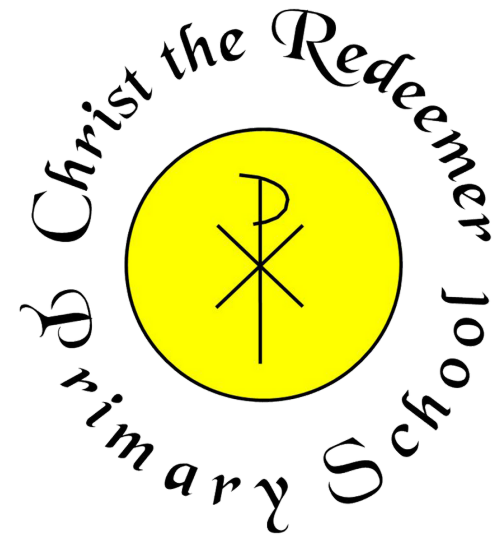


Christ the Redeemer
Primary School

**SCHOOL
DEVELOPMENT
PLAN**
2025-28



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Our Vision

In collaboration with our pupils, staff, families, governors, and community, we build an inclusive educational environment where every child feels safe, nurtured and empowered to achieve their full potential.



Section 1: A Statement of Evaluation of the School's Ethos

Description/Evaluation

- Our school's vision is a living expression of our Catholic ethos, rooted in Gospel values and shaped collaboratively by pupils, parents, staff, and governors. In 2024/25, we undertook a comprehensive review of our vision and mission statement, engaging the whole school community to ensure it reflects our shared aspirations for every learner.
- This vision underpins all decisions, policies, and practices, fostering a culture of mutual respect, inclusion, and compassion. The positive ethos is consistently recognised by visitors, who comment on the welcoming atmosphere and the respectful relationships evident throughout the school.
- The vision is reviewed annually, with meaningful contributions from our Junior Leadership Team. Their child-friendly articulation—centred on Care, Teamwork, and Respect—is now embedded in our values assemblies and daily interactions.
- Our Shared Education Partnership with Oakwood Integrated Primary School and Pond Park Primary School enriches our ethos by promoting respect, tolerance, and friendship across diverse communities. These relationships reflect our commitment to peace-building and inclusive education.
- Pupil voice is central to our ethos. Children actively shape school life through leadership roles and councils including the Junior Leadership Team, School Council, Eco Council, Faith Team, P6 Buddies, Digital Leaders, and Mathmateers. Staff collaborate to deliver engaging, topic-based learning experiences that reflect our values and support holistic development.

RRSA Assessors Quote: 'Children know that they have a voice in their school that is listened to, valued and taken seriously.'

- Mental health and wellbeing have been a strategic priority in our recent three-year plan, with initiatives that have achieved exceptional outcomes for pupils, staff, and families. This commitment is reflected in our nurturing culture and proactive support systems.
- The Butterfly Room (Nurture Unit), recognised through the Marjorie Boxall Award self-evaluation process, is central to our ethos. The six principles of nurture are embedded across the school, though recent staff turnover highlights the need for renewed focus and training.
- We continue to strengthen our inclusive provision through the integration of the Sunflower Room (Specialist Provision), Butterfly Room, and Nursery Unit. These settings are not only vital supports but also exemplify our ethos of care, dignity, and belonging.
- Parental engagement remains a cornerstone of our ethos. The revitalised Parent Support Worker role has been instrumental in rebuilding connections and enhancing our nurturing environment post-Covid.
- Looking ahead, we recognise the potential to extend the impact of our values through a structured outreach programme, which will be a key focus in our upcoming School Development Plan.
- We are committed to ensuring smooth and supportive transitions for all pupils—from Nursery and Primary 1 entry through to post-primary transfer. This continuity of care is a vital expression of our ethos, reflecting our belief in nurturing the whole child throughout their educational journey. We recognise the need to embed this commitment within an overarching strategy that addresses the diverse needs of every child in our school community, ensuring that transitions are not only well-managed but also emotionally and developmentally supportive.

Evidence

- New Vision and Mission Statement 2024
- Staff INSET work on defining 'The Feeling'.
- Margerie Boxall Self-Evaluation.
- KR survey: Parents gave a 'very good' overall performance score.
- Shared Education Evaluations
- Parent Support Worker data
- Nurture Statistics
- SPiMS self-evaluation / Official opening video
- Whole school data shows high standards and achievement.
- External evaluations: RRSA, EIA, SOS, IQM, Boxall, SPiMS; Strengths built upon and areas of development reflected in action plans.
- Internal evaluation overwhelmingly positive: ISEF, Surveys, assessment data, AP reviews, teacher evaluations, M+E outcomes.
- Evaluation of staff training – ie August Vision day.

Priorities

- Develop an outreach programme to extend our values beyond the school.
- Create our own CTR Transition strategy to provide our children with the greatest change of achieving their full potential.

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

Description/Evaluation

- In CTR we embrace our unique context and diverse needs of our 690 pupils, with 24% on the SEN register and 49% entitled to Free School Meals. This was reflected in our previous SDP priorities and needs to continue into our new plan. Teaching and learning are at the heart of our context-informed provision.
- We establish clear targets based on accurate baseline data. We identify underachieving pupils promptly and implement personalised strategies to improve their progress. In Numeracy we need to ensure that strategies are individualised for maximum impact.
- Based on data analysis and in consultation with key coordinators, we created an Action Plan for the SDP titled: 'Maximising the impact of the Planning Cycle on the child' so that we could provide a differentiated curriculum bespoke to the pupils' specific needs, identified by the Fair Start report. This has been fundamental to pupils' achievements to date.
- To ensure quality T&L in CTR we believe we have created a learning environment which is peaceful and calm, challenging and stimulating, happy, welcoming and organised and well resourced.
- Lessons are planned collaboratively in year groups and our topic-based approach sparks curiosity, boosts motivation, and celebrates success in multiple ways.
- Both pupils and staff enthusiastically integrate digital tools (such as interactive whiteboards, devices, and educational apps) into teaching and learning – Based on feedback May'24 these technologies enhance engagement and facilitate active learning experiences.
- From the beginning of their school journey, learners are actively engaged and encouraged to take ownership of their learning in a stimulating learning environment via the planning boards and topic evaluations.
- A consistent lesson structure—Introduction, Learning, Plenary—aligns with the NI Curriculum and supports effective delivery. Teachers are leaders and facilitators, inspiring lifelong learning through enthusiasm, creativity, and vision.
- Our assessment data indicated that we prioritise foundational skills in literacy and numeracy, empowering children to become independent learners – These basics serve as a strong foundation for future achievements for children from this area.
- Individual, class, and school-wide target setting, implementation, and review processes lead to high-quality outcomes for our pupils.
- High standards in literacy and numeracy outcomes are consistently achieved across the school.
- In Literacy 90% (average of last 3 years) of children have achieved in line with or above their level of ability. 10% are deemed to be underachieving. A 'deep dive' analysis will happen for each child and relevant targets put in place. Literacy has been a developmental area for this SDP and the main focus will now be on sustaining the very impressive progress to date.
- In Literacy we have just completed a very successful and enriching action research project on writing – see report for findings.
- In Numeracy, 87% (average of last 3 years) of the children achieved in line with or above their level of ability. 13% are deemed to be underachieving. As underachievement has dipped to 15% this year there will need to be a deeper look at the data and a priority plan implemented in the new SDP.
- In Numeracy we have successfully completed action plans on Maths Anxiety and dyscalculia and this work will need to continue in the future.
- Following Covid 19 and ASOS we do not have UICT data to report across the school and this is something that will need to factor into our new plan.

Evidence

- SDP Priorities : Planning cycle Action Plan with collegial focus
- Planning cycle working files with Noted Outcomes
- School SEN data
- ICT AP + mapping plan
- Planners – chn actively involved in planning and evaluation of topics.
- Lesson Observations – WILF and SC well embedded in model of self evaluation.
- Coordinator M+E evidence and AP reviews
- Whole school data analysis 2013-24 show high standards achieved.
- Percentage of children achieving in line with or above ability level very high and can be compared to historical data.
- Tracking of each individual class and year group from 2013 shows 'value added' in the school.
- KS2 STAR data tracked internally throughout the academic year is consistently high.
- M+E of children's written work and pupil focus groups consistently show achievement of agreed characteristics of effective practice.

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

Description/Evaluation

- Over the last 3 years we have completed extremely successful Action Plans in Literacy, Numeracy and UICT that have not been impacted by ASOS.
- The school has a comprehensive assessment policy that outlines an extensive range of formative and summative assessment that is carried out. This was previously managed by the Principal and there may be need to create a new assessment team to take on this area of responsibility in the new SDP.

See completed Action Plans and Reviews in SDP file 2022–2025 on :

Year 1	Year 2	Year 3
• Develop guided reading across the school. • Revise basic number bonds / dyscalculia awareness. • Begin a full return to the UICT curriculum; post covid.	• Promoting writing across the school • Develop a numeracy toolkit for targeted children with Maths anxiety. • Understanding and implementation of the updated desirable features with UICT.	• Action Research in • Improve pupil's mental arithmetic outcomes. • Understanding and implementation of the desirable features with UICT.

Evidence

- We have a M+E cycle and differentiation is a standing item for scrutiny, feedback is provided individually to each teacher.
- Strong emphasis on pupil tracking and transition.
- Staff audits / Staff training schedule
- Assessment File

Priorities

- Numeracy – Raising attainment.
- UICT – Reintroducing formative assessment.

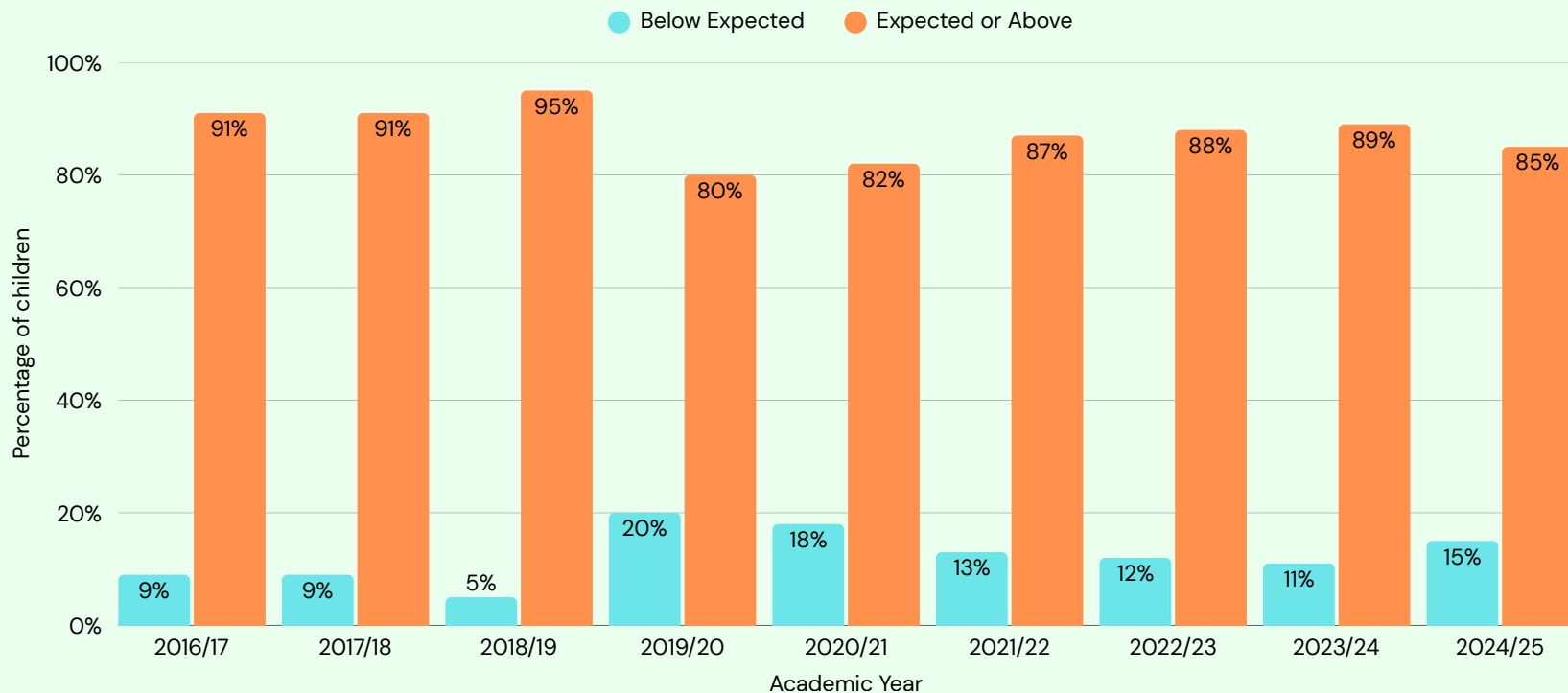
Section 2a: A summary of school strategies & procedures for learning, teaching, assessment, and promoting the raising of standards of attainment of all pupils, in particular Communication, Using Mathematics and using Information Communication Technology (Using ICT).

Description/Evaluation

PTM Analysis of Achievement

Comparison of PTM standardised scores in P3-7 compared against their CAT4 Quantitative standardised score.

Numeracy Achievement 2016-24



Review: Our Numeracy data is positive with 85% of children achieving in line with or above their ability levels this academic year. The progress since Covid has been slow and was heading in the right direction but we need to ensure that there is now not a drop off.

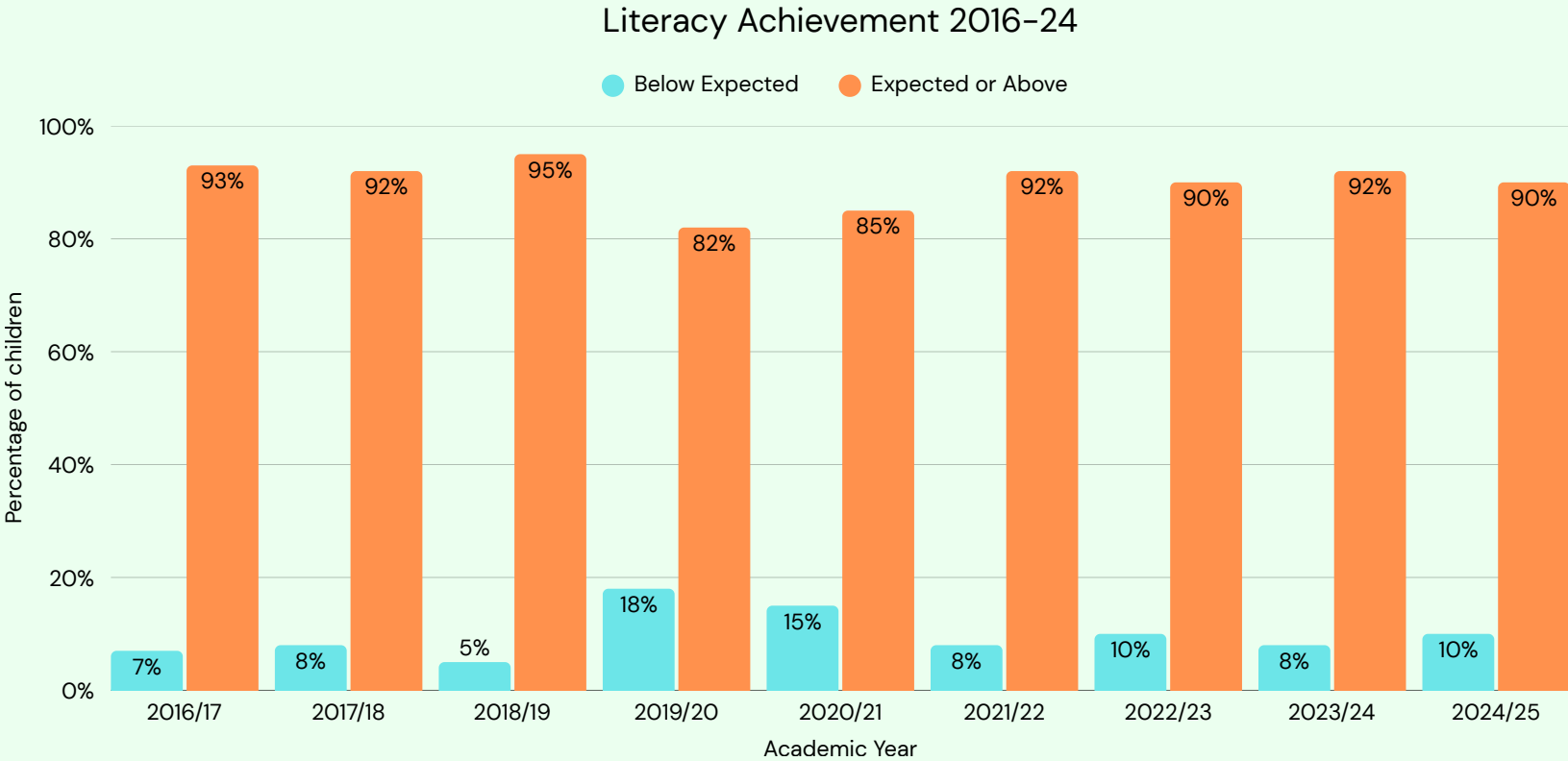
Target 2025/26: To increase the amount of children scoring expected or above to over 88% with a focus on practical maths, shape and space and our targeted interventions.

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

Description/Evaluation

PTE Analysis of Achievement

Comparison of PTE standardised scores in P3-7 compared against their CAT4 Verbal standardised score.



Review: Our Literacy attainment is extremely high with 90% of children achieving in line with or above their ability levels. We will further analyse the 10% and appropriate individual targets will be put in place for the next academic year.

Target 2025/26: To maintain the amount of children scoring expected or above to over 90%, with a renewed focus on the quality transitions.

***For full assessment analyses for 2014-2025, see Assessment file.**

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

Description/Evaluation

SEN Provision

We have a full time non-teaching SENCO, this role significantly strengthens our capacity to meet the needs of our most vulnerable pupils. This dedicated position ensures timely and targeted support, while also providing ongoing guidance and professional development for staff and parents, resulting in more consistent and effective SEN provision across the school.

- Number of pupils on the SEN register: 161
- Percentage of pupils with SEN from the whole school population: 23%
- Gender of pupils on SEN register- Number of boys: 101 Number of girls: 60
- Number of pupils who were added to the SEN register throughout the year: 27
- Number of pupils who were taken off the SEN register throughout the year: 8

Pupils currently at each stage of the new Code of Practice:

- Stage 1: 129
- Stage 2: 7
- Stage 3: 42

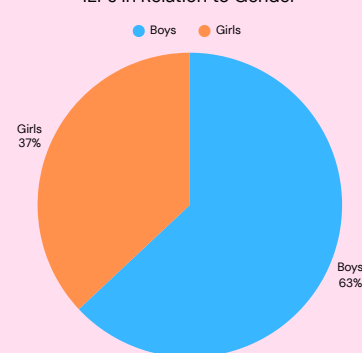
Number of pupils recorded within each over-arching SEN category as their primary need:

- Cognition and Learning- Language, Literacy, Maths, Numeracy: 65
- Social, Behavioural, Emotional and Wellbeing: 29
- Speech, Language and Communication: 61
- Sensory: 1
- Physical Needs: 5

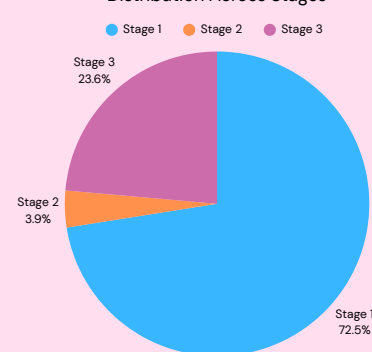
In school provision:

- 46 P3/P4 children attend Harberton Reading Programme
- 13 P3/P4 children receive Numeracy support
- 8 children received 1:1 SpLd sessions
- 100 P3-P7 children accessed the Lexia Programme
- 3 P6 children participated in Time to Read Programme
- P3/P4 children access to Reading Eggs and Maths Seeds Programme
- Nursery-P7 Access to Sensory hubs/Corridors/Nurture Nooks

IEPs in Relation to Gender



Distribution Across Stages



Evidence

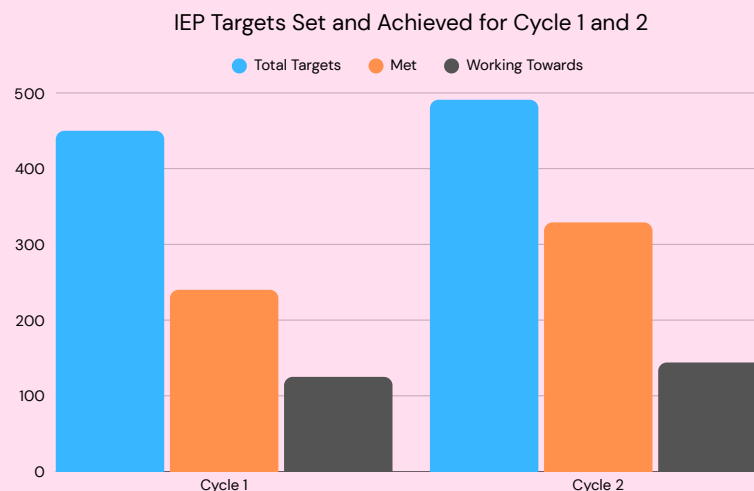
- SEN Policy Document (UPDATED June 2025)
- Annual SEN Impact Report to the Board of Governors (June 2025)
- SEN Register (Updated June 2025)
- Standing item of BoG Agenda
- Board of Governors' Minutes
- CTR SEN Provision Mapping document
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- Training TPL and Records
- SEN Files
- SEN Intervention timetable, planning, evaluations and records.
- Teacher evaluations (VP Office)
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Section 2b: A summary of school strategies & procedures for providing for the special, additional or other individual education needs of pupils.

Description/Evaluation

SEN Children and IEP targets Cycle 2 –2025

- Total Targets – **491**
- Targets Met – **329**
- Working towards – **144**
- Targets not met – **18**



There is a clear positive trend in the achievement of pupils' IEP targets, with data from Cycle 2 showing that 96% of pupils met their goals—consistent with Cycle 1. The increased number of targets being met indicates that teachers are setting well-defined, SMART targets. Furthermore, the effective implementation of strategies and accommodations by class teachers and classroom assistants is having a measurable, positive impact on pupil progress.

SEN Pupil Progress – PTE/PTM Evaluation

- **PTE** results show that **46% of SEN pupils met or exceeded their expected outcomes**, reflecting the positive impact of both in-school and external support.
- English performance across SEN Stages 1–3 demonstrates clear progress, particularly as pupils move into Key Stage 2, where targeted strategies and accommodations are enabling greater access to learning.
- However, Primary 4 remains a concern, with 45% (15 pupils) performing below expected levels. This highlights the need for further analysis and targeted intervention.
- **PTM** results show that **35% of SEN pupils met or exceeded expected outcomes** in maths, reflecting some positive impact of current support.
- However, Primary 4 and Primary 6 show a higher-than-expected number of pupils working below target, disrupting the expected trend of improvement as pupils move up the school.
- There is also a noted increase in pupils with dyscalculic tendencies, which may be influencing outcomes. This data will be shared with the Numeracy Coordinator to inform next steps.

Evidence

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Description/Evaluation

Evaluation of the Harberton Reading Programme

- The Harberton Reading Programme has demonstrated a positive impact on literacy development, with the majority of participating pupils showing measurable improvements in reading levels.
- In Primary 3 (June 2025), 83% of pupils were reading at Level 5 or above, with nearly one-third (29%) reaching Levels 11–15. In Primary 4, progress was even more evident: 86% of pupils were reading at Level 11 or above, indicating strong gains in reading proficiency.
- Although only seven pupils remained in the programme by year-end, the data suggests that those who continued benefited significantly from the targeted support. These outcomes reflect the programme's effectiveness in accelerating reading progress, particularly for pupils requiring sustained intervention.

Evaluation of Maths Recovery

- All pupils achieved within or above their expected outcomes in PTM, indicating strong recovery progress and effective support strategies in place.

Evaluation of SpLD Intervention Programme

- The impact of the SpLD intervention is measured using the Diagnostic Reading Analysis, 3rd Edition (2019), administered before and after the programme. This tool is well-suited to identifying specific literacy difficulties and provides both summative and diagnostic insights.
- 100% of pupils made measurable progress in reading.
- 88% gained 10+ standardised points, with 63% gaining 15+ points.
- 25% achieved gains of 25+ points, demonstrating significant improvement.
- Three pupils exited the programme during the year, having made gains between 19 and 31 points.
- For pupils with an established reading age prior to intervention, 100% made gains of 13 months or more, including one pupil who participated for just four months.
- While some pupils begin the programme without a measurable reading age due to low initial attainment, the data clearly demonstrates the positive impact and effectiveness of the intervention in accelerating reading progress for learners with specific literacy difficulties.

Evidence

- SEN Policy Document (UPDATED June 2025)
- Annual SEN Impact Report to the Board of Governors (June 2025)
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Description/Evaluation

Evidence

Evaluation of Lexia Programme

- The Lexia programme has shown a positive impact on pupil progress in literacy. At its peak, 76% of students met their recommended usage, with 240 skills completed by 20 students—an average of 12 skills per student—and 142 certificates awarded, reflecting strong engagement and achievement.
- At the start of the year, 91% of pupils were working below their year level, with only 9% at expected level. Current data shows improvement:
 - 82% now working below
 - 16% within
 - 2% above their year level
- This represents a 9% shift into or above year-level material, indicating that Lexia is effectively supporting literacy development, with some pupils now exceeding expectations.

Evaluation of External Intervention Programmes

EA Literacy Support

- Four pupils accessed EA Literacy Support this year. Under revised EA guidelines, support is now delivered over a 12-week period. Intervention plans and progress reports were shared with class teachers and parents, ensuring a collaborative approach to pupil progress. Most pupils showed positive progress, as reflected in individual intervention plans. However, the reduced duration may limit long-term impact. Progress reports were shared with staff and parents to support continuity.

P1/P2 Speech and Language Support – Colin Neighbourhood Partnership Project

- This in-school therapy model allows parents to observe sessions and apply strategies at home, strengthening continuity of support. Therapists work collaboratively with class teachers, classroom assistants, and pupils to embed strategies into daily routines. Individual SALT plans are tailored to need, with pupils added to the SEN register only where learning is impacted.
- 42 pupils accessed SALT this year (P1: 18, P2: 24)
- 14 pupils discharged as of 10 June 2025
- All P2 pupils have been discharged (June 2025), with 6–7 pupils transitioning to community clinics or RISE for continued support
- 14 current P1 pupils will continue receiving SALT in P2
- A list of new P1 referrals will be received in August from community clinic SLTs
- This model continues to provide effective early intervention, though ongoing collaboration and planning will be essential to manage transitions and ensure continuity of care.

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

Description/Evaluation	Evidence
SALT – Staff and Parent Collaboration • All parents were offered observation sessions or feedback via meetings or phone calls. • 12 parents attended a workshop on Helping Your Child's Speech in November 2024, with positive feedback received. • Ongoing collaboration with teachers and classroom assistants ensured consistent implementation of strategies. Staff received regular updates and personalised plans to support daily reinforcement of targets. • Weekly drop-in sessions allowed teachers to discuss pupil progress, raise concerns, and seek advice. • Newsletters and speech homework books supported home engagement. • Small group sessions (2–3 pupils) promoted peer learning, confidence, and communication skills in a supportive setting. AAIS (Autism Advisory & Intervention Service) • Two pupils were referred for teacher consultations. Class teachers provided input, and tailored recommendations were shared to support classroom practice. SENIS (Special Educational Needs Inclusion Service) • A P5 pupil continued a 6-week block of support, focusing on literacy and numeracy. Sessions were delivered weekly for one hour, building on progress from the previous academic year. RISE NI • Two pupils continued with RISE support, with 13 consultations completed and three new referrals approved. Seven pupils are scheduled to join Calm and Connect groups in September 2025 to support social, emotional, and behavioural needs. Multidisciplinary assessments involved parents, pupils, and therapists, with summaries and recommendations shared with class teachers. • The Writing Doctor programme supported handwriting for a small P4 group. Teachers and parents were signposted to resources, including the Tiger platform. Positive feedback was received from parents, though staff engagement with online resources needs improvement. High-quality training is available and should be further promoted. EA Behaviour Support • Two pupils (P1 and P4) began a 10-week programme of intensive 1:1 support in Term 3. Due to late starts, missed sessions and poor attendance, impact has been limited to date. PBS made efforts to engage with parents, and support is expected to continue into the next academic year. Both pupils are in the process of being statemented.	• SEN Policy Document (UPDATED June 2025) • Annual SEN Impact Report to the Board of Governors (June 2025) • SEN Register (Updated June 2025) • Standing item of BoG Agenda • Board of Governors' Minutes • CTR SEN Provision Mapping document • IEPs & Reviews • Training TPL and Records • SEN Files • SEN Intervention timetable, planning, evaluations and records. • Teacher evaluations (VP Office) • SLT minutes • Classroom Assistant Meetings Minutes • PTE/PTM Data (Assessment Folder)

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

Description/Evaluation

Time 2 Count Programme

- Sixteen P5 pupils participated in weekly one-hour numeracy sessions led by a volunteer, focusing on mental maths through interactive games. The programme has fostered a positive attitude towards numeracy, with improved confidence and self-esteem noted by both teachers and parents.
- 31% of pupils increased their PTM standardised scores, with notable gains (e.g., +22 points). However, tracking also shows a decline in scores for some pupils, prompting further review. A meeting with the Numeracy Coordinator and Principal is planned to discuss next steps.
- One pupil received a private diagnosis of Dyscalculia, bringing the school total to two. With diagnoses increasing and limited EA support, there is a need to review the in-school provision map to better support pupils with specific numeracy difficulties.

Evidence

- SEN Policy Document (UPDATED June 2025)
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Priorities

- Numeracy – Audit SEN Maths provision and identify barriers to progress to inform a targeted improvement plan.

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

* SPECIALIST PROVISION*

Description/Evaluation – SPIMS

Strategic Priority: To strengthen inclusive education and enhance provision for pupils with Special Educational Needs (SEN) through the successful integration and development of our SPIMS (Specialist Provision in Mainstream Schools) unit.

Context and Rationale:

In response to increasing complexity of need and in alignment with DE and EA priorities, our school opened a SPIMS unit in 2024/25. This provision supports pupils with significant barriers to learning within a nurturing, inclusive mainstream setting. The children named it the Sunflower Room.

This has benefitted our whole school community in a variety of ways:

- **Inclusive Ethos and Whole-School Commitment** – We embed the values of inclusion, dignity, and respect across all aspects of school life. Promote understanding and acceptance of difference through assemblies, curriculum links, and staff development sessions.
- **Individualised Planning and Support** – Staff develop and review IEPs/PLPs for all pupils in the SPIMS unit, ensuring SMART targets and regular progress monitoring. Involve parents and professionals in planning and review cycles.
- **Staffing and Professional Development** – The BoG have recruited a highly skilled SPIMS team, including a specialist teacher and 3 classroom assistants. They have been able to avail of ongoing CPD in areas such as autism, sensory processing, trauma-informed practice, and communication strategies in consultation with the SSST as part of EA.
- **Curriculum Access and Differentiation** – Pupils in the SPIMS unit access a broad, balanced, and appropriately differentiated curriculum. Use visual supports, structured routines, and assistive technology to enhance engagement and independence.
- **Integration and Inclusion Opportunities** – A huge success of this has been the integration of some of the children into mainstream classes and whole-school activities, promoting peer relationships and social development. We will need to further monitor integration plans to ensure they are meaningful and beneficial.
- **Multi-Agency Collaboration** – This has been taken to a new level with us having very close access to EA support services (e.g. Educational Psychology, Autism Advisory, SALT, OT) to deliver coordinated interventions.
- **Parental Engagement and Support** – We have welcomed a whole new set of parents and this has strengthened home-school partnerships through regular communication, review meetings, and access to the Parent Support Worker. We must continue to offer workshops and information sessions to build parental confidence and capacity.

Priorities

- Develop a long-term vision for the SPIMS specialist provision within the wider inclusive strategy.
- Explore outreach opportunities to support SEN capacity-building in the wider school community.

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

Description/Evaluation

Health & Wellbeing

- At the heart of our school is a culture of safeguarding that underpins a whole-school commitment to wellbeing, ensuring every member of our community feels safe, supported, and valued. Mental health and wellbeing were a key priority in previous SDP, focusing on the physical, mental and emotional wellbeing of pupils, staff, and parents.
- We provide comprehensive wraparound care—from the nurturing start of our Breakfast Club to the enriching experiences offered through our after-school provision—ensuring continuity of care and engagement beyond the classroom.
- As a Nurture School, our Butterfly Room offers— a calm, safe space where children feel understood. Nurture principles are embedded throughout our school ethos and policies.
- Delivery of a rich, preventative curriculum with various cross-curricular links.
- We celebrate Children’s Mental Health Week with vibrant, whole-school events that spotlight mental wellbeing and keep it a top priority for everyone.
- Our Whole School Weekly Wellbeing Approach includes Mindful Monday, Daily Check-ins, the Daily Mile, PATHS lessons, and Pupil of the Week, with Nurture Nooks/Sensory Hubs/Sensory corridors available for each key stage.
- We enhanced our curriculum through partnerships with agencies like West Wellbeing, AWARE NI, Action Mental Health, and EA Nurture in 5, bringing expert-led support to pupils. We also support local causes, including food banks, the Trócaire appeal, and other charities.
- We continuously monitor and evaluate our practice to ensure trauma-informed approaches are embedded across the school.
- The Sunshine Squad runs daily to support children with school-related anxieties, offering a calm start to their day.

Evidence

- Gold Award for Investors in Mental Health (Sept 2025)
- Social Media Feeds
- Wellbeing Action Plan + Review (Sch system)
- Highly developed classroom wellbeing routines
- Teacher T+L planners and evaluations (Planning Cycle Files)
- Staff CPD Training Timetable
- Kirkland and Rowell Parent and Pupil Survey (on system)
- Mental Health First Aider Accreditation (SG File)
- Preventative Curriculum Document (Sch system)
- Sunshine Squad (Wellbeing Hub)
- Queens Psychology Student Case Study on Sunshine Squad (SG File)
- Nurture Provision – Butterfly Room
- Family Works Counselling Referral file (Office)
- Celebration/Values Assemblies (Online calendar & social media)

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

Description/Evaluation

Health & Wellbeing

- The school's partnership with Barnardo's/Family Works provides vital counselling support, helping pupils manage emotional challenges and enhancing their capacity to learn.
- The healthy eating policy promotes pupils' understanding of nutritious choices, supported by daily access to healthy meals and snacks. School Councillors (P4–7) lead class-based initiatives, with monthly celebrations encouraging participation. While parental support is encouraged, there is room to strengthen consistency in healthy food provision from home.
- Our dedicated Parent Support Worker provides targeted 1:1 support for children facing personal challenges, with positive outcomes often extending to parents and the home environment.
- Regularly updated risk assessments to ensure a safe and responsive environment.
- To ensure sustainability, we prioritise health and wellbeing from the earliest years, beginning with play-based learning in the Foundation Stage, while ensuring that transitional information and practices are consistently shared and embedded across all key stages.
- **100% of parents** believe the school offers sufficient resources and programs to support their child's wellbeing (May 2025)
- **100% of pupils** feel that completing the daily check-in helps their teacher understand how they're feeling — setting everyone up for a positive and successful day of learning.
- Junior Leadership Team – **'A remarkable group of young people– these pupils have shown outstanding commitment as mental health ambassadors within their school community, promoting wellbeing, kindness, and peer support in a truly inspiring way.'** G Mallon, Director, West Wellbeing

Evidence

- Theraplay Sessions with PSW (see Social Media)
- Extended Schools Timetable (Seesaw)
- PE Timetable/Daily Mile Timetable (Sch System)
- Sensory Circuits (Foundation Stage)
- Community Links
- Junior Leadership Team –Worry Monster Initiative
- Pupil and Parent Surveys (Google Forms)
- School Website Links (<https://ctrps.me/>)
- Risk Assessments (Folder)

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

Description/Evaluation

Child Protection & Safeguarding

- Our school benefits from a highly committed DT and two DDTs, all of whom actively pursue the latest training and best practices to ensure our safeguarding approach remains current and effective.
- Our Designated Teacher for Child Protection works closely with a wide range of external agencies to ensure a coordinated and effective safeguarding approach. This multi-agency collaboration is a key strength in our strategy for promoting pupil wellbeing and safety.
- Our Safeguarding Team—comprising key staff including the Principal, VP/DT, DDT, Parent Support Worker, Nurture Teacher, ICT Coordinator, and SENCO—ensures a coordinated, whole-school approach to safeguarding with strong oversight. We have a designated BoG for Safeguarding.
- Safeguarding Team meetings regularly review our internal 'At-Risk Register' to ensure a consistent, nurturing approach. These discussions have highlighted the need for a more robust digital system to securely manage and evidence key wellbeing processes—such as referrals, child-on-child incidents, interventions, and attendance—through clear, effective record-keeping.
- Our school community demonstrates strong confidence in our safeguarding procedures, reflecting a shared commitment to pupil safety and wellbeing.
- Safeguarding policies are shared annually with all parents and provided to new families upon joining the school.
- External agencies have consistently praised our strong safeguarding culture and practices. Our DT has been invited to contribute to a working group for the development of the new EDIS Child Protection system, reflecting the high regard for our expertise.
- In a large organisation where effective communication is essential, the need for a accessible digital system has been identified. This reflects a proactive approach to improving consistency, efficiency, and information sharing across the school.
- Following the recent reconstitution of our Board of Governors, there is a recognised need to strengthen governance by including regular training updates as a standing agenda item, ensuring ongoing development and strategic oversight.
- Kirkland Rowell Parent Survey reflects that parents rate our school's safeguarding provision as outstanding (Sch System)
- 91% of teaching staff rate our pastoral care system to be very effective (Staff Audit May 2025)
- 95% of pupils indicate they feel safe at school (Pupil Survey April 2025)

Evidence

- Updated Child Protection Policy (Sept '24)
- Updated Anti-Bullying Policy (Sept '23)
- Staff Code of Conduct (Sch System)
- Access NI Checks (Office)
- Safeguarding Training materials/attendance register
- Internal At-Risk Register (Safeguarding System)
- Secure Child Protection Records (Safeguarding System)
- Safeguarding Notice Boards (Corridors)
- BoG minutes (SG File)
- Annual Safeguarding Audit
- Records of referrals to external agencies (SG File)
- Clear procedures for reporting concerns (SG File)
- PDMU/PATHS/RSE curriculum content covering safety, consent, online safety, and healthy relationships (Preventative Curr Doc)
- Assemblies on Safeguarding themes – Safer Internet Week –external speakers (e.g. NSPCC, PSNI, Love for Life)
- Pupil Surveys (Google Forms)
- Access to pastoral support, counselling, or mentoring – Parent Support Worker
- Safeguarding Team minutes (File)
- Signed Child Protection (CP) book (VP Office)

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

Description/Evaluation

Evidence

Attendance

- The school adopts a whole-school approach to promoting good attendance in line with an effective attendance policy, embedding high expectations across all year groups and ensuring that attendance is a shared responsibility among staff, pupils, and parents.
- The whole-school attendance rate for the academic year 2024–2025 stands at 92.7%. This figure is reported annually to the Board of Governors.
- At the start of each school year, we share attendance and punctuality data with parents and emphasise the importance of regular attendance during Curriculum Meetings. In addition, individual attendance data is reported to parents in end-of-year reports, reinforcing the home-school partnership in promoting consistent attendance.
- Previously, attendance was monitored on a termly basis; however, following consultation with staff, this was revised to a monthly review cycle. This change has strengthened early identification of attendance concerns, enabling more timely interventions and improved collaboration between staff, pupils, and families.
- The Vice Principal reviews class-level data, identifies pupils with attendance below 85%, and collaborates with teachers and parents to address concerns. Where necessary, issues are escalated for further support. Early intervention measures—such as parent meetings and pastoral care—are swiftly implemented to tackle emerging attendance challenges. EWO referrals are made when necessary.
- In consultation with staff and pupils, we enhanced our approach to celebrating good attendance by introducing monthly recognition during Key Stage assemblies. This includes 100% Attendance Certificates and the popular Golden Ticket reward, fostering a more consistent and engaging celebration of attendance achievements.
- We recognise that there is still room for improvement in both attendance and punctuality, and we are committed to taking further steps to address these areas moving forward.

- Attendance Data (SIMS)
- EWO Referrals
- Curriculum Meetings Slides (SG File)
- Board of Governor Minutes (SG File)
- Social Media – celebrating success
- Emails – monthly attendance checks by VP (SG File)
- Records of teacher-parent conversations about attendance concerns
- Templates of follow-up letters or phone call logs from the Vice Principal (SG File)
- Principal letter to parent addressing attendance and punctuality (Seesaw)
- Seesaw messages to parents (Seesaw)
- Minutes from SLT meetings where attendance is reviewed (SLT Meetings File)
- Noted Outcomes– P3A teacher, Term 2B, April 2025 states 'I have seen a noticeable increase in my pupils' motivation to arrive on time and attend school regularly. Pupils have been expressing their desire to achieve the 100% attendance and punctuality award next month.'

Priorities

- Investment in a digital safeguarding system – CPOMS.
- Maintain promotion of attendance.

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

Description/Evaluation

Staff Professional Development

- Staff members consistently demonstrate a strong commitment to continuous professional development, actively engaging in a wide range of training sessions, workshops, and collaborative learning experiences. This culture of shared learning and professional curiosity reflects our school's ethos of excellence, inclusivity, and collective growth.
- These professional learning opportunities not only enhance individual teaching practice and subject knowledge but also contribute meaningfully to personal development goals and the priorities outlined in our School Development Plan. All professional development is purposefully aligned with the school's vision, values, and teaching standards, ensuring a coherent and strategic approach to high-quality teaching and learning.
- PRSD targets are carefully designed to reflect SDP priorities. This alignment strengthens strategic impact, sharpens staff focus, and reinforces our collective commitment to continuous improvement and pupil success.
- The Principal and Vice Principal conduct annual professional development interviews with every member of staff. These meetings are designed to identify individual needs, support career progression, and ensure alignment with both personal goals and the School Development Plan. In Term One, 2025, staff were provided with a comprehensive suite of training opportunities, reflecting our commitment to high-quality teaching, safeguarding, and inclusive practice. These included Freckle Training, Reading Eggs Training, Maths Seeds Training, SEN Targets Training, Vision Training, Literacy Training – Action Research, Child Protection and Safeguarding Training, Emergency Response Training, Time to Code Training and Fire Safety Training. An evaluation template for all professional development has been created to ensure consistency, relevance, and measurable impact on teaching and learning.
- Pupil voice plays a key role in shaping CPD decisions; for instance, after consulting with children, we retained the ICT suite due to its high value to their learning experiences and subsequently implemented J2E training for staff to enhance its use.
- This diverse range of professional learning experiences reflects the need to cater to a wide variety of staff requirements. However, it also presents an opportunity to streamline future training to ensure they are even more targeted and impactful for all staff.
- A strong pastoral approach is embedded in our induction process for all new staff, fostering a welcoming, supportive, and inclusive environment. An experienced Teacher Mentor who provides regular guidance and check-ins, ensuring a smooth transition into school life and professional expectations.
- Three Middle Leaders have successfully completed the EA First Steps into Leadership TPL, a valuable opportunity open to all aspiring leaders. Additionally, two newly appointed members of the Senior Leadership Team (SLT), along with one existing member, have completed the EA Steps into Leadership Programme, laying a strong foundation for effective and sustainable leadership.
- This progression reflects a clear pathway from middle leadership to senior leadership roles, demonstrating the impact of our strategic approach to professional development. Notably, six teachers who began their careers as student teachers within our school have now secured permanent positions — a testament to our commitment to nurturing talent and investing in long-term staff development.
- With our number of SEN assistants rapidly increasing, there is a need to place greater emphasis on the CPD of our non-teaching staff.

Evidence

- Staff Handbook (SG File)
- Teacher Evaluations (VP Office)
- Induction Policy (Sch System)
- Training Opportunity emails
- Teacher Tutor reports
- Staff CPD Training Timetable
- CPD Evaluation Template
- BT/EPD completion paperwork (VP Office)
- Staff presentations for SDP priority – SDD
- PRSD review paperwork
- Staff Professional Development Training Records
- SLT minutes of meetings (SLT Meetings File)
- Cluster partnerships with local schools
- Records of staff-led INSET sessions
- Staff progression to leadership roles
- CPD reports for BoG
- Year Group Planning timetable
- School Budget
- Staff securing perm positions
- Teach meets
- Key Stage Meeting Outcomes
- Erasmus and In Dialogue Collaborative Learning Program
- Individual Time Budgets
- The Kirkland Rowell Staff Survey indicates that staff perceive opportunities for development within the school system to be good. (Sch System)

Priorities

- Develop a CPD programme that caters for the needs of all staff.

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

Description/Evaluation

Evidence

Health & Wellbeing

- Our school has appointed a Mental Health Lead, reflecting our proactive commitment to staff wellbeing. As a trained Mental Health First Aider, she offers guidance, support, and access to resources, helping to cultivate a positive and supportive mental health culture among staff. In addition, we provide a range of pastoral strategies to assist staff during times of need, ensuring a compassionate and responsive environment. However, as a large organisation, we recognise the growing need to expand this provision by training an additional Mental Health First Aider to ensure accessible support across all areas of the school.
- A Wellness at Work committee was established to represent all staff. This committee manages a monthly staff wellbeing calendar based on requests to meet the collective wellbeing needs. We are committed to fostering a thriving and supportive workplace culture. Our monthly 'Care and Share Friday' provides staff with extended break time, encouraging meaningful connections and wellbeing through shared treats and informal conversation. Staff feedback has been consistently positive, with many expressing appreciation for this initiative. Additionally, our annual Strava Walking Challenge has successfully promoted physical wellbeing and team spirit, with thirty-two staff members participating in friendly competition and enjoying weekly spot prizes. These initiatives have had a clear impact on morale and engagement.
- Consistent communication supports staff wellbeing by fostering inclusion and ensuring voices are heard.
- In our school, we have a strong sense of community spirit among our staff, who are immensely supportive of one another.
- Our school website includes links to various mental health services, should staff require them. During staff briefings, we also remind our team about the availability of the Inspire Counselling Service.
- A senior teacher provides valuable pastoral support to new staff, meeting with them regularly to offer guidance and advice in a caring and nurturing manner.
- Effective CPD is provided for all staff, supporting professional growth across the school. An action plan to embed coaching within the SLT has been progressing steadily throughout the year.
- Team-building sessions held at the start of the year successfully fostered staff cohesion and morale—plenty of fun and laughter created a positive tone for the year ahead.

Staff Attendance

- The Attendance Policy is implemented with rigour and consistency.
- The Principal maintains regular contact with absent staff, ensuring appropriate support is provided. Where necessary, referrals are made to Occupational Health, and return-to-work interviews are conducted promptly. Any underlying issues affecting attendance are identified and addressed to promote sustained staff wellbeing and high levels of attendance.

- Gold Award for Investors in Mental Health (Sept 2025)
- Staff Wellbeing Lead + EA Health and Wellbeing Champion
- Staff Wellbeing Survey
- Monthly wellbeing calendars
- Feedback from one staff member highlights the inclusivity of our offerings: **"There are so many activities available for both staff and children."**
- Spring Forward Starva Challenge Emails
- MHFA Accreditation
- Wellbeing Emails
- Induction Policy
- **95%** of staff engaging in school-offered activities. (Staff Survey April 2025)
- One staff member notes, **"I feel like I can approach the Principal, Vice-Principal or Key Stage coordinator if I have something to discuss, I have always felt very supported, and no concern has ever been dismissed or not taken seriously."**
- A Non-Teaching member of staff has recorded, **"Our principal and vice principal are an amazing team who care very deeply for children staff and parents, we are very grateful for their leadership."**
- **84%** of staff feel communication in our school is very effective.
- CCMS HR Training – Managing Staff Attendance

Priorities

- Explore the possibility of having a another fully trained mental health first aider.

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

Description/Evaluation

Parents/Carers

- At Christ the Redeemer School, we value the vital role parents play in their children's education and actively foster strong partnerships with families. Recognising the challenges of parenting, we've supported a dedicated Parent Support Worker (PSW) since 2010 and created a welcoming space—the Parent Lodge—for parents to meet, chat, and access support. The PSW works closely with families and the wider community, attending local meetings, referring parents to community hubs, and offering both individual support and group workshops to both parents and child. She provides dedicated support to 30–40 families at a time, helping them navigate a wide range of challenges including anxiety, bereavement, family separation, financial difficulties, housing instability, and emotional wellbeing.
- Our PSW this year, has delivered a diverse programme of parenting sessions designed to support and empower families. Topics have included ICT, literacy, linguistic phonics, numeracy, Seesaw, speech and language development, healthy eating, cookery, art therapy, sound therapy, and wellbeing awareness. We've partnered with a range of external organisations—such as People First, Sally Gardens, Parenting NI, Lagmore Forum, and West Wellbeing—to enrich our offerings. Wherever possible, sessions are held on-site to provide a welcoming and secure environment for parents. Attendance has steadily increased throughout the year, reflecting the growing engagement and positive impact of these initiatives.
- In collaboration with People First, our PSW, successfully ran a program to assist parents with supporting their children's numeracy homework at home. The parents completed an eight-week program and earned an OCN qualification upon completion. This successful initiative was highlighted by the BBC Education correspondent and featured on the 6pm news and Radio Ulster.
- Parents and teachers can refer children for support, and the Parenting Lodge is open daily for informal drop-ins. As part of her bespoke approach, she offers tailored one-to-one therapy sessions in six-week blocks, working with children and their parents together to strengthen relationships and build resilience.
- Our 'Grandads, Dads and Lads' initiative has been especially successful in boosting male engagement through targeted events that strengthen school-community ties.

Evidence

- Social Media
- School Website
- Parent feedback surveys
- Parental Workshop Calendar (Online Calendar)
- Workshop evaluations (Alison)
- Emails of membership and collaboration.
- Shared Education Action Plans and Reviews (Sch System)
- Parent Teacher meetings
- Photographic evidence of joint activities – Social Media
- Budget for Theraplay sessions
- Shared Ed Celebration day
- Shared Education Newsletter
- Cluster meeting records
- Correspondence from St. Patrick's Newry, Ballysillan, and Primate Dixon
- Training materials shared with supported schools
- Documentation of mentoring sessions
- Psychology Student – Poster Presentation (SG File)

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

Description/Evaluation

Parents/Carers

- This year, our Parent Support Officer, alongside her fully trained team, successfully implemented a bespoke adaptation of the WINGS project, specifically tailored to address the unique needs of our school community. The initiative provided targeted and intensive support to grandparents who are now primary caregivers following the loss of their own children. Through a structured mentoring approach, support was delivered with empathy and professionalism—focusing on active listening and signposting rather than direct intervention. This model has proven effective in fostering resilience and connecting families with appropriate external support services.
- We place high value on parental input and actively seek their feedback through regular surveys and dedicated parent focus groups. We hold parent-teacher meetings to discuss pupil progress, ensuring that parents are fully informed and involved in their child's learning journey. This ongoing dialogue helps shape our initiatives and strengthens our partnership with families.

Schools

- We are proud to be an active member of various collaborative groups within the local primary and post-primary school community, including the Lisburn Primary Principals Group and the TACT Cluster. These partnerships strengthen professional connections, support shared learning, and enhance educational opportunities for all pupils across our local area..
- We have established a strong and effective Shared Education partnership with Pond Park Primary and Oakwood Integrated Primary. This collaborative programme has had a significant positive impact on our pupils, particularly in Key Stage 1. Through shared classroom experiences, children have learned how to be good friends, forming positive and lasting relationships with their peers. They have built respectful connections with both peers and adults, developed a deeper appreciation of similarities and differences, and consistently demonstrated core values such as respect, honesty, and fairness. This partnership continues to enrich our pupils' social and emotional development while strengthening community cohesion.
- We are proud to be part of the Colin Nurture Clusters, working collaboratively with fellow Nurture schools to enhance best practice and share our expertise. As part of this commitment, we have supported the establishment of new Nurture groups in St. Patrick's Newry, Ballysillan, and Primate Dixon, offering guidance and practical support to help embed nurturing principles effectively.
- The school has greatly benefited from its involvement in the Queen's University School of Psychology Student Placement Programme. This partnership has enabled us to access specialist psychological expertise, with placement students working closely alongside our Vice Principal and SENCO. Most recently, the collaboration focused on evaluating the impact of our morning 'Sunshine Squad' initiative, providing valuable insights to inform future planning and support strategies.
- The school maintains strong partnerships with local universities by annually offering teaching practice placements to students from St Mary's University College, Stranmillis University College, and the University of Ulster, supporting the development of future educators.
- Our strong partnership with St Mary's University College is exemplified by the annual release of three staff members to lecture in ICT, WAU, and The Arts. This collaboration not only supports the professional development of our teachers but also enhances the quality of teaching delivered by student teachers during their school placements.

Evidence

- 'Alison in the parenting lodge is invaluable – every school needs an Alison – she is simply amazing. She has guided our little family in ways I can never thank her enough for.' Parent Feedback
- 'Alison is an absolute credit to the school; I have become a much more confident parent as a result of all the support and assistance she has given to me.' Parent Feedback
- 'I've been struggling with my daughter and her sensory overload. Alison has not only supported my daughters needs but supported myself, emotionally, mentally and personally.' Parent Feedback
- P5 Student teacher – Placement Feedback 'Appreciated how her confidence grew during time at CTR. Host teacher was extremely reassuring and explained everything in a very patient manner.'
- P4 Student teacher – Placement Feedback 'Most memorable experience, unbelievable sense of community in CTR. Teacher always gave constructive feedback and guidance.'
- P7 Student teacher – Placement Feedback 'My host teacher helped and facilitated my development as a teacher. Best teaching experience to date.'

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

Description/Evaluation

Business

- We benefit immensely from our valuable partnerships with local businesses such as West Wellbeing and Glenwood Business Park, they have provided sponsorship and donations, which have directly supported initiatives such as upgrading our Parenting Lodge.
- In collaboration with neighbouring primary schools, we actively engage with the Colin Neighbourhood Partnership Through this partnership, we access a range of high-quality services tailored to support our pupils' needs. Notably, this includes counselling services and targeted speech and language therapy for pupils and parents in Primary 1 and 2.
- Our ongoing collaboration with the PSNI Community Liaison Team significantly enriches pupils' understanding of social responsibility and safety. Through regular visits, football tournaments, and talks on road and online safety, pupils are supported in developing key life skills. Additionally, initiatives such as our foodbank collections reflect a strong culture of social justice and empathy among our pupils, who are highly engaged in supporting families facing financial hardship.
- Our long-standing involvement in the 'Time to Read, Time to Count, and Time to Code' programme has provided valuable one-to-one support for pupils through partnerships with local businesses. Over the past nine years, this initiative has had a measurable impact, with improvements in reading fluency, increased pupil engagement, and enhanced self-esteem clearly reflected in assessment data and pupil feedback.

Voluntary & Statutory Bodies

- We are proud to collaborate closely with our local Parish Church and the Lagmore Community Forum to support the diverse needs of our families. Through these partnerships, we offer parenting classes aimed at fostering a more confident and resilient community. The Lagmore Community Forum generously hosts our annual Sacramental celebrations, providing a meaningful space for these important milestones. Our children actively participate in weekly Masses and liturgical celebrations, enriching the spiritual life of our school and parish.
- We have established a strong partnership with the Lagmore Youth Project and successfully introduced the HEART (Healthy Emotions and Resilience Training) programme to support the emotional wellbeing and resilience of targeted pupils. Key Stage 2 pupils were carefully selected based on identified needs and invited to participate in the initiative.
- The Designated and Deputy Designated Teachers maintain strong, proactive links with Social Services to ensure timely and effective communication in all safeguarding matters. Their regular attendance at case conferences, core group meetings, and CLA reviews ensures a coordinated approach to pupil welfare.
- RISE NI provides valuable early intervention support in areas such as speech, language, communication, and sensory motor skills, with our pupils benefiting from both individualised sessions and whole-class programmes that enhance overall learning and development.
- Twelve staff members participated in an Erasmus+ programme in Copenhagen, Denmark, engaging in the international course 'Collaborative Leadership and Teaching'; this experience significantly strengthened team cohesion, enhanced professional practice, and brought fresh, innovative approaches to leadership and collaboration back into the school setting.

Evidence

- Evidence of business contributions to Parenting Lodge – £5,000
- Upgraded Parenting Lodge
- Social Media
- Counselling File (Office)
- Speech and Language Data
- Letter to Parents asking for community support
- Social Media Feeds
- RISE timetable
- SouthWest Belfast Foodbank Links
- Foodstock Foodbank Links
- Erasmus+ evaluations

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

Description/Evaluation

Using ICT

The provision

- Children in Christ the Redeemer are provided with many opportunities to develop their ICT skills throughout the Curriculum.
- Each classroom has an Interactive Whiteboard widescreen panel which is used on a daily basis to enhance the learning environment, with further boards installed in a meeting room, ICT digital hub and PE Hall.
- ICT resources are deployed throughout the school to maximise access, to enhance teaching and learning and to assist in raising attainment.
- The school also has a digital hub, which has 28 computers available for pupils use.
- There are chromebooks and iPads available in each classroom. These are utilised to support Learning and Teaching across the curriculum through apps and programmes including AR, Freckle, Lexia, Reading Eggs, MathSeeds, TimesTablesRockstars, Kahoot, Nearpod, Blookit.

Progression of Learning

- Each child is enabled to access the computer system using their own personalised login.
- Within foundation this is accessed via a unique pin, whilst Key Stage 1 and Key stage 2 pupils utilise a unique username and password.
- Pupils are educated about the need to protect these important details from a young age. All computers and iPads have access to appropriate curriculum supporting programmes.
- Every class from P1-P7 is timetabled in for 1 UICT session in the ICT Digital Hub per week, where children are taught a progressive curriculum that starts with basic computer operations and functions in P1 (e.g. logging in, using a mouse and keyboard) and through the CCEA UICT Tasks progresses children to acquire higher level digital skills (e.g. using programmes such as Microsoft Powerpoint, Adobe Express, Microsoft Excel, Scratch).
- Pupils have the opportunity to acquire, develop, understand, demonstrate and apply ICT concepts and processes appropriately in a variety of contexts across the curriculum. There is now a key focus on 'Using' the skill as outlined within the ICT Competences in our UICT Policy.
- Throughout pupils are given opportunities to transfer their knowledge, understanding and skills in a variety of meaningful contexts across the curriculum, through the 5 E's.
- Teachers plan for coverage of the Using ICT Requirements across the 5 'E's. Alongside these students are educated about their wellbeing and e-safety online, preparing them to make responsible and appropriate decisions.
- We endeavour to enable our pupils to develop their skills in using the 5Es across all of the desirable features identified by CCEA throughout their primary education.
- We endeavor to help our pupils to develop competence in the use of ICT. ICT competence is concerned with:
 - Learning about ICT – developing the knowledge and skills required to use ICT effectively and to apply these in a range of contexts.
 - Learning through ICT – developing the skills required to access and use information from a range of electronic sources, interpret it and use it effectively.
 - Learning with ICT – applying the skills in their own learning either at school, at home or in the community.

Evidence

- School prospectus
- Digital Hub
- School website
- Social media
- UICT Policy
- Internet Acceptable Use Policy
- ICT Coordinator-Safeguarding Team member
- Safer Internet Day/Week
- Preventative curriculum
- PDMU curriculum
- School budget for resourcing
- ICT Audit
- ICT staff surveys
- UICT lessons
- ICT timetable
- ICT Cluster groups
- Pupil focus groups
- Teacher planners and evaluations(VP office)
- ICT CPD training
- Whole school calendar (School System)
- SIMS system
- Seesaw program
- Internal communication – emails
- CPD logs/Staff training records

Priorities

- Self evaluation has highlighted the need to develop a digital literacy programme.

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

Budgetary Position 2025-26

Funding	Plan Year 1
Aggregated Schools Budget (Common Funding Formula)	2,812,615
Other Delegated Funding	81,500
Split Site Funding Requested	-
TOTAL	2,894,115

Forecast Surplus / Deficit Position 2025-26

Category	Plan Year 1
Opening Cumulative Surplus / (Deficit)	343,962
Net In-Year Surplus / (Deficit)	36,296
Closing Cumulative Surplus / (Deficit)	380,258
% Carry Over	12%

Planned Income & Expenditure 2025-26

Category	Plan Year 1
Income	(9,207)
Staff Costs - Teaching	2,177,506
Staff Costs - Non Teaching	468,766
Staff Costs - Other	6,018
Accommodation	83,133
Repairs & Maintenance	30,117
Operating Costs	86,486
Non Capital Purchases	15,000
Capital Expenditure	-
Net In-Year (Surplus) / Deficit	2,857,819

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

Where are we and what next?

Continuing Professional Development (CPD):

- In recognition of the evolving needs within the school environment, the Board of Governors (BoG) has identified the professional development of classroom assistants as a key priority. Staff have been audited to assess current competencies, and a tailored training programme will be developed to address identified needs and support the overall objectives of the school.
- In parallel, the ongoing professional development of teaching staff and curriculum coordinators remains essential. This will ensure a continued commitment to a shared vision focused on raising educational standards and enriching pupils' learning experiences.

Strategic Transition Planning:

- With the recent expansion of school provisions, it is imperative to implement a consistent and cohesive transition strategy across all key stages. This will be achieved through a collaborative, team-based approach, with designated coordinators allocated time and resources to develop and embed sustainable practices.

Mathematics Focus – Shape and Space / SEN:

- As part of the renewed emphasis on mathematics, particularly in the area of Shape and Space, investment will be made in both new teaching resources and targeted staff development. Accountability measures will be introduced to ensure effective implementation and impact on pupil outcomes.

Special Educational Needs (SEN) Resources:

- Given the significant increase in SEN registrations—currently at 24%—and the associated staffing demands, the BoG has approved the allocation of SEN implementation funding to support a full-time Special Educational Needs Coordinator (SENCO). This strategic investment is essential to maintain and build upon the high standards of SEN provision already established within the school.

ICT Development and Support (Interactive Whiteboards and Devices):

- A newly appointed UICT Coordinator will lead the development of the ICT curriculum. To support the technical infrastructure, the school will continue to employ an ICT technician through Capita for one half-day per week, ensuring the ongoing maintenance and functionality of the school's ICT systems.

Parental Engagement and Community Support:

- The role of the Parent Support Worker has had a demonstrable positive impact on the school community. The BoG is committed to sustaining this role and will allocate resources to backfill a classroom assistant position in the mainstream setting, ensuring continuity of support for pupils and families.

Online Assessment Licenses:

- Throughout the years, we have purchased licenses for a number of educational programmes, which impact significantly on pupil performance. These include GL Assessment, STAR Tests, Freckle, Accelerated Reader, Lexia, MathsSeeds, Reading Eggs, Times Tables Rockstars.

Additional Classroom Assistant Hours:

- Over the last number of years, we have experienced increased 'needs' within the Foundation Stage. Therefore, we employ P1/2 assistants for extra time each day.

Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supercedes or revises.

What were the priorities of our previous SDP and how did we do?

Following on from Covid 19 our top priority over the three years was the Mental Health and Wellbeing of our children, staff and parents. To their credit, our staff team did not let industrial action put a halt to school improvement. They worked creatively, professionally and diligently in their roles, in keeping with aspects of ASOS, to ensure the outcomes for pupils were of our usual high standards.

Priorities

Action Research in Writing – building children’s self efficacy and enjoyment in independent writing across the school.

Progress

- Independent Writing Spotlighted: A strong focus was placed on independent writing, raising its profile across the school.
- Writing Integrity Maintained: The integrity of the writing process has been preserved throughout all developments.
- Professional Growth Embraced: Teachers actively embraced opportunities to enhance their practice.
- Improved Pupil Outcomes: These developments have contributed to improved writing outcomes for children.

Impact & What Next?

- Literacy coordinator has produced a full report on this Action Research Project.

Next Steps: Teachers will be able to implement some of the evidence based research into their planners.

Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supercedes or revises.

Priorities	Progress	Impact & What Next?
To promote STEM and Scientific Skills across the school	• Action Plan Success: The Action Plan was fully implemented and evaluated as highly successful, meeting all intended outcomes. • Staff Confidence Boosted: Quantitative data shows a strong majority of teachers now feel confident delivering STEM challenges and scientific investigations. • Pupil Engagement High: Children reported high levels of enthusiasm for STEM, reflecting increased engagement and enjoyment. • Improved Scientific Understanding: Qualitative feedback indicates pupils are demonstrating a deeper understanding of scientific concepts and skills.	• 100% staff confident in delivering STEM challenges and Scientific investigations. • 94.4% consistently implemented STEM challenges. • 95% teachers feel children's awareness and understanding of scientific skills have improved. • Continue the focus on STEM and Scientific skills • Ongoing support for teachers, incorporating more practical activities Next Step: Extend STEM Links to further enrich the STEM learning experiences.
To successfully integrate new SPIMS unit into CTR PS +NU	• Outstanding First Year: The first year of the specialist provision has been hugely successful, exceeding expectations. • Significant Pupil Progress: Annual Reviews show all children have made exceptional progress in their learning and development. • Mainstream Transition Achieved: One child is now ready to transition into mainstream education, marking a key milestone. • Full School Integration: Children have been successfully integrated into the wider life of the school, fostering inclusion and belonging.	• Critical and relevant policies have all been updated to include new provision. • Annual Reviews all completed • 100% satisfaction rate for parents and families. • Families fully engaged in life of the school. • Official opening of class in March 2025 – see video. Next Steps: To fully develop an integration plan and prepare for a second class in September 2026.

Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supercedes or revises.

Priorities	Progress	Impact & What Next?
Supporting the physical, mental and emotional health and wellbeing of pupils and staff.	Pupils • Daily Wellbeing Embedded: All pupils from Nursery to P7 engaged in daily emotional check-ins, promoting consistent mental health awareness. • Whole-School Participation: 100% of pupils took part in Mindful Monday activities, embedding mindfulness into the school culture. • Targeted Support in Place: The Sunshine Squad and weekly counselling sessions provided tailored support for children experiencing anxiety. • Celebrating Mental Health: Children's Mental Health Week was celebrated school-wide, reinforcing the importance of emotional wellbeing. Staff • Staff Wellbeing Prioritised: A strong emphasis was placed on staff mental health, recognising them as the school's most valuable asset. • Professional Development Enhanced: Mental Health First Aider training was refreshed and the Wellbeing Lead continued CPD to strengthen support systems. • Team Engagement Boosted: 22 staff members completed a 6-week Strava walking challenge, promoting physical and mental wellbeing. • Improved Communication: Increased communication channels supported a more connected and supported staff community. Parents • Dedicated Parent Support: The Parent Support Officer played a vital role in supporting families, with highly positive feedback received. • Community Building: Regular coffee mornings created a safe, supportive space for parents to connect and share. • Empowering Families: A wide range of parenting classes were offered, covering topics from literacy and numeracy to wellbeing and cookery. • Inclusive Initiatives Launched: The Grandads, Dads and Lads programme successfully engaged male role models in pupils' lives.	• 100% pupils noted that completing their daily check ins helps their teachers understand how they are feeling every day. • 100% children noted that participating in Mindful Monday activities help them to regulate and transition smoothly after the weekend. • 95% of children feel comfortable speaking to an adult in the school. Next Steps: new sensory area needed in Foundation corridor. • 87% of teaching staff and 96% on Non-Teaching staff reported feeling comfortable approaching P or VP with concerns. • 96% of teaching and 100% of non-teaching staff noted our current methods of communication to be effective. • 1:1 meeting held with every member of staff. Next Steps: seek guidance from outside agencies about how best to promote staff wellbeing. Introduce playful minds program in foundation stage. • 100% parents who required support indicated they felt supported in their personal wellbeing because of engaging with school wellbeing sessions. • 94% of parents indicated they are satisfied with the school's efforts to support the MH+WB of their child. • PSW has provided direct, one-on-one weekly interventions to 38 families focusing on SEN support, pastoral care, and behaviour management. • PSW implemented bespoke version on WINGS project. Next steps: Continue WINGS program.

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Development Areas	Progress	Impact & What Next?
UICT – Desirable features	- All staff now familiar with CCEA UICT planning framework and at a glance guides and know how to access them. - All staff now know how to access the CCEA UICT Task & Exemplification Library and how to use it. - All staff have at least a medium level of confidence in using UICT	Next Steps - To ensure consistency in assessing of tasks in UICT. - Coding was an area of the AP that was not addressed. - New coordinator in role January 2025 – fresh audit and new areas to develop.
Numeracy – Improve pupils' mental arithmetic outcomes	70% teachers reported 60 second tests had made a considerable improvement in mental arithmetic. 90% teachers use dot card activities as an introduction to lesson. - Star maths data has shown an increase in pupils' mental arithmetic.	Next Steps Ensure this progress maintained.
Nursery – UICT – Enhance and extend children's educational opportunities and learning through the use of ICT	- Observations and assessments of children show many are competent in the use of the Interactive Whiteboard and other ICT resources, including coding equipment. - Minutes of planning meetings and Nursery planners indicate that activities are more focussed and meaningful in promoting children's learning through the use of ICT. 100% of parents who completed feedback survey felt that nursery staff have supported them in developing their child's learning through ICT at home.	Next Steps - Staff will also avail of any relevant training opportunities to develop their understanding and knowledge further in promoting ICT within nursery. - It was also agreed that nursery children enjoyed visiting and using computers in the ICT suite and that this was a beneficial experience and something that could be introduced earlier in the year.
PE – Development of structured lessons in PE	A staff survey showed that 90% of teachers have successfully implemented the new structure approach for all 4 strands of PE with some positive feedback including evident in review.	Next Steps Ensuring progression through key stages in each strand, focusing initially on gymnastics.

Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supercedes or revises.

Development Areas	Progress	Impact & What Next?
Key Stage – Transitions between key stages	• KS1 Parental Feedback survey showed that 90.3% felt their children were capable and confident with engaging in the platforms as they had already used these in P2. • 100% of staff believed that more sessions for transition were needed within Foundation Stage to create a better transition process in September. • Feedback from a small focus group of P2 children on their engagement of Reading Eggs highlighted the positive feedback from children on their use of the learning tool. • Focus group discussions with P3 and P4 children highlighted their enthusiasm for using Reading Eggs and Mathseeds as valuable learning tools. One child from P3 remarked, "It's a nice break from writing all the time, but you're still doing work." • 90.3% of our parents who said their child transitioned into KS1 with ease. • KS2 information evenings were attended by around 12 parents, who all said it was very worthwhile and informative.	Next Steps • Maintain the Current Transition Process: We should continue implementing the existing transition process from Foundation Stage to Key Stage 1, as it has proven to be effective. • Host termly parent workshops to demonstrate how to use Reading Eggs and Mathseeds effectively at home. • Standardise our transition process across the school building on the solid foundations that have already begun. It needs include: • Pre-school to Nursery • Nursery/Pre-school to P1 • Key stage transitions • Year group transitions • Specialist provision inclusion • Planning cycle transitions • KS2 to post primary transitions. This will include provision for all stakeholders and will be a strategic intent on our new plan.
SEN – PLPs	• Not completed due to ASOS.	Next Steps • Include as priority in new plan
Student Teacher Mentoring Programme	• Mentor met with students on their first day. Introduced them to their respective teachers. • Attended online training session from St Marys for advice on their placement students. • Met at regular intervals to ensure the students were happy.	Next Steps: • To further collaborate with the universities.

Section 4: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supercedes or revises.

Development Areas	Progress	Impact & What Next?
Religious Education – focusing on the development of daily prayer and celebrating achievements.	• Delivery of staff training was conducted on vision, mission and the framework of self-reflection for Catholic Schools on Friday 23rd August 2024. • Video/ Piccollage/ twitter evidence of sacraments, celebrations and faith assemblies • Formation of KS2 faith team who distributed monthly prayers, encouraged them being said in class and helping with faith assemblies. • KS2 school choir enhanced sacraments/assemblies. • Positive feedback from Grandparents Day and Catholic Schools Week. Links with Alison, parents from parenting lodge and students from St. Louise's offered hair/nails service to grandparents. • Fr Robert is involved in whole school and parish celebrations and assemblies. • A bank of hymns and prayers have been created in RE folder for mass.	Next steps • As a result of the self-evaluation framework and teachers questionnaire, the following area was identified as an area for development: 44.4% – Outreach – promoting justice e.g. opportunities for outreach and compassion for others by tackling issues such as homelessness, poverty and loneliness
PDMU – To raise the profile and embed the children's rights effectively	• Rights successfully embedded. • PDMU overview created to look at each year planner. • The RRSA successfully participated in the Outright Campaign. This year it focused on 'Pupil Voice'.	Next Steps • Appoint a new coordinator to sustain and promote the Rights of Children.
Nurture – achieve Marjorie Boxall award	• All criteria relating to the six principles of Nurture were successfully substantiated with supporting photographic or written evidence. Both essential and desirable criteria for the award were met. • Successful implementation of the Boxall tool for assessment. The Boxall tool for assessment is used three times annually on each cohort. This evidence is submitted at the end of each term to the DE as part of the statistical review.	Next Steps: • Complete final steps to attain award.

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

Challenges

1. Increasing Numbers of Pupils with Complex Needs

- More pupils are presenting with complex learning and behavioural needs, requiring greater support and tailored interventions from staff.

2. Increase in SEN Assistants

- The rise in SEN pupils has led to more SEN assistants being employed, creating a need for consistent training and effective deployment.

3. Limited High-Quality External CPD

- There is a shortage of accessible, high-quality external CPD, limiting staff development and the sharing of best practice.

4. Societal Changes and Online Influence

- Pupils are increasingly affected by online content and societal pressures, impacting behaviour, wellbeing, and learning.

Opportunities

1. Create a Bespoke CPD Package

- Design a tailored CPD programme to meet the specific needs and priorities of our staff.

2. Develop a Digital Literacy Programme

- Establish a school-specific digital literacy curriculum to enhance pupils' online skills and safety.

3. Utilise SEN and Nurture Expertise

- Leverage in-house expertise to strengthen inclusive practices and support for vulnerable pupils.

4. Develop the Role of the Parent Support Worker (PSW)

- Expand the PSW role to deepen family engagement and community support.

5. Strengthen Collaboration and Clustering

- Increase collaboration with other schools to share resources, ideas, and best practice.

Section 6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

Consultation and Engagement in the Development of the School Development Plan

The Board of Governors ensured a comprehensive, inclusive, and transparent consultation process in the preparation of the School Development Plan (SDP), actively seeking and incorporating the views of pupils, parents, staff, and wider stakeholders.

Stakeholder Surveys and Data Collection

To gather broad-based feedback, all pupils, staff, and parents were invited to complete the Kirkland Rowell electronic questionnaires, which are comprehensive and aligned with the Inspection and Self-Evaluation Framework (ISEF). We were pleased to achieve a 100% response rate from pupils and staff, and a strong response from parents. Paper-based alternatives were also made available to ensure accessibility for all families.

Pupil Voice and Leadership

Pupil engagement was central to the process. In addition to completing surveys, pupils participated in focus groups with school leaders to provide feedback on specific aspects of the plan. The Junior Leadership Team (JLT) played a pivotal role, contributing regularly to discussions on strategic targets and developing their own mini-action plans, which were integrated into the SDP under the Mental Health and Wellbeing (MH+WB) priority. The JLT also helped refine the school's vision, shaping the core values of Care, Teamwork, and Respect (CTR). This vision is now shared monthly with the school community through values and award assemblies.

Parental Engagement

Parents were consulted through multiple channels. In addition to the Kirkland Rowell survey, focus groups were held to review the previous plan and provide input into the new one. Parents were instrumental in redefining the school vision. School leaders also distributed targeted questionnaires aligned with their areas of responsibility to gather more specific feedback. Efforts were made to ensure that all parent voices were heard, including those from underrepresented or harder-to-reach groups.

Staff Involvement

Teaching staff were deeply involved at every stage. Structured time was allocated for year group and cross-group meetings to evaluate the previous plan and identify priorities for the new one. A dedicated staff development day allowed coordinators to present evidence-based proposals for inclusion in the plan, drawing on stakeholder feedback. Non-teaching staff were also consulted through audits and follow-up focus groups, particularly around the development of a new CPD strand tailored to their professional growth.

Governance and Oversight

The Board of Governors played an active role in overseeing the consultation process. Governors received regular updates on stakeholder feedback, and contributed to strategic discussions to ensure that the final plan reflected the collective voice of the school community.

Use of Evidence and Feedback Loops

All feedback was carefully analysed to identify key themes and priorities. This evidence-based approach ensured that the SDP was grounded in the real experiences and aspirations of the school community.

Ongoing Engagement

The consultation process does not end with the publication of the plan. Mechanisms are in place for ongoing engagement, including annual reviews, follow-up surveys, and regular stakeholder forums to monitor progress and adapt priorities as needed.

Use of Data and Evidence

The development of the SDP was firmly grounded in robust data and evidence. This included:

- Analysis of internal assessment data to identify trends in pupil progress and attainment.
- Review of previous action plans to evaluate impact and inform future priorities.
- Internal monitoring and evaluation activities, including lesson observations, book looks, and learning walks.
- External reports and inspections, which provided an objective lens on school performance and areas for development.
- Triangulation of stakeholder feedback with performance data to ensure alignment between perceived needs and actual outcomes.

Priorities

- To ensure that feedback is given to all stakeholders and a presentation of the new plan.

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

Strategic Intent

Care and Welfare – Inclusion

- To embed and develop our Specialist Provision effectively within the whole school ethos and ensuring we are fully prepared, both practically and culturally, for further provision

Leadership and Management – Strategic Transition Planning

- To establish a clear, consistent, and values-led transition pathway that supports pupils from Pre-Nursery through to Post-Primary.

Outcomes for Learners – Mathematics focus

- To raise attainment in Numeracy for all pupils through targeted teaching strategies, effective assessment, and inclusive support.

Curriculum Provision – UICT focus

- To enhance UICT learning and teaching by developing a coherent digital literacy programme and reintroducing formative assessment practices that promote progression and pupil confidence in digital skills.

Team Projects

- Deliver a comprehensive CPD package for all staff.
- Align Literacy with the Foundation Stage through a holistic, research-informed approach.
- Embed a play-based culture through the Playful Minds program to support well-being.
- Teach social justice through outreach, compassion, and action on issues like poverty and homelessness.
- Re-establish RRSA principles to embed children's rights across the school community.
- To achieve 'Green Flag' status for 2026–2027.
- To create a new whole school Eco-Code / charter for CTR.
- Strengthen Shared Education through collaboration and effective practice exchange.
- Implement PLPs for all SEN pupils at Stages 1–3 in line with new statutory duties.
- Allocate structured time for SEN training and ensure high-quality provision through SENCO observation.
- Strengthen assessment in Foundation Stage by guiding playful learning and smooth transitions into P2.

'Quick Wins'

- Enhance the outdoor environment with engaging playground markings to support whole-child development across all key stages.
- Create a calm, therapeutic space to support emotional well-being and mental health.
- Partner with the Credit Union to boost financial literacy and family well-being.
- Partner with West Wellbeing to empower young leaders in promoting positive mental health.
- To implement a whole school timetable for class litter picking.
- Development and implementation of a new 'positive behaviour policy'
- Host workshops to support KS1 parents in using Reading Eggs and Mathseeds at home.
- Embed the Six Principles of Nurture through staff training and reflective practice.

Delay

- Establish a whole-school Arts overview to ensure creative progression and expression.
- Strengthen cross-curricular links and enhance technology use in WAU, especially at Foundation Stage.
- Enhance student engagement in WAU through meaningful outdoor learning experiences.
- Provide more resources and planning time to support topic development and science teaching.
- Ensure clear progression in PE, starting with gymnastics, through staff-led planning across all strands.

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

Strategic Intent	2025/6 Plan	2026/27 Plan	2027/28 Plan
To embed and develop our Specialist Provision effectively within the whole school ethos and ensuring we are fully prepared, both practically and culturally, for further provision	Embedding of Provision within the school ethos and prepare for new class in 26/27.	To integrate new class in the school ethos and review current inclusion practices.	To embed provision and prepare for new class in 28/29.
To establish a clear, consistent, and values-led transition pathway that supports pupils from Pre-Nursery through to Post-Primary.	To define and combine existing individual practices in line with vision	Implement and monitor the pathway	Review and amend pathway
To raise attainment in Numeracy for all pupils through targeted teaching strategies, effective assessment, and inclusive support.	Raise attainment in Shape and Space across all year groups, ensuring performance meets or exceeds the national average by June 2026.. Audit SEN Maths provision and identify barriers to progress to inform a targeted improvement plan.	Use outcomes from ongoing monitoring and evaluation to target and improve identified areas of underperformance in Numeracy, ensuring consistent progress across all year groups. Implement inclusive strategies in SEN Maths and monitor impact on pupil progress.	Embed sustained improvement in Numeracy by consolidating effective practices and closing remaining attainment gaps. Embed effective practices and evaluate long-term impact on attainment and inclusion.
To enhance UICT learning and teaching by developing a coherent digital literacy programme and reintroducing formative assessment practices that promote progression and pupil confidence in digital skills.	Consult with staff, parents and children about priorities for a new digital literacy curriculum. Train staff on the Digital for Life and Work (DLW) curriculum. Introduce DLW curriculum to school community and begin its implementation.	Assess effectiveness of DLW curriculum and tweak to better suit needs of children. Monitor the embedding of the DLW curriculum into year group planners and UICT teaching and learning.	Continue to embed DLW curriculum across the school.