

Donaghadee Primary School

1-Year Interim SDP



2024-2025

DPS Interim Plan Context 2023/24

Strategic Intent	Targets	Evaluated Impact
<p>Outcomes for Learners</p>	<p>Literacy: To develop effective questioning using Reciprocal Reading Strategies. Continue to embed the teaching of phonics and progression of the recently introduced Prime Ed Spelling Scheme. Use of C2K Spellblast to reinforce.</p> <p>In August 23, Coordinator will present main focus to staff. EA Reciprocal Reading videos, formerly filmed in DPS, will be viewed as many new staff members have not seen this in practice. Coordinator will present to CAs during SDD 2. This should upskill all staff for delivery of specific lessons.</p> <p>Book dips (with staff agreement due to ASOS) will continue to monitor this strategy. Data will be analysed and feedback provided.</p> <p>Following the introduction of new spelling books last year, spelling tests each Friday and end of unit tests will show improvements and development of long-term retention.</p> <p>Pupils will engage in the use of the Spell Blast app and endeavour to beat other players in their class/school or the world to bring about further improvement in Spelling in DPS.</p> <p>Additional learning support will be implemented to include Time to Read and Reading Partnership</p>	<p>J Larmour, Literacy Coordinator, presented in August 23 as well as giving further updates. This supported the sharing of good practice with all staff during SDDs 1-3. Teachers planned for and used the strategies of reciprocal reading and developed effective questioning skills throughout the year. A Summary of SDP main targets was distributed at September parents' information meetings and this helped parents when reinforcing reading skills at home.</p> <p>As scheduled, staff presented evidence of effective questioning skills that had been developed P1-P7. Progress was noted from November to March and shared at Literacy Team Meetings. PRSD Targets were completed by all staff. Our annual Book Fair, dressing up day, focused on the Reciprocal Reading characters: Predicting Policeman, Questioning Queen, Summarising Superhero and Clarifying Clown. This helped to reinforce the concepts with parents. Local press did a full-page spread over two weeks to celebrate this fun event. This helped raise the profile of the essential skills being taught to a wider market. CAs are still to receive training in 2024/25 as this year's timetable did not allow for the training programme.</p> <p>Staff have continued to adapt their usage of Prim Ed Spellings to best suit their classes. NGST spelling assessment scores will continue to be tracked as the scheme is now fully embedded.</p> <p>All teaching staff were trained in the use of Spell Blast in August 2023. Staff were encouraged to use the app and become familiar with it with their classes. Our staff found it very useful and have now developed spelling lists to use with their year groups. Coordinator attended a Just2easy literacy course to upskill on the use of Just2easy in our school. Using the Spell Blast app on Just2easy, staff in KS2 have created spelling lists for use with their year groups. P5-7 have worked collaboratively to develop and share these teacher lists. We hope to continue to develop this next year. During ICT time, the children had extra reinforcement of their spellings for that week/month. Evidence of this was presented during our literacy meetings.</p> <p>P4 and P5 pupils benefitted from Time to Read. Volunteers came into school every Thursday and read with our pupils. The children were chosen by staff for a variety of different reasons e.g., lack of reading support at home/dyslexia or other needs etc. Children's reading age was measured using Salford Reading Test at the beginning and end of the programme. The pupils enjoyed being read to, promoting self-esteem and was seen to develop 'reading for enjoyment' in order to promote a desire to read for pleasure.</p>

		<p>Library borrowing will continue and a love of books will be further promoted through the annual Book Fair and themed events.</p>	<p>Reading Partnerships: Evidence was seen in the pupil's ability to read more fluently and to increase confidence and take away the stigma of reading aloud to peers. Evidence of improvement through literacy scores and PTE data.</p> <p>All CAs were trained in the use of the library app and they managed their 40 books for class borrowing. T Munn trained staff in August 2023 and new class lists were kept by each CA.</p> <p>Book Fair - £966.01 raised is to be spent on replenishing novels for P7 and the remainder will be split between year groups. Our annual dressing up day as Reciprocal Reading characters was very enjoyable. Local press featured the fun events over a two week spread.</p> <p>Changes to teaching and learning All staff focused on effective questioning and how to develop this at their level in the classroom. This focus has helped to ensure that the children are being challenged to think more about their answers. We are hoping that this will directly bring about an improvement in the area of Retrieval and Inference in KS2 and this will be tracked over this and coming years. In FS and KS1 the pupils were encouraged to ask more open-ended questions to bring about more detailed answers. The Spell Blast app on Just2easy has been embraced in school by our staff, and the children are enjoying these extra spelling challenges at their level. Many pupils benefitted from additional support and data for each showed a marked improvement.</p> <p>Conclusions:</p> <p>The focus this year has had a direct improvement on the areas of Spelling and Inference in that the percentages have improved in PTE scores. Staff and pupils have worked hard despite union action to bring about improvement, but it is for this reason that we need to continue to focus on the Reciprocal Reading strategies to improve these areas even more. We would like to continue next year with a focus on clarifying skills and how they are also used to develop simple and complex inference.</p>
	<p>Numeracy: Develop an understanding and appreciation of Shape and Space in conjunction with WAU and the outdoor environment.</p>	<p>In August 23, Coordinator will present main focus to staff. It had been 10 years since Shape and Space had been a focus area. With the change in staff and movement between year groups, we felt this was an opportune time to revisit this area as data from June 2023 indicated that most year groups had either Shape and Space as their lowest or one of their lowest Curriculum categories.</p> <p>Evidence of Shape and Space lessons to be included in new planning overview.</p> <p>Evidence of Shape and Space lessons to be included in planners, classwork</p>	<p>G Kinkaid, Numeracy Coordinator, and A Octave took a training session in August and during SDDs in Terms 1 and 2, the Numeracy team met to discuss progress.</p> <p>Staff were given information on current Shape and Space grids used and where to find resources. Time was given on a SDD in August and Tuesday afternoons throughout the year to record planning and resources on an updated overview grid.</p> <p>Due to Industrial Action, we were unable to have Book Dips this year. However, staff were keen to share what they had been working on during SDDs.</p>

		<p>books, folders and photographs and that at least one lesson per term should have an element of outdoor learning.</p> <p>Children will be confident to use a variety of Mental Maths strategies when completing computational work.</p>	<p>The Numeracy team met in the first and second term and brought evidence of Shape and Space lessons from their year group. This was filed as evidence. Although neither session constituted a Book Dip, we felt this was still a good compromise, as it allowed staff to share best practice. Nearly all year groups managed to complete an outdoor Shape and Space lesson each term. Every year group completed at least two throughout the year.</p> <p>Changes to teaching and learning All staff have now updated the Shape and Space grids to include areas, activities and important mathematical language used each month. Coordinators will now use the information from these grids to ensure there is breadth and progression and adequate time given to Shape and Space each term. These lessons will be embedded into planning and therefore should continue on next year and beyond. When Book Dips resume next year, we should see evidence of this. All staff are now familiar with the Mental Maths Strategies and are confident at how to implement them in their teaching. This is a continuation from last year's action plan which staff continue to embed in daily planning.</p> <p>Through discussions in team meetings and forums, staff have confirmed that Mental Maths strategies continue to be used in computational work and have been reinforced this year through games and apps, as well as Mental Maths books and challenge activities.</p> <p>Conclusions: This has been a successful interim year. Staff have not felt overwhelmed with continuing Mental Maths strategies and focusing on one area of Maths. The Shape and Space grid will be a useful reference for future planning.</p>
Quality of Provision	To strengthen home/school links and the reinforcement of teaching and learning.	<p>To maintain our welcoming atmosphere and positive vibe as parents meet to engage with staff throughout the year.</p> <p>Year group PowerPoint available on Class Dojo as a reference tool.</p> <p>Face to face contact preferred though telephone consultations will be made available by request to ensure maximum uptake.</p>	<p>Post Covid, all events were fully up and running again. It has been wonderful to host key celebrations to include the Nativity, Concerts, Open Night, as well as community events throughout the year. Verbal feedback and expressions of thanks from many sources.</p> <p>Dojo is an excellent resource to upload bulk booklets. This captures all parents and not only those in attendance at the meetings. It is cost effective too.</p> <p>We completed two sets of P/T Meetings face to face and the uptake was high. Very few requested a phone call alternative.</p>
	Develop the use of digital resources eg Just2easy and create video learning clips to upload for parents.	<p>Views on Class Dojo will highlight parental engagement with teaching and learning clips.</p> <p>Pupils will show confidence tackling new concepts as school/homework in partnership.</p> <p>During Parent/Teacher Interviews, parents will be able to ask for additional help or be signposted to other online resources available.</p> <p>Completion of PRSD Target 3.</p>	<p>Parent survey responses reflect that 91% find the teaching and learning clips useful. Each class has individual views and likes linked to their clips.</p> <p>Parents have expressed thanks for showing methods and demonstrations. It has helped many with numeracy skills, such as how we teach subtraction, division etc.</p> <p>Face to face interviews have established connections and partnerships. Lots of open conversations as recorded in PT Interview notes.</p> <p>All completed successfully and recorded accordingly.</p>

Leadership & Management	To develop an inclusive and engaging SDP for the coming three years.	<p>Evaluation of Interim SDP 2022/23.</p> <p>Consultation process to be completed for all stakeholders through questionnaires by end of academic year.</p> <p>Analysis of questionnaire results.</p>	<p>Completed and used to form basis of this interim plan.</p> <p>E Scott liaised with Wholeschool to develop questionnaires using their latest AI technology. All stakeholders were offered the opportunity to respond during Terms 2 & 3.</p> <p>SLT have analysed the responses. Summaries are being prepared for August Baker Days. Recommendations will be discussed for forward planning. E Scott will work with Frazer Bailie (SIP Officer) and engage in the EA programme of School Improvement Planning which is scheduled for all principals next year. This will take DPS through the entire consultation process as we work together in partnership.</p>
	To empower middle leaders via cross-school collaborations.	<p>School will build capacity by sharing with other cluster groups in the ND area.</p> <p>Coordinators will have opportunities to share samples of best practice with other participants.</p>	<p>Coordinators engaged with all cluster groups that DPS is a member of this year.</p> <p>Sharing of ideas and forming new professional partnerships has been invaluable post Covid. This will be continued as we have new Coordinators recently appointed who will benefit from meeting likeminded colleagues. Comradery and advice will continue to be essential as all schools come out of years of industrial action.</p>
Wellbeing & Care	Improve children's wellbeing and caring skills via collaborative play across the school campus. (Sustain links with KHS)	<p>Established links will not be lost and the friendships formed across both schools will continue to be nurtured.</p> <p>Shared school experiences will be hosted and celebrated via online platforms.</p>	<p>The top playground is well used by both our schools. We also invite each other to special events and concerts. It has not been as often as hoped following the discontinuation of Peace 1V. We are thrilled with the recent announcement that Peace Plus has been granted for future initiatives.</p> <p>J Larmour populates X notifications and celebrates shared experiences. Next year we are launching a school Facebook page to capture an even wider audience.</p>
	To facilitate staff team bonding and events ensuring opportunities are explored each term.	<p>Opportunities will be provided each term for internal and external staff events.</p> <p>The uptake will hopefully increase as moral and confidence grows.</p>	<p>We commenced the term with a walk and picnic at Mount Stewart. We also had two lovely whole school events to include Christmas and last day of term. Post Covid the uptake is growing. We also had an afternoon tea party as well as treats during every SDD. This is always a good moral booster! Survey responses from non-teaching staff have highlighted that with such a large number of staff it can be hard to bond with people you rarely see on different breaks/lunches etc. In light of this, an entertainment committee is proposed for next year incorporating representation of all staff.</p>

DPS Interim Plan 2024/2025

DPS Interim Plan 2024/2025			
Strategic Intent		Rationale	How will impact be evaluated?
Outcomes for Learners	Literacy/ICT: Develop clarifying and inference skills using reciprocal reading strategies. Continue to embed Just2easy.	<p>Reciprocal Reading was first introduced in 2014 when E Scott was Literacy Coordinator. Since then, there has been a turnover of new staff and many other curriculum led initiatives throughout the years. DPS was one of the earliest schools to teach Reciprocal Reading and was filmed by CCEA for promotional and instructional learning clips. Data generated from PTE 2023 and 2024 highlighted that comprehension skills relating to simple and complex inference and retrieval had dipped a little compared to national average. The relaunch of Reciprocal Reading strategies last year focused on both closed and open-ended questions using Questioning King/Queen. To continue to deliver the Reciprocal Reading package, Clarifying Clown will be reintroduced with a further focus on inference and how to teach this skill from the early years up.</p> <p>All year groups will develop further use of C2K Spellblast to aid long term retention of spelling scheme words and beyond.</p>	<p>22nd August SDD launch – Coordinator to present to all teaching staff re main focus. 27th August- Coordinator to present to all CAs re main focus. Literacy/ICT Teams will meet as per curriculum meeting rota throughout the year. Staff observations of Reciprocal Reading groups. Coordinator and Team Book Dips to view samples of pupils' work. 3rd January and 28th April SDDs – staff updates as required Completion of PRSD Target 1. PTE testing Years 3-7. Assessment Team and Coordinator analysis. Coordinator evaluation presented to SLT. Coordinator evaluation presented to BoG.</p>
	WAU/Numeracy: Develop WAU outdoor learning lessons, in the wider school community, and with cross curricular links to include numeracy.	<p>Following the development of teaching Shape and Space in conjunction with WAU and the outdoor environment last year, SLT met with all coordinators in June 24 and agreed that a greater focus on outdoor learning lessons would be prioritised.</p> <p>WAU has not been a main focus in recent years, and with a change of coordinator in 2022, it was mutually agreed that a refresh was needed to highlight the importance of taking lessons beyond the constraints of the classroom. In particular, many core subjects can be taught and reinforced practically to include maths concepts.</p>	<p>23rd August SDD launch – Coordinator to present to all teaching staff re main focus. WAU/Numeracy Teams will meet as per curriculum meeting rota throughout the year. Staff observations of outdoor lessons. Coordinator and Team Book Dips to view samples of pupils' work, photographs, video clips following outdoor lessons etc. 3rd January and 28th April SDDs – staff updates as required Completion of PRSD Target 2. PTM testing Years 3-7. Assessment Team and Coordinator analysis. Coordinator evaluation presented to SLT. Coordinator evaluation presented to BoG.</p>
Quality of Provision	To analyse all stakeholder survey responses to inform future school development planning.	Post Covid and following the resolution of union action, DPS needs full engagement to assess where we are now and what we hope to achieve in the coming years as we use this interim year to prepare for a full SDP 2025-2028.	<p>SLT to prepare summaries of surveys – present to staff during SDDs Aug 24. Principal to attend all EA Planning for Improvement Training – 2 Oct, 29 Jan, 3 Apr. Principal to liaise with EA SIP Officer – Frazer Bailie Focus groups to be established – consult on core survey responses. Prioritise future targets for SDP 2025-28.</p>

	Following ASOS, to reestablish all aspects of monitoring and evaluating i.e., book dips, peer/coordinator/principal observations etc.	These are all essential aspects of monitoring curriculum provision and progression. It is something we have missed during ASOS and it is great to have this reestablished this year. Some newly appointed coordinators will now have access to whole school planning in their subject area. This will benefit subject audits and also showcase the wide and varied range of abilities in all year groups.	Termly book dips will be timetabled – random pupil/group contributions will be selected (Literacy, Numeracy and WAU). Coordinators will identify focus and provide feedback. Feedback will be discussed in year groups, team meetings and forums as appropriate. Best practice and targets for improvement will be identified. PRSD observations will resume.
Leadership & Management	To develop an inclusive and engaging SDP for the coming three years 2025-28.	Following consultation between EA, BoG, Principal, SLT and Coordinators, another interim action plan has been agreed 2024-25. It has been a challenging time to move forward during Union Action and now that settlement has been reached, all schools, including DPS have much to prepare before a full three-year plan can be implemented. DPS is facilitating one more interim year to work towards the planning and preparation needed for next steps to develop a three-year plan. All principals have been invited to engage in EA Planning for Improvement courses throughout this year. ES is planning to attend all sessions and follow the guidelines where appropriate.	Evaluation of current Interim SDP. Consultation process completed for all stakeholders through questionnaires. Analysis of questionnaire results shared. Principal attendance at EA Planning for Improvement sessions - 2 Oct, 29 Jan, 3 Apr. Focus groups establish if and where required. By end of June 2025, a shared vision for coming 3 years will be established.
	To mentor newly appointed coordinators in ICT, PE/HE, PDMU, RE and develop whole team approach.	This year has witnessed more new and exciting opportunities and change at middle management. Training, if available, will be sought, attendance at cluster groups recommended and team meetings scheduled. This year is an opportunity to get to know subject areas and enthuse staff with new possibilities ahead.	Attendance at EA training if available. Attendance at ND Cluster Groups. Leading team meetings, participation in forums and feedback to SLT. Baseline audits will be completed to inform next steps.
Wellbeing & Care	To fulfil our pledge to Tiny Life – Tiny Learners Award.	To equip all staff with the knowledge and skills to support children in our classrooms who have been born prematurely to reach their full potential. In doing so, all staff will work through training modules and school data capture form will be amended accordingly.	All data capture forms updated to meet Tiny Life Pledge requirements. Tiny Life training for teaching staff led by Catherine Black – 21 Aug. Tiny Life training for non-teaching staff led by Principal and SENCo – 29 Aug. All staff will complete PRISM training modules, pre and post surveys. Coffee morning to be hosted for parents of pupils who attend DPS and were born premature. Publicise on Friday note, Facebook etc.
	To promote health focussed activities, throughout the year, to include both physical fitness and positive mental health. Linked to Verbal Wellbeing and PDMU.	The newly appointed PE coordinator will open further opportunities for our pupils to participate in fun fitness and team activities during lessons. In addition, DPS has a long-standing heritage of participation in community based and league matches. Where time and manpower allow, our pupils will represent in as many sports as is	Liaise with staff re lessons in each year group. P1-3 will focus on teamwork and small games. P4-7 will develop teaching schemes for different team sports. Liaise with outside agencies and work in partnership. Pupils will be enthused to participate more fully in a varied range of physical activities.

		<p>feasible e.g. football, netball, hockey, cross country, swimming etc.</p> <p>Mindfulness will also be promoted and opportunities for all to express their feelings will be facilitated through the package of equine therapy being offered.</p> <p>The Verbal Wellbeing programme will be delivered with mood tracker completed pre and post story.</p>	<p>Pupils will know the benefits of expressing their feelings and showing empathy for others. This can be facilitated through their sessions with Summer, the miniature therapy horse, and through their engagement with the Verbal Wellbeing programme.</p>
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Nursery Interim Plan Context 2023/24 Union Action Short of Strike – the evaluations recorded are from 2022/23			
Strategic Intent		Targets	Evaluated Impact
Outcomes for Learners	All Nursery staff will have knowledge of schematic play. Enhancing staff's understanding of children's learning.	In August 2022, Mrs L Russell will host an information session introducing/recognising schematic play and its importance to learning. Following that, schematic behaviours will be mentioned in discussions, and embedded into planning and evaluations. Staff evaluation will be completed. This will focus on staff confidence in being able to identify schemas. Staff review will reflect upon the benefits of interpreting behaviours and their impact upon the children's learning.	Training on schemas and schematic behaviour for all staff was successfully led by Mrs L Russell. Following that staff have indicated and demonstrated by their interactions that they feel confident in identifying schemas. During planning meetings, staff are now able to discuss schemas observed and engage in professional discussions about how we can use these to support development. Activities to support different schemas are displayed in nursery office and can be used for reference at any time. Changes to teaching and learning After training in observations and planning, schemas and extending the learning environment staff fully embraced the changes. Staff commented on how they felt the emphasis on being present with the children rather than scribing helped them to have a better understanding of the child's learning and development, which consequently led to more effective assessment of learning.
Quality of Provision	To continue to develop a high-quality, open-ended learning environment leading to sustained, child led learning experiences.	All staff to participate in Anna Ephgrave training, 'In the Moment Planning' Environment planners will be developed as to how our classroom environment links to individual children's learning. Leuven scale data to be recorded at two points in the year – Nov 22 and March 23. Parental Questionnaire will be distributed to gain insights into parental perspectives on children's learning experiences.	All Nursery staff attended the online Anna Ephgrave training. Staff were very positive and inspired by the training. Staff recognised the benefits of providing real and motivating play experiences where the child shapes their own learning. Leuven scale data has demonstrated that most children scored highly in involvement and well-being. Photographs of children engaging in activities have been shared. Parent feedback indicated they can see how their children are learning and know how to help develop learning at home as a result of the GRTL programme.
Leadership & Management	All staff will continue to become more confident and skilled in documenting learning.	In August 2022, Mrs L Russell will host an information session PowerPoint demonstrating, "How to write better observations". Following this, Nursery Staff will complete 'Learning Journeys' throughout the year specifically linked to key children. All Nursery Staff will attend 'In the Moment Planning' training hosted by Anna Ephgrave (online). A Staff Meeting will be held termly to discuss progress and share samples of best practice. Staff evaluations will be completed.	Mrs L Russell led training on documentation and observations in August 22. Staff used these observations to enhance learning and understand the importance of being present during interactions. Following the Staff training presentation, all staff members received a copy of the presentation slides for reference. Commenting/ questioning prompts were created. Mrs L Russell observed all staff involved in higher quality sustained interactions during play. This has enhanced the outcomes and quality of provision for all learners as linked to the targets above. Staff communicated and shared their observations on learning and development. We ensured the classroom environment was meeting their needs. Recommendations: Continue to complete observations in non-intrusive ways which support a high-quality learning environment. Continue to engage in professional conversations to evaluate quality of

			observations and training for all new staff. Training on making documentation more visible to parents
Wellbeing & Care	To enable children to acknowledge and regulate their own emotions.	<p>The Safeguarding Team will deliver a whole school initiative from Barnardos Helping Hands focusing on 'How are you feeling?' Pupils will be able to identify how they are feeling today and how those feelings can change at different times. Strategies for exploring emotions will be developed.</p> <p>Nursery pupils will have access to the Sensory Room in the main school building. They will also engage in Health & Wellbeing activities with Mr T Octave (Sports Coach).</p>	<p>The children have benefitted from the wider range of self-regulatory experiences and, for a number of pupils, the sensory room was a haven this year. Working together with Mr Octave also developed shared experiences in listening, sharing, co-operating as well as promoting physical activity and fitness. Moving forward, Nursery would ultimately benefit from an onsite sensory area to avoid having to access a different building. With increasing SEN needs, an onsite changing station would also be a long-term goal.</p>

Nursery Interim Plan 2024/25

Nursery Interim Plan 2024/25			
Strategic Intent		Rationale	How will impact be evaluated?
Outcomes for Learners	<p>All pupils will be given opportunity to participate in 'Wiggle Me into Squiggle' movements.</p> <p>Children will be more confident and relaxed approaching mark making activities.</p> <p>Development of pencil control/grasp.</p> <p>Further develop parents' understanding of the importance of physical development on mark making.</p>	<p>Funky Fingers packs ongoing through our home lending library to encourage fine motor development, alongside Powerful Play packs which include gross motor skills activities.</p> <p>Sessions with Coach Trevor will continue to promote gross motor and fundamental movement skills – once a fortnight after half term.</p> <p>Information session for parents which covers the importance of physical development will be facilitated.</p> <p>Pencil skills assessment Sept and April – showing progress with control, pressure and grasp but skills are greatly reduced compared to pre-COVID years. Very few children able to use mark-making material to form closed shapes upon entry. We want to keep creativity but further develop muscles and co-ordination.</p>	<p>Observations - children will be more confident and relaxed approaching mark making activities.</p> <p>Development of pencil control/grasp.</p> <p>Partnership - parents will be able to understand that early writing is much more than holding a pencil and tracing letters. They will understand the importance of being developmentally ready to write and the need to develop fine and gross motor skills.</p> <p>Children relaxed, involved and confident.</p> <p>Development of children's early mark-making skills.</p> <p>Readiness for P1 – consultation with Head of Foundation Stage.</p>
Quality of Provision	<p>All staff to be trained in 'Wiggle Me into Squiggle' movements.</p> <p>They will feel confident setting up and delivering small group sessions for this newly launched programme of activities.</p>	<p>Introduce programme and resources to nursery staff alongside the pedagogical theory behind it – using physiological movements to create marks. A kinaesthetic approach to stimulate early writing.</p>	<p>SDD training and participation.</p> <p>Updates Term 2 & 3.</p> <p>Staff confident and able to deliver programme.</p> <p>Staff will be able to follow/lead small group sessions using the programme.</p> <p>Feedback from staff.</p> <p>Observations.</p> <p>Involvement scale.</p>
Leadership & Management	<p>To develop an inclusive and engaging SDP for the coming three years 2025-28.</p>	<p>Following consultation between EA, BoG, Principal, SLT and Coordinators, another interim action plan has been agreed 2024-25.</p> <p>It has been a challenging time to move forward during Union Action and now that settlement has been reached, all schools, including DPS and Nursery Unit have much to prepare before a full three-year plan can be implemented. DPS and Nursery Unit is facilitating one more interim year to work towards the planning and preparation needed for next steps to develop a three-year plan.</p> <p>All principals have been invited to engage in EA Planning for Improvement courses throughout this year. ES is planning to attend all sessions and follow the guidelines where appropriate.</p>	<p>Evaluation of current Interim SDP.</p> <p>Consultation process completed for all stakeholders through questionnaires.</p> <p>Analysis of questionnaire results shared.</p> <p>Principal attendance at EA Planning for Improvement sessions - 2 Oct, 29 Jan, 3 Apr.</p> <p>Focus groups establish if and where required.</p> <p>By end of June 2025, a shared vision for coming 3 years will be established.</p>

Wellbeing & Care	To fulfil our pledge to Tiny Life – Tiny Learners Award.	To equip all staff with the knowledge and skills to support children in our classrooms who have been born prematurely to reach their full potential. In doing so, all staff will work through training modules and school data capture form will be amended accordingly.	All data capture forms updated to meet Tiny Life Pledge requirements. Tiny Life training for teaching staff led by Catherine Black – 21 Aug. Tiny Life training for non-teaching staff led by Principal and SENCo – 29 Aug. All staff will complete PRISM training modules, pre and post surveys. Coffee morning to be hosted for parents of pupils who attend DPS and were born premature. Publicise on Friday note, Facebook etc.
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