

Ballyholme Primary School  
1-Year Interim SDP



2024-2025

## **School Context**

Ballyholme Primary School currently has 629 pupils, arranged in 3 classes per year group. Class sizes range from 27 to 32 pupils. Approximately 5% of children are in receipt of Free School Meals.

Our class teachers are supported by a music specialist, a PE specialist, 2 literacy support teachers and a variety of peripatetic music teachers. In addition, there is a large team of classroom assistants working across the school, many of whom are supporting children with special educational needs. Currently we have over 30 children with a Statement of Special Educational Needs.

This year we have several children receiving support from the EA's Literacy Service, Willow Centre, RISE, AAIS and SENIS. Please see Appendix 1 for the overview of children with additional needs across the school.

## **Process for agreeing Interim SDP**

Each year we evaluate the action plans from the previous year (see Appendix 2) and consider a wide range of evidence to help us identify the priorities for the current year as follows:

- Analyse evaluations from previous year's action plan and identify any future actions.
- Administer standardised tests in May with reports going to class teachers, year heads, subject co-ordinators and SLT.
- At the end of August class teachers analyse their data to help inform groups and identify any gaps in learning.
- In early September all year heads and subject co-ordinators will complete a proforma and meet with the Principal to discuss information obtained from both qualitative and quantitative sources. Consideration is given to areas which are going well and any areas for development identified. Prior to the meeting, year heads will have met with their year group colleagues to have an informed discussion based on the children's learning outcomes.
- The assessment co-ordinator compiles a whole school data analysis document (Appendix 3)
- SLT will then consider the information gathered from staff, pupil outcomes including evidence of children's work throughout the year, other feedback from staff, pupils, parents or visitors to the school as well as initiatives/programmes being offered by outside agencies.
- Consideration is also given to the outcomes from our safeguarding audit, feedback from our counselling programme, the range of needs presenting across the school and any other information which provides an insight into how our children are progressing.
- Statutory changes and new systems are also taken into account when planning for the future.
- SLT endeavour to prioritise the key priorities for development, ensuring a balanced, manageable and achievable plan is developed.

## Context – Where are we now?

(see Appendix 4 to show priorities during past 6 years)

<b>Child Centred Provision</b>	<ul style="list-style-type: none"> <li>- All staff have completed Calm Plan training and the Tiny Life Programme</li> <li>- The introduction of PLPs has been delayed until early 2025 due to industrial action and the transition from SIMS to Bromcom</li> <li>- SEN Provision Map needs to be finalised and new policy implemented in line with legislation.</li> <li>- All staff have completed Safeguarding Training</li> <li>- Staff have completed the Tier 1 ASD training: Tier 2 needs to be included in 2024/25 plans</li> <li>- Staff have requested a review of our Positive Behaviour Policy particularly in relation to sanctions</li> <li>- As we now have a LAC child enrolled in school we are working with EA on Social Care Training and Whole School Awareness Training programmes</li> <li>- Our new 'Discovery Room' has been installed to assist children with sensory needs – consideration needs to be given to how this area is best utilised. Initial training covered in August with further training on sensory stories to be held during 24/25</li> <li>- We are embarking on the 'Being Well, Doing Well' Programme in 24/25</li> </ul>
<b>Improving Learning and Teaching</b>	<ul style="list-style-type: none"> <li>- Curriculum audits in literacy and numeracy were conducted, highlighting aspects of the curriculum that need to be reviewed e.g. teaching of time across the school</li> <li>- A new reading scheme, Rhino Readers, has been purchased for P1. The P1 curriculum needs to be adjusted to enable children to have success with the new materials; this includes revisiting how we teach early language concepts and the development of phonic awareness</li> <li>- Small groups of P7 pupils trialled the Folens spelling scheme during 23/24 and enjoyed success. We are extending this programme to all P6 and P7 pupils as it builds on the teaching of spellings from P4/5.</li> <li>- New fiction and non-fiction resources for P3-7 were purchased but time needs to be allocated for these to be embedded effectively in our literacy programme</li> <li>- A revision of how to teach problem solving skills in KS2 was delivered but adjustments are required to resources to ensure children have access to materials at the appropriate level</li> <li>- P7 have introduced microbits but this needs further development. Planners need to be updated to reflect practice and observation sheets for skill progression used across the school.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>- We are still keen to develop our Pathways into Partnership programme with Bangor Central Integrated and Rathmore Primary Schools. However, this was impacted by industrial action, lack of funding and differing priorities during 23/24. The 3 Principals continue to meet regularly and we hope to rebuild other staff partnerships this year</li> <li>- Implementation of Bromcom will need to be carefully managed but it is difficult to plan for its introduction as there has been a lack of information</li> <li>- Several members of staff have been accepted onto the Steps into Leadership Programme.</li> </ul>
<b>Community Links</b>	<ul style="list-style-type: none"> <li>- Good links exist with our PTA, the Love Ballyholme Community Group and pre-school providers. These have resulted in community activities and training opportunities.</li> <li>- We had completed the initial training for the Shared Education Programme but the removal of funding prevented this moving forward. It is anticipated that funding may become available in 24/25 and we would be keen to work with our partner schools if the opportunity arises.</li> </ul>

## Priorities for Development 2024/25

<b>Key Priorities</b>	<b>2024/25 Interim year</b>	<b>Future Planning for New SDP</b>
<b>Child Centred Provision</b>	<ul style="list-style-type: none"> <li>- Being Well/Doing Well programme: introduction, audits and analysis</li> <li>- SEN: Introduction to PLPs, ASD Tier 2 Training, Development of new SEN Policy</li> <li>- Sensory Room: Training on equipment, Sensory Stories and implementation of the resource</li> <li>- Vision: Revisiting the vision; developing a child centred version with the children</li> <li>- Child Looked After: Trauma and Attachment Training (FS staff)/ Social Care Training (SLT); Introduction of PEP</li> </ul>	
<b>Improving Learning and Teaching</b>	<ul style="list-style-type: none"> <li>- Spelling: Development of Spelling in KS2; promote understanding of spelling rules</li> <li>- Introduction of new reading scheme in P1: introduce Hegarty/U Flow schemes to promote auditory memory and early literacy concepts; review teaching of phonics/key words based on new scheme; plan how scheme is to be used with the children</li> <li>- Review teaching of time throughout the school</li> <li>- ICT: Progression of Coding skills; develop use of C2k Newsdesk; provide online safety updates for parents; develop use of Surface Pros as a teaching tool</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of a new language programme/ scheme from P4-P7 to replace Literacy World</li> <li>- Development of children's writing</li> <li>- Review teaching of fractions</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>- Introduction of Bromcom: manage staff training and implementation/ consideration of record keeping procedures based on new system</li> <li>- Appoint an eco-school co-ordinator and work alongside to set a long term vision for development</li> </ul>	
<b>Community Links</b>	<ul style="list-style-type: none"> <li>- Communicate the school vision with all stakeholders</li> <li>- Continue to link with Bangor Central Integrated and Rathmore Primary School through Pathways into Partnerships and explore how we can restart our Shared Education journey.</li> </ul>	

**Additional Year Group/ Key Stage Priorities have been identified and are recorded on a Key Stage grid. These areas will not be included on an Action Plan but will be addressed by Subject Co-ordinators and Year Heads.**