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

- Update Child Protection Training for relevant staff
- Trial embedded/in school counselling service through partnership with external provider.
- Maintain Paths Plus scheme and other pastoral care initiatives.
- Maintain community links—South Belfast Food bank.

Staff Development

- Anaphylaxis training for key staff
- Further Autistic Spectrum Disorder Training for key staff
- Child Protection refresher training for relevant staff.
- Maths Recovery training for Learning Support teacher.
- Key Teacher ICT training and whole school dissemination through Nerve Centre partnership.
- 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
- Resilience training offered to all staff
- First Aid Refresher Training for Key Staff

Strategic Development/Board of Governors

- Oversee the creation and implementation of new 3 year School Dev. Plan.
- 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.
- Training for Governors through EANI

Premises

- Continue to pursue additional accommodation in line with school growth.
- Continue to engage in the Development Proposal Process regarding future new premises/relocation.

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. Move to email as main form of home—school communication.

- 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 This should be updated during the next few weeks).

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 Northern Ireland
DE	Department of Education
AFI	Area for Improvement
EAL	English as an additional language

School Development Plan
At a Glance
Priorities 2016/17

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 2016/17
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 2016. 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 2016/17

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

On-going Industrial Action has meant we haven't reported End of Key Stage Targets or Levels for the past two years.

We 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, 2016 and will do so again in 2017.

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.
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 & 2016:

Literacy May 2015 KS1 (P3-4) 60% KS2 (P5-7) 76%

Literacy May 2016 KS1 (P3-4) 68% KS2 (P5-7) 81%

Maths   May 2015 KS1 (P3-4) 65% KS2 (P5-7) 71%

Maths   May 2016 KS1 (P3-4) 69% KS2 (P5-7) 65%

A help sheet on the stanine system is published in the Documents section 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. Most scores fall in the middle bands as outlined below. An age averaged standardized score is 100.
The stanine system norm suggests 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. For 2017 we aspire to have 70% of pupils on /above target across both Key Stages in Literacy & Numeracy.

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

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1. Literacy
Key Priority: To show improved standards in Literacy through implementing the Literacy Action Plan evidenced by:

- An upward trend in standardised test outcomes with an emphasis on targeting underachievers.
- Monitoring and evaluation of samples of pupils' work
- Whole school focus on comprehension in reading.
- Review of whole school provision in guided reading
- Whole school focus on improved spelling
- Improved Literacy provision for pupils with EAL

2. Maths
Key Priority: To develop and improve learning and teaching in numeracy evidenced by:

- An upward trend in standardised test outcomes with an emphasis on targeting underachievers.
- Finalise implementation of whole school scheme for maths.
- More emphasis on investigation work in maths and learning how to apply maths to solve problems.

3. ICT
Key Priority:
Improved provision in ICT through:

Development of a scheme of skills to plan and teach IT skills.

Improved capacity to use ICT to support curricular work and develop creative and communication ability through Partnership Programme with Nerve Belfast including staff training and in class workshops.

4. Special & Additional Educational Needs (SEN)

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

- Implement in house training for classroom assistants.
- Increase use of provision mapping to track and review provision and capacity for SEN at whole school and individual pupil level
- Explore Maths Recovery as a means of improving outcomes for children struggling with maths.
- Improve format and communication with IEPs
- Develop assessment resource to help evaluate impact of a period of additional support for a child.

Sub Areas 2016 (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.

Physical Education

Key Priority: To instigate a review of PE and put in place an action plan to develop and improve provision.
Focus on Fundamental movement skills—training and implementation.
Review and improve PE policy to better suit current and ongoing situation.
Develop an action plan for implementation over the duration

Personal Development and Mutual Understanding (PDMU)

Key Priority: To maintain a PDMU action plan to support recent positive improvements including maintaining and continued to embedding of Paths

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

Community Relations, Equality & Diversity
- Maintain and Develop provision for EAL pupils and families.
- Plan and pilot 'Walking in each others' shoes' shared history project with IEF support.
- Maintain Forest Schools link with Rosetta PS and explore development of further links with other local schools for future collaboration and sharing.