



**School
Development
Plan
2025/2028**

To, Live, Love and Learn in a caring Catholic Community

A school is often seen as the beating heart of its community—a place where hope, ambition, and support unite to uplift every child. At St. Aloysius Primary School, our Catholic and inclusive ethos creates a nurturing environment where every pupil is cherished, supported, and inspired to become the best version of themselves.

Our vision is both clear and compelling: to deliver outstanding education tailored to each child's unique starting point, ensuring they feel happy, engaged, and empowered to reach their full potential in a warm and caring setting. We are passionate about cultivating a lifelong love of learning and instilling values such as kindness, honesty, respect, empathy, and responsibility—principles our pupils embody and celebrate daily.

This forward-thinking plan responds to the evolving landscape of primary education and reflects the remarkable growth in our school community, particularly in our provision for children with special educational needs. The expansion of our specialist classes, alongside the unwavering commitment of staff, allied professionals, and families, ensures that every child's needs are understood and met. Our achievements—including awards for inclusion, wellbeing, and digital innovation—stand as a testament to the shared dedication and vision of our entire school community.

Throughout the development of this plan, we have listened attentively. The voices of parents, carers, pupils, and the wider community have guided our priorities and shaped our actions.

On behalf of the Board of Governors, I extend heartfelt thanks to our staff for their dedication, resilience, and compassion; to our parents and community for their trust and collaboration; and to our children, who remind us daily of the joy and purpose found in learning together. The leadership and insight of our pupils have been a source of inspiration throughout this journey.

Together, we will continue to nurture every child and pursue excellence in all that we do.

With sincere gratitude,

Martin McDonald

Chairperson of the Board of Governors

St. Aloysius Primary School is a maintained co-educational primary school situated in the Parish of Blaris, Lisburn. The school was built in the 1968, with an extension added in 1970. The school is spacious and well maintained. All 17 classrooms are fitted with interactive whiteboards., Apple TV and the entire building is Wi-Fi enabled for the use of iPads and laptops. All classrooms are well resourced and maintained. In addition, there are two interview rooms, an ICT suite and office accommodation. The school has a separate PE Hall and interconnected Dining Room. There is an expansive play area which incorporates a full-sized football pitch. St. Aloysius Nursery Unit is a single-entry unit of 26 pupils. There is a class teacher and a full-time nursery assistant. The Nursery is self-contained with generous accommodation and an extensive well-equipped external play area. Our current staff consists of the Principal, plus 18 teachers. We have 17 class-based teachers and a Learning Support Co-ordinator who assists with special needs provision on a full-time basis.

The school secretary, building supervisor, classroom assistants, cleaners, supervisory assistants and school meals staff complete a team dedicated to the education and welfare of the children entrusted to their care.

The principal has been in post since 2013, and a vice-principal was appointed in March 2022. There is a strong senior leadership team in place to support the Principal and Vice Principal. There have been some changes in co-ordination roles and responsibilities to meet the changing context of the school and utilise staff expertise.

The previous three-year school development plan concluded in June 2020, however, due to the Covid Pandemic the school has planned and evaluated on a one yearly cycle since that date. Action short of strike has had some impact on the improvement journey.

St. Aloysius Primary School Ethos

Mission Statement

- Our school provides a happy and secure atmosphere in which the Catholic ethos permeates all levels of your child's experience.
- Deliver a rich, balanced and creative curriculum, enabling all children to achieve high standards and celebrate success.
- Maintain the highest quality of teaching and learning to ensure children achieve their full potential and become motivated, ambitious and confident lifelong learners.
- Develop each child spiritually, morally, intellectually, socially, emotionally and physically in order that they may realise their full potential and have an appreciation of their self-worth.

- Encourage qualities of initiative, independence, resourcefulness and self-confidence in each child.
- Help children to develop an understanding of their own culture and tradition. We promote an environment where children and families of diverse identities are recognised, welcomed and respected.
- Foster productive partnerships connecting the school, the family, the parish and the wider community in the education of the whole child.
- Promote positive behaviour within a happy and secure school environment where the pupil voice is valued.
- Nurture a spirit of charity, a respect for the environment and concern for others.
- We follow and teach the Gospel value, 'Love one another as I have loved you.'

St Aloysius core values. [OBJ]

In St. Aloysius P.S. we believe:

- We are an inclusive school which celebrates our Catholic faith, nurturing and supporting each individual child.
- We foster a learner-centred environment where children embrace challenges, reflect on their progress and strive to exceed expectations.
- In celebrating every child's achievement(s) and creativity in a supportive community that inspires continuous growth.
- In fostering a respectful, learning community, built on fairness, humility, kindness, forgiveness and trust.
- It is vital that parents, guardians, staff and children work consistently together to create a safe, open and positive learning environment.

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Section 1. A Statement of evaluation of the school's ethos

Core Question 1: What is the school's vision and what informs it?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation												
<p>At our core, we believe in nurturing ambition that is grounded in virtue. We encourage every pupil to strive for excellence while embodying the values of kindness, sincerity, and tolerance. Rooted in our Christian ethos, we aim to develop young people who are not only the best they can be, but who also uplift others through compassion and integrity.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Values</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">Kindness</td> <td style="width: 50%;">Determination</td> </tr> <tr> <td>Resilience</td> <td>Patience</td> </tr> <tr> <td>Positivity</td> <td>Respect</td> </tr> <tr> <td>Generosity</td> <td>Gratitude</td> </tr> <tr> <td>Honesty</td> <td>Friendship</td> </tr> </tbody> </table> <p>These values are displayed and are used as tools to guide our decisions and behaviours.</p> <p>At St. Aloysius, we are proud to be a Catholic school where our Christian values shape every aspect of school life. Our motto, "To live, love and learn in a caring Catholic community," reflects our commitment to nurturing the whole child—spiritually, emotionally, socially, and academically.</p> <ul style="list-style-type: none"> To Live: We encourage pupils to embrace life with joy, purpose, and resilience, growing into confident individuals who contribute positively to society. To Love: Inspired by the teachings of Christ, we foster a culture of compassion, respect, and service, where every 	Values		Kindness	Determination	Resilience	Patience	Positivity	Respect	Generosity	Gratitude	Honesty	Friendship	<p>Our Positive Behaviour Policy is rooted in our Catholic ethos and aims to foster a safe, respectful, and nurturing environment where all pupils can thrive. The implementation of this policy is guided by the following principles:</p> <p>Clear Expectations</p> <ul style="list-style-type: none"> Behaviour expectations are explicitly taught, modelled, and reinforced across all areas of school life. Pupils are encouraged to demonstrate kindness, respect, responsibility, and self-discipline in line with Gospel values. <p>Consistent Approach</p> <ul style="list-style-type: none"> All staff follow a consistent framework for recognising positive behaviour and addressing inappropriate behaviour. Rewards and consequences are applied fairly and proportionately, with a focus on restoration and growth. <p>Positive Reinforcement</p> <ul style="list-style-type: none"> Good behaviour is celebrated through praise, certificates, class rewards, and whole-school recognition. Pupils are encouraged to reflect on their actions and understand the impact of their behaviour on others. <p>Supportive Interventions</p> <p>Staff use de-escalation strategies and restorative practices to resolve conflicts and support</p>	<ul style="list-style-type: none"> Positive Behaviour Policy in action Staff Questionnaires Parental Questionnaire Pupil Pass data BOG Questionnaire. Pupil attendance rate Feedback from Parental workshops 	
Values															
Kindness	Determination														
Resilience	Patience														
Positivity	Respect														
Generosity	Gratitude														
Honesty	Friendship														

<p>person is valued and relationships are built on kindness and sincerity.</p> <ul style="list-style-type: none"> To Learn: We strive for excellence in education, supporting every child to reach their full potential through high-quality teaching and a love of lifelong learning. <p>We celebrate diversity and promote positive relationships among children, staff, and parents, creating a welcoming and inclusive environment where everyone feels a sense of belonging.</p>	<p>emotional wellbeing. Individual behaviour plans are developed for pupils who require additional support, in collaboration with parents and relevant professionals.</p> <p>Parental Engagement</p> <ul style="list-style-type: none"> Parents are kept informed and involved in promoting positive behaviour through regular communication, workshops, and shared strategies. Our school works in partnership with families to ensure consistency between home and school. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Behaviour data is regularly reviewed to identify patterns, inform interventions, and celebrate improvements. Staff receive ongoing training to ensure the policy is implemented effectively and reflects best practice. Core values acknowledged and celebrated through Key Stage assemblies and awards. We recognise the vital role parents play in supporting their child's education and wellbeing. Our parental workshops will be designed to: Improve access to the curriculum by helping parents understand key learning strategies, subject content, and how to support learning at home. Promote emotional wellbeing by offering guidance on nurturing resilience, managing emotions, and fostering positive mental health in children. These workshops reflect our commitment to building strong partnerships between home and school, ensuring every child is supported to thrive both academically and personally within our caring Catholic community. 		
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Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

Section 2a. A summary of school strategies & procedures for learning, teaching, assessment, and promoting the raising of standards of attainment of all pupils, in particular Communication, Using Mathematics and using Information Communication Technology (Using ICT).

Core Question 4: How does the school define, celebrate and embed success for all learners - Communication & Literacy

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Communication & Literacy</p> <p>Assessment overview:</p> <ul style="list-style-type: none"> Year 4/6/7 test data show that they are above the national average in all areas. Year 5 are below slightly in authorial techniques -2% All classes are over the target 60% target for Stanine 5 and above. <p>A very positive reflection of the school academic standards for 2024/25.</p> <p>Overview:</p> <ul style="list-style-type: none"> There exists a pronounced emphasis on the development of a language enriching environment within the classroom. This focus is particularly evident in the promotion of reading, facilitated by the well-stocked Accelerated Reader library, the implementation of half-term targets, the Millionaire Club initiative, the introduction of a new Key Stage 2 reading scheme, 	<p>Embedding the Writing Scheme</p> <ul style="list-style-type: none"> Make sure the writing scheme is used consistently across all year groups. Everyone should be clear on expectations and how the scheme supports progression. <p>Genre Confidence</p> <ul style="list-style-type: none"> Teachers should feel confident with the genre they're teaching. Provide support and resources to help staff understand the features and structure of each genre. <p>Clear Six-Stage Planning</p> <ul style="list-style-type: none"> Use detailed six-stage plans to guide teaching of each genre. Plans should be easy to follow, support skill-building, and allow for creativity. <p>Evaluate</p> <ul style="list-style-type: none"> Encourage staff to reflect on how well the genre is being taught and received. Use pupil work, feedback, and observations to adapt and improve delivery. 	<p>Planning Documentation</p> <ul style="list-style-type: none"> Staff planners consistently demonstrate a clear working knowledge of the writing scheme. Genre-specific plans are detailed and structured, clearly outlining the six key stages of writing development. <p>Curriculum Consistency</p> <ul style="list-style-type: none"> There is a shared understanding of genre expectations across year groups. Planning reflects a coherent approach to writing progression and aligns with whole-school literacy goals. <p>Pupil Work Samples</p> <ul style="list-style-type: none"> Written work produced by pupils shows clear evidence of progression through the six-stage writing process. Samples reflect genre-specific features and demonstrate the impact of structured teaching. <p>Pupil Voice</p>	<ul style="list-style-type: none">

<p>and the comprehensive selection of reading materials available for Key Stage 1 and the Foundation Stage.</p> <ul style="list-style-type: none"> • Staff were provided with comprehensive training on writing across various genres, facilitated by education specialist Anne McErlane. This training encompassed six essential steps for the effective development of each genre. • The development of a writing scheme, which was agreed upon by all year groups and is set to be integrated into planning and classroom practice, in September 2025. • Literacy events are commemorated annually, including World Book Day, book fair, and the attainment of reading targets, culminating in a Millionaire Reading Lunch. 		<ul style="list-style-type: none"> • Pupils can articulate the purpose and features of different writing genres. • Feedback from pupils indicates increased confidence and enjoyment in writing, as well as awareness of the stages involved in developing their work. 	
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

Section 2a. A summary of school strategies & procedures for learning, teaching, assessment, and promoting the raising of standards of attainment of all pupils, in particular Communication, Using Mathematics and using Information Communication Technology (Using ICT).

Core Question 4: How does the school define, celebrate and embed success for all learners- Using Mathematics & Numeracy

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Using Mathematics & Numeracy</p> <p>Assessment</p> <ul style="list-style-type: none"> Year 5 and Year 7 data show that they are above the national average in all areas. Year 4 are above in 7 areas and below in 1 area (Shape and Space). Year 6 are above in 7 areas and below in 1 area (Problem Solving). The area of number is above in every year group <p>Target over 60% pupils above stanine 5</p> <ul style="list-style-type: none"> 8 out of 9 classes are above 60% target of Stanine 5 and above. 3 out of 4 year group's averages are also above 70% (Primary 4 – 64.91%) P4A 4.45% below the threshold <p>Overview</p> <ul style="list-style-type: none"> We are continuing to focus on improving the teaching and learning of Numeracy across the school, with an emphasis on making lessons more practical, 	<p>Collins Online Learning Hub Develop staff and parent engagement with the Collins Connect platform to enhance planning, teaching, and home learning support.</p> <p>CCEA 'Think Differently' Initiative Embed strategies from the Think Differently programme to address maths anxiety and promote a growth mindset across all key stages.</p> <p>Parental Involvement and Support Strengthen communication and resources for parents to support maths learning at home, particularly through digital platforms and targeted guidance. <i>Parental workshop- aim to support learning at home KS1/ KS2 (VP to research suitable workshops available)</i></p> <p>Freckle Maths Continuation of Freckle Maths program within P4-P7 - Significant online resource to help improve enjoyment and attainment in maths - Programme is supported by extensive data which will inform staff on its success</p>	<p>Collins Online Learning Hub</p> <ul style="list-style-type: none"> Staff CPD records showing training sessions on Collins Connect. Usage analytics from the Collins platform (e.g., logins, resource downloads). Parent feedback surveys on the usefulness of Collins resources for home learning. Lesson plans or examples where Collins Connect was used to support teaching. Communication samples (e.g., newsletters, emails) promoting Collins to parents <p>CCEA 'Think Differently' Initiative</p> <ul style="list-style-type: none"> Staff training logs or attendance certificates from Think Differently sessions. Classroom displays or pupil work showing growth mindset language and strategies. Pupil voice surveys on attitudes toward maths before and after interventions. 	<ul style="list-style-type: none">

<p>challenging, and engaging for pupils.</p> <ul style="list-style-type: none"> • The new Collins Busy Ant Maths scheme was introduced 2023/24, and staff are beginning to embed it into their planning and delivery. • Teachers are becoming familiar with the scheme and starting to use the Collins Connect online platform to support lesson planning and teaching. • The Freckle Maths programme was continued in P4–P7, and it provided personalised learning opportunities that increased pupil engagement and enjoyment in maths. • Freckle is effectively linked with Renaissance and STAR Maths, allowing tasks to be tailored to individual pupil needs. This supported differentiated instruction and helped identify and address gaps in understanding. <p>Maths events are celebrated through the year-</p> <ul style="list-style-type: none"> • Maths Week Ireland (Oct 2024) Financial Education Focus • Maths Challenges <p>Pupils participated in the Primary Maths Challenge (2024) and First Maths Challenge (2025)</p>	<p>- Linked to Renaissance and STAR maths to ensure that tasks are targeted to each individual pupil</p>	<ul style="list-style-type: none"> • Planning documents showing integration of Think Differently strategies <p>Parental Involvement and Support</p> <ul style="list-style-type: none"> • Parent workshop materials (slides, handouts, sign-in sheets). • Digital resources shared via school website, Seesaw, or other platforms. • Parent feedback forms from workshops or online engagement. • Examples of targeted guidance (e.g., tip sheets, video tutorials). <p>Targets for Freckle Maths Programme (P4–P7)</p> <ul style="list-style-type: none"> • Continue implementation of the Freckle Maths programme across Primary 4 to Primary 7. • Utilise this significant online resource to enhance both enjoyment and attainment in mathematics. • Leverage the programme’s extensive data tracking to inform staff on pupil progress and overall programme effectiveness. • Ensure tasks are individually targeted by linking Freckle Maths with Renaissance and STAR Maths assessments, supporting personalised learning pathways. 	
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Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
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Section 2a. A summary of school strategies & procedures for learning, teaching, assessment, and promoting the raising of standards of attainment of all pupils, in particular Communication, Using Mathematics and Using Information Communication Technology (Using ICT).

Core Question 4: How does the school define, celebrate and embed success for all learners – Wider Curriculum

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Wider Curriculum</p> <ul style="list-style-type: none"> • World Around Us (WAU) planning includes half-termly overviews from P1 to P7, which demonstrate clear cross-curricular links, particularly with literacy. This approach supports thematic learning and reinforces key skills across subjects. • The PE scheme is delivered through the Core NI website, covering all key areas of physical education development. In addition teachers are supported by external coaches who provide specialised PE sessions tailored to specific year groups, enhancing the quality and breadth of physical education across the school. • The current music scheme and provision are under review, with plans for further development once the music coordinator returns from maternity leave. This will provide an opportunity to enhance progression, ensure curriculum coverage, and strengthen links with other areas of learning. 	<p>World Around Us</p> <ul style="list-style-type: none"> • Review planners to ensure there is clear evidence of all 4 areas (History, Geography, Science & Technology) • Using progression framework document to ensure progression • Provide learning experiences for pupils that are practical, enjoyable and engage the children in effective learning of the world they live in • Use the Lisburn area/ local linen museum/ landmarks / local agencies to enhance the teaching and learning in WAU <p>PE</p> <ul style="list-style-type: none"> • The PE scheme currently stored on Core NI needs to be centrally stored on the school system for easier staff access. • A PE audit should be completed to identify school needs, including equipment gaps and staff confidence levels in delivering the subject. <p>Music</p> <p>The music scheme to be revised, and provision updated by the music coordinator, who will lead further</p>	<p>World Around Us (STEM)</p> <ul style="list-style-type: none"> • Pupil questionnaires: Completed forms and summary of responses • Examples of STEM resources shared: Copies of newsletters, platform posts, or resource packs • Records of STEM workshops or visitors: Visitor logs, session outlines, pupil reflections • STEM highlighted in planners: Annotated teacher planners or planning documents showing STEM integration <p>PE</p> <ul style="list-style-type: none"> • PE scheme uploaded and stored centrally: Confirmation of location and staff access • Results of PE audit: Completed audit forms and summary of findings (equipment gaps, staff confidence) <p>Music</p> <p>Music scheme revised: Updated scheme document and coordinator's notes</p> <p>Art</p> <p>Art Scheme devised</p> <p>Learning through Play</p>	<ul style="list-style-type: none"> •

<p>Art & Design is currently planned through year group planners, with links made to World Around Us (WAU) topics to support cross-curricular learning. However, there is a need to review the overall provision for this subject and actively identify a staff lead to drive its development and ensure progression across all key stages.</p> <p>Religion -The school follows the Grow in Love programme, supporting the delivery of Religious Education in line with the Catholic ethos. This ethos is clearly evident in classroom environments, through displays, prayer spaces, and daily practices that reflect the values of faith, respect, and community.</p> <p>Learning through Play The foundation team has reviewed the planning for play-based learning in alignment with recent developments. We are currently exploring various approaches to effectively incorporate observations during play, ensuring they support both assessment and planning processes.</p>	<p>development upon returning from maternity leave.</p> <p>Art Compile a scheme of art across the year groups</p> <p>Learning through Play</p> <ul style="list-style-type: none"> • Establish a consistent routine for observation during play-based learning, guided by the framework and advice provided by Claire Devlin. • Disseminate examples of good practice to Primary 2 colleagues, who will reflect on and adapt their planners accordingly. • Primary 3 and 4 teams will review and revise their planners to better reflect the increased emphasis on play-based learning. • Additional training and resources will be sourced to support staff in implementing and sustaining high-quality play-based learning practices. 	<ul style="list-style-type: none"> • Planners have been reviewed, with a focus on how observations and evidence from play have informed and impacted planning decisions. 	
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation

Section 2a. A summary of school strategies & procedures for learning, teaching, assessment, and promoting the raising of standards of attainment of all pupils, in particular Communication, Using Mathematics and Using Information Communication Technology (Using ICT).

Core Question 4: How does the school define, celebrate and embed success for all learners – Using Assessment

Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
<p>Using Assessment</p> <ul style="list-style-type: none"> • A well-established assessment calendar ensures consistency and coverage across the school year. • Role of Assessment Co-Ordinator well defined. • There is a balanced approach to assessment, combining standardised tests, teacher observations, and learner voice feedback. • Staff Refresher Training – new staff/change year group. • Pupils are actively involved in self and peer assessment, promoting reflection and ownership of learning. • Teacher marking includes clear guidance to help learners improve and progress. • A robust end-of-year data report supports tracking of progress 	<p>Review of Assessment and Learning Policy The current policy should be updated to reflect recent developments in assessment practices, including formative strategies and digital tools.</p> <p>Establishing Agreed Observation Practices in Foundation Stage A consistent and agreed approach to observations in FS will strengthen planning, ensure developmental appropriateness, and support early identification of needs.</p> <p>Targeted Support for Underachievers Development of structured programmes and action plans for pupils not meeting expected levels in core subjects offers an opportunity to close attainment gaps and personalise learning- focus on children who have consistently appeared as underachievers-</p> <p>Literacy MLE- 14 LE- 10 Numeracy MLE- 6</p>	<p>Assessment and Learning Policy Review</p> <ul style="list-style-type: none"> • Current policy document updated • Staff feedback or audit on current assessment practices. • Minutes from SLT or curriculum meetings discussing assessment developments. <p>Agreed Observation Practices in Foundation Stage</p> <ul style="list-style-type: none"> • Samples of observation templates or formats used. • Staff feedback or moderation notes from FS team meetings. <p>Programmes/Action Plans for Underachievers</p> <ul style="list-style-type: none"> • Intervention records or tracking sheets for literacy/numeracy support. • Samples of differentiated planning or targeted support strategies. <p>Reestablishment of MIST Testing in P2</p> <ul style="list-style-type: none"> • MIST test schedules and results analysis. 	<ul style="list-style-type: none"> •

<p>and informs targeted planning in subject areas.</p> <ul style="list-style-type: none"> Parents and guardians receive one formal interview and a detailed written annual report, ensuring transparency and engagement in their child's learning journey. 	<p>LE-19</p> <p>Reintroduction of MIST Testing in P2 Reestablishing MIST (Middle Infant Screening Test) provides a valuable tool for early literacy screening, helping to identify pupils requiring additional support at a critical stage</p> <p>PTE & PTM Trial of testing of year 3</p>	<ul style="list-style-type: none"> SENCo or assessment coordinator reports on early identification. Evidence of follow-up support or referrals based on MIST outcomes. <p>PTE & PTM Year 3 results</p>	
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation

Section 2b. A summary of school strategies & procedures for providing for the special, additional or other individual education needs of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers - SEN Provision

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>SEN Provision As of June 2025: No of children on SEN Reg – 53 (Boys 37 – Girls 16) 24/25: Added to SEN Reg – 5 Removed - 3 CoP: Stage 1 – 22 Stage 2 – 12 Stage 3 – 19 Cognition and Learning- : 21 Social, Behavioural, Emotional: 12 Speech, Language & Comm: 8 Sensory 2 Physical 6 Communication/Social 11</p> <p>Support: Internal: Literacy & Reading External: RISE NI (10); Sensory Service (3); SENIS Medical (2); Literacy Service (2); SENIS – MLD (1); Behaviour Support (2).</p> <p>Views of both pupils & parents sought</p> <p>18 SEN Classroom Assistants (and school budget 'topping-up' hours)</p>	<p>New entrants: 2025/26 witnessed 15 pupils starting from P2-7. Some arriving from abroad with unidentified needs!</p> <ul style="list-style-type: none"> • Baseline assessment of attainments/Areas for Development. • Accessing additional support: Newcomer/English, key skills, • Re-introduce Lexia (30 licence package) <p>Continue SEN withdrawal/support using data and formative assessments.</p> <p>MATHS: an area that typically receives little additional support (due to time & budgetary constraints), focus in 25/26 'Catch-Up':</p> <ul style="list-style-type: none"> • 2 teachers trained • Roll-out in 25/26 	<p>Ongoing formative assessment.</p> <p>Use of assessments:</p> <ul style="list-style-type: none"> • Running Records • Teacher assessments • Sound Tests • Formal Assessments (MIST/Group Reading Test etc) • PTE/M • STAR <p>BoG Annual Report to BoG, Principal & SLT</p>	

<p>Training offered with good uptake.</p> <ul style="list-style-type: none"> • SENCO/LSC providing support 4 days pw • SENCO/LSC has additional training – can administer higher level assessments • 2025/26: Additional teacher @ 2days pw Maths • Needs identified via Assessment Data & Analysis • Screening in Early Years • SEND – direct referrals to RFI Portal • SEND CENTRAL – phone line • Training: EA courses offered/promoted to all staff • CA's – additional training • Reading Partnership • Talk Boost/Early Talk Boost • NU: implemented DE model for HV involvement • Continuous Provision mapped • SEN Register updated (and under constant review) • SENCO: well established links with EA supports & can access via the portal, namely; Local Impact Teams (that encompasses what was SENIS/SENEYS/Behaviour Support/Autism Advisory AAIS/Speech & Language/Sensory etc). • SENCO attends training on SEND Reform: PLP's, Provision Mapping, Local Impact Teams, Referral process, • SENCO has a well-established link with nominated school Educational Psychologist 	<p>New Targets:</p> <ol style="list-style-type: none"> 1. Using ICT more effectively in small group sessions. - Lexia etc 2. PLP's - SENCO supporting staff compile initial PLP 3. PLP's on Bromcom – will it be ready for implementation?? If so, will staff training be achievable in 25/26 or 26/27? <p>EA requests considered re Setting up Specialist Provision (SPiM)</p>		
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Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
	<ul style="list-style-type: none"> • Bromcom • PLP's • Lit: the role of the Local Impact Team (LIT) in St Aloysius PS & NU 		
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evidence

Section 2b. A summary of school strategies & procedures for providing for the special, additional or other individual education needs of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Nursery Unit Each academic year brings a new cohort of children, each with unique developmental profiles, experiences, and needs. As such, the school recognises that it takes time to accurately determine individual abilities, interests, and areas for support.</p> <p>Initial Information Gathering Baseline information is gathered prior to enrolment through nursery reports, parental questionnaires, and transition meetings. This information is treated cautiously, as it is often subjective and may not fully reflect the child's current stage of development.</p> <p>Settling-In & Observation Period A structured settling-in period allows staff to observe children in a range of play-based contexts. Observations focus on:</p> <ul style="list-style-type: none"> ● Social interaction ● Communication and language ● Emotional regulation 	<p>Observations – benchmark against NIC Pre-School Curriculum</p> <p>Implementation of Nursery social development plan Key Issues Identified</p> <ul style="list-style-type: none"> ● Limited language and vocabulary ● Short attention span/concentration difficulties ● Children with own agenda or challenging behaviours ● Not toilet-trained ● Use of dummies <p>Engaging Parents & Accessing Support – Nursery (2025/27))</p> <ul style="list-style-type: none"> ● Big Bedtime Read: Promote shared reading at home to support language and bonding. ● Ages and Stages: Use developmental checklists to guide conversations with parents and identify support needs. ● Regular communication through workshops (Getting ready to learn), informal chats, and shared activities. <p>Multi-Agency Collaboration</p>	<ul style="list-style-type: none"> ● Photographs: Document engagement, play, and progress in activities. ● Observation Records: Track developmental milestones and social/emotional behaviours. ● Referrals: Record referrals to Ed Psych, Speech & Language, RISE NI, etc. ● IEPs: Individualised plans for pupils with identified needs. ● Teddy Talk Baselines: Initial assessments of communication and emotional understanding. ● Early Talk Boost: Compare baseline and final outcomes to measure progress. ● Parental Information: Baseline questionnaires and notes from initial meetings. <p>Policies Evidence of completed policies</p>	<ul style="list-style-type: none"> ●

<ul style="list-style-type: none"> Physical development Engagement with routines and peers Planning for Learning <p>Planning is guided by the CCEA Pre-School Curriculum, using broad themes and topics to meet the six areas of learning and associated Learning Intentions. Themes are flexible and responsive to children’s interests, ensuring a child-centred approach.</p> <p>Nursery Monitoring:</p> <ul style="list-style-type: none"> Engagement: Observe attention and participation. Fine Motor: Track drawing, cutting, threading. Gross Motor: Monitor movement, balance, coordination. Imagination: Note role play, storytelling, creativity. 	<ul style="list-style-type: none"> Health Visitor: Liaise for developmental concerns and early intervention. Educational Psychology: Make referrals where deeper assessment is needed. Trust Services: Refer to Speech & Language Therapy or other relevant services as required. RISE NI: Access support for pupils depending on capacity and referral criteria. Help Kids Talk: EIL (Early Intervention Lisburn) collaboration Early Talk Boost & Key Messages <p>Review of Nursery Polices</p> <ul style="list-style-type: none"> Admissions and settling in Play Positive behaviour Safeguarding policy Intimate Care 		
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
	<ul style="list-style-type: none"> New Nursery Unit Building expected on-s Summer 2026? GRTL 		
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

Section 2c. A summary of school strategies & procedures for promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers- Health and Wellbeing

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Health & Wellbeing</p> <ul style="list-style-type: none"> The school is currently enrolled in the EA Building Wellbeing and Developing Wellbeing (BWDW) programme for the 2024/25 academic year. Progress has been delayed due to external factors related to ASOS, but the commitment to embedding wellbeing across the school remains strong. There has been a notable increase in awareness of wellbeing and its impact on both children and adults. Staff have observed a growing need to address emotional resilience, particularly in how children manage disappointment and navigate varying expectations. A wide variation in parenting styles has also been identified, influencing pupil behaviour and emotional development. External influences such as social media and the use of media 	<p>To implement the Being Well Doing Well action plan, with a strong emphasis on fostering a culture of wellbeing across pupils, staff, and families. This initiative is designed to embed emotional literacy, strengthen pastoral care, and promote positive mental health throughout the school community. Key elements of the implementation include:</p> <p>Staff Wellbeing & Professional Conversations Regular pastoral and professional conversations are being facilitated among staff, the Principal, and Vice Principal to support emotional wellbeing and reflective practice.</p> <p>Parental Engagement A series of parental workshops are being planned to engage families in the wellbeing journey.</p> <p>Whole-School Wellbeing Events The introduction of High Five Friday provides a dedicated day where the entire school focuses on wellbeing activities. Pupils participate in creative, physical, and reflective tasks designed to promote</p>	<p>Staff</p> <ul style="list-style-type: none"> Staff surveys on wellbeing, workload, and support. Logs or minutes from pastoral/professional conversations <p>Parental workshops</p> <ul style="list-style-type: none"> Attendance records for workshops. Parent feedback forms or focus groups. <p>High Five Friday</p> <ul style="list-style-type: none"> Photographic evidence and pupil work samples. Pupil voice activities (e.g. surveys, interviews, drawings). Staff reflections on pupil engagement and behaviour. PASS outcomes (three times a year) <p>Emotional literacy</p> <ul style="list-style-type: none"> Planning documents showing integration of emotional literacy. Pupil journals or reflection sheet <p>Staff training</p>	<ul style="list-style-type: none">

<p>beyond the classroom are having a significant impact on pupils' wellbeing and engagement. These factors are being monitored as part of a broader strategy to support digital literacy and emotional resilience. As a school we recognise the need to revise and strengthen its PDMU (Personal Development and Mutual Understanding) provision to better reflect the evolving needs of pupils and the wider school community. Current delivery lacks consistency and depth, and a refreshed approach is required to ensure meaningful impact across all key stages.</p> <p>The role of the PDMU Co-ordinator is under review, as part of a broader revision of the Middle Management structure, in consultation with the Board of Governors. This aims to ensure leadership roles are strategically aligned and capable of driving improvement in both wellbeing and curriculum delivery.</p> <p>While there is a wealth of training opportunities available, the challenge lies in building in sufficient time for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff participation in relevant CPD. <input type="checkbox"/> Follow-up discussion and reflection. <input type="checkbox"/> Assimilation of new learning into practice. 	<p>happiness, connection, and emotional awareness.</p> <p>Emotional Literacy in the Classroom Teachers are to provide opportunities emotional literacy into classroom practice to encourage open discussions about feelings, relationships, and coping strategies.</p> <p>Staff Training</p> <ul style="list-style-type: none"> • The school is working in partnership with the Being Well Doing Well link officer to provide targeted training on nurturing resilience. • In addition, training will be delivered by the Shannon Behaviour Consultant, focusing on effective communication with children, to support emotionally attuned interactions and strengthen pupil-teacher relationships. • Utilising the EA training portal to access relevant CPD opportunities for all staff. <p>Allow time for assimilation/discussion</p> <p>As part of this process, the role of the PDMU Co-ordinator is under review, within the context of a broader evaluation of the Middle Management structure. This review is being undertaken in consultation with the Board of Governors, with the aim of strengthening leadership capacity and ensuring strategic oversight of PDMU delivery.</p> <ul style="list-style-type: none"> • The review will focus on: Clarifying the responsibilities and scope of the PDMU Co-ordinator role. 	<ul style="list-style-type: none"> • Training attendance logs (EA portal, Shannon Behaviour Consultant, BWDW). • CPD evaluations and impact statements. • Evidence of implementation in classroom practice. <p>PDMU Co-ordinator</p> <ul style="list-style-type: none"> • Documentation of BoG review process. • Revised role description and responsibilities. • Curriculum audit results. <p>Mentoring</p> <ul style="list-style-type: none"> • Mentoring logs and meeting record <p>Community Based Links</p> <ul style="list-style-type: none"> • Referral records to Family Hub, Barnardos, YMCA, Atlas, Empowering Youth. • Early Intervention Lisburn 	
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<p>☐ Effective implementation across classrooms.</p>	<ul style="list-style-type: none"> ● Ensuring curriculum coverage is consistent, progressive, and responsive to pupil needs. ● Aligning PDMU with wider wellbeing initiatives, including emotional literacy, resilience-building, and pastoral care. <p>As part of the school’s commitment to staff development and wellbeing, one teacher has received formal mentoring training. This creates opportunities for peer mentoring reflective dialogue.</p> <p>We acknowledge our existing limitations in internal capacity to fully meet the growing wellbeing and support needs of pupils and families. As a result, there is a strategic focus on building partnerships with community-based services to enhance provision and ensure more holistic support.</p> <ul style="list-style-type: none"> ● Establishing connections with the Family Hub, which links to services such as Barnardos, YMCA, and Atlas, to provide targeted support for families and children. ● Engaging with Empowering Youth to support pupil wellbeing, resilience, and personal development. ● Exploring the potential of RAISE, currently in its early stages, as a platform for parental support, which may become one of the agreed priorities moving forward. 		
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Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
	<ul style="list-style-type: none"> • Role of RAISE provision in the Community. • Parental Links • Using outside agencies to support pupils' wellbeing. • PASS – using outcomes to target supports 		
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation
	Role of RAISE provision in the Community.		

Section 2c. A summary of school strategies & procedures for promoting health and wellbeing, child protection, attendance, good behaviour and discipline of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Child Protection & Safeguarding</p> <ul style="list-style-type: none"> Few families are currently on the Child Protection Register Few families are receiving support at the Family Support level <p>Annual Training: All staff to receive CP/Safeguarding refresher training early in Term 1 each year</p> <p>Updated Training for Key Roles</p> <p>Designated Teacher (DT)</p> <p>Deputy Designated Teachers (DDT) – Main School & Nursery</p> <p>Principal</p> <p>Board of Governors (BoG)</p> <p>All training certificates to be forwarded to the DT for record-keeping</p>	<p>Communication – Maintain Good Practice</p> <ul style="list-style-type: none"> Maintain and regularly update a "Who's Who" directory, including members of the Board of Governors (BoG). Ensure school policies are distributed effectively and accessible to all staff. Clearly communicate the roles and responsibilities of Designated Teachers (DT) and Deputy Designated Teachers (DDT) for safeguarding. <p>Safeguarding – Deputy Designated Teacher (DDT) Training</p> <p>The Vice Principal will complete training to act as Principal in the absence of the Principal.</p> <p>Appoint/train additional designated teacher.</p>	<ul style="list-style-type: none"> Signage of new revised Child Protection team Evidence of communication with parents and BOG 	<ul style="list-style-type: none">

<p>DT File Updates:In 2025/26, refresher training highlighted the importance of staff being alert to potential cases of neglect and exploitation</p> <p>Encompass: calls received are logged. Teacher/s made aware of concern. Child/ren monitored and supported as required.</p> <p>DT/DDT's known to parents/community and signage in school.</p> <p>CP/Safeguarding Team BoG Designated CP/Safeguarding Governors (GC & MB) CP/Safeguarding Summary is distributed every year. CP/Safeguarding Policy on web-site.</p> <p>NSPCC: Women's Aid</p> <p>Links with R Ed provision and Values</p> <p>PDMU</p> <p>Links with:</p> <ul style="list-style-type: none"> • CPSS/EA • Local Social Services • Child'Looked After' - completion of @@@@ <p>Digital: CEOPPS SaferSchoolsNI app e-safety: apps & age limits</p>			
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Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline)2026/27	Priorities for improvement	Evidence	Evaluation

Section 2c. A summary of school strategies & procedures for promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Attendance Annual Attendance Rate 2023/24 – 92.5% 2024/25 – 92.1% 2024/25 -% under 85% - 39 Pupils DE Policy and Procedures, along with EA/ESW adhered to. 2023–2025: The school has had no direct support from an Educational Welfare Officer due to long-term illness. Despite this, the Deputy Senior EWO was able to attend meetings for two serious cases of persistent non-attendance. One case involved a multi-agency approach, highlighting the complexity and severity of the situation.</p> <p>In the absence of EWO support, the Vice Principal has made every effort to effectively managed attendance procedures (to a point), including the distribution of AT1, AT2, alongside pastoral calls and meetings with parents to support improved attendance. Without EWO support, this level of intervention was difficult</p>	<ul style="list-style-type: none"> • 2025/26: The Educational Welfare Officer (EWO) role has been reintroduced, with a newly appointed officer now in place to support attendance procedures and pupil welfare. • Establishing an effective working relationship with the newly appointed Educational Welfare Officer (EWO) will be key to ensuring that pupil attendance needs are identified early and addressed appropriately. • Early intervention by the Vice Principal is carried out through pastoral phone calls when a pupil’s attendance begins to decline. This approach helps to identify barriers early, offer support to families, and prevent further deterioration in attendance. • Attendance Policy and Punctuality updated • Reestablishment of attendance awards will take place, with recognition given each half term and a full attendance award presented at 	<p>Reintroduction of the EWO Role (2025/26)</p> <ul style="list-style-type: none"> • Meeting records or emails confirming the EWO’s involvement. • Effective Working Relationship with EWO -Joint meeting minutes or case discussions. • Shared attendance tracking documents. <p>Early Intervention by Vice Principal</p> <ul style="list-style-type: none"> • Records of pastoral calls made to families. • Attendance monitoring logs showing early action. • Notes from meetings with parents addressing attendance concerns. <p>Reestablishment of Attendance Awards</p> <ul style="list-style-type: none"> • Certificates or photos from assemblies. <p>Establishment of Attendance Link Governor</p> <ul style="list-style-type: none"> • Governor meeting minutes confirming the role. • Attendance reports shared with the link governor. <p>Regular Reminders to Parents</p>	<ul style="list-style-type: none"> •

<p>to manage within school resources/time! Three referrals were submitted to EWO in May One child's parent has elected to homeschool their child, commencing September 2025 (after a lot of support and referrals to support agencies!).</p> <p>Current Concern: Punctuality remains an ongoing issue, with some children arriving as late as 9:20am, despite school doors opening at 8:45am and class beginning promptly at 9:00am.</p>	<p>the end of the academic year. This initiative aims to promote and celebrate consistent attendance across the school.</p> <ul style="list-style-type: none"> • Establish an attendance link Governor • Regular reminders are issued to parents and guardians to reinforce the importance of high attendance & punctuality and its impact on pupil progress and wellbeing. These communications to be shared through newsletters, meetings, and direct contact where appropriate. • Late arrival logs 	<ul style="list-style-type: none"> • Copies of newsletters or bulletins with attendance messages. 	
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline)2026/27	Priorities for improvement	Evidence	Evaluation

Section 2c. A summary of school strategies & procedures for promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils.

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Positive Behaviour</p> <ul style="list-style-type: none"> The Positive Behaviour Policy was reviewed during the 2024/25 academic year. Core values have been established and embedded across the school community. Opportunities for praise and celebration are promoted through: School assemblies Recognition of achievements in sport and other areas Acknowledgements shared via the school's social media platforms <p>Addressing Bullying behaviours</p> <ul style="list-style-type: none"> We have very few reported bullying incidents and any investigated was completed use the Anti Bullying Forum EA 	<p>Anti-Bullying and Staff Training</p> <ul style="list-style-type: none"> All staff to complete Level 1 Training in Addressing Bullying-Type Behaviour to ensure a consistent and informed approach across the school. Additional training has been sourced to support staff in communicating effectively with children and nurturing resilience. Wellbeing Focus: A whole-school focus on staff and pupil wellbeing has been introduced, including the launch of High Five Friday to promote positivity and connection. Behaviour Expectations: A Welcome Back Assembly was held to reinforce school expectations for pupils. The Line of Award system has been reinstated for each breaktime to encourage positive behaviour and recognition. 	<p>Level 1 Training – Addressing Bullying-Type Behaviour</p> <ul style="list-style-type: none"> Staff training attendance records Copies of training certificates Summary of training content or key takeaways DT's record of completed training <p>Training on Communication and Resilience</p> <ul style="list-style-type: none"> CPD logs or staff development records Training materials or agendas Staff feedback or evaluations post-training <p>High Five Friday – Wellbeing Initiative</p> <ul style="list-style-type: none"> Summaries of activities Staff or pupil feedback on impact <p>Welcome Back Assembly</p> <p>Assembly plan or presentation materials</p> <p>Behaviour expectations shared with pupils</p> <p>Line of Award System</p> <ul style="list-style-type: none"> Staff feedback on implementation 	<ul style="list-style-type: none">

Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

Section 2d. A summary of school strategies & procedures for providing for the professional development of staff.

Core Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Early career teachers In 2024/25: 2 Early Career Teachers In 2025/26: Continuation of same 2 teachers. BT/EPD: Teacher Tutor Signpost to EA courses <i>Action Short of Strike:</i> <i>A curtailment of initiatives and essential professional training only.</i> PRSD /Collegiate Observations Suspended 24/25: reintroduce in 25/26. Staff like collegial observations/collaborations - view to reintroduce with SDP priorities eg. Using Adobe in a lesson.</p> <p>Teaching Staff:</p> <ul style="list-style-type: none"> • Being Well Doing Well • Writing/AME Training (genre in 24/25 and Creative Writing in Nov 2025). <p>Classroom Assistants:</p>	<ul style="list-style-type: none"> • As part of the ongoing review and enhancement of our middle leadership structure, a newly appointed Teacher Tutor has joined the team. This strategic addition aims to strengthen support for early career teachers and contribute to the development of high-quality teaching and learning across the school. Training provided through EA/ Teachers <ul style="list-style-type: none"> • Through the Pastoral care/ professional meeting identify the areas of expertise staff would like to consider for development • Reference the extensive training available on EA portal • Training to be provided on the development of AFL and differentiation. • Creative writing training - November • Middle leaders <ul style="list-style-type: none"> • Co-ordinator training Sept 2025 (rescheduled from 24/25 due to ASOS). 	<ul style="list-style-type: none"> • Dates and agendas of all staff training provided 	<ul style="list-style-type: none"> •

<p>CA's keen to access training for both Special Needs and to support the teacher.</p> <p>SEN: Medical: Epilepsy, Diabetes, Sensory ASD With RISE NI - develop fine/gross motor skills General:</p> <ul style="list-style-type: none"> Supporting reading and Comprehension Reading Skills Early Reading 	<ul style="list-style-type: none"> Encourage participation in EA training – 2025/26 Professional Dev Training Schedule promoted & made available. With new (announced Sept 25) TransformEd funding – develop an approach to allow training and implementation of advice with colleagues. <p>SLT</p> <ul style="list-style-type: none"> Registered for School Leader as a Coach and awaiting more information <p>Classroom assistants</p> <ul style="list-style-type: none"> Beginner CA's training- EA portal Literacy Paired reading training (Kate O'Hanlon) New classroom training EA directory – time allocated to review 		
<p>Description (Baseline) 2026/27</p>	<p>Priorities for improvement</p>	<p>Evidence</p>	<p>Evaluation</p>
<p>Description (Baseline) 2027/28</p>	<p>Priorities for improvement</p>	<p>Evidence</p>	<p>Evaluation</p>

Section 2e. A summary of school strategies & procedures for managing attendance and promoting the health and wellbeing of staff.

Core Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	
<p>Staff Attendance and Work-Life Balance</p> <ul style="list-style-type: none"> • Generally high levels of staff attendance • Flexibility built into Time Budgets, supporting wellbeing and retention <p>Time Budget Features:</p> <ul style="list-style-type: none"> • 2pm finish on Fridays • Minimal directed time before holidays • Dedicated meeting time scheduled in the school calendar (year group, key stage, whole-staff) • Meetings strategically planned • PPA time ringfenced • Pay Award recommendation implemented: staff have the option to leave early or complete light work from home on Wednesdays (after PPA) 	<ul style="list-style-type: none"> • A whole-year meeting plan has been developed to ensure clarity and balance across staff teams. • Flexible Wednesday arrangement has been established, allowing staff the option to leave early or complete light tasks from home (after PPA time is ringfenced), in line with Pay Award recommendations. • Pastoral meetings are scheduled throughout the year to support pupil wellbeing and staff collaboration. • High Five Friday continues to promote staff wellbeing and connection as part of the school's wider wellbeing strategy. 	<ul style="list-style-type: none"> • Staff attendance records • Time Budget documentation • Meeting calendar and logs • Staff feedback on flexibility and workload • Confirmation of PPA protection and Wednesday arrangements 	<ul style="list-style-type: none"> •
Description (Baseline)	Priorities for improvement	Evidence	Evaluation

2026/27			
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

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

Core Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	
<p>Parents/carers</p> <ul style="list-style-type: none"> • Curriculum Meetings • Web-site kept updated • Weekly Newsletter – phone/device friendly and distributed by text/FB and added to website. • Text Service - Eduspot • Email service – Eduspot <p>Ongoing Shared Education programme with Ballymacash Primary School</p> <p>PTFA The school has recently experienced a significant reduction in PTFA membership due to children graduating and families moving on. As part of our development plan, we aim to rebuild and revitalise the PTFA by actively recruiting new members and promoting the value of parent and community involvement.</p>	<p>Parent Workshops: A focus for 25/26:</p> <ul style="list-style-type: none"> • Grandparents day • Wellbeing • Digital Safety • Power of Play • When emotions get too big! • NU – GRtL – play. Big Bedtime Read, Ages & Stages <p>Shared Education Co-ordinator planning/ meetings P7 - TBC P6 – Community Connections P5- Peace Proms</p> <p>Post Primary links</p> <ul style="list-style-type: none"> • Work experince • Vested interest in shared development • Culture day <p>Co-ordinator cluster meetings to be reestablished</p> <p>Principal active member of local primary group</p>	<ul style="list-style-type: none"> • Photographic evidence • Parental feedback on workshops • Evidence of collaboration with partner schools • Communication with post primary school regarding work experience • PTFA minutes and events 	<ul style="list-style-type: none"> •

	<p>PTFA- Focus 2025/26 Following a significant drop in membership due to families leaving the school, the PTFA will be re-established with a focus on recruiting new members and appointing a refreshed committee. A year-long calendar of planned events will be developed to encourage engagement, support school initiatives, and strengthen community links.</p>		
Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

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

Core Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	
<p>Business</p> <ul style="list-style-type: none"> • Maths Week Danske – Money programme • Evans Farm shop- snack to nursery • Tesco – Stronger Starts • Tesco – competitions • Credit union • St Vincent De Paul • Parish links • Linen centre/ Museum • Lord Mayor’s parade- Lisburn civic centre • Kids Academy • Rising stars soccer NI • Mr Hullaboo • World of Owls • Music- Patricia Hamilton • Blackberry Farm <p>Voluntary & Statutory bodies</p> <p>Early intervention Lisburn (YMCA, Barnardo’s etc) Empowering Youth Help Kids talk</p>	<p>St. Aloysius’ values collaboration and strives to build sustainable partnerships with local business within the community, to support the learning journey of each student.</p> <ul style="list-style-type: none"> • Lisburn Civic Centre- Twilight walk/ Christmas Light show • Linen Centre- Egyptians, WW2, Christmas, locality workshops • St Vincent De Paul • Trocaire • Parish links- Holy Communion/ Confirmation/Termly Mass • Kidz Academy- afterschool clubs • Lord Mayor’s Parade • Tesco- Stronger starts • New partnership with EuroSpar 	<ul style="list-style-type: none"> • Website • Facebook • Newsletter • Competitions • Charity fundraising 	

Description (Baseline) 2026/27	Priorities for improvement	Evidence	Evaluation
Description (Baseline) 2027/28	Priorities for improvement	Evidence	Evaluation

Section 2g. A summary of school strategies & procedures for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

Core Question 5: How is the school creating the right conditions for the growth and development of a community of learning?

Description (Baseline) 2025/26	Priorities for improvement	Evidence	Evaluation
<p>Learning & Teaching</p> <ul style="list-style-type: none"> • Home school links and celebrating success on Seesaw, School Website and Social Media. • Opportunities to explore the 5E's when using ICT cross-curricular. • All classroom have a Promethean Acti Panel for use during teaching, as well as iPad's and digital devices. Use of IWB and digital tools during teaching. • Teachers use surface Pros to plan, teach lessons and track children's learning across the year. • Use of SeeSaw for home/school communication • Staff have successfully subscribed to and begun implementing TeachmateAI as part of a broader initiative to integrate AI platforms into classroom practice. This development supports improved lesson planning, personalised learning, and teacher workload reduction, contributing to enhanced teaching and learning outcomes across the school. 	<p>Sentinus – Stem workshops to be planned throughout the school year and embedded in WAY planners</p> <p>New Ipads – Hired for KS2- allowing the pupils greater access to digital learning</p> <p>AI training to be provided- with the aim to help reduce workload (e.g. planning, marking) while keeping teaching central.</p> <p>All teachers will use their Surface Pro devices to develop collaborative digital skills through Google Drive, enhancing teamwork and resource sharing across the curriculum.</p>	<ul style="list-style-type: none"> • Photographic evidence • Noted in WAU planners • Evidence of enhanced iPad use in KS2 • Minutes of AI training provided 	<ul style="list-style-type: none"> •

<p>Professional Development</p> <ul style="list-style-type: none"> • File Management: ensuring staff archive/manage old material <p>5 E's established – look at</p> <ul style="list-style-type: none"> • Digital for Life & Work • Animation • Digital Art & Design • Just2Easy <p>Leadership & Management</p> <p>ICT Resigned from position – Sept 2025</p> <p>Restructure Middle management (with BoG's) - Digital Leader Role.</p> <p>Promotion of Digital Skills</p> <p>NACCE</p>			
<p>Description (Baseline) 2026/27</p>	<p>Priorities for improvement</p>	<p>Evidence</p>	<p>Evaluation</p>
	<p>NACCE</p>		
<p>Description (Baseline) 2027/28</p>	<p>Priorities for improvement</p>	<p>Evidence</p>	<p>Evaluation</p>

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

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers

3-Year Summary				Drivers & Challenges
LMS PLAN 2025-2028				Drivers Required: 1. PR: raise profile of nursery and mainstream 2. New Housing – attracting families Challenges: 1. Drop in Birth Rate & Admissions 2. Increasing Costs 3. Salary increases 4. Deficit situation forecast! Action: redundancies. 5. SEND – call for SEN specialist provision/SPiM
Cumulative Position	April 2025	April 2026	April 2027	
Carry-over from 2024/25	86,539	159,175	162,369	
In-Year Under/Overspend	72,637	3,194	-52,066	
Enrolment Projection 2025- 2028				
	Oct 25	Oct 26	Oct 27	
	436	406	406	

Site & Accommodation to include Health & Safety

1. The school site has a precarious layout. The buildings are to the front of the site and play areas to the back.
2. The school building is VERY close to the road. No drop-off area, not turning circle for EA buses.
3. Parent parking for drop-off VERY RESTRICTED.
4. Pedestrian Crossing due for installation in 2025/26 - Dept of Infrastructure approved.
5. Ballinderry Rd very busy and increasing traffic with new housing and extended industrial estates/business parks.
6. Vehicular Gate is a HAZARD – poor site line and restricted view when emerging to join Ballinderry Rd (especially as so many staff park on the road!).
7. Access and staff parking are VERY POOR – Minor Works applications submitted and under consideration in Sept/Oct 2025
8. Nursery established 2000 with conversion of 2 classrooms. School Enrolment Number NOT revised to 432 (remains at an unrealistic 490).
9. No internal resource areas for the likes of Play/Activity-Based Learning.

10. Poor storage.
11. No Building Supervisors store.
12. VACANT DERELICT SITE adjacent to the school! Parish/Diocese owned. Huge potential to benefit both St Aloysius PS & St Patrick's Academy..... New Nursery on the front of this site?
13. **FRONT DOOR** – no lobby system – secretary far from the door. Many reports of unauthorised entry to school site and parents getting as far as classrooms.
14. Hall: no chair or equipment stores.

1. Traffic Management & Parking & New Nursery Unit building.
Minor Works approved & funding earmarked.
Huge debate over the derelict site! Governors pressing CCMS, DE and EA to purchase.

To encompass:

New Nursery Building – stand alone

Improved access and sightlines.

Extended parking.

Improved pedestrian access to school site.

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

Core Question 3: How does the school monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers

Where are we and what next?

1. SEN and meeting needs: addressing both needs in Literacy and Numeracy - SENCO withdrawal with focus on Literacy but also maths... in 25/26 'Catch-Up' programme on offer – one teacher providing support 2 x days pw. Difficult to determine if this is sustainable in 26/27 and beyond given enrolment pattern.
2. Staff on variations of contract (3-4 day week) and filling vacant days effectively!
3. Housing developments locally with release dates in 2025/26. Will there be new pupils or will local families move and keep children in current schools? Difficult to know at this point.
4. TransformEd NI: still in infancy and no details but roll –out 2027.
5. TPL Fund
6. DE RAISE
7. EA call for schools to reduce spend in light of forecast deficit in March 2026!

Future actions: Careful monitoring of the LMS Budget

Section 4 An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these ke

The previous three-year school development cycle (2018-2021), was significantly impacted by external challenges, including the COVID-19 pandemic and staff engagement in Action Short of Strike. In response, the school adopted a flexible and focused approach by implementing four consecutive one-year development plans. The previous three-year school development cycle (2018-2021), was significantly impacted by external challenges, including the COVID-19 pandemic and staff engagement in Action Short of Strike. In response, the school adopted a flexible and focused approach by implementing four consecutive one-year development plans. **n any school development plan which a school development plan supersedes or revises.**

Core Question 4: How is the school setting about achieving the vision, within its context?

Context of Previous Plan 2024/2025

Priorities	Progress	Impact & what next
<p><i>The previous three-year School Development Plan was significantly disrupted by external factors, including the COVID-19 pandemic and staff participation in Action Short of Strike. In response, the school adopted a flexible and responsive approach, implementing four consecutive one-year development plans that focussed on attainments rather than new initiatives. Despite these challenges, staff consistently demonstrated professionalism and dedication, ensuring high-quality education for all pupils. As we move forward, there is a clear need to regroup and establish a focused, strategic plan with well-defined goals that reflect the needs of our school community.</i></p>		

Context of Previous Plan 2025/2026

Priorities	Progress	Impact & what next

Context of Previous Plan 2026/2027

Priorities	Progress	Impact & what next

Context of Previous Plan 2027/28

Priorities	Progress	Impact & what next

Section 5. An assessment of the challenges and opportunities facing the school.

Core Question 1: What is the school's vision and what informs it?

Challenges:

- Large classes of over 30 pupils 2025/26 in P4/5/7
- Complexity of needs to include pastoral, social, emotional along with cognitive.
- Teacher workload due to above.
- Budget challenges due to reduced enrolment 2025/26.
- Restructure of middle management – staff resigning from co-ordinator positions
- Increasing SEN profile (private assessments, SEBW, ASD etc)
- Parental expectations exceed possible
- Societal shift: changes in wellbeing, values, core skills, home support
- New pupils presenting with limited spoken/written language and poor attendance
- Principal working 3 day week- job share with VP- importance of close collaboration
- Difficulties in the nursery setting, staff members shortages
- Transform Ed- Unsure of impact
- EA SEND support in transforming but in 2025/26 uncertainty around what support EA can offer
- EA offering remote support and advice before in-school support. But any advice given we already know! Repetition!

Opportunities:

- Increased focus on staff and pupil wellbeing through targeted initiatives.
- Maths support 2025/26 with 'Catch-up'.
- Expansion of parental workshops to strengthen home-school partnerships.
- Development of pupil voice across the school to foster leadership and engagement.
- Restructure of middle management following recent staff changes.
- Staff development promoted through targeted professional learning (TPL).
- Pupil behaviour has notably improved, especially during transitions.
- Positive behaviour systems like Pupil of the Week and House Points are working well.
- Behaviour policy under review to reflect current needs.
- Core school values established and embedded in daily practice
- TransformEd NI
- TPL funding – staff training/time to work on initiatives.

Commentary

Teacher Workload

- Drivers: Larger classes, increasing SEN/social and emotional needs, restructuring, and new pupil challenges.

Support Options:

- Additional planning time for KS2 teaching staff
- Streamlining planning and assessment with AI tools (e.g., Chalkie, Teachmate AI).

Commentary

Wellbeing Focus

Continued emphasis on staff and pupil wellbeing presents an opportunity to embed a culture of care, resilience, and emotional literacy. This could include wellbeing champions, staff check-ins, and pupil-led initiatives.

Parental Engagement

<ul style="list-style-type: none"> • Reviewing non-teaching duties and redistributing where possible. <p>Budget Challenges Due to Reduced Enrolment (2025/26)</p> <ul style="list-style-type: none"> • Consequences: Fewer resources, potential staffing reductions, limited investment in new initiatives. <p>Strategic Response:</p> <ul style="list-style-type: none"> • Prioritise spending on high-impact areas (e.g., literacy, inclusion). <p>Restructure of Middle Management – Staff Resigning from Coordinator Roles (due to workload!)</p> <ul style="list-style-type: none"> • Implications: Loss of leadership capacity, potential gaps in curriculum oversight, and staff mentoring. <p>Suggestions:</p> <ul style="list-style-type: none"> • Temporary redistribution of responsibilities. • Leadership development for aspiring staff. But are there staff aspiring to follow into middle leadership? • Clear communication and support for those stepping into interim roles. <p>Increasing SEN Profile</p> <ul style="list-style-type: none"> • Challenges: Greater need for differentiation, specialist support, and staff training. <p>Actions:</p> <ul style="list-style-type: none"> • Review PLP processes and ensure they're manageable. • Upskill staff in inclusive strategies. • Strengthen links with external agencies (e.g., educational psychologists, speech and language therapists). <p>New Pupils with Limited Language and Poor Attendance</p> <ul style="list-style-type: none"> • Concerns: Barriers to learning, social integration, and safeguarding. <p>Approaches:</p> <ul style="list-style-type: none"> • Early intervention with EAL support and attendance monitoring. • Family engagement strategies. • Use of visual aids, buddy systems, and targeted literacy support. <p>Principal Working 3-Day Week – Job Share with VP</p> <ul style="list-style-type: none"> • Importance: Strong communication and shared vision are essential. <p>Recommendations:</p> <ul style="list-style-type: none"> • Regular leadership meetings and shared digital planning tools. • Clear delegation of responsibilities. • Staff clarity on who to approach for different issues. <p>Nursery Setting – Staff Shortages</p>	<p>The expansion of parental workshops offers a chance to strengthen home-school partnerships, improve attendance, and support learning at home—particularly for pupils with limited language or additional needs.</p> <p>Pupil Voice Development Building pupil voice across the school can enhance leadership, inclusion, and engagement. Opportunities include school councils, feedback forums, and pupil-led projects.</p> <p>Leadership Restructure The middle management restructure allows for a refreshed leadership model, with potential to redefine roles, streamline responsibilities, and promote distributed leadership.</p> <p>Staff Development through TPL Ongoing targeted professional learning (TPL) supports staff growth, succession planning, and retention. This is a key opportunity to align CPD with school priorities such as inclusion, behaviour, and curriculum innovation.</p> <p>Behaviour Improvements Notable improvements in pupil behaviour, especially during transitions, create a strong foundation for further culture-building. This can be reinforced through consistent expectations and celebration of positive choices.</p> <p>Positive Behaviour Systems Systems like Pupil of the Week and the House Point system are proving effective and could be expanded to include peer nominations, team challenges, and termly rewards.</p> <p>Behaviour Policy Review Reviewing the behaviour policy offers a chance to ensure it reflects current practice, supports restorative approaches, and aligns with the school's core values.</p> <p>Core Values Embedded With core values now established, there's an opportunity to embed them further into curriculum planning, assemblies, and recognition systems, reinforcing a shared ethos</p>
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<ul style="list-style-type: none">• Risks: increased stress for remaining staff/ staff on leave, potential safeguarding concerns. <p>Possible Solutions:</p> <ul style="list-style-type: none">• Temporary staffing solutions (e.g., supply staff, SENCO).• Review nursery settling-in procedures to ensure smooth transitions, strong family communication, staff readiness, and early identification of support needs—especially in light of staffing shortages. <p>Transform Ed</p> <ul style="list-style-type: none">• Keeping updated on half termly newsletter and attending information session• Consider coordinator subject focus groups	
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Section 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.

Core Question 1: What is the school's vision and what informs it?

Description	Evaluation	Evidence
<p>Pupils:</p> <ul style="list-style-type: none"> • Questionnaires • School Council Meetings • PASS outcomes <p>Staff</p> <ul style="list-style-type: none"> • Staff Questionnaire (BWDW) • Data Analysis • Prioritising meetings • EA Training manual- shared and staff encouraged to attend <p>Parents/carers:</p> <ul style="list-style-type: none"> • Whole school questionnaire • Feedback from core group PTFA <p>Wider Community:</p> <ul style="list-style-type: none"> • SIMS data- FMS and attendance • DE publications e.g. Every Child 	<p>Pupils: P4-7 Pupil Voice Q June 2024:</p> <p>Staff:</p> <ul style="list-style-type: none"> • BWDW Q • Staff Q June 2023 - • Full response but a very chequered picture! In ASOS and some reported lack of collegiality and poor communication! ASOS was adhered to with 1 staff meeting termly and no new initiatives! • BOG representative appointed to each curriculum co-ordinator • Met and Greet session to introduce the newly appointed BOG members <p>Co-ordinator Monitoring: very restricted with ASOS. The only avenue was data and the outcomes of PTE/M, CAT and PASS. The data was analysed with areas for development highlighted. Particular attention to Underachievers (LE and MLE) and those who were habitually underachieving.</p> <p>Parents: Parent/Guardian Q June 2024</p>	
Priorities	Continue to develop parental links- Parental forums for discussion on keys areas of school development Foster connections with local nurseries	

Section 7: Identification of the areas for development, which shall be informed by the school's self evaluation.

Core Question 3: How does the school monitor how well it and learners are doing and how responsive is it to overcoming challenges and barriers?

Our Vision: Categorisation of Priorities


Strategic Intent	Team Projects
<p>A whole school or department priority that <i>requires significant input over one or more action plans</i>. Strategic intents are not targets but areas of focus. Targets are included in action plans.</p>	<p>A development that can be completed by an individual or team which has been given additional resources. Its benefits have no significant workload for the beneficiaries</p>
<ol style="list-style-type: none"> 1) Busy Ant Maths (embed) 2) Writing: enhancing skills, progression and cross-curricular 3) Writing: Creative Writing 4) Promoting Parental Involvement 5) BWDW + resilience, nurture 6) Digital Technologies: Digital Leaders, apps, AI 7) Middle Management: with BoG conduct review and revision of key roles/appoint key roles. 	<ol style="list-style-type: none"> 1). Playground Squad/Activities 2). Teacher-Tutor reallocated 3). Training: Senior Leaders as Coaches (applied for in 25/26) 4). PTFA 5). Annual Calendar 6). School Values 7). Staff TPL Programme
'Quick Wins'	Delay
<p>An identified need that only requires a short and sharp intervention.</p>	<p>These priorities/projects need to be addressed, but there is no resource and/or time to complete. If possible, these will be addressed fully or in part if additional resource/time can be found or in a future SDP.</p>
<ol style="list-style-type: none"> 1) Staff reading their email daily to remain informed 2) Flexible Wednesday for directed time 3) Outlook Calendar for all staff to access 4) BoG: new Board – reintroduce curriculum link Governor 5) Staffroom revamped- to make it a more comfortable space 	<ol style="list-style-type: none"> 1). PE action on audit 2). Spelling Programme 3). Phonics & reading training- this will be reviewed of application to EA training for . Read Write Inc successful 5). Bromcom

Our Vision: 3-Year Plan Overview: St Aloysius' Primary School & Nursery Unit

	Strategic Intent	2025/6 Plan	2026/27 Plan	2027/28 Plan	Linked Contributory Areas
Literacy	Develop a whole school approach to writing, with a clear focus on developing the genres.	Develop a clear and comprehensive writing scheme with detailed planning for each genre, illustrating the six stages of development.	Read Write Programme Spelling: Linguistics and spelling rules Planning to address changes through Transform Ed.	Spelling: Linguistics and spelling rules Planning to address changes through Transform Ed.	Curriculum for All. Planning, Teaching & Assessment for Successful Learning.
Maths/ Numeracy	To improve the teaching and learning of Numeracy throughout the school with experiences to be more practical, challenging and engaging.	Implement the new scheme for maths from Collins 'Busy Ant Maths'	Problem Solving- word problems. Planning to address changes through Transform Ed.	Reviewing Number content Planning to address changes through Transform Ed.	Curriculum for All. Planning, Teaching & Assessment for Successful Learning.
Play	Learning through Play	P1/2 Focus on outdoor play opportunities to support holistic development. Monitor engagement levels in both indoor and outdoor play. Record language use and social interactions during indoor/outdoor activities. Use observations to inform next steps in planning and individual learning goals.	Focus: Sharing Good Practice for Observations Through Play o Foundation stage Collaborative Review Session schedule regular team meetings where staff share observation examples from play-based activities. P3/4 review the role lay based learning – seek additional resources	Undertake a comprehensive review and audit of current practice in P1–4, evaluate effectiveness, and identify strategic next steps for improvement	Environment, Society& Economy. Collaborative Networks. Curriculum for All. Planning, Teaching & Assessment for Successful Learning.


		P3/4 Explore the role Play based learning in P3/4 curriculum- action plan			
Wellbeing	Leadership & Management promote Emotional Health & wellbeing across the school.	High Five Friday Year 2 BWDW <ul style="list-style-type: none"> Conduct a BWDW audit to review achievements to date, determine the way forward, and provide additional training focused on effective communication with children and building resilience Appoint PDMU co-ordinator Develop the role of Wellbeing Champions 	Year 3 BWDW Begin the process of becoming a Rights Respecting School and working towards achieving the award	Year 4 BWDW Strengthen parental involvement by creating more opportunities for engagement, improving communication channels, and fostering collaborative partnerships between home and school to support student learning and well-being Continue the programme Rights Respecting School	Health, Wellbeing & Keeping Safe. Collaborative Networks. Learner Participation & Engagement.
Digital	Use of Digital Skills for learning, living & working.	TPL – Just 2 Easy & AI Appoint a new ICT coordinator and re-establish the team of digital leaders	Planning to address changes through Transform Ed. Use of AI to reduce teacher workload.	Review of planning for progression for ICT across school.	Digital Skills for the Future. Curriculum for All. Collaborative Networks. Learner Participation.


Action Plans 2025-2026


Literacy action plan
2025-26.docx


Maths Action Plan
2025-26.docx


SEN action
plan.docx


Assessment Action
Plan 25-26.docx


WAU Action Plan
2025-26.docx

School	St Aloysius Primary School, Lisburn
Reference Number	403-3306
Start Date	August 2025
End Date	June 2026
Lead Member of Staff	
Link Governor	

ACTION PLAN 2025/2026

Literacy Action Plan



REVIEW		
Number	Date	Reviewer(s)
1 st		
2 nd		
3 rd		

Areas for improvement identified through self-evaluation:

- 1) Genres of writing across the years
- 2) Creative writing
- 3) KS2 guided reading scheme

Where are we now?

Leadership through School Development Planning and working with Literacy Coordinator have identified the need to develop a whole school approach to Writing:

- to raise standards in this area
- to contribute to the overall standards of Literacy
- to develop the Core Curriculum Skill of Communication

There is also a need to connect Writing across the curriculum with Thematic based work.

Key Focus:		Whole school writing scheme										
Improvement Target 1:		Current Whole School Writing Scheme will be revised in line with the requirements of NI Curriculum.										
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions			
SC1 Embedding the Writing Scheme Make sure the writing scheme is used consistently across all year groups. Everyone should be clear on expectations and how the scheme supports progression. Genre Confidence Teachers should feel confident with the genre they're teaching. Provide support and resources to help staff understand the features and structure of each genre. Clear Six-Stage Planning	Provision for the staff to achieve the following: Planning Documentation Staff planners will consistently demonstrate a clear working knowledge of the writing scheme. Genre-specific plans are detailed and structured, clearly outlining the six key stages of writing development. Curriculum Consistency There will be a shared understanding of genre expectations across year groups.	Staff meetings to focus on new scheme. Planning and assessment time Thursday 21 st August – Planning the 6 steps for each genre of writing	Literacy co-ordinator All teaching staff	From September 25	Scheme will be in place and be followed by all staff. Observation, monitoring and evaluation of Planners and evidence in writing books, on displays. Feedback and response from children	Termly						
										Achieved	Partially Achieved	Not Achieved

<p>Use detailed six-stage plans to guide teaching of each genre. Plans should be easy to follow, support skill-building, and allow for creativity.</p> <p>Evaluate Encourage staff to reflect on how well the genre is being taught and received.</p>	<p>Planning reflects a coherent approach to writing progression and aligns with whole-school literacy goals.</p> <p>Pupil Work Samples</p> <p>Written work produced by pupils shows clear evidence of progression through the six-stage writing process.</p> <p>Samples reflect genre-specific features and demonstrate the impact of structured teaching.</p> <p>Pupil Voice</p> <p>Pupils can articulate the purpose and features of different writing genres.</p> <p>Feedback from pupils indicates increased confidence and enjoyment in writing, as well as awareness of the stages involved in developing their work.</p>				<p>Staff feedback</p> <p>Monitoring the appropriate features being taught in Key Stages</p> <p>Coordinators and Principal will be able to monitor balance of coverage across Key Stages.</p> <p>Higher profile for Writing across the school.</p> <p>Improved results in Literacy testing</p>						
<p>Improvement Target 2:</p>											
					<p>Monitoring and Evaluation</p>						

<p>Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i></p>	<p>Specific actions to bring about improvement <i>What the school will do.</i></p>	<p>Resources required to bring about improvement <i>[Time & Cost]</i></p>	<p>Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i></p>	<p>Specific dates <i>Timescale for the work to be included.</i></p>	<p><i>Evidence</i></p>	<p><i>Specific dates? Whom?</i></p>	<p><i>Overall Progress</i></p>	<p><i>Overall Impact (on Learning and Teaching)</i></p>	<p><i>Further Actions</i></p>		
<p>SC2a Develop creative writing across the school Staff CPD</p>	<ul style="list-style-type: none"> • Provide training on creative writing strategies, including: • Poetry and descriptive writing • Use of visual prompts and drama • Share best practices and model lessons. 	<p>External Consultant £500 3rd November</p>	<p>Literacy co-ordinator</p>	<p>From November 3rd</p>	<p>Samples of children's work Evidence in year group planners</p>	<p>Termly</p>				<p>Achieved</p>	<p>Partially Achieved Not Achieved</p>
<p>SC2b Develop the KS2 Reading Scheme in P6/7</p>	<ul style="list-style-type: none"> • KS2 Reading scheme purchased • Trial of reading books across the two year groups 	<p>Resources funded by PTFA £1500</p>	<p>Literacy co-ordinator Primary 6/7 teaching staff</p>	<p>October 2025</p>	<p>Teacher feedback Pupil voice</p>					<p>Achieved</p>	<p>Partially Achieved Not Achieved</p>

FUTURE DEVELOPMENTS *Do you feel you need to do anything differently in order to bring about the improvements you were looking for?*

Review P1/2 keys word list

Review the teaching of spellings across the school

[CCEA Northern Ireland Curriculum Refresh](#)

School	St Aloysius Primary School, Lisburn
Reference Number	403-3306
Start Date	August 2025
End Date	June 2026
Lead Member of Staff	
Link Governor	<u>To be confirmed after re-constitution</u>

ACTION PLAN 2025/26

Mathematics and Numeracy



REVIEW		
Number	Date	Reviewer(s)
1 st		
2 nd		
3 rd		

Areas for improvement identified through self-evaluation:

- 1) To improve mathematical attainments in line with potential across the school, and in particular, those not achieving to their potential.
- 2) Experiences to be more practical, challenging and engaging.
- 3) Empower Co-ordinator to promote strategies and support staff.
- 4) To improve the teaching and learning of Numeracy throughout the school
- 5) Post C-19 and Action Short of Strike: fully re-engage with my role as Co-ordinator promoting Maths as a core area along with ensuring compliance with the NI Curriculum and development of key skills.

Where are we now?

The main school focus for this school year is to focus on word problems and operation strategies, specifically subtraction.

Analysis from P4-P7 PTM data at the end of 2025-26 has been very positive as the majority of classes above the national average in all Numeracy topic areas. With the pupil target of achieving 60% of pupils at Stanine 5 and above, we have 8 out of 9 classes that are on target. The data for expected progress with pupils showed that the number of 'Much lower than expected' progress is 8 pupils and the number of 'Lower than expected' progress is 24 pupils.

One of our August training days was dedicated to Numeracy word problems by Robert Thompson and Ashley Maw, giving the staff great resources and concrete examples/strategies on how to tackle these types of questions and any misconceptions that arise when teaching them.

Discussion with "''''''", Numeracy support, highlighted that many of the pupils found Subtraction a challenge and so it was felt that it would be a good area to focus on.

Key Focus:	Quality Teaching and Learning in Numeracy
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Improvement Target 1:	To improve the quality of the teaching and learning in Numeracy.									
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation					
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions	
SC1a - To continue to improve the teaching and learning of Numeracy throughout the school with experiences to be more practical, challenging and engaging. - To continue to implement the Collins 'Busy Ant Maths' scheme for maths - Teachers familiar with the scheme and use of the 'Collins Connect' online platform to assist with planning and teaching lessons. - Improvements evidenced through: planners, pupil work and attitudes, use of termly assessments	<ul style="list-style-type: none"> Resources have been ordered and distributed throughout the classes Allowing staff time to work with their year partners about how best to implement the scheme Focus on practical skills/enquiry-based learning Sharing good practice and feedback from staff to highlight good practice 	Planning and assessment time	Numeracy Co-ordinator All teachers	From September 25	- Observations and feedback - Monitoring planning with focus area evident - Feedback - Report on successes & challenges - Book looks	Termly				Achieved Partially Achieved Not Achieved

SC1b - To explore CEA resources 'Maths Think Differently' that were discussed at a recent Numeracy cluster group - These are specific resources that could be used to lead staff development sessions	<ul style="list-style-type: none"> Resources from the CEA website that lead staff development and partner with parents/guardians to improve learner confidence and enjoyment Pick a specific theme to focus on 	Planning and staff meeting time	Numeracy Co-ordinator All teachers	From September 25	- Feedback from staff training - implementation of ideas in class lessons					
Improvement Target 2:	To focus and monitor the attainment outcomes of pupils in Mathematics.									
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation					
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>	
SC2a - To reduce the number of pupils in P5-P7 who are achieving much/lower than expected progress. (Currently: LE = 19, MLE = 8)	<ul style="list-style-type: none"> To decrease the numbers children who have made less than or much less than expected progress in end of year PTM assessment Pupils highlighted through 'Underachievers' document To address the needs of each 	Directed time Teaching time Resources	All teachers	From September 25	- Monitoring of these IEPs by Maths and Assessment coordinators and reviewed by teachers on a termly basis	Termly				Achieved Partially Achieved Not Achieved

	child on an individual or group basis												
Improvement Target 3:	To improve to the profile of Numeracy and increase enjoyment for all pupils throughout the school and at home.												
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation								
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>				
SC3a - Continuation of Freckle Maths program within P4-P7 - Significant online resource to help improve enjoyment and attainment in maths - Programme is supported by extensive data which will inform staff on its success - Linked to Renaissance and STAR maths to ensure that tasks are targeted to each individual pupil	<ul style="list-style-type: none"> 1 to 1 training for staff who are new to this resource Share good practise amongst colleagues Ensure that the pupils have access to the apps for time in school and ability to access them from home Successes will be celebrated in class or at a whole school level through certificates etc. Ask for pupil feedback to see if 	Staff training Numeracy team support Programme cost Awards for best practice	Numeracy Co-ordinator Numeracy Team All teachers	August 2025	- Data to show participation and improvement - Feedback from staff and pupils	Monthly							

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End Date	June 2026
Lead Member of Staff	
Link Governor	

ACTION PLAN 2025/2026

ASSESSMENT



REVIEW		
Number	Date	Reviewer(s)
1 st		
2 nd		
3 rd		

Areas for improvement identified through self-evaluation:

1) Target 1- 60% of pupils at Stanine 5 and above

- Literacy- 9/9 classes are above the target.
- Numeracy- 8/9 classes are above the target.

2)Target 2- 75% of pupil at Expected attainment and above

- Literacy- 8/9 classes are above the expected outcome.
- Numeracy- 8/9 classes are above the expected outcome.

Where are we now?

- Teachers use a wide range of assessment for learning strategies, including, self and peer-assessment; and use formative and summative assessment outcomes.
- Appropriate and realistic targets are set, monitored, and tracked for individual pupils for learning, and attainment in annual assessments.
- Pupils are involved in helping to identify personal learning targets

Key Focus:					
Improvement Target 1:	<ul style="list-style-type: none"> • 60% of children in each class will achieve stanine 5 and above 				
				Specific dates	Monitoring and Evaluation

Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	<i>Timescale for the work to be included.</i>	<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>			
Classes have 60%+ children achieving stanine 6 or above (June 25) Class teachers put appropriate plans in place to ensure most of the children have moved up into Stanine 6 by June 2026	Data from PTE/PTM analysed by Literacy/Numeracy/Assessment Coord Class teacher will receive an overview sheet of target groups and targets set based on PTM/PTE scores and previous teacher feedback Record targets on action plan for each child	Data from PTE/PTM analysed by Literacy/Numeracy/Assessment Coord Staff meeting to disseminate data Planning and assessment time Templates for action plan	Assessment coord Literacy coord Numeracy Coord Staff- P5-P7	June 25- data analysed Aug 25- outcomes from data analysis shared with staff Oct 25 class teachers to complete action plans	- <i>Observations and feedback</i> - <i>Monitoring planning with focus area evident</i> - <i>Feedback</i> - <i>Report on successes & challenges</i>	Termly				Achieved	Partially Achieved	Not Achieved

Improvement Target 2:	<ul style="list-style-type: none"> 75% of pupil at Expected attainment and above 											
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions			
<p>Classes have 75%+ children achieving Expected or HE progress in June 2026</p> <p>Class teachers put appropriate plans in place to ensure children achieve Expected or HE progress (June 26)</p>	<p>Lit/Num/Assessment Coordinators to examine data (June 2025) and determine Underachievers based on CAT/PTM/PTE</p> <p>Class teacher will receive an overview sheet of target groups and targets set based on CAT/PTM/PTE scores and previous teacher feedback</p> <p>Record targets on action plan for each child</p>	<p>Data from CAT/PTE/PTM analysed by Literacy/Numeracy/Assessment Coord</p> <p>Staff meeting to disseminate data</p> <p>Planning and assessment time</p> <p>Templates for action plan</p>	<p>Assessment coord</p> <p>Literacy coord</p> <p>Numeracy Coord</p> <p>Staff- P5-P7</p>	<p>June 25- data analysed</p> <p>Aug 25- outcomes from data analysis shared with staff</p> <p>Oct 25 class teachers to complete action plans</p>						Achieved	Partially Achieved	Not Achieved

Improvement Target 3:	<ul style="list-style-type: none"> To use the PASS test to measurement the pupil’s attitudes towards themselves as learners and their attitudes towards school 											
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions	Achieved	Partially Achieved	Not Achieved
Class teachers will be able to make a more informed judgement on each child and how their attitudes can affect their learning Children who have been highlighted as having a negative attitude towards their own	Class teachers can target specific attitudes to address during PDMU/ Circle Time to build confidence and self-esteem in children	Data from PASS	Assessment coord SENCO- in cases of outside agency involvement Class teachers	Oct 24- PASS tests completed/ data shared with class teachers/ SENCO May 25- PASS tests completed again	- <i>Observations and feedback</i> - <i>Monitoring planning with focus area evident</i> - <i>Feedback</i> - <i>Report on successes & challenges</i>	Termly						

ability/ learning/ school (Sep 25) will show an improvement when retested (June 26)												
Improvement Target 4:	<ul style="list-style-type: none"> Address the need of the children who are 'Gifted and Talented' 											
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>			
	Use of AR and Freckle Maths to provide additional challenges for the children High levels of classroom differentiation Ensure effective provision is made to challenge the learning of children who are deemed 'Gifted and talented':	Data from CAT/PTE/PTM	Assessment coord Literacy coord Numeracy coord Class teachers	June 24- CAT/PTE/PTM data analysed	- <i>Observations and feedback</i> - <i>Monitoring planning with focus area evident</i> - <i>Feedback</i>	Termly						

					<i>- Report on successes & challenges</i>				
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FUTURE DEVELOPMENTS

Do you feel you need to do anything differently in order to bring about the improvements you were looking for?

School	St Aloysius Primary School, Lisburn
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Lead Member of Staff	
Link Governor	

ACTION PLAN 2025/2026

SEN



REVIEW		
Number	Date	Reviewer(s)
1 st		
2 nd		
3 rd		

Areas for improvement identified through self-evaluation: <ul style="list-style-type: none"> SEND Transformation to be implemented as changes occur. Policies to be updated as changes occur.
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Where are we now? <ul style="list-style-type: none"> RFI portal opened in May 2025 – referrals being accepted for LIT's.
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Key Focus:	SEND									
Improvement Target 1:	<ul style="list-style-type: none"> Develop PLP in line with PLP that will be on Bromcom 									
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation					
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions	

<p>New PLP template to reflect pupil voice and parent input.</p> <p>Teachers will become familiar with new PLP template.</p>	<p>Change current IEP template to a more appropriate PLP template to include</p> <ul style="list-style-type: none"> - Pupil views - Parent views. <p>Discussion with staff about SMART targets.</p> <p>SBEW training – Incorporating the Pupil Voice</p>	<p>PLP template on staff folder.</p> <p>SENCO support when filling in PLP's.</p> <p>Time allocated in teachers Time Budget for PLP's.</p>	<p>Class teachers. SENCO</p>	<p>New template introduced on September staff day. Term 1 PLP completed by end of October.</p>	<p>PLP's saved in staff folder.</p> <p>PLP's sent to parents.</p> <p>PLP's evaluated at the end of each term.</p> <p>Evidence to show achieved targets.</p>	<p>Termly</p>				Achieved	Partially Achieved	Not Achieved
<p>Improvement Target 2:</p>	<ul style="list-style-type: none"> • Make use of the RFI portal for referral to Local Impact Teams 											
<p>Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i></p>	<p>Specific actions to bring about improvement <i>What the school will do.</i></p>	<p>Resources required to bring about improvement <i>[Time & Cost]</i></p>	<p>Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i></p>	<p>Specific dates <i>Timescale for the work to be included.</i></p>	Monitoring and Evaluation							
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>			
<p>Pupils referred on the RFI portal for support.</p> <p>Forms filled in correctly.</p> <p>Evidence of the graduated response in classrooms.</p>	<p>Graduated response day 2 training for SENCO.</p> <p>Whole school provision map undated.</p>	<p>Graduated response file.</p> <p>Class teachers will require time to meet with Local Impact</p>	<p>Class teachers SENCO</p>	<p>RFI portal open from 17th September.</p> <p>Referrals ongoing.</p>	<p>Local impact teams will be in school delivering support.</p> <p>Improvements in Joint action plan targets.</p>	<p>Ongoing</p>				Achieved	Partially Achieved	Not Achieved

Local Impact Teams delivering support, small group or individual.	<p>Make connections with Local Impact team support officer.</p> <p>Make use of SEND central and SEND online support form.</p> <p>Consent from parents/parental links.</p> <p>Joint action plans for individual pupils, working with Local Impact teams.</p>	team delivering support.								
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Improvement Target 3:	Use assessment tools to enhance evidence required for RFI referrals and to inform planning for small group SEN groups.
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Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation					
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>	

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Lead Member of Staff	
Link Governor	

ACTION PLAN 2024/2025

World Around Us



REVIEW		
Number	Date	Reviewer(s)
1 st		
2 nd		
3 rd		

Areas for improvement identified through self-evaluation:

- 1) *Identify balance and progression in WAU planners*
- 2) *To enable the children to make sense of the world they live in by focusing on their local area*
- 3) *To educate the children and raise awareness of STEM*

Where are we now?

- Working with SENTINUS to develop STEM in **Foundation Stage** curriculum – Primary 1 and 2 participated in ‘Our Bodies’ and ‘Little Builder’s’ workshops
- Promotion “Eco” ethos throughout the school

Key Focus:	Identify balance and progression in WAU planners									
Improvement Target 1:	<i>Ensure there is a balance and progression between all areas of the World Around Us curriculum in each year group.</i>									
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation					
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>	

			<i>support is required?</i>										
SC1 <ul style="list-style-type: none"> Evidence of each of the elements of WAU in each year group's planning folders Evidence of progression from foundation to Key Stage 2 Pupils will have access to topics that enable them to develop their knowledge and skills of the world around them. 	<ul style="list-style-type: none"> Review planners to ensure there is clear evidence of all 4 areas (History, Geography, Science & Technology) Using progression framework document to ensure progression Provide learning experiences for pupils that are practical, enjoyable and engage the children in effective learning of the world they live in 	WAU progression Framework Document Invite outside agencies to support staff / children WAU planners	WAU Coordinator Teaching Staff Outside agencies	From September 2025	- <i>Observations and feedback</i> - <i>Monitoring planning with focus area evident</i> - <i>Feedback</i> - <i>Report on successes & challenges</i>						Achieved	Partially Achieved	Not Achieved
Improvement Target 2:	<i>Focus on locality within the WAU curriculum</i>												
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded.</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation								
					<i>Evidence</i>	<i>Specific dates? Whom?</i>	<i>Overall Progress</i>	<i>Overall Impact (on Learning and Teaching)</i>	<i>Further Actions</i>				

SC2 <ul style="list-style-type: none"> Evidence of an aspect of locality within WAU planners Encourage / support staff in organising the use of local agencies as part of their locality teaching in WAU curriculum 	<ul style="list-style-type: none"> Use the Lisburn area/ local linen museum/ landmarks / local agencies to enhance the teaching and learning in WAU Implement 'locality' as part of WAU curriculum / topics Greater awareness of the local history of Lisburn (WW2 / Linen Mill) 	Local agencies including Lisburn Linen Centre Sentinus LCC Locality resources in Twinkl	WAU coordinator	From September 2025						Achieved	Partially Achieved	Not Achieved
Improvement Target 3:	<i>Maintain our school as an 'Eco School'</i>											
Success criteria, focusing on the impact on the children <i>How the school knows it has succeeded</i>	Specific actions to bring about improvement <i>What the school will do.</i>	Resources required to bring about improvement <i>[Time & Cost]</i>	Staff/lead responsibility <i>Who is responsible for each action and what support is required?</i>	Specific dates <i>Timescale for the work to be included.</i>	Monitoring and Evaluation							
					Evidence	Specific dates? Whom?	Overall Progress	Overall Impact (on Learning and Teaching)	Further Actions			
SC3 <ul style="list-style-type: none"> Pupils will have access to a variety of resources and activities highlighting Environmental issues Staff will have access to 	<ul style="list-style-type: none"> Renew / Achieve Eco Schools Green Flag Award Reestablish Eco Council Organise practical activities/ opportunities for the children 	Provide staff with list of useful resources / websites / video clips Eco Schools NI resources / workshops	WAU Coordinator Eco Council	From September 25						Achieved	Partially Achieved	Not Achieved

resources / outside agencies to support the teaching of environmental topics	to learn about their environment. <ul style="list-style-type: none"> • Provide staff with resources / website 										
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FUTURE DEVELOPMENTS

Do you feel you need to do anything differently in order to bring about the improvements you were looking for?

