Euston Street P.S. & Nursery Unit
School Development Plan 2024 - 2027

Date the plan came into effect	Term 1 2024
Responsibility	Principal, SLT, SMT, staff, BoG
Issued to	Staff, BoG, parents, Pupils in Years 4- 7 (pupil friendly version), EA
Commitment to review	Terms 1, 2 & 3 each year of plan

School Development Plan Schedule Overview

Area	Title	Page
1:a	A statement and evaluation of the ethos of the school	
Curriculum Review		
2:a	A summary and evaluation, including the use of performance and other data, of the schools strategies for: learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT)	
2:b	A summary and evaluation, including the use of performance and other data, of the schools strategies for: Providing for the special, additional or other individual educational needs of pupils	
2:c	A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils	
2:d	A summary and evaluation, including the use of performance and other data, of the schools strategies for: Providing for the professional development of staff	
2:e	A summary and evaluation, including the use of performance and other data, of the schools strategies for: man-aging attendance and promoting the health and well-being of staff	
2:f	A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies	
2:g	A summary and evaluation, including the use of performance and other data, of the schools strategies for: Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management	
School Finances and other Resources		
3:a	An assessment of The schools current financial position and its use to support learning and teaching, continuing professional development and school leadership and management	
School Financial Plan 2024 - 2027		
3:b	An assessment of the planned use of the schools projected resources during the period covered by the plan in support of actions to bring about improvement in standards	
Review of School Targets		
4	An assessment of the extent to which the school has met its key targets or the progress that has been made to-wards these key targets in any school development plan which a school development plan supersedes or revises	
School Context		
5	An assessment of the challenges and opportunities facing the school	
Consultation Arrangements		
6	The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan	
The School Development Improvement plans		
7:a	Identification of the areas for development which shall be informed by the school's self-evaluation including the school's key priorities for the period of the plan, based on the Department's priorities for education.	
7:b	Planned outcomes in learning and teaching and raising standards in attainment, which, in the case of schools other than nursery, must include targets for raising standards of attainment in communication; using mathematics and using ICT.	
7:c	Actions to be taken to achieve the outcomes and final dates for completion.	

Euston Street Primary School & Nursery Unit
School Development Plan 2024 – 2027

An Introduction to Euston Street Primary School and Nursery Unit

'Achieving Excellence Together: Working together for excellence in: our learning; our school; our community; and our future'.'

The school context

Historical

Euston Street is a controlled school built in Euston Street in East Belfast in 1925 to serve the surrounding local community. The school celebrates its centenary in August 2025. The journey to date:

- School had been in Formal Intervention for several years
- Prior to 2018 the school had 2 new principals and 2 new Vice-Principals in just a few years
- 2018/2019 the school had another new Principal
- 2019/20 the school had another new Vice-Principal (VP)
- Leadership and staff manage Covid 2019 – 2022…
- Leadership and staff manage ongoing ASOS and SA 2018 – April 2024
- Since 2018 the school have had approx. 55%+ new staff members (1 principal, 3 VPs, 11 teachers, 9+ Classroom Assistant, 1 SENCO and a new Executive officer…
- There have been 2 retirements from the school SLT in the last few years and there have been annual changes in the school leadership groups
- The school has a new Safeguarding Team (SGT), and new SGT members
- SDP was interrupted for several years since 2019 – May 2024…
- PRSD was interrupted for several years since 2019 – May 2024…
- Self-Evaluation was interrupted for several years since 2019 – May 2024…

Present provision

Most of the pupils in 2024 still come from the adjacent local area and some from further afield. Each year the school has approximately 360 pupils enrolled including 52 pupils in the Nursery Unit. The school enrolment has experienced a growth trend in recent years. The admissions number for Nursery is 52, Year 1 is 51 and the overall school enrolment is 359. Euston Street Primary School is proud of its pupils, its close relationships with parents, strong historical traditions, links with the local community and achievements over the years. It is a school with a true family atmosphere where staff, pupils and parents have a shared communal identity. The school community is one that fosters high expectations in every area of school life.

Euston Street is also very proud to be an 'international' and truly integrated school. There are currently 15 languages spoken in school by approximately 150 Newcomer pupils. This rich diversity and welcoming inclusion in Euston Street strengthens its ability to create content, tolerant and confident pupils who are undoubtedly readier to enter a multi-cultural, ever-changing world.

The school is a School of Sanctuary, a Rights Respecting School, a Forest School, a Thinking School, and an ECO school (Digital Award pending).

ESPS is:
- A school with 363 girls and boys (increase next year 2024/25)
- A school with 174 girls and 188 boys
- A school with 187 pupils who receive FSM (52%)
- A school with 138 Newcomer pupils (39%)
- A school with 7 LAC pupils
- A school with 130 pupils with SEN (36%)
- A school that has had >80 pupils and 8 families visit the school counsellor in 2023/24
- A school in an area of high social deprivation
- A school, in a rapidly changing demographic
- A school that has limited facilities and access to limited school funds

Locality & Demographics
The school resides in an area of high social deprivation. As such, pupil learning and well-being are impacted by a variety of family and community factors, including but not only:
- ACEs and trauma
- Financial capacity
- Changing demographics
- Local tensions
- Poverty (Relative, Situational, Urban)
- Cultural and religious changes (Newcomer pupils and families)
- Support from Services (family involvement with a wide variety of support services)
- Access to local services (reduction in support services and access difficulties)
- International trauma (Asylum seeking, Refugee status of pupils and parents)
- Historical issues

The staff in ESPS, work tirelessly and as best possible, to redress the impact these and other barriers may have on pupil learning and success in order to ensure that their attainment is at a level commensurate with abilities. The school also work hard to support the wellbeing of all pupils, their families and school staff.

Poverty Proofing
In light of how a family's financial capacity can potentially be another barrier to learning, ESPS is committed to helping alleviate the financial burden that schools can unintentionally impose on parents that may have a direct impact on a pupil's attendance and their progress. ESPS aims to support parents financially in a number of ways:
- No branding on school uniform to reduce cost, available online and in most supermarkets
- Flexibility in uniform policy
- Low cost, more affordable school PE kit (ordered by school also)
- 1 paid school trip per year (exception of Christmas outing to Cinema and Theatre)
- Smaller request for voluntary School Fund (£10 per year)
- Low-cost breakfast Club (£1 per day per child)
- Low cost after school care (Junior Club - £1 per afternoon per child)
- Free after school activities Monday to Thursday
- Encouragement and support applying for FSME and uniform grants
- No schoolbags and stationery required (pending 2025/26)
- Flexible payment approach to additional expenses such as music lessons

- Low-cost music lessons offered (maximum £5 per lesson per child)
- Free SEAG tuition (external donor funding)
- Low-cost Nursery Fund and snack contribution
- No visible dinner lists of pupils
- 5-star high quality food provided for dinners each day
- Signpost parents to local charities, churches, foodbanks and agencies to help with support
- Low-cost school events e.g. Summer Fair, Christmas Fair
- Limits on non-uniform days requesting £1 donation to School Fund
- Parent Staff Association fundraising throughout the school year to boost School Fund
- School Scholarship for gifted and talented pupils

ESPS believe that the overall additional expenses asked of families is lower than that asked by all surrounding local schools

Our Mission, Vision and Values should always reflect the context of the school whilst reflecting the key aspects of ESAGS (DENI) and Empowering Improvement (ETI).

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.'
Our school is always a place where everyone feels safe, valued, cared for and successful in what they do and in what they achieve each and every day. We aim to meet all our pupils' needs in their learning and their welfare.
Pupils are encouraged to build positive relationships with other pupils, the school staff and their wider, more diverse community. We are a school with a Christian ethos and as such, we believe that working together as a whole community will provide our pupils with the relevant knowledge to understand and exercise the life skills and values of self-control, self-respect, mutual respect, tolerance in diversity, morality, healthy living and loving family relationships.
We promote care and respect for ourselves, others, as well as the school and the local and global environments.
Our values and attitudes revolve around our school '**Golden Rules'**. Our Positive Behaviour and Citizenship Policy, Anti-Bullying Policy and Pastoral Care Policy and all resulting rewards, praise and sanctions are interlinked to these:

Do be kind and helpful
Do be gentle

Do listen
Do work hard
Do be honest
Do look after property

We expect everyone to uphold the school 'Golden Rules' and the core vision and values that accompany them.

These values and those associated with **Rights Respecting Schools,** are embedded in our school culture helping to sustain our strong positive ethos.

Adherence to these values will help support our pupils as they hopefully grow to become good competent, confident, contributing citizens, capable of positive decision making and establishing healthy relationships.
https://www.unicef.org.uk/rights-respecting-schools/

In line with ESAGS, Empowering Improvement, Golden Rules, RRS and our school Mission and Vision statements, we believe the characteristics of a highly effective school are:
- **Being child centred;**
- **Providing high quality teaching and learning;**
- **Providing high quality, effective leadership;**
- **Being a school strongly connected to its local community.**

Being child centred
We believe in Keeping Safe, promoting and supporting emotional health and wellbeing. We believe that care and nurture are at the heart of the working ethos of our school. Safeguarding all pupils at all times is at the forefront of all levels of our decision making at all times. We believe that everyone in the school community should be safe at all times and that the needs of the child are paramount in relation to Child Protection & Safeguarding. We have a dedicated Safeguarding Team who lead this in our school. BOG, SMT and SLT meetings therefore reflect the school mission and vision and value statements. Pupils have a voice in school and are taught about key aspects of keeping safe including online. We understand that being a trauma informed school is vital to helping protect the wellbeing of children and their families alike.

We believe in opportunity. We believe that if pupils have opportunity to experience all that education has to offer then they can grow to fulfil all abilities and to have exciting plans for their future. This included access and exposure to a high level of digital learning to enhance their Digital Skills.

Providing high quality teaching and learning
We believe in high quality and successful; learning. We believe that our pupils should have their needs and interests met. We believe that pupils should be encouraged to study to the best of their abilities at all times and understand that we always have high expectations of them in terms of standards, attainment, attendance and behaviour. We believe that pupils should contribute to their own learning targets and evaluate them on a daily/weekly basis. We believe in improving pupil's digital skills for future learning, living and working.

We believe in high quality teaching. We believe that teaching is critical to improvements in pupil attainment in all areas of the curriculum. We believe therefore that staff training

and development is key to staff growing as professional learners and being well resourced to help ensure that learners achieve the expected outcomes.

We believe in instilling a love of learning that can be enjoyed for a whole lifetime. We strive to provide excellence in teaching and learning so that pupils experience have positive, improving, challenging and successful learning experiences. We aim to use the widest variety of strategies to ensure that all learners are catered for to help build skills and confidence that help support their place in the world and the economy. We believe that pupils have a voice in their learning and should contribute to it in a variety of ways on a daily/weekly basis.

We believe in high quality provision, one that is learner centered, broad, flexible, future proofing, and equitable, catering for all of our pupil's needs and abilities. We believe the curriculum will have emphasis placed on their literacy, numeracy and using ICT. Together we believe in teaching pupils the essential skills, knowledge, attitudes and values necessary to enjoy a successful, peaceful and content life.

We believe in high quality assessment to inform planning and future teaching, celebrate success and ensure pupil progress reflects ability.

Providing high quality, effective leadership
We believe in highly effective school leadership. In so, we believe in developing our own professional abilities that will serve to make effective decisions that will enrich the lives of our pupils and build the capacity of the school. We believe that aspiring to excellence in teaching, assessment, planning and evaluation will develop the full potential of each pupil, socially, academically, physically, morally and emotionally.
We also believe in a life work balance in which leadership is most effective when working with staff who are properly informed, trained, enthused, supported, resourced and rested.
We believe that leadership should provide collaborative, shared learning experiences. We believe that leadership should develop strategic professional learning communities for staff

Being a school strongly connected to its local community
We believe in the importance of strong links with our parents to support pupil learning and our teaching. We aim to involve our parents in their children's learning and school life as much as possible.
We believe in the importance of strong community links with other schools, the Education Authority, churches, outside support agencies, charities and local businesses who all work to serve our pupils and their families in different ways.
We believe in ensuring pupils have an environmental awareness by providing lessons and clubs that teach about our impact on the world and how we can best take care for it.
We believe in inclusion and equity. We believe that everyone is created by God and are equal in His eyes. We believe that our pupils should develop an understanding of the Christian faith as well as developing a knowledge and tolerance of other faiths and cultures. We believe in caring for the needs of all Newcomer pupils in school as well as supporting their families.

Self-Evaluation
To help ensure that our ethos and our beliefs are manifested in the daily outworking of our school activities, the school have a perpetual and rigorous self - evaluation process. This process necessarily and continually informs and directs leadership decisions. The process

includes the following elements:
- Weekly Year Group Meetings
- Formal and informal discourse
- M&E whole school
- SLT M&E
- Short term planning and evaluations
- Monthly Key Stage HUBs
- Meetings (staff, Key Stage SLT, SMT, Nursery)
- Internal Standardisation
- Termly Self-Evaluation
- Pupil self evaluation and peer evaluation
- Pupil Target setting
- PRSD/EPD/Induction
- Voices (Including Pupil Voice, Newcomer Pupil Voice, parent Voice, Newcomer Parent Voice, Parent Focus Group, Newcomer Parent Focus Group, Board of Governors Voice, External Stakeholders Voice, Staff Voice)
- SDP Evaluation on SLT Day
- SLT Day
- Data Impact Portfolio
- Board meetings with pupils and parents
- Parent Teacher meetings
- Annual Reporting
- Research documentation
- Certain parts of the self-evaluation monitor and evaluate pupil wellbeing including; the Key Stage HUBs, Pupil Booklets, staff meetings, PRSD and Voices.

Celebrating Success

ESPS believes in achieving and celebrating success. We believe that success is best achieved when the whole school community work together. We define success as the applied effort to try and improve in an area of learning. Giving praise and reward is an extrinsic value but one that we use to stimulate and help sustain a pupil's intrinsic motivation again to help them improve and succeed. However, praise alone does not guarantee improvement. To best use celebration to improve learning we work to develop a 'Growth Mindset' with pupils, as much for their learning as a life-long skill. This greatly complements all that they learn about wellbeing and resilience through PDMU, counselling and it also supports the positive message about learning and wellbeing shared by other support agencies. The Growth Mindset promotes effort in learning and does not solely celebrate the outcome, as to do so may greatly inhibit pupil learning and increase the fear of failure. In contrast, ESPS want only to instill a love of learning for life and do not want to reduce learning to an exercise designed to pass exams.

To fulfil the school's mission and vision we celebrate success continually. As such, the school embark on many ways to encourage effective learning, celebrate successes in learning as well as other achievements:
- Class Dojos
- Praise notes home
- House Points, House Cup
- Leadership opportunities and awards
- Monthly attendance certificates and displays
- SLT monthly learning awards
- Learning awards for all areas of the curriculum

- Assembly awards/stickers for multiple intelligences and achievements
- Scholarship Awards
- Tesco Award
- End of year achievement awards
- Feedback in learning/books

To complement the self-evaluation, there are 5 core questions that help underpin all the school's decisions about what to develop, how to develop it and how to gauge progress and success. These questions therefore form part of the ongoing self-evaluation process in ESPS at are implied or directly asked at each staff, leadership and Board meeting.

1. What is the ESPS Vision and what informs (sustains) it?

2. Do we know our context?

2. How will our School Development Plan fulfil our mission and values and how will it achieve our vision (in our context)? What does excellence look like for us this year?

3. How does our School Development Plan monitor how our pupil's progress, wellbeing & health? How does it overcome challenges and barriers?

4. How does our School Development Plan define, celebrate, and embed success for our learners?

5. Does this School Development Plan create growth and development of our learning community?

However, before the school leadership sets the right new targets, it also needs to evaluate previous plans as well as identifying and celebrating areas of strength.

Evidence of success and improvement

Evaluation of academic improvement
Numeracy
- 62% of pupils achieved E/HE in PTM
- Year 5 – 7 making year-on-year progress in PTM
- 86% of PIPs made E/HE progress (100% in Years 6, 7 & (7))
- Boys and girls in Years 4 – 7 performed similarly in PTM
Literacy
- 65% achieved E/HE in PTE
- Year 5 – 7 making year-on-year progress in PTE
- 67% of FSM made E/HE progress in PTE
- Boys and girls in Years 4 – 7 performed similarly in PTE
- 61% of Newcomer pupils in Years 4 – 7 made E/HE progress in PTE
Overall
- Standards of spellings improving
- Pupils self and peer evaluation improving
- Pupils setting targets improving
- Pupils using Feedback to support their own learning improving

Evaluation of improvement as identified through voices
Pupil Voice, Newcomer Pupil Voice, SEN Pupil Voice
- 95% of pupils feel safe and cared for in school

- 81% majority are happy who the SGT are
- 93% 93% know who to talk to in school for help
- 98% understand about Healthy lifestyle and that it is part of the school life
- 90% know that we celebrate achievements in school each week
- 90% feel welcomed into class/school each day
- 90% believe the have a voice in school
- 83% believe that they understand and find feedback useful
- 85% use know they use digital technology
- 85% believe that ESPS is a good school for them

Parent Voice and Newcomer Parent Voice
- 99% feel that their child is safe and cared for in school
- 100% agree that their child enjoys school
- 99% of parents feel welcomed in school and describe a welcoming ethos
- 100% get Safeguarding information each year
- 99% believe that their child has a voice in school
- 98% believe that the school is well led and managed
- 95% believe that the school deal with alleged bullying incident well
- 100% believe the school seeks their voice
- 99% believe that their child makes progress in their learning
- 100% believe that the school encourage a healthy lifestyle
- 34% signed up to be part of the parent focus group in 2024/25
- 100% understand communication from the school
- 100% feel welcome at ESPS
- 86% have signed into using Seesaw and Facebook
- 75% of parents return the annul reporting comment reply with extensive positive affirmation of staff and the school
- ***'Can't thank the staff enough at Euston Street, my child is doing so well in all areas of her schooling and loves attending school.*** (Parent quote pupil report feedback June 2023)
- ***'I am deeply grateful to ESPS for all the help they provide in teaching my child…'*** (Parent quote pupil report feedback June 2024)

Staff Voice
- 100% believe that the school curriculum has preventative content built in
- 100% believe that pupil wellbeing is part of the SDP and weekly activities
- 100% believe that they have a voice in school
- 100% believe that staff wellbeing is part of the SDP and supported by school leadership
- 95% believe that parents are well informed and supported to ensure good attendance
- 100% agree with the school mission and vision
- 100% believe that the school SLT have a clear vision reflected in the SDP

Evaluation as identified by SLT and BOG
- 100% agree that the school continues to align SDP priorities with the needs of the pupils
- 100% agree that the school has strong Safeguarding and Pastoral Care
- SLT believe that targets set have largely been achieved (as seen through the

evaluation of the SDP 2023/24)

External Stakeholder Voice
- 100% like working in the school and have a sense of connection
- 100% believe there is an inclusive ethos
- 100% believe the school communicates well
- '100% of lessons good or better (ETI 2015);
- 'The children's talking and listening skills have greatly improved…' (ETI 2015)
- 'The teachers plan programmes to match the children's learning needs which are informed well by the systematic tracking of the children's progress.' (ETI 2015);
- 'The teachers have high expectations for the quality of children's work…' (ETI 2015)
- 'Staff are reflective practitioners…' (ETI 2015);
- The children make confident use of a wide range of ICT programmes to extend their talking and listening, writing and numeracy skills.' (ETI 2015)
- 'The children have a clear understanding of the key targets they need to meet in order to improve…writing…' (ETI 2015)
- 'The children's attendance has increased…' (ETI 2015)
- 'The children read with fluency and understanding and can discuss with enthusiasm, a range of reading preferences and authors.' (ETI 2015)
- 'A wide range of additional withdrawal programmes has been put in place to support the children with additional needs and the newcomer children' (ETI 2015);
- 'The children have a clear understanding of the key targets they need to meet in order to improve…' (ETI 2015);
- The children's attendance has increased…particularly …those who are receiving additional learning support.' (ETI 2015);
- 'There is more focused and appropriate differentiation in teacher's planning with activities that match the needs and interests of children's progress.' (ETI 2015);
- 'The withdrawal support provided for literacy, numeracy and newcomer children is of a good standard.' (ETI 2015);
- SEN pupil progress sustained/improved year on year;
- 90% of parents believe that the school understands the needs of their children (Questionnaire 2017);
- 'The quality of pastoral care is good' (ETI 2015).
- All staff are reflective practitioners and engage in observations to disseminate further good practice in school (ETI 2015);

The SLT meet in June each year to discuss the outcomes from all aforementioned areas of self-evaluation. They then identify new targets to help improve; provision, standards and attainment, health and wellbeing, staff development, and links to the local community, for the upcoming year and beyond.
The School Development Plan and its priorities, has been developed in relation to the following documents, consultations and data analysis:

- Needs of the pupils and their families
- SLT Impact Portfolio;
- Evaluated SDP 2023/24
- Consultation with all community voices (staff, pupils, parents, community, Board of Governors, agencies, EANI, DENI, ETI);
- SIMS data including FSM and attendance;
- Safeguarding Proforma;

- ESAGS;
- Various research documents;
- ETI school inspections (2013, 2015, 2018) and relevant ETI Empowering Improvement;
- Census Data
- School financial budget

The identified targets for 2024/25 are below.

Targets 2024/25

Numeracy

- Year 7 FSME will improve in PTM E/HE from 42% to 53% (+10%)
- Year 6 FSME will improve in PTM E/HE from 33% to 53% (+20%)
- Year 7 female pupils will improve in PTM from 43% to 53% (+10%)
- Year 6 female pupils will improve in PTM from 33% to 53% E/HE (+20%)
- Newcomer pupils in Year 7 will improve in PTM from 27% to 50% (+23%)
- Newcomer pupils in Year 5 will improve in PTM from 26% to 50% (+24%)
- Improve the E/HE discrepancy in PTM in Y7 rm 17 from 36% to 50% (+14%)
- Improve the E/HE discrepancy in PTM in Y6 rm 7 from 35% to 50% (+15%)
- Improve the E/HE discrepancy in PTM in Y5 rm ? from 48% to 53% (+5%)
- Improve the E/HE discrepancy in PTM in Y6 from 63% to 73% (+10%)
- Improve the E/HE discrepancy in PTM in Y7 from 41% to 51% (+10%)
- Improve PTM Data Handling in Y6 rm ? from -21% to -11% (+10%)
- Improve PTM Data Handling in Y6 rm ? from -32% to -22% (+10%)
- Improve weakest PTM Process areas in Years 4 – 7 by 10%
- Improve weakest PTM curricular areas in Years 4 – 7 by 10%
- Improve Year 4 – 7 PTM E/HE attainment from 62% to 72% (+10%)

Literacy

- Improve the E/HE discrepancy in PTE in Y5 rm ? from 53% to 63% (+10%)
- Improve the E/HE discrepancy in PTE in Y6 rm ? from 71% to 75% (+4%)
- Improve weakest PTE Curricular areas in Years 4 – 7 by 10%
- Improve weakest PTE Reading areas in Years 4 – 7 by 10%
- Improve Year 4 – 7 PTE E/HE attainment from ?% to 72% (+10%)
- Improve spelling by an average of 2 SAS points per class

Targets from Voices 2024/25

Pupil Voice
- Improve the understanding of pupils on the use of their Counselling resilience training
- Improve the playground equipment
- Improve pupil contribution to their target setting, learning outcomes

Newcomer Pupil Voice
- Improve access to learning about other celebrations and the International/Language Champions Boards

- Improve pupil experiences of making friends when they arrive in ESPS

School Council Voice
- Improve Digital resources in school
- Improve thinking skills
- Improve reading

SEN Pupil Voice
- Improve access to calm areas, calm tools and sensory trail/room

Parent Voice
- Improve information on curriculum for parents

Newcomer Parent Voice
- Improve opportunity for parents to feel confident in sharing information about their culture

Staff Voice
- Improve whole school pupil attendance to help support raising pupil standards and attainment from 88% to 92% (+4%)
- Improve encouragement of parents to attend school events – target 100% at parent teacher meetings
- Improve communication of the whole school Self-Evaluation process

External Stakeholders
- Improve communication of school Positive Behaviour and Citizenship policy with all agencies

Board of Governors Voice
- Improve whole school pupil attendance to help support raising pupil standards and attainment from 88% to 92% (+4%)
- Improve training for school management and leadership to help support raising pupil standards and attainment
- Improve training for new Nursery Staff
- Improve provision in Nursery Unit in terms of planning, assessment, resources and environment

School targets 2024/25

The following school targets have been set in line with the standards set out by ESAGS and Empowering Improvement. The targets set will hopefully work towards fulfilling the school's Mission and Vision as well as ensuring that pupils receive the highest quality in their learning. All decisions reached about target priorities are based on; the needs of the school and pupils, Voices feedback, data, the school curricular audits and SLT evaluations.

Provision
Teaching, Learning & Assessment: *Being child centred Providing high quality teaching and learning*
To help raise pupil standards and attainment the school will aim to:

- Improve standards and attainment as well as providing expected levels of safe-guarding for the pupils and staff. (In September 2015 the Department of Education Inspectorate (ETI) stated that Euston Street Primary School and Nursery Unit was a school in which, 'The quality of education and pastoral care provided are… good'.)
- Improve staff knowledge and competence in catering for pupil wellbeing through Helping Hands and BeingWellDoingWell
- Improve standards and attainment in pupil understanding of Shape & Space
- Improve effectiveness of teaching Shape and Space
- Improve knowledge and understanding in teaching Question Formulation Technique
- Improve staff knowledge and understanding of and teaching of memory strategies to pupils
- Improve parent engagement, information, access to information and understanding of new Home Learning grids and expectation
- Improve whole school attendance from 88% to 92%+
- Improve digital resources to support pupil learning (School Council Voice)
- Improve Digital Skills learning experiences for all pupils (School Council Voice)
- Improve use of Thinking Skills (Newcomer Pupil Voice)
- Utilise the school forest to help support pupil learning

Health, Wellbeing & Keeping Safe: *Being child centred Providing high quality, effective leadership*
- Implement 'Helping Hands' curriculum (Women's Aid) through PRSD in Years 1 – 7
- Implement a pupil Health and Wellbeing monthly Check-in with classes
- Implement Hubs in key Stages to include pupil Health & Wellbeing check-in
- Implement weekly pupil self-evaluation of wellbeing, attendance and learning in a Pupil Booklet
- Implement the new Julie Magowan Counselling Service to the school
- Improve communication of school Positive Behaviour and Citizenship policy with all agencies
- Improve whole school pupil attendance to help support raising pupil standards and attainment from 88% to 92% (+4%) (Staff and Board Voices)
- Improve the understanding of pupils on the use of their Counselling resilience training
- Implement 2 sessions for SLT and staff training in implementing the Being Well Doing Well initiative EANI
- Improve the Forest to help improve pupil wellbeing
- Improve the staff wellbeing Calendar to incorporate all staff including non-classroom based staff
- Implement a new electronic sign in to complement existing sign in safe measures
- Improve Newcomer pupil experiences of making friends (Newcomer Pupil Voice)

Leadership & Staff professional Learning: *Providing high quality, effective leadership Providing high quality teaching and learning*
- Complete successful Senior management Team training with Joan Henderson to improve provision and Self-Evaluation with the aim to raise pupil standards and attainment
- Principal to receive professional coaching for purposes of school improvement
- To Improve training for new Nursery Staff including Head of Nursery with the aim of improving provision

- Implement Key Stage HUBs as part of the school Self-Evaluation process to improve quality of T&L to in turn raise pupil standards and attainment
- Train staff in Safeguarding, SEND, Memory strategies, Digital Skills, Wellbeing
- Implement 2 sessions (for SLT and staff training) in implementing the Being Well Doing Well initiative EANI
- Improve the collaboration between East Belfast schools through support of T&L Cluster groups
- Leadership will support staff, pupils and parents to improve whole school attendance from 88% to 92%+

Curriculum, Planning, Digital Skills: *Providing high quality, effective leadership Providing high quality teaching and learning*

- Improve the medium term planning in The Arts to match other Curricular Areas.
- Develop Nursery planning to improve provision
- SMT to attend East Belfast Clusters to improve provision in ESPS
- Improve the Digital Skills/ICT Digital Skills planning to include secretarial skills, consistent use of technology to support pupil learning
- Develop a 'Digital Den' to expand pupil learning experiences and support highly able pupils
- Develop opportunity for pupils to expand on their classroom Digital learning experiences
- Develop the use of a Digital Leaders Team
- Improve whole school T&L in Shape and Space

Environment & Society: *Being child centred Being a school strongly connected to its local community*

- Improve the school mobile Forest to help improve pupil wellbeing through playtime and restorative time (forest bathing)
- Improve the parent group dedicated to managing the school Forest
- Improve playground facilities and equipment for pupils (Pupil Voice)

Community, Collaboration: *Being child centred Being a school strongly connected to its local community*

- The school will aim to ensure that it is Poverty Proofing to help support parents by avoiding unnecessary additional financial impact on pupils and their families
- Improve Parent Focus Group (and Newcomer parent Focus Group) to include more parents/carers and to meet more regularly through the year including with pupils and Board members with the aim of supporting parent involvement which in turn might improve pupil wellbeing, attendance, standards and attainment.
- Improve Parent curriculum sessions/workshops with the aim of improving parental input which in turn might improve pupil wellbeing, attendance, standards and attainment
- Improve the collaboration between East Belfast schools through support of T&L Cluster groups
- Improve the number of parents using Seesaw for communication to 100%
- Use technology to have a school newsletter than can be translated using the school website and or Seesaw

- Leadership will support parents to help improve whole school attendance from 88% to 92%+
- Improve the parent group dedicated to managing the school Forest

Equity/Equality and inclusion: *Being child centred* *Providing high quality, effective leadership* *Providing high quality teaching and learning* *Being a school strongly connected to its local community*

- Improve the Newcomer Parent Focus Group and Parent Focus Group to help support communication between school and parents
- Improve understanding and celebration of all pupil cultures in ESPS
- Develop information for Newcomer parent son the school Website and Seesaw
- Use technology to have a school newsletter than can be translated using the school website and or Seesaw

2a A summary of our school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT

Learning
- Pupil self and peer assessment;
- Strong meaningful pupil feedback;
- Pupils self-evaluate learning, wellbeing, attendance each week;
- Leadership opportunities for pupils in School Council, Digital Leaders, Buddies, Eco Committee, House Captains, ECO, Art Gallery Team, Pupil Voice, Language Champions;
- Writing and discussing learning intentions/success criteria with pupils at the start/end of topics/lessons;
- Baseline testing;
- Multiple Choice testing;
- Development of memory strategies to aid the effective recall of learning;
- Feedback from Self-Evaluation process;
- Pupils encouraged to partake in active questioning as part of active learning cycles and other lessons;
- The school seek the voices of all stakeholders;
- Pupils are given opportunity to engage a wide variety of active and strategic learning approaches;
- Pupils are encouraged to participate in 'active' learning activities in literacy and numeracy;
- Pupils given specific opportunities to use and develop thinking skills and personal capabilities during learning activities;
- Pupils engage in a Growth Mindset learning environment;
- SEN/ASD friendly classrooms
- Nurturing school;
- Trauma Informed care;
- School Counselling;

- Pupils have opportunity to problem solve in numeracy weekly (including mental mathematics);
- Pupils are tasked with working individually, in pairs and in groups for learning activities;
- Learning tasks and texts are differentiated;
- Challenge/extension activities are planned for and provided for all pupils in Literacy and Numeracy;
- Pupils are encouraged to take information, language and strategies from displays and the classroom environment;
- Pupils are encouraged to work independently to a high standard of presentation and accuracy (relative to abilities) in school and at home;
- Pupils are given opportunity to develop their Digital Skills using ICT to support and enhance their learning including but not only - internet, cameras, computers, iPads and core curriculum related Apps, VR headset (pending), 3D printer (pending), Beebots, Microbits, Spheros;
- Pupils are encouraged to take more responsibility for managing their skill development in Using ICT;
- Pupils are supported by a safe and stimulating learning environment;
- Pupils are rewarded for excellent efforts in learning in each classroom including but not only – class Dojos, attendance awards, class rewards, Tesco Award, Multiple intelligence Awards, SLT GM stickers, class stickers, RRS Awards;
- Pupils are taught the Growth Mindset ideas;
- RRS award for efforts in learning;
- Pupils are provided with lessons and workshops in (Take a) BEAT (Counselling), PDMU (RSE) and R.E. to assist in understanding and managing emotions, resilience, to impact on learning standards and attainment;
- Pupils participate in baseline testing in September, January and April as well as weekly MCT, an GL assessment in literacy and numeracy each May;
- Underachieving pupil set targets for improvement each term;
- Pupils set own learning targets Years 4 – 7 in Literacy and Numeracy books;
- Class targets are monitored through the SE process.

Teaching (as taken from annual staff Highly Effective Teaching training)

Teaching and Learning
- They foster a caring **nurturing ethos** in the classroom (welcome pupils by name and pupils self register)
- They **recap on previous** understanding in an active and positive way and build on it
- They use **active learning** techniques for engagement, reinforcement and developing flexible thinking
- They use opportunities to **connect learning** across all curricular areas (topics/CCS)
- Pupils are actively encouraged to contribute to LI, SC. WALT…
- They **question pupil responses** for deeper understanding and use wrong answers (AfL effective questioning)
- They have different **questioning strategies** – e.g. lollypop sticks, name spinners…

- They **encourage independence** at every opportunity
- They facilitate pupils' **development of thinking** <u>including using mistakes!</u> – TSPC/<mark>Metacognition</mark>/ <mark>Memory</mark> strategies
- They interact with the pupils and **motivate**/enthuse them during tasks
- They teach at the **right pace** and **adapt** if necessary
- They aren't afraid to remodel tasks during a lesson
- They differentiate <u>**when needed**</u> but always have <u>**high expectations**</u> of everyone
- They provide **extension/challenge** for higher and lower cognitive abilities, pupils are never idle
- Have high expectations of the pupils and themselves
- They ensure pupils understand learning – adapt if needed and always use a **variety of teaching strategies**
- **Learning opportunities are not missed!**

Classroom management
- They explain the 'Big Picture/Diary of the Day/visual timetables' and activities at the start of the day
- Their learning intentions (WALT/WILF) and <mark>success criteria</mark> are clear, visible and discussed throughout
- They use a balance of group, pair and individual tasks during each week of learning
- Their resources are relevant and creative
- Their displays are up to date and relevant, including recent pupil work
- They have an up to date literacy and numeracy working wall display and topic planning board
- They have well established activities for evaluations, recap and getting into groups that they (and pupils) can use effectively and quickly when required
- They ensure that work is completed on time and is always well presented
- They change seating arrangements regularly to motivate, support and foster relational development
- They manage lesson time effectively giving clear time bound tasks if necessary
- They have a tidy, learning friendly, organised classroom with specific challenge learning areas, and a <mark>calm area</mark>
- They facilitate access to ICT to support learning where appropriate – <mark>Digital Skills enhanced</mark>

Planning
- They get pupils to write L.I./ SC/ WALT in books when relevant
- They consider SEN/Newcomer and underachievement in planning
- They support pupils setting/evaluating personal and group learning targets in books
- They follow detailed, informative planning aimed at meeting pupil/curricular needs
- They **involve pupils in planning** – KWL, target setting, WALT/WILF/<mark>SC</mark>
- They use data and knowledge of pupils to set 'SMART' IEP/underachievement targets
- They evaluate their short-term planning
- Use reasonable provision lists for SEN and Newcomer pupils
- Use PRSD/EPD feedback to improve teaching

Pupil Health & Wellbeing
- They use wellbeing activities each week (<mark>Neuronimo</mark>/Big Book/<mark>Helping Hands</mark> etc.)
- They use a **nurturing welcome** each day and <mark>welcome pupils by name, pupils self register, PDMU, Wellbeing</mark>

- They speak to pupils individually each day (not just their own class) – say hello, praise, chat
- They **inspire** their pupils. They realise they may be the right or only role model!
- They **praise** their pupils when appropriate (use <mark>MI Awards</mark> etc., class rewards…)
- They feel responsible for the **welfare/safeguarding** of every pupil, knowing it makes a difference

Monitoring/Evaluating/Assessing
- They make sure they know where their learners are in their **progression**
- They contribute to M&E/HUB/PRSD/I.S./EPD and reflect upon any feedback given
- They always mark for improvement that pupils can read, understand and use WWW EBI <mark>(Feed Up and Feed Forward)</mark>
- They give **continual constructive feedback** including verbal feedback – **AfL**
- They encourage pupils to be involved in self-help/peer help and **self/peer evaluation** WWW/EBI/<mark>Pupil Booklets</mark>
- They focus on positive aspects of attainment
- They use self-evaluation/Focus Week/Internal Standardisation to inform future teaching & planning
- They review learning groups within class and for withdrawal as required

Professional Development
- They are **knowledgeable** about what they are teaching – including <mark>Digital Skills and memory strategies</mark>
- They accept a **reasonable level of responsibility** for pupil outcomes
- They **manage their own time effectively** throughout the day/week
- They ask for help when needed, complete training provided, read research provided
- They **observe best practice** when given the opportunity and share their good practice
- They **participate well in HUB/PRSD/Internal Standardisation/Peer Observation**
- They **actively seek to develop their own professional skills**

Teachers will make use of a wide range of teaching methods, to complement preferred learning styles. Teachers will balance whole class, group and individual activities, to engage children in effective learning. In order to develop the children's motivation, skills and capabilities across the whole curriculum there will be frequent opportunities for pupils to think and do for themselves. In Euston Street Primary we understand that high quality teaching is the key component used to actively engage our learners and 'unlock' their ability to learn and develop (John Hattie 2017).

The wide range of preferred learning strategies is necessarily supported by the adaptation and development of the teaching strategies employed in each classroom. Teaching needs to be sufficiently flexible to take account of the individual and the changing needs of the pupils. We understand and strategically deploy our skills in the understanding that children learn best when learning is interactive, practical and enjoyable. Learning and memory strategies are considered vital to pupil's improvements in attainment. Staff teach pupils specific strategic ways to memorise, recall, apply, problem solve and evaluate their learning.

Assessment
Assessment is a key component to ensuring that pupils reach their full potential in school. Assessment is also important to ensuring that pupils with SEN are adequately supported.

Teachers are trained in data analysis and given opportunity to reflect on evidence to identify targets in order to strategically plan for pupil needs and support improvements in their teaching skills. The data also highlights trends and targets in each class and year groups which are used to inform whole school strategic improvement planning. The internal baseline data will also help inform the strategic planning of the school and most effective resource allocation.

As such, in Euston Street Primary School, staff use a wide variety of assessment data including formative, summative, diagnostic and verbal, to inform and improve teaching and learning in the classrooms including:

- PRSD is used to identify teaching strengths and areas for development in line with school development priorities;
- Pupil Improvement Plans (PIPs) are used to support academic underperformance;
- Individual Education Plans (IEPs) to support academic low and under performance;
- GL assessment class progress data in English and Maths are used to target individual, class, Year Group and whole school pupil improvement;
- Staff Hubs are used to ensure that pupil learning is progressing as expected;
- Teacher consultations with SMT, learning support classroom assistants and Parents;
- SEN consultations between SENCO, teachers and learning support classroom assistants;
- Biannual parent meetings with staff;
- An Impact Portfolio supports SLT, SMT and BOG decision making;
- Formative marking for improvement used to help pupils improve;
- Planning evaluations to inform future teaching and learning;
- Focus week used to support targeting of PIP and IEP pupils;
- Teaching Intern working with U.A and Booster pupils and providing feedback;
- Weekly feedback between learning support staff and class teachers;
- Classroom assistant training to support pupil learning;
- COMET literacy program in Nursery and Foundation Stage to support learning;
- Weekly feedback from SEN support staff/planning feedback/M&E on monthly basis;
- Baseline testing in September;
- Tracking assessments in January and April;
- GL assessments Years 1 – year 7 (Digital package);
- CAT tests years 4 – 7;
- Cross curricular skills tracked for each pupil every year (pending 2025/26);
- Bench marking target setting whole school/key stage/year group/individual pupils.
- Development of Baseline testing;
- Development of Multiple Choice testing;

2b A summary of the school's strategies for providing for the special, additional or other individual educational needs of pupils.

Euston Street Primary School aims to ensure that it provides for the learning needs of all pupils including those with SEN. Our provision is in line with the DE Code of practice (1998 & 2005 and new SEND policy and procedures. We also take due cognizance of the DE Inclusion Policy on SEN (2009).

Pupils who identify as having a special education need through the services of GP, Child Pediatrician, SS, HSS, parental information, Educational Psychologist and or our internal pastoral information and performance data are given a Pupil Learning Plan (PLP – as was Individual Education Plan IEP) as deemed necessary (this includes medical educational needs). These education plans are written in conjunction with the parents, pupils, teachers, classroom assistants, SENCO and any relevant outside agencies. The PLPs are reviewed each term by the class teacher, SENCO, learning support teachers and classroom assistants in school and annually in the Nursery Unit. The targets set are SMART and if reached are supported by professional judgement and evidential performance indicators from classroom activity and or testing.

Close communication is kept between class teachers, learning support teachers and assistants, SENCO and parents as to progress on a termly basis.

The SENCO will also liaise closely with EA support including Special Education, CIDS, Harberton Support, Clarawood Support and Educational Psychology to prioritise pupils and secure required support in school for the pupils concerned.

End of year performance assessment data is also used to measure any change in improvement.

Low achieving pupils are given support as required in literacy and numeracy within the classroom and by a learning support teacher.

All efforts are made to ensure inclusion of pupils who have a SEN and to ensure that they are never unnecessarily or inadvertently disadvantage in school in terms of learning and having access to a broad and balanced curriculum and full experience of after school life.

In school we also cater for the needs of those pupils for whom performance data would indicate an underperformance. These pupils have a Pupil Improvement Plan (PIP). The staff and pupils both contribute to writing these plans. The targets set are SMART and reflect the learning areas highlighted by professional judgement and performance data in GL and baseline testing that require improvement. The PIPs are monitored termly by the teachers and Vice-Principal (Assessment coordinator).

Pupils who perform in the above average stanines 8 & 9 (dependent on a variety of other factors) in literacy and numeracy in their GL Standardised tests are also identified as having an additional need, one that requires support in order to best sustain their high level of learning ability and potential. These pupils receive specific extension and challenge learning support.

All support teaching and learning is carried out in line with the relevant year group schemes of work.

Pupils with SEN are given a voice each year to help leadership support them as best possible in the future.

A summary of the school's strategies for providing the special, additional needs of pupils:

- PLP (IEP) register kept up to date;

- Regular consultation between SENCO and Educational Psychologist;
- Regular liaison between SENCO and EA Special Education;
- Regular liaison between staff and SENCO
- Literacy and numeracy support for SEN pupils;
- Pupil voice M&E for all year groups in literacy, numeracy, Using ICT and SEN;
- Pupil contribution to planning/target setting in IEP documents;
- Parental permission information/meetings;
- Staff consultation meetings with SENCO;
- Regular weekly feedback between staff;
- Strategic intervention/planning;
- 'Focus week' each month to support teachers and pupils in aiming to achieve IEP and PIP targets;
- SENCO and teacher PLP reviews each term;
- SENCO annual consultation with Educational Psychologist;
- Differentiation in classroom planning for T&L;
- Reporting to parents 4 times yearly about pupil progress in SEN;
- Formative marking for improvement.
- ASD/SEN friendly classrooms (calm corner, SEN support materials);
- Reasonable adjustments in each classrooms;
- Intervention support agencies are used including barnyards, Harberton, Clarawood as well as various EA departments.
- New school strategies for inspiring, rewarding pupils;
- New SENDO order (2019)

2c A summary of the school's strategies for promoting the health and well-being, child protection, good behaviour and discipline of pupils.

'During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education (DE). The ETI team met with a small group of year 6 children; they reported that they feel happy and safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being.' (ETI Sustaining Improvement Inspection ESPS 2018)
This evaluation was an echo of the ETI report in Nov 2013 saying, "The quality of the arrangements for pastoral care in the school is outstanding. This is evident in the inclusive, child-centered ethos and the high quality of working relationships amongst all members of the school community. The school council provides the children with an opportunity to contribute to the decision-making processes within the school."
Building on all previous good practice the health, wellbeing, safeguarding (including Child Protection) and discipline, all have a priority in the SDP for the leadership in ESPS. In our school we are exceptionally proud of the behaviour of our children. Incidents of poor behaviour are rare, far from the norm and restricted to a small number of children. We believe our children are our greatest asset.

Health & Wellbeing
Euston Street Primary School & Nursery Unit is an inclusive, friendly, nurturing learning environment. We undertake our primary responsibility for the welfare, care and safety of pupils very seriously. We always aim to provide a caring, supportive and safe environment

valuing all individuals for their unique talents and abilities. Everyone who works in our school including teachers, nonteaching staff, volunteers and visitors have responsibility for the welfare and safeguarding of pupils.

We provide a rich learning experience for all pupils. We teach a whole school comprehensive PDMU programme in school to include information on Relationships and Sexuality Education. We have outside agencies teaching pupils about morality, RSE and e:Safety through workshops, teaching sessions and assembly.

Pupils have access to a school counsellor. Families have access to the school counsellor.

Pupils and families are encouraged to eat healthily for snack and lunch. The school operates a 5 Star canteen service with a very healthy balanced nutritional menu, following DE guidelines, each week.

Pupils participate in PE lessons each week including the daily Mile 3 times weekly. The playground is zoned at lunchtimes with athletic activities and games.

Pupils are also encouraged to participate in after school activities and school teams as well as join leadership programs.

There are a wide selection of wider and after school opportunities and clubs.

Pupils have opportunity to be a leader in a number of school programs.

Child Protection/Safeguarding

All staff are trained in Safeguarding, Staff Conduct, and Pastoral Care annually by the DT Mrs McKeown and the school Principal. Staff are also trained as required upon induction to the school. There is an active Safeguarding Team (See Policy) who meet each month or as required to ensure that pupils are safe and cared for. All peripatetic staff and volunteers are vetted by Access NI, complete our internal volunteer forms, receive information and training in Safeguarding procedures in school. We have comprehensive school policies that are reviewed as planned or as required by staff, parents and the Board of Governors. The Board of Governors are kept informed of on-going CP/Safeguarding issues as a regular agenda item at each meeting and as required.

Pupils are regularly advised on what to do in school if they have any concerns. This pupil training takes place each September and January in classrooms and at termly assemblies. Parents are also given information about our Safeguarding each year and given opportunity to comment. We have trained First Aiders to attend to sick or injured pupils and we have staff trained to use the school AED.

The school holds regular pupil training in Anti-Bullying and has robust procedures and policies regarding such.

Positive Behaviour and Discipline (Citizenship)

We aim to have a strong respectful community with a strong preventative curriculum but we also aim to maintain and improve appropriate behaviours using the following:

- Clear policy and procedures provided to all of the school community;
- Clear procedures communicated to all pupils and staff about inappropriate behaviour;
- Star pupil for each class;
- Celebration of participation and achievement via the school website;
- Certificates for positive achievements;
- Learning badges for pupil leadership membership (Digital Leadership, Pupil Voice, Art Gallery Team, ECO, School Council, Language Champions…)
- Attendance certificates and awards;
- Clear picture of the day and learning intentions for lessons;
- ASDD/SEN friendly classroom with reasonable adjustments regulations;
- After school activities; including outside agencies;
- School buddy system;

- Reading partnerships; (pending 2024/25)
- School House system;
- Stimulating playground with equipment;

Pupil Attendance

The school aim each year to have 95% whole school attendance. There are many factors that impinge upon this target ach year including but not only:

- Newcomer differences
- Financial capacity
- Historical issues
- Support from services
- Poverty

Whole School attendance figures:

2017/18	overall attendance	90.1%
2018/19	overall attendance	91%
2019/20	overall attendance	Covid impacted
2020/21	overall attendance	Covid impacted
2021/22	overall attendance	Covid impacted
2022/23	overall attendance	86%
2023/24	overall attendance	88%

Please refer to the attendance policy for strategies employed to support the improvement of whole school attendance.

2d A summary of the school's strategies for providing for the professional development of staff.

Summary

In the current unstable and changing world of education and the associated climate of ever increasing accountability and expectation placed on our teachers, more than ever before they require a caring supportive environment that caters for their wellbeing. They also need a strategic leadership that aims to build their capacity to improve the quality of teaching and standards and attainment in pupil learning. The school programme of staff development is central to what we aim to achieve in terms of our standards and attainment in teaching and learning. The overall aim is to improve the knowledge, expertise and confidence of staff in order to impact positively on learning outcomes. It will serve to ensure the continued high quality of teaching and learning. Every year the school Senior Leadership Team will evaluate the school action plans for the outgoing year and prioritise the training requirements for staff based on the successes and pupil needs. The resulting new action plans identify the training needs of staff in order to successfully deliver the new year school development programme. The training will be strategically planned for in line with the financial requirements and available financial resources.

The PRSD scheme will also identify the needs for staff in terms of training and development. The overall aim of staff development being the raising of standards and further improving the learning experiences of the pupils. The school Teacher Tutor will again, support and organsie training required for those staff who are in the Induction or EPD program.

A summary of the strategies for providing continued staff development:

- The planned use of outside agencies for training and support purposes including Joan Henderson Education Mentor, East Belfast School Cluster Groups, CCEA, EA support services, Julie Magowan Counselling;
- EBS school cluster groups for literacy, numeracy, ICT, WAU, Assessment and SEN;
- Planned calendar of curriculum development given each September;
- Clear actions given by SMT coordinators;
- PRSD observations to highlight strengths and areas for development;
- Induction/EPD teacher tutor support, meetings, observations
- Regular weekly meetings for year groups, Key Stages and curricular development dissemination and leadership;
- Clear roles and responsibilities for staff and leadership;
- Classroom assistant consultations each September to ascertain training needs, strengths and areas for development;
- Training programme for teaching assistants;
- Strategic use of Development Days in line with SDP;
- Training supervisory assistants;
- Monthly staff well-being programme;
- Development of SLT
- Staff voice

2e A summary of the school's strategies for managing the attendance and promoting the wellbeing of staff.

Staff well-being is vital for the continuity and success of learning in each classroom. The most important resource in school is our staff and the Board of Governors and SLT aim to empower, support and provide all resource requirements to sustain high quality teaching. The SLT discuss resourcing, staff attendance and staff well-being at their conference in June each year. The Board are updated on staff attendance as a regular item in the Principal's report at each meeting. During consultations each September, staff are encouraged to make requests or voice concerns that are duly addressed in an attempt to alleviate any resulting stress or anxiety. There is a planned activity each month to encourage attendance and promote well-being among staff including the use of outside agencies when available.

The school staff is given clear weekly commination via email and staffroom noticeboards. Staff have access to all the school policies and planners. They receive a calendar of the year with events and curricular development times included. They are given a calendar of all meetings for the year in advance.

The staff are regularly advised to contact INSPIRE Workplaces as required for support and guidance with regards to wellbeing.

The school staff is encouraged to avail of an open door to the school Vice-Principal and Principal to discuss issues and concerns.

Staff are also given annual individual Time Budgets.

A summary of the strategies used to manage attendance and support the attendance and well-being of staff:

- Wellbeing Staff calendar 2024/25
- Availability of Carecall & EA well-being support bodies;
- Annual inter school, programme of staff welfare training (as available);
- Time for year group planning each week;
- Administration burden reduced where possible including making use of ICT when appropriate including observations and M&E;
- Requests for year group changes and contractual changes granted where appropriate;
- Staff events including Christmas dinner in school canteen, coffee events, Friday treats;
- Year calendar of school training and events;
- Curriculum leaders given additional time for curriculum development planning and M&E;
- Opportunities given for peer observation;
- Clear PRSD/Induction/EPD scheme in operation;
- Teacher absences recorded and reported the Board of Governors;
- Regular meetings each half term for staff, key stages and year groups.
- Staff voice
- Staff events
- Staff wellbeing conferences (as available)
- Wednesday meetings and development time
- Self-evaluation
- BOG partnerships
- Staff consultations
- Teacher Hubs

2f A summary of the school's strategies for promoting links with parents of pupils at the school and the local community, including other schools, the business community and voluntary and statutory bodies.

Euston Street Primary School has strong links with its parents and its surrounding community. There are a wide range of activities that aim to support, inform and involve parents in the life of the school including but not only:

- Parent Staff Association
- Parent Drop -in every Wednesday
- Parent Curricular and workshop sessions
- Wide array of events for parents
- Parent Liaison Officer weekly calls for attendance and Pastoral Care
- Website
- Seesaw information sharing

- Email service
- All safeguarding Policies and information leaflets sent each September
- Parent Focus Group
- Newcomer Parent Focus Group
- Curricular afternoons
- Parent training workshops
- Biannual parent meetings

The school also have regular cluster groups with other schools in East Belfast and will visit other schools across NI for the opportunity for sharing good practice.

Local businesses play a part in the life of the school as donors and partners who will contribute services and funding to help support the school. We also avail of support from several partners in the community including Health Services, universities, churches and sport's clubs.

2g A summary of the school's strategies for promoting the effective use of ICT (Digital Skills), including its use to support teaching and learning, continuing professional development and school leadership and management.

ICT/Digital Skills is integral to learning and teaching in Euston Street Primary School. We aim to implement the statutorily elements for the curriculum to daily classroom activity as well as enhancing the learning experiences of pupils by providing staff with training in relevant areas of Using ICT/Digital Skills and managing the school financial resources effectively to afford the suitable ICT resources.

Pupils engage in all statutory elements of ICT across all Key Stages. The school has a suite of desktop computers and a trolley of laptop computers that are timetabled for each class. Each classroom has 6 iPads to help pupils enhance their learning and develop specific skills. The school have a Digital Leaders Team who take active responsibility for digital skills support across the school. The PV Team and School Council conduct pupil voice groups to include SDP and Digital Skills questions. M&E of pupil learning evaluates the use of ICT/Digital Skills each Term. We include the following areas as part of our Using ICT provision and improvement planning:

- Use of Pages and iPads for curriculum monitoring and evaluation;
- Use of iPads for PRSD scheme observation and feedback;
- Pupil Digital Leaders Team;
- Staff training in iPads Apps, Digital Technology, ICT planning and teaching
- Teaching skills incorporated into planning;
- Use of UICT CCEA tasks;
- ICT included in weekly planning;
- Interactive boards used in each classroom;
- Parentmail and Seesaw used to communicate with parents;
- Website development, Facebook and Instagram for information and communication with parents and local and global community.
- Digital award (pending 2024/25)

- Additional Applications used to support learning and teaching including but not only
  - Education City, Twinkle, Neuronimo, Seesaw, GL Assessment

3a An assessment of the school's current financial position and the use made of its financial and other resources.

The current financial position for Education is extremely challenging (Category 4). It is imperative that Euston Street remain financially able to employ additional assistants in order to best   support staff and pupils. The high level of social deprivation in East Belfast and associated social and emotional difficulties that the pupils face can impact on their learning ability and behaviours. In Euston Street Primary School, we have several sources of revenue to support the budget allocation.

School fund/School account. Euston Street Primary School requests an annual voluntary contribution of £10 per family. We request this in the second term of school. This contribution is used to purchase resources to support classroom learning and teaching in line with school development priorities. Parents are notified as to what the money will be spent on.

Hire of Premises. We receive small annual contributions from a number of outside agencies. The school photographer, Ulster Railway Club, Zumba Fitness, Galactico Soccer and Galaxy Coaching all provide donations to school fund or LMS budget. This is again used to cover the cost of the building supervisor opening and closing the building, running costs including heat and light and on occasion to purchase resources used to support the school development priorities.

Donors. The school receives a small, varying amount of funding from private donors each year. For example, Neil McKibben Holdings (SEAG support), local church gifts and private gifts (that support the ESPS Scholarship)

Parent Staff Association (PSA). The revenue raised by the newly formed PSA at school events throughout each academic year is an important contribution to the school.

Extended Schools. Euston Street avails of a small amount of additional funding through Extended Schools funding that helps to support school improvement. This fund is generally used for areas such as; Breakfast Club staffing, Junior Club staffing, Classroom assistance, School Forest and wellbeing, and school counselling. The extended schools programme partners with Cregagh Primary School.

The Board of Governors of ESPS agree to the school spending needs for the year and are informed of how the additional funding is allocated in terms of training or resource allocation.

Each teacher and each subject coordinator is given a small annual budget to resource classrooms or purchase resources that have been agreed in their action plan to fulfil their priorities for the year ahead.

Books and photocopying paper are centrally resourced to ensure prudent spending and use.

(See 3 year Financial budget allocation management planning below)

Financial Limitations and Impact on SDP aims and targets

The school's financial budget for the 3 years 2024 – 2027 is attached in appendix 1.

The current financial capacity of the school is in a deficit for the year 2024/25. With such, there is a burden of limitation placed upon the school leadership to fully realise

the developments identified by leadership and outlined in this plan that are necessarily required to help ensure that the proposed outcomes are successful. Without additional funding for the year ahead, the proposed developments may need to be revised accordingly.

SCHOOL FINANCIAL PLAN 2024 - 2027

POST FINAL BUDGET - THREE YEAR FINANCIAL PLAN

School: Euston Street Primary   Cost Centre: 20509

EA Locality: East

Please complete cells in yellow only

		Oct 2023	Year 1 (2024-2025) Oct 2024		Year 2 (2025-2026) Oct 2025		Year 3 (2026-2027) Oct 2026	
A	**Pupils and Teachers**							
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	363	369		375		384	
2	Planned Teaching Complement (after amendment to Variables as below)	19.00	18.40		18.40		18.40	
3	Planned Pupil/Teacher Ratio (September)	19.11	20.05		20.38		20.87	
B	**Changes in Teaching Staff**		Year 1 Change in Staff		Year 2 Change in Staff		Year 3 Change in Staff	
4	Increase in Teachers							
5	Decrease in Teachers (enter as positive Grade must be included to calculate savings)							
C	**Planned Expenditure**		Year 1 (2024-2025) £	%	Year 2 (2025-2026) £	%	Year 3 (2026-2027) £	%
6	Staff Costs - Teaching		1,255,765	76.5%	1,253,823	76.5%	1,253,823	76.4%
7	Staff Costs - Non Teaching		294,205	17.9%	292,345	17.8%	292,345	17.8%
8	Staff Costs - Other		296	0.0%	296	0.0%	296	0.0%
9	Premises, Fixed Plant and Grounds		50,754	3.1%	51,261	3.1%	51,774	3.2%
10	Operating Costs		46,512	2.8%	46,977	2.9%	47,447	2.9%
11	Non Capital Purchases		3,242	0.2%	3,275	0.2%	3,308	0.2%
12	Capital Expenditure			0.0%		0.0%		0.0%
13	Less Income (enter as negative figure)		-8,863	-	-8,863	-	-8,863	-
14	Total Planned Expenditure		1,641,911		1,639,114		1,640,129	
	Estimated Savings (enter as a negative figure)							
15	Reduction in Teaching Staff (as per Variables)							
16	Please specify							
17	Please specify							
	Estimated Additional Expenditure (enter as a positive figure)							
18	Increase in Teaching Staff (as per Variables)							
19	Please specify							
20	Please specify							
21	Total Planned Expenditure after Savings and Additional Expenditure		1,641,911		1,639,114		1,640,129	
D	**Budget**							
22	Common Formula Funding (CFF)		1,615,114		1,633,900		1,652,686	
23	SEND Implementation est based on 23/24		16,664		16,664		16,664	
24	Other Funding (please specify):							
25	Split Site Schools ONLY							
26	Total Budget		1,631,778		1,650,564		1,669,350	
E	**In Year Movement**							
27	In Year Underspend / (Overspend)		-10,133		11,450		29,221	
F	**Cumulative Position**							
28	Carry-over from previous year		42,522		32,389		43,840	
29	In Year Underspend / -Overspend of delegated resources		-10,133		11,450		29,221	
30	Closing Cumulative Surplus/-Deficit @ 31 March		32,389		43,840		73,061	
31	% Carry Over		1.9%		2.6%		4.3%	
G	**CATEGORY**		Category 4					

5. An assessment of the challenges and opportunities facing the school in 2024 - 2027.

Each year every school is faced with challenges and opportunities and Euston Street Primary is no exception. For the current academic year a summary of the opportunities and challenges facing the school are below:

Opportunities
ESPS has the opportunity every day to help pupils to develop a life-long belief that they should embrace and enjoy learning. We have the opportunity to help our pupils reach for the highest choice of which they are capable and that which they desire. We aim to employ all strategies, plans and resources to help identify and implement all that will help these aforementioned to materialize.

Challenges
The greatest challenges presented to ESPS in 2024/25 are:
- Low pupil attendance and its impact on standards, attainment, wellbeing, experiences and opportunities
- Low levels of parental engagement in Home Learning and the subsequent impact on standards, attainment, experiences and opportunity
- Finance limitations and the impact on provision for pupils and their families.

6 The arrangements made by the Board of Governors to consult and take account of the views of the pupils, parents, staff and other persons or bodies in the preparation of the plan.

The views of all stakeholders in ESPS are important to ensuring that the needs of the pupils are being met in terms of learning and wellbeing. To achieve this several different groups are spoken to throughout the school year in Terms 1 – 3 to assist leadership in its decision making. These include:
- Staff voice
- BOG Voice
- BOG partnerships
- Parent Voice
- Parent Focus Group emails and meetings
- Newcomer parent Voice
- Newcomer Parent Focus Group emails and meetings
- Pupil Voice
- Newcomer Pupil Voice
- School Council Voice
- SEN pupil Voice
- External Stakeholders Voice
- Board meeting with Parents and pupils
- Parent Drop in informal discussions
- PSA informal discussions

- BeingWellDoingWell questionnaires (2024/25)

As a whole school there is widespread contribution to the plan and a collective ownership of the plan and its outcomes. Please see above in relation to other contributions to he School Development Plan.

7a Identification of the areas for development which shall be informed by the school's self-evaluation including the school's key priorities for the period of the plan, based on the Department's priorities for education.

Please see above. The agreed School Improvement Plans for Euston Street Primary School & Nursery Unit for the year 2024/25 are attached. These plans aim to improve the learning experiences, teaching skills and learning outcomes in Euston Street Primary School & Nursery Unit.

7b Planned outcomes in learning and teaching and raising standards in attainment, which, in the case of schools other than nursery, must include targets for raising standards of attainment in communication; using mathematics and using ICT.
Please see above and attached School Improvement Plans for targets and planned outcomes

7c Actions to be taken to achieve the outcomes and final dates for completion.

The actions to be taken to achieve the proposed targets for the year 2024/25 are detailed in the attached School Improvement Plans and Schedule.

7d The financial and other resources available to the school to be used in support of the actions to achieve the planned outcomes.

The financial resources available and the resources required to achieve the proposed targets for 2024/25 are detailed in the financial position (see section 3a) and in the learning area School Improvement Plans (see section 7a).

7e The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.

In Euston Street Primary School & Nursery Unit, the arrangements made by the Board of Governors in consultation with the school Principal to evaluate and monitor progress against the proposed development plan are as follows:
- Self-evaluation process involvement with pupils and parents (see school calendar)
- Voices (including Board Voice)
- SMT Termly consultation via email linked to the School Improvement Plans – see Partnerships below)
- SLT evaluation
- Board meetings to include SDP and progress as a standing item

ESPS Leadership Partnerships 2024/25

Area	Actions	staff
Literacy	Grammar, Spelliing & Reading consolidation Memory Strategies	Kerry/ SLT D Cupples (BOG)
Numeracy	Shape & Space Memory Strategies Numeracy consolidation S&S	Laura/ SLT S Mathiesen (BOG)
Teaching and Learning	Memory Strategies Home Learning dev Question Formulation Technique (QFT)	SLT D Sloan (BOG)
Pastoral Care/ Health & Wellbeing	New Counselling Service beingwelldoingwell EANI) Neuronimo dev Helping Hands imple	SLT M Young (BOG)
Leadership/Management	Leadership development Principal leadership coaching	Principal/ SLT M Young (BOG) S Mathiesen (BOG)
Assessment SE	Feedback development HUBs development	Laura/ SLT S Mathiesen (BOG)
SEND	SEND Training & Development	Rhiannon/Johnny J Shivers (BOG)
Inclusion & Diversity	School of Sanctuary refresh Poverty proofing imple PFG development	Nadine/ Jud/ SLT R Jennings (BOG)
Parental/community Engagement	Home learning Curriculum website dev Parent Focus Groups dev Instagram info imple	Karen/ Johnny/ SLT D Sloan (BOG)
Safeguarding	New SG Team training Helping Hands New counselling training Managing Attendance dev	Rhiannon/ Tanya/ Laura/ Johnny John Shivers (BOG) Mark Young BOG
ICT	Digital Skills dev Planning and management	Geoff/ Emma/ SLT R Jennings (BOG)
WAU/The Arts	Planning Development	Philippa/ SLT WAU – TBC
Nursery	Planning & Provision Development Leadership dev Observations dev Garden Environment dev	Tanya SLT H Myles (BOG)
PBL	Consolidation Forest School	Sharon SLT H Myles (BOG)
RE/PE	Planning Development	Philippa/ Tanya TBC (BOG)

Appendix 2: School Development Schedule 2024 25

Euston Street P.S. & Nursery Unit
Amended 1 Year School Development Plan
2024 – 2025 schedule

Term 1 September – December	
28.8.24	Digital Skills
4.9.24	Digital Skills
11.9.24	Digital Skills/ HUB
18.9.24	Preparation for Parent Afternoon JH Principal leadership training
25.9.24	Digital Skills
2.10.24	Digital Skills/Leadership/ BWDW SLT
9.10.24	Digital Skills/ HUB
16.10.24	IEPs PIPs
23.10.24	Parent meetings
6.11.24	Digital Skills consolidation
13.11.24	Numeracy S&S/ HUB
20.11.24	Numeracy S&S
27.11.24	Preparation for Open Evening
4.12.24	Numeracy S&S/ JH training
10.12.24	(Tuesday) Home Learning/ HUB
18.12.24	Term finishes
20.12.25	SDD – Digital Skills, Numeracy S&S
Term 2	
8.1.25	Leadership JH training/ Home Learning
15.1.25	HUB
22.1.25	BeingWellDoingWell/ Home Learning
29.1.25	Numeracy S&S consolidation
5.2.25	IEPs PIPs
12.2.25	Parent Meetings

17.2.25	**SDD**- Joan Henderson SMT/ BeingWell-DoingWell / **HUB**
19.2.25	**Memory Strategies**
26.2.25	**Memory Strategies**
5.3.25	**Memory Strategies consolidation**
12.3.25	**BeingWellDoingWell/ HUB**
17.3.25	**SDD** – Joan Henderson Nursery/ TBC
19.3.25	**Leadership consolidation**
26.3.25	**QFT**
2.4.25	**Home Learning consolidation**
9.4.25	**HUB**
11.4.25	**SDD** – JH SMT/QFT/ TBC
	Term 3
30.4.25	**The Arts Planning**
7.5.25	**The Arts Planning**
14.5.25	**HUB**
21.5.25	**BeingWellDoingWell consolidation**
28.5.25	**SE consolidation/ Nursery Consolidation**
4.6.25	**Assessment**
11.6.25	**Assessment**
18.6.25	**Assessment**
25.6.25	**Year 7 leavers**
30.6.25	**SDD** – Assessment and data analysis

HUBS – Evaluations conducted during staff meetings
Helping Hands – Training in Baker Days, implemented throughout year as part of PDMU
Poverty Proofing – Agree with Board in October 2024, shared with staff and parents October 2024
Nursery – ongoing training and development throughout the year as well as above
Principal leadership – ongoing throughout the year as well as above
SLT/SMT training – part of the School development Days
SEND training – ongoing throughout the year and as required
Ref: See Baker days training schedule