

School Development Plan

Priorities at a Glance 2025-26 (Year Two of a Three-Year SDP)

This shortened form is to give parents an overview of what we are working towards this academic year. It is our school's strategic plan for sustained improvement.

Key Indicators as set out in Every School A Good School document:

- Child-centred provision
- Effective leadership
- High quality learning and teaching
- A school connected to its local community

DENI

Self-evaluation leading to sustained self-improvement is at the core of the school improvement policy. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in School Development Plans (SDPs).

LITERACY

All teaching staff will receive training through c2k in the use of Just2easy software with a specific focus on developing Literacy throughout the school using this digital resource. This will further connect pupils' learning experiences within Literacy and UICT.

- Throughout the course of this new three-year SDP, we will focus on developing pupils' independent writing skills. We will take a staged approach, teaching a particular writing genre each half term.
- 'Buddy Marking' focusing on each specific writing genre (sharply linked to shared Learning Intentions and Success Criteria) will take place half-termly in KS1/2 to further develop AFL (Assessment for Learning). KS2 pupils will continue to use Google Chrome Books to collaborate on one another's written work onscreen. They will upload work to their teacher using this digital platform. Use of Google Docs (Google Drive) again connecting Literacy and UICT.
- Collectively as a staff we have written, developed and reviewed our Lines of Progressions within Literacy to ensure continuity and progression from P1-P7. Our Lines of Progression for grammar and punctuation, alongside our Lines of Progression for the spelling of common words are now fully utilised and inform all long term, monthly and weekly Literacy planning throughout the school.
- All staff have been trained in Reading Partnership and Reading Partners are now timetabled to read with target pupils.
- Use of Just2easy software to present our completed independent writing across the curriculum.
- Continued use of C2K News Desk within each class to develop Talking and Listening and writing for an audience (again connecting Literacy and UICT).
- Use of PTE (June 2025) data to focus on specific areas at class and individual level, in addition to our whole school focus on independent writing, to raise standards and attainment within Literacy.

MATHEMATICS AND NUMERACY

- All teaching staff will receive training through c2k in the use of Just2easy software with a specific focus on developing Numeracy throughout the school using this digital resource. This will further connect pupils' learning experiences within Mathematics and UICT. Focus for 2024-25 was Just2Data; focus for 2025-26 will be Just2Code and Just2Blast (Mental Maths)
- Teachers' planners will be monitored half termly to evidence effective use of Just2easy Maths packages as and when appropriate.
- Our Numeracy coordinator will visit all classes to observe first-hand the children using Just2easy to support specific learning within mathematics lessons. Staff will also share good and best practice through establishing a Trusted Colleague Network to share their successful experiences of using Just2easy to enhance learning and teaching.
- We have developed a whole school overview of key Mental Calculations and Strategies throughout our last 3-year SDP. We will now use this in line with our monthly and weekly planning.
- Puzzle of the week boxes will continue to be used in all classrooms and weekly Maths Assemblies will promote problem-solving and investigative skills in all pupils, linked to weekly mathematics focus.

- Further develop Mathletics for targeting/tracking individual pupils' needs/progress.
- Continued use of our Outdoor Learning environment for Mental Maths and practical work. Our new 'Loose Parts' play resource will be timetabled weekly to develop STEM across the school.
- Continued use of the multisensory numeracy resource, Numicon, for both indoor and outdoor learning.
- Formative/diagnostic feedback from CAT4 quantitative data and PTM data will set specific targets to raise attainment of low and underachievement in our pupils.
- Individual classes/pupils will also be targeted using analysis of data and teacher observation to raise standards (Number, Handling Data, Processes, Measures and Shape and Space, where appropriate). Evident in teachers' planning and individual PLPs) (based on PTM June 2025 data)
- To fully utilise Mathletics online scheme to teach Numeracy lessons, enhance mental math activities and monitor and assess pupil progress.
- To strengthen links with parents for home learning in Mathematics and Numeracy. We will provide Numeracy workshops to familiarise parents with strategies used in school and implement family maths puzzles and suggested practical Numeracy activities to complete at home.

SPECIAL EDUCATIONAL NEEDS

- LSC involvement with class teachers and classroom assistants in the planning and monitoring of SEN.
- Use of SEND funding to employ an adult assistant to implement the Better Reading programme for target pupils.
- Close liaison with Educational Psychology and RISE NI
- LSC will support teaching staff in the writing of PLPs for children on the SEN register.
- Teachers will be given time out of the classroom in September 2025 to create PLPs for individual pupils within their classes and share with parents and pupils. Staff will then meet with parents, pupils and classroom assistants, where applicable, in January 2026 to review progress made in Phase 1. Pupils will evaluate their targets at review stage by completing a self-assessment pro forma.
- Phase 2 targets will be written and shared in January and reviewed again in June 2026.
- Use of Calm Space in the Assembly Hall and movement breaks when required.
- Equine Assisted Learning in Term 2 for target pupils.
- Tracking to ensure that pupils are making appropriate progress and identify target pupils.
- All staff have been trained in the use of Sensory Circuits from EA Autism and Intervention Service and will make use of this training when and where appropriate.
- Use of assessment tools (baseline Literacy assessments in September) and use of resulting data to identify those children who will benefit from additional support/intervention throughout the year (P2-P7)
- Continue our Better Reading programme to offer additional support at individual and group level as part of our whole school provision mapping.
- Use elements of 'Visible Learning' and Growth Mind Set to further enhance our pupils' learning experiences.
- Whole school use of traffic light fans to support 'assessment for learning' and gauge pupils' understanding within individual tasks.
- Continued implementation of the SEND legislation and development of the role of LSC in relation to changes being implemented.

UICT

- We will endeavour to use the NAACE self-reflection auditing tool to further develop ICT throughout our curriculum for the benefit of all pupils and staff.
- We achieved the Digital Schools Award and Special Recognition Badge for Cyber Resilience and Internet Safety in 2020.
- In 2023 we achieved Primary Finalist status in Capita's 'Excellence in ICT Awards'
- We will continue to use the Lines of Progression we as a staff created for UICT for P1-P7 to ensure continuity and progression in this area of the curriculum.
- We have also created a self-assessment tool of key UICT skills, to be used within each class, to ensure continuity and progression linked to CCEA levels. This will also ensure pupils are being exposed to a variety of tasks and gaining sufficient competence in this area of the curriculum.

- Both these resources will continue to be fully utilised to ensure progression and coverage of the UICT curriculum.
- Staff received initial training with c2k in using Just2Easy software across the curriculum.
- Staff will participate in further training in developing Literacy, Numeracy and topic based work through the use of Just2easy throughout 2024-25 to successfully embed ICT within Literacy and Numeracy planning. A specific focus for 2025-26 will be on coding using Just2Code and MicroBits connecting ICT, Numeracy and Science.
- Use of Google Chrome Books (within KS2) to use G Suite to enable pupils to participate in greater online collaboration with their peers and teacher for next steps learning, particularly within Literacy. Staff have received further training on Google Docs to support full use of this resource.
- CCEA Tasks have been assigned to each class half termly linked to World Around topics and will ensure pupils' skills in the 5 Es (Explore, Express, Exchange, Exhibit, Evaluate) and the Desirable Features are being monitored and evaluated to ensure breadth and depth in this area of curriculum delivery.

PHYSICAL HEALTH AND WELL-BEING

- Continued roll out of Barnardo's PATHS programme from P1-P7 to develop our pupils' social and emotional learning skills which will enable them to make positive choices throughout life.
- Timetabled use of our Outdoor Classroom for Literacy, Maths and World Around Us.
- We received Official Forest School status in September 2023 with key staff successfully achieving Level 3 Forest School Leader.
- Collaboratively as a staff we have written fully comprehensive lesson plans for each year group to ensure continuity and progression of skills within our Forest Friday sessions.
- We secured funding through our Shared Education partnership to purchase additional equipment for our Forest Friday sessions.
- A timetable has been drawn up and distributed to all families detailing our Forest Friday dates for 2025-26.
- Throughout 2025-26 we will continue to extend our Daily Mile to the walking track in The Links Playing Fields. A timetable will be drawn up to ensure each class visits once a week.
- Our Transition Action Plan has been written collectively with Play Links and the focus for this year's planned activities is to continue to promote the physical health and wellbeing of all our young people.

TARGET SETTING/DATA ANALYSIS

- Use of PTM/PTE data to set whole school targets and areas for further development within Mathematics and Literacy; we are benchmarked against the National Average which allows us to see how we are performing within each area of Mathematics and Literacy compared to other schools in NI. This data also helps us identify areas for development at both class and individual pupil level (diagnostic).
- Individual pupils may be set short-term targets in Literacy and Mathematics which are reviewed regularly.

ASSESSMENT ROADMAP

- September: Baseline Literacy assessments for reading (P3-P7 Salford) word reading (P2 and P3 BAS) and spelling (P3-P7 Vernon)
- Use of GL PASS assessment to evaluate upper Key Stage 2 pupils' perception of their school experiences and attitudes to learning. (qualitative data)
- February: CAT4 (Cognitive Ability Test GL Assessment) administered to P4 and P6 pupils
- May: PTM and PTE GL Assessments administered to all our P3-P7 pupils.
- Within the Foundation Stage (P1-P2) teacher observations make up the majority of pupils' assessments.
- Monthly teacher assessments in Mathematics are administered at class level to ensure understanding of content covered (P4-P7)
- Common words (High Frequency Words) are tested frequently and Running Records are carried out to ensure children are reading at the appropriate level.

PARENTS AND COMMUNITY

- Continued use of the See Saw app to communicate with parents and enable them to see the wonderful learning that takes place weekly within all classes.
- School website and continued use of Facebook will ensure the community is fully informed about life in St Joseph's.
- PTFA: On-going work to support learning and social activities for our school. A calendar of events will be drafted and circulated in due course.
- Further develop links with Play Links. Draw up a Transition Action Plan for 2025-26 to ensure a smooth transition and curriculum continuity and progression for our September 2025 P1 intake.
- Continue to promote and strengthen already existing links with clubs and associations within the village. Link with local dentist and pharmacist- World Around Us and PDMU programmes.

BUILDINGS AND ENVIRONMENT

- Health and Safety procedures: Termly site checks as recommended by the Education Authority.
- Capital works application for a new office area and additional classroom space/multi-purpose areas has been passed by the Department of Education and now released to tender. A full internal refurbishment will take place this academic year: new Principal's office, staff toilets, reprographics room, disability access toilet, two new multi-purpose rooms in addition to two new modular classrooms. (Temporary Principal's office will remain on site until work is complete)
- Ongoing development of our Outdoor Learning environment.
- Garden/'Edible school yard'. On-going maintenance linked to our Eco School award. Each class will also plant seasonal vegetables termly.

AREAS IDENTIFIED FROM PARENT & PUPIL QUESTIONNAIRES

- Parents and pupils commented very positively on the promotion of outdoor learning, in particular our Forest Friday sessions.
- A particular strength noted in questionnaires was our school's connection with our community and the variety of extra-curricular opportunities we provide for the children. We will continue to develop established links with our local club, Kilclief Ben Dearg GAC, through local coaches/parents developing an after-school Gaelic/hurling/camogie coaching programme throughout Terms 2 and 3.

We use the key indicators outlined in the 'Every School A Good School' document, together with the ETI 'Inspection and Self-Evaluation Framework' and the new ETI 'Responding to The Five Core Questions' document to support our continuous monitoring and self- evaluation processes