

St. Malachy's Primary School

Search

Serve



Strive

Smile

School Development Planning
2014-17

Background

St Malachy's Primary School and Nursery Unit is situated in the Markets area of East Belfast. The school was opened in 1987 following the amalgamation of St. Colman's Boys' Primary and St. Malachy's Girls' Covent schools. The school draws almost all of its children from the immediate area. The enrolment has increased steadily over the last four years and currently stands at 298 children in the primary school and 52 in the nursery unit. Almost 60% of the children are entitled to free school meals and just over 22% are on the special needs register. Approximately 30% of the children are newcomers.

The school comprises 14 classrooms, a recently refurbished I.C.T. suite with 19 new P.C.s and twelve lap tops for children to use. A library with a part time librarian in place. Each classroom has a Promethean Interactive Whiteboard and a bank of 7 i-Pads per class. The school currently has a trained Nurture Teacher working in purpose built accommodation helping children improve their approach to learning. The Sunshine Room has been highly commended by the inspectorate: *"The nurture class provides high quality support for the children with additional, social and emotional needs."*

The school has an award winning outdoor learning garden which will be undergoing improvement over the next two years. We also have an adventure playground, an assembly hall and canteen. The school is the envy of other primary schools having full access, during school hours, to a state of the art Youth Centre containing a huge P.E. hall, mirrored dancing studios, and large art rooms.

However, the successful growth of the school has highlighted a major difficulty. The school's accommodation is no longer sufficient to cater for the additional education provision offered. External support teachers and service providers do not have access to sufficient rooms to conduct their work. In an attempt to address this challenge the assembly hall is now being used as a library; with furniture provided to enable children to use the hall as an extra learning resource.

What is our School Vision?

The aim of St. Malachy's Primary School is to put in practice the new school motto: **"Search, Strive, Serve and Smile."**

- We will search for our purpose as individuals in an all-embracing and inclusive community.
- We will strive to fulfil our potential in all aspects of our lives.
- We will serve all to the best of our abilities.
- We will smile as we endeavour to develop resilience in the face of life's challenges and learn to appreciate the times when life demonstrates its wonder and beauty.

Our school Catholic community will appreciate: how the search for Christ in our lives is a life-long pursuit; how striving to become like Christ is a continuous process for everyone; how Christ calls us to serve emulating his own example; that throughout the challenges of life, Christ's love exists unconditionally.

Ethos

It is our aim to provide a safe and caring environment in which all children can recognise their own self-worth and achieve their full potential. It is our intention to foster our pupils' spiritual, moral, emotional, intellectual, physical, social and cultural development. We endeavour to encourage Christian and academic development and prepare our pupils for the opportunities, responsibilities and challenges of adult life. We encourage children to work and play in a spirit of cooperation and fairness, showing tolerance of, and respect for, the needs of others, and for cultures and religions which are different to their own. We aim to provide a broad curriculum, which is child-centred and recognises the needs of individual children. We have high expectations of our children. We are a Catholic school with a strong emphasis on Christ's teachings but we have a deserved reputation for our pursuit of inclusion and our welcome of children of all faiths, whose views and beliefs are fully respected. We believe that a strong partnership between home, school and parish is essential to promote the welfare of our school and the wider community.

Evaluation of the Ethos of St. Malachy's Primary School

The Department of Education's May 2015 Inspection Report stated:

"The parental responses indicated high levels of satisfaction with the life and work of the school. In particular, they highlighted the caring and supportive nature of the staff in supporting the personal, social and emotional needs of the children. The inclusive ethos of the school benefits the children who require additional support with aspects of their learning. The children learn within a caring and supportive environment; there is a strong sense of community which reflects the integrated ethos of the school and nursery unit. The children show a pride in their school. The children report that they feel safe in school and know who to speak to if they have any concerns about their well-being."

Evaluation of School Ethos Planning and Improvement for 2014-15	
2014-15	Evaluation
<p>In the first year of the development plan the focus was on internal school structures and relationships.</p> <ol style="list-style-type: none"> 1. Review ethos and provide a focus for a collective culture 2. Create a new democratic style of management to help teachers accept more responsibility and develop confidence in their leadership skills 3. Become more open to change and challenge 4. Focus on self-improvement Audit of Staff 5. Audit of children through 'Happy Forms' 	<ul style="list-style-type: none"> ▪ Our new badge and motto have been adopted by staff and children who appear to have gained a sense of ownership. ▪ Inspectors acknowledged the strong sense of community within the school. ▪ Feedback from staff for a democratic leadership style has been very positive. ▪ Many changes are taking place within the school and staff are responding with enthusiasm. ▪ Staff have stated the challenge of improving the school is empowering. ▪ There is a strong sense of collective purpose across all levels of school management. ▪ Inspection report states: <i>"The children are very well-behaved and eager to learn. They listen attentively in class and are respectful of their teachers, each other and visitors. The children settle well to the learning tasks."</i> ▪ <i>"The children's questionnaire called 'Happy Forms' gives the children an opportunity to have their views sought as part of the school development planning process; during discussions with the children, they spoke positively about this practice."</i>

Evaluation of Child Centred Provision	
2014-15	Evaluation
<ol style="list-style-type: none"> 1. Review Attendance 2. Review Fire Safety 3. Review Child Protection 4. Review Nurture project 5. Review Playground Safety 6. Review Healthy Schools 7. Review Dyslexia Training 8. Investigate Emotional Resilience 9. Review S.E.N. 	<ul style="list-style-type: none"> ▪ The attendance Policy has been revised and attendance has continued to improve. ▪ Fire Safety was given the highest grade (1) as a result of an inspection by the fire service this year. ▪ Procedures are satisfactory but will be improved next year once a new protection team is in place. ▪ Inspectorate commended the Sunshine Room recommending that its practices be disseminated. ▪ Staff have increased their workload to support the new playground policy; accidents have been reduced. ▪ <i>The school gives good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles. (Inspection Report)</i> ▪ Due to staffing issues limited progress was made in these areas. The areas will be revised and addressed in this year's planning.

Evaluation of High Quality Teaching and Learning	
2014-15	Evaluation
<ol style="list-style-type: none"> 1. Review PR.S.D. 2. Review Assessment 3. Review Pupil Targeting 4. Review Literacy / Marking 5. Review Numeracy / Marking 	<ul style="list-style-type: none"> • The PRSD Policy has been revised and fresh arrangements for monitoring put in place. • The Assessment Policy has been revised and new strategies are due to be implemented. • <i>The senior leadership team has identified appropriately the need to review and broaden the current range of assessment for learning strategies and assessment of learning strategies to ensure there is sufficient qualitative and quantitative assessment information to evaluate the children's progress in line with their ability.</i> (Inspection Report) • <i>"The standards in literacy and numeracy are satisfactory.</i> • <i>The most able children in year 7 read with fluency and expression and can discuss plot and character in some detail. They write in a variety of forms with an appropriate level of detail and vocabulary and can plan, edit and review their writing to make improvements.</i> • <i>By year 7, the most able children are secure in their understanding of mental mathematics and are knowledgeable in the majority of the areas of the mathematics curriculum.</i> • <i>Throughout the school, the children engage in class and group discussions; however, their talking and listening skills need to be developed further.</i> • <i>Throughout the school, the children would benefit from more opportunities to develop their understanding and use of mathematical language.</i> <p>These areas will be a primary focus for development this year.</p>

Evaluation of Effective Leadership	
2014-15	Evaluation
<ol style="list-style-type: none"> 1. Review Vision / Ethos 2. Create 3 Year Plan Review 3. Teacher Leadership 4. Review School Management Practices 5. Review Role of B.o.G. 	<ul style="list-style-type: none"> • Feedback from staff for a democratic leadership style has been very positive. Audit data. • Our new ethos and vision statement has been adopted by staff and children who appear to have taken ownership of the ideas contained. • The first year of the three year plan has been largely and positively achieved. • <i>"The senior leadership team have identified accurately, with the support of the governors and staff, significant areas for improvement in the school's achievements and standards, learning and teaching, and in leadership and management."</i> Inspection report • <i>"There is an urgent need for the senior leadership and the governors of the school to complete the review and re-organisation of middle management roles as soon as possible, in order to afford the school the stability it requires in developing further the curriculum and the children's learning experiences."</i> Inspection report • <i>"Based on the evidence available at the time of the inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated. Under the leadership of the new principal, the governors report that they receive more detailed information on action plans including costings, and how the action plans are linked and tracked within the school development planning process to effect improvement."</i> Inspection Report

6. Review Staff Relations	<ul style="list-style-type: none"> The principal, in his short time in post, has sought the views of the staff, children and governors to inform the school development plan and to re-establish a culture and ethos of collegiality and self-evaluation throughout the school to effect improvement. Inspection Report
7. Review Monitoring Procedures	<ul style="list-style-type: none"> There is a need to “Ensure that leadership and management at all levels apply a more strategic approach to self-evaluation, action-planning and target setting leading to sustained school improvement” Inspection Report

Evaluation of A School Connected to its Local Community	
2014-15	Evaluation
1. Review Extended Schools	<ul style="list-style-type: none"> The school provides a good range of extra-curricular opportunities for the children which includes, sports, creative and expressive and personal and social development activities. Through these activities, the children have the opportunity to develop further their skills, abilities and confidence. Inspection Report. This indicates that the new programme developed has been effective.
2. Review Parental Relations	<ul style="list-style-type: none"> “The school has good links with the parents and is well-connected to the local community. Effective use is made of the adjacent community youth centre for physical education and after-school provision. During the school year, appropriate procedures are in place in the school and nursery unit to keep parents informed about their child’s progress. The school makes good use of a wide range of visitors and external agencies to provide additional support for the children and to enhance their educational experiences.” Inspection Report
3. Review Communication Procedures	<ul style="list-style-type: none"> Due to the amount of work involved in this year’s development plan and a recognition that parental links was postponed until next year. Some areas will be addressed in this year’s planning whilst others will be postponed to 2016-17.

General Information

School Numbers: Annual Census Information				
Year	Pupils P. 1-7	Free School Meals %	Nursery	Total
2009-10	202	53.0	52	254
2010-11	230	49.1	52	282
2011-12	248	54.0	52	300
2013-14	263	57.0	52	315
2014-15	298	59.0	52	350
2015-16				

The school continues to grow and is has now two classes for each year group. It is the school’s intention to limit classes to 26 for primary one classes and 28 for each of the other year groups. . It is our belief that such numbers provide a reasonable balance between school provision and learning effectiveness. However, E.A. (Belfast) can, and do, insist that we take children in to our full capacity. There appears to be an increasing tendency for parents of children with additional needs to select St. Malachy’s as their school of choice. This has both advantages and challenges for our school.

Learning, Teaching and Assessment

2015-16

Last year's inspection report acknowledged the many school strengths but confirmed many significant areas for improvement. These areas had been identified by the school leadership but at the time of the inspection action to address the weaknesses had not progressed sufficiently. Although much of the planning remains appropriate adaptations will be made to take advantage of advice from the inspectorate, CASS and collegial experience.

Strengths:

- Across the key stages, the children are very well-behaved and eager to learn.
- They listen attentively in class and are respectful of their teachers, each other and visitors.
- The children enjoy and make use of information and communication technology (ICT) in a variety of settings. Good use is made of ICT as a tool for learning.
- In the most effective practice, in the majority of lessons observed, the teaching is well paced and builds on the children's prior learning and understanding.
- The teachers use effective questioning and plenary sessions to extend the children's thinking and consolidate their learning.
- The children benefit from well-planned opportunities to work collaboratively in pairs and in small groups and to take appropriate responsibility for their own learning.
- The extensive and attractive displays, throughout the school, enhance the learning environment and place value on the children's work.

Areas for improvement:

- Learning tasks need to be based upon interest and active engagement.
- Learning needs to be adequately differentiated both in planning and delivery
- Teaching needs to focus on flexible thinking and transferable connected learning skills
- Talking and listening skills need to be developed as an effective currency for expressing ideas, feelings and learning.
- In the less effective practice, in a significant minority of lessons, there is limited use of effective assessment for learning strategies.
- Need to review the current range of assessment for learning strategies and assessment of learning strategies to ensure there is sufficient qualitative and quantitative assessment information to evaluate the children's progress in line with their ability.
- Planning and provision for play and activity-based learning needs further developed in the Foundation Stage and Key Stage 1

English and Literacy

2015-16

Strengths:

- The standards in literacy are satisfactory.
- The most able children in year 7 read with fluency and expression.
- They write in a variety of forms with an appropriate level of detail and vocabulary.
- The school's internal performance data indicates that most of the children are making progress in line with their ability or above expectation.
- A significant minority of children who require assistance with their learning are achieving in line with or above their ability in English.
- Good use is made of ICT as a tool for learning.

Areas for improvement:

- Talking and listening skills need to be developed further.
- The Foundation Stage need to ensure that the children are provided with more opportunities to develop their independent writing.
- The staff have identified appropriately the need to develop further the planning for writing to ensure that all children have opportunities to write in a range of forms and for a variety of audiences and purposes.

School performance outcomes and associated targets for literacy for the 2015-16 school year based on tests conducted in June 2015.

Baseline measures and targets for June 2015-6.

- The standardised scores (grouped into stanine bands) indicate a significant level of underperformance.
- An analysis of the scores indicate that by a strategic targeting of underperforming children it will be possible to make major improvements in outcomes.
- Targets have been set for each individual class linked to performance.
- Teachers will target and track groups of children to secure improvement.

A target of 60% is calculated to be achievable for English and Reading while a further improvement in spelling outcomes to 76% is sought.

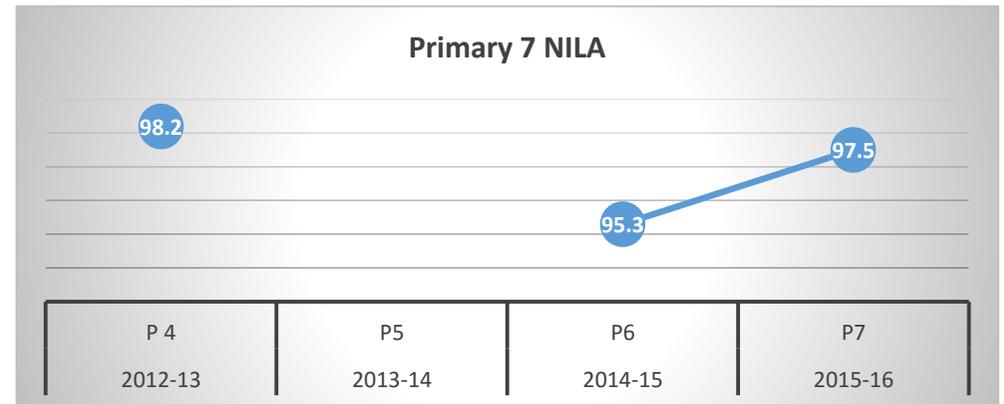
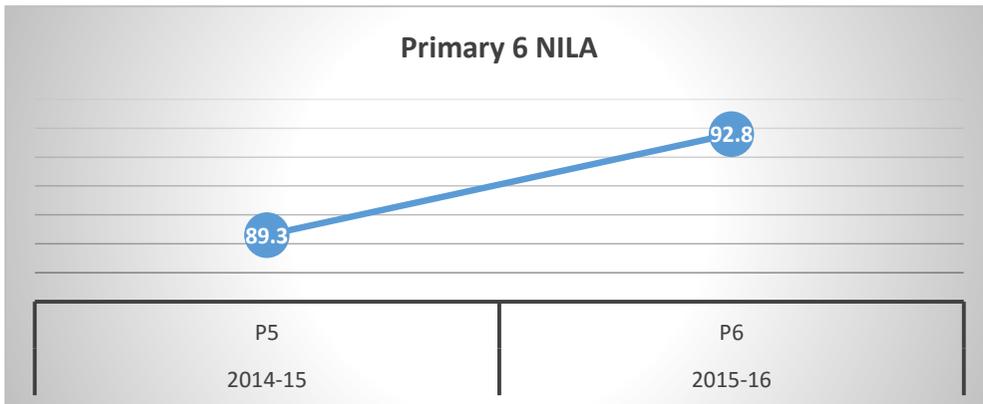
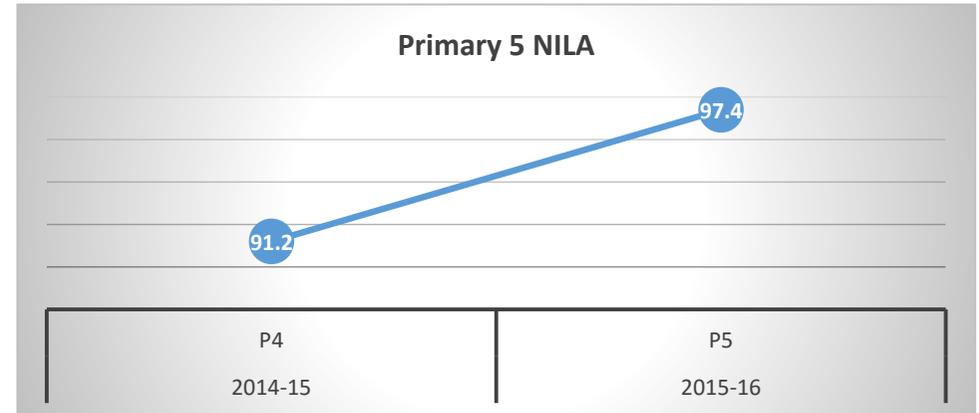
School Performance Outcomes June 2014-15 and Targets for June 2015-16					
English		NFER Progress in English (PIE) %			
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	63	12	26	38
	Target	33	35	32	67
Year 5:	Actual	67	5	28	33
	Target	40	30	30	60
Year 6:	Actual	64	7	29	36
	Target	40	30	30	60
Year 7:	Actual	35	43	22	65
	Target	27	40	33	73
Overall	Actual	57	17	26	43
	Target	35	34	31	65

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Reading		Suffolk %			
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	50	23	27	50
	Target	30	35	35	70
Year 5:	Actual	35	28	38	66
	Target	25	30	45	75
Year 6:	Actual	48	21	31	52
	Target	36	28	36	64
Year 7:	Actual	46	24	30	54
	Target	25	35	40	75
Overall	Actual	45	24	31	55
	Target	29	32	39	71

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Spelling		Young %			
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	36	18	45	63
	Target	29	26	45	71
Year 5:	Actual	32	29	39	68
	Target	25	30	45	75
Year 6:	Actual	38	17	45	62
	Target	25	25	50	75
Year 7:	Actual	35	14	51	65
	Target	18	23	59	82
Overall	Actual	35	20	45	65
	Target	24	26	50	76

NILA Literacy C.B.A. Outcomes

- The standardised scores demonstrate improvements in all three year groups over time.
- Teachers have been provided with updated information linking C.B.A. outcomes and previous targets set.



Targets in literacy will be moderated by further standardised tests carried out in September 2016 focused on CEA's computer based assessments. The results will be used to confirm or query June results and determine specific areas for attention. A further test in literacy will be conducted in January 2016 and the outcomes will be used to monitor and evaluate mid-year progress. Ongoing monitoring and formative evaluation will be carried out by Governors, S.L.T., the literacy coordinator and Key Stage coordinators.

Evaluation of current position

The general pattern of scoring is variable with significant areas to be addressed in order to improve performance. Performance is adjudged by the inspectorate as being satisfactory, which suggests there is substantial scope for improvement. Teachers have been set class level targets based upon individual class profiles and class performances across time. The class teachers will target individual and class group targets in order to effect improvements. Teachers have been informed of the number of children underperforming based upon standardised scoring from June tests. Whilst it is recognised that such scores do not present a full picture of school performance, nevertheless such indicators provide a very useful quantitative insight into school progress.

In summary, the E.T.I. report indicates that able children are performing well in literacy. This would be confirmed by the independent measure of ten children achieving Grade A's in the single P7 class of 2014-15. *The school's internal performance data indicates that: in English, most of the children are making progress in line with their ability or above expectation.*

However, the school community needs to ensure that all children achieve their full potential. The challenge is to ensure all children perform to their own level of ability. Effective planning and practical class-based differentiation activities will be central to enabling the school to achieve this objective.

Talking and listening skills throughout the school is an area for particular attention. In the Foundation Stage and Key Stage 1 activity based learning and learning through play is a natural focus for developing confidence and facility in this area. In Key Stage 2 connected learning, real life practically based learning activities, ICT work, and a range of flexible classroom management and child grouping strategies will be more conducive to encouraging quality classroom spoken interactions. Further development of the use of plenary sessions in the classroom will be made.

The teachers in the foundation stage need to ensure that the children are provided with more opportunities to develop their independent writing. The staff have identified appropriately the need to develop further the planning for writing to ensure that all children have opportunities to write in a range of forms and for a variety of audiences and purposes. Work begun in this area will be developed further with external and CASS support sought to assist in delivering this need.

It is also important that the school in general, and teachers in particular, develop monitoring and assessment of and for learning processes in literacy to ensure that quantitative and qualitative measures are in place to enable new management evaluative structures to evaluate and promote the improvements sought.

Maths and Numeracy

2015-16

Last year's inspection report acknowledged the many school strengths but confirmed many significant areas for improvement. These areas had been identified by the school leadership but at the time of the inspection action to address the weaknesses had not progressed sufficiently. Although much of the planning remains appropriate adaptations will be made to take advantage of advice from the inspectorate, CASS and collegial experience.

Strengths:

- The standards in numeracy are satisfactory.
- *By year 7, the most able children are secure in their understanding of mental mathematics and are knowledgeable in the majority of the areas of the mathematics curriculum.*
- The school's internal performance data indicates that in mathematics, the majority of the children are making progress in line with their ability or above expectation.
- *A significant minority of children who require assistance with their learning are achieving in line with or above their ability in mathematics.*
- *Good use is made of ICT as a tool for learning.*
- *The recent focus on the development of a more topic-based approach provides a more meaningful everyday context for using mathematics and enables the children to transfer their mathematical knowledge and skills to other areas of the curriculum. This effective practice needs to be disseminated to all classes.*

Areas for improvement:

- *Throughout the school, the children would benefit from more opportunities to develop their understanding and use of mathematical language.*
- *There is a need for all teachers to provide more opportunities for the children to engage in problem-solving, problem-posing and investigative activities, in order to develop further their mathematical thinking alongside their understanding and use of mathematical language.*
- *There is a variation in the effectiveness of the mental mathematics sessions across the school; in the most effective practice, the mental mathematics session is well-paced and provides the children with opportunities to practice, in an active and interesting way, the key skills they would need to employ later in the lesson.*
- *In the less effective practice, in a significant minority of lessons, there is limited use of effective assessment for learning strategies, and insufficient differentiation in the teachers' planning and classroom practice to meet the children's learning needs.*

School performance outcomes and associated targets for numeracy for the 2015-16 school year based on tests conducted in June 2015.

Baseline measures and targets for June 2015-6.

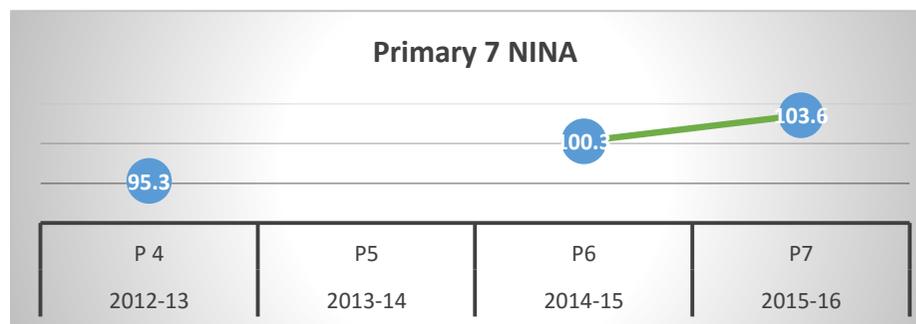
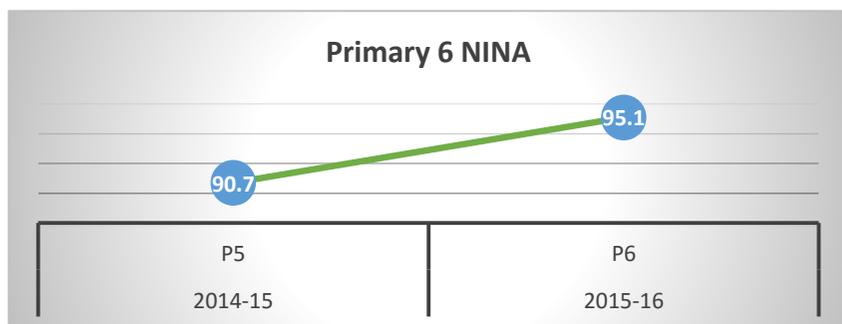
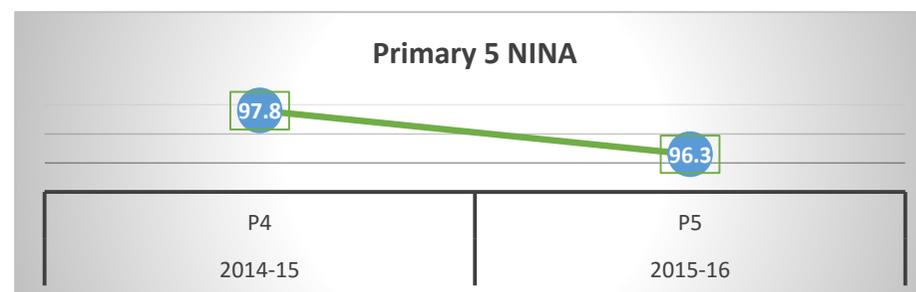
- The standardised scores (grouped into stanine bands) indicate a significant level of underperformance.
- An analysis of the scores indicate that by a strategic targeting of underperforming children it will be possible to make major improvements in outcomes.
- Targets have been set for each individual class linked to performance.
- Teachers will target and track groups of children to secure improvement.

A target of 60% is calculated to be achievable.

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Maths		NFER Progress in Maths (PIM) %			
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	60	24	17	41
	Target	37	40	23	63
Year 5:	Actual	49	28	23	51
	Target	40	30	30	60
Year 6:	Actual	64	12	24	36
	Target	40	30	30	60
Year 7:	Actual	46	19	35	54
	Target	30	26	46	72
Overall	Actual	55	21	24	45
	Target	37	31	32	61

NINA Numeracy C.B.A. Outcomes

- The standardised scores demonstrate improvements in in two year groups over time with improvement work to focus on the current P. 5 year.
- Teachers have been provided with updated information linking C.B.A. outcomes and previous targets set.



Targets in numeracy will be moderated by further standardised tests carried out in September 2016 focused on CEA's computer based assessments. The results will be used to confirm or query June results and determine specific areas for attention. A further test in numeracy will be conducted in January 2016 and the outcomes will be used to monitor and evaluate mid-year progress. Ongoing monitoring and formative evaluation will be carried out by Governors, S.L.T., the numeracy coordinator and Key Stage coordinators.

Evaluation of current position

The general pattern of scoring is variable with significant areas to be addressed in order to improve performance. Performance is adjudged by the inspectorate as being satisfactory, which suggests there is substantial scope for improvement. Teachers have been set class level targets based upon individual class profiles and class performances across time. The class teachers will target individual and class group targets in order to effect improvements. Teachers have been informed of the number of children underperforming based upon standardised scoring from June tests. Whilst it is recognised that such scores do not present a full picture of school performance, nevertheless such indicators provide a very useful quantitative insight into school progress.

In summary, the E.T.I. report indicates that able children are performing well in numeracy. This would be confirmed by the independent measure of ten children achieving Grade A's in the single P7 class of 2014-15.

The school's internal performance data indicates that: in numeracy, the majority of the children are making progress in line with their ability or above expectation.

However, as with literacy, the school community needs to ensure that all children achieve their full potential. The challenge is to ensure all children perform to their own level of ability. Effective planning and practical class-based differentiation activities will be central to enabling the school to achieve this objective.

There is a stated need to ensure good practice is disseminated across the school. The move to a more highly structured approach to teaching mathematics has served its purpose and has achieved the target of ensuring children, by P. 7, have a sound grasp of mathematical knowledge. The previous acknowledged weakness in this area has been addressed. The next step is to focus on the application of such knowledge by teaching mathematics through a skills based approach. This will involve the teaching of mathematics, as far as is possible, through connected learning (extending the topic-based approach that was introduced last year) and investigative and problem solving activities. At Foundation and Key Stage 1 activity based learning will provide a useful vehicle for planning and promoting these practically based approaches to learning. This will involve a rethink of planning, classroom practice and the nature of current materials being used.

Appropriate mathematical language punctuating discussion of practical activities and lesson plenaries is fundamental to children's conceptualisation of, at times, abstract concepts. This is especially necessary where children are struggling understanding the mathematics being taught.

The move to a highly structured mental mathematics programme has served its purpose. There now needs to be a dissemination of effective practice, where the knowledge and skills outlined in the programme have been adapted to match the newly introduced World Around Us topics and provide significance and interest to mathematics lessons. The matching of mental mathematics to the core of a lesson with discussion and mathematical language based lesson plenaries at the end is a useful template to promote improved practice.

It is also important that the school in general, and teachers in particular, develop monitoring and assessment *of* and *for* learning processes in numeracy to ensure that quantitative and qualitative measures are in place to enable new management evaluative structures to evaluate and promote the improvements sought.

Using Information and Communications Technologies

2015-16

The schools has a recently refurbished computer suite with 19 new P.C.s. A range of lap-tops and portable devices are available to staff. Every classroom is equipped with seven i-Pads. Every classroom has an interactive whiteboard to help teachers ensure lessons are as motivating as possible. Staff attend fortnightly ICT workshops to improve their ICT skills. E-Safety is to be a central aspect of school development.

E.T.I. reported that:

- *The children enjoy and make use of information and communication technology (ICT) in a variety of settings, including: researching information for topic work; designing and delivering presentations; word processing and drafting; and basic programming.*
- *They use ICT software programs and programmable devices in literacy and numeracy activities.*
- *Good use is made of ICT as a tool for learning.*

Unfortunately, partly due to the schools effective use of ICT, the school has experienced a high turn-over of I.C.T. coordinators. However, a new experienced I.C.T. coordinated has been appointed and it is anticipated that ICT use within the school will continue to develop.

The school intends to invest in extending ICT use to the nursery this year.

Culture / Irish / CRED / Inclusion and Diversity

	2011/12	2012/13	2013/14	2014/15
Number of Newcomers	83	102	92	86

E.T.I. commented: *The children learn within a caring and supportive environment; there is a strong sense of community which reflects the integrated ethos of the school and nursery unit.* Work will continue this year to promote cultural activities and continue to embrace the diverse range of backgrounds within the school.

Inclusion and diversity will continue to be a significant area for development. The school is hopeful of employing an E.A.L. classroom assistant to support E.A.L. children. Funding will be for one year dependent upon allocation of funds to develop ICT and activity based learning activities. Further information will be provided at Halloween.

Take up of Irish language courses was very disappointing and, as a result, these will be discontinued. There will be no external support for teaching Irish in the classroom this year as funding has been withdrawn. Irish will continue to be taught in classrooms by the classroom teachers with the support of the Language Coordinator (an Irish language specialist). Irish culture will continue to be promoted through classroom teaching and finding provided for external support for Irish traditional music.

The World Around Us / The Arts / PDMU / PE

2015-16

The World Around Us has been adopted and now forms the basis for curricular planning. This has been a successful development approved by the E.T.I.: *The recent focus on the development of a more topic-based approach provides a more meaningful everyday context for promoting learning.* This effective practice needs to be adopted fully in all classes.

Linked to STEM the topic based approach will be a very important vehicle to enable language development, skills based connected learning, and practical investigative style learning to develop further. It will also provide a welcome real life and motivational tool to promote children's interest in learning.

Further work will be taken this year to integrate all subjects to topic-based planning and delivery of the curriculum through a skills based approach.

Teachers have become more actively involved in P.E. lessons and this has allowed a broader development of skills and activities. Coaches, however, will continue to be used with a reduced number of classes to ensure high quality provision is maintained.

Child Protection, Pastoral Care and Promoting the Health and Well-being of Children

2015-16

The strengths of the school continue to be its Pastoral Care, Welfare and Child Protection provision.

Strengths: The E.T.I. reported:

- *Across the key stages, the children are very well-behaved and eager to learn. They listen attentively in class and are respectful of their teachers, each other and visitors.*
- *The inclusive ethos of the school benefits the children who require additional support with aspects of their learning.*
- *The parental responses indicated high levels of satisfaction with the life and work of the school. In particular, they highlighted the caring and supportive nature of the staff in supporting the personal, social and emotional needs of the children.*
- *The children learn within a caring and supportive environment; there is a strong sense of community which reflects the integrated ethos of the school and nursery unit.*
- *A key strength of the provision is the nurture class which provides high quality support for the children with additional, social and emotional needs.*

- *The school and grounds are maintained to a very high standard, and the support staff contribute well to the smooth running of the school.*
- *The children are given good opportunities to take on roles of responsibility through their involvement in the playground 'Buddy System,' the school council and the Eco-committee. The children's questionnaire called 'Happy Forms' gives the children an opportunity to have their views sought as part of the school development planning process; during discussions with the children, they spoke positively about this practice.*
- *The school gives good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.*
- *During the school year, appropriate procedures are in place in the school and nursery unit to keep parents informed about their child's progress. The school makes good use of a wide range of visitors and external agencies to provide additional support for the children and to enhance their educational experiences.*
- *Based on the evidence available at the time of the inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated.*
- *On the basis of the evidence available at the time of the inspection, the school and nursery unit have satisfactory arrangements in place for safeguarding children.*
- *The children report that they feel safe in school and know who to speak to if they have any concerns about their well-being.*

Areas for improvement:

- *Develop policies for risk assessments and educational trips.*

Evaluation of current position

Staff roles have been reviewed. Due to changes in staffing the risk assessment aspect of the school's health and safety regime has not been up to the usual high standard. A new member of staff has been employed and is tasked with addressing this issue. Remedial measures have already been taken. It is important that the significant number of new staff understand and contribute to the strong inclusive pastoral care ethos that permeates the school. By Halloween new procedures and policies will be in place.

Staff have attended safe handling training and a new policy with attendant guidelines will be in place by Halloween.

The two school child protection teachers and school governor will be replaced this year by a new Safeguarding Team strengthening child safety. The new team will comprise:

- Designated Teacher : a new designated teacher is being appointed with a management point being allocated to indicate the importance of the position
- Deputy Designated Teacher: a senior staff member has been appointed to the role and will assume this position once training is completed
- Named nursery teacher: a nursery teacher who is trained in children protection continues to be in place.
- Principal: to ensure a greater level of coordination and oversight
- Governor: to ensure high levels of protection is afforded to staff and children.

Providing for the Special, Additional or Other Individual Educational Needs of Pupils

S.E.N. Figures Year on Year

Year	Statements	Register	Pupils	%
2009-2010	12	80	254	31
2010-2011	9	74	282	26
2011-2012	11	77	300	26
2012-2013	11	71	315	23
2014-2015	16	93	350	27
2015-16				

The school provides a full time S.E.N.C.O. to meet the needs of the children. The school's Additional Educational Needs Policy provides full details of school provision. On average one quarter of the children receive support or are being monitored to ascertain whether extra class intervention is required or not.

Strengths: E.T.I. reported:

- *A significant minority of children who require assistance with their learning are achieving in line with or above their ability in English and mathematics.*
- *The inclusive ethos of the school benefits the children who require additional support with aspects of their learning.*
- *A range of support strategies is in place for under- and low-achieving children to develop their confidence and overcome their barriers to learning.*
- *The children who require support with aspects of their learning are well supported by their individual classroom assistants*
- *A key strength of this provision is the nurture class which provides high quality support for the children with additional, social and emotional needs.*

Areas for improvement:

- *The special educational needs co-ordinator has appropriately identified the need for the class teachers to take ownership for writing individual education plans to ensure there is a shared understanding of the strategies to be implemented to meet better each child's needs; this is at an early stage.*
- *It will be important that the teachers make more effective use of assessment and diagnostic data in order to track the children's progress and evaluate the effectiveness of the intervention strategies in place to raise further the standards the children achieve.*

The Sunshine Room has become an integral part of school provision for teachers, pupils and parents. The underpinning values and strategies upon which nurture provision is based is being disseminated across the school. This will be continued next year.

The increasing complexity of additional need on school resources continues to present a challenge. The assembly hall is having to double as a venue for small group teaching this academic year. The introduction of 'SOLAS' (retired teachers supporting children) has been a great benefit and it is hoped this will be continued this year.

The increasing pressure on the E.A. (Belfast) means that classroom assistant support is less than may be necessary. The situation will be monitored throughout the year. If financial resources permit an additional classroom assistant will be employed.

It is hoped to employ a classroom assistant to support children with E.A.L. from Halloween for the rest of the school year.

Work on dyslexia friendly classrooms was not as fully developed as was hoped and this work will be completed this year.

Nursery Provision

Strengths: E.T.I. reported:

- During the inspection, a minority of the children in the nursery unit played together amicably and there were instances of purposeful play.
- There were some opportunities for the children to mark make as they took 'orders' in the cafe. The children have created representational paintings which have been used to create a colourful display in the playrooms.
- The children who require support with aspects of their learning are well supported by their individual classroom assistants.
- The staff are caring and often sit with the children and join in their play.

Areas for improvement:

- Overall, however, the children's achievements are under developed for the time of year.
- The nursery programme is under-developed and the planned activities do not provide sufficient challenge for children
- There is an urgent need for the nursery teachers to develop further the planning to provide a broader, more balanced educational programme which ensures appropriate progression in learning.
- The staff make limited observations of the children's responses to play; however, the observations need to be used more effectively to inform the planning and better meet the specific needs of all of the children.
- There is a need to improve further the quality of the adult interactions with the children to ensure that the opportunities for learning are exploited fully.
- There are significant weaknesses in the leadership and management of the nursery unit.
- The nursery unit staff need to develop a robust culture of self-evaluation leading to improvement in the quality of planning, teaching, learning and assessment.
- The principal needs to work more closely with the head of the nursery unit to monitor and evaluate the provision for learning and the standards the children achieve.

Actions to be taken

- The nursery has been under-resourced leading to a deterioration in the quality of provision. A fundamental rethink of nursery provision in the school is underway.
- There will be £10, 000 allocated to the nursery to upgrade materials and facilities.
- Staffing has been reviewed and a new nursery improvement team has been set up. This will consist of the principal, the Foundation Stage coordinator and both nursery staff. Nursery assistants will join meetings where appropriate.
- The curriculum is being reviewed and updated consistent with exemplar planning from 'outstanding' nursery units.
- Recording and assessment arrangements are being modernised.
- New monitoring and evaluation procedures are being put in place.
- Best practice guidelines are being drawn up to improve the quality of adult interactions with children and capitalise on the opportunities for learning through play.
- A greater emphasis will be placed on the development of language skills
- More rigorous monitoring and evaluation of standards and developments within the nursery will be made.

Exclusions, Good Behaviour and Discipline of Pupils

There have been no exclusions from St. Malachy's in the previous ten years and it is anticipated that this will continue.

The E.T.I. reported: *Across the key stages, the children are very well-behaved and eager to learn. They listen attentively in class and are respectful of their teachers, each other and visitors.*

Support policies and strategies continue to be in place aimed at promoting positive discipline and helping children and teachers maintain good behaviour. These strategies have proven very successful and the children's behaviour is considered to be very good.

The intention had been to involve parents more in the school last year. The objective is to seek parental interest and views through a questionnaire this year to which the school will respond.

A new Playground Policy is now in place with staff very generously volunteering to offer extra time supervising the children and the number of injuries has fallen significantly as a result.

Attendance Rates for St. Malachy's Primary School						
Year	N.I. Average	St Malachy's Primary	Difference	Percentage absence	Percentage authorised absence	Percentage unauthorised absence
2007/8	94.8	93.4	-1.4	6.6	4.1	2.5
2008/9	94.9	93.1	-1.7	6.9	4.1	2.7
2009/10	94.7	93.2	-1.5	6.8	4.3	2.5
2010/11	94.9	92.4	-2.5	7.6	5.5	2.1
2011/12	95.2	93.7	-1.5	6.3	5.0	1.3
2012/13	94.9	92.5	-2.4	7.5	5.5	1.9
2013/14	95.6	93.5	-2.1	6.5	3.1	3.5
2014/15						

Comparative Attendance Rates for latest available statistics: 2013/14						
Local School	Attendance		St. Malachy's		Difference	
	2012/13	2013/14	2012/13	2013/14	2012/13	2013/14
BELB	94.0	94.8	92.5	93.5	-1.5	-1.8
Catholic Maintained	94.7	95.4	92.5	93.5	-2.5	-1.9
Donegall Road	92.5	92.3	92.5	93.5	0	+1.2
Holy Rosary	92.4	93.3	92.5	93.5	+0.1	+0.2
St Matthew's	92.6	94.9	92.5	93.5	-0.1	-1.4
St Michael's	96.3	97.0	92.5	93.5	-3.8	-3.5
Scoil An Droichid	93.1	93.7	92.5	93.5	-0.6	-0.2

- Attendance levels for St. Malachy's are below the Northern Ireland average. They are consistent with Neighbourhood Renewal school attendance averages of 93.8 and those of neighbouring schools with a similar percentage of newcomer children.
- There has been a gradual improvement over the past three years.
- The major difficulty faced in significantly improving the figures lies with the changing nature of our school population. An increasing number of children are, for example, from India and Poland. The tendency is for these children to return for holidays to India or Poland during term-time which has a serious impact on attendance rate figures.
- This tendency has been reported to the Educational Welfare Officer who acknowledges that it is problematic but understandable.

Improvement Measures 2014/15

All teachers have been trained in the use of the Sims computer system and record specific codes to all attendances directly and note whether absences have been properly explained. Teachers now have access to a range of data to enable them to establish a child's pattern of poor or good attendance.

All teachers address the importance of good patterns of attendance and the link with effective learning at the autumn curricular meetings with parents. Teachers address attendance patterns with individual parents at the annual Parents' Meetings in December.

Attendance percentages and ratings are provided on annual children's reports. All children with a 100% attendance record receive medals as an acknowledgement. Attendance is also a significant part of our Pupil of the Month Awards. Each term the vice-principal engages in a statistics trawl and draws attention to both teachers and parents of poor patterns of pupil attendance.

Each month the vice-principal meets with teachers and the E.W.O. to discuss attendance patterns within the school and attendance rates of individual pupils; with a major focus on children with attendance rates below 85%. This school year, in line with departmental instructions, there will be a greater emphasis on attendance levels.

The objective is to increase attendance levels to 94.0% by the end of this year.

Managing Staff Attendance and Promoting the Health and Well-being of Staff.

- St. Malachy's Primary School recognises the importance of ensuring staff have a fair work-life balance. A review has been conducted and staff roles have been allocated linked to fairness and duties linked to management point duties.
- The Principal will continue to operate an 'open door' policy for staff. An annual 'Staff Review' provides opportunities for staff to express needs and wishes.
- Planned meetings with all staff members will be built into the school development calendar.
- Staff views will be sought, every other year, to provide opportunities to express views on school progress. Staff attendance will be addressed as set out in the Staff Attendance Policy.

Promoting Links with Parents of Pupils at the School and with the Local Community, including Other Schools, the Business Community, and Voluntary and Statutory Bodies

E.T.I. reported that:

The school has good links with the parents and is well-connected to the local community. Effective use is made of the adjacent community youth centre for physical education and after-school provision. During the school year, appropriate procedures are in place in the school and nursery unit to keep parents informed about their child's progress. The school makes good use of a wide range of visitors and external agencies to provide additional support for the children and to enhance their educational experiences.

As part of school development this year has been allocated to discover parental views on a range of school issues. There will also be an attempt to increase parental involvement in the school. A 'Friends of St. Malachy's Group' will be created to enable additional parental involvement.

A text messaging service to parents is in operation. A termly newspaper is produced. A school website is in operation. Parents can arrange meetings with teachers or the principal at short notice. A School Development Day in December is provided so parents can meet teachers. Curriculum meetings are held once a year to enable parents to get an insight into what children are learning and how they can assist their children's education. All pupils have a Home Diary that parents can use to communicate with teachers. Courses for parents are organised periodically. A parents' representative on the Board of Governors provides an additional venue for parents' views to be expressed.

The school assists the parish develop greater links with our Church community and hosts many opportunities for parents to share in the liturgy, rites and rituals, which are so central to our Christian and Catholic identity.

The school actively embraces the concepts of 'inclusion and diversity' that Christ Himself lived to the full. Our school has a very significant variety of nationalities and creeds, and this diversity is celebrated at various times throughout the year.

The school is actively engaged with community groups. It has a close links with the local Youth Centre, has Homework Club links with the Market's Community Centre, receives great support from local political representatives, and has benefited from support for the Market's Development Organisation among other organisations. Queen's University, LORAG, the Shaftesbury Centre, the local G.A.A. and basketball and football groups, have all helped the school in a range of ways. The South Belfast Partnership Board has been very helpful recently providing the school with seven iPads. The Halifax have been generous both in financial resources and providing manpower to help the school reinvigorate the school's eco- garden.

It is planned that the school will continue to develop business links, particularly in the area of S.T.E.M. (science, technology, engineering and mathematics) to deepen the children's awareness of potential career paths and areas of study and interest.

Last year we developed links with SOLAS and are hopeful this will continue. This is an organisation based upon providing retired teachers with a means of continuing to use their extensive skills and experience to help children improve their learning.

School's Current Financial Position				
Previous Carryovers				
To 2011-2012	To 2012-13	To 2013-14	To 2014-15	To 2015-16
+ £56 951	+ £94 815	+ £ 47 222	- £1 190	+ £118 879
Teaching Staff		18	18	18
Projected Pupil Numbers		354	379	392
Financial Plan	Financial Year			
	2015-2016	2016-2017	2017-2018	
Total Budget	1, 178 055	1, 234 415	1, 263 722	
Expenditure (As per 2015/2016 breakdown)	- 1, 224 988	- 1, 237 238	-1, 249 610	
+ additional expenditure in support staff		7 344	7 344	
+ additional expenditure in permanent teaching		23 847	23 847	
- savings in running costs £10 000 books and £5 000 computers		15 000	15 000	
Total Expenditure	- 1, 224 988	- 1, 253 429	- 1, 265 801	
In year Surplus/ Deficit	- 46 933	-19 014	-2 079	
Surplus/ Deficit(-) carried forward from previous year	118 879	71 946	52 932	
Year End Surplus/ Deficit (-)	£70 403	£51 389	£49 310	
DE % surplus/ - deficit	5%	4%	4%	
Staff Development				
<p>New staff will attending E.A. training and complete induction and E.P.D. training. All staff will continue with development linked to the school's P.R.S.D. policy.</p> <ul style="list-style-type: none"> All staff will attend a P.R.S.D. meeting with the principal where their training needs will be discussed. New strategies for self-evaluation, peer support and improvement will be implemented. Staff will attend a series of training sessions linked to developing skills to address areas for improvement highlighted by E.T.I. (Development timetable is contained in plan.) Key staff will visit exemplar schools and determine effective practice. 				

Arrangements to elicit views on creation of the School Development Plan

- Pupils have opportunities to give their views through the use of the school 'Happy Forms' each year. The use of these was considered a strength by the E.T.I. The pupils also have a School Council which represents the views of classes through regular meetings.
- Parents and Staff are afforded the opportunity of giving their views on school improvement through audits on alternate years. This year the focus is the parental audit where parents will be given an opportunity to express their views and opinions.
- The Board of Governors are implementing arrangements to develop further consultation and improvement procedures.

Challenges and Opportunities

Challenges

The E.T.I. following a recent inspection in May 2015 reported that the school needed to effect improvement in the following areas:

- Raise further the standards in literacy and numeracy attained by the children;
- Develop further the planning, teaching, and assessment for learning in order to improve the children's learning experiences;
- Ensure that leadership and management at all levels apply a more strategic approach to self-evaluation, action-planning and target setting leading to sustained school improvement;
- Improve the quality of leadership and management and the provision for learning in nursery unit in order to raise further the standards the children achieve; and
- Address the health and safety issues outlined in an appendix to this report.

Staff morale: although the areas indicated had already been targeted by the School Leadership Team and improvement measures planned and a beginning made to implementing change the E.T.I. felt that the school was too near the beginning of the journey and, therefore, should be adjudged according to the legacy starting point. Many staff feel this premise is inherently unfair especially considering the amount of personal time staff had put into addressing the targeted issues prior to the inspection. **Approach:** At this point the general staff reaction is that their professionalism has been impugned and the objective is to redress this circumstance. Currently this potential disadvantage is operating as an advantage.

Staff training: There has been significant changes in staff and staff roles over the previous year and many staff are new to their roles and require adequate training. Such training takes time and is dependent upon the timescales of external agencies. It has become evident that reductions and changes in staffing in CASS might have reduced its capacity to support the school's needs. **Approach:** Close contact is being kept with the CASS link officer who is endeavouring to address our needs. Much support is being gained from link schools to determine effective practice.

Staff workload: Many of the changes sought require an increase in staff workloads which will need to be managed carefully. In order to make improvements sought many changes will have significant involvement of a range of coordinators and teachers which will require careful logistical planning. **Approach:** Planning is being coordinated by the Principal and Vice Principal employing a step by step approach to ensure work demands are appropriate but manageable. It is important to balance the pressing need to make progress with retaining a sense of staff ownership of developments. E.T.I., through the district inspector, will be kept informed of progress.

Financial implications: Some of the changes require significant financial investment as a result of substitute teacher cover and changes in resources which will involve a re-evaluation of allocated school funds.

Space implications: Focusing on play and activity based learning can have implications for storing and presenting resources. **Approach:** An audit of available space and a reorganisation of current space will be followed by consideration for a re-evaluation of the use of the assembly hall.

Union directives: Staff unions have issued directives regarding a range of issues. This has implications for the planning of meetings. **Approach:** Union directives will be respected by the S.L.T. and appropriate changes made to planning as a result.

Change without loss: There may be a concern that (the very welcome and necessary) changes in teaching styles and methods might initially have a negative impact on pupil discipline and standards. **Approach:** Research and the example of other schools indicate that this will not be the case. However, measures will be put in place to support teachers during the changes. There is a recognition that

many staff had already adopted the approaches from a knowledge based curriculum to a skills based curriculum already. The move to a topic centred approach in the previous year demonstrated the many advantages of such an approach.

Opportunities

The E.T.I. following a recent inspection in May 2015 reported many positive aspects of St. Malachy's Primary School:

- The good discipline of the children and their willingness to learn.
 - The many positive aspects of literacy and numeracy achievement.
 - The use of ICT as a tool for learning.
 - Pace of lessons, effective questioning and use of plenaries.
 - The inclusive ethos of the school.
 - The high quality nurture provision.
 - The support provided by classroom assistants.
 - The caring and supportive, and integrated environment and strong sense of community.
 - The children show a pride in their school.
 - Attractive and well maintained learning environment.
 - The children are given good opportunities to take on roles of responsibility.
 - The range of extra-curricular opportunities provided for the children.
 - The good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.
-
- The good links with parents and local community.
 - Effective use is made of the adjacent community youth centre for physical education and after-school provision.
 - Appropriate procedures are in place in the school and nursery unit to keep parents informed about their child's progress.
 - The school makes good use of a wide range of visitors and external agencies to provide additional support for the children and to enhance their educational experiences.
 - Confidence parents can have in new Board of Governors.
 - Staff support for the principal.

Staff morale: The reaction to the inspection has been positive with collective responsibility taken for the school's shortcomings. Staff are reporting a palpable sense of cohesion and sense of purpose. Weaknesses have been acknowledged and there is a keenness to address all the areas required by the S.L.T. and the E.T.I.

Staff training: There are a significant number of new staff and staff new to their coordinator roles. This is an advantage as they have experience of practices in other schools and other approaches to learning and teaching. These can be disseminated to other staff. Training will be up to date and linked to ESAGS.

Staff workload: Staff acknowledge that there will be an increased workload and have indicated their willingness to support the school and the necessary changes required. Staff have always volunteered their personal time and have stated this will continue.

Financial implications: Finance has not been formally committed to previously planned projects and so can be transferred. The previous shortfall in funding last year has been addressed and funds are available to target the needs outlined in the Action Plans.

Union directives: In the circumstances, staff have indicated their willingness to be flexible with aspects of union direction.

Change: Staff are committed to and enthusiastic about the move to a skills based approach to teaching and learning. They acknowledge the need to employ a greater range of assessment of/for learning strategies.

Management: Governors and S.L.T. are fully aware of the implications of the E.T.I. report and are committed to supporting staff and tackling the management weaknesses highlighted by the inspectorate.

September 2015

Action Planning

There will be two aspects to action planning for 2015-16 and for 2016-17. Specific primary action plans linked to improvements specified by the ETI will be contained in a separate document. Secondary action planning documents are outlined below. The significant distinction is that the primary action plans will take priority where time, human and financial resources require.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Staff Roles
<p align="center">Emotional Resilience / Nurture</p> <p>Nurture principles will be disseminated throughout the school linked to promoting Emotional Resilience</p>	<p>All teachers will understand the Nurture Principles.</p> <p>Teachers will be aware of how Heart Maths works.</p>	<p>Older children will be offered time in nurture room.</p> <p>Nurture teacher will hold meetings with staff.</p> <p>Heart Maths system will be purchased. £1500</p>	<p>Led by Nurture Coordinator</p>
<p align="center">Dyslexia Awareness</p> <p>All teachers will be aware of the key principals of having a dyslexia friendly classroom and these will be evident in classroom practice.</p>	<p>Dyslexia friendly practice will be in operation in the classroom.</p>	<p>Two meetings to discuss dyslexia friendly approaches and how these are to be implemented in classroom.</p>	<p>Led by Dyslexia Coordinator</p>
<p align="center">S.E.N.</p> <p>EPs will be used effectively to meet the needs of individual pupils.</p> <p>Effective planning, monitoring and practice will be developed for withdrawal group support.</p>	<p>E.P.s will be used to promote learning and involve all relevant parties.</p> <p>Effective Practice systems will be in operation.</p>	<p>Best practice visits will take place.</p> <p>SENCO will attend recognised training course.</p> <p>Software to support E.P.s will be purchased.</p> <p>Time will be set aside to enable SENCO to develop systems.</p>	<p>Led by SENCO</p>
<p align="center">Parental Involvement</p> <p>An audit of parents' views will be conducted and focus areas for 2016-17 determined.</p> <p>A review of content of November curriculum meetings will be made.</p> <p>Communications with parents will be evaluated.</p>	<p>Parental views will be prioritised.</p> <p>A Powerpoint presentation will be agreed for meetings and placed on website.</p> <p>Homework policy will be more specific. Communication lines will be explicit.</p>	<p>An audit will be conducted, collated and discussed linked to action planning for 2016-17</p> <p>Key Stage meetings will be held to agreed priorities.</p> <p>Review of Homework and communication with parents including morning routines.</p>	<p>Led by Key Stage Coordinators</p>
<p align="center">Child Protection</p> <p>A new Safeguarding Team will be set up to enhance child protection.</p>	<p>New trained team in place with procedures embedded and understood by all.</p> <p>New Designated Teacher in place.</p>	<p>Training will be accessed by Safeguarding Team.</p> <p>A set timetable will be made available with procedures on website.</p> <p>A management allowance will be provided to demonstrate the importance of the role.</p>	<p>Led initially by Principal and transferred to new Designated Teacher.</p>

Health and Safety			
A new Health and Safety Policy will be in place.	Meetings will be in place to review safety. Risk Assessments will be in place for major areas of risk.	New Health and Safety Coordinator will be put in place. Risk Assessments will become embedded in school practice through reminders in Staff meetings.	Led initially by Principal and transferred to new Health and Safety Coordinator.
Outline Planning for Year 2016-17			
Areas for Improvement Identified by the Inspection:			
<ul style="list-style-type: none"> • Review of effectiveness of leadership and management • Review of effectiveness of Literacy and Numeracy strategies • Develop further effective learning / teaching practices 		<ul style="list-style-type: none"> • Review and development assessment procedures • Review development of Nursery. • Further develop Health and Safety in the school. 	
Improve involvement of parents within the school and in the promotion of their children's education.			
<ul style="list-style-type: none"> • Development of Friends of St. Malachy's group 		<ul style="list-style-type: none"> • Training for parents in helping children with work at home. 	
<ul style="list-style-type: none"> • Preparation of plans and materials to enable parents to help children at home. 			
Further Development of play based and activity based learning			
<ul style="list-style-type: none"> • Further development of play planners in P.1 and 2 		<ul style="list-style-type: none"> • Further development of activity based learning in P.3 and 4 	
Policy Development and Review			
<ul style="list-style-type: none"> • Review of Pastoral Care and Positive Discipline Policies 		<ul style="list-style-type: none"> • Review and Improve the E.A.L. Policy and materials for school and home use. 	
School Environment			
<ul style="list-style-type: none"> • Improve the school garden and related learning materials. 		<ul style="list-style-type: none"> • Develop market garden project 	
School Development Planning			
<ul style="list-style-type: none"> • Creation of new three year school development plan. 		<ul style="list-style-type: none"> • Develop more effective practices for financial planning and generation of school funds. 	
<ul style="list-style-type: none"> • Conduct evaluation of school auditing procedures. 			

Draft School Development Calendar 2015-16 (Amendments to be made)							
August 27 th	Baker Day Quest. /TSPC Talking and Listening	December 1	Key Stage Improvement	March 22	Discussion / Evaluation	Leadership Team Meetings	
August 28 th	Baker Day: Data and Target Setting	December 8	Baker Day Parents	March 24	S.D.D. Summary Evaluation	September 14 * Planning Focus * Staff Roles	September 28 * S.D. and Action Planning * SLT Code agreed
August 31 st	Baker Day Assessment / Marking	December 15	Key Stage meetings	April 4	S.D.D. Issues Arising		
September 8	Classroom Preparation	December 21	S.D.D.	April 5	E.A.L. in Classroom	October 12 * Data, Targeting and Assessment * Staff training	October 26 * Monitoring progress * Parents P. Point
September 15	Key Stage meetings	December 22	S.D.D.	April 11	UICT		
September 21	UICT	December 23	S.D.D.	April 12	Key Stage Improvement	November 9 * Attendance * Book Share 1 * Parent meetings	November 23 * Teach./ Learn Pol * Coordinator feedback * Assess.
September 22	Key Stage Improvement	January 6	Baker Day	April 19	Key Stage Improvement		
September 29	Key Stage Improvement	January 12	Key Stage Improvement	April 25	UICT	December 14 PRSD / S.D.P. Targeting /Notes IEPs / Child Prot.	January 11 * S.D.P. Review * Repts feedback * Marking Policy
October 5	UICT	January 18	UICT	April 26	Cross Curricular Skills		
October 6	Staff meeting	January 19	Staff Meeting	May 10	Health and Safety Audit	January 25 * New S.S. data * Homework Pol. * Parents	February 8 * T.T.I.: Staff and Parents' Audits
October 13	Staff meeting	January 26	Key Stage Improvement	May 16	UICT		
October 19	UICT	February 1	UICT	May 17	Transition Policy	February 13 Attendance/S.D.P	February 29

October 20	Key Stage Improvement	February 2	Key Stage Improvement	May 24	Pastoral Care Review	Notes / Targets Bk Share 2	Marking for Improvement
October 27	Key Stage Improvement	February 9	Key Stage Improvement	June 6	UICT	March 14 PRSD visits	March 21 S.D.P. Review
November 2	UICT	February 22	UICT	June 7	Key Stage Improvement	Additional Needs Health Safety	Child Protect. Books PRSD
November 3	Staff Improvement	February 23	Key Stage Improvement	June 14	Key Stage Improvement	April 18 Teacher Files / Notes / Targets	May 9 Assessment focus Pastoral Care
November 10	Staff Improvement	March 1	Key Stage Improvement	June 20	UICT	Parents	
November 16	UICT	March 7	UICT	Jun 21	Reporting	May 23 Attendance	Jun 13 PRSD / SDP
November 17	Key Stage Improvement	March 8	Staff Improvement	Key Stage and Subject Coordinators will provide advice and feedback based upon planning notes evaluations.		Book Share 3 Transition	Targets / SEN Chld Prt. /Health
November 24	Key Stage Improvement	March 15	Staff Improvement			Key Stage meetings to focus on dissemination, best practice and data/ feedback available.	
November 31	UICT	March 21	UICT				