).

Teachers also commented on the need to retain and bolster resource to support special needs.

60% of parents agreed that the school identifies the special needs of pupils and maintains effective links with parents. 35% felt that the statement did not apply to them and 5% disagreed. Individual comments from parents were largely positive but the level of resource and differences in perception were also areas where parents have concerns.

These figures are very consistent with responses to the same statement in 2016 although it may be worth noting that the 'disagree' figure has reduced from 7% in 2016.



87% of pupils responded to the question 'How good is your school at supporting children who need extra help with their work?' by answering outstanding or very good.

We recognise that issues relating to SEN are complex, often involve multiple agencies and as such can be challenging for parents, pupils and school staff.

Looking Forward...

- We will maintain an SEN action plan and continue to take steps to improve service and outcomes for pupils. The SENCO and LST attend SEN cluster groups organised through EANI and NICIE. They also hold membership of NASEN and attend relevant conferences.
- During the course of the last development plan we invested in enhancing our capacity to address underachievement in mathematics with Miss Mackenna undertaking Maths Recovery training. The strategies acquired through this are now being integrated into day to day work and to an extent cascaded out to other staff.

SEN Targets 2019 – 22

The implementation of the 2016 SEND Act and related policies and procedures will form a major part of our Sen Action Plans over the 2019 – 22 cycle. These are at a formative stage with EA still formulating information and training sessions and our own plans will develop to a greater extent as this process is rolled out.



**2bi. Newcomer Pupils****Lead:****Mrs S Gray**

Forge as a school was established upon the principle of all children being educated together in a fully inclusive school. We are therefore concerned to offer a welcoming and positive environment to children who may have come to live in this area from, or whose families may have origins beyond Northern Ireland.

Looking Back...

- In 2019 100% of parents responding to a Self-Evaluation Questionnaire felt that the school respected diversity and welcomed members from all communities.
- To that end we engage in activities such as multi-cultural displays, language of the month and regular curricular work that helps our pupils to understand their peers and the world they are growing up in.
- We regularly invite parents and community representatives from other backgrounds and cultures into school to share their stories and enhance topic work and RE.
- Our KS2 CRED project 'Walking in Each Other's Shoes' involves visiting community groups based locally and provides children with opportunities to explore their own traditions and heritage and also meet and learn about those from other parts of the world.
- We provide interpreting and translation services for parents when necessary.
- Additional learning support has been provided for some pupils who need assistance in accessing the curriculum due to English not being the main language they speak or the main language used in their home. This is through our learning support teacher.
- In our 2019 Self-Assessment questionnaire, 94% of parents responding felt that all children were encouraged to reach their potential regardless of gender, social, ethnic, linguistic and educational background. 1% felt that this was not the case and 4% felt the statement did not apply to them.
- Staff responses to the same statement were 100% positive but we recognise that this issue is complex and varies from year to year in terms of its impact.

Progress of Newcomer Pupils 2018/19 in relation to Standardised Assessment Data					
Area	Age Group	% Above Target	% On Target	% Below Target	% exempt from assessment (newly arrived)
English	Key Stage 1 (P3-4)	20	30	30	20
	Key Stage 2 (P5-7)	54	38		8
Mathematics	Key Stage 1 (P3-4)	30	20		20
	Key Stage 2 (P5-7)	46	46		8

Looking Forward...

The Newcomer/EAL coordinator is undertaking a course through QUB in meeting the needs of children with EAL. While there are no whole school targets in place, we will maintain an action plan for this area throughout the period of this plan.



2c. Pastoral Care (encompassing Health Promotion, Welfare, Child Protection, Attendance, Good Behaviour and Discipline)

These areas fall under the umbrella of pastoral care. The pastoral care team and the safeguarding team are synonymous in terms of key members. However, the pastoral care team extends to other areas with teachers who take a lead role in those aspects.

Pastoral Care Team Structure

Lead: N Watson, D Mahon, G Kerr

Safeguarding	Paths PDMU	& Newcomer/EAL	Special and Additional Needs	Medical & First Aid
D Mahon, G Kerr, N Watson	A Masterson, J Mercer	S Gray	L MacKenna D Mahon	K McStravick E Farrell N Watson S Gamble, J Mercer

Health Promotion/Education

Policy Last Reviewed: 2016

Lead: Pastoral Care Team, Cross curricular and responsibility

At Forge Integrated Primary School we view Health Education as an integral part of the curriculum for all pupils. We aim to promote positive attitudes towards a responsible healthy lifestyle.

Aims

- To Promote positive, healthy attitudes towards health.
- To help enable our pupils to make age appropriate, informed choices regarding their lifestyle.
- To promote a sense of responsibility towards individual, family and community health.
- To encourage the adoption and maintenance of a healthy lifestyle.
- To provide a safe, secure and stimulating environment which encourages pupils to be healthy and safety conscious both in and out of school.
- To promote good relationships with respect and consideration for others.
-

Looking Back...

During the 2016-19 three year cycle we maintained basic health promotion policies including 'Smart Snacks' and routine curricular learning related to health education, science and PE.

- We introduced a Sustrans partnership which help promote the health benefits of active travel and links into eco issues. We also engaged with programmes delivered in partnership with the Roads Service.
- School sport has been maintained and enhanced through participation in a wide range of activities.



- All staff surveyed in 2019 agreed that care and welfare are integral to learning and teaching in our school.
- We have continued to implement the PATHS scheme, a whole school programme encouraging balanced self-image and builds self-control and empathy.
- Paths is also complimented by two off-shoot modules: Paths Pals, a peer support scheme, and Paths Friendship Groups, which helps small groups of children develop social confidence and capacity.
- Our PATHS Team, led by Miss Masterson and Mrs Mercer, work with Paths UK Trainers to maintain skills and attend annual Paths UK Conferences.
- 80% of pupils responding to our 2019 survey agreed that Paths was positive for them suggesting it is worth maintaining the scheme to consolidate the positive impact and learning.
- A nurture group pilot called 'Shed' (Self Help Education) was carried out in the Spring and summer terms of 2019 to look at improving social and behavioural skills amongst selected boys at Foundation Stage and Key Stage 2. This was delivered by the Principal in consultation with staff and the pastoral care team and involved weekly group sessions engaging in nurture activities including board games, litter picking and simple maintenance, art activities, conversations and routines such as making tea and toast, eating together and washing up. This allowed children to develop a positive relationship with a key male figure in school and feedback from pupils and teachers has been positive.
- In 2018/19 we also engaged with the Diana Awards Anti Bullying Ambassadors Scheme and a number of children trained to be anti-bullying ambassadors and assisted peers with relationships issues in the playground.
- We maintained an embedded school counselling service throughout the development plan cycle, funded in part by school funds and in part through philanthropic support from the society of St. Vincent de Paul. 91% of parents responding to our 2019 evaluation survey felt the counselling service was very valuable. Staff support for the scheme was unanimous.
- 97% of parents responding to our 2019 survey agreed that children were given opportunities to develop personal, social and emotional skills. 94% felt that all staff ensure pastoral care, and health educational needs are met effectively.

The crossover between pastoral care, personal development and safeguarding is significant and there will be aspects of all of these areas and others. For that reason, it is worth looking at these related areas as interlinked rather than in isolation.



Looking Forward

During the 2019 – 22 School Development plan we intend to:

- Maintain PATHS, including arranging training for those staff who may have joined the school recently and missed previous opportunities.
- Maintain Peer Support programmes such as peer mediation and anti-bullying ambassadors.

Targets 2019 - 2022

2019/20:

- Review and update policies relating to pastoral care and health promotion including Attendance, Relationships and Sexuality Education and others as per the schedule included at page 2 of the school's pastoral care policies document
- Review nurture provision such as the SHED pilot and look towards capacity building in that respect.

2020/21:

- Provide staff with refresher training to build awareness and capacity around LGBT and Transgender issues.





Child Protection & Safeguarding

Lead: Ms. D Mahon

Policy: Last Reviewed: 2019



The school's Child Protection Team consists of Ms. Mahon (Designated Teacher for Child Protection), Mrs. Kerr (Deputy Designated Teacher) and Mr. Watson (Principal).

Mrs Claire Humphrey is the school's designated governor for child protection. All concerns and queries regarding child protection should be addressed in the first instance to Ms. Mahon or one of the other team members.

Everyone has a duty to protect children from abuse and neglect. At Forge we like to keep in close contact with parents about their children's progress and if there are any day to day concerns, these can be discussed between the teacher (and sometimes the Principal) and the parents.

Looking Back...

All staff teaching and non-teaching have received training in child protection and all parents received information about the school's child protection policies and procedures.

The child protection team spent many hours working with pupils, parents, social services, police, specialist staff from EA and other external agencies to attend to issues related to safeguarding. These are often complex and emotive issues that impact all involved and for reasons of confidentiality cannot be discussed in any detail.

- 94% of parent respondents to our 2016 survey agreed that the school informed parents and pupils of safeguarding procedures, 6% gave no opinion.
- 91% of pupils responding to the 2019 survey said they knew who members of the school Safeguarding team were. 9% of respondents said they didn't.
- 90% of parents agreed that with the statement 'Children feel secure and free from emotional and physical harm, they understand their concerns will be listened to and action taken' 4% disagreed with the statement and 6% felt it did not apply to them.
- When asked, in the 2019 survey, if they felt safe and happy at school 75% of pupils responded by saying they did, all of the time while 25% said sometimes.
- Pupils asked who they would talk to about a worry in school in 2019 gave a broad range of responses including members of the safeguarding team, teachers, classroom assistants, the school counsellor, peers, including children who hold positions of responsibility such as anti-bullying ambassadors, and their parents



- 79% of parents responding to the 2019 consultation felt that the school engage effectively with parents/carers when they raise a concern. 17% felt this wasn't applicable to them and 4% disagreed.

During the 2018-19 school year all of the teaching staff and some Non-Teaching staff engaged in training linked to the multi-agency Early Intervention Training Programme, which focussed on raising awareness and capacity to deal with issues that arise from children who may have experienced ACEs (Adverse Childhood Experiences). This training took place over two school terms and has left staff better equipped to help children overcome difficulties that trauma and challenge in childhood can create.

Looking Forward....

We will continue to take steps to ensure that all of our children know who the designated teachers for Child Protection are.

Outside agencies retain their supportive role in this area and we place high value on close contact with social services and on our role in attending case conferences and LAC reviews.

We conducted a review of our child protection and pastoral care policies and procedures in Autumn 2019 and will continue to update and monitor this with safeguarding team Meetings at least once per term.

Child Protection is a standing item on the Agenda of the school's Board of Governors and an anonymised report on safeguarding is presented to the Board of Governors annually.

Safeguarding and Child Protection Targets 2019 - 22:

- The school's Child Protection Policy will be reviewed during the autumn term of each school year in line with the ETI Safeguarding Pro Forma and any necessary adjustments and actions will be scheduled and acted upon.



Attendance

Lead: Principal, all staff

Policy Last Reviewed: 2016

We saw an average attendance rate of 95% during the 2018-19 school year. This in line with the NI average of 94.9

It remains important to note that overall percentages can be lowered by frequent absences from a small number of pupils. We are working to address this through the appropriate channels including contacting parents on a half termly basis if attendance or punctuality rates fall below 10% and working with the educational welfare office to try and improve attendance that falls short of the 85% threshold.

Attendance Targets 2019 - 22: The attendance policy is due for review during 2019/20 – this to be done and any subsequent actions or recommendations scheduled for action.





Behaviour

Lead: Pastoral Care Team

Policy Last Reviewed: 2016

The school places an emphasis on positive behaviour and there is a positive behaviour policy in place. Staff manage behaviour through a mixture of reward and sanction and parents are informed of behaviour issues when appropriate. The school is involved in a number of whole school programmes to promote positive behaviour including playground buddies, peer mediation and the Paths Plus Programme which aim to create an atmosphere of support and resolution.

We also call on the support of the EA behaviour support team and SEN department when we feel we have issues that we are not adequately trained or equipped to deal with from our own resources.

- 78% of Parents responding to our 2019 self-evaluation survey agreed that the school dealt effectively with inappropriate behaviour with a further 10% stating that the question was inapplicable to them. 12% of parents disagreed with this statement.
- 100% of teachers responding agreed with the statement, 'Behaviour for Learning is Positively and Consistently Promoted'.
- 96% of pupils surveyed agreed that 'Bad behaviour is dealt with well at Forge,' while 4% disagreed.
- 100% of staff surveyed in 2019 agreed that, 'The personal development and preventative education curriculum is effective, flexible and responsive to the needs of children.'

We have taken a positive and nurturing approach to dealing with problematic behaviour and this has been successful with a number of examples during the course of the previous three-year cycle where children arrived at the school exhibiting significant behavioural issues and improved markedly through the course of a school year through support and intervention by school staff.

However, such improvements are not achieved overnight and we acknowledge the discomfort that may be felt by parents who see disruptive behaviour in their child's class which does not get resolved as quickly as they would like.

It is not possible for parents to understand the circumstances surrounding the behaviour of some children which can be linked to special and additional needs and emotional wellbeing. However, we do find a very high level of tolerance and acceptance of difficulties by both parents and pupils while we work to resolve issues.

We perceive an increase in behavioural issues related to anxiety and mental wellbeing, both amongst children and parents and for that reason we intend to maintain the various pastoral initiatives that are ongoing in school such as PATHS and school counselling.

Behaviour Targets 2019 - 22:

The Positive Behaviour policy is due for review during 2019/20 – this to be done and any subsequent actions or recommendations scheduled for action.



2d. Professional Development

Lead: N Watson

Policy in Place: As below

Last Reviewed: On School development plan cycle

The school will encourage and facilitate staff attendance on professional development courses. This applies to teaching and Non-Teaching staff. The school Board of Governors will, when possible, consider funding staff to avail of courses not funded by statutory education bodies.

We recognise that training and development is central to our continued development as a school. Positive professional development experiences can have an energising impact on staff morale and improve capacity and effectiveness.

A narrowing of professional development opportunities, together with a lack of funding to facilitate attendance on courses has had a depressive impact on professional development in recent years.

We are determined to address this through a creative and responsive approach to enabling our staff to develop both professionally and personally. This will include providing development opportunities on Non-Teaching days, through setting a budget (albeit a modest one) for training and development and having elements of this open to all staff, teaching and Non-Teaching on at least an annual basis.

School staff work up to ten non-contact days per year known as 'Baker Days' and School Improvement and Development Days. These days are generally dedicated to a combination of school improvement activities and training.

Providing opportunities for staff to attend training courses and workshops, cluster meetings, conferences and visit other schools and relevant organisations is a key principle of our professional development ethos.

Looking Back...

During the course of the past three school years and current school year staff training has been delivered via QUB, Oakwood ASD advisory Centre, Middletown Centre for Autism, the Northern Ireland Council for Integrated Education, St John Ambulance, C2K, Belfast Health and Social Care Trust, CEA, Nerve Belfast, the Education Authority and other external providers too numerous to detail here but recorded in the school INSET log. All teaching staff enrolled on an online maths course via Stanford University.

A full list of the professional development opportunities undertaken by staff during the 2016-19 development cycle is included as the INSET register in the appendices of this plan.

- 94% of staff in 2019 said they would like to develop skills further through school based research
- 73% felt that there were professional development courses available to them through EA and they would feel supported to enrol on them. 27% disagreed.

Looking Forward...

A training budget of £3500 per year has been allocated for the 2019 -20 school year. Given that there is insufficient funding in the school's delegated budget to cover this, some funding will be drawn from



the school's private reserves. This is aimed at covering training and development work aimed towards curriculum/professional development and also bolstering staff welfare.

As a means of providing staff with a more cohesive system of support and development we are trialling a Peer Mentoring Approach to teacher development which will see teachers allocated a mentor from the SMT with whom they will discuss needs and plan for action and support. This programme is to subsume PRSD and we hope it will also develop to incorporate elements of TPL (teacher professional learning).

A training schedule for the 2019/20 school year has been drawn up and includes:

Year	Area/Event	Timeframe	Audience	Cost
Recurring	Sub Days for Mentoring TPL	2 days per SMT member per year to be arranged at a time of their choosing.	All	£4500 (over 3 years)
Recurring	Sub Cover to release staff member to Aptis conf. or similar.	TBC - Annual	SMT	£1200 (over 3 years)
Recurring	Conference Fees	1-2 conferences per year Paths etc.	SMT/Coordinators	£900 (Over 3 years)
Recurring	Spring Sid Days/Team Building/mini conference – Venue hire/Speaker fees etc	Feb/May annually	All	£3000 (over 3 years)
2019/20	EAL Course for co-ordinator		Newcomer/EAL Co-ord: SG2	£300
2019/20	Basic CPR for Restart a Heart Day – Staff Session	Oct 16	JM, SG6	Nil
Ongoing to be complete by end of cycle	Stanford Maths Online Course	Ongoing to be complete by end of cycle	All Teachers	Paid for 2018/19
	Primary Movement		P1 Teachers	£1200
Total at time of writing (Oct '19)				11,100

This schedule will be augmented as training is sought and arranged. We intend to avail of training in partnership with our Shared Education Partner to develop CRED, Forest Schools and Maths.



2e. Staff Health and Emotional Well-being

Lead: N Watson

Policy: As below Policy Last Reviewed: 2019
Linked to: Complaints & Grievance policy
Whistleblowing policy

We recognise that consideration needs to be given to keeping all staff in the school safe and well. Opportunities to improve the organization and management of the school can impact positively on the morale, self-esteem and stress levels of both teaching and non-teaching staff. Having a happy and healthy staff who are valued will impact on all aspects of the teaching and learning of the pupils.

Ensuring Staff health and emotional wellbeing, takes into account the relationship between professional growth, job enrichment and morale. It is important that the employee understands his/her role at work and how this fits with the goals of the school. It is also important that the Principal and Senior Management Team recognize each employee for their achievements and work.

A health promoting workplace:

- Provides an environment that protects health
- Provides appropriate occupational health support
- Provides opportunities and support for the promotion of health

To ensure the Health and Emotional Well-being of Staff are catered for the school aims to have:

- Clear visionary leadership for staff
- Valued staff participation in decisions that affect their professional role
- Good communication and efficient decision-making processes
- Staff appraisal for work and achievements
- Development of individual professional growth
- Harmonious working relationships
- A team based approach to the teaching and learning in the school

The school will contribute to personal health of staff by:

- Fostering a positive work atmosphere that encompasses a healthy balance between work and home activities.
- Having a supportive culture in assisting staff making lifestyle decisions.
- Demonstrating flexibility when home issues become priority concerns for the individual.
- Encouraging a sense of fun.
- Including, when possible, opportunities for staff to engage in purposeful shared experiences within and outside the school environment that are aimed at consolidating team values, bolstering morale and nurturing the ethos of support and motivation that helps us function optimally in our work as caring professionals.
- Allowing staff to discuss issues or concerns with the school nurse during visits.
- Providing a safe and secure environment for staff to work in.
- Ensure all staff are regularly made aware of the Inspire Workplaces counselling service 08003895262
- Ensuring that staff are aware that the EA have an Employee Relations service and that they can discuss issues about staff welfare by calling EA Headquarters on 9056400 and asking to speak to the staff welfare officer.

Looking Back...



During the course of the 2016 – 19 school development cycle a number of events and initiatives were undertaken to encourage good staff relationships, a sense of team and shared purpose and to increase awareness and openness about welfare issues. These included:

- Annual Teambuilding days based within and beyond Belfast where staff worked in groups to complete enjoyable challenges.
- Mini conference events with guest speakers in locations outside school to promote shared experience and collegiality. Guest speakers have included local authors Tony McCauley and Garret Carr, Baroness May Blood and playwright Caoileann Curry Thompson.
- Mental Health Awareness workshops from Action Mental Health.
- When asked to rate their agreement with the statement '*I Feel Respected by Colleagues and Management,*' 67% of staff responding in 2019 agreed strongly and 33% agreed.



- All staff also agreed with the statement '*The school takes staff welfare seriously and is committed to providing support and pressures that our work involves.*'
- When asked to rate welfare workshops such as team building activities, mental health awareness workshops and resilience training 50% of staff said they had been extremely helpful, 29% very helpful and 21% somewhat helpful.

Looking Forward...

- Our school continues to operate in a context of growth and change. We have an ongoing new build process to manage which will see relocation occur at the end, or just beyond the end of this development plan.
- The external forces that impact on our school remain complex and uncertain. Funding is inadequate and ongoing industrial action due to issues around pay, workload and conditions remains a live issue.
- We continue to experience complex and emotive issues through our day to day work with children and families and this is set to continue.



- In this context it is as important as ever to maintain and enhance the good relationships and positive outlook our staff have about their workplace and vocation. We will endeavor to provide teambuilding and resilience as an integral part of our annual development cycle.
- We will continue to provide support to staff through signposting to support services and through collegiate support including through the mentoring scheme that we have established and which will subsume PRSD.

2f. Promoting Links with the Parents of Children at the School and the local community including other schools, the business community and voluntary and statutory bodies.

2f1 we aim to maintain good links with parents through:

- Our Open Door Policy
- Annual parent information sessions per year group
- Twice yearly parent teacher interviews
- Meetings for parents regarding on-going initiatives eg: Phonics, Paths Plus
- Meetings to assist parents with transfer to post primary school
- Regular PTA activities
- Involvement of parents in School Development Planning through consultation
- Informing parents of on-going school events through letters, web articles and social media pages/platforms: SeeSaw, Facebook, Twitter
- Access to school documents and info via school website
- Involvement of parents in school activity through volunteering
- Involvement of parents in celebration and showcasing events related to school projects eg. Shared Education Projects.

Looking Back....

Parental involvement in school during the 2016-19 development cycle was maintained at a more comprehensive level than ever before. We have maintained our Open Door Policy, twice yearly Parent/Teacher Interviews and added numeracy, coding and phonics workshops to the information sharing events we hold in school.

We continue to invite parents to a range of events including celebrations and performances, school visits and information meetings and a range of other events.

We have also adopted email and a range of social media platforms to communicate with parents including Facebook and Twitter.

The Seesaw App has been progressively rolled out from P1 and is now in use as a home school communication link up to P5.

- 85% of parents surveyed in 2019 agreed with the statement 'The school works closely with parents/carers and communicates with them effectively.' 8% of respondents disagreed.



Forge IPS School Development Plan 2019 - 2022

- We maintained and enhanced links with other local schools in the form of teachers collaborating through subject specific cluster groups and through post primary transition links at KS2/3.
- We have formalised a previously established link with Rosetta Primary School into a Shared Education Project at P2/3 & 7 which is to be progressed to P4 and beyond over the course of this plan.
- We have ongoing links with a number of community organisations including sporting bodies, South Belfast Foodbank, local churches and other local community organisations through our Walking in Each Other's Shoes Project and similar projects.

Looking Forward...

Parental communication is a work in progress and as technology and expectation advances we will continue to try to find the best ways to keep parents informed.

Feedback from our 2019 survey suggests that some parents still feel that they miss school communications and that the broad range of methods of communication may be confusing for some. To that end a communications group will be formed during 2019/20 to look at a possible streamlining of communications and developing a more cohesive way to keep our school community informed.

Community Links are a valuable educational asset and we have seen an enrichment of the experiences our children have through the development of CRED projects, Eco Schools and other projects that reach out to the community and take learning beyond the classroom. We aim to build on these aspects of learning throughout the 2019 – 22 cycle through the development of those areas as part of our Eco Schools and Shared Education Action Planning.





2f.2 we promote links with the local community including other schools, the business community and voluntary and statutory bodies through:

- Involvement in business in the community scheme: Time to Read, Time to Code
- Involvement in local churches through churches trail and annual carol service
- Ongoing work with Barnardos relating to Paths Plus Scheme
- Shared Education link with Rosetta Primary School to promote Forest Schools learning, Numeracy Development and Community Relations and Diversity Education.
- Link with Eco-Schools NI through Eco-Schools scheme
- Link with Holy Rosary Primary School in preparation for Holy Sacraments and for Rights Respecting School



- Links with Lagan College related to Integrated Ethos and KS2/3 Transition
- Links with NICIE and the IEF
- Links with Lagan, Millenium & Loughview Integrated schools through KS2/3 transfer Cluster
- Links with Local schools through CPD clusters for SEN, Literacy and ICT and now Numeracy
- Membership of APTIS
- Sustrans Partnership to promote sustainable transport





2g. Promoting the Effective Use of ICT, including supporting learning and teaching, continuing professional development and school leadership and management.

ICT is an integral part of our day to day learning, administration and communication. ICT will continue to be a key area for development in terms of learning and teaching throughout the course of 2016 – 19.

Looking back...

In our 2019 SE survey 95% of parents felt the school used ICT effectively and 94% of staff agreed that online resources were a key part of developing resources and keeping up with best practice. We steadily increased our use of digital resource in our interaction with parents including online communication via email and social media, the publication of school documents on the school website and also the use of electronic forms as a means of enabling parents to complete and return consent, register for school events, vote in governor's elections and respond to surveys etc. We offered parents assistance with the digital admissions procedure in 2019 and also supplied a digital version of our own FIPS Pupil Info Form for submission alongside the EA form. We took steps to familiarise staff and governors with GDPR and put policies and procedures in place to ensure compliance.

A summary of our current position in ICT is:

- A C2k network system is installed and in use throughout the school
- Staff use the system to plan and present lessons and record assessment data through SIMS
- Children use ICT as an integral part of their work, as resources allow, to research, create and communicate information relevant to curricular areas.
- Teachers use ICT equipment to present learning activities and to enhance the quality of learning that children experience in all curricular areas as appropriate.
- Teachers engage in planning and teaching to develop ICT skills in children
- Staff use ICT to communicate to each other, to parents and to other relevant bodies on a day to day basis
- The ICT co-ordinator attends training, disseminates information to staff and oversees the collation of ICT assessment data
- The school is involved in a cluster with other local schools for the sharing of good practice in ICT
- The school has an acceptable internet use policy and all staff and parents are required to sign up to it.
- The school has taken on use of the integrated finance system introduced to fully digitize school financial management and has also used digital admissions in 2019.
- The school is GDPR compliant.

Looking Forward...

- We intend to improve and enhance our digital capability going forward. E Safety is a key area for development.
- We also intend to further develop digital versions and interactive versions of school documents, consents and registrations to cut down on the use of paper and to make life easier for parents and staff alike.
- A focus for all teaching staff on the use of the School Information Management System will improve our capacity to deal with admin issues efficiently on a whole school basis.
- As the EA roll out their process of digitization we intend to take advantage of the benefits it offers in terms of admissions, finance and HR management.



3. School Finances & Other Resources

Forge Integrated Primary School is a controlled integrated school with a delegated budget allocated to the school by the Education Authority under the LMS scheme. The school also has a private current account for day to day expenses that fall outside the delegated budget usage and for school fundraising; a cash savings account with Fidelity which is held as an emergency fund and a Hardship Fund which is currently almost empty.

The school also receives support and assistance from the school's PTA which is currently being used to support the provision of ICT equipment in the form of tablet devices, outdoor play equipment and other resources.

The school has managed to stay out of deficit in recent years and the intention is to close this financial year without going into a deficit position.

However, like most schools in Northern Ireland we face a bleak outlook in financial terms in the years to come and without a change in the common funding formula to make it consistent with the inescapable financial obligations that schools have to meet it will be very challenging to live within our budget and also deliver the quality of provision pupils are entitled to.

3a. The School's Current Financial Position at the start of the 2019 – 20 School Year (LMS Delegated Budget)

LMS Spending Fiscal Year April 2019

Total LMS Allocation (Funds Available)	1070163
Surplus/Deficit from Previous Year	17343
Total Estimated Expenditure	(1083997)
Projected Year End Position March 2020	3509



3b. Projected Spend for 3 Year Period from April 2019

SCHOOL FINANCIAL PLAN 2019 - 2022				
THREE YEAR FINANCIAL PLAN				
School: Forge Integrated Primary		Cost Centre: 21567		
EA Office: Belfast				
Only complete cells in yellow				
Section A: Enrolments and Teaching Complement				
		YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)
	October 2018	October 2019	October 2020	October 2021
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	385	391	401
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	15.80	15.80	15.80
3	Planned Pupil/Teacher Ratio (September)	24.37	24.75	25.38
Section B: Planned variances in Teaching Staff				
Variables - Teaching Staff - To assist in budget forecasting				
		YEAR 1 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 2 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 3 Change in Staff <small>(Enter as Positive Fig's)</small>
4	Increase in Permanent Teachers			
5	Increase in Temporary Teachers			
6	Decrease in Permanent Teachers (enter as positive figure)			
7	Decrease in Temporary Teachers (enter as positive figure)			
Section C: Planned Expenditure				
		YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)
	Expenditure Summary	£ %	£ %	£ %
	Staff Costs			
8	- Teaching	886,269 81.8%	904,598 80.8%	918,962 80.0%
9	- Non Teaching	152,338 14.1%	153,859 13.7%	155,383 13.7%
10	- Other Costs	0.1% 0.0%	0.0% 0.0%	0.0% 0.0%
11	Premises, Fixed Plant and Grounds	27,900 2.6%	28,458 2.5%	29,027 2.6%
12	Operating Costs	42,800 3.9%	43,656 3.9%	44,529 3.9%
13	Non Capital Purchases	2,000 0.2%	2,040 0.2%	2,081 0.2%
14	Capital Expenditure	2,500 0.2%		
15	Less Income (enter as negative figure)	-29,810 -	-13,600 -	-13,600 -
16	Total Planned Expenditure before Savings and Additional Expenditure	1,083,997	1,119,012	1,136,382
Estimated Savings (enter as a negative figure)				
17	Reduction in Teaching Staff (as per Variables)			
18	Please specify			
19	Please specify			
20	Please specify			
Estimated Additional Expenditure (enter as a positive figure)				
21	Increase in Teaching Staff (as per Variables)			
22	Please specify			
23	Please specify			
24	Please specify			
25	Total Planned Expenditure after Savings and Additional Expenditure	1,083,997	1,119,012	1,136,382
* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year				
Section D: Delegated Resources				
26	CFF Budget Share per Capita	£2,780	£2,773	£2,759
Budget Summary Allocation				
27	Common Formula Funding (CFF) Budget Share	1,070,163	1,084,371	1,117,524
28	Other funding - (Please specify)			
29	Other funding - (Please specify)			
30	Other funding - (Please specify)			
31	Total Delegated Resources	1,070,163	1,084,371	1,117,524
Section E: In Year Movement				
		YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)
		£	£	£
32	In Year Underspend or Overspend of Delegated Resources	-13,834	-34,641	-18,858



SCHOOL FINANCIAL PLAN 2019 - 2022

ea Education Authority

THREE YEAR FINANCIAL PLAN

School: Forge Integrated Primary Cost Centre: 21567

EA Office: Belfast

****Only complete cells in yellow****

Section F: Cumulative Surplus / Deficit		YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
33	Opening Cumulative Surplus/(Deficit) 1 April	17,343	3,509	-31,132
34	In Year Underspend / (Overspend) of delegated resources	-13,834	-34,641	-18,858
35	Closing Cumulative Surplus/(Deficit) 31 March	3,509	-31,132	-49,990
36	% Carry Over	0.3%	-2.9%	-4.6%

Section G: Additional Information		Sector Average*	YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
37	Pupil/Teacher Ratio	21.7	24.7	25.6	25.4
38	Expenditure per Pupil	£ 3,251	£ 2,772	£ 2,763	£ 2,834
39	Staff Costs per Pupil	£ 3,150	£ 2,656	£ 2,613	£ 2,679

Section H: Financial Plan 2019-2022 Declaration

Declaration

The Board of Governors understand the financial and management responsibilities placed on them with respect to the delegated financial budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme".

The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one Board member has under taken appropriate financial training provided by EA (or appropriate).

The School's Board of Governors have considered each version of Three Year Financial Plan prepared by the school and LMS, in line with the assumptions made in different versions/options. The information contained within this Three Year Financial Plan reflects the Board of Governors final and agreed plan, which has been based on reasonable and realistic assumptions.

Following such consideration, the Three Year Financial Plan has been authorised by the Schools Board of Governors at the meeting held on:

The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly. Boards of governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the limits of the budget delegated to them. Boards of governors cannot spend more than they receive without the express and advance approval of the EA as Funding Authority, and they must not plan to do so. The Board of Governors therefore understand they must have EA's agreement before incurring any expenditure that would exceed that agreed and approved by EA.

Comment: *It is worth noting that the pupil enrolment number is very conservative and will likely deliver up-side in terms of AWPu contributions.*

Authorised by: Date: 09/19

Principal: Date: 25/09/19

Authorised by EA: _____ Date: _____

Education Authority _____ Date _____

Note: The Three Year Financial Plan will not be considered for approval if:

- they are not signed by the Principal and Chairperson,
- any of the three years of the Financial Plan are incomplete,
- estimates of expenditure are considered by EA to be unrealistic.



4. Review of School Targets

Throughout this plan, an evaluation of progress in each area is outlined under the sub heading **Looking Back...** drawing on feedback from pupils, staff and parents and also on factual progress made.

Performance Data

No EKS levels have been reported since 2015 due to on-going industrial action. Provisional targets have been set for 2019 but will be held internally.

We have reported assessment data to parents in relation to standardised progress tests in English and Maths and will publish some whole school information in the parents at a glance guide.

Standardised Assessment Results May 2019:

English	KS1 pupils in stanine bands 5-9 = 76%	KS2 pupils in stanine bands 5-9 = 80%
Maths	KS1 pupils in stanine bands 5-9: = 73%	KS2 pupils in stanine bands 5-9 = 71%

Targets in Key Areas 2020 – 22

These targets are based on performance data gathered in Spring 2019. Predictions and targets vary from year to year as the children in each key stage and year group vary. We review and reset these predictions annually.

Performance Targets for Standardised Assessment Results (GL Progress Tests) in English and Mathematics 2020

English	KS1 pupils in stanine bands 5-9 = 64%	KS2 pupils in stanine bands 5-9 = 76%
Maths	KS1 pupils in stanine bands 5-9: =69 %	KS2 pupils in stanine bands 5-9 = 71%

Key Priorities in English, Mathematics and ICT

Literacy Targets 2019 – 22

- *A whole school focus on planning and delivering learning that enables children to maximize their potential in reading for understanding through the development of reciprocal reading.*
- *A whole school focus on writing, aiming for well-developed skills and knowledge of writing techniques and genres.*

Year 1 Reading Focus: Refreshing reciprocal reading training and developing a teacher professional learning aspect to upskilling teachers.

Year 2 Writing Focus: Whole school refresh of the 'Big Write' principles of plan, draft and redraft

Year 3 Phonics: Reviewing and renewing teaching and learning of phonics with staff pupils and parents.



Numeracy Targets 2019 – 22

- ***A whole school focus on learning that enables children to maximize their capacity to use and apply mathematics in a practical and investigative way to solve problems.***

Year 1 2019/20: Embed Mental Maths scheme, strategies and planning.

Year 2 2020/21: Implement CPA (Concrete-Abstract-Pictorial) approach in planning and learning tasks.

Year 3 2021/22: Maths Mastery Focus.

ICT Targets 2019 – 2022

- ***Whole school focus on maximizing children’s capacity to stay safe online, develop resilience and deal with risk and concern appropriately and confidently.***
- ***A whole school approach to enable children to develop into effective, safe and positive communicators in the context of ICT and be able to present and interpret data.***

Year 1 2019/20: E-SAFETY Focus

Year 2 2020/20: Desirable Features Focus - *Online Communication*

Year 3 2021/22: Desirable Features Focus online communication and data presentation.

Additional priorities are outlined in section 7 of this plan.



5. Challenges and Opportunities Updated Autumn 2019

Looking Back...

The school has continued to grow in recent years with a 24% increase in primary enrolment since 2014. The school views this as very positive in terms of increasing the number of children in Integrated school settings which we believe will contribute to greater social cohesion in our community in future years.

In February 2015 we had a Development Proposal approved to have our admissions and enrolment numbers increased to full double form entry (420) by 2020. At time of writing in September 2019 our enrolment P1-7 is 398 and if enrolment trends are sustained we could have 414 pupils P1-7 by October 2020, close to the enrolment number projected.

This brings with it the obvious challenge of increasing our resource base, both in human and material terms to ensure the school can continue to provide the standard of education we have established.

The employment of new staff and the creation and resourcing of new spaces to accommodate pupils has a cost in terms of finance and time.

These are not new issues to us and over the course of the past decade we have employed six additional teachers, installed three mobile classrooms, converted other rooms to classroom use and seen the installation of a new modular extension to adequately house P1 classrooms.

Looking Forward...

Development Proposals have now been approved to enable the relocation of the school to a more suitable site and to allow the establishment of a 52 place nursery and SEN units, replacing the existing Forge Integrated Pre School Playgroup.

This new facility is to be built on the site of the former Knockbreda High School, approximately 1 mile away from our current location.

This is an exciting development and should secure a purpose built, state of the art double entry primary school with attached nursery and special units to help meet the demand for education with an integrated ethos in this area.

A project board for the relocation has been working since the approval of the development proposals and we are about to move into the project team phase.

Such a major project will naturally form a key target on our development plan.

Feeding into the design process to ensure that we get the best possible school for our pupils and to make the transition to a new site and building as smooth as possible are key objectives for the foreseeable future.

Big changes rarely come without some degree of discomfort. There are uncertainties and questions that can only be resolved through time and process.

We acknowledge that the relocation has caused some concern amongst other neighbouring schools and also residents. It is our stated intention to be good neighbours to all and we would like to build bridges and work collaboratively where possible, to the advantage of everyone.



We also acknowledge that change and development on the scale that we are currently experiencing is demanding for school staff and it is with that in mind that we have tried to build in some wellbeing aspect to our staff development programme over the course of the past number of years and this is something we intend to maintain.

Our parents and pupils will also have questions and concerns about how the relocation process will impact them, and communicating with parents and the community at each step of this process will be an important feature of this transition and something the school staff cohort of the project team will be doing as developments unfold.

6. Consultation Arrangements for this Development Plan

The school carried out a self-evaluation consultation exercise in May/June 2019. Parents, staff, governors and pupils were invited to complete an online questionnaire drawn up by members of the school leadership team and based on the ETI together towards improvement document. There were three versions of the survey aimed at pupils, parents/governors and staff. The survey was publicised through emails to parents, website and social media pages.



15 Teachers completed the teaching staff survey. 89 people completed the survey aimed at parents, governors, non- teaching staff and other relevant adults, comprising of 59 P1-3 parents, 49 P4-7 parents, and 1 governor. The pupils' survey was completed by 57 children.

Results were collated by the SMT, discussed at staff and Board of Governors level and have fed into this School Development Plan

Feedback from the surveys has been integrated into the various sections of this development plan and has been taken in to consideration in planning actions for the duration of this plan.

Results of Consultation Surveys carried out in May/June 2019 can be viewed vis the links below:

- [Pupils Survey](#)
- [Parents Survey](#)
- [Staff Survey](#)



7. Supporting Action Plans

7 a, b & c Overview of Key Priorities, Planned Outcomes and Actions

Key Priorities	Planned Outcomes	Actions
<p>Mathematics – We want to deliver a programme of learning that enables children to maximize their capacity to use and apply mathematics in a practical and investigative way to solve problems.</p>	<p>An Improved capacity amongst pupils to use and apply mathematics to solve problems.</p>	<p>Numeracy Action Plan reviewed annually with a focus on Mental Maths and Problem Solving in 2019 progressing towards use of CPA (Concrete-abstract- pictorial approach in 2020 and maths mastery 2021-22</p>
<p>English/Literacy – Reading and Writing: We will continue to focus on planning and delivering learning that enables children to maximize their potential in reading for understanding and in their standards of writing, aiming for well-developed skills and knowledge of writing techniques and genres.</p>	<p>We will focus on planning and delivering learning that enables children to maximize their potential in: Reading for understanding and; standards of writing, aiming for well-developed skills and knowledge of writing techniques and genres, evidenced through teacher assessment and standardised test data.</p>	<p>Literacy Action plan drawn up and reviewed annually with a whole school focus on reciprocal reading in 2019 shifting to writing (Big Write Strategies) in 2020 - 2022.</p>
<p>ICT – E Safety and Data We want to maximize children’s capacity to stay safe online, develop resilience and deal with risk and concern appropriately and confidently. We want to enable children to develop into effective, safe and positive communicators in the context of ICT and be able to present and interpret data.</p>	<p>Whole school policy and procedures relating to E Safety will be refreshed and enhanced. Pupils will develop greater competence in communicating managing and presenting data evidenced by portfolios of pupil’s work and teacher assessment.</p>	<p>ICT Action Plan developed and reviewed annually – focus on E Safety in 2019 shifting to online communication and managing and presenting data in 2020-22</p>
<p>SEN – Implementation of the SEND ACT 2016</p>	<p>School policies and procedures updated to reflect EA guidance and training in relation to the 2016 SEND ACT</p>	<p>Key Staff attend SEND training and Action Plan accordingly.</p>



Key Priorities	Planned Outcomes	Actions
Pastoral Care including Safeguarding	<p>Sustain annual review of Safeguarding and Child Protection in line with ETI audit. Update of linked policies that are due review.</p> <p>Implementation of Anti Bullying Legislation.</p>	<p>Annual Review of Safeguarding documentation. Scheduled review of relevant linked policies.</p> <p>Currently on hold as per DE guidance.</p>
ECO Schools – Transport and Global Education	<p>Increased awareness of and adoption of sustainable transport and its benefits to health and the environment. Greater participation in active travel to school. Become a more globally aware school maintaining and building upon work related to Fairtrade and children’s rights.</p>	<p>Attain fourth green flag. Participate in year 2 of Sustrans partnership. Participate in Fairtrade Fortnight and other rights awareness raising events.</p>
Music – Enhance profile of and engagement in music at whole school level	<p>Further development of school choir through performance and competition. Singing as a regular feature of assemblies School Orchestra formed and performing.</p>	<p>Maintaining choir and actively engaging in local events and competitions. ‘Singing assemblies’ built into assembly timetable. School orchestra practices scheduled and held routinely.</p>
Personal Development & Mutual Understanding – maintain PATHS as whole school vehicle for PDMU.	<p>Paths maintained as a whole school PDMU scheme. Embedded school counselling maintained</p>	<p>Training for teachers Funding for counselling</p>



Key Priorities	Planned Outcomes	Actions
<p>Nourishment of Integration, CRED, Shared Education</p> <p>We want to sustain and nourish our ethos as an integrated school through inclusive practice and initiatives that encourage open thinking and discussion.</p>	<p>Further roll out of Shared Ed project to P4. Maintain P2 & P7 Project. Shared Ed. project deferred</p> <p>Our integrated ethos is maintained and enhanced through further CRED and integration practices</p> <p>Staff attend NICIE teacher's committees and APTIS</p> <p>Religious imbalance is avoided</p>	<p>Plan forest schools shared-ed lessons at P2. Plan problem-solving shared-maths-activities P4. Plan Seek alternative funding for CRED community exploration event (Walking in Each Other's Shoes) at P7 in light of Shared Ed project deferral.</p> <p>Maintain Language of the month, Churches trails, visits from faith representatives and activities related to IE week.</p> <p>Maintain Integrated studies module of RE</p> <p>Market widely to attract families from all community backgrounds.</p>
<p>Maintain and enhance staff development and welfare.</p>	<p>Enhanced professional development in eco-schools CRED and numeracy through shared-ed. project.</p> <p>ETHOS and Welfare building events accessible to all staff teaching and non-teaching on SID days</p>	<p>Enact shared education action plan. Deferred due to ind. Action at partner school.</p> <p>Plan for school improvement and development days.</p>
<p>Transition to New School</p>	<p>New build complete and occupied by 2022/23</p>	<p>Project team feed into plans and designs</p> <p>Transition plan established for the appointment of staff for nursery and SEN Unit</p> <p>Transition Plan for physical relocation of resources and people</p>



Further Detail...

Consultation surveys, At a Glance Parents' Guides to the School Development Plan and Three Year Overview are also viewable on the School Development Planning Area of the school website: www.forgeips.co.uk

7d. Financial Resources to Support the School Development Plan.

- The school LMS budget will be used to support the plan. We will also draw on the following funds to support this plan:
- PTA Funding: Will be used to support ICT resources and Outdoor Play Equipment.
- Grant funding from Collaboration and Shared Education will be used to support Forest Schools, Maths and CRED initiatives in partnership with Rosetta Primary School.
- SVP Hardship funding will support pastoral care provision
- Money from School Fund will be used to support Learning and Teaching through helping bridge shortfalls in LMS funding and to support staff training and development.

7e. Monitoring Arrangements

- Regular M&E review is built into the school meetings schedule for each year. Each member of the school leadership team acts as a mentor to a small number of other teaching staff. There are mentor/mentee meetings held periodically to update and review plans.
- Development planning is a fixed item on the agenda of Board of Governor Meetings which are held throughout the school year on a bi-monthly basis.
- Each February school staff present updates on progress in their areas of responsibility to the Board of Governors during a School Development Day.
- The plan is supplied to the Board of Governors in draft from ahead of an autumn meeting at which there is the opportunity for amendments and approval.
- The plan will be published in full on the school website along with the responses from consultations and annual evaluations of progress.

