



# Euston Street P.S. & Nursery Unit

## Amended 1 Year School Development Plan

### Draft

### 2023 - 2024

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Date the plan came into effect	<b>Term 1 2023</b>
Responsibility	<b>Principal, SLT, SMT, staff, BoG</b>
Issued to	<b>Staff, BoG, parents, Pupils in Years 4- 7 (pupil friendly version), EA</b>
Commitment to review	<b>Terms 1, 2 &amp; 3 each year of plan</b>

## Overview of the School Development Plan 2023 2024

### 1b Amendment to the 2023 – 2026 School Development Plan

In light of the ongoing interruption to education in NI, the school leadership has decided to amend the current School Development Plan for another 1 year in 2023/24. The rest of the plan will remain unchanged until such times as it may in turn be amended as a result of the outcomes of school development in 2023/24 or a change in the unstable educational landscape prior to these outcomes.

The amended 1 year plan for 2023/24 will present the school's priorities and its pursuant actions as well as the resources that it will deploy to deliver the intended key outcomes.

#### **Mission**

*'Achieving Excellence Together'*

*'To work together for excellence in: our learning; our school; our community; and our future.'*

Our purpose therefore is to be an excellent school. We continually strive for excellence in every area of school life. To achieve this aim we must always have the right school **vision and values** and these must be at the heart of all that we do, including our School Development Plan.

#### **Vision**

In order to achieve excellence in each aspect of school life, our vision is:

*'To create a safe, happy learning community. A community where together, we inspire and equip our pupils so that they fulfil their potential, use their talents and follow their dreams now and always.'*

#### **Values**

We believe that our school is a place where the child is at the centre.

*'We value kindness, integrity, hard work and mutual respect.'*

Good attendance at school is essential for a pupil's education and establishes a positive working ethos early in life.

The school will collate and evaluate information regarding the aforementioned priorities from a wide variety of sources including:

- Pupil Voice (School Council and class Pupil Voice sessions);
- Parent Voice (Focus Group Zoom meeting and emails);
- Staff Voice (questionnaire, discussions and meetings);
- SLT Voice (discussion and evaluation day);
- Board of Governors Voice (Discussion);
- Assessment data 2022/23;
- Outside included agencies;
- DENI, Education Authority;
- Research.

Due to the interruption to normal teaching and learning since March 2020, the amended 1 year plan will prioritise the following in 2023/24:

- Supporting the pupil physical, mental and emotional health;
- Supporting the wellbeing of pupils and staff;
- Implementation of the new SEND (Special Educational Needs and Disability) and Anti-Bullying legislation;
- Ensuring all Safeguarding and Child Protection arrangements are in place;
- High quality teaching;
- Highly effective learning;
- Identifying and targeting pupil underachievement in literacy and numeracy;
- Maintaining and developing links with parents/carers;
- Continued provision for staff support and development.

The amended plan will be supported by specific Action Plans. These Action Plans will be reviewed and evaluated each term by pupils, staff, leadership and the Board of Governors.

Evaluations may evoke further future amendments as part of what is a working, flexible development plan.

The available assessment data from May/June 2023 has been analysed. By the end of October 2023, the school Senior Leadership Team (SLT) and the Board of Governors (BoG) will have audited both the amended 2022/23 School Development Plan and conducted the annual self-evaluation of the current provision and assessment outcomes. This self-evaluation process has contributed to the amended development plan for 1 year 2023 – 2024 as follows:

## **Overall draft targets 2023 24**

### **Literacy and Communication**

 **Complete/Finish/Repeat/New**

- The consolidation of recent whole school developments aimed at improving; Talking & Listening (Talking Partners); Comprehension skills; and spelling.
- Following discussion and analysis of data, it has been decided by the school senior leadership, that staff will continue to develop the teaching and learning in talking and listening. The aim is to help improve pupil standards in talking and listening specifically and also to help support improvements in literacy attainment generally by May 2024.
- To implement the program Wordshark in literacy for SEN and relevant Newcomer pupils. This program aims to support improvements in phonics, reading and spelling. The Wordshark Program will be used with Year Groups 1 – 7 as required.
- To provide parents with more tutorial ‘how to’ videos online and information leaflets to help with home learning and the development of talking and listening, phonological awareness, spelling strategies and support for encouraging reading at home.

- Staff in Years 1 & 2 will continue the 'Wellcomm' assessment tool to help improve assessment arrangements for monitoring and evaluating pupil progress in literacy and numeracy.
- To further develop the Teaching and Learning skills in Metacognition, Growth Mindset which aims to support improvements in Literacy outcomes.
- To improve talking and listening standards in the whole school.
- To improve phonological awareness in Years 1 – 7.
- To improve Baseline spelling tests results Years 4 – 7 by a class average of 10%.
- To ensure that each class average expected or higher SAS discrepancy in Years 3 – 7 is 75% +.
- To improve the class average in the identified weakest areas of PTE in each Year Group.
- To ensure that every child who is currently underperforming moves to their expected outcome.
- To improve each pupil's Baseline scores in Literacy by a minimum of 10% between September 2023 and March 2024.

## Numeracy

### Complete/Finish/Repeat/New

- The assessment data analysis from 2022/23 has shown that Handling Data still requires focus for improvement in most Year Groups. There will be training in the quality of breadth of teaching and learning in Handling Data in all Year Groups in line with curricular areas. The overall aim is to raise attainment in pupil understanding of Handling Data.
- The school does however intend to maintain its focus on Number through further development of the Numeracy Passport and also aims to encourage further parental participation in supporting pupil learning in Number at home through: parent training sessions; 'How To' videos on Seesaw; the improved uptake and use of the home Numeracy Passport; and improved parental information leaflets.
- Number and mental mathematics will also be supported through ongoing use of Number Talks.
- Development of Teaching and Learning skills in Metacognition, Growth Mindset will also aim to support improvements in Numeracy outcomes.
- Following consultation, the SLT has decided that class teachers and Year Groups will target areas of weakness, identified in the attainment data, through general class teaching. The staff are aware of the weakest areas as they have undertaken data analysis training and are in receipt of the annual Impact Portfolio. The aim is to improve these areas of attainment by May 2024.

- Staff in Years 1 & 2 will introduce the 'Wellcomm' assessment tool to help improve assessment arrangements for monitoring and evaluating pupil progress in literacy and numeracy.
- To ensure that each class average expected or higher discrepancy in Years 3 – 7 is 75%+.
- To improve the identified weakest areas of PTM in each Year Group.
- To ensure that every child who is currently underperforming improves to their expected outcome.
- To improve each pupil's Baseline scores in Numeracy by a minimum of 10% between September 2023 and March 2024.

### **Play Based learning**

#### **Complete/Finish/Repeat/New**

- To develop staff Forest School training and the associated learning opportunities for pupils in all Year Groups. The aim is to further develop literacy and numeracy skills through PBL.
- To further develop resources for outdoor learning in Years Nursery – Year 4, aimed at supporting improvements in literacy and numeracy as well as providing opportunity for pupil improvement in the aforementioned aspects of pupil physical and emotional development.
- To ensure the class average expected or higher discrepancy in Numeracy and Literacy in Years 3 – 7 is 75%+.
- To improve each pupil's Baseline scores in Literacy and Numeracy by March 2024 by a minimum of 10%.

### **World Around Us (WAU)**

#### **Complete/Finish/Repeat/New**

- To ensure that a broad and balanced approach to teaching and learning in WAU is being fulfilled across the whole school.
- To further develop the Teaching and Learning skills in Metacognition, Growth Mindset aimed at supporting improvements in WAU through improved Literacy outcomes.

### **The Arts**

#### **Complete/Finish/Repeat/New**

- Following discussion and in line with a rolling program of curricular development, the SLT decided that it is important for the consistency of T&L and learning opportunities that staff complete the improvement of medium short-term planning for The Arts in 2023/24 in line with Literacy, Numeracy and WAU.

## Teaching & Learning (T&L)

 Complete/Finish/Repeat/New

- The ICT coordinators will continue to liaise with staff on a daily/weekly basis to resolve ongoing ICT issues.
- The school have been developing the quality and effectiveness of Teaching and Learning continuously since 2018. To further improve the impact of effective teaching on standards and attainment, the school have undertaken training in Metacognition. The longer-term aim is that the process of Metacognition will complement pupil thinking skills to help raise standards and attainment in literacy and numeracy. Metacognition training will continue in 2023/24 and staff will consolidate the use of Thinking Frames to a minimum of 1 each month across a variety of literacy, numeracy and other curricular areas.
- It is also intended that improved thinking skills will support the pupil wellbeing and resilience counselling program undertaken by Barnardo's each year.
- To improve the class average expected or higher discrepancy in Numeracy to 75%+ in Years 3 - 7.
- Staff will receive training in Growth Mindset to help support the continued development of highly effective teaching and learning which may in turn support further improvements in literacy and numeracy.
- Staff will have wellbeing training sessions to help with the rigors of the role. The aim is to improve wellbeing which may in turn support highly effective teaching and learning and maintain good staff attendance.
- Staff will continue to receive ongoing SEND training to support SEN pupils and to ensure that legislation requirements are met.
- Staff will receive additional development training in Promethean Interactive Whiteboards. The overall aim is to improve the quality of teaching and learning in order to raise standards and attainment.
- Staff will be trained in creating 'how to videos' to help parents with support and information.
- Each Year Group will agree on a weekly home learning schedule and proforma and upload it to the website/Seesaw each week to support parents.
- Staff in Years 1 & 2 will develop the use of the 'Wellcomm' assessment tool to help improve assessment arrangements for monitoring and evaluating pupil progress in literacy and numeracy.
- Staff will further develop effective feedback for pupils with the aims of celebrating learning achievements, supporting the development of a growth mindset classroom and support improvements in literacy and numeracy.

## ICT

 Complete/Finish/Repeat/New

- The school will continue with the completion of development to obtain the Digital Award in ICT. The aim is to further improve the provision of and use of ICT within the school to support the raising of standards and attainment in literacy and numeracy.
- E:safety and Acceptable Use refresher training for staff and pupils and information given to parents.
- Staff will receive further develop their use of Promethean Interactive Whiteboards. The overall aim is to improve the quality of teaching and learning in order to raise standards and attainment.
- The school will aim to develop the use of Just2easy as resources to help enable staff to improve their curricular based observations of pupil progress with the aim of improving pupil attainment in literacy and numeracy.
- Just2Easy will also facilitate Home Learning and support improvements in standards and attainment in literacy and numeracy.
- Staff will develop the use of pupil secretarial skills to help improve pupils use of computers and iPads in literacy and ICT tasks.
- Staff will continue to update their use of Apps to support literacy and numeracy.
- Staff will be supported in using the school website to inform parents of curriculum requirements and home learning.
- Training in effective use of iPads will be provided in order to improve teaching and learning and support improvements in literacy and numeracy.
- Staff will implement assistive Apps and programs as required by pupils and as directed by the LSC.

## **Nursery**

### **Complete/Finish/Repeat/New**

- The Nursery Leadership will ensure that transition to other staff is complete including areas such as Admissions.
- Staff will continue to develop their use of the 'Wellcomm' assessment tool to help improve assessment arrangements for monitoring and evaluating pupil progress in literacy and numeracy.
- WellComm scores will continue to be used to inform future teaching and learning in the Nursery.
- The Nursery will develop more online 'How to Videos' to support parents with their child's learning and development at home.
- The new Head of Nursery will receive support and training in the role as required.
- The Nursery will develop play resources including improving the outdoor play facilities.

## **Special Educational Needs**

## Complete/Finish/Repeat/New

- SEND. The school will implement all aspects of the new SEND legislation as required by the Education Authority. The school Learning Support Coordinator will lead staff in all relevant training and inform parents as required.
- Staff will receive development training in supporting SEN pupils.
- The school will continue to provide learning support for SEN pupils in school or from outside agencies as required.
- The LSC will require training and time to adjust to new leadership requirements under SEND.
- The LSC will timetable and monitor all learning support.
- Staff will be led in new medical training (including epilepsy and anaphylaxis).
- Staff will implement assistive Apps and programs as required by pupils and as directed by the LSC.

## Self Evaluation & Assessment

### Complete/Finish/Repeat/New

- Assessment data and information monitored will be analysed and evaluated by coordinators and teachers to help leadership:
  - Identify and set targets for underperforming pupils
  - Identify and set targets for SEN pupils
  - Identify and set targets for areas of class improvement in literacy and numeracy
  - Identify and set targets for staff training in literacy, numeracy, ICT and T&L development
  - Identify and set targets for acquisition and allocation of resources
  - Identify and set targets for PRSD/Induction (teacher development)

It is intended that the school will reengage with the normal annual schedule of self-evaluation including the following:

- Pupils set personalised targets in Literacy and Numeracy books each term in line with SDP.
- Pupils evaluate targets from term 2 in Literacy and Numeracy books  
School Council meet with school leadership & Board to discuss the Big Plan (SDP).
- School Council meet with PSA to discuss school life and events.
- Rights Respecting School Council meet with principal to discuss diversity.
- Parent Voice to discuss the SDP, including Newcomer parent voice groups.
- Curriculum Action Planning evaluated with BOG each term.
- Baseline Assessments in Literacy and Numeracy each term.
- Pupil Voice on a variety of school issues including wellbeing, safeguarding, pastoral Care, T&L, SDP...



- Multiple Choice Testing ever fortnight.
- Annual Standardised Assessments in Literacy and Numeracy in term 3.
- Staff development each term
- Teacher Hubs for sharing good practice each term.
- Teacher self-evaluation each week/month.
- Focus Week each month for evaluating SEN pupil learning plans.
- Internal Standardisation each month to compare learning between classes.
- Monitoring and Evaluating learning each term in line with SDP priorities.
- Pupils complete self and peer assessment each week/month.
- High quality teacher feedback on learning.
- Parent Teacher meetings about pupil wellbeing and learning progress.
- Parent Curriculum sessions.
- Parent information/training sessions in line with termly development priorities.
- Annual reports to parents in Term 3.
- Staff meeting and leadership meetings several times each month.
- Leadership Self Evaluation Day to set targets for new academic year and report to Board.
- Data Analysis by staff to set targets for new academic year.
- Board meetings each term.

## **Parental Engagement**

### **Complete/Finish/Repeat/New**

- Each Year Group will agree on a weekly home learning schedule and proforma and upload it to the website/Seesaw each week to support parents.
- Parents will be consulted on changes to the new Home Learning Policy.
- Parent Focus Group. The school leadership will develop the use of the Parent Focus Group to help with Policy Review and School Development Planning or for other initiatives. Newcomer parents will also be increasingly involved in a parent focus group with interpreters. Interpreters will be used for the main languages identified in school only.
- Parents will be asked to ensure that their child attends a minimum of 95%.
- Pupils of low attendance will be supported through the school's preventative curriculum, Barnardo's training, the school Attendance Policy, attendance related awards and incentives, Parent liaison worker, and other school opportunities.
- The Newcomer staff will further develop communication with parents with the aim of improving relationships and pupil engagement in learning and wider school life.
- The Newcomer staff will develop the parent focus groups to improve Parent Voice with parents with the overall aim of improving communication, pupil attendance and pupil attainment in literacy and numeracy.

- The Board of Governors will continue to try and recruit a new parent representative for the Board.

## **Pastoral Care and Wellbeing (including Attendance)**

### **Complete/Finish/Repeat/New**

- Through the Extended School's Program, ESPS will employ the services of Barnardo's for family support, drop-in and resilience workshops. This program will support pupil wellbeing and attendance. The aim is that pupils using Barnardo's will have an annual school attendance of at least 90% of higher than their previous annual attendance.
- The school will use several strategies to help encourage good attendance including but not only –
  - Attendance Policy.
  - Parent liaison worker weekly engagement
  - Attendance check at the end of each month.
  - Attendance a standing item in SLT (TBC) & Board meetings.
  - Monthly meetings with EWS to include referrals, strategic discussion etc.
  - Monthly Emails and newsletters to parents regarding importance of good attendance and impact of poor attendance.
  - Attendance information leaflets sent to all parents in September each year.
  - School signage promoting good attendance for pupils and parents.
  - Translations and Interpretations for Newcomer parents to encourage good communication and good attendance.
  - Provision of after school activities, Breakfast Club, Junior Club, music, teams, Extended School activities, School Plays, leadership opportunities, assemblies, Tension Free Discipline...to encourage a desire to attend school.
  - All SEN signage, SEN friendly classrooms, trained CAs, Sensory area in Library etc. designed to encourage good attendance with all SEN pupils.
  - Newcomer support, language signage, language champions etc. designed to support attendance of Newcomer pupils.
  - Certificates for 95%+ attendance each month. End of Year annual certificates for 95%+ attendance.
  - Awards for attainment in curricular and other areas.
  - Homework pass for all 95%+ attendees.
  - Awards for good attendance each month.
- The school will continue to involve pupils in wellbeing lessons or activities each week to help with any emotional issues. These will be recorded in the Big Book. Pupils will self-register in the mornings considering their emotions.
- The leadership will develop 'Chatter' boxes for each classroom to help pupils engage and communicate regarding their ideas and concerns in school.

## **Staff Wellbeing**

### **Complete/Finish/Repeat/New**

- Leadership will support a wellbeing activity each month for staff.
- Staff will continue to be reminded about speaking to trusted colleagues, INSPIRE Workplaces and to make use of the EA Wellbeing HUB as required.
- Leadership will continue to monitor workload and SLT will aim to reduce unnecessary burdens if possible.
- Staff will receive their annual Time Budgets.
- Staff will have regular communication provided through: meetings, emails, HUBs and staffroom boards.
- Staff will be offered opportunity to work offsite when possible.
- Staff will receive training as required in line with the SDP.

## **Leadership**

### **Complete/Finish/Repeat/New**

- Staff leaders will continue training in and leading staff in Metacognition. This program and training is aimed at improving pupil ability to think through their learning.
- The school Principal and staff will undertake PRSD (Professional Development) and EPD.
- The school Senior Leadership Team (SLT) and School Management Team (SMT) will meet on at least 2 occasions each month or as required.
- The SLT will continue to engage classroom assistants in a program of professional development and self-evaluation.
- Leaders will recommence attendance at Cluster groups between East Belfast schools. These clusters aim to help develop staff capacity whilst also aiming to improve standards and attainment in literacy and numeracy.
- The principal will attend principal training, Harvard training in questioning and attend local Principal Clusters.
- Leadership will continue to manage ongoing and disruptive industrial action.
- The Board members will continue to engage in EA training as required.

## **Safeguarding**

### **Complete/Finish/Repeat/New**

- The school will continue with its Safeguarding and Child Protection Action Planning. To develop the support of the Pastoral Care and Safeguarding of pupils, staff are asked to complete a Vulnerability Indicator (VI) for pupils as required.

- Anti-Bullying Legislation. Staff and Governors will receive refresher training in the new Anti-Bullying Act and associated legislation and the school policy and procedures will reflect the requirements.
- The school safeguarding Team will aim to purchase and implement the Inentry access resource. This will further improve access to ESPS for visitors whilst building the Safeguarding capacity of the school environment.
- New Safeguarding Team members will receive training as required.
- The school safeguarding Team will meet each month or as required.