

SCHOOL DEVELOPMENT PLAN 2015-2018

‘The SDP is a strategic plan for improvement. It should bring together, in a clear and simple way, the school’s priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve’ (DENI).

West Winds Primary and Nursery School

Section	STATUTORY REQUIREMENTS	Page
1	ETHOS	1
2 a	LEARNING AND TEACHING	2
2 a	ASSESSMENT	3
2 b	SPECIAL NEEDS	4
2 c	PASTORAL CARE	5
2 d	PROFESSIONAL DEVELOPMENT	6
2 e	STAFF WELL BEING	7
2 f	COMMUNITY	8
2 g	ICT	9
3 a,b	FINANCE	10
4	ASSESSMENT OF TARGETS	12
5	CHALLENGES AND OPPORTUNITIES	28
6	CONSULTATION	29
7a	PRIORITIES	30
7 a-d	THREE YEAR PLAN	31
7 a-d	YEARLY TARGETS	35
7 e	MONITORING	43

Regulation 1 - ETHOS

1. A statement and evaluation of the ethos of the school

Ethos Statement - 'Caring and Sharing'

"West Winds Primary School will adopt and continue to adopt a sympathetic and caring approach toward all pupils and all adults involved in the life of the school." The pastoral dimension should contribute to the creation of a supportive atmosphere in the school for pupils, teachers and other adults

For pupils this means encouraging them:

- To set and achieve personal, social and academic goals
- To gain maximum benefit from their time in the school
- To develop independence of mind and to take responsibility for their own actions
- To develop self-discipline and self-respect
- To develop an understanding of themselves as individuals – their strengths and limitations, their attitudes and values, their personal qualities
- To develop a respect for the opinions of others
- To develop an understanding of the world in which we live

For teachers this means:-

- Establishing a clear vision of the ethos of the school
- Developing whole school policies which reflects the ethos of the school
- Promoting a caring environment where the learning of pupils is developed within the context of their individual needs and abilities
- Being aware of the children's individual "background and experiences" and individual "needs and aspirations"
- Providing them with opportunities for professional development

For other adults in the school this means:-

- The school will relay to them its ethos and encourage their understanding of it
- Developing the idea of working in partnership with the teaching staff
- Encouraging the pupils to achieve their personal goals
- Being aware of the children's individual "backgrounds and experiences" and individual "needs and aspirations"

Evaluative Comments

Summary of Strengths

1. Clear mission and vision agreed and shared
2. Strong pastoral care emphasis in school
3. Staff views are taken into account
4. There is an open culture of evaluation and willingness to receive feedback
5. Team culture being fostered
6. Governors actively involved in school
7. Nurture being promoted throughout school

Areas for Development

1. Raise profile and reputation of the school
2. Develop well-being among all pupils / staff
3. Develop pupil voice in school
4. To improve communication among staff
5. All staff to have high aspirations for pupils
6. To develop collegiality -staff support each other particularly at stressful times
7. For all staff to be willing to share/disseminate their practice.
8. Nurture Quality mark

Sources of Evidence

- School vision
- Pastoral Care Policy: Positive Behaviour, Anti-bullying, Safeguarding Policies
- School Newsletter
- Parent Seminar Records
- Comments from audits
- Leadership structure
- School Council consultation with pupils
- Curricular leaders' files
- School entrance and foyer
- Staff development records
- Nurture quality indicators
- Nurture quality mark file

Quality Indicators

TTI in process of being replaced by new SEF

- ESAGS
- TTI Sections: 1.1, 1.6, 5.4
- Ni Curriculum
- ETI Inspection Report
- Inclusion and Diversity Service Handbook
- DE Circulars

Regulation 2a - LEARNING & TEACHING

A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.

Strategies

Strategies presently in use

1. Staff meetings, including, Quality Assurance, Data teams, MLT and SLT
2. Analysis of qualitative and quantitative data
3. AFL Strategies
4. TSPC emphasis
5. Use of ICT - ipad technology
6. Target setting in literacy and numeracy

Strategies to be introduced:

1. Quality mark Posters
2. Consistent approach to Task Boards / WALT Boards / Learning Boards
3. Benchmarking against other schools
4. Further Integration of ICT
5. Use of first hand evidence - data, pupil work, lesson observation and pupil voice
6. Involvement of governors

Evaluative Comments

Summary of Strengths

1. In best practice planning informs teaching and learning and promotes continuity and progression;
2. A whole school focus on literacy and numeracy targets is developing a collegiate approach to teaching and learning.
3. Regular data team meeting is developing an open culture of sharing best practice and discussing openly barriers to and strategies to improve teaching and learning;
4. AFL strategies are used throughout the school engaging pupils in the learning process

Areas for Development

1. A whole school approach is required to involve pupils in planning process
2. Inconsistency in some planning formats which is currently being addressed by the QA team. Planning throughout the school does not consistently reflect schemes of work leading to inconsistency of learning experiences
3. Learning styles are catered for in classrooms but there is a need for pupils to know their learning style and be more involved in choice of activities
4. Develop quality marks for classroom / lessons
5. A consistent approach needed for Play Based and Activity Based Learning

Sources of Evidence

- Teaching and Learning Policy
- Curriculum Policies
- Schemes of work
- Bi Monthly teaching plans and evaluations
- Individual Education Plans
- School environment and classroom displays
- Teacher surveys
- PRSD records
- Staff development records
- ETI Report
- Performance tests (PTE, PTM, NRIT)
- Scrutiny of pupil work
- Qualitative and quantitative data from target groups
- Minutes from Quality Assurance Meetings
- Evidence from AFL boards

Quality Indicators

- Quality Indicators
TTI in process of being replaced by new SEF
- ESAGS - High Quality teaching and Learning
 - TTI: 2.1; 2.2; 2.3; 5.1; 5.2; 5.3
 - NI Curriculum
 - Quality Indicators for governors

Regulation 2a - ASSESSMENT

A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.

Strategies

Strategies presently in use

1. AFL strategies planned throughout the school year
2. Summative assessment :PTE/PTM/NRIT
3. IEP's used to target, assess and review
4. Data teams
5. Plenary used to assess impact of lesson
6. Peer assessment - for example two stars and a wish

Strategies to be introduced

1. Data Boards further developed
2. Further development of data teams
3. Underachievement strategy

Evaluative Comments

Summary of Strengths

1. Methods of assessment are tracking improvement in Nursery and foundation stage using first hand evidence to quality assure improvement
2. Formative assessment - AFL strategies insure that pupils are involved in assessing their own and others learning. Assessment is hands on to provide immediate feedback and understanding
3. Through the intersecting of data pupils are being targeted more accurately
4. Summative assessment - end of year data (PTE, PTM & NRIT) is effectively tracking improvement, used to set targets and celebrate success

Areas for Development

1. Data Boards to be introduced as a means of tracking termly targets and measuring improvement
2. A clear Underachievement strategy where underachievers are clearly identified, tracked and targeted
3. A system whereby pupils are involved in helping to identify personal learning targets;

Sources of Evidence

- Schemes of work
- Policies for Communication, Using Mathematics and using ICT
- Assessment policy
- Staff development records
- ETI Report
- Standardised test results
- CBA results
- Scrutiny of pupil work
- Qualitative and quantitative data from target groups
- Evidence from AFL boards
- Pupil work
- Pupil voice surveys

Quality Indicators

Quality Indicators
TTI in process of being replaced by new SEF

- DENI benchmarking for NI
- ESAGS
- Ni Curriculum
- ETI Inspection Report
- TTI: 2.1; 2.2; 2.3; 5.1; 5.2; 5.3

Regulation 2b - SPECIAL EDUCATIONAL NEEDS

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils.

Strategies

Strategies presently in use

1. SENCO additional support
2. Training for new SENCO resources
3. Consulting with staff, pupils, parents and outside agencies
4. Team around school / ASCET (RISE)
5. Data teams
6. LSC /Nurture

Strategies to be introduced

1. Providing regular information to the head teacher and governing body on the impact of SEN provision
2. Strategic development of SEN policy in line with local and national initiatives
3. Providing and developing a proficient recording system for pupils records and progress
4. Data boards to track pupils

Evaluative Comments

Summary of Strengths

1. Effective strategies are in place for the early identification of special needs. These needs are matched to individualised learning programmes and include where necessary external support.
2. SEN is part of the staff development and has led to an increased expertise in meeting the range of learning needs.
3. IEPs are well-focused on realistic targets, guide work in the classroom, are used regularly, and effectively monitored and up-dated. SENCO, teachers, support staff, parents and pupils all contribute to IEP leading to a more collegiate approach to meeting the pupil needs.
4. The involvement of the SENCO in cluster groups has enhanced her professional expertise which she has disseminated among all staff. This has built capacity among staff in improving SEN provision.

Areas for Development

1. Rigorous self-evaluation is in place which ensures that SEN pupils are effectively tracked and learning programmes / IEP's are aligned accordingly.
2. Teachers have a clear understanding of their SEN pupil through a range of qualitative and quantitative data which has led to a more a more focused approach to meeting their needs.
3. Teachers seek the learners' opinions on their own progress and on what facilitates or hinders their learning, and adjust their learning plans accordingly. This had led to a greater engagement in learning activities.

Sources of Evidence

- IEP's
- SEN action plan
- LSC action plan
- Nurture action plan
- SEN policy
- Teacher planning
- SENCO meetings /reviews/ annual
- Tracking data
- Staff development records
- Cluster meeting records
- Teacher evaluations
- Observation records
- Plans and evaluations from support teachers

Quality Indicators

Quality Indicators
TTI in process of being replaced by new SEF

- TTI Sections: 3.1, 3.2, 4.3
- Code of Practice
- Inclusion and Diversity Service Handbook

2. (c) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Strategies

Strategies presently in use	Strategies to be introduced
Health and well being <ul style="list-style-type: none"> Extended school activities School Counsellor 	Health and well being <ul style="list-style-type: none"> Outdoor play strategies Communication to parents
Child Protection <ul style="list-style-type: none"> Designated teacher and Deputy Designated teacher Safeguarding policy Record keeping (UNOCINI) Communication with pupils/parents/Governors Training from EA Training for all staff by DT 	Child Protection <ul style="list-style-type: none"> Ongoing training by DT Recording procedures Posters
Pupil attendance <ul style="list-style-type: none"> Home/school liaison] Governor targets Parent meetings Consultation with EWO Extended Schools Breakfast Club 	Pupil attendance <ul style="list-style-type: none"> Liasing with other schools Education committee Data for Learning initiative
Good behaviour and discipline <ul style="list-style-type: none"> Positive behaviour policy Individual/group/class awards School Council Counsellor Teacher self -review on behaviour management Anti-bullying programmes 	Good behaviour and discipline <ul style="list-style-type: none"> School Council Counsellor Suggestion boxes Pupil focus groups Emotional intelligence programme

Evaluative Comments

Summary of Strengths	Areas for Development
Health and well being <ul style="list-style-type: none"> The development of a healthy lifestyle is promoted across the school through the curriculum, healthy break, school canteen, extra-curricular activities 	Health and well being <ul style="list-style-type: none"> Develop outdoor play and equipment Communicate more frequently with parents regarding health and wellbeing
Child Protection <ul style="list-style-type: none"> Agreed policies and procedures in place to support and protect pupils are in place The designated governor has been trained in safeguarding procedures Governors are reported to regarding safeguarding Parents receive a leaflet each year informing them of safeguarding procedures in the school All staff have a clear understanding of their roles and responsibilities with regard to safeguarding 	Child Protection <ul style="list-style-type: none"> Principal to receive training update New recording forms from DENI to be put in place New safeguarding posters for foyer
Pupil attendance <ul style="list-style-type: none"> Intervention by EWO Awards for 100% attendance Governors monitor attendance and set target Data Driven leadership - teaching staff regularly meet to look at various types of data available on pupils in order to improve learning outcomes. Attendance is often discussed under demographic data; 	Pupil attendance <ul style="list-style-type: none"> Raising profile of the importance of attendance at parent evenings, induction meetings and special events. Liaising with other schools on good practice; Posters and leaflets distributed to parents; Education Committee in estate discuss and implement strategies;
Good behaviour and discipline <ul style="list-style-type: none"> There are clear, well established policies for dealing with behaviour management Parents are reported to through leaflets, website and parents meetings regarding the school's behaviour management system The house system points are in operation in class and are reported to in assembly each week Pupil of the week is announced and awarded in assembly each week Merit awards are presented at merit assemblies with parents present Pupils participate in anti- bullying programmes, for example, anti-bullying week 	Good behaviour and discipline <ul style="list-style-type: none"> Review positive behaviour policy School to work towards nurture quality mark Development of emotional intelligence of pupils Tracking pupils impact of pastoral issues on pupil learning Work with parents whose children have challenging behaviour Establish school council New pupil voice strategies

Sources of Evidence

- Positive Behaviour Policy
- Safeguarding Policy
- Anti-bullying policy
- Healthy eating policy
- Healthy eating initiatives
- Audits from staff, parents, pupils
- Attendance data
- Planned programmes of extra-curricular activities
- Planned programmes of assemblies
- School Council minutes
- Menus
- Suspension stats
- Pupils referrals
- Behaviour incident records

Quality Indicators

TTI Sections: 4.1, 4.2
 Regional Child Protection Folder
 DENI- Pastoral Care and Child Protection
 DENI circulars
 Access NI
 ESAGS

Regulation 2d - PROFESSIONAL DEVELOPMENT

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff

Strategies

Strategies presently in use:

1. Staff development programmes
2. Induction/PRSD support
3. Dissemination of good practice
4. Data team meetings
5. SLT meetings
6. Learning Partnership with Holy Cross
7. Cluster Groups

Strategies to be introduced:

1. Coaching / Mentoring
2. Integrated data team meetings between West Winds and Holy Cross
3. Data for Learning initiative
4. labacus

Evaluative Comments

Summary of Strengths

1. Standards and methodologies being shared and challenged through Learning partnerships;
2. A culture of openness and professionalism is being fostered through regular data team meetings;
3. Involvement in local clusters is bringing new and innovative ideas for coordinators;
4. Staff participation on Incredible years programme has had an immediate positive effect on classroom behaviour;
5. Regular meetings of SLT has brought a collectiveness to strategic decisions.

Areas for Development

1. Staff structure requires development including introduction of middle leadership team;
2. Urgent need to involve all teaching staff in learning Networks;
3. Development of Data Teams - development of strategies to triangulate data;
4. Coaching/mentoring to be introduced;
5. Need for staff to disseminate after attending training courses

Sources of Evidence

- PRSD documentation
- Records from data team meetings
- Minutes from SLT meetings
- Induction/EPD journals
- Staff surveys
- Sharing good practice events
- Teacher tutor records
- Classroom observations
- Staff development records

Quality Indicators

Quality Indicators
TTI in process of being replaced by new SEF

- ESAGS
- TTI – 1.3
- PRSD handbook
- GTC Competences

Regulation 2d - STAFF WELL BEING

A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and promoting the health and well-being of staff.

Strategies

Strategies presently in use

1. Staff development programme
2. Open door policy with Principal
3. Flexible approach to family/health needs
4. Staff social events
5. Work and home balance promoted in school

Strategies to be introduced:

1. Coaching
2. Network of staff teams
3. Clear staff roles and responsibilities
4. Code of conduct needs revisited
5. Celebrations of special events in life of staff
6. Staff revisit managing attendance policies
7. Work life balance policy
8. Staff suggestion box

Evaluative Comments

Summary of Strengths

1. Data teams provide a regular means of pastoral support for teachers as they meet together to share ideas and discuss barriers to learning / best practice;
2. Staff attendance is monitored closely through monthly returns;

Areas for Development

1. Need to be creative and put more emphasis on celebrating special events in life of staff;
2. Staff development programme needs to address more specifically the pastoral needs of staff;
3. To collaborate with other school to find out and implement best practice in the area of staff well-being;
4. To train staff in the area of emotional intelligence in order to develop interpersonal skills and resilience among staff;
5. To develop a coaching approach to problem solving among all staff.

Sources of Evidence

- Use of INSET days
- Staff development records
- Staff audits
- Minutes of staff meetings
- Doctors' notes
- Self-certification forms

Quality Indicators

Quality Indicators
TTI in process of being replaced
by new SEF

ESAGS

TTI

Regulation 2f - COMMUNITY

A summary and evaluation, including through the use of performance and other data, of the school's 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.

Strategies

Strategies presently in use:

1. Parental consultations
2. PTA / Friends of West Winds
3. Community Association
4. School communications e.g. Newsletters and prospectus / website
5. Links with Primary / Post Primary schools
6. Use of external agencies to support pupils e.g. Counselling service / Play Therapy / Family Works
7. Assembly speakers
8. Local press
9. Business in the Community -Time to Read

Strategies to be introduced:

1. Website updated
2. Flowcharts / simplified policies
3. Shared Education Action Plan

Evaluative Comments

Summary of Strengths

1. Parent Seminar has enabled parents to engage better with pupil homework and have informed parents better of expectations of pupils;
2. Nursery parent programme has enabled parents to engage better with their children's learning and has fostered effective parent-teacher relations;
3. Participation in cluster groups has provided ongoing support and challenge for coordinators;
4. Learning partnership with Holy Cross is enabling West Winds staff to both share and implement best practice;
5. Regular contact with statutory bodies (eg. social services and health trust) is enhancing both pastoral and SEN provision
6. Time to Read positively impacting pupil outcomes in reading;
7. Shared vision of Education Committee in West Winds Estate opening up opportunities for shared resources and ideas;

Areas for Development

1. More effective communication networks needed regarding homework and pupil standards;
2. To develop home / school relationships with dads
3. Simplified policy documents and flow charts required as parents unclear about procedures in areas such as complaints policy and positive behaviour policy;
4. Education forum – to develop joint up thinking in the estate on underachievement
5. Shared education initiative with Holy Cross requires a joint action plan and evidence base to measure improvement;

Sources of Evidence

- Audits
- WWA minutes
- Newsletters
- Website
- Records of parent consultations
- Minutes from Cluster meetings
- Learning Partnership records
- Assembly schedule

Quality Indicators

ESAGS

TTI: 1.5

Regulation 2g - ICT

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

Strategies

Strategies presently in use

1. ICT integrated through planning
2. Iteach training
3. ICT technician
4. ICT policies

Strategies to be introduced

1. Learning partnership
2. ICT team active at data teams
3. Updated website

Evaluative Comments

Summary of Strengths

- Supporting learning and teaching
 - Each class furnished with set of ipads and interactive whiteboards providing daily usage throughout the curriculum
- Continuing professional development
 - Whole staff development sessions from iteach have led to a more focused use of ipad technologies throughout the school;
- Leadership and management
 - An ICT team is in place which is effectively improving ICT provision and tracking pupil progress
 - ICT systems google calendar has improved communication systems throughout the school
 - E-safety policies promoting safeguarding throughout the school

Areas for development

- Supporting learning and teaching
 - The practice of gathering first hand evidence through ICT for literacy and numeracy to be developed
 - To ensure ICT is being effectively used to facilitate all learning styles.
- Continuing professional development
 - Training needed in 5 E's skill areas to ensure the levels of progression to improve ICT standards. Internal standardisation to be embedded within school professional development programme
 - ICT team to have a more active role at data team meetings
- Leadership and management
 - ICT team to develop learning partnership from best practice school
 - School website needs updating to showcase school better and provide learning links for parents

Sources of Evidence

- Teacher planners and notes
- ICT evidence through literacy and Numeracy
- Screen shots
- ICT Policy
- Pupil portfolios
- Staff training records
- PRSD evidence

Quality Indicators

CCEA levels
ESAGS
TTI

Regulation 3a,b - FINANCE

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

Strategies

Use of resources to support improvement in standards as outlined in 3 year SDP:

Review leadership structure to ensure sustainability and effective deployment

Monitor class teacher staffing levels

Sustain provision for SEN/additional needs

Link resource allocation to SDP

Review of service agreements

Evaluative Comments

- We have clear procedures for financial control. We manage and monitor our expenditure openly and effectively and take account of local and national advice.
- Our priorities for the use of financial resources are clearly linked to our school improvement priorities. We use our finances to improve the quality of learning and to support specific developments. Our financial performance indicates that our school's budget has been used efficiently to support our improvement priorities which in turn have led to positive outcomes for our learners
- The school examines fixed costs to see if they represent value for money and where necessary consulting with stakeholders to ensure service is relevant to need
- Extended schools funding is directly targeted to improving standards in Numeracy and literacy and by enhancing the health / well being / pastoral provision of the school. Standards are improving as tracked through assessment data and uptake at breakfast club is has been highly successful.

Sources of Evidence


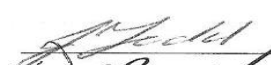
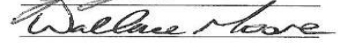
- LMS statements
- Financial Plan
- SLT decisions regarding budget
- Co-ordinator's bid for resources (based on SDP)
- SLT minutes
- BOG sub-committee (training when appropriate)
- Requisitions
- Extended schools funding statements

Quality Indicators

ESAGS

TTI

SCHOOL FINANCIAL PLAN 2017 - 2020

		Westwinds Primary		CODE	20762
Only complete cells in grey					
	October 2016	October 2017	October 2018	October 2019	
1 Full Time Equivalent Enrolment (excluding Spec Unit pupils)	176	190	197	200	
2 Teaching Complement	11.90	11.90	11.90	11.90	
Pupil/Teacher Ratio	14.79	15.97	16.55	16.81	
Expenditure Summary		YEAR 1 (2017-2018)	YEAR 2 (2018-2019)	YEAR 3 (2019-2020)	
3 Staff - Pay Teaching		£590,071	£603,978	£622,703	
4 Staff - Pay Non Teaching		£134,910	£145,475	£146,916	
5 Staff - Other Costs		£0	£0	£0	
6 Premises, Fixed Plant and Grounds		£26,900	£27,438	£27,987	
7 Operating Costs		£16,720	£17,054	£17,395	
8 Non Capital Purchases		£5,000	£5,100	£5,202	
9 Capital Expenditure		£0	£0	£0	
10 Less Income (enter as negative figure)		£0	£0	£0	
11 Estimated Savings (enter as a negative figure)		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
12 Estimated Additional expenditure (enter as a positive figure)		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
Please specify		£0	£0	£0	
TOTAL PROPOSED EXPENDITURE		£773,601	£799,046	£820,203	
CFF BUDGET SHARE PER CAPITA		£3,873	£3,753	£3,700	
13 Budget Summary					
Common Formula Funding (CFF) Budget Share		£681,658	£713,155	£728,903	
Transition Funding		£0	£0	£0	
Nurture Group Funding		£70,000	£70,000	£70,000	
Other funding - (Please specify)		£0	£0	£0	
Other funding - (Please specify)		£0	£0	£0	
Total Delegated Budget		£751,658	£783,155	£798,903	
14 Carry-over from Previous Year		£111,588	£89,645	£73,754	
Total BUDGET		£863,246	£872,800	£872,658	
less PROPOSED EXPENDITURE		£773,601	£799,046	£820,203	
ANTICIPATED CARRY-OVER		£89,645	£73,754	£52,455	
% CARRY-OVER		10.38%	8.45%	6.01%	
In Year Movement (for officer use only)		-£21,943	-£15,891	-£21,299	
The financial plan will not be considered for approval if: - if it is not signed by the Principal and Chairperson, - any of the three years are incomplete, - estimates of expenditure are unrealistic					
Comment: If the funding for the Nurture Unit is withdrawn the employment for the staff employed therein will be reviewed.					
Principal:			Date:	22/09/17	
Chairperson:			Date:	22-09-2017	
Education Authority:			Date:		

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises. (The 2009-2012 SDP was superseded by intervention action plans for follow up inspection as summarised below)

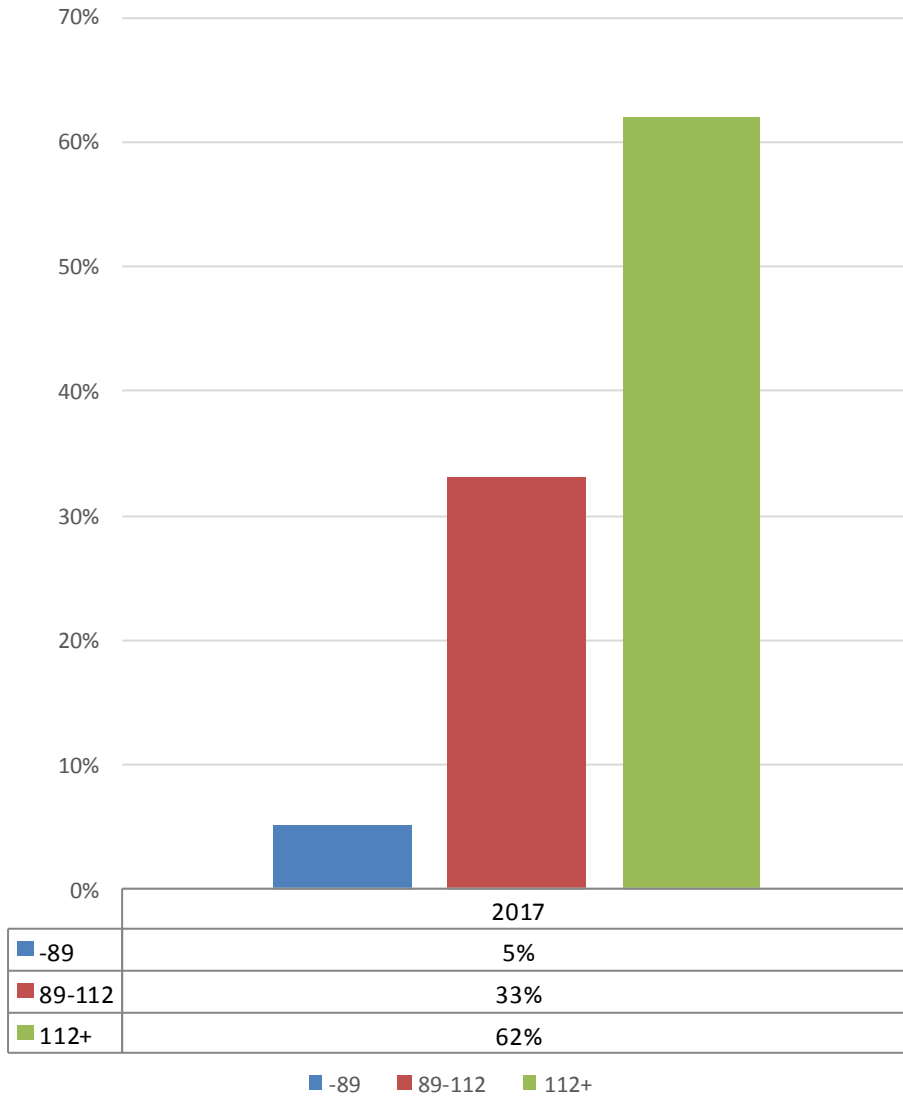
Extent to which targets met	Area to be carried over to next SDP
<p>The strengths of the school include (2012 Inspection)</p> <ul style="list-style-type: none"> the outstanding quality of the pastoral care provision which promotes effectively the children's academic, social and personal development; the excellent links and partnerships established with parents and others which enhance the children's learning experiences; the quality of the teaching observed, most of which was good or better the increased focus on raising standards and early indications of progress; and the key role of the Principal and the dedication of the whole staff team in supporting the children and their families. <p>The strengths of the nursery school include (2014 Inspection)</p> <p>the principal has given a high priority to developing the work within the nursery unit which includes the provision of additional resources and time for the staff to visit other pre-school settings; these actions have had a positive impact on the quality of the unit's provision;</p> <ul style="list-style-type: none"> the new team work together effectively and have brought about important improvements in the units provision; both members of the nursery unit staff are benefitting from their involvement in the SEN early years capacity building pilot and the improvements are evident through their more effective engagement with the children; the staff exploit more effectively the learning inherent in the play activities and are excellent role models in their work with the children; there is evidence of ongoing improvement in all aspects of the unit's work which is brought about by the staff's emphasis on reflection and self-evaluation; the planning now provides a good overview of how the children's learning will progress throughout the year and is sufficiently detailed to guide the staff in their day-to-day work with the children; the staff know the children well; they have experimented with methods of observation and assessment and have appropriately identified the need to refine the process further; and the staff have developed aspects of the provision for outdoor play but it will be important that they continue to develop the outdoor area and plan effectively for the development of a wide range of physical skills and learning outdoors. 	<ul style="list-style-type: none"> For the teachers to revise their short and medium term planning in order to support further the teaching and learning. For 'all teachers' to have high expectations of pupils Consistent approach to Numeracy across the school Good practice of Numeracy to be disseminated throughout the school Develop the application of number in Foundation Stage There is a need to tailor their existing planning formats to define more clearly how short, medium and long term planning can be more effective a tool to inform future planning and teaching. In the less effective practice, the lessons were heavily work-sheet based in a whole-class setting, and there were missed opportunities to extend or develop the children's learning. The school needs to disseminate the aspects of the most effective practice in order to ensure consistently high-quality teaching and learning experiences for all the children. LSC -There is a need for a more strategic overall plan for the class guided by a clear rationale and policy which identifies key priorities for whole class activities and clear planning for individual pupils within this. The teachers regularly mark the children's work; however, feedback and the development of areas for learning are inconsistent.

Class	Progress Test in English Standardised Difference, June 2017				Progress Test in Maths Standardised Difference, June 2017			
	Below Average (10 marks or more negative)	Average	Above Average (10 marks or more positive)	SUMMARY	Below Average (10 marks or more negative)	Average	Above Average (10 marks or more positive)	SUMMARY
P3	5%	33%	62%	95% of pupils on or above target	0%	33%	67%	100% of pupils on or above target
P4	14%	57%	29%	83% of pupils on or above target	14%	43%	43%	86% of pupils on or above target
P5	45%	41%	14%	55% of pupils on or above target	59%	41%	0%	41% of pupils on or above target
P6	21%	74%	5%	79% of pupils on or above target	37%	58%	5%	63% of pupils on or above target
P7	9%	55%	36%	91% of pupils on or above target	36%	45%	18%	63% of pupils on or above target
Whole School	19%	52%	29%	81% of pupils on or above target	29%	44%	27%	71% of pupils on or above target

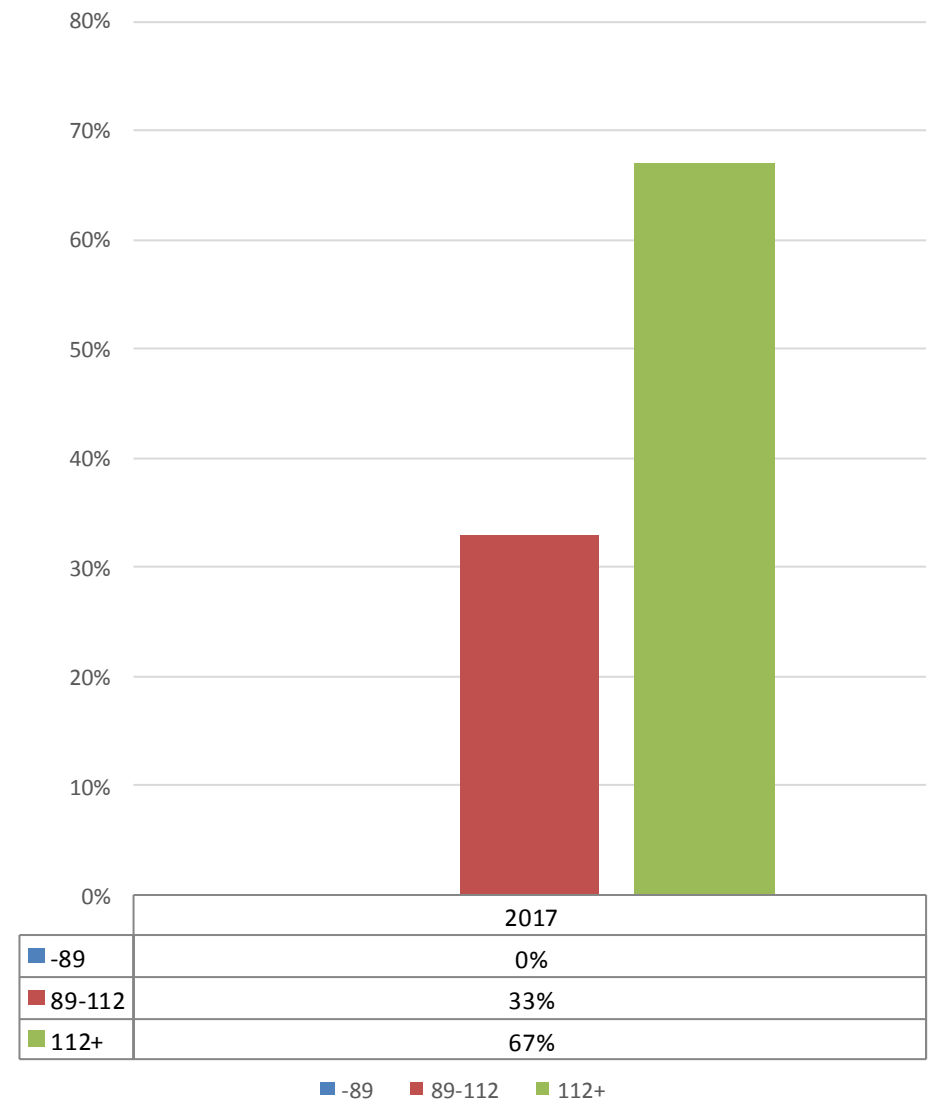
Class	Non Reading Intelligence Test as compared to Progress Test in English				Non Reading Intelligence Test as compared to Progress Test in Maths			
	Below Average (10 marks or more negative)	In Range	Above Average (10 marks or more positive)	SUMMARY	Below Average (10 marks or more negative)	In Range	Above Average (10 marks or more positive)	SUMMARY
P3	5%	33%	62%	95% of pupils on or above target	0%	33%	67%	100% of pupils on or above target
P4	14%	57%	29%	86% of pupils on or above target	14%	43%	43%	86% of pupils on or above target
P5	43%	43%	4%	47% of pupils on or above target	59%	41%	5%	46% of pupils on or above target
P6	9%	55%	36%	91% of pupils on or above target	36%	45%	19%	64% of pupils on or above target
P7	19%	54%	27%	81% of pupils on or above target	30%	43%	27%	70% of pupils on or above target
Whole School	18%	48%	32%	80% of pupils on or above target	27%	41%	32%	73% of pupils on or above target

SUMMARY of PERFORMANCE		TARGET SETTING
Progress in English Achievement	81% of pupils on or above target A slight decrease of 2% in last 3 years	<ol style="list-style-type: none"> 1. Increase benchmark in Literacy and Numeracy at two points of the academic year as set by Quality Assurance Team; 2. Regularly monitor the progress of targeted pupils by triangulating information in data teams; 3. Increase the number of pupils who are working in line with their ability; 4. Provide solutions for vulnerable pupils through the use of data teams and team around the school; 5. Ensure planning for vulnerable groups is having significant impact; 6. Regularly review targets by examining first-hand evidence.
Progress in Maths Achievement	71% of pupils on or above target A slight decrease of 3% in last 3 years	
NRIT Test as compared to Progress in English	80% of pupils on or above target A decrease of 9% in last 3 years	
NRIT Test as compared to Progress in Maths	85% of pupils on or above target An increase of 4% in last 3 years	
Underachievers	Literacy 22	
	Numeracy 16	
Whole School Focus	Literacy Editing in Writing	Numeracy Measures - Time

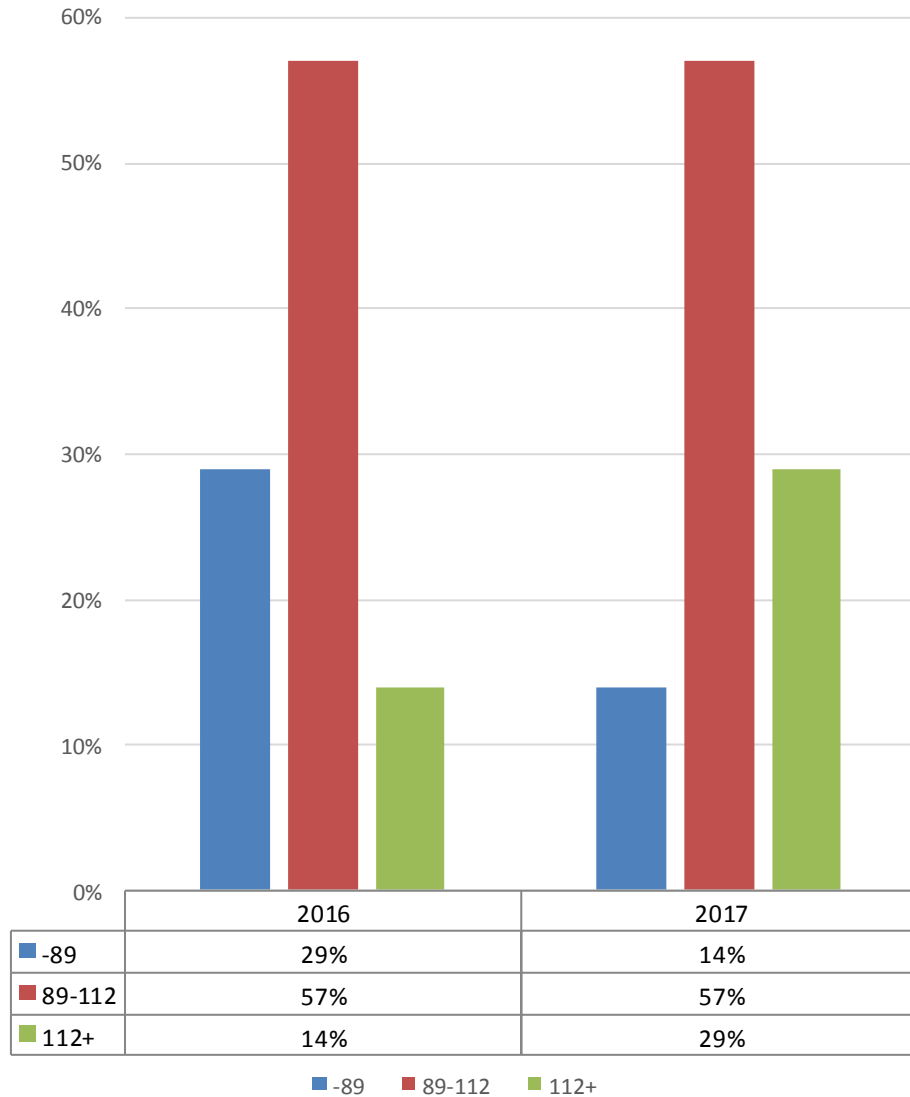
Standardised Difference
in English- P4 Class



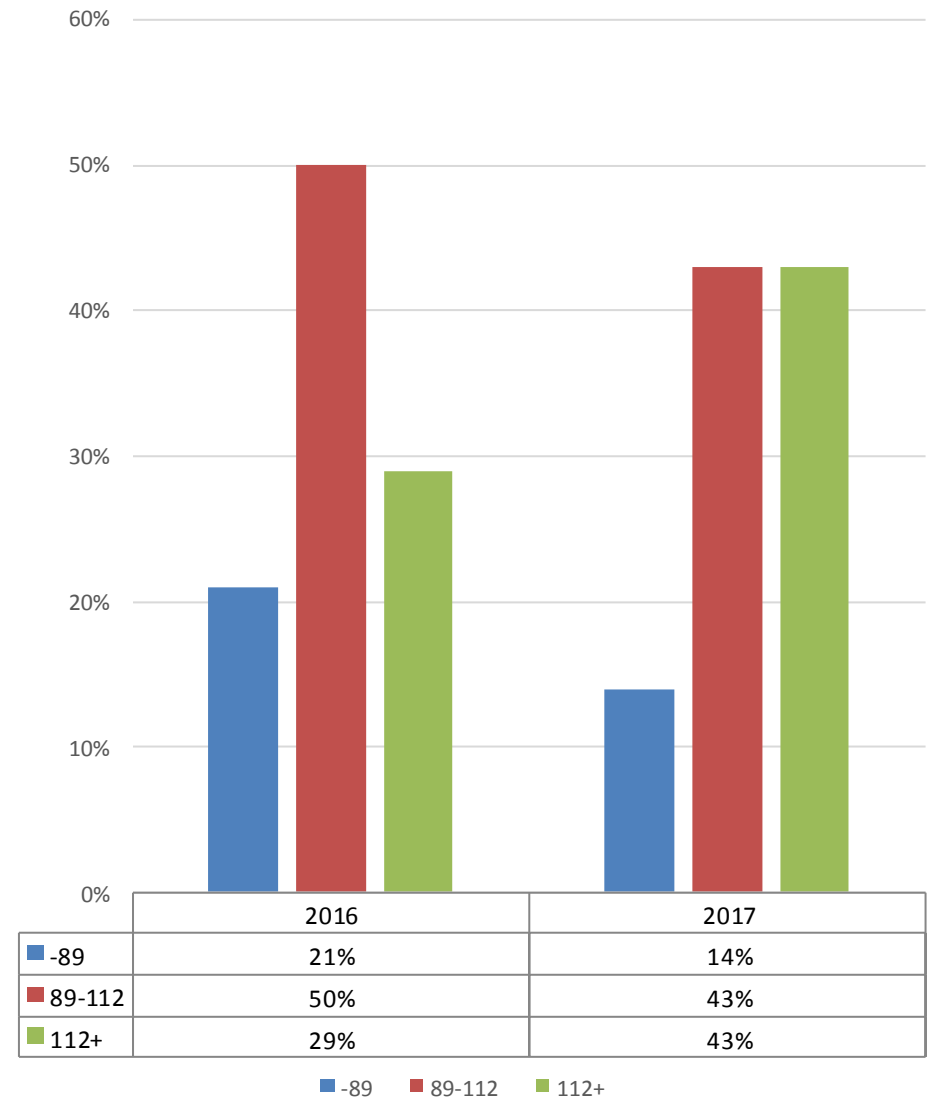
Standardised Difference
in Maths - P4 Class



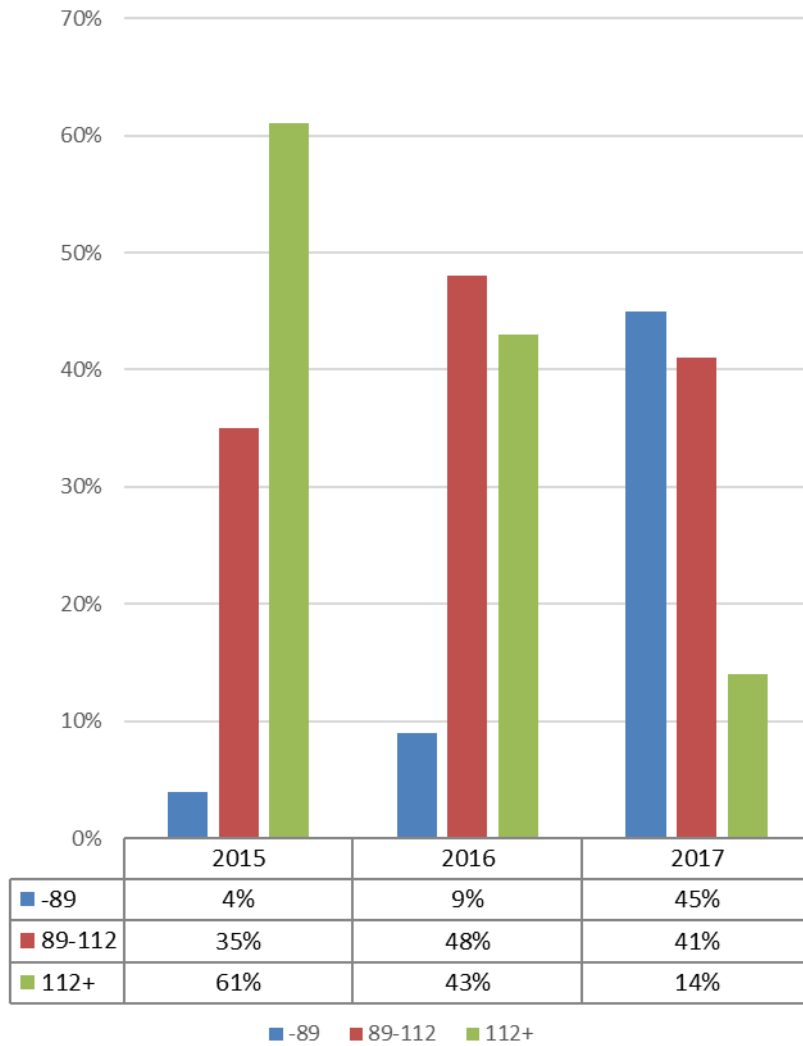
Standardised Difference
in English- P5 Class



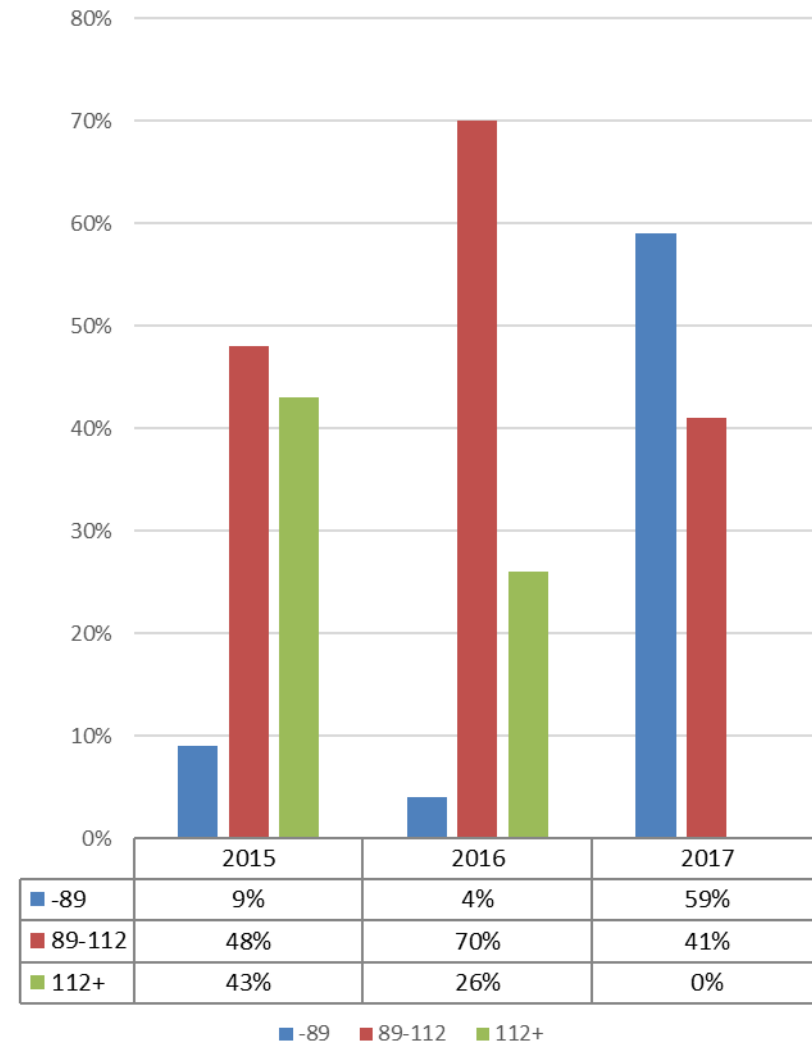
Standardised Difference
in Maths- P5 Class



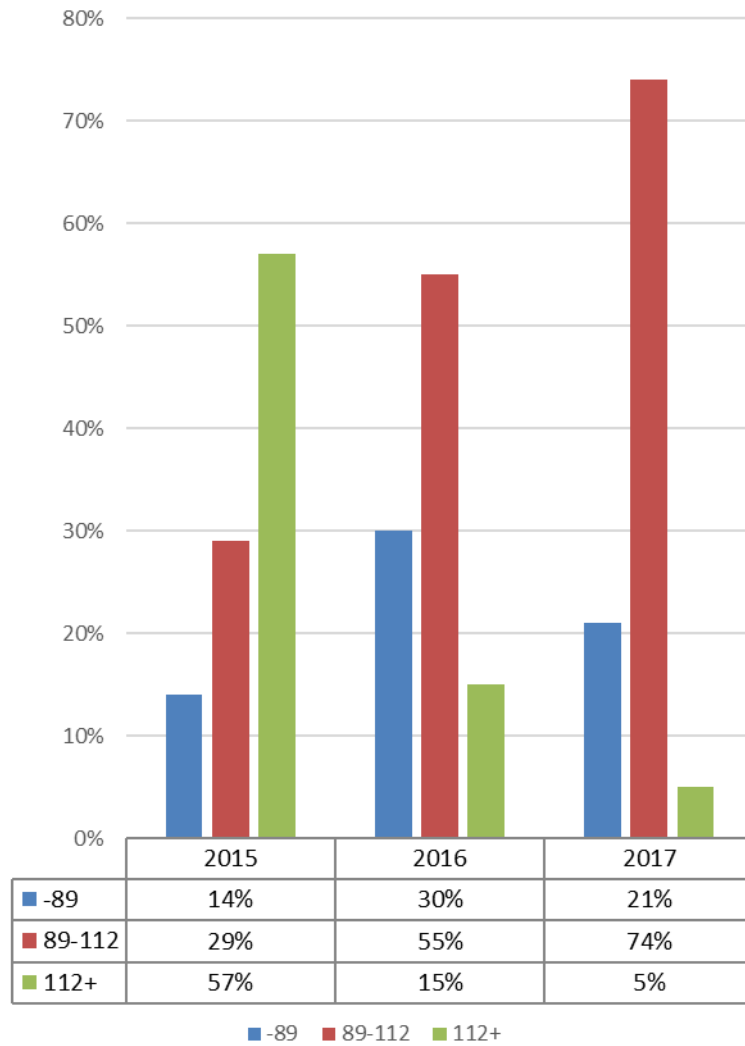
Standardised Difference
in English - P6 Class



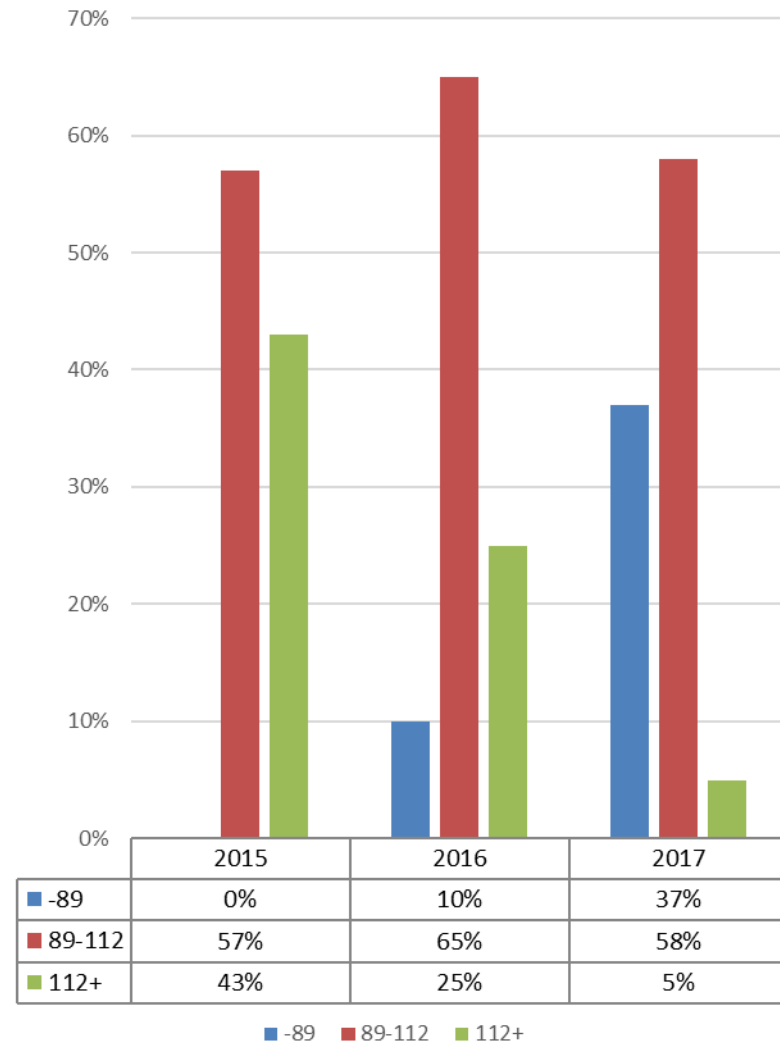
Standardised Difference
in Maths - P6 Class



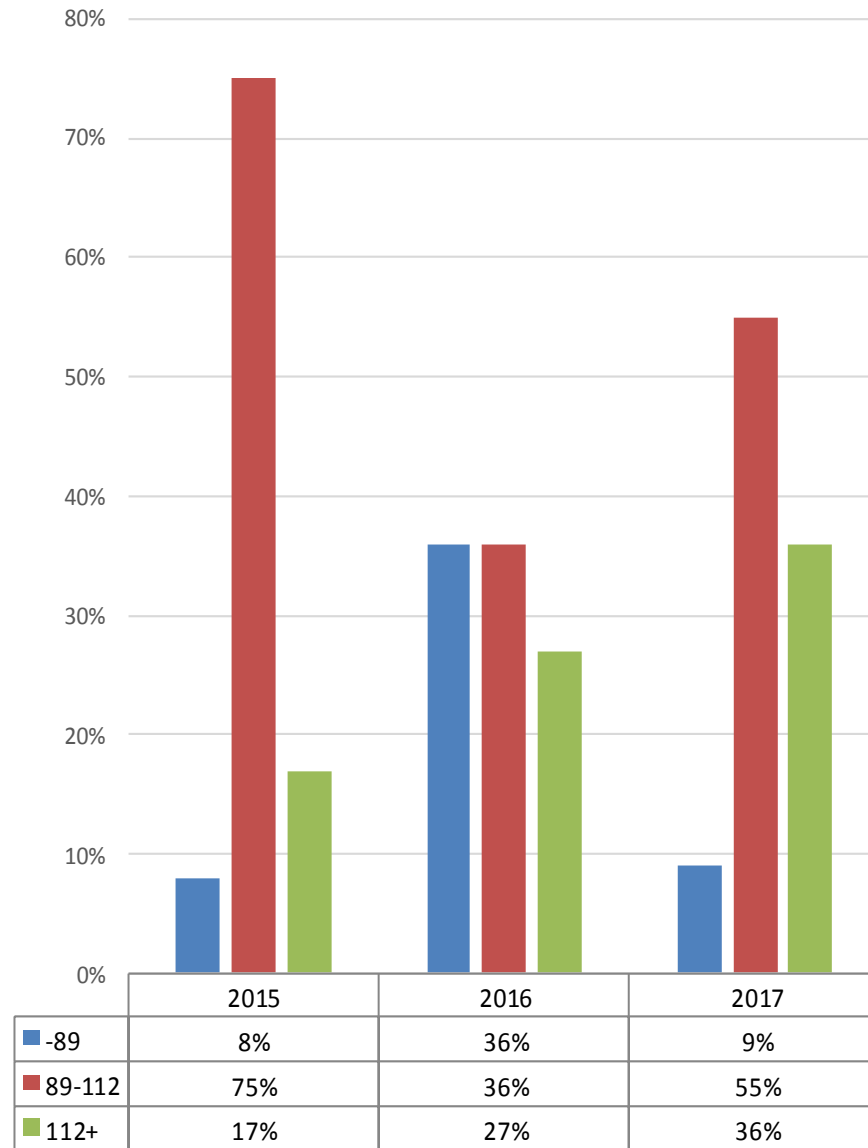
Standardised Difference
in English- P7 Class



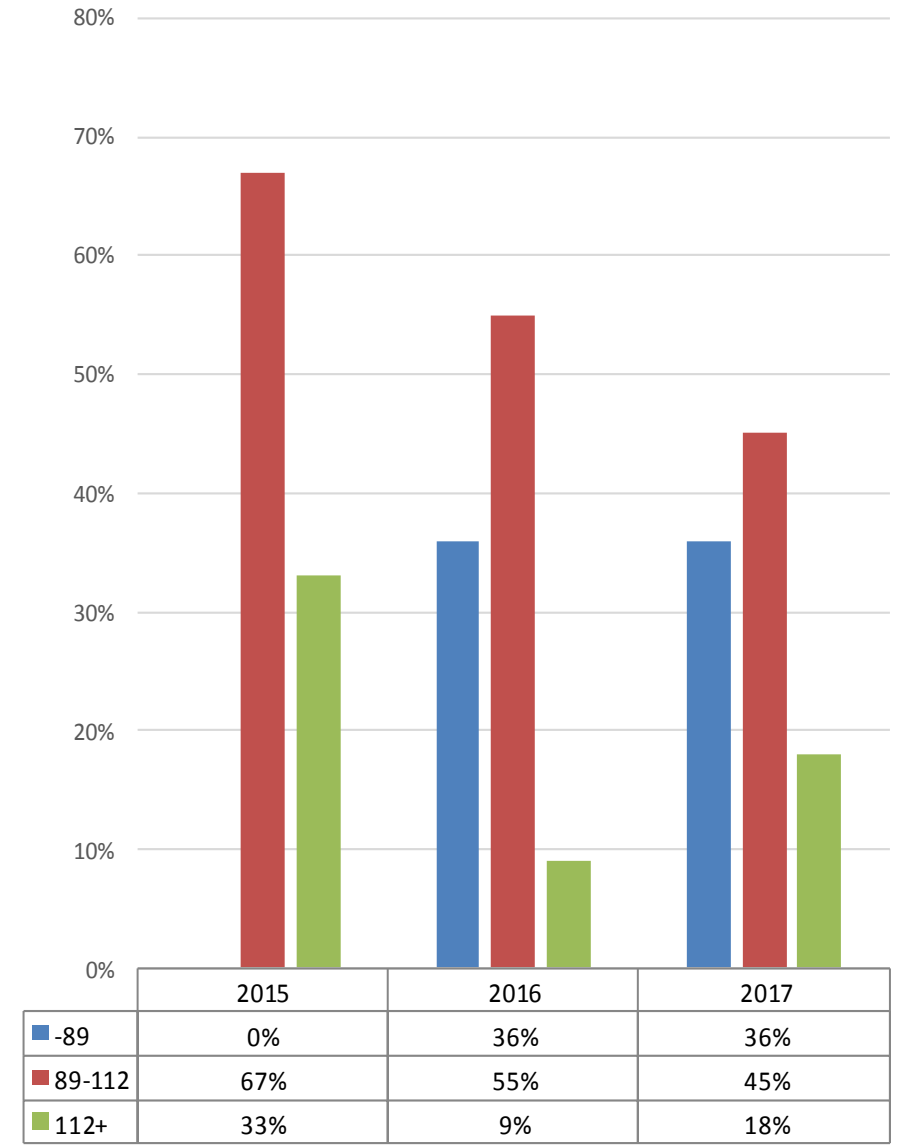
Standardised Difference
in Maths- P7 Class



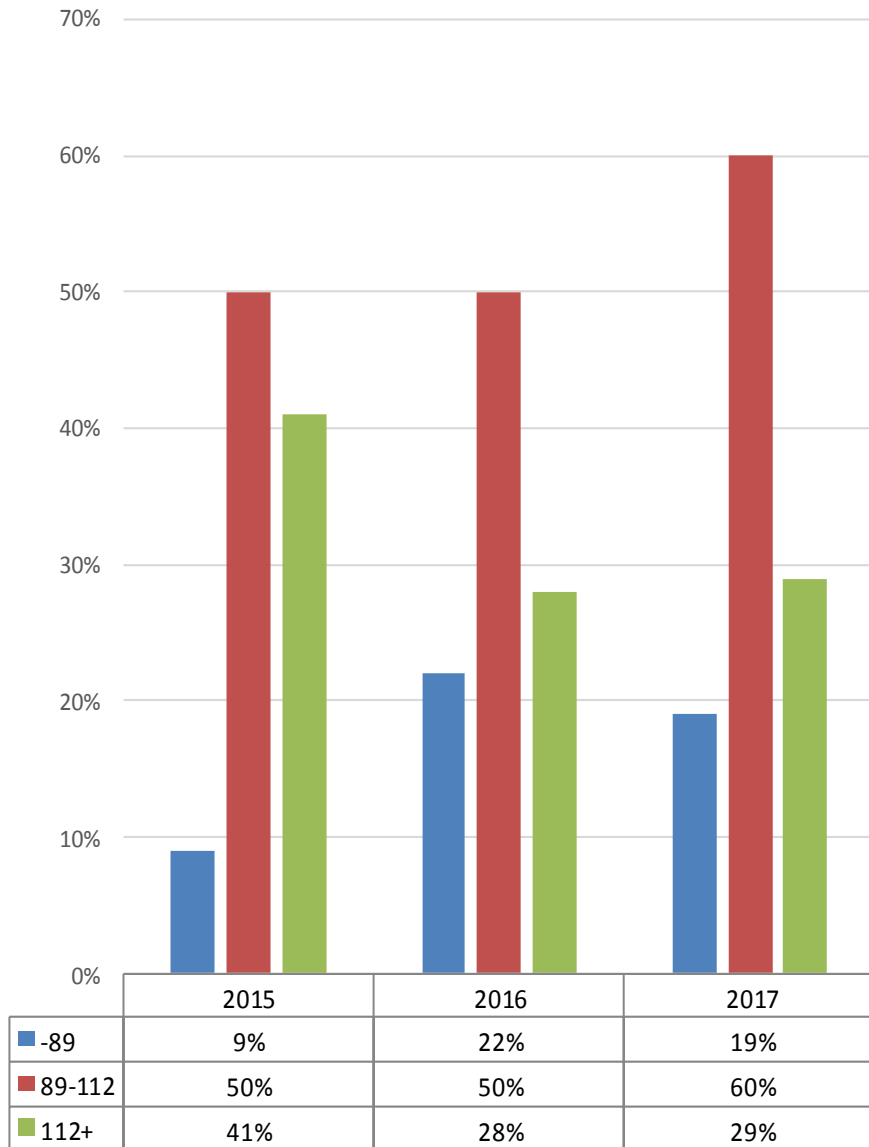
Standardised Difference
in English- Last Year's P7



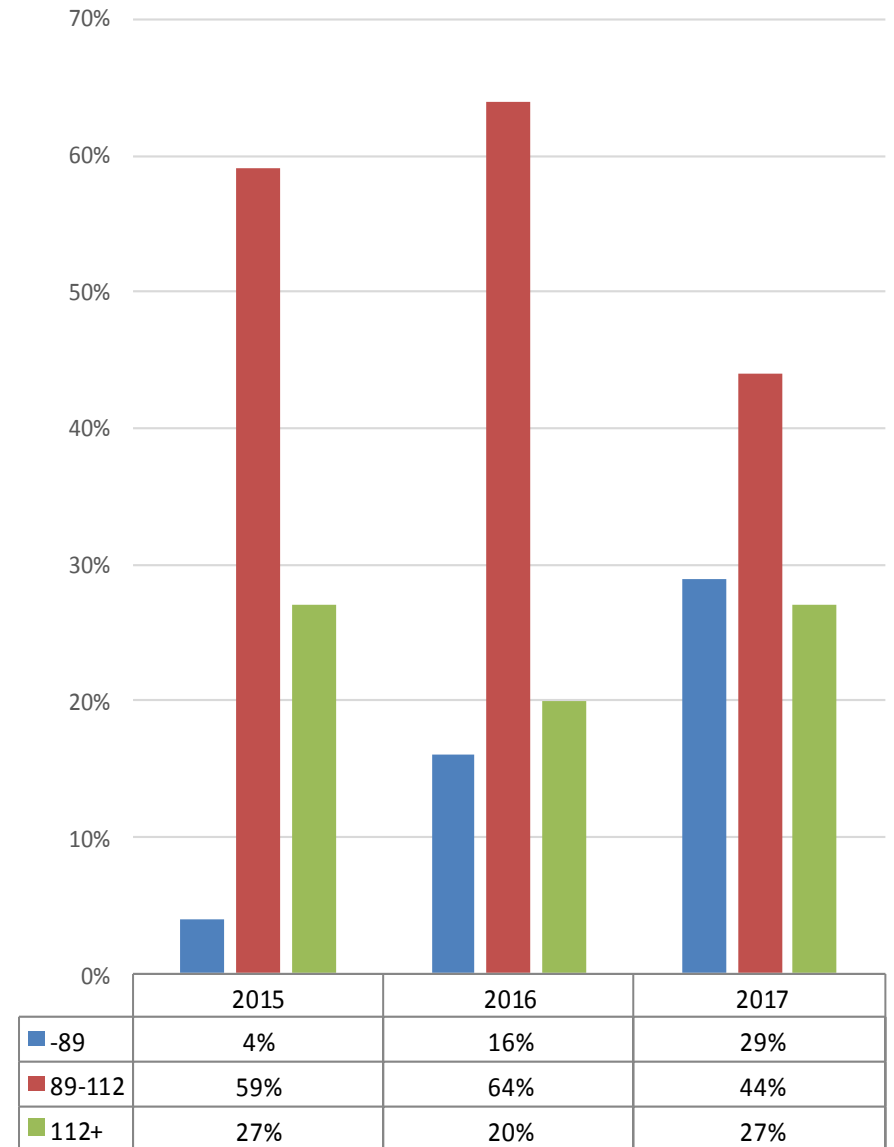
Standardised Difference
in Maths- Last Year's P7



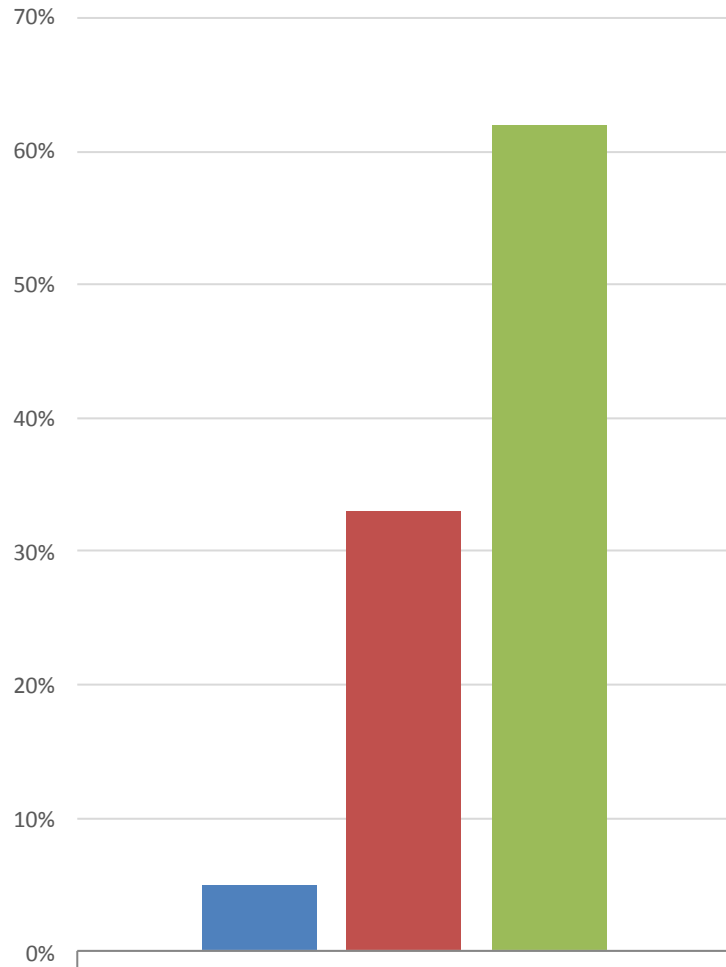
Standardised Difference
in English- WHOLE SCHOOL



Standardised Difference
in Maths - WHOLE SCHOOL

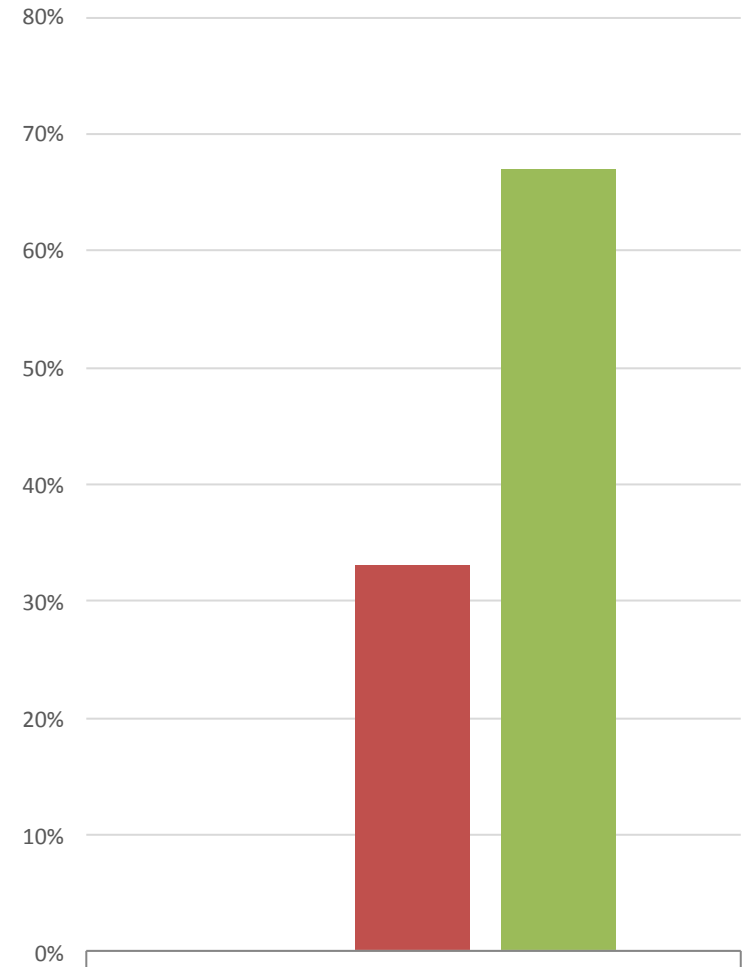


NRIT with PTE
P4 Class



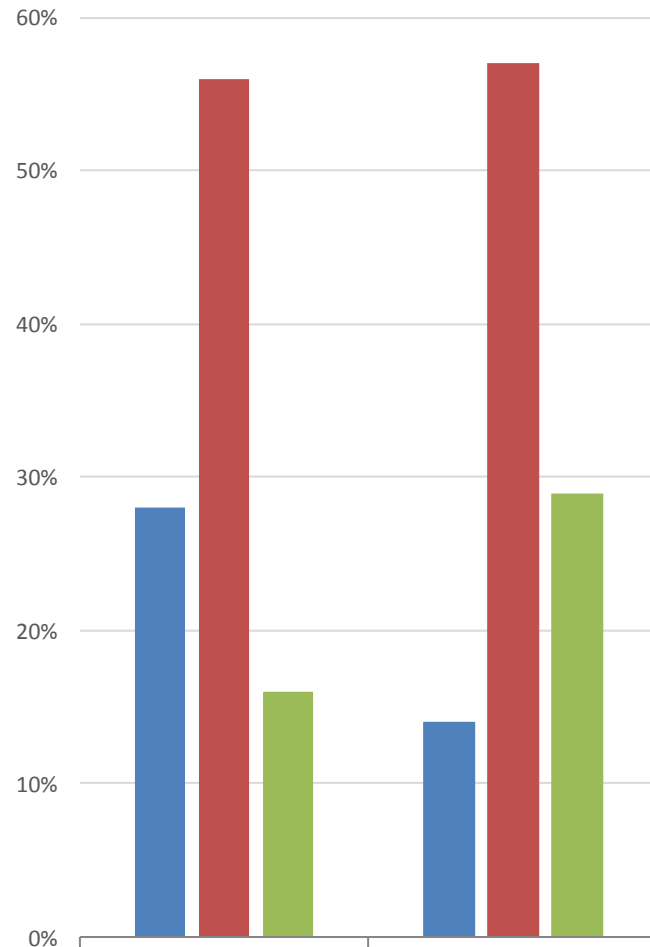
10 or more Negative	5%
In Range	33%
10 or more Positive	62%

NRIT with PTM
P4 Class



10 or more Negative	0%
In Range	33%
10 or more Positive	67%

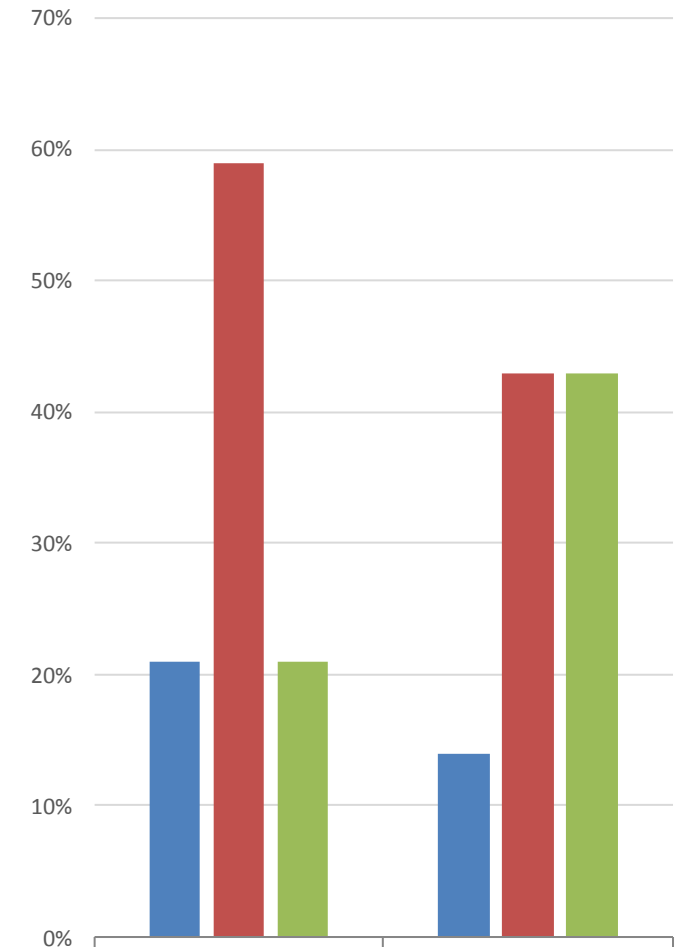
NRIT with PTE -P5 Class



	2016	2017
10 marks or more negative	28%	14%
In Range	56%	57%
10 marks or more positive	16%	29%

10 marks or more negative
In Range

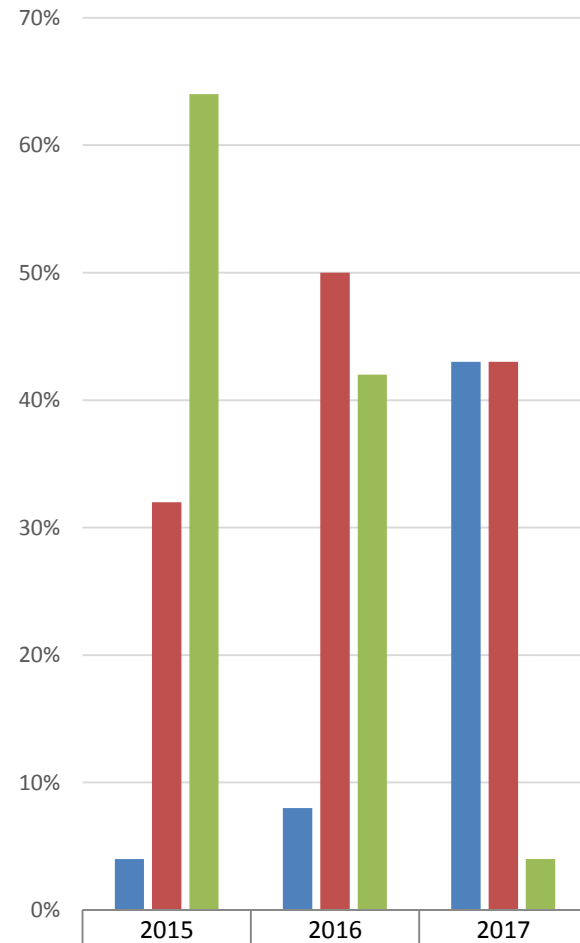
NRIT with PTM -P5 Class



	2016	2017
10 marks or more negative	21%	14%
In Range	59%	43%
10 marks or more positive	21%	43%

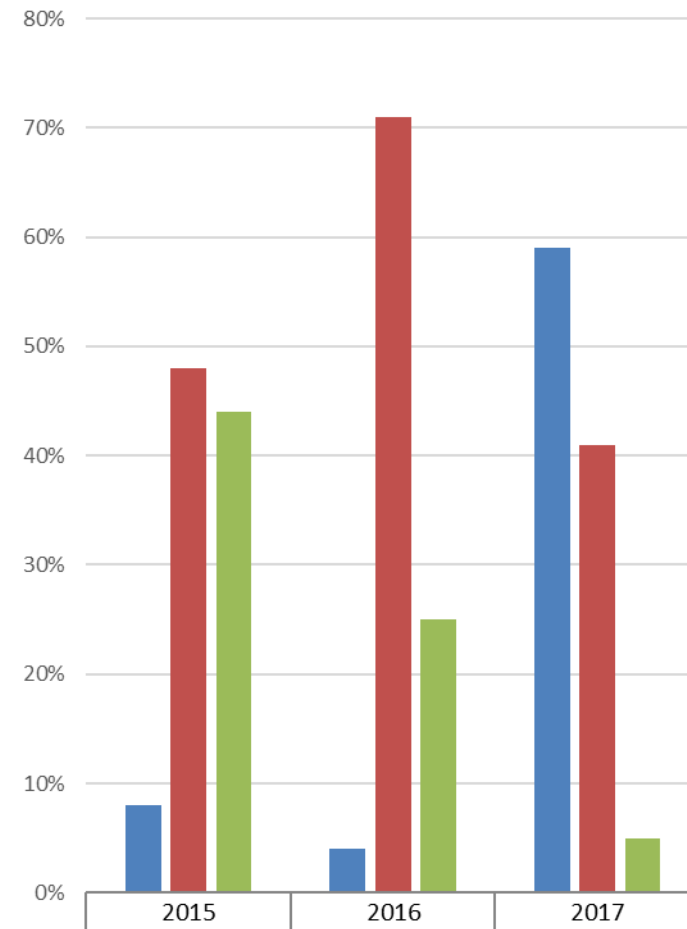
10 marks or more negative
In Range

NRIT and PTE - P6 Class



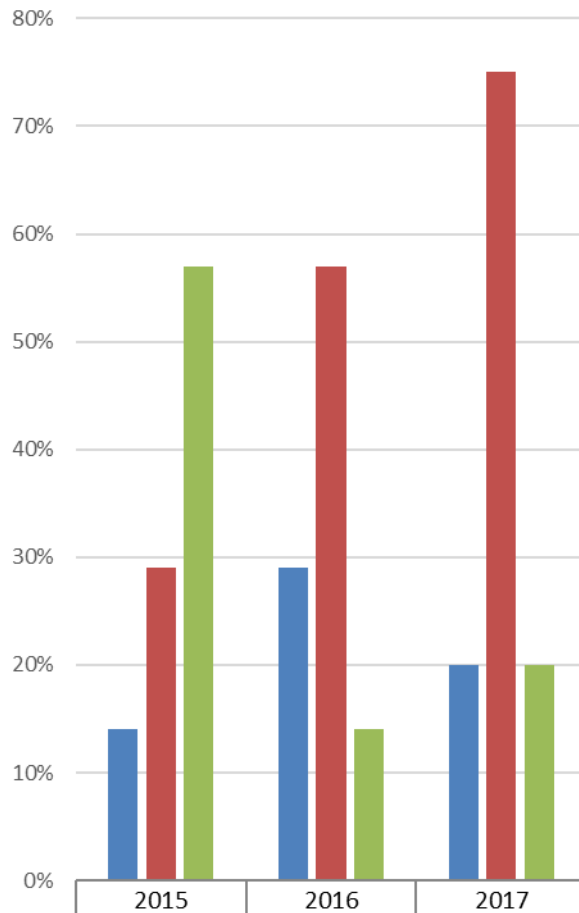
	2015	2016	2017
10 marks or more negative	4%	8%	43%
In Range	32%	50%	43%
10 marks or more positive	64%	42%	4%

NRIT and PTM - P6 Class



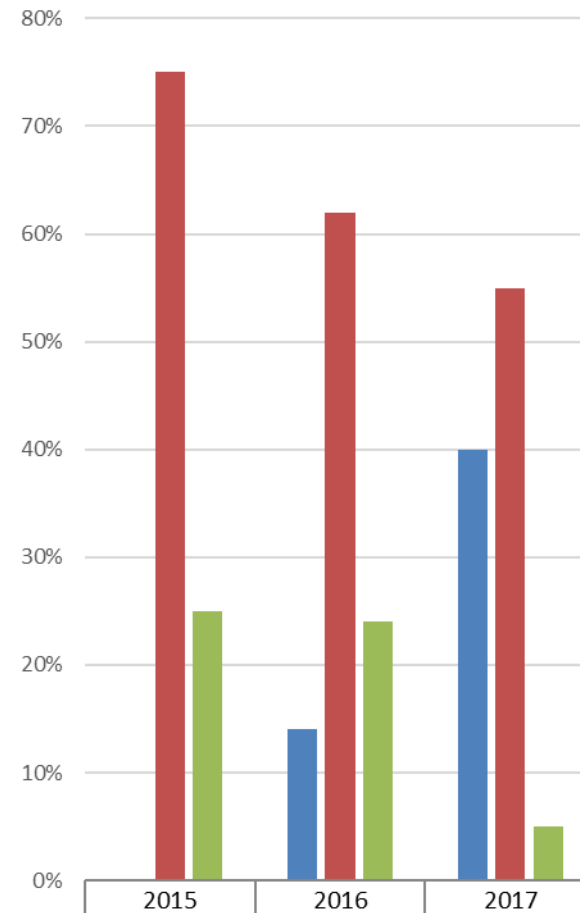
	2015	2016	2017
10 marks or more negative	8%	4%	59%
In Range	48%	71%	41%
10 marks or more positive	44%	25%	5%

NRIT and PTE - P7 Class



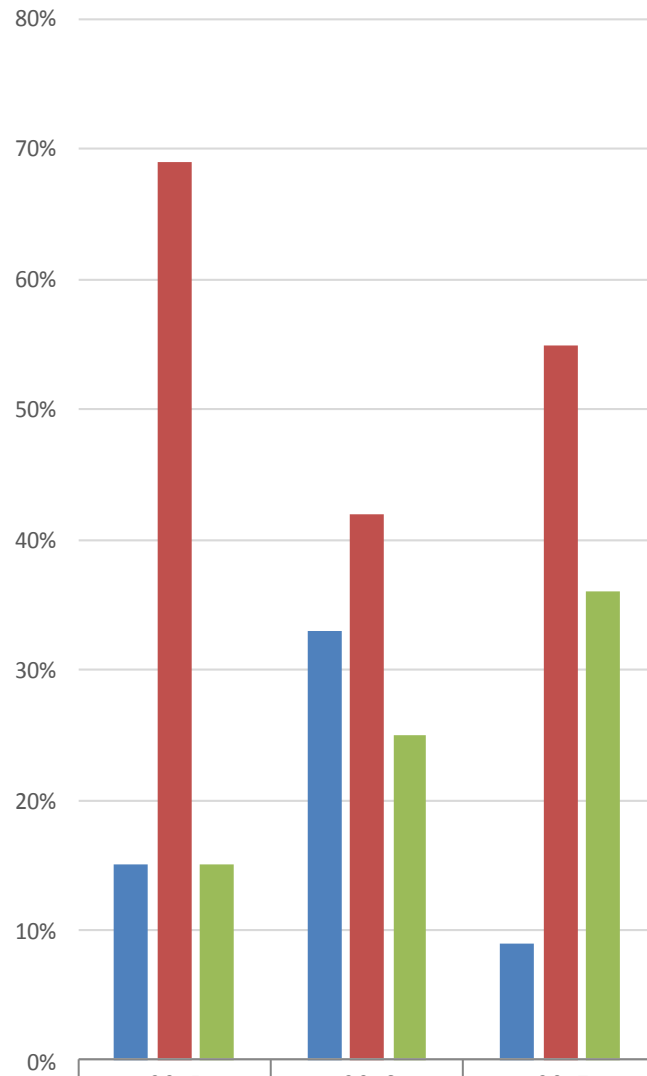
	2015	2016	2017
■ 10 marks or more negative	14%	29%	20%
■ In Range	29%	57%	75%
■ 10 marks or more positive	57%	14%	20%

NRIT and PTM - P7 Class



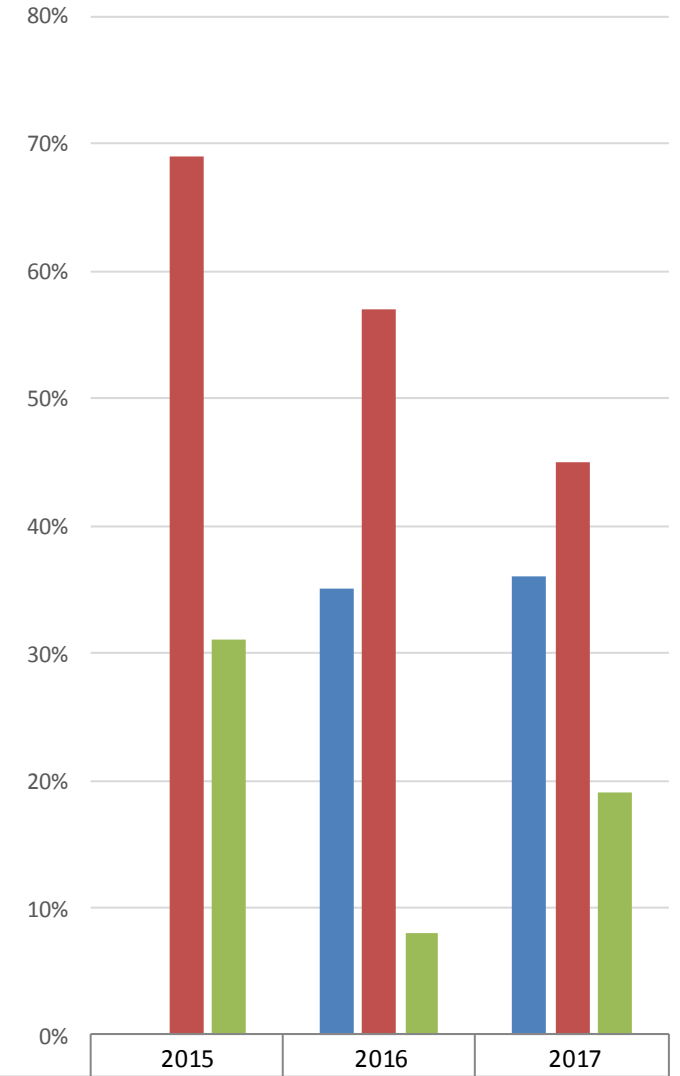
	2015	2016	2017
■ 10 marks or more negative	0%	14%	40%
■ In Range	75%	62%	55%
■ 10 marks or more positive	25%	24%	5%

NRIT and PTE - Last Year's P7 Class



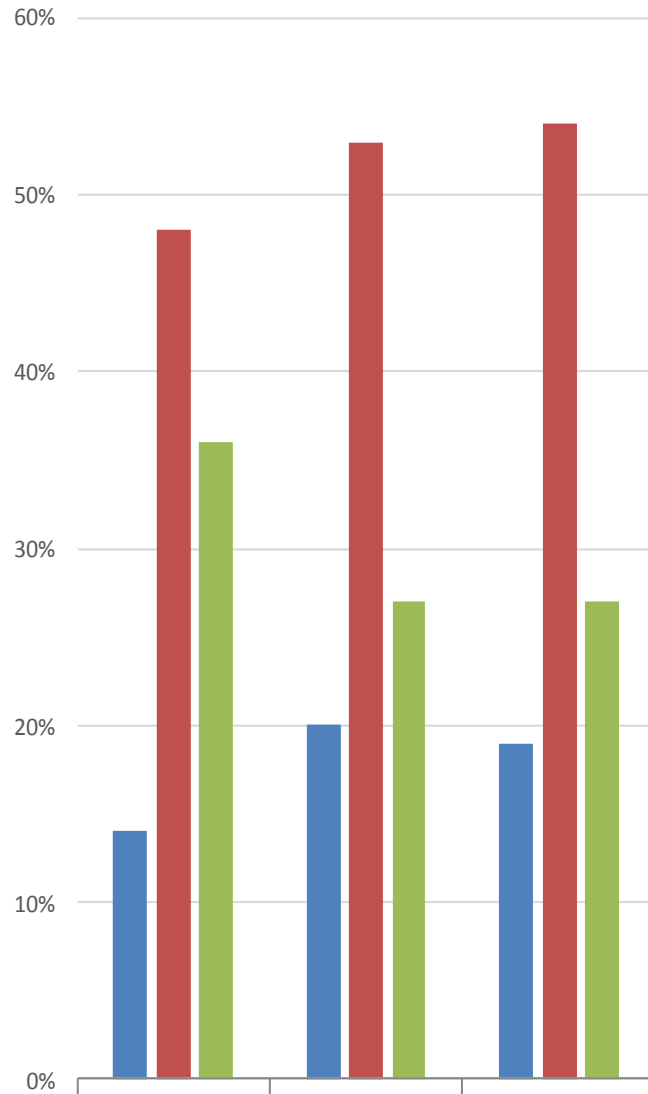
	2015	2016	2017
10 marks or more negative	15%	33%	9%
In Range	69%	42%	55%
10 marks or more positive	15%	25%	36%

NRIT and PTM - Last Year's P7 Class



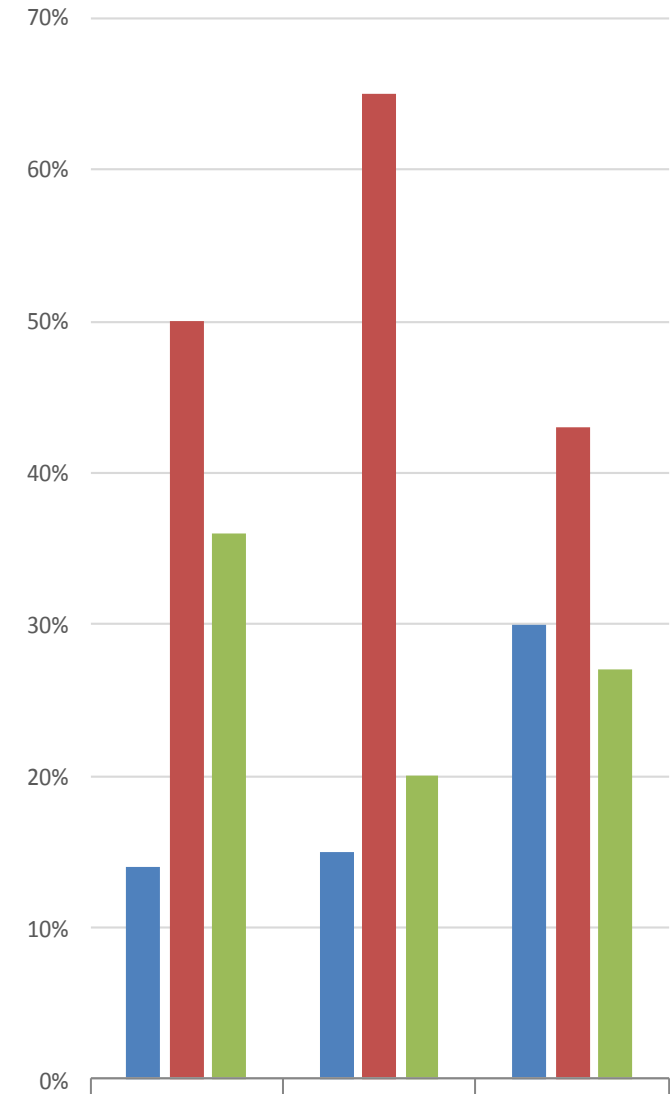
	2015	2016	2017
10 marks or more negative	0%	35%	36%
In Range	69%	57%	45%
10 marks or more positive	31%	8%	19%

NRIT and PTE - WHOLE SCHOOL



	2015	2016	2017
10 marks or more negative	14%	20%	19%
In Range	48%	53%	54%
10 marks or more positive	36%	27%	27%

NRIT and PTM - WHOLE SCHOOL



	2015	2016	2017
10 marks or more negative	14%	15%	30%
In Range	50%	65%	43%
10 marks or more positive	36%	20%	27%

Regulation 5

An assessment of the challenges and opportunities facing the school.

Strategies

- Audits
- Pupil council
- Discussions
- Open door policy
- Focus groups
- Workshops
- Open nights
- Parent feedback on annual report
- Parent teacher consultations/reviews
- Staff meetings
- Principal/staff consultations

Challenges

- Budget cuts leading to lack of professional development opportunities through the Education Authority
- Leadership skills among staff need developed to build capacity for future
- Children with pastoral needs
- Children with special education needs
- Lack of involvement from parents in learning process

Opportunities

- Positive inspection report in June 2012
- Hardworking staff
- Extended schools provision
- Strong budget
- SEN provision
- Strong community forum
- Forward thinking
- Strong leadership
- Good accommodation
- Links with other schools

Sources of Evidence

SEN Register

LMS Budget statements

Extended schools budget

ETI Report

Quality Indicators

Quality Indicators
TTI in process of being replaced by new SEF

TTI

ESAGS

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.

Strategies

- Audits
- Pupil council
- Discussions
- Open door policy
- Focus groups
- Workshops
- Open nights
- Curriculum Nights
- Parent teacher consultations/reviews
- Staff meetings
- Principal/staff consultations

Arrangements in Place

- Governors use a range of audits set up by 'Whole School' to survey the school community based on statutory DENI documents;
- Governors analyse both qualitative and quantitative information in preparation for the SDP;
- Parents are consulted through Open door events such as coffee mornings and bowling nights, curricular nights;
- The relevant parts of the SDP are communicated to pupils in child friendly language to give opportunity for discussion, feedback and planning;
- Governors attend events and curricular activities to get a first- hand feel as to the aspirations of pupils and parents for the school
- Curricular leaders prepare reports for governors based on first hand evidence of the school's performance in key areas.

Sources of Evidence

Audits with pupils
Audits with parents
Audits with staff
Audits with Governors
School Council
Friends of West Winds
Website

Quality Indicators

Quality Indicators
TTI in process of being replaced
by new SEF
TTI for Governors






TTI

ESAGS

7a The school's key targets for the period of the plan, based on the Department's priorities for education	
<p>Internal Audit</p> <p>Staff survey on ESAGS</p> <p>Staff survey on Quality Indicators</p> <p>Meetings with parents, pupils and governors</p> <p>Surveys with parents and pupils</p> <p>Analysis of data: individual, class, subject, whole school and national trends</p> <p>Consultation with local principals</p>	<p>Continuing Areas</p> <p>Raising of standards in Literacy and Numeracy</p> <p>Tackling underachievement as a whole school community</p> <p>Assessment of cross-curricular skills: Communication, Using Mathematics and Using ICT</p> <p>Staff restructuring to ensure setting up teams to match the key priority areas: Literacy, Numeracy, ICT and Pastoral Care.</p>
<p>National and Local Initiatives (current and forthcoming)</p> <p>Nurture Project</p> <p>Extended school funding for raising standards</p> <p>Self evaluation Process</p>	<p>External Evaluation (reference previous inspection reports)</p> <p>Focused Inspection ETI Report June 2012 – 'The areas for improvement include the need: for the teachers to revise their short and medium term planning in order to support further the teaching and learning' The school is very focused on creating a high culture of self- improvement which includes effective short and medium term planning.</p> <p>Follow Up Inspection ETI Report February 2014 – 'In the areas inspected, the quality of education provided by this nursery unit is now very good. The nursery unit is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement.' The Nursery continues to build on its capacity for sustained improvement. Methods of data collection and recording are being explored as well as partnership with an outstanding Nursery</p>

7a The school's key targets for the period of the plan, based on the Department's priorities for education

CHILD CENTERED PROVISION – 3 YEAR OVERVIEW

2015-16	2016-17	2017-18
Pupils voice channelled through School Council, pupil surveys and consultations		Pastoral Care To improve school attendance and punctuality
Develop an ethos of achievement among pupils		
Development of playground friends and outdoor play equipment		SEN Build SEN capacity among staff
Mentoring for Achievement Programme		Develop pupil contribution to IEP
Development of 'Attendance Strategy'		Nurture Ensure reintegration is planned effectively and supported by all relevant staff
Appointment of Deputy Designated teacher for Child Protection	New safeguarding posters around school	Develop an understanding of nurture among all staff
Training for Child Protection Governor and Principal	Pupils actively involved in the learning process	To embed nurture principles throughout whole school
New Safeguarding Display board	Leadership potential developed in classes through class jobs and learning opportunities	Learning Support Centre To create quality indicators for LSC based on SEF To link LSC with whole school self evaluation To further link LSC with whole school planning
Communication of school vision pupils to pupils	Maximised use of interventions programmes, including, Time to read and Extended Schools	
Review of positive behaviour policy	Pupils aware and actively developing own learning style	

7a The school's key targets for the period of the plan, based on the Department's priorities for education

HIGH QUALITY TEACHING AND LEARNING – 3 YEAR OVERVIEW

2015-16	2016-17	2017-18
Staff development on key areas of AFL - success criteria, questioning and plenary.	Literacy and Numeracy targets through self-evaluation process developed in school	Literacy Reduce the number of children making low progress and address underachievers Develop grammar skills for both staff and pupils through process of editing writing Develop monitoring through book looks and observations Numeracy Reduce number of underachievers Develop self-evaluation strategies within numeracy Improve standards in measures ICT To develop a cohesive system for monitoring ICT skills To provide an updated scheme of work for ICT To identify key areas for ICT development Assessment Develop AFL strategies Clearly target and track underachievers Develop benchmarking process Play Based Learning Improve planning for and engagement in play. Nursery Linking nursery with whole school evaluation Continuing outdoor play development – outdoors needs to be utilised. Professional development – cluster groups, professional learning journey etc
Development of Quality Assurance Team	Collegiate Book Monitoring	
Target setting for Literacy and Numeracy to continue through self-evaluation process developed in school	Trusted Colleague Networking	
Nursery - development of assessment methods /part of whole school self- evaluation process	Clear strategy for tackling underachievement	
Review of literacy/ Numeracy medium term planners	New forms of data collection / assessment for foundation stage	
Literacy and Numeracy policies updates along with schemes	Development of assessment tasks for Communication, Using Mathematics and Using ICT	
Ipad training for use in Literacy and Numeracy	Improvement walls linking data with learning	
Staff development on key areas of AFL - success criteria, questioning and plenary.	Curricular review of World Around Us and PDMU	
Development of Quality Assurance Team	Curricular Review of PBL and ABL	
Target setting for Literacy and Numeracy to continue through self-evaluation process developed in school	Development of TSPS	
Nursery - development of assessment methods /part of whole school self- evaluation process	Literacy and Numeracy targets through self-evaluation process developed in school	




7a The school's key targets for the period of the plan, based on the Department's priorities for education

EFFECTIVE LEADERSHIP – 3 YEAR OVERVIEW

2015-16	2016-17	2017-18
Develop a clear vision for the school	Leadership survey to be conducted with school community: pupils, staff, governors and parents	Middle Leadership To develop a middle leadership structure To develop a team approach to strategic areas of school development
Development of Senior Leadership Team roles and responsibilities	Coaching to be used for professional development of staff	
Development of Governor role in core business	Develop pupil leadership potential through learning process and School Council	
Governors: engaging with new QI's for governors	Quality indicators for leadership made clear	Governance Strengthen governors' involvement in Quality Assurance process
Development of 'voice'	Develop concept of principal as 'lead learner'	
Focused professional development programme	Review statutory policies	
Development of teams for key curricular and pastoral areas	Governors: 'Adopt a class'	Learning Partnerships To develop learning partnerships for all teaching staff
Principal to be involved in coaching	Development of QA team	
Mentoring by SLT	Leadership mentoring programme with partner school	
Develop a clear vision for the school	Leadership survey to be conducted with school community: pupils, staff, governors and parents	
Development of Senior Leadership Team roles and responsibilities	Coaching to be used for professional development of staff	

7a The school's key targets for the period of the plan, based on the Department's priorities for education

A SCHOOL CONNECTED TO ITS COMMUNITY – 3 YEAR OVERVIEW

2015-16	2016-17	2017-18
Learning Seminars with parents		Parents
Bowling nights with mums and dads	Develop learning links with parents	Communication – To develop communication systems to parents for clarity of information
Principal attendance at WWCA		Promote positive parenting
Working with Barnardos to develop parents programmes	Newly designed website to link parents more to learning	To improve literacy and numeracy skills of parents
Development of Education Committee within estate	Develop links with other schools	Wider Community
Newsletter to parents	PTA to be set up	Wider community
Principal to attend local interschool meetings and partnership groups		Education forum – to develop joint up thinking in the estate on underachievement
Attendance at and participation in extended schools cluster meeting	Governors involvement: 'Adopt a Class'	To develop links with other primary schools / nursery units
Governors continue to attend special school events	Use of local press to promote school in community	To develop partnerships with outside agencies
Use of local press to promote school in community	Use of Principal's blog to communicate with parents	
Coffee morning with parents from Nursery through to P7	Develop dads' and mums activities nights	

SCHOOL DEVELOPMENT PLAN PRIORITIES FOR 2017-18

Regulation 7. (a) (b) (c) (d) Key Priorities, planned outcomes in learning, teaching and raising actions to achieve outcomes and financial resources available.

CHILD CENTERED PROVISION	Pastoral	35
	SEN	35
	Nurture	36
	Learning Support Centre	36
HIGH QUALITY TEACHING AND LEARNING	Literacy	37
	Numeracy	37
	ICT	38
	Assessment	38
	Play Based learning	39
	Nursery	39
LEADERSHIP	Learning Partnerships	40
	Middle Leadership	40
COMMUNITY	Parents	41
	Wider Community	41

VERY SCHOOL A GOOD SCHOOL – CHILD CENTERED PROVISION								
PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING AND EVALUATING	Time	Staff	Support / Finance	
VERY SCHOOL A GOOD SCHOOL – CHILD CENTERED PROVISION	Pastoral	Pastoral Care Policy update	Updated policy	Review current policy Discuss current practice with staff	Completed policy	Easter 2018	CCarson + teachers	EA
		Safeguarding measures within school	All staff trained in safeguarding Safeguarding procedures in operation	Claire & Jim EA training Whole school assemblies Safeguarding noticeboards Anti-bullying week	Sign in sheet Registers updated Staff training evaluation sheets EA Training certificates	August 2017	Claire	
		Emotional intelligence aware ness for staff	Open communication among staff Staff aware of EI strengths and weaknesses	Coaching training and sessions Nurture training – mindfulness in classroom		June 2018	C Carson & JTodd	
		Develop attendance strategies	Improvement in attendance percentages	Consult with EWO / Learning Partnership	Attendance data	Ongoing	All staff	EWO
	SEN	Audit of SEN resources	List of SEN resources in WWPS	Audit of SEN resources List of children using resources	Level of pupil engagement	February 2018	Claire & Judith	SENCO to support staff
		IEP's from 2015/6 • Monitoring sheets • Pupil voice • Evidence	Pupils are aware of their IEP targets Teachers complete monitoring sheet	Pupils complete pupil sheet for IEP Pupils choose target Visual display for target Monitoring sheets	Pupil sheet Visual display in classroom Teacher monitoring sheet Target achievement SEN policy IEP's SEN register SEN correct details on Assessment data	Ongoing	All teachers	
		Role of SENCO	Underachievers being targeted Up to date SEN register /policy Working closely with outside agencies	Review SEN policy Writing IEP's with teachers Laising with outside agencies				

EVERY SCHOOL A GOOD SCHOOL – CHILD CENTERED PROVISION	PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING AND EVALUATING	Time	Staff	Support / Finance
	Nurture	Ensure reintegration is planned effectively and supported by all relevant staff	Pupils meeting reintegration targets Transitions working smoothly	Use of reintegration readiness scale Collaboration between nurture teacher and mainstream teacher Timetables sessions for nurture staff in mainstream class	P1/Rainbow timetable Notes from weekly meetings	May / June	Emma, Rachel, Claire, Jill, C Carson	Nurture Clusters
		Develop an understanding of nurture among all staff	Staff discussing and implementing nurture strategies Steering group providing ongoing support and direction for nurture staff	Monthly timetables meetings Increased direction from steering group Staff attendance at NGN training All teachers to spend day in Nurture unit	Reintegration readiness scale Staff meeting agendas Mirror and emotions Nurture quality mark board	Ongoing	Whole staff / Emma	NGN Nurture Annual Conference Steering Group
		To embed nurture principles throughout whole school	All staff implementing nurture strategies Pupils supporting nurture ethos	Ongoing discussions around quality mark indicators Workshops with pupils on new nurture posters	Medium term planners IEP's Boxalls Rainbow targets	Ongoing	Whole staff / Emma	£1000 sub cover for teacher release to nurture and for attendance at conference
Learning Support Centre	To create quality indicators for LSC based on SEF	Pupils work will show a clear link to P7 topic work	Collaboration with P7 teacher	Pupil work	Ongoing	Mrs Dalzell and Mrs Martin All KS2 teachers SLT QAT	Time with coordinators	
	To link LSC with whole school self evaluation	Pupils freely access skill based activities Pupils improving in writing skills Pupils improving in measures (time)	Joint lessons with P7 class LSC participating in whole school benchmarking process LSC in attendance at regular data team meetings	Data SE audit results Benchmarking data			Time out to other schools	
		To further link LSC with whole school planning	Quality indicators being used to identify areas for improvement	Undertake SE audit from new SEF document				Time to talk to other staff members

EVERY SCHOOL A GOOD SCHOOL – HIGH QUALITY TEACHING AND LEARNING	PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING AND EVALUATING	Time	Staff	Support / Finance
	Literacy	Continue to review NFER performance Reduce the number of children making low progress and address underachievers Develop grammar skills for both staff and pupils through process of editing writing Develop monitoring through book looks and observations	Reduction in underachievers Pupil work showing improvement in grammar skills through editing process Evidence of planning in children’s books and notes Teachers receiving ongoing support from data teams	Underachievers to be supported by withdrawal or team teach Begin to use new NFER test and analyse results Continued monitoring of children’s progress Highlight the area of editing for each year group Monitor planning notes Complete book looks Classroom observation Data Teams	Pupil work Teacher observation NFER results	Ongoing	Anne George SLT All Staff QAT	Cluster Group EA SLT Teacher release
		Numeracy	Reduce number of underachievers Develop monitoring strategies within numeracy Improve standards in measures	An increased number of underachievers now performing in line with their ability Systems in place to ensure first hand evidence is being properly monitored An increase in benchmark in target areas	Pinpoint pupils who present as underachievers based on PTE/PTM/NRIT analysis Underachievers identified and targets for improvement set Data team meetings Benchmarking targets set Observations by Numeracy coordinator	Monitoring of planning Pupil work Improved results Targets set and reviewed Progression evidenced by planning Planning and pupil work in sync Evidence that feedback is acted on	Ongoing Half termly Targets reviewed Feb 18 PTE/PTM Results – May 6/8 week planners Half termly book looks	Numeracy coordinator SLT SENCO QAT All Staff

EVERY SCHOOL A GOOD SCHOOL – HIGH QUALITY TEACHING AND LEARNING	PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING / EVALUATING	Time	Staff	Support / Finance
	ICT	To develop a cohesive system for monitoring ICT skills	Staff providing first hand evidence of ICT skills which reflect planning	Regular submission of ICT work	Planners Pupil work	Ongoing	HMcCormick SLT All Staff	Learning partnership ICT coordinator release
		To provide an updated scheme of work for ICT	New scheme being transferred into planners and evidenced in pupil work	ICT coordinator contribution at MLT meetings	Pupil self-assessment forms			
		To identify key areas for ICT development	Staff development in ICT meeting the present needs of staff	Regular feedback from ICT coordinator Devise new scheme based on relevant ICT guidance	ICT work from pupils Middle leadership boards			
	Assessment	Develop AFL strategies around the school	Teachers and pupils using AFL strategies such as success criteria, effective questioning and plenary	Audit of AFL strategies throughout the school	AFL Boards WALT targets in books Success criteria through pupil work	Jan 2018	All Staff	Learning Partnerships
		Clearly target and track underachievers	Underachievers focused on targets with teachers/ SENCO/pupils working together Improvement in underachievers scores	Underachiever action plans Underachiever register	Underachiever plans Whole school data	Sep 2017 – June 2018	Claire Carson Anne George Emma Crilly	
		Introduce benchmarking to whole school targets	Benchmark increasing throughout classes each term	Data boards to be introduced as tool to track whole school improvement	Benchmarking data	October 2017-ongoing	All Staff	

EVERY SCHOOL A GOOD SCHOOL – HIGH QUALITY TEACHING AND LEARNING	PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING AND EVALUATING	Time	Staff	Support / finance
	Play Based Learning	Improve planning for and engagement in play.	Planning is in line with NI curriculum, is appropriate and integrated with planning in other areas. More learning is taking place through play. Greater and more effective use of outdoor space. Successful monitoring/tracking of children. Developing plans that reflect the outcomes of assessment.	Research good practice re planning and practice and learning through play. Consult Nursery Leader to ensure progression and build on previous learning. Devise a framework which meets the identified needs within our school. Make greater use of outdoor space complete risk assessment examine maintenance issues evaluate existing resources/storage and improve Consult and work with other co-ordinators e.g.(WAU) Research assessment of play and agree and implement a policy	Observations Planning evaluated Photographs	Ongoing	Nursery and Foundation	Learning Partnership Cluster group Full day consultation with Joan Henderson
		Nursery	Linking nursery with whole school evaluation Continuing outdoor play development – outdoors needs to be utilised. Professional development – cluster groups, professional learning journey etc.	Pupils being tracked and targeted though available data. Self evaluation informing future planning / actions Pupils engaged in purposeful outdoor activities Staff directing purposeful learning through outdoor play area Nursery embedding practice from cluster groups Shared training programme implemented	Use of whole school tracking boards to track language and mathematical development Use of assessment methods as evidence to assess 6 areas Improve presentation of garden and addressing health and safety issues Plan outdoor area to address 6 areas of curriculum Sharing and embedding good practice Identifying areas for focus and training	Assessment data Observation notes / pictures Tracking boards Newly refurbished garden Minutes / practice embedded from clusters	Ongoing	Mrs Gibson Mrs Murray Mrs Coulter Cluster Group

PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING / EVALUATING	Time	Staff	Support /Finance
EVERY SCHOOL A GOOD SCHOOL –EFFECTICE LEADERSHIP	LEARNING PARTNERSHIP	<p>To develop learning partnerships for all teaching staff</p> <p>All teacher as connected to another teacher outside of West Winds PS</p> <p>Teachers sharing self-evaluation ideas, resources and strategies</p> <p>Increased confidence / expertise among teachers</p>	<p>Ongoing shared development with Holy Cross Boys Belfast</p> <p>Increased involvement through clusters</p> <p>Clear focus at clusters and learning partnership meeting linked to SDP</p>	<p>Self-evaluation practices</p> <p>Staff development programme</p> <p>Co-ordinator action plans</p> <p>Minutes from Meetings</p>	Ongoing	All teaching staff and relevant partner staff at learning partnership schools	Teacher release to attend LP schools
	MIDDLE Leadership Team	<p>To develop a middle leadership structure</p> <p>Effective additional leadership team supporting the work of the school</p> <p>Middle leaders have clear purpose and strategy for their area of expertise</p> <p>Leaders using self- evaluation practices</p>	<p>Training by CWegwermer on middle leadership</p> <p>Development of quality indicators</p> <p>Regular MLT meetings</p> <p>Agree reporting mechanism</p>	<p>Minutes from MLT meetings</p> <p>Self-evaluation evidence</p> <p>Pupil work</p> <p>Classroom observations</p> <p>Data</p>	Ongoing	<p>Hilary McCormick (ICT)</p> <p>Emma Crilly (Numeracy)</p> <p>Anne George (Literacy)</p> <p>Heather Beattie (WAS)</p>	<p>Learning Partnerships</p> <p>CWegwermer</p> <p>Sub cover for teacher release</p>

EVERY SCHOOL A GOOD SCHOOL – COMMUNITY	PRIORITIES		SUCCESS CRITERIA	ACTIONS FOR IMPROVEMENT	MONITORING AND EVALUATING	Time	Staff	Support / Finance
	Parents	Communication – To develop communication systems to parents for clarity of information	Parents informed accessing information regarding school policies / protocols in parent friendly way Website displaying information on dates / policies	Website to be updated with policies and key dates Safeguarding policies to be put on website for parents	Updated website Policy updates	Ongoing	SLT	
		Promote positive parenting	Parents more confident managing their children	Parent participation in the Incredible Years Programme	Evaluations from Incredible Years	Sep to Dec	C Carson	Training costs
		To improve literacy and numeracy skills of parents	Parents developing mathematical and literacy skills	Parent seminar programme	Parent seminar feedback	April	J Todd	Seminar materials
	Wider Community	Education forum – to develop joint up thinking in the estate on underachievement	Strategies / resources being shared for tackling underachievement	Underachievement to be discussed regularly at Ed Forum meetings	Minutes Pupils work / data	Ongoing	JTodd Education Forum SLT	Learning Partnership Cluster Groups
		To develop links with other primary schools / nursery units	Resources / self evaluation ideas being embedded in practice	Meetings arranged with cluster groups, learning partnership school and other schools	Records of shared staff development	Ongoing	Cluster groups All staff	

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

CHECKLIST FOR GOVERNORS – SCHOOL DEVELOPMENT PLANNING PROCESS

	YES	NO
1. Has a whole school self-evaluation audit taken place?	✓	
2. Has the audit identified strengths and key areas for development	✓	
3. Were all the relevant people consulted (parents, pupils, staff, governors)	✓	
4. Have priorities been determined and agreed?	✓	
5. Are all the matters which must be addressed in the SDP as outlined in Article 3 (3) Regulation 4 Northern Ireland Order 1998- revised 2010, included?	✓	
6. Have monitoring and evaluating arrangements been made for the Board of Governors?	✓	
7. Has the Board of Governors agreed the SDP for the forthcoming year?	✓	
8. Is the progress of the SDP included in the agenda of each meeting of the Governors?	✓	
9. Do all members have a copy of the SDP?	✓	
10. Has a copy of the SDP been sent and been approved by EA?	✓	

