

Donaghadee Primary School  
1-Year Interim SDP



2023-2024

**DPS Interim Plan Context 2022/2023**

Strategic Intent	Targets	Evaluated Impact	
<p><b>Outcomes for Learners</b></p>	<p>Post-Covid to reboot phonics and spelling strategies across the school.</p>	<p>In Aug 2022, Coordinator to demonstrate the teaching of early phonics and disseminate samples of best practice to teaching staff and give out the new spelling scheme. Each class will implement the new spelling scheme. CAs will use the knowledge gained/ resources from SDD training to teach small groups. During term 2 ECD, staff will share samples of best practice from their own year groups to colleagues. All staff will engage in a shared PRSD target to help support the implementation of this programme Time to Read and Reading Partnerships will be established.</p>	<p>J Larmour presented in August as well as giving further updates during ECDs 1-3 – teaching and non-teaching staff confidence built upon. An information session with a PowerPoint was created and presented to all teaching staff in August. See SDD timetable. CRL resources were made accessible to all with differentiated activities suitable for all key stages. A range of online phonic resources were sourced for use in all key stages. The new spelling books were introduced to each year group from P4-7 and C Gout – typed up new lists and dictations Focus phonic and spelling lessons were planned by year group partners and a minimum of one per term was completed by all year groups. Year group teachers shared sample lessons with colleagues during ECD 2&amp;3. This facilitated continuity and enabled progression especially when using the new spelling booklets. As expected, phonics and spelling is intrinsically linked to all aspects of the curriculum and needs daily practice. Year group planning and evaluation highlights focus lessons. Pupil participation is evident in daily classroom practices and modelled by all staff. The Engage programme also supported this learning until the funds were withdrawn in April. Samples of year group activities were presented during ECD 2 and phonics and spelling progression within written activities in ECD 3. NGST data was analysed with G Kinkaid and improvement was seen in all but one year group scores. All staff agreed to complete written PRSD this year as face-to-face staff reviews were not permitted due to union action. All PRSD evidence has been completed by teaching staff and uploaded onto CRL. Sample lessons and photographic evidence has been submitted and filed. P4 and P5 pupils benefitted from Reading Partnership. 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. During Time to Read, the pupils enjoyed being read to. This promoted self-esteem and was seen to develop 'reading for enjoyment' in order to promote a desire to read for pleasure. Evidence of improvement through literacy scores and PTE data.</p> <p><b>Changes to teaching and learning</b></p> <p>The new spelling workbooks were introduced in September. At first it took a while for the teachers and the pupils to get used to the new formats and staff reported after ECD 1 that they were more difficult. However, by April, all staff were seeing progress and commented on how beneficial the new scheme was to improving spelling and the techniques involved. CA training in phonics also helped to ensure that low achieving children were well supported in building on the knowledge that they had or any gaps that were evident. New books to fill the gaps were ordered for group 4 readers in P3-5 to provide extra reading books at this level.</p>

<p><b>Quality of Provision</b></p>	<p>Post-Covid to empower children to use mental maths skills across the school utilising digital resources.</p>	<p>Staff will continue to focus on and make regular use of the 5/7 strategies each week. Children will be taught each strategy and be confident at choosing and applying the best strategy in various calculations. Parents will be aware of the strategies taught in their child's year group. PTM Mental Maths scores for P3-7 should show improvement. <u>Resources</u> Staff to continue to make the best use of a selection of resources appropriate to each year group. Staff to research and begin to use new digital resources.</p>	<p>G Kinkaid and A Octave took a training session in August and during ECDs in Terms 1 and 2 staff met to discuss progress. Staff were given information on strategies and resources on a SDD in August and time was given over the SDDs and Tuesday afternoons to develop these further. 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 ECDs. All staff met during ECD 2 and shared a piece of work highlighting a particular strategy(ies). During ECD 3, the Numeracy team met and brought evidence of further work from their year group. This was filed as evidence. Although neither session constitutes a Book Dip, we felt this was a good compromise, allowing staff to share best practice. Due to industrial action, staff did not have their usual PRSD face to face reviews. However, we met collectively as a staff, in KS Forums and the Numeracy team to discuss progress. All feedback from meetings has been recorded, saved on CRL and filed as evidence in this year's Numeracy Co-ordinator's Folder. Co-ordinator and Teacher analysis will be taken under review to help best inform planning for the incoming year. Number is the strongest curriculum category in two year groups and it should be noted is not the weakest curriculum category in any other year group. This will be closely monitored in the coming year. Staff have begun to source new online materials alongside existing packages. Staff from Years 3 – 7 continue to use Mathematics both during ICT sessions and for online homeworks. FS have a plethora of online resources which are shared with parents throughout the year. Years 3 and 4 staff have made use of Just2Easy resources in place of RM Starting Graph. This package (and others) will be explored further next year. <b>Changes to teaching and learning</b> All staff are now familiar with the Mental Maths Strategies and are confident at how to implement them in their teaching. Any staff new to the school or to a particular year group has had opportunity to integrate these strategies into their lesson plans, with support from their year group partner. Should Book Dips resume next year, we would be confident that strategies would be evident throughout the classes.</p>
	<p>To enhance the use of the outdoors to enrich children's learning opportunities and thinking skills.</p>	<p>Staff will continue to update play planners (outdoor and indoor) to include our new toys and resources (received 2021 via Peace 1V, Shared Education partnership). A walkway/path through the outdoor garden will be created. This path will help to ensure the use of our outdoor garden when in winter as last year it became very muddy. To encourage other year groups to take part in Outdoor Learning sessions and challenges. The outdoor mud kitchen to be updated with a new sink.</p>	<p>The play planners (outdoor and indoor) have been updated to include our new toys and resources although this continues to be an ongoing job as toys need replaced. A change in the P1 teacher has resulted in new ideas being implemented. A walkway/path through the outdoor garden – Mr J McMurrans has built this for us and when advertised on a local social media page, Bow Bells offered to pay for the bark! This path has transformed our Outdoor Area as we were able to get outside every Friday! To encourage other year groups to take part in Outdoor Learning sessions, Mrs Gillespie has added some super ideas to the P4 outdoor learning tasks. New ideas are always welcome in developing Outdoor Play. The nursery have also been using our Outdoor Garden. The outdoor mud kitchen has been updated with a new sink The P1 quad has also been weeded, tidied up and maintained by the P1 team.  Shared Education Mrs Octave led the P4 Shared Education project this year and her idea to develop an outdoor learning area for the upper playground has been achieved. This task was not an easy one, due to the red tape around the procurement</p>

			<p>procedure and the cost. Once again, Mr J McMurran has worked extremely hard to bark out the whole area and install the equipment. We are extremely grateful to him for his work.</p> <p>The new play equipment bought last year for KS1 &amp; 2 was enjoyed by all during our Coronation, Fun Day and Outdoor Extravaganza events.</p>
<b>Leadership &amp; Management</b>	To relaunch communication channels to key stakeholders to engage and enthuse our school community.	<p>The newly appointed Principal, Mrs E Scott, in partnership with SLT, will ensure that communication is paramount.</p> <p>Methods will include:</p> <p>Weekly staff memo</p> <p>Minutes of all meetings available</p> <p>Weekly parent newsletter – Dojo,</p> <p>Seesaw, School App</p> <p>Monthly PTA minutes</p> <p>Celebrate achievements on Twitter</p> <p>Link up with community Facebook page for wider community announcements</p> <p>Return to face-to-face PT Interviews</p> <p>Participate in community initiatives eg Live Here Love Here</p> <p>School events – Christmas Carol Service, Open Night, KS2 Show, Intake Events, Big Bedtime Read etc.</p> <p>New website</p>	<p>Thankfully an uninterrupted year has meant that all forms of communication were retained throughout the year. Everyone is truly thankful for the opportunity to engage in face-to-face PT Interviews and the value it adds to ensuring partnerships in learning are secure.</p> <p>All weekly communications were maintained throughout the year and uploaded onto the digital platforms.</p> <p>Getting back out into the community has been so exciting. Additional ventures included visits to Copeland Residential Home and Abbeyfield, participation in Stranmillis Centenary Concert, Shared Ed onsite and offsite experience with KHS, Forest Schools, Beach Schools etc.</p> <p>Sharing the DPS message #opentoall is to be further promoted. Following on from recent press re Donaghadee being the number 1 NI place to live, it is important to catch the new developments and advertise further.</p> <p>The launch of our new website has been well received, creating much interest and with links to the school Twitter account further developed.</p> <p>The announcement that St Anne's PS is to close will have a direct impact upon the community and our welcoming ethos will continue to be shared.</p>
<b>Wellbeing &amp; Care</b>	To enable children to acknowledge and regulate their own emotions.	<p>The Safeguarding Team to deliver a whole school initiative from Barnardos Helping Hands focusing on 'How are you feeling?'</p> <p>Pupils will be able to identify how they are feeling today and how those feelings can change at different times.</p> <p>Strategies for exploring emotions will be developed.</p>	<p>The Barnardos' programme has been used over a number of years targeting areas such as Social Guardians, Your Helping Hand etc. Post Covid it is essential that pupils continue to have opportunities to build resilience and have the confidence to express how they are feeling. This whole school focus was well received and revisited throughout the year. The foyer noticeboard celebrated the focus.</p> <p>Healthy Happy Minds funding during terms 1&amp;2 also facilitated uHub one-to-one counselling services. We are devastated that this package has been cut by DENI.</p> <p>We also benefitted from a pilot scheme introducing Donkey Therapy to 10 Year 5 pupils in conjunction with Donaghadee HC and Kinedale Donkeys.</p> <p>CAs had a taster session re Lego Therapy. This will be explored further next year.</p> <p>Drawing and Talking continues in school facilitated by a trained CA.</p>

**DPS Interim Plan 2023/2024**

<b>DPS Interim Plan 2023/2024</b>			
	<b>Strategic Intent</b>	<b>Rationale</b>	<b>How will impact be evaluated?</b>
<b>Outcomes for Learners</b>	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>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 highlighted that comprehension skills relating to simple and complex inference and retrieval had dipped a little compared to national average. To relaunch Reciprocal Reading strategies, the team decided that questioning should be the focus this year with pupils being guided on how to scaffold both closed and open-ended questions.</p> <p>In addition, the newly introduced Prim Ed spelling scheme will enter its second year and continue to be embedded. All year groups will reinforce this with use of C2K Spellblast to aid long term retention.</p>	<p>24<sup>th</sup> August ECD launch – Coordinator to present to all teaching staff re main focus.                      Literacy Team 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.                      3<sup>rd</sup> January and 8<sup>th</sup> April ECDs – staff sharing samples of best practice across the key stages.                      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>
	Numeracy: Develop an understanding and appreciation of Shape and Space in conjunction with WAU and the outdoor environment.	<p>The topic of Shape and Space was last launched in 2013 as a main numeracy focus. One Coordinator has since retired and, as with literacy, there has been a turnover of new staff and many other curriculum led initiatives throughout the years. Data generated from PTM 2023 highlighted a small dip in Shape &amp; Space compared to national average. Many new practical resources have been purchased recently through Peace 1V funding to include both indoor and large outdoor construction toys. This will provide invaluable exploratory play-based opportunities to discover and reinforce the properties of different shapes. Recent Maths Trails has also opened up opportunities for the teaching and learning of maths in the outdoor environment. This will bring the world of 2D and 3D shapes to life for all pupils.</p>	<p>23<sup>rd</sup> August ECD launch – Coordinator to present to all teaching staff re main focus.                      Numeracy Team will meet as per curriculum meeting rota throughout the year.                      Staff observations of both indoor and outdoor Shape &amp; Space lessons.                      Coordinator and Team Book Dips to view samples of pupils' work.                      3<sup>rd</sup> January and 8<sup>th</sup> April ECDs – staff sharing samples of best practice across the key stages.                      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>
<b>Quality of Provision</b>	To strengthen home/school links and the reinforcement of teaching and learning.	<p>Post covid we are now pleased to have fully resumed all face-to-face curriculum meetings and parent/teacher consultations. However, many early literacy and numeracy skills are still in deficit due to the past extensive periods of home schooling.</p>	<p>Welcoming atmosphere and positive vibe as parents meet to engage with staff throughout the year.                      Year group PowerPoint available on Class Dojo as a reference tool.                      Face to face contact preferred though telephone consultations will be made available by request to ensure maximum uptake.</p>

	Develop the use of digital resources eg Just2easy and create video learning clips to upload for parents.	During periods of home schooling, Class Dojo was used to demonstrate all teaching and learning but was then scaled back after the last period of educational stability. However, core coordinators now feel that new innovative apps with short, snappy video clips of core concepts should be reintroduced and would continue to engage parents with their children's learning. It is intended to empower parents to have the confidence to know they are reinforcing learning correctly and that they can work in partnership with staff.	Views on Class Dojo will highlight parental engagement with teaching and learning clips. Pupils will show confidence tackling new concepts as school/home work in partnership. During Parent/Teacher Interviews, parents will be able to ask for additional help or be signposted to other online resources available. Completion of PRSD Target 3.
<b>Leadership &amp; Management</b>	To develop an inclusive and engaging SDP for the coming three years.	With new leadership and management last year, an interim action plan had been agreed following consultation with the outgoing principal. It has been a challenging time to move forward with Union Action and it was therefore agreed, in consultation with Mr F Bailie (EA), that DPS would facilitate one more interim year to work towards the planning and preparation needed for next steps to develop a three-year plan. Engagement with all stakeholders will be necessary.	Evaluation of current Interim SDP. Consultation process completed for all stakeholders through questionnaires by end of academic year. Analysis of questionnaire results. Engagement with CSSC ethos modules to revisit the vision and mission statements of our school. By September 2024 a new SDP will be launched.
	To empower middle leaders via cross-school collaborations.	Over the past year, cluster groups have gradually resumed. Many middle leaders value engaging in shared experiences, especially during this period of financial constraint when other training opportunities are limited or too costly.	School will build capacity by sharing with other cluster groups in the ND area. Coordinators will have opportunities to share samples of best practice with other participants.
<b>Wellbeing &amp; Care</b>	Improve children's wellbeing and caring skills via collaborative play across the school campus. (Sustain links with KHS)	Over the past five years DPS and KHS have shared a wonderful partnership through the Peace 1V initiative. Funding has been used to develop a wooden play area on the DPS site that can be used by both schools on our shared campus. The experience gained cannot be lost now that funding has ceased. Linking our mainstream school with a special school has given pupils invaluable play-based experiences and a much deeper understanding of the values embedded in our PDMU curriculum.	Established links will not be lost and the friendships formed across both schools will continue to be nurtured. Shared school experiences will be hosted and celebrated via online platforms.
	To facilitate staff team bonding and events ensuring opportunities are explored each term.	DPS staff has grown dramatically over recent years to around 60 people. Events were paused during Covid and the most recent members of staff have not had many experiences beyond the staff room to get to know the wider DPS family!	Opportunities will be provided each term for internal and external staff events. The uptake will hopefully increase as moral and confidence grows.



**Nursery Interim Plan Context 2022/23**

	<b>Strategic Intent</b>	<b>Targets</b>	<b>Evaluated Impact</b>
<b>Outcomes for Learners</b>	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. <b>Changes to teaching and learning</b> 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.
<b>Quality of Provision</b>	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.
<b>Leadership &amp; Management</b>	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. <b>Recommendations:</b> 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
<b>Wellbeing &amp; Care</b>	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 &amp; 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 2023/24 – Union Action Short of Strike**

	<b>Strategic Intent</b>	<b>Rationale</b>	<b>How will impact be evaluated?</b>
<b>Outcomes for Learners</b>			
<b>Quality of Provision</b>			
<b>Leadership &amp; Management</b>			
<b>Wellbeing &amp; Care</b>			