

St. Mary's PS Rathlin



School Development Planning

Year 1: 2024 – 2025

Year 2: 2025 – 2026

Year 3: 2026 – 2027

Summary/Evidence



Primary

Requirement 1: A statement and evaluation of the ethos of the school	
Statement: St Mary's Primary School together with its faith community will endeavour to inspire the gospel values of faith, hope, love, peace, justice and truth by: • Ensuring that each child will develop their full potential, spiritually, intellectually, morally, emotionally, physically, and socially in a caring, loving and supportive environment. • Regular monitoring and evaluation of each child's progress. • Building strong relationships between school, pupils, parents and the parish community and neighborhood to help prepare our children to live harmoniously and with equality of opportunity. • Staff will share their gifts in the fulfilment of these aims for the benefit of the school community and share responsibility for the wellbeing and discipline of all pupils Our Vision, Mission, Aims and Priorities are underpinned by our 7 core values: R- Resilience A- Attitude T-Teamwork H-Helpfulness L-Laughter I- Independence N-Nurturing 'Our vision is for our school is to be a vibrant, innovative part of our island community where we all embrace the uniqueness of our	Evaluation: • We are the most unique school in the country being the only island school and so much of our ethos and values are driven by this uniqueness. • The school celebrated its 200th anniversary in 2024/25. • Our ethos reflects our location while also promoting an outward looking approach to encourage pupils to embrace the wider world. • The school values have been developed in consultation with all stakeholders over the course of Academic Year 23/24. • School values evident in all aspects of school's life- star of the week certificates, golden tie awards, school newsletters, school website, community events e.g. prize giving. • School is a unique Catholic school that considers the wishes of all pupils' families- most of whom are non-practising Catholics. • Feedback received from parents through a range of surveys over the course of this SDP cycle show high levels of satisfaction with all aspects of school life. • Suggestions for improvements have been identified by leadership and acted upon where appropriate e.g, remote learning policy and the availability of staff to stay on the island. • Suggestions from staff, pupils and parents have guided the identification of development priorities and future actions in this plan. • Both teaching members of staff currently live on the mainland so in times of travel disruption, the school has a clear set of guidelines for dealing with this including staff staying on the island, full remote learning, hybrid model of remote and face-to-face learning.

environment whilst preparing our pupils to meet the challenges of the ever-changing wider world.'	• A new school building commenced in summer 2025 which will see the construction of a new classroom to accommodate the KS2 pupils in a modern purposeful classroom environment. Move in date: October 2026.
<u>Future Action 24/25</u> • To continue to identify ways to involve the whole school community in the process of future school development to ensure an agreed purpose. • To build a more positive ethos by fully understanding 'growth mindset'. • To continue to promote of the school through social media and weekly newsletters. • To continue to liaise with our nominated charities including global links such as Trócaire.	
<u>Future Action 25/26</u> • To develop the school as a forest school and therefore enhance our outdoor learning environment. • To develop a new school motto which involved pupil input, staff input and parent input.	
<u>Future Action 26/27</u> • To embed all aspects of pastoral care considering the new pupils in P1. • To review values with all stakeholders.	

Requirement 2a:

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

Summary

As set out in our Learning and Teaching policy 'we believe that learning is the core business of our school'. We endeavour to:

- Ensure tasks are appropriately challenging in line with pupils' abilities;
- Provide regular opportunities for pupils to work individually, in groups or in partner work;
- Develop children's critical thinking and reasoning skills across the curriculum;
- Provide frequent and relevant feedback that pupils can respond to;
- Ensure there is a culture of high aspirations across the school as evidenced in high quality work in books and in the classroom environment;
- Create and sustain a high-quality learning environment in our unique context;
- Develop opportunities for children to be able to cope with remote learning at short notice;
- PTE, PTM, tests carried out in May across all year groups from P2-P7- results analysed and actions put in place at the beginning of the new school year.

Evaluation

- The evaluation of data shows that the pupils in the school are showing signs of progress across PTE and PTM.
- Targets are set for each individual child at the beginning of the school year and these are shared with their parents at the first parents meeting.
- These targets are monitored and reviewed by staff in January and again after easter. Targets are edited or changed if staff feel necessary based on their teacher judgement of the child's in-year progress.
- A detailed gap analysis of the PTE and PTM is carried out in August by staff and this is used to help plan staff development meetings and SEN provision for pupils. Any pupil who is identified as underachieving is placed on a concerned list and intervention put in place.
- This gap analysis is also used to help inform future teaching at an individual, whole-class and whole-school level.
- Pupil progress is a regular agenda on staff meetings and time taken to discuss individual pupils by all staff.

Whole School PTE/PTM Results					
	2021/22	2022/23	2023/24	2024/25	2025/26
PTE	94	101	102	101	106
PTM	94	102	106	108	115

- The story across the school shows that pupils are making progress based on a simple analysis of year-on-year scores.

Future Action 24/25

- To continue to develop both staff and pupils digital skills base for remote, hybrid and face-to-face learning.
- To develop a consistent approach to the teaching of mental and oral mathematics.
- To provide more opportunities for pupils to enhance their speaking and listening skills in lessons and throughout the curriculum.
- Literacy and Numeracy in-service training for all staff on the teaching of talking and listening strategies and mental maths.

Future Action 25/26

- To complete analysis and review of key Literacy and Numeracy target areas for the 24/25 academic year.
- To review Foundation Stage on a regular basis to meet needs of new pupil in that key stage.
- To consider Next Steps for curriculum planning.
- To review planning documents.

Future Action 26/27

- To complete review of all aspects of the curriculum in relation to new pupils in P1.
- To review and update Language and Literacy Policy and numeracy policy in line with TransformEd updates.
- To review writing scheme and overview of writing forms, grammar and punctuation throughout school in line with TransformEd updates.

Requirement 2b: A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>providing for the special, additional or other individual educational needs of pupils</i>	Evaluation • There are currently 2 pupils on the special needs register as of September 2026. • The SEN co-ordinator and the class teachers collaborate to write appropriate PLP's which identify support strategies and targets to promote improvement. Governors are provided with special needs updates at each Governors meeting if necessary.
<u>Summary</u> • The school complies with the requirements of the Code of Practise for Special Needs. All pupils who require learning support are listed on the SEN register. Education plans are formulated in consultation with the parents, for all pupils at stages 1-3 on the register. All PLPs have evidence of advice sought from the provisional criteria for special needs/SEN resource file/child's statement. • Children who are not on a PLP but are underachieving are also prioritised for intervention within school. Initial discussions on the best way forward for a particular child's weakness take place termly. All staff contribute to this valuable professional dialogue. • We aim to identify as early as possible, children who are experiencing difficulties with their learning. Such early identification of need will be achieved through a mix of teacher judgement and diagnostic assessment. • We recognise that all staff have a collective responsibility for the special needs of our pupils. • The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified. • Staff trained on what underachievement is, how to identify underachievers using class data and other indicators, how to set targets to address underachievement.	• Evidence is gathered via: • The records maintained by class teachers and the SENCO. • Discussions with parents (October and February) to ensure that they are familiar with the progress of their child and how they can provide support if necessary. • Pupils self-evaluate through their own PLP and within a variety of curriculum settings and AFL approaches. • The analysis of data is extremely important and feeds into our holistic picture of a child's progress. • PLPs are monitored and reviewed termly by all stakeholders. • All children who are on the SEN register are tracked and mapped for support received and progress achieved. • Individual lessons provided by the SENCO.

- As a school committed to developing all our pupils in a holistic manner, we recognise that all pupils are unique and develop at varying rates.

Future Action 24/25

- To review SEN policy to reflect changes to SEND for 24/25.
- To update the SEN register each term for 24/25.
- SENCO to attend SEN training and dissemination to staff where necessary.
- To develop monitoring and evaluating of pupils' progress, tracking of pupils on SEN register. Measure improvement that extra support brought to attainment of learners and identify any changes in provision to be made. Ensure challenge for SEN pupils

Future Action 25/26

- To review SEN arrangements for 25/26.
- To review PLP's and how to write targets.
- To review evidence to be kept along with PLPs.
- To carry out book looks, and moderate planning to ensure children's needs being catered for.
- To update the SEN register each term for 25/26.
- To further increase pupil and parent participation in reviewing and setting targets for PLP.

Future Action 26/27

- To review SEN arrangements for 26/27 in line with new SEN Code of Practice for September 2026 (postponed).
- To Revise PLPs and how to write targets.
- To Review evidence to be kept along with PLPs.
- To update the SEN register each term for 26/27.

Requirement 2c:

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil

*health & well being
child protection
attendance
good behaviour and discipline*

Summary

- Wellbeing is central to the ethos of the school. At the beginning of a new term, we have specific wellbeing days- these are planned with a specific focus e.g. sport/music.
- All pupils are part of the Fresh Little Minds (FLM) project- a regular program of events to promote wellbeing across the school.
- Child Protection (CP) files are up to date and staff trained according to statutory guidance.
- The policies and procedures relating to the health and wellbeing of pupils are set out in the following documents:
- Health and Safety policy
- Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- E-safety and Acceptable use of ICT Policy
- Staff Code of Conduct Policy
- Relationships and Sexuality Policy
- Attendance continues to be a major focus for the school.
- Develop pupil's resilience through actively promoting a growth mindset across both classes.
- The school's approach to behaviour management is based on our concern for the well-being and safety of each pupil in the school.

Evaluation

- The quality of provision for all aspects of requirement 2c is consistently very high.
- Pupils know what the term wellbeing really means and can articulate how to look after themselves.
- Pupils aware of the AMBER (Anchor, Move, Breathe, Express and Relax) aspect of FLM and there are displays in both classrooms with AMBER.
- Pupils have taken part on other wellbeing initiatives such anti-bullying week and children's mental health week in February.
- Pupils' wellbeing is a regular item at school assemblies.
- Child Protection section on the school website meets all the legal requirements:
<https://www.stmarysprischrathlinisland.co.uk/whos-who-and-safeguarding/>
- Staff updates given in September using the EA's recommended training.
- ETI safeguarding proforma completed with all staff in as part of a whole staff meeting on safeguarding.
- Posters with details of key people in the safeguarding team displayed in prominent places in both classrooms.
- A governor responsible for CP appointed.
- All policies available on the school website:
<https://www.stmarysprischrathlinisland.co.uk/policies/>
- Attendance is a regular item on the school website:
<https://www.stmarysprischrathlinisland.co.uk/attendance/> and in the monthly newsletter.
- Certificates are presented for full monthly attendance at assembly and best attendance for the end of year.

- All staff are aware of the need to create a climate in which positive behaviour is encouraged and commended and in which the pupils feel secure and equally valued.

Future Action 24/25

- All pastoral policies to be reviewed and made available online.
- Whole staff Child Protection training.
- To embed E-Safety as a part of the school ICT curriculum.
- E-Safety messages for parents within the monthly newsletter.
- To continue to ensure parents are aware of the impact of low attendance on academic achievement through regular updates on the website and social media platforms.
- To promote growth mindset throughout all lessons and in assemblies.

Future Action 25/26

- All pastoral policies to be reviewed and made available online.
- Whole staff Child Protection training.
- To continue to embed E-Safety as a part of the school ICT curriculum.
- To continue to send E-Safety messages for parents within the monthly newsletter.
- Safeguarding Proforma document to be reviewed and updated where necessary.

Future Action 26/27

- All pastoral policies to be reviewed and made available online.
- Whole staff Child Protection training.
- To continue to embed E-Safety as a part of the school ICT curriculum.
- To continue to send E-Safety messages for parents within the monthly newsletter.

Requirement 2d:

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

Summary

- Below is a list of some of the training staff attended during this SDP cycle:

Staff Member	Focus
MB	Visits to Local Schools
EMc EMc	New Principal course- CCMS Lisburn New Principal course- CCMS Lisburn
EMc	EA New principal induction- Inspection Framework EA New principal induction- School Development Planning
EMc and PMcC	EIDs update on new information systems in schools
EMc and MB	Forest School Level 3 Leadership Course
EMc and MB	Governor Training Courses
MB	Masters in Education through St. Mary's University

- Internal Training including TransformEd took place throughout the cycle- more detail records for these are available.

Evaluation

- This is very difficult given the nature of our school and how isolated we are as travelling to courses can be challenging especially if they are only half-day so we tend to look for regular online courses such as those provided by the EA in mental maths.
- There is a strategic use of staff development days in August and throughout the school year.
- Regular staff meetings take place.
- There is beginning teacher support in place; Induction and our Early Professional Development (EPD) teacher can seek training and support as required.
- Both members of staff are encouraged to make links with schools on the mainland and visits to other schools have taken place with a focus agreed before hand e.g. phonics in KS1.
- As part in the EPD regular meetings took place with the principal and mentor to look at areas of strengths and weaknesses. Lessons observed as per guidance and feedback given.
- EPD and PRSD on-going for both teachers.
- Principal attended new principal courses for CCMS and the EA.
- CA's attend the training when directed by the principal and are encouraged to participate in the EA Online Training for Primary Professionals

- Links made with the EA and online courses have been provided e.g. update on Microsoft Teams and developing approaches to mental maths.

Future Action 24/25

- Time budgets are reviewed and amended.
- Staff development opportunities advertised in the 24/25 academic year.
- Training in our key Literacy and Numeracy priority areas – mental maths and speaking and listening.
- 2pm Friday finish implemented – all staff are given fair and equal PPA time.

Future Action 25/26

- Time budgets are reviewed and amended.
- Staff development opportunities advertised in the 25/26 academic year.
- Staff given opportunities to develop professionally through coordinating a curriculum area.
- Training in our key Literacy and Numeracy priority areas for 25/26.
- Continuing school partnerships and the sharing of good practice with local schools on the mainland.

Future Action 26/27

- Time budgets are reviewed and amended.
- Staff development opportunities advertised in the 26/27 academic year.
- Training in our key Literacy and Numeracy priority areas for 26/27.

Requirement 2e: A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>managing staff attendance</i> <i>promoting staff health & well being</i>	Evaluation • A supportive culture exists amongst staff and this is nurtured through personal meetings with the principal who listens to concerns and supports when necessary. • All staff have been made aware of the EA Health Well hub and are kept updated with termly newsletters. • The Principal and wider school staff have worked hard to continue to develop a positive team spirit. • Communication with staff is maintained through regular emails and messages. The school website and twitter/x pages are continually updated to reflect current news and events and a monthly newsletter is distributed to all parents and school staff. • Under child protection school is fully compliant and providing a safe working environment for staff and pupils alike. • Generally, teacher and staff absenteeism is not an issue and there is a strong work ethic within our school. • The sickness absence of staff is managed in a fair, consistent and confidential manner. Teachers and other staff members are informed of the attendance procedures at the beginning of each school year. • If necessary, the Principal seeks advice from the Employing Authority. • Staff have been informed as to how to self-certify for short illnesses and how to inform the Principal of absence/illness. • The school has a recently updated Staff Code of Conduct, which has been approved by the Board of Governors. • The staff at St Mary's maintain a very positive working relationship and Teacher Unions (INTO) are welcome and in fact encouraged in the school.
Summary • We value the importance of keeping all staff in the school safe and well, and as such place great emphasis on this. • The school staff are given clear weekly communication as this is part of every staff meeting agenda. • Staff develop and monitor the calendar at the start of the academic year with events and curricular development dates included. • Staff are given a time budget each year in August. • The school staff is encouraged to avail of the open-door policy to the school Principal to discuss any issues and concerns. • Personal issues with all staff are discussed in confidence.	

<u>Future Action 24/25</u>	
• Promotion of EA Wellbeing Hub – newsletter communicated termly via email. • Health and wellbeing workshop/day to be explored as a Staff Development Day, possibly linking with other schools in the local area.	
<u>Future Action 25/26</u>	
• Staff Wellbeing policy drafted and ratified. • Review and build upon staff wellbeing initiatives. • Staff wellbeing survey distributed to ensure best practice in this area.	
<u>Future Action 26/27</u>	
• Be to be reviewed	

Requirement 2f: A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>promoting links with parents of pupils</i> <i>promoting links with the local community</i> <i>including - other schools</i> <i>the business community</i> <i>voluntary and statutory bodies</i>	Evaluation - The school is at the centre of the community and is involved with many community projects such as LIFeraft project (https://rathlin360.com/life-raft/about-life-raft/), 'Architects of Change Future Islands' (https://www.ulster.ac.uk/architectsofchange/phase-2) project and Rathlin Development & Community Association (RDCA). - Links have been developed with another Island school in the Isles of Scilly through a pen pal exchange as part of the LIFeraft project. - Local emergency services visit the school annually to remind pupils of their role on ensuring everyone on the island is kept safe. - Links formed with schools on the mainland e.g. Ballycastle Integrated, St. Patrick's and St. Brigid's, Cross and Passion College and Gaelscol an Caislean. - Feedback is taken from parents through surveys sent home throughout the year- remote learning, homework and overall surveys. - In the overall survey 100% of parents either agreed or strongly agreed with every statement. - Feedback taken from the remote learning surveys and acted upon by the school staff. - Staff and pupil surveys completed also. - Strong links developed with local businesses on the island including 'the Manor House' and on the mainland e.g. sportsday, Christmas events sponsored by Boyle's Spar Ballycastle. - Strong parish links established with the parish priest visiting on a regular basis for sacramental preparation and other school events. - Links established with 'Glór na Maoile' and 'Scoil spreagtha' to promote the Irish language.
<u>Summary</u> There is a clear partnership between home and school and effective communication can be seen in: - Formal parent teacher meetings. - An annual written report sent to parents in June. - A new monthly newsletter which includes a section for parental suggestions. - A regularly updated website. - A regularly updates twitter/x social media page. - A WhatsApp group for communication. - An open-door policy where parents are welcomed into the school. 'Be Proud Afternoons' give parents a chance to see their child's work and talk to them about their learning. Links have been established and maintained with the organisations in the local community, schools on the mainland, another island school and community organisations on the mainland. School has strong links with statutory bodies including CCMS and EA.	

Future Action 24/25

- To develop stronger links with other schools through sport and by being an active member of Cumann na mBunscoil.
- Build upon the very good reputation that the school is beginning to develop. Ensure publicity continues through appropriately monitored media outlets.
- To build a network on islands schools from around the world by being a member of the 'The Erasmus+ project Island Schools (iSHRINK)'
- To further enhance our links with other islands schools through the LIFEraft project.

Future Action 25/26

- Create a dedicated PTA section on school website.
- Explore the possibility of curriculum evenings.
- To build upon our membership of iSHRINK with an opportunity to host or take part in their projects.

Future Action 26/27

- Baseline the skills of the local community to see who can best help the school and in what capacity. Questionnaire to parents/grandparents etc.
- Further develop our role and evaluate it in LIFEraft.

Requirement 2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>promoting the effective use of ICT to support</i> - <i>learning and teaching</i> - <i>continuing professional development</i> - <i>school leadership and management</i>	Evaluation • Pupils receive a high-quality ICT provision with the limited resources that we have. • Our curriculum is written and designed so that we are explicitly teaching skills relevant to pupils who live on an island. • Pupils are aware of the importance of technology and how it can be used in a hybrid model of schooling so from an early age they can access Microsoft TEAMS and take part in live learning sessions online. • Pupils have taken part in several online workshops including art and design and storytelling. They have also had video calls with our link school on the Isles of Scilly. • Parents have been given training on how to use Microsoft TEAMS and provided with a parental guide- this was attended by most parents. • Pupils are aware of how to stay safe online and can identify hazard associated with online activity. • The school website is regularly updated and effectively managed.
Summary • The main classroom is the only part of the school buildings that has WIFI connection- should change in October 2026 when new build is complete. • Currently it is equipped with an interactive whiteboard (though due to the location it is extremely difficult for pupils to use) and one standalone desktop. • All pupils have access to their own laptops for remote learning and for lessons- they are encouraged to bring it in on the days they have ICT lessons. • A set of iPads was donated to the school in year 2025/26 and these are running external of C2k but through the C2k wireless network. • The school is taking part in the BBC Microbit project and KS2 pupils have their own Microbit that they have been coding and learning how to use. • Children have good opportunities to use ICT resources for research and communication purposes. • The school has developed an ICT curriculum that incorporates key aspects unique to our setting such as remote learning. • E-safety is a key part of the ICT curriculum and all pupils are exposed to this from an early age. • The school has a separate 'E-safety and Acceptable use of ICT policy'. (Available on the school website)	

- The school has a 'Remote Learning Policy' which highlights aspects of ICT needed for pupils to attend live sessions when the school must switch to RL at short notice.

Future Action 24/25

- To build more opportunities across the curriculum for the development of ICT skills.
- To consider the implementation of iPads in the school.
- Continue to review ICT curriculum that was implemented in 23/24.
- Complete termly CCEA UICT tasks to develop and enhance 5 E's.
- Build staff competency in the CCEA UICT tasks.
- To consider and review the role of the Microbit in the coding part of the curriculum.

Future Action 25/26

- Continue with whole-school UICT focus from CCEA desirable features.
- Prioritise staff training on Computational Thinking and Coding.
- Complete termly CCEA UICT tasks to develop and enhance 5 E's.
- All pupils to take part in code week 2025.

Future Action 26/27

- Update ICT equipment where finances permit.
- Re-camp ICT curriculum to include a clear lines of progression and set list of apps/programs that can be used in in each year group.
- Continue with whole-school UICT focus from CCEA.

Requirement 3a:

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

Requirement 3b:

An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards

Schools' Financial Position Summary

Budgetary Position 2026-29					
		2026-2027	2027-2028	2028-2029	
Funding		Plan Year 1	Plan Year 2	Plan Year 3	
Aggregated Schools Budget (Common Funding Formula)		119,152	112,056	108,508	
Other Delegated Funding		-	-	-	
Split Site Funding Requested		-	-	-	
Total		119,152	112,056	108,508	
Planned Income & Expenditure 2026-29					
		2026-2027	2027-2028	2028-2029	
Category		Plan Year 1	Plan Year 2	Plan Year 3	
Income		-	-	-	
Staff Costs - Teaching		184,325	191,119	198,473	
Staff Costs - Non Teaching		44,528	40,537	40,537	
Staff Costs - Other		125	128	131	
Accommodation		4,056	4,177	4,303	
Repairs & Maintenance		740	754	770	
Operating Costs		4,004	4,084	4,165	
Non Capital Purchases		200	210	218	
Capital Expenditure		-			
Net In-Year Expenditure		237,978	241,010	248,597	

Evaluation

- The school PTA organise separate fund-raising events to allow them to pay for school resources, fun events and additional treats for the children.
- The school is well resourced in terms of teaching staff and physical resources.
- The unique nature of the school ensures that there is a level of protection through the Rathlin Island Policy 2010. One of the strategic objectives of that policy is 'To actively maintain the Island school'.
- As a school community we avoid any spending unless necessary and in the interest of health and safety.
- Our biggest spend was the purchase of a relevant resources and training for Jilly phonics in FS.

Assessment • The school is facing a challenging time because of the tightening of the economic conditions and the reduction of the level of financial support from both the Department of Education and the Education Authority. • The school's financial category is 1a.	
<u>Future Action 24/25</u> • To further purchase the licence for TT Rockstars. • To seek funding from the PTA to purchase some accounts for Reading Eggs. • To purchase covers for the iPads that were donated through a governor.	
<u>Future Action 25/26</u> • To further purchase the licence for TT Rockstars. • To consider the purchase of 'Purple mash' for ICT curriculum lessons. • To consider the purchase of online licence for PIE and PIM assessments.	
<u>Future Action 26/27</u> • To review all big curriculum spends. • To review previous year's spend.	

Requirement 4: An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised.	
Assessment • Due to the appointment of a new Principal in September 2023 and subsequent industrial action, a full and thorough evaluation of the previous SDP is limited. • Through consultation with stakeholders and robust data analysis, the newly appointed Principal has identified areas to be addressed for this new school development plan.	Evaluation • The school put in place an Interim School Development Plan for 2023/2024 in consultation with the EA. A full action plan- identify 3 key areas is in place for 26/27. This has been shared with staff and all stakeholders. • The Principal worked with all staff to interrogate the data, take on board other aspects of evaluation e.g. pupil data, teaching planners, samples of pupil's work etc and prioritise key areas for the new SDP. • Taking these priorities and also taking account of current legislation and educational issues eg SEND act, as well as other challenges and opportunities, we set out a plan for our school, with priorities being reflected in an action plan. • The Plan included an evaluation of the following areas: - Pastoral Care - Child Protection - Pupil Involvement - Curriculum Areas - SEN - Assessment - Financial Management - Accommodation - Communication - External Projects - Links with Educational Agencies
<u>Future Action 25-27</u>	

- Continue to evaluate the plan on a regular basis including at ALL governors' meetings.

Requirement 5: An assessment of the challenges and opportunities facing the school	Evidence:
<u>Assessment of Challenges</u> • Being the only Island school in NI, we are faced with many challenges unique to us and often out of our control- e.g. the weather, issues with travel and the ferry company, cover to support when colleagues are sick. • There is currently no WIFI in the hall accommodating KS2 pupils. • A lack of a network of support can be difficult for all members of the school community as ability to visit other schools and organisations is difficult especially in the winter months when there are less frequent ferries operating. • Maintaining enrolment numbers in such a unique community. • Organisation of any school educational trips can be very challenging as they are all weather permitting and dependent on the reliability of the ferries especially in the winter months. • Sustaining and improving high academic standards during a period of immense change in the educational environment and at a time of financial constraints. Overall school finances are an ever-growing concern; limited actions can be taken by the school to combat this issue. <u>Assessment of Opportunities</u> • The projected new school build will commence in the summer of 2025, giving us two purpose built modern classrooms to accommodate both FS/KS1 in one room and KS2 in the other. • The school outdoor environment has been developed, which includes our school garden. This leads to a more purposeful learning	• The school maintains close links with CCMS, DENI and the EA and the principal meets the SIP on a regular basis. • The Board of Governors continue to manage and support the school, ensuring a professional and informed management and decision-making process is maintained and that standards continue to be a priority. • The Principal and Governors work together to try to reduce the financial deficit and achieve a more favourable predicted end of year position while simultaneously ensuring that running costs and school development need costs are effectively met. • The school will continue to encourage staff to undertake INSET and CPD opportunities especially those available online so travel does not become an issue. • The school works closely with parents, staff and pupils in order to prioritise needs and availability of resourcing and staff. • The school strives to ensure that its own resources meet the daily needs of individual children inside their classrooms or through withdrawal support. • The school works closely with any outside agencies and support personnel e.g. literacy support. • The school publicises local community events through our school newsletter and school website. • Community agencies are invited into the school to enrich and enhance the curriculum, for example, the local Fire Service and coastguard. • We have established close links with our local Post-Primary School to ease the child's transition from Primary to Secondary School.

environment for all our pupils and the culture of outdoor learning is being further developed.

- We have raised the profile of the school within the wider community.
- School Interventions established, which is led by our SENCO on a weekly basis, to improve progress for identified pupils.
- Increased collaboration with local and wider community, including other local primary and secondary schools and other Island based schools.
- Continue to raise the profile of the school PTA.
- Develop awareness of outside agency support and utilise their resources.
- There is community involvement at many levels; continue to consider how we can best achieve this and identify the benefits for school and community.
- Governors continue to take a more active role within the school community- taking up opportunities to complete training as requested in meetings.

- Targets are set in the areas of Numeracy and Literacy as well as in other areas, where appropriate, to tackle underachievement.

Future Actions 24-27:

- To continue to work closely with the PTA to further develop links with the community.
- To continue to utilise funding, grants and donations, investing money carefully according to the priority needs within the school.
- To continue to use surveys and to gauge levels of interest in future areas for school improvement.

Requirement 6:

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

Arrangements

- Recent surveys with parents, pupils and staff have proved to be a great way of gauging opinions and monitoring success. We will continue to develop surveys throughout this development plan.
- The Board of Governors include three governors whose children are currently attending the school, our Parish Priest and one member of the teaching staff, alongside the Principal. This provides a great balance and breadth of perspective into the priorities of school life.
- Pupils are involved in decision making in the school through assemblies. The children are confident in speaking to adults and are happy to talk about their work and their experiences both in and out of school.
- Parent Teacher meetings are very well attended with 100% attendance and many parents contact the school to arrange other informal meetings as the need arises.
- Be proud afternoons allow parents to take time and look at pupil's books and discuss the work with their children.
- Parents are kept very well informed through our regular updates via the school website, social media platforms and school newsletters. Our website viewing figures are testament to the regular usage.
- We continue to consult with and seek advice from the bodies as listed and are happy to welcome other experts into school to advise or simply to share their experiences.

Evaluation**Consultation with Pupils**

- School Parliament Meetings convened as part of our weekly assemblies to give pupils 'a voice' and involvement in the decision-making processes of the school.
- Informal conversations take place frequently with pupils.
- Specific questionnaires/surveys to pupils on various topics.

Consultation with Parents

- Parent Teacher Meetings formally twice a year and informally as and when requested.
- School Newsletters, Website, social media platforms and frequent messages through our school Whatsapp keep parents informed on specific issues.
- Questionnaires/surveys are sent to parents on various topics.

Consultation with staff

- Teaching and non-teaching staff have a voice through staff meetings, training days and informal discussions.
- School Development Days give opportunities for staff consultation.
- PRSD opportunities with the staff.
- 'Open Door' policy with Principal for teaching and non-teaching staff. Consultation with any other relevant personnel
- Governors consulted on SDP and issues affecting the school.
- PTA meeting to outline priorities for fund raising to have an impact on SDP.
- Consultation/Discussions with outside agencies including Educational Psychologist and local nursery, primary and post-primary schools.

Future Actions 24-27

- To establish a pupil voice as part of the assembly rota so that every child contributes to school development.
- The School Development Plan lists a range of future actions to continue the rate of positive development. The Governors are aware that the plan may need amended over the 3 years as changes to the path of development may change.
- Introduce regular feedback in staff meetings, highlighting best practice through modelled lessons or verbal explanations, and including areas which haven't worked so well.
- Development of surveys throughout the year to parents, staff, pupils and Governors to gauge their opinions on different topics.

Requirement 7: Identification of key areas for development, informed by the school's self-evaluation, including (a) the school's key priorities for the period of the plan, based on DE priorities for education (b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT (c) actions to be taken to achieve these outcomes, with final dates for completion (d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes (e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan	• St. Mary's Primary School continues to enjoy strong support from a dedicated Board of Governors who meet formally at least three times in each academic year to monitor and review the school development plan and other aspects of school life. • A School Development Plan update is a standing item within the Principal's Report at each full board meeting.
• As a result of in school self-evaluation (ISEF Document) an action plan covering all curriculum areas has been put in place by the principal. • The action plan is for 2026/2027. • The school anticipates that the end date for actions in the attached plan will be 30th June 2027. • As outlined previously in the plan St. Mary's Primary School is working within budget constraints. Spending on resources will be monitored and the Governors have made a commitment to ensure that this development plan will be fully funded to ensure that the quality of teaching and learning remains high in our school.	School self-evaluation evidence includes: - Evidence from the website - Posts on social media- Facebook. - ISEF completed. - School's own one page self-evaluation. - Evidence from governors' meetings - Assemblies

Appendices