



# **Gilnahirk Primary School**

**School Development Plan 2025-2028**

*Today's Learning for Tomorrow's World*



## Introduction.

Gilnahirk Primary School is a controlled primary school with a current enrolment of 425 pupils (September 2025) situated in a mature residential area of East Belfast. The school has a long and proud tradition of providing high quality education to the children of this area, with the initial educational establishment in the Gilnahirk/Tullycarnet area dating as far back as 1839. The present building dates back to 1939 and has seen a number of modifications over the years, including, most recently, a new P1 block with communal resource area. The building is kept in excellent condition and, despite its age, provides the children with a stimulating learning environment due to the hard work of the building supervisory team and the teachers who ensure the children's work is given pride of place in corridors and on walls. The building has also benefitted from recent upgrades through our 'Innovate 24' programme, a 3 year plan to repurpose and renovate spaces all around the school.

The current Principal has been in post since April 2017 and the last five years have seen significant change in staffing and personnel, including in the key roles of SENCo, Numeracy Coordinator and ICT Coordinator and several new teaching staff.

This School Development Plan (SDP) has been written following consultation with all relevant stakeholders, including teachers, non-teaching staff, parents, pupils and governors. The views expressed by all stakeholders have been given due and diligent consideration and, where appropriate, acted upon, as evidenced in sections of this SDP.

The SDP meets the requirements of the 1998 Education Reform Order (NI) and the Education (School Development Plans) Regulations (NI) 2010. The plan is a working document and is subject to change depending on circumstance, requirements from the Department of Education and the school's own internal data and evaluation cycles. The plan translates the policies, ethos and aims of the school into practice and includes Action Plans that provide clear direction for school improvement. These action plans outline in more detail specific targets, personnel involved, timescales and monitoring/evaluation.

### Further information on our school context:

- ✓ Gilnahirk Primary school has **14 Primary classes**.
- ✓ Enrolment currently sits at 425 (max enrolment 426) - 2025/2026
- ✓ The school employs **21 teachers** (equivalent to **16 full-time posts**). This includes a principal, a teaching Vice Principal, and a Learning Support teacher.
- ✓ The Non-Teaching staff includes **6 Foundation Stage - Key Stage 1 general classroom assistants**. The school also employs **17 SEN classroom assistants, which has increased in the last 5 years, reflecting the increasing need**. The school is also ably assisted by **two office staff** (1 full time, 1 part time) and a dedicated team of cleaning staff, led by our building supervisor, who works tirelessly to maintain the school building.
- ✓ Our **Free School Meal** entitlement is currently 14%. (**59 children out of 425**)
- ✓ The school operates a **breakfast club from 7.45am** and a **2.00-5.30pm after school facility (Astoria Wraparound Care)**, as well as a range of clubs, to meet parents/carers' need to commute for work.
- ✓ We enjoy the **support and participation** of our **parent body** in their children's education. The school's **Parents' Association has a very active committee** that enriches the life of the school and regularly raises close to £10,000 per year to support learning and teaching.
- ✓ The school has participated in the **Pathways into Partnership**, linking with other primary schools in the Castlereagh district to enhance a range of teaching and learning area.
- ✓ The school has excellent relationships with the **local post-primary schools** and good transition processes are in place.

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| <p><b>Requirement 1:</b><br/><b>A statement and evaluation of the ethos of the school</b></p>   | <p><b>Evaluation</b></p>  |
| <p><b>School motto</b></p> <p>‘Today’s Learning for Tomorrow’s World’</p> <p><b>Mission Statement</b></p> <p>At Gilnahirk Primary School, we seek to provide a happy and caring learning environment for each child. We hope that by helping them realise their potential, celebrating their achievements, respecting their differences and encouraging mutual respect, we will foster self-esteem and provide a solid foundation for their futures.</p> <p><b>Our Ethos</b></p> <p>In our school we seek to:</p> <ul style="list-style-type: none"> <li>✓ Encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all our pupils.</li> <li>✓ Develop in our pupils lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills.</li> <li>✓ Help our pupils understand the world in which we live and to appreciate achievement and aspiration</li> <li>✓ Develop respect for religious and moral values and tolerance of other faiths, races and ways of life, all built within a broadly Christian ethos.</li> <li>✓ Work in partnership with parents and the wider community</li> <li>✓ Encourage our children to acquire knowledge and skills in preparation for the opportunities, responsibilities and experiences of adult life.</li> </ul> <p>The staff, pupils, parents and governors are fully committed to the aims and ethos of the school and have a strong sense of loyalty to the school. Parents and staff have developed professional and personable relationships for the good of the children. Parents are very welcome in the school and are given clear and regular information about their children’s progress, the school’s curriculum and the daily organisation of the school. All stakeholders’ views have been taken into account during the development of this School Development Plan.</p> | <p><b>Evidence was gathered using:</b></p> <ul style="list-style-type: none"> <li>➤ Analysis of surveys from parents, pupils and staff</li> <li>➤ Discussions/Reflective questions related to the Five Core Questions/Nine Contributory Areas</li> </ul> <p><b>Parents’ Survey, April 2025 (95 respondents)</b></p> <ul style="list-style-type: none"> <li>• 98% of parents agree that their child is generally happy and engaged in school.</li> <li>• 99% of parents said they feel welcome at Gilnahirk PS</li> </ul> <p><b>Pupils’ Survey, May 2025 (119 respondents)</b></p> <ul style="list-style-type: none"> <li>✓ 95% of pupils said they enjoy most of their lessons.</li> <li>✓ 94% of pupils said they are happy in school most of the time.</li> <li>✓ 97% of pupils said they feel safe in school.</li> </ul> <p><b>Teaching Staff survey May 2025 (13 respondents)</b></p> <ul style="list-style-type: none"> <li>▪ 100% of teaching staff agreed that all children are treated equally and fairly in our school.</li> <li>▪ 100% of teaching staff said they felt and sense of pride in our school and are committed to its values.</li> </ul> <p><b>Non-teaching staff survey, June 2025 (7 respondents)</b></p> <ul style="list-style-type: none"> <li>○ 100% of non-teaching staff agreed that the school respects diversity and that all children are welcome in our school.</li> </ul> |
|   | <p><b>Future Action:</b></p> <ul style="list-style-type: none"> <li>○ Review school ethos through Baker Days sessions/staff development sessions.</li> <li>○ Further develop the school’s 10 core values - link to health and well-being (Gilly’s Gilnahirk Values) - see further details later in this SDP.</li> </ul>   |

- Principal to take part in CSSC Leadership and Ethos module.

### Requirement 2a:

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

### Summary/Evaluation of current practice:

#### Planning.

- Whole school planning based on NI curriculum documents and is in line with statutory requirements.
- Planning templates across year groups currently varied in terms of format, duration and content.
- Evaluation of planning is used to inform future planning.
- Observations at the Foundation Stage are used to inform future planning.
- Children contribute to the planning process through their involvement in start of topic planning - Planning Board/KWHL/End of topic review/Peer and self-assessment.

#### Learning and Teaching

- Strong sense of teamwork - staff work together to support learning.
- SEN, Reading Partnership, Time to Read and other volunteers all support the learning and teaching in class.
- Staff aware of and cater for a range of learning styles - visual, auditory and kinaesthetic learners.
- Blend of practical and written tasks in the classroom
- Mixture of group, paired and individual work in every class.
- Differentiated groups for Communication, Using Maths and, where necessary, other areas of the NI Curriculum - catering for the wide range of need.
- Clear links between learning areas, i.e. between WAU and Literacy.
- Regular updates and advice from coordinators to staff regarding developments in their areas of responsibility.

### Survey responses:

#### Parents:

- ✓ 100% said the teaching at Gilnahirk Primary is good or better.
- ✓ 97% said the school has high expectations for their children.
- ✓ 99% said the school has a focus on improving academic standards.
- ✓ 97% parents said the school provides their child with a broad and balanced curriculum.

#### Teaching staff:

- ✓ 100% said the school provides a broad and balanced curriculum.
- ✓ 100% believe their pupils are achieving in line with, or exceeding, their ability.
- ✓ 100% said that the school uses performance data well to track pupil performance.
- ✓ 100% said they plan well for clear progression for their pupils across the curriculum.

#### Non teaching staff:

- ✓ 100% believe that the school provides a broad curriculum.
- ✓ 100% said that the school has a focus on improving academic standards.
- ✓ 100% believe that most of the children are meeting or exceeding their potential in Numeracy and Literacy.

#### Pupils:

- ✓ 94% said they are supported and challenged to do their best in literacy (96% in Numeracy/Maths)
- ✓ 92% said there is a good mix of lessons throughout the school week.

- Opportunities are given to develop pupils' independence, creativity and ability to manage risks. e.g. TSPC, Maths Investigations, STEM challenges.

### Assessment

- Regular use of AfL strategies including self-assessment, peer assessment, informed teacher feedback, providing areas for improvement.
- Children's work is marked regularly and includes, when appropriate, suggestions for improvement.
- Assessment of learning - a 'dashboard of measures' that includes: ongoing class assessments, weekly progress tests, PTE, PTM, CAT and pre CAT
- Data gleaned from PTE, PTM, CAT and pre CAT used to identify and cater for low achievement and under achievement.
- Data used to identify whole school and year group targets.
- ICT tasks completed across Key Stage 1 and 2 - for internal teacher use.
- 2 parent-teacher consultations arranged during the school year - October and March
- Annual Pupil Profile issued to parents in June.
- Individual Education Plans are written in conjunction with Mrs McCaffrey (SENCo), Mrs Newnes (Learning Support Teacher) and teaching staff.
- Parents and children also involved in the writing of IEPs, with parental and child contributions, child friendly targets and 'target parties' at the end of the school year or duration of the IEP.

### Achievements and Standards.

- Tracking of progress is carried out from initial assessments through to Year 7
- Standardised testing data would indicate that the majority of pupils perform at or above expected levels in both Literacy (81% - May 2025) and Numeracy (73% - May 2025). Further details of standardised data can be found in the yearly data files.
- CAT tests carried out to ascertain underlying ability of children.
- The children are able to work independently and with others. Challenges and tasks are set to develop these skills from Year 1 through to Year 7.
- End of Key Stage levelling indicates that by the end of Key Stage 1 and Key Stage 2, our children are achieving above national averages. In Year 4, 92% of children achieved Level 2 or better in Reading and Number. In Year 7, 84% of children achieved Level 4 or better in Reading and Number.

### Future Action:

#### Communication/Literacy:

- Strengthening writing across the school, integrating digital tools and building cross curricular connections in writing (see further details later in this SDP)
- Continue to use PTE data to identify weakest curriculum areas and address in class throughout the year.

#### Numeracy/Using Maths:

- Further consolidate the work done on Problem Solving in 2023-2025 (RUCSAC)
- Further Develop Mental Maths Strategies across the school, developed in 2024-2025
- Continue to use PTM data to identify weakest curriculum areas and address in class throughout the year.

#### ICT:

- Develop and embed Just2Easy as a core digital learning platform that enhances teaching and learning across all areas of the curriculum, fostering creativity, collaboration, and digital literacy. (see further details later in this SDP)

#### General:

- Conduct a whole school review of curriculum planning

**Requirement 2b: A summary and evaluation, including through the use of performance and other data, of the school's strategies for *providing for the special, additional or other individual educational needs of pupils***

**Summary/Evaluation of current practice**

Special Educational Needs

- SEN register is a working document - children added or removed based on a variety of indicators.
- Clear differentiation in all classes for groups and individuals. IEPs are used to direct learning for individual children.
- Dedicated and hardworking SENCo, supported by a Learning Support teacher - excellent working relationship between LST and SENCo
- Parent volunteers/business volunteers provide support through Reading Partnership and Time to Read programme.
- IEPs written by teacher in partnership with SENCo and Learning support teacher, agreed by parents and written in child friendly format.
- School has not fully transitioned to PLPs but we have adopted a hybrid IEP that takes cognisance of some aspects of the PLP. Full transition will happen following further advice from DE/EA
- Targets monitored regularly throughout the year.
- IEPs reviewed in January/February and June - 'target parties' for the children.
- A range of diagnostic tests used to identify low achievement and under achievement. These include PTE (P3-P7), PTM (P3-P7), CAT (P4 and P6) and Pre CAT (P3)
- All staff work closely with outside agencies, where appropriate - EA, RISE NI, Health professionals, Social Services.

Additional Learning Support.

- Learning support provided by learning support teacher - groups are determined by need and based on an analysis of available data and teacher professional judgement.
- Learning Support model overhauled in 2023-2024 and further embedded in 2024-2025. Learning support cycles are now much more concise and focused on achievable targets.
- Necessary resources - diagnostic tests etc - have been requisitioned.
- Children identified at the start of the academic year, with Learning Support teacher and class teachers working together to identify need.

**Survey responses:**

**Parents:**

- ✓ 93% said that the school matches work to children's ability well
- ✓ 90% believe the school tries hard to support children who need additional help
- ✓ 92% believe the school effectively supports children with special educational needs

**Teaching Staff:**

- ✓ 100% believe they are focused on reducing under-achievement in literacy and numeracy
- ✓ 100% believe the school effectively identifies underachievement in literacy and numeracy
- ✓ 100% agree that measures are effectively used to address underachievement
- ✓ 100% believe that the school effectively supports children with SEN

**Non-Teaching staff**

- ✓ 100% believe the school supports neuro-divergent children well

**Future Action:**

- Finalise WHEP and SPEP document mapping SEN provision across the school.
- Complete transition to PLP.

- Other additional needs met by external staff - newcomers, children with a disability, Literacy Support Services etc.

### Requirement 2c:

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

*health & well being*

*child protection*

*attendance*

*good behaviour and discipline*

### Summary/Evaluation of current practice:

#### Health and wellbeing.

- Variety of external coaching staff come in to promote healthy lifestyle.
- Wide range of after school sporting activities
- Theme weeks - Anti bullying/Mental Health etc.
- 'Five Ways Fridays'
- School counsellor
- Alert notices for children with allergies etc. in each class.
- Appropriate number of first aid trained staff.

#### Child Protection

- Policies in line with DE regulations - CP policy, anti-bullying policy, positive behaviour policy
- Safeguarding structure in place - Designated teacher, Deputy Designated teacher named and identified to whole school community.
- Refresher training given to staff each academic year.
- Designated Governor for Child Protection in place
- Children know who to talk to when worried or upset.

### Survey Responses:

#### Parents:

- ✓ 98% believe the school's vision encourages the holistic, all round development of children
- ✓ 93% believe that the school provides a wide range of physical activity opportunities
- ✓ 99% believe that most children are well behaved at school
- ✓ 95% believe that the school deals with inappropriate behaviour well
- ✓ 94% said they are aware of the school's Child Protection Policy and procedures

#### Teaching staff:

- ✓ 100% believe most of their pupils are being physically well developed
- ✓ 100% believe our school effectively supports our pupils' pastoral needs
- ✓ 100% believe that pupils' positive behaviour is proactively encouraged
- ✓ 100% agree that safeguarding is highly effective in our school

#### Non teaching staff:

- ✓ 100% believe most of our pupils are well behaved in class

- Ongoing links with Social Services and other external services
- CP audit day conducted in September 2025 to ascertain overall CP provision in school - outcome largely positive with several actions required - see Priorities

#### Attendance.

- Overall attendance rate for 2024-2025 was 96% (back to pre-Covid levels).
- Attendance recorded on SIMS and monitored closely.
- EWO involved when considered necessary - close links between school and EWS.
- Emphasis on attendance in class talks at the start of the year.
- Punctuality regularly encouraged by Principal via weekly parents' update.
- Attendance a standing item at each BOG meeting
- Attendance policy in place (last reviewed 2024/2025 academic year)
- There are currently 2 children being supported by the EWO

#### Good behaviour and discipline

- Code of conduct discussed and explained to children at the start of every year
- Code displayed in corridors and playgrounds
- Range of positive behaviour rewards - whole school and at class level
- Use of SeeSaw/Class Dojo etc. to acknowledge good behaviour
- Encouraged through existing PDMU curriculum
- Clear hierarchy of rewards and sanctions in place in most classrooms

- ✓ 100% believe that pupils are encouraged to make informed choices about their physical health
- ✓ 100% believe our school deals well with alleged bullying behaviours

#### **Pupils:**

- ✓ 97% said they feel safe in school
- ✓ 94% said they are encouraged to make good choices about their physical health and well being
- ✓ 98% said they are encouraged by their school to behave well
- ✓ 91% said that if they felt unsafe or worried, they know they can ask for help in school.

#### **Future Action:**

- Refresher CP training for all staff (1<sup>st</sup> half term each school year)
- CP training for Chair of Governors and Designated Governor
- Liaise closely with EA Child Protection services and the Gateway team.
- Ensure CP is a standing item on every BOG meeting agenda.
- Child protection/Pupil code of conduct assemblies
- Regularly include section on attendance on weekly updates to parents, including official DE documentation on attendance.
- Liaise with school's EWO to monitor attendance and respond accordingly.
- Continue to use whole school incentives such as 'Wednesday Wow' and 'The

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|  | <p>Gilnahirk Gallery of Greatness' to encourage positive behaviour.</p> <ul style="list-style-type: none"> <li>○ Link 'Gilly's Gilnahirk Values' to our whole school approach to wellbeing</li> </ul> |
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| <p><b>Requirement 2d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>providing for the professional development of staff</i></b></p>   | <p><b>Survey responses:</b></p>   |
| <p><b>Summary/Evaluation of Current Practice</b></p> <p><b>Early Career Teachers</b></p> <ul style="list-style-type: none"> <li>✓ Experienced Teacher Tutor in place.</li> <li>✓ Regular observations/feedback given to BT/EPD teachers</li> <li>✓ One teacher has recently completed Year 2 of EPD</li> </ul> <p><b>PRSD</b></p> <ul style="list-style-type: none"> <li>✓ PRSD Policy in place.</li> <li>✓ PRSD targets are aligned to the SDP priorities.</li> <li>✓ Principal's PRSD Governors Active</li> </ul> <p><b>Middle Leaders</b></p> <p>Middle leadership team in place - coordinators in all the key NI curriculum areas</p> <p>Middle leaders encouraged to apply for Steps into Leadership/Senior Leadership Pathways</p> <p>One middle leader has recently completed Senior Leadership Pathways</p> <p>Middle Leaders also encouraged to attend relevant TPL opportunities. Recent examples of this - ICT coordinator attended Just 2 Easy Training; Numeracy coordinator attended 2 day course on problem solving</p> <p><b>Senior Leaders</b></p> <ul style="list-style-type: none"> <li>✓ Senior Leadership structure in place (Principal, Vice Principal, Head of FS, Head of KS1, Head of KS2)</li> </ul> | <p><b>Teaching staff:</b></p> <ul style="list-style-type: none"> <li>✓ 100% believe that middle leaders provide them with good advice and support</li> <li>✓ 92% believe that the school invests in their professional development</li> <li>✓ 92% believe that our school benefits by collaborating with one or more schools</li> <li>✓ 85% believe middle leaders are developed by our school</li> </ul> <p><b>Non teaching staff:</b></p> <ul style="list-style-type: none"> <li>✓ 100% agree that the school promotes and invests in their professional development</li> <li>✓ 100% believe that the training is generally of a high standard</li> </ul> |
|  | <p><b>Future Action:</b></p> <ul style="list-style-type: none"> <li>○ Further embed 'Connect and Inspire' links fostered last year with Stranmillis Primary School</li> <li>○ Continue to provide a programme of TPL opportunities, linked to SDP, through our Tuesday afternoon development sessions</li> </ul>  |

- ✓ Role of heads of key stages has recently been developed to encourage senior leaders to lead their Key Stages effectively

### **Classroom Assistants**

- ✓ CAs are invited to all relevant TPL.
- ✓ SENCo regularly advertises relevant CA training in a range of areas, such as managing anxiety in the classroom.
- ✓ A number of CAs have attended a range of courses over the last two years.

### **Other Staff Development Information:**

- Well organised and pragmatic programme of Staff development linked to whole school needs and personal development.
- Sharing of best practice done through regular Tuesday staff meetings and other internal standardisation meetings.
- Innovative ways to share practice used regularly - using exceptional closures to visit other schools to see best practice.
- Informal classroom observations and visits, book monitoring and evaluation of planners all used to assess the effectiveness of learning and teaching.
- We are now in the third year of a partnership with Stranmillis Primary, providing opportunities for teacher/coordinators etc to connect and develop

- Conduct staff reviews in the first half term of each academic year
- Set PRSD targets linked to 2 main school priorities (only staff members between EPD and UPS3)
- Support Beginning Teachers/EPD teachers, where appropriate
- Use of a staff development day to develop practice in Literacy (Writing) and ICT (Using Just 2 Easy across the curriculum)
- Use Twilights to allow staff to plan and prepare for development in Literacy and ICT.
- Where the opportunity arises, release Literacy and Numeracy coordinators for training days.
- Use TPL funding to provide development opportunities for all staff.
- Developing our Middle Leadership Team (MLT) - see details later in this SDP.

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| <p><b>Requirement 2e:</b><br/> <b>A summary and evaluation, including through the use of performance and other data, of the school's strategies for</b><br/> <i>managing staff attendance</i><br/> <i>promoting staff health &amp; well being</i></p>   | <p><b>Survey responses:</b><br/> Comments from staff on the culture of health and well-being in school:</p> <p>'Caring, friendly ethos among staff and pupils. Approachable, kind and affirming Principal.... This great leadership is the bedrock of our success as a school and of our happiness in the workplace. Good work/life balance encouraged by leadership. I greatly appreciate the atmosphere of trust'</p> <p>'The positive emphasis put on work/family/life balance has a huge impact on staff morale and is extremely appreciated'</p> <p>'The feel of the school is so welcoming and encouraging. Our school is supportive of everyone both staff and children. The SLT are supportive, honest and proactive in the school. Any issues raised, are dealt with well!'</p> <p>'The school is a very welcoming environment to pupils, parents, staff &amp; visitors. It is a very caring and supportive environment where you feel confident to share any work issues or personal problems'</p> |
| <p><b>Summary/Evaluation of current practice</b></p> <p><u>Managing staff attendance.</u></p> <ul style="list-style-type: none"> <li>• Vast majority of staff have an excellent attendance record - a reflection of the working culture and ethos that has been developed and maintained.</li> <li>• Staff attendance monitored by sign in sheet at front entrance.</li> <li>• Staff absences recorded on SIMS.</li> <li>• Return to work forms completed and, where appropriate, return to work interview conducted.</li> <li>• Teaching and Non-Teaching staff display commitment to their job, often going 'above and beyond'.</li> </ul> <p><u>Promoting staff health and wellbeing.</u></p> <ul style="list-style-type: none"> <li>• School counsellor available for members of staff, as required.</li> <li>• Occasional social events like bowling and tea etc.</li> <li>• Approach to school development that takes due cognisance of the increasing range of demands facing staff both inside and outside of school - a 'Time and Trust' approach.</li> <li>• Occasional preparation time given to staff.</li> <li>• Occasional breakfast/lunch during exceptional closure days.</li> <li>• Staff memos, emails, meetings etc. will regularly reinforce the importance of a healthy work life balance.</li> <li>• Work-life balance effectively modelled by Principal and SLT members.</li> <li>• Culture of openness and professionalism at staff meetings etc. Principal encourages raising of issues/concerns and open dialogue.</li> </ul> | <p><b>Future Action:</b></p> <ul style="list-style-type: none"> <li>○ Ensure SLT model an appropriate work/life balance through actions and communications.</li> <li>○ Build in personal prep time to curriculum development sessions across each school year.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>Staff are informed, when appropriate, of the counselling service formerly known as 'Care Call'</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to take opportunities to provide occasional lunches etc. for staff.</li> <li>Continue to take opportunities to provide occasional teambuilding events for staff.</li> <li>Counselling sessions available with Barbara Crozier.</li> </ul>   |
| <p><b>Requirement 2f:</b></p> <p>A summary and evaluation, including through the use of performance and other data, of the school's strategies for</p> <p><i>promoting links with parents of pupils</i></p> <p><i>promoting links with the local community</i></p> <p><i>including - other schools, the business community</i></p> <p><i>voluntary and statutory bodies</i></p>  | <p><b>Evaluation/Survey responses</b></p> <ul style="list-style-type: none"> <li>Strong existing links with parents</li> <li>Strong existing links with other agencies, i.e. social services.</li> <li>Active parents' association which raises funds which, in turn, benefit the children.</li> <li>96% of parents believe that the school communicates with parents effectively</li> <li>94% of parents agree the school communicates what the vision for teaching and learning is for all children.</li> <li>99% of parents agree that they are made to feel welcome in school.</li> <li>95% of parents believe they are kept well informed about their child's progress</li> <li>99% of parents find the end of year pupil profile helpful in providing more information about their child's progress</li> <li>96% of parents find the parent teacher interviews helpful in learning more about their child's</li> <li>99% of parents agree that the school has a good reputation in the community</li> </ul> |
| <p><b>Summary/Evaluation of current practice</b></p> <p><u>Links with parents</u></p> <ul style="list-style-type: none"> <li>Active Parents' Association - a range of activities for parents to engage with the school community.</li> <li>Parents attend events (Christmas Fair, Summer Fair, Sports Days, Carol Service etc.) in very large numbers.</li> <li>Reading Partnership - a number of parents/grandparents involved</li> <li>Range of parent visitors across the school, i.e. in last year's Aspire Careers week.</li> <li>Kit sponsorship/funding</li> <li>Regularly updated school website with most recent news info etc.</li> <li>School Twitter (X) account</li> <li>Curriculum presentations at the start of each academic year - reintroduced face to face meetings this year which were very well attended.</li> <li>Weekly Sway updates from the Principal.</li> <li>Parents assist with a range of school trips.</li> <li>Parent participation in special assemblies/class visits</li> <li>Parent works volunteer programme - a range of DIY jobs completed around the school, such as painting and other jobs.</li> <li>Survey completed by 95 parents to inform current SDP (April - May 2025)</li> </ul> <p><u>Links with the local Community</u></p> | <p><b><u>Future Action:</u></b></p> <ul style="list-style-type: none"> <li>Continue to build on strong parental links through Parents' Association and other fora.</li> </ul>   |

- Time to Read - reps from local businesses providing reading support to identified children.
- Active links with many of the local churches - Gilnahirk Presbyterian, Gilnahirk Baptist, Knock Presbyterian and more.
- Connections with local sports clubs - Castlereagh Hills Golf Club, cricket, hockey, rugby etc.
- Links with local charities - Marie Curie, Cancer Fund for Children and many more.
- Links with Hillmount Garden Centre.
- Operation Christmas Child - P6 and P7.

#### Links with other schools

- Principal regularly attends meetings of the Castlereagh Principals' group.
- Gilnahirk Coordinators have begun to connect with other coordinators in the Castlereagh group.
- 2023-2024 saw the introduction of 'Connect and Inspire', a partnership programme designed to connect teachers from Gilnahirk and Stranmillis PS in similar phases and year groups to support and share ideas.
- 2024-2025 saw the development of this link.
- Very positive relationships in place with Post Primary schools - our P6/7 children often attend events in schools like Strathearn and Grosvenor Grammar.

#### Links with the Business Community

- Active Young Enterprise programme across the school
- Local business participation in the 'Time to Read' scheme.
- Astoria wrap around care provided on school site.
- Range of external coaches used to provide additional sporting experiences

- Continue to build on positive relationships already fostered with the range of agencies connected to GPS (voluntary and statutory bodies)
- Year 3 of 'Connect and Inspire' (link with Stranmillis PS) - expand to include all KS2 children
- Principal continue to take an active role in Castlereagh Principals group.
- Run an 'Aspire' week - careers week appropriate to age and stage.

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| <p><b>Requirement 2g:</b></p> <p>A summary and evaluation, including through the use of performance and other data, of the school's strategies for</p> <p><i>promoting the effective use of ICT to support</i></p> <ul style="list-style-type: none"> <li>- <i>learning and teaching</i></li> <li>- <i>continuing professional development</i></li> <li>- <i>school leadership and management</i></li> </ul>  | <p><b>Survey Responses:</b></p> <p><b>Teaching staff:</b></p> <ul style="list-style-type: none"> <li>✓ 100% believe that most of our pupils are competent users of digital technology.</li> <li>✓ 92% feel confident in planning for ICT across the curriculum.</li> <li>✓ 100% believe they use technology effectively to carry out school administration such as IEPs etc.</li> <li>✓ 92% believe they use technology effectively to communicate with parents.</li> <li>✓ 91% say technology is used well to help them access pupils' data and to see wider school performance trends.</li> </ul> <p><b>Non-Teaching staff:</b></p> <ul style="list-style-type: none"> <li>✓ 100% believe that most of our pupils are competent users of digital technology.</li> </ul> |
| <p><b>Summary/Evaluation of current practice</b></p> <p><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> <li>• Every year group completes levelled tasks across the 5 Es.</li> <li>• Use of iPads across the school to source information for WAU, Literacy projects etc.</li> <li>• Variety of apps to support curriculum.</li> <li>• Presentation in varying formats - Word, Powerpoint etc.</li> <li>• Recording of evidence.</li> <li>• Animation opportunities.</li> <li>• Coding opportunities.</li> <li>• Recently refurbished ICT suite (30 individual stations).</li> <li>• Active panels in every classroom</li> <li>• Green screen purchased and used in various classes.</li> <li>• Apple TV across the school</li> <li>• Mathletics interactive Maths programme used in school and at home.</li> <li>• Twitter (X) page - whole school and P7</li> <li>• ICT in homework encouraged throughout the school.</li> <li>• Children's zone on school website to consolidate learning.</li> </ul> |   |

- Online platforms used for homework and school-home communication (SeeSaw and Google Classroom)

CPD

- iPads used to share good practice - lessons recorded and shared with colleagues.
- Teachers use digital tools and resources to improve their skills and knowledge.
- School technician available every Tuesday to support and train.
- Training sessions on use of technology - most recently, EA training on the Microsoft suite for education and the use of the Surface Pro to aid teaching and learning.

School Leadership and Management

- Presenting school performance data to staff
- Survey of whole school community completed on Microsoft Forms.
- Use of Microsoft Sway to create weekly update read by parents/carers, teachers, non-teaching staff, governors.
- Email system used to communicate to staff.
- CPD sessions use a range of ICT tools.
- Website and Twitter (X) used to communicate with parents.
- Online payment system in place.
- Use of common resource areas on school system.
- The vast majority of parental communication is now done digitally, via SeeSaw, Google classroom, Website, Teachers2Parents, Sway updates, online booking system for parent teacher interviews.

✓ 100% believe that most of our pupils are safe and responsible users of digital technology.

**Future Action:**

- Continue with replacement programme for Interactive Panels, started last year (finance dependent)
- Continue iPad replacement programme (finance dependent)
- Evaluate the use and impact of Mathematics/Maths Seeds across the school.
- Developing the use of Just 2 Easy across the curriculum

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

**Requirement 3b:**  
An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards

Current three year plan overview, showing an increasing deficit over the next three years

| As at 31st March                       |  | Plan Year 1 | Plan Year 2 | Plan Year 3 |
|--|--|-------------|-------------|-------------|
| Opening Cumulative Surplus / (Deficit) |  | 126,749     | 135,796     | 145,652     |
| Net In-Year Surplus / (Deficit)        |  | 9,047       | 9,856       | 25,469      |
| Closing Cumulative Surplus / (Deficit) |  | 135,796     | 145,652     | 171,122     |
| % Carry Over                           |  | -10%        | -10%        | -12%        |

Numbers at the school have been very consistent over the last number of years, with the intake number of 60 always being achieved.

### Evaluation

#### Requirement 3a:

Please see Appendix 5 for our previous 3-year financial plan.

#### Requirement 3b

Please see Appendix 6 for our 3-year financial plan 2025-2028

#### Future Action 2025/2026

- Continued monthly monitoring of the school's financial position at every

Every year of the current Principal's tenure, we have been oversubscribed at Year 1 - if we had space to grow as a school, we could easily do so.

School's financial position has been adversely affected by underfunding and increased costs.

Current three-year plan shows a steady deficit over the next three years of approximately 10% of the school's annual delegated budget.

School's average spend per pupil in the last financial year is amongst the lowest in the primary sector.

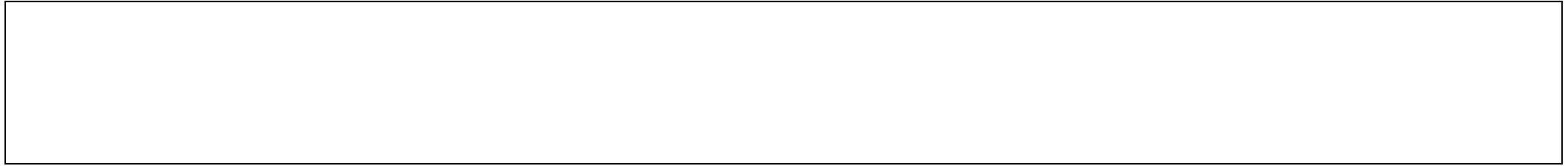
Governors have repeatedly expressed their frustration with LMS at the untenable financial situation, making a strong case that our current financial situation is entirely due to underfunding and increased overheads (including increased staffing costs).

Board of Governors' meeting

- Liaise with LMS
- Review school spending to ensure no unnecessary or excessive spending is taking place.

**Requirement 4: An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised**

Please see Appendix 1 for a summary of the extent to which the main targets of the preceding School Development Plan (2024-2025) were achieved.



**Requirement 5: An assessment of the challenges and opportunities facing the school**

### Challenges

- Financial constraints - as previously mentioned in the plan, underfunding, high staffing costs and increase in other costs have all led to a deficit situation in the school budget.
- Lack of funding - this is having a detrimental effect on many areas of school life, including building and maintenance.
- Managing the increase in the number and diversity of children with SEN, some of which are very complex.
- The changing role of the teacher which is becoming increasingly demanding and complex.
- Capacity building among staff to deal with the increasing complexity and range of SEN.
- Large class sizes across most of the school - whilst this is a positive thing for the school, it inevitably leads to higher workloads for teachers.
- Less support available for teachers/other staff at EA level.
- Engaging with reluctant or disengaged parents.
- Providing the necessary home-school liaison to support learning.
- Some areas of the school are in need of maintenance - patches of damp etc.

### Opportunities

- Vast majority of children are motivated and well behaved.
- Committed and hardworking staff with a range of experience and expertise.
- Supportive Board of Governors.
- Supportive Parents' Association and general parent community.
- Developing the number of parent volunteers.
- Developing parent information sessions.
- Build on the already excellent community links.
- The newly conceived link with Stranmillis PS provides a real opportunity for our staff and pupils to engage with others from a school encountering many of the challenges we are facing.
- TPL funding provides opportunities to upskill and train staff

**Requirement 6: The arrangements by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan**

**Evaluation**

### Arrangements

The Board of Governors tasked the Principal to lead an honest and robust self-evaluation of all aspects of current practice in Gilnahirk Primary School. The purpose of this evaluation, conducted in April - June 2025, was to identify the strengths and areas for development to enable our school to celebrate successes as well as providing targets for further improvement.

Following consultation with the Education Authority and consideration of the DE regulations for School Development Plans (2010) the following process was adopted to ensure all stakeholders were involved:

- Previous Inspection Reports (June 2014 and May 2018)
- Questionnaires for Y4-7 pupils
- Questionnaires for all parents, teaching and non-teaching staff and governors
- Priority setting workshops with staff in June 2025
- Analysis of data from CAT, PTE and PTM
- Minutes from staff meetings etc.
- Review of teachers' planning notes and evaluations
- Coordinator's audits and consultations
- Detailed review of previous SDP by Senior Leadership Team and Governors
- Consideration of Pupil Attendance and Punctuality figure

- Governors contend that the whole school evaluation undertaken has been extensive and effective providing clear evidence of the school's strengths and further areas to develop.
- Stakeholders involved in the process confirmed that the consultation was worthwhile and were pleased to participate.
- Staff were pleased to identify the many strengths and successes in current practice but were also very honest about the areas requiring further attention and improvement.

- Further discussions with pupils and parents to clarify views in questionnaires.
- Follow up questionnaires to measure success in areas for improvement.
- Consider parent and other focus groups as another way to understand views

**Requirement 7: Identification of key areas for development, informed by the school's self-evaluation, including:**

**(a) the school's key priorities for the period of the plan, based on DE priorities for education**

Please see Appendix 2 for a 3-year overview of the school's key priorities (2025-2028). These have been identified following a detailed self-evaluative process as detailed in this plan. Governors acknowledge that this SDP is a working document and will require regular updates and amendments dependent on monitoring and evaluating in school or due to adjustments in Department of Education policy.

**(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT.**

Please see appendices for main action plans for 2025-2026 (first year of SDP)

**Requirement 7: Identification of key areas for development, informed by the school's self-evaluation, including:**

**(c) actions to be taken to achieve these outcomes, with final dates for completion**

Please see Appendix 2 for the school's three-year overview.

**(d) the financial and other resources available to be used in support of these actions to achieve the planned outcomes**

Please see Appendix 6 for the school's 3-year financial plan. The plan has been ratified by Governors accompanied by a letter recording the governors' frustration at being unable to make the allocated funding work for our school context.

**Requirement 7: Identification of key areas for development, informed by the school's self-evaluation.**

Governors will continue to take a keen interest in every aspect of school life. The school already has a tried and tested structure enabling the Board of Governors to stay informed and actively monitor and evaluate the impact of school improvement initiatives on an annual basis.

As described above Governors have consulted widely to ensure the content of this plan is accurate and effective. To ensure the plan remains relevant the following checks are in place:

#### September/ October

- Pupils, Staff and SLT consult to ensure the targets for the incoming year are still relevant.
- Main targets require coordinators to prepare detailed action plans. (See Appendix 3)
- Other subject areas require coordinators to prepare coordinator calendars

#### October

- Principal submit targets for the year.
- Staff submit PRSD targets (where appropriate).
- New or updated SDP presented for Governors to review.

#### February

- Mid-year report presented to Governors re: Principal targets.
- Progress on main action plans and PRSD targets is discussed.
- SDP is reviewed in SLT and Governors advised on progress/ challenges/ amendments.
- Review of data analysis.

#### June

- Evaluated action plans, including next steps, submitted to Governors by coordinators involved.
- Coordinators of main action plans submit evaluated action plans to Governors
- Principal reports on progress on their targets and maintenance action plans.
- SDP is updated accordingly ready for next academic year.

#### **Evidence and evaluation of monitoring, review and evaluation arrangements**

- SDP
- Written action plans
- Targets for Principal
- Evaluated action plans.
- Whole school PTE/PTM/CAT reports
- End of Key Stage levelling

#### **Future Action:**

Review process as appropriate.

# Appendices

1. Evaluation of previous School Development Plan.
2. 3 Year Overviews 2025-28.
3. Main Action Plans (updated annually).
4. Achievements and Standards – PTE/PTM/CAT/End of KS levels in Reading and Number.
5. Previous 3 Year Financial Plan.
6. Current 3 Year Financial Plan.



# Appendix One.

## Evaluation of Previous School Development Plan (2024-2025)



**REVIEW OF SCHOOL DEVELOPMENT PLAN 2024-2025.**

| Area for development identified in 2024-2025 plan  | Target met | Target partially met | Target not met | Additional comments.   |
|--|------------|----------------------|----------------|--|
| 1. Review school ethos through Baker Days/SDDs   | ✓          |                      |                | Continued review of school ethos. Principal to take part in CSSC ethos and leadership programme                    |
| 2. Raising the profile of reading for enjoyment (Developing lifelong readers)                                  | ✓          |                      |                | Continue to embed in next three-year plan  |
| 3. Increasing the use of library resources (class libraries, school library, library van, Tullycarnet Library) | ✓          |                      |                | Further develop links with Tullycarnet library in next three-year plan   |
| 4. Development of reading resource areas around the school   |            | ✓                    |                | Ongoing target - financial constraints meant that we were unable to achieve all that we would have liked this year |

|   |   |  |   |   |
|---|---|--|---|---|
| 5. Review and update Literacy policy  |   |  | ✓ | Policy to be reviewed during next SDP cycle                           |
| 6. Continue to use PTE data to identify weakest curriculum areas and address in class throughout the year | ✓ |  |   | Ongoing target  |
| 7. Use of tuff trays to promote literacy skills in the foundation stage                                   | ✓ |  |   | Further embed in next SDP   |
| 8. Consolidate the work done on Problem Solving in 2023-2024 (RUCSAC)                                     | ✓ |  |   | Evidence of RUCSAC provided from all year groups to Maths Coordinator |
| 9. Develop Mental Maths Strategies across the school  | ✓ |  |   |   |
| 10. Review and revise Mathematics and Numeracy Policy   | ✓ |  |   |   |
| 11. Review use and impact of Mathletics.  |   |  | ✓ | Include review of Mathletics in next three-year plan                  |

|   |   |   |   |  |
|---|---|---|---|--|
| 12. Continue to use PTE data to identify weakest curriculum areas and address in class throughout the year.   | ✓ |   |   | Ongoing target   |
| 13. Use of tuff trays to promote numeracy skills in the foundation stage  | ✓ |   |   |  |
| 14. Carry out staff audit in confidence in ICT teaching   | ✓ |   |   | Action from audit to be implemented in new three-year plan             |
| 15. Review and update all ICT related policies  | ✓ |   |   |  |
| 16. Review and update SEN policy  | ✓ |   |   |  |
| 17. Using guidance from SEND team, audit the provision that each year group provide to all children ranging across all the 5 overarching SEN categories |   | ✓ |   | Ongoing target   |
| 18. Map Whole School and Special Educational provision under the 5 overarching SEN categories   |   |   | ✓ | Complete whole school mapping of SEN provision in next three-year plan |

|  |   |  |  |   |
|--|---|--|--|---|
| 19. Create and implement a new IEP format  | ✓ |  |  | New format working well. One or two minor adjustments may need to be made going forward                 |
| 20. Refresher Child Protection training for all staff                            | ✓ |  |  | Renew training on yearly basis.   |
| 21. CP training for newly constituted BOG  | ✓ |  |  | Delivered at the start of the new term of office  |
| 22. Review and revise all pastoral care/CP related policies                      | ✓ |  |  | CP policy to be reviewed annually. All other CP/pastoral care policies to be reviewed every three years |
| 23. Develop 'Connect and Inspire' links with Stranmillis PS, initiated last year | ✓ |  |  | Year 3 of Connect and Inspire to include greater numbers of children (expand to include all KS2 pupils) |
| 24. Use SDDs/Twilights to develop practice in Literacy and Numeracy              | ✓ |  |  | Beneficial development sessions in both literacy and numeracy held                                      |

|  |   |  |  |  |
|--|---|--|--|--|
| 25. Create a bespoke Tuesday afternoon timetable of staff development that includes hooks into SDP, personal development and other necessary areas of school life. | ✓ |  |  | Feedback from staff indicates that these sessions are both pragmatic and helpful. They promote a sensible approach to school development whilst maintaining a healthy work/life balance. |
| 26. Run an 'Aspire' careers week for all year groups   | ✓ |  |  | Very successful week.  |
| 27. Commence replacement programme for Active Panels   | ✓ |  |  | 2 P7 classes received new panels   |
| 28. Continue iPad replacement programme  | ✓ |  |  | 15 new iPads bought  |

**23/28 targets achieved (82%)**

**2/28 targets partially achieved (7%)**

**3/28 targets not achieved (11%)**



## Appendix Two

- 3 year overview grid (2025-2028).
- Mapping Strategic Intentions, Team Projects and 'Quick Wins'



| Strategic Intent   | 2025/26 Plan   | 2026/27 Plan  | 2027/28 Plan  | Linked Contributory Areas  |
|--|--|---|---|--|
| <p>Strengthening <b>writing</b> across the school, integrating <b>digital tools</b> and building <b>cross curricular connections</b></p>   | <p><u>Establish a <b>clear picture of current writing provision and begin digital integration by:</b></u></p> <ul style="list-style-type: none"> <li>- Conducting a <b>whole-school writing audit</b> to ensure coverage of genres and progression.</li> <li>- Reviewing and aligning the <b>steps of teaching writing.</b></li> <li>- <b>Introducing J2E</b> as a digital writing platform.</li> <li>- Providing staff time to convert <b>one writing task to J2E.</b></li> </ul> | <p><u>Embed writing initiatives and link writing meaningfully to curriculum areas by:</u></p> <ul style="list-style-type: none"> <li>- Launching <b>Big Write Week</b> to promote extended, high-quality writing.</li> <li>- Ensuring <b>at least one writing task</b> links to <b>WAU topics.</b></li> <li>- Requiring <b>at least one digital writing task per term</b> using J2E.</li> <li>- Updating <b>planning documents</b> to reflect new expectations and cross-curricular links.</li> </ul> | <p><u>Embed successful practices and evaluate impact by:</u></p> <ul style="list-style-type: none"> <li>- Continuing <b>Big Write Weeks</b> as a regular feature.</li> <li>- Strengthening <b>curriculum links</b> across all Areas of Learning.</li> <li>- Conducting a <b>staff questionnaire</b> to gather feedback and identify CPD needs.</li> <li>- Focusing on consistency, progression, and <b>pupil voice in writing.</b></li> </ul> | <p><b>Planning, teaching and assessment for successful learning</b></p> <p><b>Curriculum for all</b></p> <p><b>Learner participation</b></p> <p><b>Digital skills</b></p>                                      |
| <p>Embedding <b>Just 2 Easy</b> as a core <b>digital learning platform</b> to enhance learning and teaching across all areas of the curriculum, fostering <b>creativity, collaboration</b> and <b>digital literacy</b></p> | <p><u>Foundations of Just 2 Easy</u></p> <ul style="list-style-type: none"> <li>- Auditing <b>current use of J2E</b> in school.</li> <li>- Providing <b>initial CPD/training</b> of J2E.</li> <li>- Possible <b>pilot key stage.</b></li> <li>- Setting <b>1 J2E task for all year groups</b> -possible WAU/Lit link.</li> </ul>   | <p><u>Expanding use of J2E</u></p> <ul style="list-style-type: none"> <li>- <b>Embedding the use of J2E</b> in all year groups following pilot key stage.</li> <li>- <b>Creating strong cross curricular links</b> with Literacy and WAU using J2E.</li> <li>- <b>Exploring J2E on iPads</b> in classroom.</li> </ul>   | <p><u>Sustaining use and improving J2E provision</u></p> <ul style="list-style-type: none"> <li>- <b>Exploring all areas of J2E</b> for behaviour management, home school communication etc.</li> <li>- <b>Expanding J2E links</b> with Numeracy.</li> <li>- <b>Using J2E for levelling</b> and recording data.</li> <li>- <b>Partnering with other schools/wider school community.</b></li> </ul>  | <p><b>Planning, teaching and assessment for successful learning</b></p> <p><b>Curriculum for all</b></p> <p><b>Learner participation</b></p> <p><b>Digital skills</b></p> <p><b>Collaborative networks</b></p> |

| Strategic Intent  | 2025/26 Plan  | 2026/27 Plan  | 2027/28 Plan   | Linked Contributory Areas   |
|---|---|---|--|---|
| <p><b>Embedding our 10 school values</b> through a whole school approach to well-being.</p> | <p><b><u>Introducing a whole school approach to 'values' by:</u></b></p> <ul style="list-style-type: none"> <li>-Identifying <b>10 core values</b></li> <li>-Designing and introducing a <b>new school mascot</b> to promote values (Gilly's Gilnahirk Values)</li> <li>-Introduce and trial <b>month by month introduction of 10 core values</b></li> <li>-Identifying opportunities for values work can boost a <b>whole school approach to well-being</b></li> </ul> | <p><b><u>Developing school values work by:</u></b></p> <ul style="list-style-type: none"> <li>-Continuing with <b>monthly focus on values</b> introduced in Year 1</li> <li>-<b>Accumulation of resources</b> to better allow teachers' delivery of the work on values</li> <li>-<b>Celebrating children's work and achievement</b> linked to the monthly values</li> </ul>   | <p><b><u>Fully embedding school values by</u></b></p> <ul style="list-style-type: none"> <li>-<b>Consolidation of the 10 values programme</b></li> <li>-<b>Recording year group initiatives/activities</b> to further support a whole school approach to wellbeing</li> <li>-<b>Completing school values yearly programme</b> which can be amended and added to in response to evaluation</li> </ul> | <p>Health, wellbeing and keeping safe.</p> <p>Environment, Society and Economy</p>  |
| <p>Leadership and management - Developing <b>middle leadership</b></p>                      | <p><b><u>Establishing leadership identity, building confidence and clarity in roles, developing core leadership competencies by:</u></b></p> <ul style="list-style-type: none"> <li>- Auditing <b>current leaders</b></li> <li>- Defining <b>roles and responsibilities</b></li> <li>- <b>Professional development</b> through TPL fund</li> <li>- <b>Mentoring &amp; shadowing</b> (link with SLT)</li> <li>- Creating <b>leadership teams.</b></li> </ul>             | <p><b><u>Leading teaching and learning, driving school improvement initiatives, strengthening collaboration by:</u></b></p> <ul style="list-style-type: none"> <li>- <b>Leading improvement projects</b></li> <li>- Embedding a <b>coaching culture</b> (reflective leadership)</li> <li>- Developing <b>data literacy</b></li> <li>- Strengthening <b>communication</b></li> <li>- Establishing <b>peer learning networks</b></li> </ul> | <p><b><u>Securing sustainable leadership by:</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating leadership <b>impact</b></li> <li>- Planning for the <b>future</b></li> <li>- Developing <b>leadership portfolios</b></li> <li>- Embedding a <b>distributed leadership model</b></li> <li>- Creating a <b>sustained CPD culture</b></li> </ul>  | <p>Planning, teaching and assessment for successful learning</p> <p>Collaborative networks</p> <p>Staff professional learning</p> |

|   |  |
|---|--|
| <p><b>Strategic Intent</b> A whole school or department priority that requires significant input over one or more action plans. Strategic intents are not targets but areas of focus. Targets are included in action plans.</p>   | <p><b>Team Projects</b> A development that can be completed by an individual or team which has been given additional resource. Its benefits have no significant workload for the beneficiaries.</p>  |
| <p><b>Learning and Teaching:</b></p> <ul style="list-style-type: none"> <li>✓ Strengthening writing across the school, integrating digital tools and building cross curricular connections</li> <li>✓ Embedding Just 2 Easy as a core digital learning platform to enhance learning and teaching across all areas of the curriculum, fostering creativity, collaboration and digital literacy.</li> </ul> <p><b>PDMU/Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>✓ Developing our core school values, linked to a whole school approach to well-being.</li> </ul> <p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>✓ Developing middle leadership.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Further develop links with Stranmillis Primary School.</li> <li>✓ Further embed RUCSAC and mental maths strategies.</li> <li>✓ Preparatory work for whole school focus on developing mathematical reasoning.</li> <li>✓ Secure key stage consistency in homework provision.</li> <li>✓ Music – expand use of Cheranga to include more year groups.</li> <li>✓ Complete curriculum policy updates.</li> <li>✓ Audit/revise ICT assessment tasks.</li> <li>✓ Use TPL fund to develop staff training opportunities.</li> <li>✓ Continue development of break out spaces/resource areas.</li> <li>✓ Complete whole school SEN provision mapping.</li> <li>✓ Review of whole school curriculum planning.</li> <li>✓ Further embed use of ‘tuff trays’ to promote literacy and numeracy in FS.</li> </ul> |
| <p><b>‘Quick Wins’</b> An identified need that only requires a short and sharp intervention.</p>  | <p><b>Delay</b> These priorities/projects need to be addressed, but there is no resource and/or time to complete. If possible, these will be addressed fully or in part if additional resource/time can be found or in a future SDP.</p>   |
| <ul style="list-style-type: none"> <li>✓ Increase opportunities for staff to feedback to SLT.</li> <li>✓ Review requisition process to make it less cumbersome.</li> <li>✓ Update Maths resources, improve central maths resource store.</li> <li>✓ Increase frequency of key stage meetings.</li> <li>✓ Introduce staff hoodie/fleece.</li> <li>✓ Develop/Improve pupil leadership opportunities – school council, house captains, digital leaders, library monitors, playground buddies, reading buddies.</li> <li>✓ Review use and impact of Mathletics.</li> <li>✓ Increased staff input into Baker Days and SDDs</li> <li>✓ ‘5 ways Fridays’ – five steps to well-being days.</li> </ul>                         | <ul style="list-style-type: none"> <li>✓ Developing Mathematical reasoning across the school.</li> </ul>   |

# Appendix Three

Main Action Plans 2025-2026:

1. Literacy (Developing Writing)
2. ICT (using Just 2 Easy across the curriculum)
3. PDMU (Developing school values)
4. Leadership and Management – developing middle leaders



## ACTION PLAN 2025-2026

School: **Gilnahirk Primary School**

DENI Reference Number: **4011606**

Area of focus: **ICT – Developing the use of Just2easy across the curriculum**



Start date: **September 2025**

Review date: **January 2026**

End date: **June 2026**

### Area(s) for improvement identified by inspection/data/evaluation:

1. Using Just2easy software across the curriculum
2. Staff training in the use of Just2easy
3. Incorporating Just2easy into ICT planning and assessment
4. Incorporating Just2easy in planning for writing across the curriculum

### Baseline Position – where are we now?

In Term 3 of the 2024/2025 academic year, staff completed a comprehensive Using ICT (UIC) Audit survey. The findings highlighted a clear desire among staff for further training in the Just2easy software, as well as additional time to explore ICT tasks and select those most appropriate for their pupils.

In response to this feedback, the school will implement targeted in-house training focused on Just2easy. Staff will be provided with dedicated time to explore and trial the software within their classrooms, supporting both confidence and competence in its use. Teachers will also have the opportunity to refresh their UIC tasks, with an emphasis on integrating Just2easy to streamline workload and enhance delivery of this strategic intent.

Foundation Stage and Key Stage 1 teachers have already been using Just2easy successfully for several years, demonstrating positive outcomes in pupil engagement and learning. Building on this foundation, Mrs Bennett (ICT Co-ordinator) and Mrs Pitts (Literacy Co-ordinator) attended a specialised Just2easy training session in Term 3, focusing on its application in writing across the key stages. Following collaborative discussions with Mr Corbett (Principal), it was identified that as a valuable cross-curricular opportunity—one that supports staff development, updates planning practices, and strengthens ICT provision throughout the school.

| Key Focus:  | Using Just2easy across the curriculum  |   |  |   |   |  |                  |   |                 |          |                    |              |
|---|--|---|--|---|---|--|------------------|---|-----------------|----------|--------------------|--------------|
| Improvement target 1:   | To embed Just2Easy as a core digital learning platform that enhances teaching and learning across all areas of the curriculum.   |   |  |   |   |  |                  |   |                 |          |                    |              |
| Success criteria, focusing on the impact on the children<br><i>How the school knows it has succeeded.</i>                                       | Specific actions to bring about improvement<br><i>What the school will do.</i>   | Resources required to bring about improvement<br><i>[Time &amp; Cost]</i>                   | Staff/lead responsibility<br><i>Who is responsible for each action and what support is required?</i> | Specific dates<br><i>Timescale for the work to be included.</i>   | Monitoring & Evaluation   |  |                  |   |                 |          |                    |              |
|   |  |   |  |   | Evidence  | Specific dates? Whom?  | Overall Progress | Overall Impact<br><i>(on Learning and Teaching)</i> | Further Actions |          |                    |              |
| <b>SC1a</b><br>Teachers will participate in Just2easy training sessions and provide opportunities for children to use the software accordingly. | a. Deliver staff training on the Just2Easy platform, ensuring all staff are familiar with its features and potential for supporting UICT the curriculum<br>b. Teachers will be given opportunity to try out using the Just2easy software and feed back any areas of further training they wish to receive.<br>c. Teachers will be provided with information on additional training they can attend.                      | Staff development days.<br><br>Tuesday afternoon staff directed time.<br><br>Teaching time. | Support from ICT coordinator<br><br>All teaching staff<br><br>Support from Just2easy team            | <b>Specific training dates:</b><br>26 <sup>th</sup> August<br>16 <sup>th</sup> September<br>26 <sup>th</sup> September<br>25 <sup>th</sup> November   | Record of training sessions and meeting agendas.                      | ICT coordinator<br><br>All teaching staff                              | 1.               | 2.  | 3.              | Achieved | Partially Achieved | Not Achieved |
| <b>SC1b</b><br>Teachers will update their Using ICT (UICT) tasks, ensuring one task is completed on Just2easy.                                  | d. ICT coordinator to deliver staff session on UICT tasks<br>e. Staff given time to explore CCEA task and exemplification library and choose one task per term to complete.<br>f. ICT coordinator to create school overview of tasks being completed and support staff in their delivery.  | Staff development days.<br><br>Tuesday afternoon staff directed time.<br><br>Planning time. | Support from ICT coordinator<br><br>All teaching staff   | <b>Specific training dates:</b><br>26 <sup>th</sup> August<br>16 <sup>th</sup> September<br>26 <sup>th</sup> September<br>25 <sup>th</sup> November<br><br>Tasks to be completed one per term from September 2025 | Task overview from ICT file<br><br>Examples of pupil work from system | ICT coordinator<br><br>All teaching staff                              | 1.               | 2.  | 3.              | Achieved | Partially Achieved | Not Achieved |
| <b>SC1c</b><br>Teacher will use Just2easy as a tool to support and promote writing across the key stages.                                       | g. Deliver staff training on the Just2Easy platform, ensuring all staff are familiar with its features and potential for supporting writing across the curriculum.<br>h. Provide focused CPD on using Just2Easy specifically for writing, including how to plan, model, and assess writing tasks using the software.<br>i. All teachers will complete one piece of writing using Just2Easy, to build confidence, explore | Staff development days.<br><br>Tuesday afternoon staff directed time.                       | Support from ICT coordinator<br><br>Support from Literacy coordinator<br><br>All teaching staff      | <b>Specific training dates:</b><br>26 <sup>th</sup> August<br>26 <sup>th</sup> September<br><br>From September 2025   | Submitted piece of writing by June 2025                               | ICT coordinator<br><br>Literacy co-ordinator<br><br>All teaching staff | 1.               | 2.  | 3.              | Achieved | Partially Achieved | Not Achieved |

## ACTION PLAN 2025-2026

School: **Gilnahirk Primary School**

DENI Reference Number: **4011606**

Area of focus: **Literacy**



Start date: **September 2025**

Review date: **January 2026**

End date: **June 2026**

### Area(s) for improvement identified by inspection/data/evaluation:

1. Consistency and progression in writing across year groups
2. Staff confidence and professional development for writing
3. Integration of digital tools to enhance writing – Just2Easy

### Baseline Position – where are we now?

Writing has not been a whole-school focus since approximately 2012. During this time, there has been considerable staff turnover and movement between year groups, which has contributed to a lack of consistency in writing pedagogy and progression. Recent book looks and professional discussions with Mr Corbett have highlighted a key concern: the journey of writing is not clearly evident in pupils' books. In response, we are considering the introduction of a 'Big Write Week'. This initiative would provide structured opportunities for pupils to engage in extended writing and allow teachers to explicitly teach the full writing process, supporting continuity and progression.

To better understand staff perspectives, a writing questionnaire was completed. Key findings include:

1. Over half of staff reported lacking confidence when teaching writing.
2. Many expressed uncertainty around the progression of writing skills within and across year groups.
3. There is a clear need for targeted support and professional development in this area.

To build a clearer picture of current practice, a full writing audit will be undertaken. This will focus on:

1. Coverage and progression of writing genres.
2. Planning approaches and consistency across year groups.
3. Opportunities for extended and independent writing.

Additionally, having attended a course with Mrs Bennett in term 3 of last year (Just2Easy - focusing on its application of writing across the key stages) we are exploring the use of Just2Easy as a digital writing tool to enhance pupil engagement and support planning and assessment.

| Key Focus:  |  | Quality of Provision in Language and Literacy   |  |   |  |  |                  |   |                 |  |          |                    |              |
|---|--|---|--|---|--|--|------------------|---|-----------------|--|----------|--------------------|--------------|
| Improvement target 1:   |  | To raise standards in writing across the school through a consistent approach, supported by the effective integration of digital tools. |  |   |  |  |                  |   |                 |  |          |                    |              |
| Success criteria, focusing on the impact on the children<br><i>How the school knows it has succeeded.</i>   | Specific actions to bring about improvement<br><i>What the school will do.</i>   | Resources required to bring about improvement<br><i>[Time &amp; Cost]</i>   | Staff/lead responsibility<br><i>Who is responsible for each action and what support is required?</i> | Specific dates<br><i>Timescale for the work to be included.</i> | Monitoring & Evaluation  |  |                  |   |                 |  | Achieved | Partially Achieved | Not Achieved |
|   |  |   |  |   | Evidence   | Specific dates? Whom?  | Overall Progress | Overall Impact (on Learning and Teaching) | Further Actions |  |          |                    |              |
| <b>SC1a</b><br>Teachers and Pupils to complete audit on writing   | <ul style="list-style-type: none"> <li>a. A whole staff writing audit will be distributed and completed to gather insights into current practice, confidence levels, and areas for development.</li> <li>b. Literacy Coordinator will analyse the audit responses and identify key themes, strengths, and areas for improvement. Recommendations will be made based on this analysis to inform next steps.</li> <li>c. Pupil voice will be gathered to understand children's attitudes towards writing, their perceived strengths and challenges, and what motivates them. This feedback will be used to shape future planning and provision.</li> </ul>   | August Baker Day<br><br>Time to meet with pupil groups  | Literacy Coordinator<br><br>All staff  | 22 <sup>nd</sup> August<br><br>Term 1 2025 & Term 3 2025        | Results of Audit<br><br>Results of Staff Questionnaire<br><br>Pupil Focus Groups - Results of Pupil Voice  | By October 2025<br><br>Literacy Coordinator<br><br>October 25 and May 26   | 1.               | 2.  | 3.              |  |          |                    |              |
| <b>SC1b</b><br>Teachers will understand and plan for the teaching of all writing skills in their year group | <ul style="list-style-type: none"> <li>1.4 Distribute clear and consistent Success Criteria for writing skills to all staff, aligned with age-related expectations and progression across year groups.</li> <li>1.5 Review and update planning documentation to ensure all writing skills are explicitly taught and embedded across units and genres.</li> <li>1.6 Provide targeted CPD for staff, focusing on best practices in teaching writing, including modelling, scaffolding, and feedback strategies.</li> <li>1.7 Trial a whole-school 'Big Write Week', allowing staff and pupils to engage in extended writing activities. This will support consistency, showcase progression, and help evaluate the impact of focused writing instruction.</li> </ul> | Staff Development Day September<br><br>January Twilight<br><br>Directed Time  | Literacy Coordinator<br><br>Mr Corbett<br><br>All Teaching Staff                                     | From September 2025   | Writing success criteria – ticked off<br><br>Updated Planning<br><br>All teachers have access to CPD training<br><br>Evidence of planning for a Big Write Week and results through a book look | September 2025 – Lit Coordinator<br><br>November 11 <sup>th</sup> – Teaching Staff<br><br>13 <sup>th</sup> January Twilight – Mr Corbett<br><br>Term 2 & 3 for Big Write Trial | 1.               | 2.  | 3.              |  |          |                    |              |

School: **Gilnahirk Primary School**

DENI Reference Number: **4011606**

Area of focus: P.D.M.U.



Start date: **September 2025**

Review date: **January 2026**

End date: **June 2026**

**Area(s) for improvement identified by inspection/data/evaluation:**

- Improve awareness of the ten key core values: Curiosity, Empathy, Honesty, Responsibility, Kindness, Determination, Aspiration, Perseverance, Respect, Resilience.
- Identify strategies/resources for the development of well-being across the school.
- Develop a cross school approach to one key area each month with all year groups participating.

**Baseline Position – where are we now?**

- Year groups have introduced well-being activities to support their particular classes/age groups e.g. cosmic yoga (P1), class mindfulness displays, checkin charts, “Safe Place” designated area in the classroom etc.
- “Living. Learning. Together “ scheme used across the school.
- School mascot, designed by the children and introduced last year.
- Core Values, partially introduced last year.
- S.E.N. support for well-being e.g. “calm plans”, morning club, sensory room etc.
- School Counsellor available for specific children.
- Extra Curricular activities e.g. “Walkie Talkies” club
- Community links / Visitors: Cancer Centre visits, local care homes, “Fitness Freddie” school visits etc.

| <b>Key Focus:</b>  |  | Development of Whole School Approach to Well-being in association with School Values.  |   |  |  |                              |                         |  |                        |          |                    |              |
|--|--|--|---|--|--|------------------------------|-------------------------|--|------------------------|----------|--------------------|--------------|
| <b>Improvement target 1:</b>   |  | To improve the children's awareness of the ten key core values enabling them to develop their personal skills and sense of Well-being. |   |  |  |                              |                         |  |                        |          |                    |              |
| <b>Success criteria, focusing on the impact on the children</b><br><i>How the school knows it has succeeded.</i>                                     | <b>Specific actions to bring about improvement</b><br><i>What the school will do.</i>  | <b>Resources required to bring about improvement</b><br><i>[Time &amp; Cost]</i>   | <b>Staff/lead responsibility</b><br><i>Who is responsible for each action and what support is required?</i> | <b>Specific dates</b><br><i>Timescale for the work to be included.</i>   | <b>Monitoring &amp; Evaluation</b>   |                              |                         |  |                        |          |                    |              |
|  |  |  |   |  | <i>Evidence</i>  | <i>Specific dates? Whom?</i> | <i>Overall Progress</i> | <i>Overall Impact (on Learning and Teaching)</i> | <i>Further Actions</i> |          |                    |              |
| <b>SC1a</b><br><br>Teachers are aware of a range of activities and strategies to use to help children develop each value as it is presented.         | Teachers are given a printed leaflet for each value consisting of: - <ul style="list-style-type: none"> <li>Poster/picture of 'Gilly' representing the value.</li> <li>A definition of the value.</li> <li>Value in the context of Well-being and in particular the CCEA Well-being hub resource.</li> <li>Suggested other resources and approaches.</li> <li>Possible folder of resources on the computer system.</li> </ul> Meeting to inform staff about the school values and possible approaches. | Production of monthly values leaflet by KN.  | Karen Newnes  | Short introduction to staff during Tuesday D.T. (2/9/25)<br><br>Curriculum team meetings – 16/9/25 and 13/1/26 | 'Gilly's Gilnahirk Values' resource, covering all ten values completed.  | By end of June '26           | •                       | •  | •                      | Achieved | Partially Achieved | Not Achieved |
| <b>SC1b</b><br><br>Teachers provide opportunities for learning by being <u>overt</u> and <u>purposeful</u> in our approach to well-being activities. | Display monthly values and/or 'Gilly' Poster in classrooms and about the School.<br><br>Two, values specific, assemblies each month to introduce that month's value and celebrate pupil achievements.<br><br>Each year group provides one activity, overtly promoting that month's value.  |  | D.Corbett or teacher leading specific assembly.<br><br>Class teachers.                                      | Monthly  | Two, monthly assemblies.<br><br>List of activities for each value.<br><br>Possible awarding of achievement certificates. |                              | •                       | •  | •                      | Achieved | Partially Achieved | Not Achieved |
| <b>SC1c</b><br><br>Pupils engage in activities to enrich their understanding of their own and others mental health and well-being.                   | Pupils will engage in inclusive and cross curricular activities to promote understanding of each value. Preferably Incorporated into established curriculum practices were possible.<br><br>Activities will be year group and age appropriate.   | Teachers choice of activity.   | Class teacher   | Monthly  | Participation in 'values' activities by the pupils.  |                              | •                       | •  | •                      | Achieved | Partially Achieved | Not Achieved |

## ACTION PLAN 2025-2026

School: **Gilnahirk Primary School**

DENI Reference Number: **4011606**

Area of focus: **Middle Leadership**



Start date: **September 2025**

Review date: **January 2026**

End date: **June 2026**

### Area(s) for improvement identified by inspection/data/evaluation:

- Establishing leadership identity
- Building confidence and clarity in roles
- Developing core leadership competencies

### Baseline Position – where are we now?

- Middle Leadership development has been identified as a strategic priority for the school.
- While there is a well-established leadership structure in place (Principal – Vice Principal – Heads of Key Stages – Learning area coordinators), there is a need to clarify responsibilities, and build capacity across all key stages.
- Staff have expressed interest in leadership development opportunities, and the school aims to support emerging leaders through structured training, mentoring, and collaborative leadership models.

| Key Focus:  | Developing leadership capacity through structured support and role clarity   |   |  |   |                                     |                       |                  |   |                 |          |                    |              |
|---|--|---|--|---|-------------------------------------|-----------------------|------------------|---|-----------------|----------|--------------------|--------------|
| Improvement target 1:   | To establish a clear and supportive leadership development framework that builds confidence, clarity, and core competencies among emerging and experienced middle leaders. |   |  |   |                                     |                       |                  |   |                 |          |                    |              |
| Success criteria, focusing on the impact on the children<br><i>How the school knows it has succeeded.</i> | Specific actions to bring about improvement<br><i>What the school will do.</i>   | Resources required to bring about improvement<br><i>[Time &amp; Cost]</i> | Staff/lead responsibility<br><i>Who is responsible for each action and what support is required?</i> | Specific dates<br><i>Timescale for the work to be included.</i> | Monitoring & Evaluation             |                       |                  |   |                 |          |                    |              |
|   |  |   |  |   | Evidence                            | Specific dates? Whom? | Overall Progress | Overall Impact (on Learning and Teaching) | Further Actions | Achieved | Partially Achieved | Not Achieved |
| SC1a<br>Leadership roles and responsibilities are clearly defined and communicated.                       | Develop leadership role descriptions. Share expectations and responsibilities with staff.  | Planning time, Documentation tools  | Principal, SLT   | October 2025  | Role documents, Staff feedback      |                       | •                | •   | •               | Achieved | Partially Achieved | Not Achieved |
| SC1b<br>Staff engage in professional development to build leadership competencies.                        | Organise CPD sessions focused on leadership skills. Encourage participation in external leadership programmes.   | CPD budget, Time allocation   | SLT, External providers  | October–December 2025   | CPD attendance records, Reflections |                       | •                | •   | •               | Achieved | Partially Achieved | Not Achieved |
| SC1c<br>Staff participate in mentoring and shadowing opportunities.                                       | Pair emerging leaders with experienced mentors. Facilitate shadowing of leadership tasks.  | Time allocation, Staff pairing  | SLT, Mentors   | November 2025 – March 2026                                      | Mentoring logs, Feedback forms      |                       | •                | •   | •               | Achieved | Partially Achieved | Not Achieved |
| SC1e<br>Leadership teams are formed to support distributed leadership.                                    | Create cross-phase leadership teams. Assign responsibilities aligned with school priorities.   | Meeting time, Planning tools  | Principal, SLT   | January 2026  | Team meeting minutes, Action plans  |                       | •                | •   | •               |          |                    |              |

# Appendix Four

## Achievements and Standards – PTE/PTM/CAT/End of KS levelling

(fuller details of achievements and standards can be found in the relevant data file)



## END OF KEY STAGE LEVELLING IN NUMBER AND READING – JUNE 2025

### KEY STAGE 1

#### **P4 READING**

| Level | Number of children | % of year group |
|-------|--------------------|-----------------|
| 3     | 19                 | 31%             |
| 2     | 37                 | 61%             |
| 1     | 5                  | 8%              |

#### **P4 NUMBER**

| Level | Number of children | % of year group |
|-------|--------------------|-----------------|
| 3     | 12                 | 20%             |
| 2     | 44                 | 72%             |
| 1     | 5                  | 8%              |

### KEY STAGE 2

#### **P7 READING**

| Level | Number of children | % of year group |
|-------|--------------------|-----------------|
| 5     | 12                 | 21%             |
| 4     | 36                 | 63%             |
| 3     | 9                  | 16%             |

#### **P7 NUMBER**

| Level | Number of children | % of year group |
|-------|--------------------|-----------------|
| 5     | 12                 | 21%             |
| 4     | 36                 | 63%             |
| 3     | 9                  | 16%             |

### PTM Year on Year progress data

| Year Group     | Progress Category        |                     |            |                      |                           | Group Mean SAS (Nat. Ave 100) |
|----------------|--------------------------|---------------------|------------|----------------------|---------------------------|-------------------------------|
|                | Much Lower than Expected | Lower than Expected | Expected   | Higher than Expected | Much Higher than Expected |                               |
| <b>P4</b>      | 32%                      | 20%                 | 40%        | 3%                   | 5%                        | 104.7                         |
| <b>P5</b>      | 3%                       | 7%                  | 57%        | 25%                  | 8%                        | 106.5                         |
| <b>P6</b>      | 10%                      | 25%                 | 51%        | 10%                  | 4%                        | 102.5                         |
| <b>P7</b>      | 1%                       | 12%                 | 60%        | 16%                  | 11%                       | 103.2                         |
| <b>Overall</b> | 12%                      | 16%                 | 52%        | 14%                  | 6%                        | 104.2                         |
|                | <b>28%</b>               |                     | <b>72%</b> |                      |                           |                               |

### PTE Year on Year progress data

| Year Group     | Progress Category        |                     |            |                      |                           | Group Mean SAS (Nat. Ave 100) |
|----------------|--------------------------|---------------------|------------|----------------------|---------------------------|-------------------------------|
|                | Much Lower than Expected | Lower than Expected | Expected   | Higher than Expected | Much Higher than Expected |                               |
| <b>P4</b>      | 14%                      | 18%                 | 53%        | 8%                   | 7%                        | 102.6                         |
| <b>P5</b>      | -                        | 4%                  | 62%        | 22%                  | 12%                       | 109.8                         |
| <b>P6</b>      | 18%                      | 14%                 | 51%        | 10%                  | 7%                        | 106.5                         |
| <b>P7</b>      | 3%                       | 7%                  | 25%        | 44%                  | 21%                       | 113.2                         |
| <b>Overall</b> | 9%                       | 11%                 | 48%        | 21%                  | 11%                       | 108.0                         |
|                | <b>20%</b>               |                     | <b>80%</b> |                      |                           |                               |

### PTM/CAT Quantitative Discrepancy Categories

| Year Group     | Discrepancy Category     |                     |            |                      |                           | Group Mean SAS (Nat. Ave. 100) |
|----------------|--------------------------|---------------------|------------|----------------------|---------------------------|--------------------------------|
|                | Much Lower than Expected | Lower than Expected | Expected   | Higher than Expected | Much Higher than Expected |                                |
| <b>P4</b>      | 5%                       | 15%                 | 41%        | 18%                  | 21%                       | 105.4                          |
| <b>P5</b>      | 2%                       | 5%                  | 59%        | 17%                  | 17%                       | 108.2                          |
| <b>P6</b>      | 19%                      | 23%                 | 38%        | 10%                  | 10%                       | 111.1                          |
| <b>P7</b>      | 7%                       | 28%                 | 47%        | 14%                  | 4%                        | 111.0                          |
| <b>Overall</b> | 8%                       | 18%                 | 46%        | 15%                  | 13%                       | 108.9                          |
|                | <b>26%</b>               |                     | <b>74%</b> |                      |                           |                                |

### PTE/CAT Verbal Discrepancy Categories

| Year Group     | Discrepancy Category     |                     |            |                      |                           | Group Mean SAS (Nat. Ave. 100) |
|----------------|--------------------------|---------------------|------------|----------------------|---------------------------|--------------------------------|
|                | Much Lower than Expected | Lower than Expected | Expected   | Higher than Expected | Much Higher than Expected |                                |
| <b>P4</b>      | 12%                      | 15%                 | 44%        | 11%                  | 18%                       | 101.3                          |
| <b>P5</b>      | 6%                       | 7%                  | 46%        | 19%                  | 22%                       | 106.1                          |
| <b>P6</b>      | 7%                       | 7%                  | 50%        | 22%                  | 14%                       | 109.0                          |
| <b>P7</b>      | 6%                       | 7%                  | 26%        | 21%                  | 40%                       | 109.9                          |
| <b>Overall</b> | 8%                       | 9%                  | 42%        | 18%                  | 23%                       | 106.6                          |
|                | <b>17%</b>               |                     | <b>83%</b> |                      |                           |                                |

# Appendix Five

## Previous 3 Year Financial Plan



# Appendix Six

## Current 3 Year Financial Plan

