Standing Priorities

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

Pastoral Care & Child Protection

- Comprehensive final SDP year Review of Pastoral Care policies and distribute Child Protection leaflets to all new staff and parents.
- Maintain hardship fund through use of grant from St Vincent de Paul and other sources to assist families in crisis.
- Arrange childhood bereavement training for staff

Staff Development

- Anaphylaxis training for key staff
- Further Autistic Spectrum Disorder Training for key staff
- Child Protection refresher training for all staff
- Whole school training in ICT learning apps via Nerve Centre
- Paths Plus (Personal & Social Dev.) training for P1-3 staff and Classroom Assistants
- Forest Schools Training for Key Staff
- Engagement in KS2/3 transition cluster
- Principal to act as Mentor to new Principals
- Access to relevant courses for teaching and Non Teaching Staff as appropriate
- PRSD for all eligible staff
- Team Building & Welfare Activities offered to all staff
- First Aid Refresher Training for Key Staff

Strategic Development/Board of Governors

- Continue to work with Education Authority to seek a long term resolution to enhance and increase adequacy of accommodation including exploration of possibilities related to alternative sites.
- Work with Club4Up childcare provider to trial after-schools care provision to compliment service currently available to parents.
- Training for Governors through EANI

Premises

- Refurbish staffroom to reduce heat and noise pollution from IT servers and make fit for purpose.
- Continue to pursue additional accommodation in line with school growth.

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

- Continue use of multi format communication when appropriate and affordable – generic whole school comms to go out via SMS, email, Facebook, Twitter and posted on website.
- SMS used to alert parents to some whole class forms, letters and other communications (we have reduced the frequency of SMS messages due to cost)
- Review contact details for all parents and data capture for up to date contact details

There is more information on our school website on:

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

www.forgeips.co.uk

What Are You On About? Jargon & Abbreviations

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

School Development Plan At a Glance Priorities 2015/16

Working *with* Parents *for* Children

What's All This Then?

This leaflet is a summary of the main Action Plan points in our School Development Plan for 2015/16
All schools should have a Development Plan in place running on a three year cycle.
This shortened form is to give parents and children and idea what we are working towards as a school in learning and teaching and also from a whole school community point of view.

How do we Decide What Goes in the Plan?

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

Main Priority Areas for 2015/16

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

Assessment & Performance

Due to Industrial Action we are not engaging in reporting End of Key Stage Targets or Levels this year.

We do continue to set and review targets internally for each child based on what we think they can achieve.
We also use standardised tests called Progress Tests published by Granada Learning (GL) and widely used across the UK. We reported these results in June 2015 and will do so again in 2016.

Overall percentage targets can go down as well as up. To have ever increasing targets would be unrealistic and a poor reflection on the integrity of our process in drawing targets up.

GL tests were standardised specifically for NI for the first time in 2015 for giving us a fresh benchmark. This means comparisons to previous years aren't as relevant as they will be in future when we have like for like data for comparison.

We have published the data below as an indication of our performance in relation to the NI standardised GL tests this year.

GL Progress Test % of pupils on/above stanine band group target for age at Forge IPS 2015:

English KS1 (P3-4) 60%   KS2 (P5-7) 76%
Maths   KS1 (P3-4) 65%   KS2 (P5-7) 71%

A help sheet on the stanine system is published in both the Documents and School Dev. Plan Sections of our website.
In brief, it's a system that divides all scores achieved within a group into nine bands, the lowest being 1 and highest 9. The highest percentage of scores are allocated to the middle bands as outlined below. An age averaged standardized score is 100.
The stanine system norm would suggest 60% of pupils should be in bands 5-9 (scores of 100+). A school achieving scores in line with standardized expectations could therefore reasonably aspire to having 60% or more pupils achieving in bands 5-9.

Calculating Stanines

% Rank in Stanine Band	4%	7%	12%	17%	20%	17%	12%	7%	4%
Score Range	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-125	>126
Stanine	1	2	3	4	5	6	7	8	9

1. English
Key Priority: To Improve performance in writing and spelling through implementing the literacy action plan and employing strategies in keeping with 'The Big Write' and through use of strategies in keeping with recent training.
Evidenced by:
- Monitoring and Evaluation of Samples of Pupils' work
- Trends in Standardised test results
- Results in Schonell Spelling Assessment
- Enhance cross phase cohesion for pupils by engaging in the KS2/3 transition programme with partner schools

2. Maths
Key Priority: To improve teaching and learning in maths by implementing the numeracy action plan including:
- Reducing discrepancy between scores in cognitive ability standardised tests and Maths specific tests.
- Developing more refined whole school scheme for maths.
- Establishing Mental Maths as a feature of daily lessons with a specific learning intention complimenting current maths topic in class.

3. Special & Additional Educational Needs (SEN)
Key Priority: To further develop whole school competence in improving outcomes for children with Special Educational Needs through:
- Start to Develop enhanced development programme for classroom assistants.
- Explore and initiate provision mapping as a system to track and review provision and capacity for SEN at whole school and individual pupil level
- Embedding and using skills and concepts from the QUB professional Development Literacy programme.
- Embed British Council Programme for English as an Additional Language to improve whole school provision for EAL learners.

4. Personal Development and Mutual Understanding (PDMU)

Key Priority: To build on recent enhancements to PDMU provision through continued engagement in Barnardos 'Paths Plus' programme for P4—7 classes and further roll-out of the programme to P1-P3 with training for P1-3 teachers and classroom assistant training. We also intend to apply for Paths Plus Model School Status

Sub Areas 2015 (Starter Areas)
We usually have one or two additional areas that we want to improve on a whole school basis but to a lesser extent than our main areas. We call these starter areas or sub areas. It may be that improvement in these areas involves a relatively small change but nevertheless requires the input of all staff. Areas designated as 'starter' areas often become 'main' areas the following year. Likewise areas designated as main areas may become sub areas the following year as we follow through and continue to embed work started the previous year.

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

- Re– Apply for Green Flag award
- Embed Eco Council and Forest Schools by maintaining CRED link with Rosetta PS
- Continue to improve outdoor play provision with particular focus on KS2 play areas.

ICT
Key Priority:
Embed skills and capacity to employ new hardware for learning and teaching. Instigate Review of Provision in ICT