2026 - 2029

School Development Plan

St Aloysius Primary and Nursery School

Mrs T McDowell

PRINCIPAL

INTRODUCTION

This School Development Plan (SDP) has been developed through consultation with the entire school community of St. Aloysius Primary School and Nursery Unit. It reflects the views and aspirations of our pupils, parents/carers, staff, and Board of Governors, and sets out the strategic priorities that will guide our continued school improvement journey over the next three years as we work towards achieving our shared vision and values.

It is essential that the SDP is understood, embraced, and regularly reviewed by all members of our school community. The plan serves as a living document, shaping our decisions and actions while ensuring that we remain focused on continuous improvement. Through its implementation, we aim to promote high-quality learning and teaching, raise standards for all pupils, and ensure that every child is supported to achieve their full potential.

The three-year SDP identifies the key priorities for development that have emerged from our self-evaluation process. It is supported by a series of annual action plans which outline the specific strategies and targets to be achieved in the year ahead. These action plans provide clear details regarding responsibilities, timescales, success criteria, and monitoring and evaluation arrangements to ensure effective implementation and measurable impact.

ETHOS AND VISION – LIVE, LOVE & LEARN

At St. Aloysius Primary School and Nursery Unit, we are committed to providing a nurturing, inclusive, and faith-filled environment where every child is valued, encouraged, and supported to reach their full potential. Rooted in our Catholic ethos, we work in partnership with pupils, parents, staff, governors, parish, and the wider community to foster a love of learning, a spirit of service, and respect for the dignity of every person.

Our school is a place where children are inspired to grow academically, socially, emotionally, and spiritually. Through high-quality learning and teaching, meaningful relationships, and a strong sense of belonging, we encourage our pupils to become confident, resilient, compassionate, and responsible members of society.

Our vision is to Live, Love and Learn in a Caring Catholic Community. Through living our faith, showing love and respect for one another, and embracing learning in all its forms, we strive to create a school where every child can flourish and achieve their God-given potential.

We realise this vision through our core values and principles, which underpin all aspects of school life and guide our daily actions, decisions, and interactions within our school community.

OUR MISSION STATEMENT

At St Aloysius Primary School, we live with faith, love with kindness and learn with purpose in a happy, safe and caring Catholic community where every child is valued and encouraged to thrive.

Live with Faith- Growing together in God's love and serving others

Love with Kindness- showing respect, car and compassion

Learn with Purpose- achieving our best every day

OUR VISION

We aim to:

- Help every child achieve their best through high-quality learning and teaching.
- Develop confident, kind and respectful young people.
- Nurture each child's spiritual, moral, social, emotional and physical wellbeing.
- Encourage independence, resilience and a love of learning.
- Celebrate diversity and ensure everyone feels welcome and included.
- Work closely with families, the parish and the wider community.
- Promote positive behaviour and value pupil voice.
- Care for others and our environment through faith and action.

CORE VALUES

Kindness	Respect	Compassion	Generosity	Determination
Showing care and consideration through our words and actions.	Valuing ourselves, others and the world around us.	Recognising the needs of others and responding with understanding and support.	Sharing our time, talents and resources to support others.	Showing resilience, perseverance and a commitment to achieving our best.

OUR CONTEXT

Our school currently has an enrolment of 385 pupils in Primary 1 to Primary 7 and 27 children in our Nursery Unit. We are proud of our inclusive approach and are committed to ensuring that every child receives the support they need to achieve their full potential. Currently, 21 pupils are supported through Stage 1 Personal Learning Plans (PLPs), 11 pupils receive Stage 2 SEN support, and 18 pupils have a Statement of Special Educational Needs. In addition, 23.2% of our pupils are entitled to Free School Meals.

In recent years, the school has continued to invest in its learning environment to enhance the educational experiences of all pupils. A significant development has been the creation of a dedicated outdoor play and learning area for our Primary 1 and Primary 2 pupils, providing a safe and stimulating space that supports play-based learning, physical development, social interaction and pupil wellbeing. This development reflects our commitment to creating engaging learning environments that meet the developmental needs of our youngest learners.

SELF-EVALUATION

At St. Aloysius Primary School & Nursery Unit, self-evaluation is an integral part of our culture of continuous improvement. All staff, including teachers, classroom assistants and school leaders, engage in an ongoing process of reflection and evaluation to ensure the highest quality learning experiences and outcomes for our pupils.

A range of quantitative and qualitative evidence is used to inform our self-evaluation processes. This includes the extensive analysis of pupil attainment and progression data, standardised assessment outcomes, pastoral and wellbeing information, classroom observations, pupil voice, staff professional dialogue and parental feedback. Through this rigorous approach, underachievement is identified promptly and targeted intervention programmes and action plans are developed to support individual pupils and groups of learners.

School leaders regularly monitor and evaluate teaching and learning through classroom observations, peer review, book scrutinies and assessment analysis. Our performance is benchmarked against Northern Ireland data to help identify strengths and areas for further development. We also keep under review guidance issued by the Department of Education and the Education Authority and work collaboratively with other schools to share effective practice and learn from successful evidence-based approaches.

Pupil voice plays a significant role in shaping our improvement priorities. Findings from our Pupil Attitudes to Self and School (PASS) surveys indicate overwhelmingly positive attitudes towards school life, wellbeing and learning. Pupils report feeling safe, valued and supported within our caring Catholic community. The insights gained through PASS are used to inform pastoral provision, wellbeing initiatives and school improvement planning.

The views of parents and carers are highly valued and are actively sought to support school development. A comprehensive parental survey is scheduled to take place in October 2026, with the findings informing future school priorities, action plans and development targets. This will ensure that our School Development Plan continues to reflect the needs and aspirations of our wider school community.

Through this robust process of self-evaluation, St. Aloysius Primary School & Nursery Unit remains committed to sustaining high standards, promoting equity and inclusion, and ensuring that every child is supported to Live, Love and Learn in a Caring Catholic Community.

Key Areas of Focus 2026–2029 – Three-Year Strategic Overview

Area of focus 1: To raise standards in teaching, learning, and pupil attainment by addressing priority areas identified through school performance data and staff evaluations, ensuring targeted improvements in classroom practice and pupil outcomes.			
Objective	**Actions in Year 1 2026/27**	**Actions in Year 2 2027/28**	**Actions in Year 3 2028/29**
Objective 1a: To improve pupils' oracy and reading skills	To enhance pupils' reading comprehension and critical thinking skills through the implementation of **Reciprocal Reading strategies**, enabling pupils to predict, clarify, question and summarise effectively when engaging with texts.	To improve pupils' reading fluency, expression, confidence and oral communication skills through the implementation of the **Megabook of Fluency**, structured talk activities and regular opportunities for oral reading across the curriculum.	To embed high-quality oracy and reading practices across the curriculum by providing regular opportunities for pupils to discuss, debate, present, reason and respond to a range of texts, thereby developing confident communicators and critical readers**.**
Objective 1B: To improve the quality and consistency of Numeracy teaching and learning across the school through the effective implementation of practical, engaging and problem-solving approaches.	To implement and embed the Fun Friday Math's initiative across the school, increasing pupil engagement, problem-solving skills and attainment in Numeracy through regular practical and investigative mathematical learning experiences.	To embed a coherent whole-school approach to problem-solving, mathematical reasoning and investigative learning, ensuring progression and continuity across all year groups.	To raise standards of pupil attainment and progress in Numeracy through effective teaching, targeted intervention and robust use of assessment data.

Objective	**Actions in Year 1 2026/27**	**Actions in Year 2 2027/28**	**Actions in Year 3 2028/29**
Area of focus 2: Equality, diversity and inclusion			
Objective 2A: To further embed the Specialist Provision class in our whole school community	To strengthen the identification, monitoring and support of pupils with Special Educational Needs through the effective use of Bromcom by reviewing and updating the SEN register, providing targeted training for the SENCo, implementing Personal Learning Plans (PLPs) on Bromcom beginning with Nursery, and embedding pupil voice within the PLP process.	To embed a consistent whole-school approach to SEN provision by extending the use of Bromcom PLPs across all year groups, enhancing staff capacity to use assessment information to inform provision, and strengthening collaboration with parents and pupils in setting, reviewing and evaluating individual targets and support strategies.	To improve outcomes for pupils with Special Educational Needs by using assessment, pupil progress and wellbeing data to evaluate the impact of interventions, refine support strategies and ensure pupils achieve their full potential academically, socially and emotionally within an inclusive learning environment.
Objective 2B: Promoting Inclusion and Pupil Voice	To strengthen an inclusive school culture by ensuring all pupils feel valued, respected and represented within school life, with increased opportunities for pupil voice and participation in decision-making.	To strengthen pupil participation by involving pupils in evaluating aspects of school life, contributing to curriculum development and leading initiatives that promote inclusion, wellbeing and respect.	To empower pupils as leaders and advocates for positive change by enabling them to influence school priorities, represent the views of their peers and actively promote a culture of equality, diversity and inclusion throughout the school community.
Area of focus 3: Health, well-being and keeping safe			
	Actions in Year 1 2026/27	**Actions in Year 2 2027/28**	**Actions in Year 3 2028/29**

Objective 3A: Being Well Doing School	To strengthen the strategic leadership of Emotional Health and Wellbeing by appointing a designated Senior Leader to coordinate, monitor and evaluate wellbeing provision, lead staff development, oversee pupil wellbeing initiatives, and ensure a consistent whole-school approach to promoting positive mental health and wellbeing.	To develop and implement a progressive, clearly mapped PDMU programme from Nursery to P7 that supports pupils' emotional health, resilience, relationships, personal development and overall wellbeing.	To develop, implement and monitor a clearly mapped, progressive PDMU programme from Nursery to P7 that promotes emotional health and wellbeing, resilience, positive relationships, safeguarding awareness and personal development, ensuring all pupils are equipped with the knowledge, skills and attitudes to thrive both in school and beyond.
Objective 3B: To promote a whole-school culture of health, wellbeing and physical activity that supports pupils to develop healthy lifestyles, positive wellbeing, resilience and lifelong habits for healthy living.	To promote healthy lifestyles and improve physical wellbeing by reinstating the **Daily Walk** and introducing a second weekly PE slot focused on **Free PE Play**, ensuring all pupils have regular opportunities to engage in physical activity, develop fundamental movement skills and enjoy active play.	To develop pupils' understanding of healthy lifestyles through a coordinated programme of learning that promotes healthy eating, hydration, good sleep habits, personal hygiene and positive mental wellbeing.	To empower pupils to take an active role in promoting health and wellbeing by establishing opportunities for pupil leadership, peer support and pupil voice within whole-school wellbeing initiatives.

Area of focus 4: Connections with our local community			
	Actions in Year 1 2026/27	**Actions in Year 2 2027/28**	**Actions in Year 3 2028/29**
Objective 4A: Build on our shared education programme	To develop meaningful and sustained partnerships between pupils, staff and the wider school communities through a structured programme of shared learning experiences, joint projects and opportunities for collaboration.	To enhance the quality of teaching and learning through collaborative professional development, enabling staff from both schools to share expertise, effective practice, resources and innovative approaches to teaching, learning and assessment.	To embed shared education as a sustainable aspect of school life by providing opportunities for pupil leadership, community engagement and collaborative decision-making, promoting respect, inclusion and positive relationships within and beyond the school community.
Objective 4B: Increase opportunities for families to engage meaningfully in school life	To develop effective, inclusive and meaningful communication channels that ensure parents and all key stakeholders are well informed, feel valued, and have regular opportunities to engage in school life and their children's learning. Through the use of surveys, consultations and feedback opportunities, the school will actively seek the views of parents, pupils, staff, governors and the wider school community to inform decision-making and continuous improvement.	To increase parental involvement in supporting learning at home by providing workshops, learning resources and opportunities for parents to actively participate in Literacy, Numeracy and wellbeing initiatives.	To empower families as active partners in school improvement by strengthening parent voice, consultation and involvement in school development, community events and decision-making processes.

MONITORING AND REVIEW

Each priority area has a designated teacher lead responsible for implementing and tracking progress. The senior leadership team will ensure that the monitoring and evaluation timetabling reflects regular reviews throughout the year to allow timely interventions and adjustments as required. The one-year action plan (below) will undergo a formal review at the end of this academic year. This review will assess each target's progress, identify emerging priorities and incorporate feedback from stakeholders. Updated plans will be shared with all school staff and governors to maintain transparency and accountability. The updated plans will be published on the school website.

The Board of Governors plays a strategic oversight role by discussing and approving the initial plan, reviewing progress and supporting the implementation of key actions. Their involvement ensures that the plan remains aligned with the school's vision, statutory requirements, and long-term improvement goals.

YEAR 1 DETAILED ACTION PLAN 2026/27

Area of focus for improvement 1: To raise standards in teaching, learning, and pupil attainment by addressing priority areas identified through school performance data and staff evaluations, ensuring targeted improvements in classroom practice and pupil outcomes.

Objective 1A: **Start Date:** 1st September 2026 Completion Date: 30th June 2027

Lead members of staff: Miss C Calpin Literacy Co-ordinator (VP)

Link Governor: TBC

Baseline Statement (Where are we now?)

Accelerated Reading is well established within the school with lots of opportunities to celebrate the children's achievements in reading milestones. There is a well embedded line of progression for the teaching and learning of creative writing genres at a whole school level following the six stages of writing. The next in this journey would be to develop an opportunity to celebrate the children's achievements in writing. Recent GL data shows a change in performance in Comprehension/Narrative and Comprehension/Non-Narrative with 4 classes tested cited as below the national average (ranging from -1% to -15%) This will become an area for continued development. Spelling skills are slightly below the national average (ranging from -1% to -9% in 4 classes) this will also become an area for continued development.

Area for improvement identified by self-evaluation:

- To improve reading comprehension outcomes by enhancing staff expertise in reciprocal reading and embedding a consistent, progressive approach to the explicit teaching of comprehension skills across the curriculum, particularly through guided reading, novel study and reciprocal reading in KS2.
- To improve outcomes in early literacy by strengthening the quality and consistency of phonics teaching and learning across the Foundation Stage, ensuring all children develop the essential skills required for reading and writing success.
- To develop pupils' spelling knowledge and application by introducing and embedding a structured approach to the teaching of spelling rules and patterns. Pupils will be supported to draw upon a range of spelling strategies, beyond phonics alone, enabling them to tackle unfamiliar words with increasing confidence and accuracy. (P4 Pilot)

Impact on children / success criteria	• Children demonstrate improved reading comprehension skills and are able to confidently apply a range of comprehension strategies when reading. • Children can discuss their reading using appropriate comprehension vocabulary and justify their answers with evidence from the text. • Pupil voice from literacy focus groups reflects increased confidence, engagement and enjoyment in reading comprehension activities. • Reading comprehension is consistently embedded within Literacy planners and evident in classroom practice. • Assessment data shows measurable improvement in reading comprehension outcomes, particularly in classes previously performing between 1% and 15% below expected levels.
Actions to bring about improvement	• Provide refresher professional learning on reading comprehension, with a particular focus on Reciprocal Reading strategies in Key Stage 2. • Embed explicit teaching of reading comprehension skills and strategies within Literacy planning across all year groups. • Develop a consistent whole-school approach to the teaching and assessment of reading comprehension. • Provide opportunities for staff to share effective practice and engage in collaborative planning for reading comprehension. • Use assessment data to identify areas of need and target support for classes and pupils requiring additional intervention. • Monitor the implementation of reading comprehension strategies through planning scrutiny, learning walks and lesson observations. • Use pupil voice activities and literacy focus groups to evaluate the effectiveness of approaches and inform next steps. • Ensure high-quality texts and reading materials are used to develop vocabulary, inference, prediction, questioning, clarifying and summarising skills. • Track pupil progress regularly and adapt teaching and interventions in response to assessment outcomes.
Staff / Lead	Literacy Coordinator All staff

Timescales	September 2026- Reviewed each term
Resource allocations	Allocated curriculum development slots to update literacy planners Source suitable reading materials
Monitoring and evaluation	• Literacy planners demonstrate a clear and progressive focus on reading comprehension skills. • Records from pupil focus groups. • Lesson observation and learning walk findings. • Reading comprehension assessment and standardised test data. • Samples of pupil work showing the application of reading comprehension strategies.
Impact on pupil outcomes and learning experiences	• Children demonstrate increased confidence and independence when applying reading comprehension strategies across a range of texts. • Children engage more actively in discussions about their reading, using appropriate vocabulary to explain and justify their thinking. • Children show improved ability to make predictions, infer meaning, summarise information and identify key details within texts. • Learning experiences provide regular opportunities for discussion, collaboration and critical thinking through the use of reading comprehension strategies. • Children experience a consistent and progressive approach to reading comprehension across all year groups. • Increased engagement and enjoyment in reading is evident through pupil voice activities and classroom observations. • Assessment data demonstrates improved attainment in reading comprehension, particularly for pupils and classes previously identified as underperforming.
Evaluation of Year 1	

Area of focus for improvement 1: To raise standards in teaching, learning, and pupil attainment by addressing priority areas identified through school performance data and staff evaluations, ensuring targeted improvements in classroom practice and pupil outcomes**.**

Objective 1B: To improve the quality and consistency of Numeracy teaching and learning across the school through the effective implementation of practical, engaging and problem-solving approaches.

Start Date: 1st September 2026 Completion Date: 30th June 2027

Lead members of staff: Mr McCann

Link Governor: TBC

Baseline Statement (Where are we now?)

Analysis of the P4–P7 PTM data at the end of 2025–26 indicates a varied picture of attainment across Numeracy topic areas. While the majority of classes performed above the national average in a number of areas, there are some areas where further development and targeted support are required. Based on the pupil target of 60% achieving Stanine 5 or above, 7 out of 9 classes are currently on target, indicating strong progress towards the desired level of attainment. Analysis of the expected progress data indicates that 23 pupils are making 'Much lower than expected' progress, with a further 22 pupils making 'Lower than expected' progress. This provides a clear focus for monitoring and targeted support to improve progress for these pupils.

August training days was dedicated to developing a new initiative for the year, 'Fun Friday Maths'. The initiative encourages teachers to structure their weekly planning to include a problem-solving or practical mathematical activity, providing pupils with regular opportunities to apply their mathematical skills in an engaging and meaningful context. The training incorporated key elements from recent Manipulative Mathematics training delivered by Robert Thompson and Ashley Maw, with a particular focus on the effective use of resources such as pattern blocks and Cuisenaire rods. Staff were provided with practical strategies, high-quality resources and ideas to support them in integrating these manipulatives into their classroom practice and enhance pupils' mathematical understanding.

Area for improvement identified by self-evaluation:

To further develop a whole-school approach to mathematical problem-solving, ensuring that all pupils are equipped with the skills, strategies and confidence to apply their mathematical learning effectively across the curriculum and in everyday contexts. Through consistent teaching approaches and

challenging learning opportunities, pupils will develop their ability to reason, explain their thinking and select appropriate strategies to solve problems independently.	
Impact on children / success criteria	• SEN Register is accurate, up to date and effectively managed through Bromcom. • The SENCo confidently uses Bromcom to access information and complete SEN documentation. • Nursery PLPs are successfully implemented on Bromcom. • Parent and pupil voice are consistently recorded within PLPs. • Pupils and parents are actively involved in decisions relating to SEN provision. • Improved monitoring, tracking and review of SEN support leads to more targeted interventions and positive pupil outcomes.
Actions to bring about improvement	• SENCo to access relevant Bromcom training to develop confidence in managing SEN records, reporting and monitoring. • Review and update the SEN Register on Bromcom, ensuring stages of support and categories of need are recorded accurately. • Introduce Bromcom PLPs, beginning with Nursery during Term 1, with a phased rollout across the school. • Develop parent and pupil questionnaires to gather views at the beginning of each PLP cycle and inform target setting. • Embed pupil voice within the annual review process through pre-review discussions with pupils. • Strengthen partnership working through regular communication and consultation with parents regarding SEN provision and progress. • Monitor the implementation of Bromcom PLPs and use outcomes to inform future planning and support.
Staff /Lead	• Mrs Mallon
Timescales	• September 2026 • Reviewed each term
Resource allocations	• Bromcom SEN Module • Bromcom training and guidance materials • SENCo professional learning opportunities • Parent and pupil questionnaires • Seesaw communication platform • Administrative support from the school secretary

	• EA guidance on the Enhanced Support Model • PLP templates and supporting documentation • Time allocated for pupil consultations and annual reviews
Monitoring and Evaluation	• Review of the SEN Register on Bromcom to ensure records, stages and needs are accurate and up to date. • Monitoring of Nursery PLPs and completion rates on Bromcom. • Attendance at Bromcom and SEN training sessions. • Audit of pupil and parent voice recorded within PLPs. • Feedback from pupils, parents and staff regarding the SEN review process. • SENCo reports on progress, successes and challenges. • Annual review documentation demonstrating increased pupil participation. • Regular meetings between the SENCo and Principal to evaluate implementation and identify next steps. •
Impact on pupil outcomes and learning experiences	• Pupils with SEN are identified and supported more effectively through accurate record-keeping and monitoring. • Support is better matched to individual needs, resulting in improved progress and achievement. • Pupils have a stronger voice in setting and reviewing their targets, increasing engagement and ownership of learning. • Parents are more involved in planning and reviewing support, strengthening home-school partnerships. • PLPs are more personalised, leading to improved pupil wellbeing, confidence and participation in school life. • Improved tracking and review processes enable timely interventions and better outcomes for pupils with SEN.
Evaluation of year 1	
Area of focus for improvement 2: Equality, diversity and inclusion. **Objective 2B:**. Promoting Inclusion and Pupil Voice **Start Date:** 1st September 2026 Completion Date: 30th June 2027 **Lead members of staff:** Miss S Donnelly BOG Link: TBC	

Baseline Statement (Where are we now?)

The school has a strong commitment to promoting positive emotional health and wellbeing and values pupil voice. While a range of wellbeing initiatives are in place, there is a need to develop a more consistent whole-school approach to pupil participation, strengthen links between PDMU and Emotional Health and Wellbeing, increase staff awareness of support pathways, and ensure professional learning is aligned to identified wellbeing priorities.

Area for improvement identified by self-evaluation:

A whole-school Emotional Health and Wellbeing (EHW) action plan will be developed and implemented in line with the School Development Plan. Regular opportunities for pupil voice will be embedded through surveys, focus groups, class discussions and the School Council, ensuring that pupils are actively involved in decisions that affect them. Emotional Health and Wellbeing themes will be integrated within PDMU planning across all year groups, while staff awareness of support pathways and wellbeing services will be strengthened through ongoing communication and information sharing. The school will continue to promote wellbeing initiatives for pupils, staff and families and celebrate examples of effective practice to foster a positive, supportive and nurturing school culture.

Impact on children / success criteria	• Pupil voice is embedded across the school, with regular opportunities for pupils to share their views and contribute to decision-making. • Pupils demonstrate increased confidence in expressing their thoughts, feelings and wellbeing needs. • Emotional Health and Wellbeing is clearly reflected within PDMU planning and learning experiences across all year groups. • Staff have an increased awareness of support pathways and wellbeing services and use them appropriately to support pupils. • A consistent whole-school approach to Emotional Health and Wellbeing is evident in policy, practice and provision. • Pupils report feeling heard, valued and supported within the school community. • Improved wellbeing contributes to increased engagement, participation and readiness to learn.
Actions to bring about improvement	• Establish a representative Pupil Voice group, including Wellbeing Ambassadors, with clear roles, responsibilities and regular meeting opportunities. • Provide training for Pupil Voice members in communication, leadership, emotional literacy and advocacy skills. • Create regular opportunities for pupils to gather and share the views of their peers through surveys, focus groups and class discussions. • Ensure pupil feedback informs school decision-making, particularly in relation to Emotional Health and Wellbeing. • Promote the work of the Pupil Voice group through assemblies, newsletters and displays. • Facilitate collaboration between the Pupil Voice group, School Council and wellbeing staff to identify priorities and plan initiatives. • Monitor the impact of pupil-led actions and celebrate achievements across the school community.

	• Review pupil voice practices regularly to ensure they remain inclusive, meaningful and representative of all pupils.
Staff /Lead	• Miss Donnelly
Timescales	• September 2026 • Reviewed each term
Resource allocations	• Allocated time
Monitoring and Evaluation	• Pupil Voice meeting minutes and action plans. • Pupil surveys and wellbeing questionnaires. • Feedback from Wellbeing Ambassadors and School Council. • Staff observations and feedback. • PDMU planning scrutiny. • Learning walks and pupil focus groups. • Evidence shared through assemblies, newsletters and displays. • Annual review of pupil wellbeing and engagement data. (PASS) •
Impact on pupil outcomes and learning experiences	Pupils confidently share their views and contribute to school decision-making. Pupil voice is embedded across the school, leading to improved emotional health and wellbeing, greater engagement and a stronger sense of belonging.
Evaluation of year 1	
Area of focus for improvement 3: Health, well-being and keeping safe **Objective 3A:** To embed the Being Well, Doing Well framework across the school, promoting positive emotional health and wellbeing for all pupils through effective support, meaningful pupil participation and a nurturing school environment. **Start Date: September 2026**	

Lead members of staff: Miss Donnelly

BOG Link: B Morrisey

Baseline Statement (Where are we now?)

The school has a strong commitment to promoting positive emotional health and wellbeing and values pupil voice. While a range of wellbeing initiatives are in place, there is a need to develop a more consistent whole-school approach to pupil participation, strengthen links between PDMU and Emotional Health and Wellbeing, increase staff awareness of support pathways, and ensure professional learning is aligned to identified wellbeing priorities.

Area for improvement identified by self-evaluation:

A whole-school Emotional Health and Wellbeing (EHW) action plan will be developed and implemented in line with the School Development Plan. Regular opportunities for pupil voice will be embedded through surveys, focus groups, class discussions and the School Council, ensuring that pupils are actively involved in decisions that affect them. Emotional Health and Wellbeing themes will be integrated within PDMU planning across all year groups, while staff awareness of support pathways and wellbeing services will be strengthened through ongoing communication and information sharing. The school will continue to promote wellbeing initiatives for pupils, staff and families and celebrate examples of effective practice to foster a positive, supportive and nurturing school culture.

Impact on children / success criteria	• A designated teacher leads and coordinates the school's Emotional Health and Wellbeing (EHW) provision. • Emotional Health and Wellbeing is prioritised within the School Development Plan and reflected in whole-school practice. • Effective systems are in place to monitor, review and evaluate the impact of EHW initiatives. • Staff demonstrate increased awareness of wellbeing priorities, support pathways and available services. • The impact of the school's EHW programme is regularly communicated and celebrated with pupils, staff, parents and the wider community. • Pupils report feeling safe, supported, listened to and valued within the school environment.
Actions to bring about improvement	• Share and promote Emotional Health and Wellbeing (EHW) policies, procedures and support pathways with all staff. • Provide regular staff briefings on available wellbeing services and sources of support. • Create a central wellbeing information hub accessible to all staff. • Promote staff wellbeing initiatives and encourage participation. • Provide opportunities for staff training linked to Emotional Health and Wellbeing.

	• Gather staff feedback to identify wellbeing needs and inform future support.
Staff /Lead	• Miss Donnelly
Timescales	• September 2026 • Reviewed each term
Resource allocations	• Allocated time and wellbeing services • Staff training
Monitoring and Evaluation	• Staff wellbeing surveys and feedback. • Attendance records from wellbeing briefings and training. • Monitoring staff engagement with wellbeing initiatives. • Review of staff awareness of support pathways and services. • Evaluation through staff meetings and annual self-evaluation processes. • Evidence of wellbeing information shared through newsletters, briefings and staff communications.
Impact on pupil outcomes and learning experiences	• Pupils feel safe, supported and valued within a positive school environment. • Improved emotional health and wellbeing enables pupils to engage more fully in learning. • Pupils develop greater resilience, confidence and self-awareness. • Increased attendance, participation and readiness to learn. • Stronger relationships and a greater sense of belonging across the school community.
Evaluation of year 1	

Area of focus for improvement 3: Health, well-being and keeping safe

Objective 3B: To foster a whole-school culture of health, wellbeing and physical activity that supports positive wellbeing, resilience and healthy lifestyle choices for all pupils.

Start Date: September 2026

Lead members of staff: Mrs McDowell & All staff

BOG Link: B Morrisey

Baseline Statement (Where are we now?)

At present, opportunities for physical activity are largely limited to PE lessons, break times and lunchtime. While pupils engage positively in these activities, the school recognises the need to create additional opportunities for movement and physical activity throughout the school day. There is scope to further embed active learning, promote healthy lifestyles and strengthen pupils' physical wellbeing through a more consistent whole-school approach.

Area for improvement identified by self-evaluation:

While opportunities for physical activity are currently provided through PE lessons, break and lunchtime, the school recognises the need to increase and embed daily physical activity throughout the school day. There is a need to provide more regular opportunities for active play, movement and exercise to support pupils' physical health, wellbeing, resilience and readiness to learn. The reintroduction of the Daily Walk and the introduction of a second weekly PE session focused on Free PE Play will help promote active lifestyles, develop fundamental movement skills and foster positive attitudes towards physical activity.

Impact on children / success criteria	• Pupils participate in regular physical activity throughout the school week, leading to improved fitness, stamina and overall wellbeing. • Pupils develop positive attitudes towards exercise and healthy lifestyles. • Increased opportunities for active play enhance confidence, resilience and social skills. • Improved concentration, engagement and readiness to learn. • Pupils develop fundamental movement skills and establish healthy habits that support lifelong wellbeing.

Actions to bring about improvement	• Reintroduce the Daily Walk across all classes. • Introduce a second weekly PE session focused on Free PE Play. • Timetable regular physical activity opportunities throughout the school day. • Encourage the use of active learning strategies in lessons. • Promote participation in after-school sports and physical activity programmes.
Staff /Lead	• Mrs McDowell & Staff
Timescales	• September 2026 • Reviewed each term
Resource allocations	• Sourcing of additional PE/ Outdoor equipment
Monitoring and Evaluation	• Staff timetables and participation records for the Daily Walk. • Monitoring of weekly PE and Free PE Play provision. • Pupil voice surveys and feedback. • Learning walks and observations. • Participation in physical activity and sports programmes. • Evidence shared through newsletters, Seesaw and assemblies.
Impact on pupil outcomes and learning experiences	• Pupils demonstrate improved physical health, fitness and overall wellbeing. • Pupils are more active, engaged and ready to learn throughout the school day. • Pupils develop greater resilience, confidence and enjoyment of physical activity. • Improved concentration, behaviour and participation in learning.
Evaluation of year 1	

Area of focus for improvement 4: Connections with our local community

Objective 4A: Build on our Shared Education Programme

Start Date: October 2026- awaiting budget details

Lead members of staff: Mrs C Wright

BOG Link: TBC

Baseline Statement (Where are we now?)

The school has established a positive and productive partnership with a local controlled primary school through the Shared Education Programme and has worked collaboratively for the past six years. This partnership has provided valuable opportunities for pupils and staff to learn together, develop mutual understanding and build positive relationships. While strong foundations are in place, Shared Education remains an evolving programme, and there is scope to further develop collaborative learning opportunities, strengthen curriculum links and increase the impact of shared experiences on pupil outcomes.

Area for improvement identified by self-evaluation:

The school has developed strong partnerships through Shared Education and has provided valuable opportunities for pupils to learn alongside children from different backgrounds. The next stage of development is to strengthen pupils' understanding and appreciation of their own identity, culture and traditions, while providing more opportunities to share experiences, celebrate diversity and learn from others. This will help deepen mutual respect, broaden perspectives and further enhance the impact of Shared Education across the school community.

Impact on children / success criteria	• Pupils develop a stronger understanding and appreciation of their own identity, culture and traditions. • Pupils gain confidence in sharing their experiences and learning from others. • Increased respect, inclusion and appreciation of diversity. • Improved communication, collaboration and relationship-building skills. • Pupils develop positive attitudes towards those from different backgrounds and traditions. • Enhanced sense of belonging, mutual understanding and community cohesion.
Actions to bring about improvement	• Plan and deliver Shared Education activities with our partner controlled school. • Provide opportunities for pupils to explore and celebrate their own identity, culture and traditions. • Facilitate joint projects that encourage pupils to share experiences and learn from one another. • Mark cultural and diversity events through shared learning experiences.

	• Use pupil discussions, reflection activities and collaborative tasks to promote mutual understanding. • Share and celebrate Shared Education successes through assemblies, displays, newsletters and social media. • Engage pupils in evaluating and shaping future Shared Education activities. • .
Staff /Lead	• Mrs C Wright
Timescales	• October 2026 • Reviewed each term
Resource allocations	• External funding
Monitoring and Evaluation	• Shared Education programme evaluations and pupil feedback. • Pupil voice surveys, discussions and reflection activities. • Records of shared events, projects and visits. • Staff evaluations and partnership review meetings. • Evidence of learning through displays, photographs and pupil work. • Monitoring of participation, engagement and collaborative learning experiences.
Impact on pupil outcomes and learning experiences	Pupils will develop a greater understanding and appreciation of their own identity and the identities of others through shared learning experiences. They will demonstrate increased respect for diversity, stronger communication and collaboration skills, and greater confidence in building positive relationships with children from different backgrounds, fostering a more inclusive and cohesive school community.
Evaluation of year 1	

Area of focus for improvement 4: Connections with our local community

Objective 4B: Increase opportunities for families to engage meaningfully in school life

Start Date: October 2026

Lead members of staff: T McDowell & C Calpin

BOG Link: TBC

Baseline Statement (Where are we now?)

The school values the important role that parents and families play in supporting children's learning and wellbeing. While positive home-school relationships have been established, a comprehensive stakeholder survey has not been undertaken for over four years. With the appointment of a new Principal and Vice Principal, this provides a valuable opportunity to gather the views of parents, pupils, staff and governors, establish a clear baseline of current strengths and areas for development, and identify ways to further increase meaningful family engagement in school life. The school is committed to ensuring that all stakeholders have opportunities to contribute to decision-making and play an active role in the continued development of the school community.

Area for improvement identified by self-evaluation:

While the school values the contributions of parents, pupils, staff and governors, there is an opportunity to strengthen stakeholder involvement in shaping school life. The school will use stakeholder surveys, alongside other consultation opportunities, to gather views, suggestions and feedback from the wider school community. This information will help establish priorities, inform decision-making and ensure that stakeholders play a meaningful role in the ongoing development and improvement of the school. Through increased engagement and consultation, the school aims to build stronger partnerships and create a greater sense of shared ownership within the school community.

Impact on children / success criteria	By actively seeking and responding to stakeholder feedback, the school will strengthen partnerships between home and school and ensure that parents, pupils, staff and governors feel valued and listened to. This will lead to increased engagement in school life, improved communication, and a greater sense of shared ownership of school improvement. As a result, pupils will benefit from a more responsive school environment that better meets their needs and supports their learning, wellbeing and overall development.
Actions to bring about improvement	• Conduct stakeholder surveys for parents, pupils, staff and governors. • Analyse survey feedback and identify key priorities for development. • Share findings and planned actions with stakeholders. • Increase opportunities for parental involvement through workshops, events and consultation meetings.

Staff /Lead	Mrs McDowell & Miss Calpin
Timescales	October 2026
Resource allocations	Whole school survey
Monitoring and Evaluation	• Analysis of stakeholder survey responses and participation rates. • Feedback from parents, pupils, staff and governors. • Attendance at school events, workshops and engagement activities. • Evaluation of actions taken in response to survey findings. • Parent partnership feedback through meetings and consultations. • Annual review of stakeholder engagement and communication practices
Impact on pupil outcomes and learning experiences	Through increased stakeholder engagement, pupils will benefit from stronger home-school partnerships, improved communication and a school environment that is more responsive to their needs. Stakeholder feedback will help shape school improvement priorities, resulting in enhanced learning experiences, greater pupil wellbeing and a stronger sense of belonging within the school community.
Evaluation of year 1	

Area of focus for improvement - Nursery

Objective : To develop a consistent, child-centred planning process that ensures long-term, medium-term, weekly and daily planning is completed, evaluated and informed by ongoing observations of children's interests, needs and next steps in learning.

Start Date: September 2026

Lead members of staff: A Mallon

BOG Link: TBC

Baseline Statement (Where are we now?)

The Nursery Unit is experiencing a period of significant change. This is Mrs Mallon's first year teaching in Nursery, supported by two newly appointed Nursery Assistants and two SEN Assistants. As a new team, there is a need to establish consistent routines, roles, expectations, and collaborative working practices to ensure high-quality early years provision and effective support for all children, including those with additional learning needs.

Area for improvement identified by self-evaluation:

To ensure that planning is purposeful, consistent and responsive to children's needs, long-term, medium-term and weekly planners need to be completed regularly and evaluated effectively. Daily planning should be recorded in the planning diary to capture learning experiences, adaptations and next steps. Observations of children's interests, strengths and developmental needs should be used consistently to inform planning and ensure learning opportunities are tailored to support progress for all learners.

Impact on children / success criteria	Children experience learning that is responsive to their interests, needs and stages of development. Improved planning and assessment ensure engaging learning opportunities, appropriate support and challenge, leading to increased participation, progress and positive outcomes across all areas of learning.
Actions to bring about improvement	• Mrs Mallon to complete the EA Supporting Learning online training programme, including the modules on Planning, Observation and Assessment in the Nursery Setting. • Develop and implement appropriate long-term, medium-term and weekly planning templates to support effective curriculum delivery. • Hold weekly planning meetings with Nursery and SEN staff to review provision, discuss children's progress and agree next steps. • Record daily learning experiences, evaluations and next steps in the planning diary. • Use observations gathered through Seesaw, post-it notes and staff discussions to inform planning and ensure learning reflects children's interests, needs and stages of development. • Regularly evaluate planning to identify successes, areas for development and necessary adaptations to provision.
Staff /Lead	Mrs Mallon & Nursery staff

Timescales	September 2026
Resource allocations	• EA Supporting Learning Training Modules (Planning, Observation and Assessment) • Long-term, medium-term and weekly planning templates • Nursery planning diary • Seesaw observation records
Monitoring and Evaluation	• Review long-term, medium-term and weekly planning each half term. • Monitor completion and evaluation of planning diaries. • Observe planning meetings and staff collaboration. • Sample observations recorded on Seesaw and post-it notes. • Monitor how observations inform next steps in planning. • Track children's progress through observations and assessment records.
Impact on pupil outcomes and learning experiences	• Planning is completed consistently and evaluated regularly. • Observations are used effectively to inform learning and teaching. • Staff have greater confidence in planning, observation and assessment. • Learning experiences meet the needs and interests of all children. • Children make good progress across all areas of learning.
Evaluation of year 1	