**SECTION 1A**

**EVALUATION OF ACTION PLAN 2021-2022**

**LEADERSHIP & MANAGEMENT**

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|  | **Completed** | **Ongoing Development - Work to be done** | **New Area** | **Evidence** |
| **S.L.T. Roles and Responsibilities** | Evaluation of Action Plan 2021-22.  Staff Development Programme implemented.  Replenished Reading Scheme and Accelerated Reading, £20,000.  Co-Ordinators were allocated funding to replenish resources in subject area. | Plan for and devise SDP 2022-25.  Draw up Action Plan for priority areas 2022-23. | Induction of newly appointed teachers and assistants.  PRSD re-instated. | SDP working documents.  SLT Agenda and Minutes.  Action Plans.  Resources integrated into planning/ preparation for learning. |
| **Budget Allocation/**  **Additional Funding/**  **Extended Schools/**  **Nurture Funding** | LMS 3-Year Financial Plan 2021-24, including  Extended Schools and  Nurture funding implemented/utilised.  Sensory resources purchased for Mental Health/Well-Being.  Resources provided to support LAC children. | LMS 3-Year Financial Plan reviewed and plan for 2022-2025.  Planned use of Sensory resources to support individuals/classes and staff. | Training and development for staff and increased resources for outdoor learning from Nursery to Year 7. | Sensory Room  Sensory Path  Resources in place in classes and playground. |
| **Play Based Learning** | Initial training completed for play based learning by Claire Devlin in Foundation Stage | Provision of training on play based outdoor learning for all 3 Key Stages.  Action Plan for play based learning for Nursery and FS.  Outdoor learning for 3 key stages. | External Qualification for play based learning for 3 members of staff | £4,500 for certified training  £1,000 fee for Claire Devlin  Total £5,500 |

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|  | **Completed** | **Ongoing Development - Work to be done** | **New Area** | **Evidence** |
| **Numeracy** |  | Numeracy continued taking account of practical approaches of both Numicon and scheme using numeracy | Liz Hennings to provide training for Numicon and Inspire. | £1,000 fee a day plus travel expenses  Total £1,300 |
| **Monitoring and Evaluation of LTA** | Initial Analysis of GL Data | Reinstating co-ordinator procedures/practices on tracking pupils in partnership with the class teacher each term | 1 Day Release per term for co-ordinators to monitor and track pupils | Tracking grids  Monitoring File |
| **Community Links** | SCRA provided a range of programmes for KS2 children.  Gaelic/Soccer coaches – Steelstown and Foyle – weekly. |  | Year 7 Mental Health programme provided by Play House.  Young Entrepreneur of the Year programme extended. | Weekly timetabled events and evidence from pupils. |

**LEARNING AND TEACHING**

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|  | **Completed** | **Ongoing Development - Work to be done** | **New Area** | **Evidence** |
| **Learning, teaching and assessment** | LTA Policy renewed and updated | Whole staff review of LTA Policy to identify existing good practice in planning cycle and identify areas to be deployed |  |  |
| **Play Based and Outdoor Learning** | Refurbished updated outdoor learning spaces for FS & KS1  Initial Training session for Nursery/Foundation Stage/KS1/KS2 | Play based/outdoor learning to take place daily  FS – Daily  KS1 – Weekly  KS2 – Monthly | Create an outdoor learning space for KS2  Ongoing training for KS1 and KS2 to deliver outdoor learning | Photographic evidence  Lesson plans |
| **Online Learning** | All teachers upskilled in use of Seesaw to deliver online learning for those self-isolating | Further development of online skills to upload teaching videos and lessons. | Extend phonics videos for parents in Year 2.  Set a weekly Mathletics task for home learning | Seesaw videos |
| **Special Educational**  **Needs** | The Recovery Curriculum was incorporated into SEN Programme which targeted Literacy and Numeracy and was facilitated by 2 x Engage teachers. This programme was impacted on significantly by staff absence in Spring Term 2022. | Pupils’ learning needs will be identified by the Class Teacher weekly and shared with the Support Teacher | Support groups will focus on practical hands-on activities based on their targets | Photographic evidence  PLPs  Support Staff planners |
|  | 3-stage model and PLPs implemented across the school. | Special educational needs support programmes will deliver improvement for targeted pupils based on assessment. | Upskill teachers.  Retraining of teaching staff in the creation of effective PLPs using SMART targets. | SEN/PLP file |
| **Intervention Boxes** | All Support Staff retrained in the use of Literacy/Numeracy 5-minute intervention boxes.  Use was limited owing to lockdowns during 2020/21.  14 x Support Staff implemented the intervention programme from Year 1 – Year 5 in 2021/22. | Intervention boxes to be implemented more consistently in KS2 |  | Intervention progress tracking sheet.  Photographic evidence.  Individual teacher record sheet. |

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| **CURRICULUM** | **Completed** | **Ongoing Development - Work to be done** | **New Area** | **Evidence** |
| **Language and Literacy** | Hearsay Programme implemented in FS and Support Staff trained. | Extend talking and listening into Year 3 using “Look, Listen & Learn”. | Developing reading:  FS – phonics, key words  KS1 – phonics, key words and guided reading  KS2 – guided reading and comprehension including higher order skills  Training renewed on guided reading. | Staff Day programme  Planners  Teacher evaluations  Pupil Books  Displays |
| **Numeracy** | Teacher linked School Policy and Year Schemes to Inspire Maths.  Workshop on Mental Maths for all teachers. | Revisit and extend the use of Numicon/Bar Model across the 3 key stages. | Delivery of practical maths approaches using numicon in all year groups and SEN groups. | Teachers’ planners  Pupils’ books  Feedback from teachers and SENCO. |
| **UICT Curriculum** | Staff training on Spiral Curriculum implemented in teachers’ planners. | iMovie and sound editing | Introduce Minecraft | Planners/evaluations  Displays  Staff programme |
| **World Around Us** | Planners revised using thematic 6-week approach for Autumn term | Teachers to revise Spring and Summer planners to complete cycle | Link WAU topics to outdoor learning | 6-week Thematic Planners  Photographic evidence  School Website  Facebook |

**ASSESSMENT/RAISING AND MAINTAINING STANDARDS**

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|  | **Completed** | **Ongoing Development - Work to be done** | **New Area** | **Evidence** |
| **Assessments** | All Year Groups completed baseline assessments in Literacy and Numeracy and carry out half term assessments. | Interrogation of this data and GL tests to identify gaps in classes, year groups and key stages | Copies of class scores and one blank test to be sent to core co-ordinators’ for each subject  Copies to Principal of class scores | Formative and Summative assessment  Co-Ordinators’ feedback  Evaluations |
| **End of Key Stage Levels** | End of KS levels/  Projected levels completed and moderated by Assessment Co-Ordinators | End of key stage levels targeted.  Internal moderation confirmed by CEA.  English:  KS1 –  KS2 –  Maths:  KS1 –  KS2 –  UICT:  KS1 –  KS2 – | Assessment Co-Ordinators will monitor CEA sample folders | Completed CEA tasks and external moderation |
| **GL Data** | GL tests completed in May – CATs, PTE and PTM | Analysis and interrogation of data to inform learning and teaching as part of planning cycle each half term |  | GL results  Teaching grids |
| **GL Data** | Analysis of GL results | Data to be interrogated and identify underachieving pupils in all year groups.  Effective programmes in place in classroom and support groups. | Assessment Co-Ordinators and SENCO to devise Action Plan for underachieving pupils | GL results  Planners  Support Staff planners  Action Plan |

**PASTORAL CURRICULUM**

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|  | **Completed** | **Ongoing Development - Work to be Done** | **New Area** | **Evidence** |
| **Child Protection and Safeguarding** | Safeguarding Team attended social services meetings via zoom and telephone calls | Whole Staff training required in August 2022.  Consider ways to upskill/include team members in Social Services meetings | Online Safety training by Damien Harvey for all staff | Register of attendance at training |
| **Educational Health and Wellbeing** | Mind Up Programme is in use in all classes. (Nursery to Year 7) linked to the Calm App  Sensory resources provided for each classroom and additional Calm zone purchased | Embed Mind Up Programme and extend use of music and sensory resources to create a calming environment | School Counsellor to deliver programme of support to 25 identified pupils at parents request | Improved mood, confidence and self-esteem of the children |
| **Pastoral Policies** | 14 Pastoral Policies renewed and updated in line with DE guidance and circulars as per calendar/schedule on SDP. |  |  | Policy Schedule and policies |

**STAFF DEVELOPMENT**

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|  | **Completed** | **Ongoing Development - Work to be Done** | **New Area** | **Evidence** |
| **Continuous Professional**  **Development** | 10 staff days utilised to deliver SDP priorities   * Mind Up * Anti-Bullying online register * UICT Spiral curriculum training * Maths Scheme * CEA Folder | Embed use of incident books in each class.  Mental Maths Training.  Numicon/Inspire Maths  Play based/outdoor learning | Online recording of bullying incidents on SIMS | SIMS staff agendas  Programme for 10 days  Staff evaluations |

**Implications for Learning and Staff Development**

* Extend and develop play based learning in Nursery and Foundation Stage, KS1 activity based/outdoor learning and KS2 outdoor active learning challenges across the whole school
* Continue to develop Talking and Listening by extending to Year 3
* Revisit Guided Reading for all key stages
* Ensure practical maths approaches are used through Numicon to further embed Numeracy
* Need to implement the LTA Policy and Practices into planners and classroom settings
* Co-ordinators to monitor and track identified pupils throughout the school year. Teachers’ to engage with GL data for each planning cycle period
* The Curriculum breadth was restricted due to a focus on closing the gaps, we need to broaden the range of learning for core and wider curriculum
* We have addressed gaps in the curriculum, however, due to self-isolation there are continuing gaps for many pupils which we will address through a special needs programme, including the Exchange programme, delivered inside and outside the classroom
* Need to constantly review and update skills of staff individually and at whole school level to address priority areas
* Staff Development Programmes have to encompass in-house and external trainers to implement new initiatives and challenge thinking
* Staff need to recognise and acknowledge the importance of their emotional and mental well-being and share with someone on the staff
* On-going need for development of mental health and well-being of pupils through in school counselling and classroom use of Mind Up Programme
* Priorities will be addressed in SDP Action Plans for 2022-2023