



Forge Integrated Primary School Development Plan
3 Year Over View

2013 – 2014			2014 - 2015			2015 - 2016		
Target	Signs of Success	Review/Impact	Target	Signs of Success	Review/Impact	Target	Signs of Success	Review/Impact

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<p>1. Assessment Reviewed August 2013</p> <p>Key Priority: To continue adapting and developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan</p>	<p>Use standardised test data to inform planning and improve standards.</p> <p>Cont. NRIT Test in P3, drop P4 & now retest in P5.</p> <p>Data will inform future planning for SENCO & LST.</p> <p>Review of whole school assessment procedures by PQH placement teacher – fed back to SMT</p> <p>SIMS record of results.</p> <p>List of Tracked pupil's progress.</p> <p>Action Plans in place.</p> <p>Collection of levelled samples moderation and submission.</p> <p>Evidence of AFL being used regularly in class and books.</p>	<p>Detailed analysis of standardised test data continues with liaison with all key staff and assess co-ord.</p> <p>PQH teacher feedback taken on board and greater use of SIMS being made</p> <p>End of Key stage analysis also updated regularly and to continue next year but won't be reported in line with ind. action</p>	<p>1. Assessment Reviewed August 2014</p> <p>Key Priority: To continue developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan</p>	<p>Standardised Tests used to plan for improved outcomes in literacy and numeracy by all staff.</p> <p>Test data available on SIMS system and increasing nos. of staff familiar with accessing it.</p> <p>Data used to inform ao-ordinator action planning</p> <p>Data integral part of SEN planning</p> <p>Levelling and moderation process enhanced to ensure monitoring and scrutiny of pupils learning to aid planning for improvement</p>	<p>New GL PT test used – results mixed and incomparable to prev. years.</p> <p>Stanine Bands in Maths: KS1 65% on/above age target KS2 71% on/above target</p> <p>Stanine Bands in Eng KS1 60% on/above age target KS2 76% on/above target</p> <p>Results of tests have been scrutinized by SMT and ind. Staff. Action planning in place in Lt. & Num. to improve outcomes.</p> <p>Ind. Action prevented reporting on levels. Staff continued internal leveling and moderation meetings to promote collegial AFL and standards monitoring</p>	<p>1. Assessment Reviewed August 2014</p> <p>Key Priority: To continue developing whole school use of test data to improve children's learning & performance in core curriculum areas through implementing the updated Assessment Action Plan</p> <p>Use of test data to target children who appear to be underachieving but not meetng SEN criteria in Maths and English</p>	<p>Evidence of targeted children moving up through stanine bands.</p> <p>Improvemtn in the number of children achieving on or above target in terms of stanine band expectation.</p>	



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<p>1A. Literacy Reviewed August 2013</p> <p>Key Priority: Improve performance in Literacy with a focus on reading for understanding and writing for presentation through the implementation of the literacy action plan to meet the targets below.</p> <p>EKS TARGETS:</p> <p>KS1 L2+ 95% (comp 85% 2012)</p> <p>KS2 L4+ 72% (comp 88% 2012)</p>	<p>T1: End of Key Stage Targets achieved.</p> <p>T2: To continue to develop a structured approach to reading comprehension throughout the school.</p> <p>T3: To develop a more consistent approach to and use of handwriting.</p> <p>T4: Literacy co-ordinator will continue to work on analysis and use of data to feed into planning and help achieve EKS targets</p>	<p>End of Key Stage Results March 2014:</p> <p>KS1 L2+ 98%</p> <p>KS2 L4+ 71%</p> <p>Standardised test score analysis suggests an upward trend in literacy ability including reading with 3 out of 4 year groups (P4-7) showing an increase of children achieving a score that put them in a stanine band that was either on above target. Through discussion we have decided to focus on writing in the 2014 year.</p> <p>Handwriting remains an area of focus and we will continue to work on this in 2014.</p>	<p>1A. Literacy Reviewed August 2014</p> <p>Key Priority: Improve performance in writing and spelling through implementing literacy action plan to meet targets below.</p> <p>EKS Targets:</p> <p>T1: KS1 L2+ 92% (comp 98% 2013)</p> <p>KS2 L4+ 76% (comp 71% 2013)</p> <p>T2: Improve writing skills with a focus on planning and redrafting using strategies in keeping with 'The Big Write' initiative.</p> <p>T3: Improved standards of handwriting legibility and form.</p>	<p>T1: End of Key Stage Targets achieved.</p> <p>T2: Teacher's planning will show differentiated learning for writing</p> <p>Samples of pupils' writing will show planning, redrafting.</p> <p>Evidence of scaffolded writing planners in use.</p> <p>Evidence of outcomes of Big Write strategies in classroom displays</p> <p>T3: Improvement in presentation of pupils' work</p> <p>T4: Improved scores in Schonell spelling test</p> <p>T5: To engage in KS2/3 transition training to improve cross phase experience of pupils and improve learning</p>	<p>T1: Unreported due to Industrial Action</p> <p>GL Progress Test Stanine Bands in Eng KS1 60% on/above age target KS2 76% on/above target</p> <p>T2: Evidence gathered through monitoring of planning of inclusion of diff. forms of writing in planning and in samples of pupils' work.</p> <p>Classroom observations and Coordinator meetings demonstrates evidence of use of scaffolding and display</p> <p>Review of children's' books demonstrates improvement in presentation. Further consolidation needed.</p> <p>Standardised Scores in Schonell test show upward trend.</p> <p>Principal and P7 staff engage in training and development work with local IPS and IC cluster</p>	<p>T1: To show improved standards in literacy through the implementation of the Literacy Action plan evidenced by an upward trend in Standardized test outcomes.</p> <p>T2: To continue to dev. children's writing and handwriting through consistent planning and practice in keeping with 'The Big Write'</p> <p>T3; Further Improvement in Spelling Standards</p> <p>T4: Literacy Team in Place</p>	<p>Improved outcomes in ST scores and more children progressed to higher stanine bands</p> <p>Children's</p>	



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<p>Numeracy</p> <p>Key Priority:</p> <p>T1: Achieve end of Key stage targets.</p> <p>EKS TARGETS</p> <p>KS1 L2+ 92% (comp 85% 2012)</p> <p>KS2 L4+ 78% (comp 88% 2012)</p> <p>T2: To Instigate a Review of whole school maths Provision looking at curriculum, assessment and Co-Coordinator role.</p>	<p>T1: End of Key Stage Targets Achieved.</p> <p>Improved standardised scores through stanine bands.</p> <p>T2: Maths Coordinator newly appointed Sep 2013 – agreed job des. in place</p> <p>Maths Coordinator familiar with broader practices and priorities for numeracy.</p> <p>Maths scheme complete and in use by teachers to assist with planning.</p> <p>Whole staff assessment review to ensure that the process is effective.</p> <p>Maths Week has been run on whole school basis.</p>	<p>T1: EKS Results</p> <p>KS1 L2+ 97%</p> <p>KS2 L4+ 76%</p> <p>T2: Job Des. Agreed June 2013</p> <p>Meetings/discussions with prev. co-ord and BELB advisor</p> <p>Maths scheme under development needs further work to improve coherence and progression.</p> <p>Co-ord worked with assess co-ord and all staff to review performance and plan for improvement.</p> <p>Maths week held in autumn term.</p>	<p>Numeracy</p> <p>Key Priority: To improve teaching and learning in maths by implementing the numeracy action plan to achieve the targets below:</p> <p>T1 EKS TARGETS (will not be submitted due to ind. Action)</p> <p>KS1 L2+ 96% (comp. 85% 2013)</p> <p>KS2 L4+ 87% (comp. 78% 2013)</p> <p>T2: Maths Scheme Refined</p> <p>T3: Clearer in Differentiation planning</p> <p>T4: Narrower gap between cognitive and maths stand. Scores</p> <p>T5: Co-ord meets peer from other school to compare practice and progress</p>	<p>T1: End of Key Stage Targets Achieved.</p> <p>T2: A working document that staff will use to plan their year; a checklist allowing them to move some Maths topics around, depending on the class topic at the time.</p> <p>T3: Clearer evidence of differentiated tasks for LAG and HAG in weekly maths planners.</p> <p>T4: Targeted 'red lighted' pupils in stanines 4 and 5 (mainly) moving up to yellow or green lights after end of year assessments in May 2015.</p> <p>T5: At least one meeting with numeracy co-ord from Rosetta PS</p>	<p>T1: Unreported due to Industrial Action</p> <p>Results in GL Progress Test :</p> <p>Stanine Bands in Maths: KS1 65% on/above age target KS2 71% on/above target</p> <p>T2: Staff are using Maths Scheme as working doc. During weekly planning and evaluation meetings evidenced by observation and planning records.</p>	<p>Reducing discrepancy between scores in cognitive ability standardised tests and Maths specific tests.</p> <p>Developing more refined whole school scheme for maths.</p> <p>Establishing Mental Maths as a feature of daily lessons with a specific learning intention complimenting current maths topic in class.</p>	<p>Higher % of pupils on or above stanine target</p> <p>Working document in reg. planning use</p> <p>Evidence of planning for and application of mental maths target in regular lessons.</p>	
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<p>3. ICT</p> <p>Key Priority:</p> <p>T1: New ICT Coordinator role agreed and initiated</p> <p>T2: All classes engaged in Cross Curricular use of ICT and creation of samples portfolio to evidence ICT End of Key Stage level attainment.</p> <p>T3: Audit and Upgrade Hardware to improve fitness for purpose.</p>	<p>T1: New ICT coordinator in post and job des. agreed</p> <p>T2: Sample portfolio created and monitored by ICT Co-ordinator and SMT</p> <p>T3: ICT Levels reported on annual pupil reports</p> <p>Review and replace damaged/failing whiteboards</p> <p>Manage install of new C2k hardware and removal of old/failing equipment</p>	<p>T1: New co-ord role agreed – now on Mat leave temp co-ord in place (Sep 2014)</p> <p>T2: Abandoned collation of samples due to equipment being so dysfunctional. ICT levels not reported as process under review. Moved to 2014.</p> <p>T3: 8 whiteboards replaced.</p> <p>New hardware in place and in use</p> <p>Arrangement in place with PTA to buy 20 ipads to enhance capacity.</p>	<p>3. ICT</p> <p>Key Priority:</p> <p>T1: Prep for ICT reporting – levelling of IT tasks on whole school basis.</p> <p>T2: Training for Ipads as classroom tools</p> <p>T3: Enhance capability through acquisition of tablet devices through PTA funding etc.</p> <p>T4: Embed use of new hardware and equipment</p> <p>T5: Review and replace damaged/failing whiteboards</p>	<p>T1: Schedule in place for collation and levelling of ICT samples to create portfolio.</p> <p>T2: Ipad training day held in August through XMA</p> <p>T3: Ipads purchased and in daily use in classrooms</p> <p>T4: New c2k hardware in regular use to achieve T1.</p> <p>T5: Dysfunctional whiteboards replaced.</p>	<p>Deferred due to changes in staffing and pressure of work.</p> <p>All teaching staff attended 1 day training. Further training required to consolidate capacity to put to best use</p> <p>Ipads in use from Oct 2014 & New hardware in place – needs to be reviewed and more coherent system for use agreed and implemented</p>	<p>All classes engaged in planning and assessing ICT skills through tasks that evidence levels for reporting to parents.</p> <p>Ipads increasingly used as regular tools for researching and enhancing daily classroom work</p> <p>ICT Working Group established to start process of fundamental review of use of ICT for next SDP</p>	<p>Collation of portfolio of tasks form each year group.</p> <p>Evidence of use of devices in planning and in observation</p> <p>Working group in place and action plan for year agreed and implemented</p>	



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<p>Special & Additional Needs</p> <p>Key Priorities:</p> <p>T1 To further develop whole school competence in improving outcomes for children with literacy difficulties through whole staff engagement in the QUB CPD Literacy programme.</p> <p>T2 To Monitor and Evaluate current and ongoing work in SEN through the completion of SENINC Health Check.</p>	<p>SENCO & LST to participate in CPD/Lit Seminars.</p> <p>All teaching staff participate in school based online training led by SENCO/LST</p> <p>All teaching staff to engage in adapting practice from course into regular planning.</p> <p>Health Check Audit completed and presented to SMT</p> <p>Recommended Actions from Health Check fed into future Action Planning</p>	<p>All staff have now participated in online CPD.</p> <p>Review completed and fed into action Plan</p>	<p>Continue to embed QUB scheme.</p> <p>Review IEP procedures and practice</p> <p>Maintain adequate resourcing for SENCO duties Approx sub cover £3000</p> <p>Engage in British Council EAL Nexus Scheme to enhance Newcomer provision</p> <p>Engage in Whole Staff ASD training with Middletown CFA to build and maintain skills and capacity in ASD provision</p>	<p>On-going evidence of strategies relevant to QUB CPD being used in planning and practice.</p> <p>Decision made regarding frequency and format of IEP to aim at better functionality</p> <p>SENCO has improved time allocation to coordinate and LST position is maintained.</p> <p>Lead teachers engaged in training with British Council Advisor All Staff engage in 2-3 INSET sessions with Nexus Advisor and lead teacher Strategies in keeping with NEXUS scheme being employed on whole school basis.</p> <p>Significant cohort of teaching and on-teaching staff engaged in training with Middletown CFA</p>	<p>Staff continue to use relevant strategies in literacy delivery esp. regarding phonics and spelling.</p> <p>IEP frequency reduce to 2 per year with focus on targets being more achievable over that time period</p> <p>SENCO has increased allocation typically 2 days per month</p> <p>Lead teachers engaged in INST and training with Stephen Bray from BCNexus. All staff attended INSET and Action Plan has been produced and implemented.</p> <p>Most teaching and Non-Teaching staff engaged in Training day with Edel Quinn from MCFA.</p>	<p>Start to Develop enhanced development programme for classroom assistants.</p> <p>Explore and initiate provision mapping as a system to track and review provision and capacity for SEN at whole school and individual pupil level</p> <p>Embedding and using skills and concepts from the QUB professional Development Literacy programme.</p> <p>Embed British Council Programme for English as an Additional Language to improve whole school provision for EAL learners.</p>	<p>Evidence of some school led training having occurred for classroom assistants</p> <p>Evidence of draft format drawn up and trialed for provision mapping at pupil level</p> <p>Continued use of relevant strategies in addressing SEN at planning and practice level</p> <p>Meeting to refresh strategies and use of materials.</p>	
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<p>Outdoor Learning</p> <p>T1: Enhance the quality and provision of outdoor learning on a whole school basis through applying for Eco Schools Award</p> <p>T2: Enhance the quality of outdoor play environment in both playgrounds through significant play area schemes:</p> <p>Safer Play Zone KS1 & Willow Village KS2</p> <p>T3: Take part in the Groundworks NI Forest Schools Project</p>	<p>T1: Eco Council in place</p> <p>Eco Schools' Award Application Submitted</p> <p>Eco Schools' Award gained</p> <p>T2: Safer Play Zone installed KS1 & additional Willow structure added seating added to create social play area in KS 2 playground</p> <p>T3: Class engaged in Groundworks Forest Schools Programme and Grow your Own sessions</p> <p>Teacher trained as OCN Forest Schools Leader</p>	<p>T1: Eco Council well established</p> <p>Gold award in Green Flag scheme achieved</p> <p>T2: Safer Play Zone in Found/KS1 Playground installed and in regular use.</p> <p>Seating and Willow structure deferred into 2014</p> <p>T3: P2 Class engaged in Forest schools and Eco Club in Grow your own.</p> <p>Mrs Salmon accredited Forest Schools Teacher</p>	<p>To continue Playground enhancement with the provision of more equipment to enhance break and lunchtime play experiences at KS2</p> <p>To begin to embed Eco Schools work and forest schools work in classroom planning</p> <p>To extend Outdoor learning and Eco Schools work to include other schools and explore links to CRED</p>	<p>Additional seating and sandpit play areas installed in KS2 playground.</p> <p>Eco Club active and engaged in competitions eg: Friends of the Earth Schools Run on Sun competition.</p> <p>Outdoor Learning feature of Foundation Stage and Key Stage 1 Planners.</p> <p>Link established with Rosetta Primary School to look at running Forest Schools Programme together.</p>	<p>Now three sandpits & toys, several seats and benches in KS2 Area</p> <p>Eco Club active and engaged in on site activities, competition and also cluster event with other schools</p> <p>Outdoor learning evidenced through planners</p> <p>Forest Schools programme ran in conjunction with Rosetta PS P2 classes. Very successful meeting CRED and WAU objectives. Hope to repeat</p>	<p>Review improvements in outdoor learning over the course of this DP and look towards future improvement.</p> <p>To consolidate Eco/Cred links and extend Green Flag Award</p> <p>Maintain CRED/ECO link with Rosetta PS into second year</p> <p>Host 'Grow your Own' themed day with 'Fruit and Farming' theme.</p>	<p>ECO Schools AP in place</p> <p>Green Flag re-applied for and Gained</p> <p>Second forest schools project rolled out with Rosetta PS</p> <p>Day planned and executed with Eco Schools NI and other participant schools</p>	
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<p>Other Areas (Starter Areas)</p> <p>Personal Development and Mutual Understanding (PDMU)</p> <p>T1: To enhance PDMU and Pastoral provision through the development and initiation of a Peer support programme</p>	<p>T1: Lead Teacher trained in Peer Support Mediation</p> <p>Cohort of P6 pupils Trained in Peer Support Mediation</p> <p>Whole staff awareness training in PSM to encourage understanding and cohesion alongside existing support initiatives eg. Playground Buddies.</p>	<p>Lead teacher has participated in PSM training. Now on Mat leave. Angela Masterson to take on role for duration of Mat leave.</p> <p>Lead teacher led weekly PSM training for P6 pupils.</p> <p>All teaching staff participated in PSM training led by NICIE/Corrymeela</p>	<p>T1: PDMU – Engage in Paths Plus Programme with Barnardos</p> <p>T2: Maintain Development of Peer Mediation to bridge lead teacher’s Mat Leave</p> <p>T3: Use recently gained staff competence in First Aid training by delivering Heart Start training to group of P6/7 pupils.</p>	<p>T1: P4- P7 Classes engaged in paths plus learning. P4-7 teachers trained by Barnardos trainers.</p> <p>T2: Peer mediation programme up and running.</p> <p>T3: Cohort of P6/7 pupils trained and awarded certificates in basic lifesaving first aid through delivery of HeartStart scheme.</p>	<p>Paths Plus Scheme implemented in P4-7. All relevant staff engaged in training and delivery. Barnardos trainers in school regularly. Positive impact on pupils attitudes observed.</p> <p>Peer mediation running successfully with P7 pupils. Hope to repeat and develop.</p> <p>P6/7 pupils participated in heart start training. Positive learning outcomes – hope to repeat.</p>	<p>T1: Rollout Paths Plus Training to P1 - P4 Classes and teachers</p> <p>T2: Begin training new cohort of P6 pupils for Peer Mediation</p> <p>T3: Engage another group of P6/7 pupils in heartstart training and also group of adults</p> <p>T4: Explore further integration/ shared practice with decision made re. idea of Integration Coordinator. Approach Rosetta PS to participate in a Shared Education project</p>	<p>P1 – 4 teachers and Non-Teaching staff paths plus trained.</p> <p>Peer Mediation running again as feature of school life.</p> <p>Basic CPR training carried out with group of pupils and parents.</p> <p>Issue of integration coordinator discussed at whole staff level and decision made.</p> <p>Rosetta PS approached re. Shared Education and response achieved.</p>	
<p>Standing Priorities</p> <p>Pastoral</p> <p>Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.</p> <p>Apply for funding from BBC Children in Need to fund counselling for children</p> <p>Put in Place Critical Incident Team</p>	<p>Policies to be reviewed and re-approved at Feb 14 B.O.G meeting.</p> <p>Application for children in Need funding lodged</p> <p>Application for Barclays Community Fund submitted as above.</p> <p>Achieve Funding and instigate use of counselling.</p> <p>Critical Incident team and policy in place</p>	<p>Policies need further review following Principal’s updated training in Spring by Spring 2015</p> <p>Funding application unsuccessful</p> <p>Funding application unsuccessful</p> <p>Policy and team in place</p>	<p>Standing Priorities</p> <p>Pastoral</p> <p>Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.</p> <p>Respond to invitation by Anne Mooney (SVP) to apply to SVP education fund to access hardship funding</p> <p>Become partner with South Belfast Foodbank</p> <p>Staff Pastoral Care Team to Meet formally once per term.</p>	<p>Policies updated and parents/pupils informed of DCPT</p> <p>Funds gained and used to support pupils in need.</p> <p>Foodbank Partnership established. Regular collection of donated items from parents and staff delivered to Foodbank. Scheme and policy in place to offer vouchers to families in need</p> <p>Pastoral Care Team Meetings held and minuted.</p>	<p>Child Protection materials reviewed and distributed. Full comprehensive review of all policies and procedures to be carried out in 2015/16 year.</p> <p>SVP fund in place in separate bank account. No. of offers made to families in need to fund places in Club4UP and Breakfast Club.</p> <p>Regular collection and delivery of items to SB Foodbank. Foodbank vouchers distributed to a number of families</p>	<p>Standing Priorities</p> <p>Pastoral</p> <p>Review Pastoral Care Policies and Distribute Child Protection Leaflets to all new staff and parents.</p> <p>Respond to invitation by Anne Mooney (SVP) to apply to SVP education fund to access hardship funding</p> <p>Staff Pastoral Care Team to Meet formally once per term.</p> <p>Comprehensive Review of Pastoral Care and Safeguarding started.</p>	<p>ETI Safeguarding in Schools Audit carried out by Safeguarding team and action taken to address any gaps.</p> <p>Full suite of pastoral care policies and procedures reviewed ratified by BOG and distributed to parents.</p> <p>Safeguarding meetings carried out and minuted.</p>	



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<p>CRED</p> <p>T1: Cred Policy Established</p> <p>T2: Engage in Dissolving Boundaries</p> <p>T3: Apply for IEF Funding for CRED project to look at rural/urban lifestyle differences and similarities with Fairhill PS Kinallen – ‘Lagan from Source to Sea’</p>	<p>T1: Policy in Place</p> <p>T2: P5 engaged in DB with Rush NS, Dublin.</p> <p>T3: Funding application unsuccessful</p>	<p>T1: CRED Policy in Place</p> <p>T2: We do much CRED internally but with close of DB project need to look to other partner schools</p> <p>T3: Good contact with cross border school but funding withdrawn, scheme ended</p>	<p>CRED</p> <p>T1: Write to neighbouring schools to seek partnership with:</p> <p>Local history trail</p> <p>Churches Trail</p> <p>Forest Schools</p>	<p>Some contact made with Rosetta PS and Wellington College.</p> <p>Initial plans made with Rosetta for Forest Schools/Outdoor learning link with P2</p>	<p>Rosetta PS, Holy Rosary PS, St Michael’s PS all invited to link for trails and forest schools. One response from Rosetta PS. Forest Schools Programme running with P2 very well.</p>	<p>CRED</p> <p>Consolidate links with other schools re: CRED</p>	<p>Link with Rosetta PS sustained and extended.</p> <p>Link with Maintained school established</p>	
<p>Strategic Development/ Board of Governors</p> <p>T1: Seek support of BELB in submitting Dev. Proposal to DE to increase admissions and enrolment numbers</p> <p>T2: Submit Dev. Proposal as above</p>		<p>Support gained Nov 13. Pre consultation process complete Jan 14 pending BELB publishing.</p>	<p>Submit Dev. Proposal to DE</p> <p>Work with all stakeholders to seek permanent increase to enrolment and to increase adequacy of accommodation.</p>	<p>DP granted by ED Minister Plans in place for extension to school</p>	<p>DP granted by Ed. Minister Feb 2015. Work to find accommodation solution ongoing. Plans drawn for extension. Significant number of meetings with EANI and school staff and Govs re possibility of relocation to former Knockbreda HS site. Currently unresolved and confidential due to sensitivities.</p>	<p>Solutions reached to address immediate accommodation issues at school</p> <p>Progress made towards a long term solution for accommodation for Forge as a 420 capacity Primary School and also sustainable Pre School Accommodation secured.</p>	<p>Additional Mobile classroom(s) on site</p> <p>Development Proposal for new build/ alternative accommodation progressed to DE</p>	



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<p>Staff Development</p> <p>SEN/CPD Training for SENCO & LST</p> <p>SEN/CPD online training for all teachers</p> <p>Teaching & Learning Schools NI training for three teachers</p> <p>Anaphylaxis training for all staff</p> <p>Autistic Spectrum disorder Training for new staff</p> <p>Child Protection refresher training for all staff</p> <p>First Aid at Work refresher training – Principal</p> <p>Forest Schools Training for one teacher</p> <p>Defibrillator Training for all staff</p> <p>Access to relevant courses for teaching and Non Teaching Staff as appropriate</p> <p>PRSD for all</p>	<ul style="list-style-type: none"> • SENCO & LST Attend training through Stranmillis College • Teaching Staff participate in online training • Three staff to attend T&L Schools • Training with colleagues from other local schools looking improving classroom practice through peer mentoring and coaching. • School Nurse carries out Anaphylaxis Awareness training • New members of staff attend Level 1 ASD training at Oakwood • Whole Staff CP refresher training delivered by Des CPT 	<p>SENIC & LST attended SEN CPD and delivered training to all teachers.</p> <p>All teachers participated in online training.</p> <p>Three members of staff participated in T&L Schools Training</p> <p>All available staff attended anaphylaxis training</p> <p>All available staff attended AED training</p>	<p>Teaching & Learning Schools NI training for three teachers</p> <p>Anaphylaxis training for all staff</p> <p>Paths Plus Training for P4-7 Teachers</p> <p>Barnardos Friendship group training for one staff member.</p> <p>Portable media Training for all teachers (IPads)</p> <p>Autism awareness training from Middletown ASD Centre for all staff</p> <p>Team/Morale Building Workshop to consolidate staff cohesion and encourage good relations.</p> <p>Access to relevant courses for teaching and Non Teaching Staff as appropriate</p> <p>PRSD for all eligible staff</p>	<p>Further three teachers to participate in TLS training</p> <p>All relevant staff refreshed</p> <p>All P4-7 staff attend Paths Plus training</p> <p>Nominated volunteer participates in training and implements programme</p> <p>Ipad training carried out during Baker Days</p> <p>Trainer form CFA delivers training in school</p> <p>Teaching and non teaching staff engage in team building/cohesion activities.</p> <p>Staff facilitated to attend relevant courses when possible</p> <p>PRSD cycle completed</p>	<p>Deferred due to lack of funding for sub cover</p> <p>Large no. of staff attended NHS led training in Fortwilliam</p> <p>All P4-7 staff attended Paths Plus training</p> <p>Rosemary Maxwell participated in Friendship Group training.</p> <p>Ipad training from XMA</p> <p>Edel Quinn from MCFA delivered one day training in school for most teaching and non-teaching staff</p> <p>Most teaching and nonteaching staff attended one day team building event in Castlewellan Forest Pk.</p>	<p>Access to relevant courses for teaching and Non-Teaching Staff as appropriate</p> <p>Refresh Anaphylaxis training for relevant staff</p> <p>Paths Plus Training for P1-3 Staff and Non-Teaching staff</p> <p>ICT training (Nerve Centre)</p> <p>SEN training for relevant staff (teaching and non teach)</p> <p>First Aid Training for all staff</p> <p>Childhood Bereavement Training for teaching staff (Barnardos)</p> <p>P7 teacher(s) and Princ. Engage in KS"/3 transition training.</p> <p>Collate Data to instigate review of Role of Coordinator</p> <p>PRSD for all eligible staff</p>	<p>Staff with AS vulnerable pupils trained within 2 yrs</p> <p>Training carried out and attended</p> <p>Teaching staff avail of 2 days NC training</p> <p>P2 teacher to ASD training MCFA</p> <p>SENCO to local clusters</p> <p>Sec. to refresh FAW Defib & CPR Refresh for all rel. staff.</p> <p>Barnardos trainer delivers training</p> <p>Refresher in CPR and AED training</p> <p>Barnardos staff deliver training to teaching and non-teaching staff</p> <p>Princ. Meets with Lagan, Loughview & Millenium schools to establish way forward.</p> <p>P7/ Y8 Teachers meet and share good practice.</p> <p>Survey on staff roles, perceptions and aspirations and meetings to review Job descriptions and agree updates.</p> <p>PRSD process complete.</p>	