BALLYORAN PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

September 2025 – June 2028

Excellence - Creativity – Integrity

Updated November 2026

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1. A statement and evaluation of the ethos of the school

Statement

Mission Statement

Excellence, Creativity, Integrity

Vision

To create a welcoming, inclusive school community, where all pupils can flourish and reach their full potential academically, socially and emotionally within a happy, safe and nurturing environment, preparing them to be responsible citizens of the future.

Aims

1) To fulfil the school vision by developing each child as:
    - an individual
    - a contributor to society
    - a contributor to the economy and environment.

2) To develop in each child the following skills:
    - Communication
    - Using Mathematics
    - Using ICT
    - Thinking skills
    - Managing information, problem solving and decision-making
    - Being creative, working with others and self-management.

3) To foster the following attitudes and values:
    - Personal responsibility
    - Self-confidence
    - Tolerance and respect for others
    - Commitment, determination and resourcefulness
    - Community spirit
    - Integrity
    - Independence
    - Openness to new ideas.

Ultimately to provide stimulating, relevant and enriching learning experiences with equality of access for each child so that they may develop an enthusiasm for learning as a lifelong process.

The school's 6 Golden Rules are our school values for pupils and staff alike:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Nursery and Foundation Stage have simplified these rules to:

- We share and take turns
- We listen
- We tidy up

- We use our manners
- We try our best

This School Development Plan endeavours to act as a vehicle to fulfil its Mission Statement, Vision and Aims.

Evaluation

Based on the following evidence, the school's ethos is a strength.

A Pupil Questionnaire was completed in March 2025 and nearly all of the pupils were positive about the ethos of the school, e.g. 94% of Years 1 & 2 pupils and 84% of Yrs 3 – 7 pupils stated that they were happy at school.

The majority of Parents who responded to the questionnaire in March 2025 were positive about the ethos of the school.

- Nearly all - 97% stated 'My child is happy and likes coming to school.'
- Nearly all – 99% stated 'I am always made to feel welcome at Ballyoran Primary School.'
- The Nursery was even more positive with 100% of parents agreeing to both of the above statements.

When Parents were asked if they would recommend our school to another parent, nearly all answered yes with 97% for the whole school and 100% for the Nursery.

In the Staff Questionnaire completed in March 2025, the majority of staff highlighted the school's positive ethos, supportive environment and strong community ties.100% of the staff agreed that 'All staff ensure that the pastoral care, health and educational needs of all children are met effectively.' Staff made the following comments, which were all from different people:

- 'I feel that Ballyoran Primary School is a very friendly, caring and nurturing school.'
- 'Welcoming school.'
- 'Welcoming, happy, calm environment.'
- 'Ballyoran Primary School is a welcoming school where all children are made to feel valued and included.'
- 'There is always a positive atmosphere in the school.'
- ' Ballyoran PS provides a caring, nurturing and supportive environment.'
- 'There is a great sense of community'
- 'Welcoming and inclusive environment for all children.'
- 'Welcoming all backgrounds.'
- 'A strong sense community.'

The whole staff reviewed the school vision in a session in February 2025 and the 'positive atmosphere' was deemed a strength of the school.

Ballyoran Primary is an **inclusive** school as evidenced by our Newcomer Register. Approximately forty percent of pupils are Newcomers from 15 different countries with the main countries being Portugal, Poland, Romania and east Timor. This inclusion and diversity is a strength of the school as highlighted in the questionnaire responses of March 2025, when 100% of parents and staff stated 'The school respects diversity and welcomes members from all communities.'

The Vision of the school was reviewed and updated in 2025 with input from pupils, staff, parents and governors. The final wording was put out to consultation to the entire school community.

The last inspection of the school took place in November 2017 and stated 'The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaire endorsed the inclusive, welcoming and pastoral ethos for all members of the school community.'

The school has been recognised as a 'Nurture School' by EA completing all relevant training and embracing the principles of nurture which have always been in place in the school. We have been pushing for DE funding for a Nurture Class for a number of years.

Anecdotal evidence is also positive - visitors and substitute staff who come into school always report how warm, friendly and welcoming the school is.

Finally our school has recently achieved a School of Sanctuary Award, the letter dated June 2025, informing us of this success stated:
'This prestigious recognition is a testament to your school's unwavering commitment to creating a learning environment where all pupils feel welcomed, safe, included, and supported. Your efforts to embed the values of sanctuary into school life are both commendable and inspiring. As a designated School of Sanctuary, we encourage you to continue nurturing and sustaining this culture of inclusion and compassion. We trust that your school will remain a beacon of hope and belonging for all children and young people.'

Evidence

- Data from Pupil Questionnaires – March 2025
- Data from Parent Questionnaires – March 2025
- Data from Staff Questionnaires – March 2025
- Feedback from Staff Vision Review – February 2025
- Newcomer Register – 2024 - 2025
- ETI Inspection Report – November 2017
- School of Sanctuary Award Letter – June 2025

Future Action/Development Priorities

Sustain the positive, welcoming and nurturing ethos that the school is well renowned for.

2a. A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Using Information and Communications Technologies (ICT)

Learning and Teaching Summary

Learning and teaching are at the heart of the work of this school. Below are some of the strategies in place for learning and teaching:

- Discussion and questioning (open and closed as appropriate)
- Preview and reviewing work
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Problem Solving
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual needs
- Intervening, as appropriate, in the learning process in order to encourage development
- Providing all children with opportunities for success
- Using a range of communication strategies – verbal and non-verbal
- Outdoor Play
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

In Ballyoran Primary School we are committed to providing a range of learning experiences for all our pupils which will enable them to explore and develop their talents and abilities.

Thus, the teaching we provide ensures that the curriculum:

- is broad, balanced and well-planned, with clear objectives and shared goals so as to ensure consistent whole school practice, providing opportunities for both subject-specific teaching and the development of a cross-curricular connected approach
- is centred on the needs, interests and experiences of the child and provides practical teaching and learning activities
- promotes excellence at every level of school life
- encourages pupils to take responsibility for their own learning, becoming independent learners and to play an active role in the life of the school and the wider community
- is further enriched by the active involvement of parents in pupils' learning
- involves opportunities for teachers to monitor and evaluate practice
- infuses the following three cross-curricular skills:
    1. Communication
    2. Using Mathematics
    3. Using ICT
- infuses the following Thinking Skills and Personal Capabilities:
    1. Managing Information

2. Thinking, Problem Solving and Decision Making
3. Being Creative
4. Working with Others
5. Self-Management

Unfortunately, the pandemic and the closure of schools has had a major negative impact on the education of all pupils, the gap has widened and will take some time to make this right. We as a school are very mindful of this.

At system level the Minister has ambitious plans for the future of education in Northern Ireland through Transform ED which involves a review of the Curriculum and a new Literacy and Numeracy Strategy for schools. This will have major implications for all schools in Northern Ireland and we await its outcome.

Learning and Teaching Evaluation

The results from the Pupil Questionnaire of March 2025 were overwhelmingly positive in relation to learning and teaching throughout the school, with nearly all pupils agreeing with the following statements:

- 'Does your teacher encourage you to work independently' – 99%
- 'Are you encouraged to try new things in school' – 91%
- 'Does your teacher encourage to do your best' – 98%
- 'Does your teacher tell you how well you are doing' – 90%
- 'Does your teacher expect you to improve your work' – 94%
- 'In class do you get help when you need it' – 92 %

Results from the Parent Questionnaire from March 2025 were similarly overwhelmingly positive:

- 'I feel involved in the education of my child.' – 98%
- 'I am happy with the teaching and learning in the school.' – 99%
- 'The work my child is asked to do is matched to his/her ability.' – 98%
- 'My child's work is marked effectively.' – 100%
- 'The Curriculum is exciting, interesting and meaningful to my child.' – 99%
- 'My child is making good progress.' – 100%
- 'Staff have high expectations of children.' – 95%
- 'Staff encourage all children to do their best.' – 98%
- 'The school expects my child to work hard and achieve his or her best.' – 100%
- 'I am kept well informed about my child's progress.' 99%
- 'The school has explained to me how I can help my child with his/her work.'

Literacy

Handwriting was the key priority for development for Literacy last year and the Action Plan Evaluation shows that the Success Criteria of 'Implement a new approach to the teaching of handwriting from Year 1 to Year 4' was achieved. This work will continue, and staff will continue to embed the practice already in place as well as roll it out up to Year 5.

Following the period of Industrial Action, a review of planning was carried out, with some changes made and this work will continue to be embedded throughout the school.

Following a recent Staff Literacy Audit and professional dialogue with staff, guided reading has been identified as a key area for development.

Further analysis has shown that**:**

- 80% of teaching staff indicated a need for further support and professional development in the delivery of Guided Reading, highlighting it as a key area for capacity building.
- End of year PM Benchmarking data shows that only 12% of Year 1 pupils achieved Level 5 or above, suggesting the need for enhanced early literacy interventions to support pupil progress.

With 40% of pupils across the school identified as having English as an Additional Language (EAL), Ballyoran Primary embraces a diverse linguistic community. However, this also presents challenges, as some pupils may face language barriers that impact literacy development.

Performance Data from May 2025 is very positive showing the majority of our pupils on or above target in Literacy.

Numeracy
Mental Maths was the key priority for development for Numeracy last year and this work will continue to be embedded by staff going forward.

Similar to Literacy, a review of planning was carried out, with some changes made and this work will continue to be embedded throughout the school.

After carrying out a Numeracy Audit and having professional dialogue with the staff, 80% highlighted that pupils may be able to perform pencil and paper calculations but when this is posed in the form of a word problem they have difficulty applying their mathematical knowledge. This was reported as very evident in the Foundation and KS1 classes in terms of MaLT end of year standardised assessment and in the new CCEA adaptive Numeracy Tests which we piloted Term 3, 2025.

Feedback from the children, particularly Year 3, found the style of MaLT standardised test unfamiliar.

There has been a lot of changes in staff, including a lot of newly qualified teachers covering maternity leaves, since we last looked at using Word Problems in the classroom. All teachers felt they could benefit from training and upskilling.

Performance Data from May 2025 is very positive showing the majority of our pupils on or above target in Numeracy.

ICT
Desirable Features, Digital Leaders and Online Safety were priorities for development last year.

An ICT Progression Pathway has been created to ensure children gain experience in all Desirable Features throughout their school life.

All teaching staff completed an ICT Staff Audit in May 2025. It was noted that all staff understand the need for ICT to be embedded across the curriculum, not just taught in isolation, and for this to be reflected in planning documents. All staff expressed a desire for support with regards to curriculum integration.

After created an ICT audit and having professional dialogue with the staff, 100% of staff noted that ICT can be difficult to embed meaningfully across the curriculum, especially when hardware limitations restrict flexibility. Laptops were the most frequently mentioned resource, indicating a strong need for equitable access across the whole class. While iPads are essential and widely used throughout the school, through professional dialogue 100% of staff felt that they don't support all UICT Desirable Features particularly those requiring more traditional computing interfaces. 44% of teachers stated that they are not confident when planning and delivering Desktop Publishing activities.

Teachers in the Foundation Stage are currently making effective use of the Just2easy (J2e) tool suite however, its use is not yet consistent across the whole school.

Online Safety continues to be a priority. Throughout the year online safety will continue be incorporated into class teaching, school assemblies and whole-school initiatives.

World Around Us (WAU)
There has been a focus in recent years on Outdoor Learning, particularly Forest Schools and Eco Schools. While the school needs to continue to embed outdoor learning, a review of WAU Planners has been identified as an a priority for improvement.

PDMU
Mental Health and Well Being will always be a priority area on the School Development Plan, the need for this is now even greater since the pandemic. The school has just been accepted on to the EA's 'Being Well, Doing Well' programme which starts in September 2025. This will be our main PDMU priority.

The Arts
A review of the Arts, including a possible merger of the Co-ordinator role will be carried out during this plan.

Music
Last year the focus in Music was introducing Charanga Music through a pilot in Yr 2 and developing the playing of recorders.

PE
The main initiative in PE over the last few years has been the Introduction of the Golden Mile (Daily Mile). PE has been identified as an area for improvement during this plan and a review will be carried out.

RE
The 'Grow in Love' scheme has been introduced and is now in place throughout the school, detailed planners are in place which reflect this.

Play
Self-evaluation has identified Outdoor Play in the Foundation Stage as an area for improvement, in particular the need to ensure progression in play from Nursery to Year 1 and from Year 1 to Year 2. This has been prioritised as a focus for improvement during this plan.

Homework
Self-Evaluation has identified the need to carry out a review of Homework throughout the school. In the Pupil Questionnaire of March 2025, only 50% of pupils stated that they enjoy Homework.

Nursery
We have identified the Nursery as a strength of our school and this is evidenced in the Parent Questionnaire feedback from March 2025, with responses to the majority of the statements being 100% positive. An overview of the feedback was as follows:

- The teaching staff are praised for their professionalism, dedication, and ability to connect with the children. Parents appreciate the educational activities and the way teachers handle situations with care and respect.
- Effective communication is a standout strength. Parents are kept well-informed about their child's progress, daily activities, and relevant policies through tools like the Seesaw app. This helps parents feel involved and reassured.
- Children are happy and enjoy coming to nursery. Parents have noticed significant progress in their child's confidence, social skills, and overall development. The nursery's efforts in supporting each child's individual needs are highly valued.
- The nursery building and grounds are well-maintained, and the nursery is well-resourced with toys and equipment that enhance learning. Parents feel that the nursery continuously strives to improve and provide a stimulating environment.
- Strong links between the nursery and the local community are noted. Parents value the nursery's engagement with the community and the opportunities it provides for children to learn and grow.

Our Nursery Unit is seeing more pupils coming in with very complex special educational needs. This is reflected in the increase in staffing in recent years. A significant number of pupils enter Nursery each year with Speech and Language difficulties.

Self-evaluation has identified the following areas for development:

- Review of Planning, Observation and Assessment
- More Speech and Language Intervention
- The need for Sensory interventions
- Further Development of Outdoor Play with a review of progression to Foundation Stage
- Focus on Autism/ASD training for staff and parents

The school's last full inspection report in June 2011, stated that the quality of education provided was 'good.'

Assessment Summary

In Ballyoran Primary School, teachers seek to ensure that assessment 'of' learning and 'for' learning remain part and parcel of normal classroom teaching.

Work is marked regularly for improvement in line with an agreed Marking Policy.

With regard to assessment strategies we aim to provide assessment, recording and reporting documentation that is informative and meaningful and build up a portfolio of evidence on every pupil which will be used with and to back up teacher judgement.

The school uses Literacy and Numeracy Standardised Tests in classes from Yr 3 to Yr 7 which are completed in May. Since the pandemic we moved away from PTE and PTM and now used NGRT and MALT Respectively. IQ tests are also administered. See Schedule of Testing.

Statutory End of Key Stage assessment for pupils and Years 4 & 6 has started again after Industrial Action.

We completed CCEA's Adaptive Assessments in 2024-2025.

Results are analysed and they provide useful information for teachers in terms of target setting and future planning. (See Standardised Test Results and Analysis 2025)

Transform ED has brought a long awaited Review of Assessment and we await the outcome of this.

Pupils and classes are tracked using 'Assessment Manager' on SIMS. These results help to monitor pupils' progress from year to year and identify pupils who may need support for Special Educational Needs. This data is disseminated to teachers by the Assessment Co-ordinator and they analyse it using Assessment Manager to assist them. Data is used to set individual, class and whole school targets for improvement and inform future planning, learning and teaching - See Targets.

In Nursery an increasing number of pupils have speech and language difficulties, and we continue to use the WellComm Toolkit as an appropriate intervention.

Parents are kept regularly informed about the outcomes of all assessments. In October and March Parent/Teacher meetings take place to discuss pupils' progress.

Parents are free to meet with teachers by appointment at any time throughout the year.
At the end of the school year a written Annual Report which includes data for Years 3 -7, is issued to parents. This report can be discussed with the class teacher.

Nursery parents receive a Nursery Transition Form.

Assessment Evaluation

Our assessment policy and procedures are robust; this is a strength of the school.

Regular monitoring and evaluation by the Literacy and Numeracy Co-ordinators is evidence of the appropriate use of Assessment for Learning (AfL) strategies by teachers as evidenced by Learning Intentions and Success Criteria in books.

The Marking Policy also needs reviewed to ensure consistency across the school.

Data along with teacher judgement in recent years has highlighted underachievers who there then targeted with various interventions which include:

- Literacy Support
- Numeracy Support
- Boosting Reading
- Boosting Maths
- Hi Five
- Talking Partners
- SpLD support
- Numeracy Intensive Support
- Newcomer Language Support
- Sensory Motor Group
- Speech & Language Therapy
- Reach Mentoring
- Solas Mentoring
- Links Counselling
- Music Therapy
- Well Com Speech and Language

The school uses a wide range of data effectively coupled with the teacher's professional judgement. This was highlighted in previous Inspection Reports. The most recent report stated that 'the school has developed a comprehensive process for the tracking of the children's progress across the school.'

The Nursery continues to benefit from the WellComm Toolkit assessment and a member of staff will continue to have this responsibility going forward.

In the Parent Questionnaire of March 2025:

- 100% of parents stated 'My child's work is marked effectively.'
- 100% of parents stated 'My child is making good progress.'

Annual Reports and Nursery Transition Forms were reviewed in recent years.

Evidence

- Learning & Teaching Policy
- Language & Literacy Policy
- Mathematics & Numeracy Policy
- ICT Policy
- Assessment & Reporting Policy
- Marking Policy
- Schedule of Testing
- Data from Parent Questionnaire – March 2025
- Staff Audits in Literacy, Numeracy and ICT
- Data from Pupil Questionnaires – March 2025
- ETI Follow Up Inspection Report June 2011
- Action Plan Evaluations
- Action Plans – Literacy, Numeracy & ICT
- Assessment Data – May 2025

Future Action/Development Priorities

- Literacy
  - ✓ Continue to embed work on Handwriting across the school and target Yr 5
  - ✓ Guided Reading
- Numeracy
  - ✓ Word Problems
- ICT
  - ✓ Digital Storytelling Desktop Publishing skills
  - ✓ Embed Just Too Easy throughout the school
  - ✓ Continue to disseminate the Online Safety Message
- Improve and develop opportunities for outdoor play in the Foundation Stage
- WAU - Review Planning
- PDMU – 'Being Well Doing Well' Year 1
- Music – Embed Charanga Music Scheme throughout the school
- PE - Review
- Review TSPC throughout the school
- Nursery
  - ✓ Develop Outdoor Play
  - ✓ Develop Early ICT Skills through Just Too easy
  - ✓ Develop Sensory initiatives in the Nursery
  - ✓ Speech and Language
  - ✓ Autism/ASD
- Homework Review
- Review Marking Policy
- Develop use of PASS Test data
- Review of Learning & Teaching Policy
- Actions from outcome of the Curriculum Review

- Actions from new Literacy and Numeracy Strategy
- Actions from review of Statutory Assessment
- Raise Initiatives

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

Our strategies include the early identification of SEN through classroom observations and teacher judgement, partnership with parents and diagnostic testing.

There are currently 47 pupils on the SEN Register (20% Of Primary School)

The number of pupils with statements has increased greatly over the years e.g. in October 2017 we had 18 pupils, in October 2024 we had 29 pupils, an increase of 60%.

These figures highlight the challenges in meeting the needs of an increasing number of pupils with complex SEN.

We recognise that Special Educational Needs does not solely relate to pupils who have difficulties, those pupils who are more able also have Special Educational Needs. Classroom activities are organised to ensure that all pupils are suitably challenged. More able children are offered extension activities while children with learning difficulties have access to comprehensive programmes of intervention, including Differentiation, In-Class Support and the following out of class interventions:

- Literacy Support
- Numeracy Support
- Boosting Reading
- Hi Five
- Talking Partners
- Peripatetic support
- Boosting Maths
- Newcomer Language Support
- Sensory Motor Group
- Speech & Language Therapy
- Reach Mentoring
- Solas Mentoring
- Links Counselling
- Music Therapy

The school complies with the requirements of the Code of Practice for Special Educational Needs and we believe in a policy of early intervention. All pupils on the Code of Practice are listed on the SEN Register. Initially teachers keep Records of Concern on pupils.

Personal Learning Plans (PLPs) are drafted and reviewed twice each year in consultation between the class teacher and the LSC, for all pupils at Stages 2-5 on the SEN Register. Targets are SMARTE and these are then discussed with and signed by parents and reviewed regularly. They are backed up by evidence and careful record keeping.

In Ballyoran Primary School the SEN Register is not a static document as pupils are constantly moving either up or down the stages. The Register is updated regularly by the LSC.

The school has a Literacy and Numeracy Support programme in place, whereby a teacher works intensively on a withdrawal basis in Literacy and Numeracy with pupils who are underachieving or have Special Educational Needs. The programme for pupils receiving extra help is monitored regularly. It is our aim that having completed a programme of support, some pupils will no longer require extra support and can therefore be removed from the Register.

The school also has two Specialist Provision Classes (Learning) for pupils with statements who are placed by EA.

- Caterpillar Room: Yrs 1 – 4
- Butterfly Room: Yrs 5 -7

We had one class for many years which was a challenge with the age range but were delighted to open a second class in January 2024. As well as pupils being placed full time in these classes, we do at times reverse integrate into them from mainstream when appropriate.

Referrals are made by the school when appropriate to external professionals – Educational Psychologists, Primary Behaviour Support, Occupational Therapists, Physiotherapists, Paediatricians CAMHS etc.

The Learning Support Co-ordinator (LSC) liaises closely with staff, parents and outside agencies and keeps fully up to date with SEN issues for example she has successfully completed CCET training.

The Board of Governors are kept fully up to date with SEN, it is an item which the Principal gives an update on at every meeting in his Report. The Designated Governor for SEN is Mrs Douglas.

The Learning Support Co-ordinator provides the Board of Governors with an Annual Written Report.

An Accessibility Plan and Provision Map are now in place.

Evaluation

Special Educational Needs is a strength of the school as evidenced by the following:

- Parental feedback on SEN is very positive. In the Parent Questionnaire from March 2025 nearly all parents stated:
  - ✓ 'The school supports children who have Special Educational Needs.' – 99%
  - ✓ 'My child's additional needs are catered for and he/she is well integrated into the school.' – 97%
- A recent staff vision session highlighted the extra support that pupils receive as a strength of the school.
- Robust and effective SEN policy and procedures in place
- Effective PLPs with SMARTE Targets backed up by portfolios of evidence
- A high percentage of PLP Targets being met
- The support and intervention given to pupils which brought about improvement eg
  - ✓ Reading Support with Mrs Barkley, 100% of pupils in Years 2, 3, 4 and 5 increased in Benchmark Reading level
  - ✓ Newcomer Support with Miss Duraes – 80% of pupils improved their information percentile in the Renfrew Language Scale and 73% improved in their grammar percentile
- The fluid nature of our SEN Register. 11 pupils were added and 2 removed during the 2024-2025 school year.
- The significant number of pupils assessed by the Educational Psychologist – 10 in total in 2024-2025
- The significant number of pupils in recent years who have successfully moved through the Code of Practice to the Statutory Assessment process – 5 in total in 2024-2025

Self-evaluation in our Specialist Provision has identified areas for improvement and we are currently working with the EA SSSP on

- Planning
- Best practice
- Staff training needs and development
- SEN policies for setting and Inclusion and integration.

Self-evaluation through the Staff Questionnaire in March 2025 called for more training related to SEN, including strategies for managing diverse needs e.g. ASD and Challenging behaviours.

The school's last full inspection evaluated SEN provision and was very positive. It stated: 'The school's provision for the children with special educational needs (SEN) is good.'

The school was part of an ETI Evaluation of Specialist Provisions in September 2025 and the verbal feedback on this was very positive.

Evidence

- Learning Support Co-ordinator's Annual Report 2024-2025
- Special Educational Needs Policy
- PLP
- Analysis of PLPs Targets met
- Interventions Record
- SEN Register
- Record of Psychology Involvement 2024-2025
- Feedback from Parents Questionnaires
- Staff Vision Session Feedback – February 2025
- Literacy and Numeracy Support Entry and Exit Data
- Inspection Reports – May 2010 & June 2011

Future Action/Development Priorities

- SEND Provision – Graduated Response roll out and Training
- ASD Training Partnership with Middletown Centre for Autism
- Partnership with QUB Psychology Department – Insight Programme (Student Placement)
- Challenging Behaviour Training
- New Sensory Room and Den
- Dyslexia Training

2c. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting health and well-being, child protection, attendance, good behaviour and discipline of pupils

Health and Well Being Summary

Ballyoran is a Health Promoting School:

Nutrition -

- The school operates a Breakfast Club which serves a healthy breakfast every morning at a minimal cost, funded through Extended Schools.
- We encourage all children to bring a bottle of water to school with them every day as it has been shown to benefit health and concentration.
- Water coolers for pupil and staff use are located throughout the school.
- We operate a Healthy Breaks policy at break time.
- The school dinner menu is made available to parents on the school website.
- The menu meets the Nutritional Standards for school lunches.
- Yoghurt and fruit are available every day.
- Milk is made available to every pupil from Nursery to Year 2 every morning.
- Milk and water are available every day at lunchtime for those children who are taking school dinners.
- We encourage parents who send packed lunches in to ensure that the lunch contains healthy options. We send home leaflets giving ideas for same and make these available in our literature stand at Reception and on the website.
- National healthy eating campaigns are acknowledged.
- Books on various aspects of Healthy Eating can be found in the school and class libraries.
- Pupils in the Specialist Provisions Classes and Nursery are made aware of the importance of oral hygiene by visits from the School Dentist.

Physical Exercise -

- All pupils are involved in our 'Daily Golden Mile.'
- Pupils regularly receive PE through the Curriculum.
- Each class has a session with Healthy Kidz once per week.
- All pupils from Yr 5 onwards participate in 6–8-week swimming blocks at South Lakes Leisure Centre.
- Fundamental Movement Skills are taught in Foundation Stage and Key Stage One.
- Outdoor Play is encouraged in both the Nursery and Foundation Stage and Outdoor Learning is encouraged throughout the school.
- Daily lunchtime sports are available e.g. football or basketball.
- We operate a Positive Playground based around activity zones, many of which are physical exercise.
- We have a Playground Friends System.
- External coaches come into school and take pupils e.g. Gaelic football.
- We provide after school extra-curricular activities, many of which provide physical exercise for children e.g. Gaelic football.
- We are a Sustrans 'Silver Award' and as such participate in their initiatives encouraging active travel to school
- Year 5 - 7 pupils are permitted to cycle to school and Year 7 pupils get the opportunity to do the Cycling Proficiency Scheme.

Other -

- Use of Medication Policy in place.
- Several staff members in the school hold 'First Aid At Work' Certificates.
- School Health provides Medical Reviews for Year 1 pupils and other pupils.
- Mentoring and Counselling programmes in place.

- Fire Evacuation Signs around the building and Fire Drills held termly.
- Fire Assembly point in place.
- Lockdown Procedure in place.

Health and Well Being Evaluation

In the Pupil Questionnaire carried out in March 2025, nearly all of the pupils answered yes to:

- 92% - 'Does the school teach you how to keep healthy.'
- 92% - 'Are there plenty of opportunities for you to get regular exercise.'

However, when it came to the playground at lunchtime 26% of pupils stated that there were not lots of things to at lunchtime so this area will need to be prioritised for improvement.

In the Parent Questionnaire carried out in March 2025:

- Nearly all (97%) of the parents agreed that 'My child has a good knowledge of how to keep healthy'
- All (100%) of the parents agreed that 'My child participates in regular physical activity.'

In the Staff Questionnaire carried out in March 2025:

- All (100%) staff stated that 'All staff ensure the pastoral care, health and educational needs of all children are met effectively.'
- All (100%) staff agreed that 'We are a health promoting school.'

The last full ETI Full Inspection evaluated this provision positively stating, 'The school and Nursery Unit give very good attention to promoting healthy eating and physical activity.'

Pastoral Care, Safeguarding and Child Protection Summary

The Safeguarding, Child Protection and Pastoral Care programme extends into all areas of school life and involves pupils, parents, staff and governors. Our vision states that we aim '*To create a welcoming, inclusive school community, where all pupils can flourish and reach their full potential academically, socially and emotionally within a happy, safe and nurturing environment.*' The professional and positive relationships between staff, between staff and pupils, between pupils themselves, between teachers and parents and between the school and community set the atmosphere within the school and therefore the ethos of the school.

Safeguarding and Child Protection Policy and Procedures are reviewed annually, and a Safeguarding Team is in place which meets monthly. All the associated Pastoral Care Policies are in place and are regularly reviewed in line with the guidance. Staff receive Child Protection training annually, with new staff, volunteers etc. receiving training as part of their induction.

To protect pupils in our care and to comply with legislation from the Department of Education, the Designated Teacher may refer any concerns about the well-being of pupils to Social Services.

The Designated Teacher is Mrs McConville, and the Deputy Designated Teacher is
Mrs Somerville (Miss McKernan is covering this role during Mrs Somerville's Maternity Leave). Miss French is the Deputy Designated Teacher with responsibility for the Nursery. Together with the Principal, Chair of Governors and Designated Governor for Safeguarding, they make up the Safeguarding Team. A summary of the school's revised Safeguarding and Child Protection Policy is circulated annually to all parents in the Information Booklet distributed in September and at the October Parent/Teacher Meetings. Copies of the Policy and Procedures can be downloaded from the school website or obtained from the school office on request.

The school is very secure with:

- Controlled access points with access controls
- Perimeter fence
- CCTV system inside and outside the building

- Visitor Access System

All schools in Northern Ireland received Lockdown Guidance from EA in 2024-2025 and a new Policy and procedure has been drafted, staff will be trained on this in 2025-2026.

Currently 30 families (14%) have records on our Pastoral Care/Social Services Log, the majority of these include Social Services contact. This figure has been much higher in the past so we believe that it is not an accurate reflection of the need. The time that is dedicated to these issues in school is very significant.

Pastoral Care, Safeguarding and Child Protection Evaluation

Safeguarding and Child Protection is a strength of the school as the Safeguarding Pro Forma, the Safeguarding Evidence File and the evidence underneath will prove.

The results from the Pupil Questionnaire of March 2025 highlight strong Pastoral Care in the school with nearly all pupils stating that they

- were happy in school – 84%
- felt safe in school – 92%
- know who to talk to if they are worried about something – 95%

The results from the Parent Questionnaire of March 2025 are similarly positive and highlight strong parental satisfaction with Pastoral Care and Child Protection in the school. For example, nearly all parents stated:

- 'My child is happy and likes coming to school.' – 97%
- 'My child is safe in school.' – 99%
- 'The school keeps me informed of relevant policies e.g. Safeguarding and Child Protection.' – 99%

The results from the Staff Questionnaire of June 2025 further back this up:

- 100% of staff stated that 'staff ensure the pastoral care, health and educational needs of children are met effectively,'
- 100% of staff stated that they are 'aware of the schools procedures relating to safeguarding and child protection.'
- 100% of staff stated that 'the school provides a safe and stimulating environment.'

The fact that the Safeguarding Team meet once a month is evidence that Safeguarding, Pastoral Care and Child Protection are a high priority in school.

The Board of Governors are kept up to date, with a Verbal Safeguarding Report on the agenda of every meeting and are constantly evaluating policy and procedures. They also receive an Annual Written Report from the Designated Teacher.

The 2010 Inspection of the school evaluated this positively and stated that 'The quality of the pastoral care in the school and NU is very good…The school and Nursery Unit have very good arrangements in place for safeguarding children.'

Attendance Summary

Like all schools in Northern Ireland, the pandemic had a negative impact on attendance which in turn had a negative impact on the attainment of pupils. Our attendance levels are only now returning to pre pandemic levels which is encouraging.

We acknowledge parents' contribution with regard to good attendance. With this in mind a big part of our strategy to improve attendance is through educating them about its importance if their child is to reach their full potential. We do this through information on the Website, Parent Information Booklet and News Sheets as well as discussing at Parent/Teacher Meetings and through the Annual Reports.

When education fails however, we do have to respond to poor attendance. The Principal carries out a regular monthly Attendance Audit with our Education Welfare Officer. Pupils whose attendance falls below 85% are identified, targeted and monitored. Parents receive Letter One, if there is still no improvement, they receive Letter Two, if there is still no improvement a Referral is made to the Education Welfare Service.

With regard to the pupils, teachers encourage good attendance in their classes. There is also a Whole School Attendance Competition led by the Principal, with Monthly Class Awards given out in assembly, an Attendance Celebration Board in the Assembly Hall and Yearly Awards for 100% Attendance given out at Prize Day.

In order to promote good attendance, behaviour and discipline, we aim to:

- promote a positive ethos based on our vision and aims
- provide a welcoming environment which promotes respect for others
- provide an attractive and stimulating learning environment
- operate a Positive Behaviour Management System based on rules, rewards and consequences
- provide opportunities to celebrate pupils' success and achievements

Attendance Evaluation

Our improvement work on attendance is a strength of the school as the upward trend in the following whole school annual percentages evidences:

2021/2022	87.2%
2022/2023	87.9%
2023/2024	90.5%
2024/2025	92.1%

Attendance has been identified and prioritised as an area for improvement over the last 10 years with much success which we have celebrated. The school however continues to be below the Northern Ireland Average, however when we compare ourselves with schools in a similar Free School Meals bracket to ourselves we are performing well, e.g. our attendance average was 92.1% for 2024/25, above the 91.8% for schools in a similar Free School Bracket to ourselves.

Yearly Action Plans are drawn up to spearhead the required improvement and these have been successful.

The number of pupils receiving awards at Prize Day each year for full attendance has increased by 17% on last year, this is the highest number since the pandemic.

The average number of pupils with below 85% attendance for 2024/2025 dropped by 17% on the previous year.

In the Staff Questionnaire of March 2025, nearly all staff stated that they believe that attendance rates of pupils are high.

We have found the quality of the service from the EA's Education Welfare Service to be inadequate in recent years, for example of the 4 pupils referred for poor attendance during 2024-2025, none were allocated to an EWO.

While there is much to be celebrated in terms of attendance improvements, we can never be complacent and given our context, attendance will always be a priority on the School Development Plan.

Positive Behaviour Management
Summary

The School has 6 School Golden Rules which are at the centre of our Behaviour Management Policy:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

These have simplified for Nursery and Foundation Stage:

- We share and take turns
- We listen
- We tidy up
- We use our manners
- We try our best

These rules are values for all members of the school community staff and pupils alike which underpin all aspects of school life.

The school seeks to provide a safe and caring environment to promote effective learning. As part of this, the school's approach to positive behaviour management is based on concern for the well-being and safety of each pupil in the school. We expect all our pupils to behave in a responsible manner and to show consideration, courtesy and respect to others. We believe strongly in positive behaviour management based on rules, rewards and consequences. The school believes in early intervention and parents will be informed immediately about any serious or repeated breach of discipline, in order that they may offer their support. By working closely with parents, we aim to resolve any problems or concerns that may arise. Positive behaviour is celebrated by teachers in class and at whole school level along with other achievements. The School Positive Behaviour Policy is reviewed regularly.

When pupils keep the Golden Rules they are given a range of positive rewards, one of these being Golden Time. There are other various class and whole school rewards systems in place e.g. House Points.

These are matched by a set of progressive graded consequences when rules are broken.

Positive Behaviour Management
Evaluation

The data from the following audits highlighted good positive behaviour management as a strength of the school:

- Parents Questionnaire of March 2025 :
  - ✓ 100% of Nursery parents stated that 'the Nursery is good at promoting positive behaviour.'
  - ✓ Nearly all (97%) of parents state that 'the school is good at promoting positive behaviour.'
  - ✓ Nearly all (94%) of parents stated that 'the school deals effectively with unacceptable behaviour.'

- Staff Questionnaire of March 2025:
  - ✓ Nearly all teachers (94%) and all non-teachers stated 'The children in the school are well behaved.'
  - ✓ All (100%) stated 'Inappropriate behaviour is dealt with effectively.'

- Pupil Questionnaire of March 2025:
  - ✓ 99% of pupils stated that they know what the school rules are

- ✓ 98% of pupils stated that they know how they should behave in school
- ✓ 94% of pupils stated that get praise or rewards when they work well in school
- ✓ 96% of pupils stated that they get on well with other children in school

While the majority of our pupils are well behaved, we do however have an increasing number of pupils who display challenging behaviours and this was highlighted on Staff Questionnaires. Dealing with this challenging behaviour was identified as an area for the new School Development Plan.

Our response to this is two prong through supportive interventions from within school e.g. reasonable adjustments, interventions e.g. Reach Mentor, Solas Mentor and Links Counsellor and the use of outside agencies e.g. Local Impact Teams, Educational Psychology, CAMHS etc and the use of formal consequences if necessary, outlined in our Positive Behaviour Management Policy.

The School recently had a two year whole school focus on Positive Behaviour Management after the pandemic and as a result of this, data shows a significant decrease in the number of pupils receiving formal consequences from the Principal. (52% decrease in the 2022/2023 school year on the previous year)

Due to a significant waiting list of referrals for the Mentoring we have extended this intervention in the last year and will extend it further next year with the introduction of Music Therapy.

Evidence

- Data from Pupil Questionnaire – March 2025
- Data from Parent Questionnaire – March 2025
- Data from Staff Questionnaires – March 2025
- Safeguarding & Child Protection Policy
- ETI Safeguarding Pro Forma
- Safeguarding Evidence File
- Pastoral Care Policy
- Positive Behaviour Management Policy
- Anti-Bullying Policy
- Healthy Living Policy
- Drugs Education Policy
- Relationships & Sexuality Education Policy
- First Aid Policy
- Medication Policy
- Health & Safety Policy
- Pupil Attendance Policy
- Attendance Action Plan
- Attendance Audit File
- Lunchtime Playground Policy
- Inspection Reports
- Discipline Book
- Board of Governors Minutes
- Statistics on Formal Consequences

Future Action/Development

- Review and development of Lunchtime Playground
- Training on ASD
- Training in dealing with Challenging Behaviours
- Sustain attendance improvements
- Introduction in Music Therapy intervention
- Lockdown training for staff

- Review Positive Behaviour Management Policy
- Review Pastoral Care Policy
- Review Health and Safety Policy
- Review Attendance Policy

2d. A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff

Summary

There has been a major decrease in the amount of Professional development over the years but DE is aiming to remedy this through its Transform ED initiative which has the development of high quality Teacher professional Learning and access to cutting edge research for staff at its centre

Professional Development, in Ballyoran Primary School, aims to build a shared understanding of the aims, guiding principles and work of the school in order to enhance the learning of the children in each class. It is a vital ingredient in school improvement. Thus, our provision for professional development aims:

- to enable governors and teachers to carry out their roles effectively
- to improve the effectiveness of the school
- to improve pupils' achievement, therefore raising standards

We believe that we have a lot of expertise and skill within our own staff team and therefore we believe in sharing good practice and capacity building.

Our Professional Development Programme is structured in a variety of ways:

- In school collaboration and support during directed time where the lead professional may be a subject or key stage co-ordinator
- Baker days and Staff Development days (SDDs) held either in school, online or at an EA location
- INSET courses organised by EA or other outside bodies
- Collaboration with other schools through Shared Education partnership, Pathways Into Partnership Cluster and Extended Schools Cluster
- Induction and EPD for newly qualified staff supported by the Teacher Tutor
- Performance Review and Staff Development (PRSD)

Whole Staff training is identified through robust self-evaluation and directly linked to the priorities in the School Development Plan.

Staff who attend training disseminate ideas and information, when relevant, to colleagues at the appropriate forum e.g. key stage or full staff meeting.

Staff keep a Personal Professional Development Log and the Principal keeps a log for the whole school.

Curriculum leaders are responsible for Monitoring, Evaluating and Reviewing their area of learning.

Evaluation

A look at the Whole School Record of Professional Development is further evidence of the vast amount of professional development and support that staff have received in recent years, even though the amount of face to face training on offer from EA has been limited.

In the Staff Questionnaire of May 2025:

- Most staff agreed that they have taken up appropriate staff development over the last 3 years, although there was a desire for continued professional development in areas such as ICT and SEN.
- 100% of staff stated that 'Staff development has been linked to priorities in the School Development Plan.'
- Nearly all (94%) of staff stated that 'Staff Development Days are used effectively throughout the year.'
- Staff were asked to prioritise their top 3 training needs and these will be addressed in this plan.

The major problem in terms of staff development is the reduction in the amount of courses funded by the EA due to budget cuts in recent years. This has been negative in some ways but in other ways it has encouraged us to use the expertise in our own staff which has been great for capacity building. We have strong links with other schools eg Shared Education, Pathways Into Partnership and Extended Schools and have used these links to join together for staff development. This collaboration has been very beneficial most recently as senior leaders, key curriculum co-ordinators and Learning Support Co-ordinators have met to work to together very successfully.

Curriculum co-ordinators are developing their leadership roles producing their own Action Plans, presenting these to the Board of Governors at the start of the year, monitoring these and providing a written evaluation on these at the end of the year for the Board of Governors.

The Board of Governors have recently appointed a Designated Governors for the Curriculum, Mr Hatch.

We have had newly qualified teachers in school over recent years, who have been doing Induction and EPD and a vital programme of support is in place for them in order to guide them through these critical years.

The Follow Up Inspection Report of June 2011 stated 'there has been an extensive range of staff development…'

Evidence

- Results from Staff Questionnaire – March 2025
- Whole School Record of Staff Development
- School Management Structure
- Staff Responsibilities
- Staff Development Policy
- PRSD Policy
- Teachers' Personal Records of Professional Development
- Inspection Reports

Future Action/Development Priorities

- Ensure Staff Development remains closely linked to SDP priorities
- PRSD fully operational again after Industrial Action
- DE Transform ED
    - ✓ Use of TPL Budget from DE for SDP priorities
    - ✓ Use of EA Professional Development Calendar
    - ✓ Making Good Practice Common Practice – AI Conference
    - ✓ Continued collaboration through Pathways into partnership Cluster eg LSCs
    - ✓ Training for Middle leadership, aspiring principals and existing experienced principals
    - ✓ Transform ED – delivery of high-quality curriculum advice and resources to support teachers in the classroom

2e. A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing the attendance and promoting the health & well-being of staff

Staff Attendance Summary

- Staff Attendance Policies are in place
- Staff have also been given leaflets outlining EA Attendance Policy and Occupational Health Referrals
- Referrals are made to Health and Welfare Services for staff experiencing medical/emotional difficulties; this is entirely confidential
- The principal keeps in touch with staff who are absent for an extended period for whatever reason
- Staff Attendance is also monitored closely by the Board of Governors – report given at all meetings
- There is a Designated Governor for Staff Attendance, Mrs Watt

Staff Health & Well Being Summary

- One of our strengths is our strong staff team and how well people work together, and this comes up time and time again in self-evaluation
- Staff are highly valued and their achievements are celebrated in school, most recently for the Schools of Sanctuary Award
- The Principal operates an 'Open Door Policy' with all his staff
- Staff Welfare Policy is in place
- There is a staff well being committee in place
- Frequent opportunities for staff to come together:
    - ✓ Start of Term Breakfast
    - ✓ Christmas Dinner
    - ✓ End of Term Drinks
- Staff are aware of the services offered by EA Health and Wellbeing Service through the 'Staff Care Service' and 'Inspire' leaflets
- Staff Wellbeing is regularly discussed at Safeguarding Team, SLT and Board of Governors Meetings.
- There is a Designated Governor for Staff Welfare, Mrs Watt

In recent years we have dedicated one of our School Development Days towards Staff Well Being.

Evaluation

- This area is a strength of the school as evidenced by:
- Staff Attendance is on the agenda of every Board of Governors Meeting and the statistics show a high level of staff attendance for all staff which is encouraging.
- A whole staff vision session in February 2025 listed the following as strengths of the school:
    - ✓ 'Positive atmosphere'
    - ✓ 'Happy place to work'
    - ✓ 'Enjoy coming to work'
    - ✓ 'Good staff relationships'
- In the Staff Questionnaire of May 2025:
    - ✓ The majority of staff agreed that 'the management promotes the welfare and well being of all staff.'
    - ✓ Nearly all stated that 'I feel valued and respected in this school.'
    - ✓ 100% of staff agreed that 'attendance rate of staff is high.'
    - ✓ 100% of staff stated that 'I enjoy working in this school.'
    - ✓ 100% of staff stated that 'I have good relationships with my colleagues in the school community.'
    - ✓ 100% of staff stated that 'there is effective communication between all members of staff.'
- Staff Well Being Committee in place
- Staff Room is currently being refurbished

Evidence

- Feedback from staff vision session – February 2025

- Results from Staff Questionnaire – June 2025
- 'Staff Care Services' leaflet & EA Attendance Policy Leaflet
- Referral to Occupational Health Leaflet
- Attendance Policy
- Staff Welfare Policy

Future Action/Areas for Improvement

- Being Well Doing Well Programme
- Continue to embed this strength of the school without complacency.

2f. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with parents of pupils at the school and the local community, including other schools, the business community and voluntary and statutory bodies

Parents Summary

At Ballyoran Primary School we believe that strong links with parents are vital.

The school currently engages with and works in partnership with parents in the following ways:

- Good Communication:
    1. Parents can make an appointment to speak to or meet the class teacher, LSC or Principal
    2. Parent Information Booklet distributed every September
    3. Two Parent/Teacher Meetings each year – October and February
    4. Whole School Monthly News Sheet
    5. Monthly Nursery Newsletter
    6. Website www.ballyoranps.com
    7. School App
    8. Facebook Page
    9. Parent Pay
    10. Text Alert System
    11. See Saw in Nursery
    12. Nursery & Yr 1 Induction Meetings
    13. Transition Form/Annual Report to parents on their child's progress at the end of each year
- Curriculum Meetings e.g. recently on Numeracy
- Information sessions – e.g. 'Internet Safety'
- Parents invited in for Christmas shows, Sport's Day and Prize Day
- Consultation e.g. Questionnaires/Policies
- Charity events e.g. Hospice Coffee Morning
- Other Information Sheets and Permission Notices are issued regularly as and when required.
- Parents & Friends
- Volunteers e.g. Nursery trips or helping with outdoor play development

Parents Evaluation

Parents report a high level of satisfaction with the work of the school, the Parent Questionnaires of March 2025 reflect a high level of satisfaction with the school and the Nursery response is even more positive. The following is a summary of the questionnaire feedback:

- **Warm and Friendly Atmosphere**: Parents appreciate the welcoming environment created by the staff, making both children and parents feel valued and comfortable.
- **Effective Communication**: The school is praised for its effective communication, keeping parents informed about school activities, policies, and their child's progress.
- **Strong Leadership**: The school is well-led and managed by the staff and governors, with a clear vision for improvement.
- **Teaching and Learning**: Parents are happy with the quality of teaching and learning, noting that their children are making good progress and are engaged with an exciting and meaningful curriculum.
- **Support for Special Educational Needs**: The school provides excellent support for children with special educational needs, ensuring they are well-integrated and their additional needs are catered for.
- **Behavior Management**: The school is effective at promoting positive behavior and dealing with unacceptable behavior, creating a safe and stimulating environment.
- **Good Community Links/Inclusivity**: The school maintains strong links with the local community and respects diversity, welcoming members from all communities.

- **Inclusivity**: Children are taught to appreciate people from different backgrounds, fostering an inclusive environment.
- **Principal's Engagement**: The principal is highly appreciated for greeting each child by name in the morning, creating a welcoming and personalised atmosphere.
- **Dedicated Staff**: Staff are recognized for their dedication, support, and kindness towards the children, contributing to a positive school experience.
- **Range of Activities**: The school offers a good range of out-of-classroom experiences, such as trips and outdoor learning, enhancing the primary curriculum.

This is corroborated by staff in the Staff Questionnaire of March 2025:

- Nearly all staff stated 'The school works closely with parents.'
- 100% of staff stated 'Parents are kept informed of how well their children are performing.
- 100% of staff stated 'Parents are informed how they can support their children's learning at home.'

Percentage attendance at Parent/Teacher Meetings in 2024/2025, show that nearly all parents attended their child's Meeting:

- October 2024 – 90%
- March 2025 – 91%

These figures however mask one of the greatest challenges for Ballyoran Primary school, which is parental engagement. We endeavour to get parents to take a more active role in their child's learning as well as school life in general. The Parents and Friends endeavours to develop this to get more people involved and more opportunities for parents to be in school. Events have shown that parents will be more likely to come into school for an informal event e.g. Sports Day than a formal meeting e.g. Internet Safety so this means we need to be creative in our planning. The Parents and Friends raised funds which have been used to fund our new Sensory Room.

Parental engagement was identified as a priority for this School Development Plan by staff:

- A need for an improvement in Parental Engagement was also identified in the Staff Questionnaire in March 2025.

Community, including other schools and the business community Summary

Ballyoran Primary School is a school at the heart of the community, we believe that the link with the local community is vital. This relationship is a two-way process, the school reaches into the community and the community is welcomed into school. The school exists to serve the community. The following are some of our community links:

- School used by the community:
    1. The school has a Community Learning Centre. This was funded by DSD through Neighbourhood Renewal
    2. Sure Start use the Community Room on a daily basis for one of their In Tune Programmes for Two Year Olds
    3. School premises use by outside agencies e.g. Drumcree Community Trust use our pitch, South Ulster Community Band
- Pupils have opportunities to take part in a wide variety of educational trips to local facilities
- Regular use of community facilities e.g. South Lakes Leisure Centre
- Represented on the Local Neighbourhood Renewal Committee
- Links with other local Primary and Secondary schools, e.g. Pathways into Partnership and Extended Schools
- Strong cross-community partnership with Bocombra Primary School through Shared Education
- Post Primary links which has involved pupils going to St John the Baptist College
- Links with local Tir Na Og GFC who provide coaching for pupils in Gaelic games and use our pitch

- Provision of activities/courses for children in school and the wider community, for parents and for other adults in the community through the Extended Schools initiative
- Choir sing at local venues at Christmas and are part of Community Choir
- Links with local Library
- Strong links with local church in particular with reference to First Holy Communion and Confirmation
- Part of Schools Singing Programme – Parish led.
- Fundraising for Charity, Hampers for local senior citizens at Christmas
- Links with business e.g. Tesco – 'From Farm to Fork' programme
- Competitions e.g. Credit Union
- Young Enterprise Scheme
- People who help us e.g. PSNI, Fire and Rescue, Ambulance and Opticians
- Website
- Facebook
- Use of local press

Voluntary and Statutory Bodies Summary

- Strong links with local PSNI Neighbourhood Policing team who regularly visit the school, most recently in May doing Stranger Danger Talks
- Links with other local agencies: Education Welfare Service, Social Services, School Nurses, ABC Council etc.
- Links between Nursery and Blossom Sure Start

Community, including other schools and the business community Evaluation

Our links with the local community are a strength of the school.

The school has worked hard on PR and promoting ourselves in the wider community e.g. website and more recently Facebook.
This has been successful and is reflected in a number of ways:

- Stable enrolment which has grown over the last decade
- Highest Year 1 enrolment for 2025/2026 – 40 pupils
- Excellent reputation in the local community

The results from the Parent Questionnaire from March 2025 are evidence that this has been successful:

- Nearly all (97%) of parents stated 'I would recommend our school to another parent.'
- Nearly all (97%) of parents stated 'Links between the school and the local community are good.'
- All (100%) parents stated 'The school respects diversity and welcomes members of all communities.'

This is corroborated by staff:

- In a staff vision session in February 2025, good community links were identified as a strength of the school.
- The Staff Questionnaire from March 2025:
  - ✓ All (100%) staff stated 'The school is valued and respected in the local community.'
  - ✓ All (100%) staff stated 'The school respects diversity and welcomes members of all communities.'

The recent Schools of Sanctuary Award is also evidence of this.

We are currently working in partnership with a local community group in a bid for funding for the development of our all-weather pitch. This has been ongoing for many years and is the last area of the school premises in need of improvement.

Strong community links were highlighted in the school's last Inspection Report which stated 'The school and NU enjoy very good links with the parents and the local community.'

Evidence

- Feedback from Staff Vision Session – February 2025
- Data from Staff Questionnaires – March 2025
- Data from Parent Questionnaires – March 2025
- Inspection Report

Future Action/Development Priorities

- Continue to be creative in getting parents to engage
    - ✓ Begin Parent Clinics
    - ✓ Develop Parents and Friends
    - ✓ Training for parents e.g. ASD
- Development of all-weather pitch

2g. A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management

Learning & Teaching Summary

- An ICT Progression Pathway has been created to ensure children gain experience in all Desirable Features throughout their school life.
- Teachers in the Foundation Stage are currently making effective use of the Just2easy (J2e) tool suite however, its use is not yet consistent across the whole school.
- Online Safety continues to be a priority. Throughout the year online safety will continue be incorporated into class teaching, school assemblies and whole-school initiatives.
- There has been a lot of investment in ICT in the school in recent years, for example panels and iPads.
- ICT Planners have recently been reviewed
- The ICT Policy and E Safety Policy have recently been reviewed
- Online Safety remains a priority given the high level of screen time access for pupils at home.

CPD Summary

- Teachers have attended relevant training when available e.g. Just 2 Easy

Leadership & Management Summary

- ICT is used substantially for leadership and management purposes e.g. C2k, SIMs, Parent pay, School App, text local, School Calendar
-

Evaluation

All teaching staff completed a ICT Staff Audit in May 2025. It was noted that all staff understand the need for ICT to be embedded across the curriculum, not just taught in isolation, and for this to be reflected in planning documents. All staff expressed a desire for support with regards to curriculum integration.

- 100% of staff noted that ICT can be difficult to embed meaningfully across the curriculum, especially when hardware limitations restrict flexibility. Laptops were the most frequently mentioned resource, indicating a strong need for equitable access across the whole class. While iPads are essential and widely used throughout the school, through professional dialogue
- 100% of staff felt that they don't support all UICT Desirable Features particularly those requiring more traditional computing interfaces.
- 44% of teachers stated that they are not confident when planning and delivering Desktop Publishing activities.

ICT has been identified as an area for development in the recent Staff Questionnaire from March 2025 when staff highlighted the need for CPD in ICT

The school is just beginning to use AI as a tool to enhance learning and teaching, management and reduce workload.

Evidence

- Data from Staff Questionnaires – March 2025
- ICT Action Plan Evaluation 2024 – 2025
- ICT Policy
- E Safety Policy

Future Action/Areas for Improvement Priorities

- Develop Digital Storytelling Desktop Publishing skills
- Embed Just Too Easy throughout the school
- Continue to disseminate the Online Safety Message
- Digital Schools Award
- Use A1 to benefit learning and teaching

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

Assessment

The school's financial position is very strong and the school has been in surplus for the last decade. This has been achieved through the sound and prudent financial management of the Principal and the Board of Governors and the fact that the enrolment has been increasing steadily after many years of a downward trend. The current figure of 277 is compared to 228 in October 2013, an increase of nearly 25%.

The latest Three-Year Financial Plan is evidence of this. The Board of Governors are aware that the surplus is too high and have taken steps to target funding on School Development plan priorities. This action will have reduced the surplus to 5% by the end of the plan. One example is a significant projected spend on new managed C2K laptops to assist the development of ICT throughout the school.

Finance is on the agenda of every meeting of the Board of Governors when the Principal updates members on the current financial position of the school. The school makes efficient use of resources to support the provision of the curriculum and improve outcomes for pupils. The finances are managed effectively by the Principal and Board of Governors to ensure that the provision is both high quality and cost effective and avoids any waste of funds.

The school benefits from extra funding from DE for Newcomers, Targeting Social Need and Extended Schools. The school also uses extra finance generated through the rental of the Community Room from Blossom Sure Start for its Two-Year-Old Programme and fundraising from Parents and Friends.

Applications for funding have been successful from other sources for example the Department of Social Development through Neighbourhood Renewal.

This was corroborated by staff in the Staff Questionnaire from March 2025:

- 100% of staff sated 'The school is led and managed well effectively by staff and governors.'
- 100% of staff stated 'Finance is managed effectively to ensure provision is high quality and cost effective.'

Evidence

- Three Year Financial Plan
- Data from Staff Questionnaires – March 2025

Future Action/Development Priorities

- The Principal and Board of Governors will continue to efficiently and effectively manage budget resources ensuring the surplus is reduced to 5% and make adjustments in expenditure should these become necessary.
- The Board of Governors will also be keeping a close eye om the review of all funding targeted at tackling educational disadvantage as DE plan to review this.

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

Assessment

See 3a

In the Staff Questionnaire of March 2025, 100% of staff stated 'The school is well resourced for learning and teaching.'

Evidence

- Three-Year Budget Plan
- Action Plans

Future Action/Development Priorities

The Principal and Board of Governors will ensure that the school budget targets the priorities in this School Development Plan.

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

Assessment

Evidence

- Transitional School Development Plan Evaluation 2024-2025
- School Development Plan Action Plan Evaluations : 2024 – 2025

Future Action/Development Priorities

- These outcomes have fed into the priorities in this School Development Plan.

5. An assessment of the challenges and opportunities facing Ballyoran Primary School

Challenges

- The increasing number of pupils presenting with mental health and well-being challenges eg anxiety
- The growing number of pupils with complex Special Educational Needs
- The challenging behaviours of an increasing number of pupils with Social, Emotional and Behavioural Difficulties (SBEW)
- Addressing underachievement and raising academic standards in Literacy, Numeracy and ICT
- Lack of concentration in pupils which may be down to increased screen time
- The social problems from the local community which spill into school on a daily basis including the very high number of pupils who are known to Social Services
- Making school relevant in the digital age and the challenges that go with that eg addiction to screentime
- The squeeze on all areas of the curriculum
- Larger class sizes
- Filling staffing positions particular in the role of SEN Classroom Assistant
- Workload of teaching staff
- Workload associated with Specialist Provisions
- Many children start Nursery/Year 1 with underdeveloped language skills
- Undiagnosed conditions e.g. ASD and speech delay
- The amount and pace of proposed changes in education from DE and the increasing number of initiatives from DE

Opportunities

- Positive Ethos
- Schools of Sanctuary Award
- Funding
- New staff bringing their own expertise to the team
- Development of all-weather pitch
- PR and reputation
- Attendance – pupils and staff
- Technology

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

- Staff Vision Session – February 2025
- Audit using Parent Questionnaires – March 2025
- Audit using Pupil Questionnaires – March 2025
- Audit using Staff Questionnaires – March 2025
- SLT have been working on SDP Priorities throughout 2024-2025
- Priority areas were discussed at a Staff meeting – August 2025
- Priority areas were discussed at a Board of Governors' meetings – June and September 2025
- Pupil Council discussion – 2024-2025 year
- Draft presented to staff and agreed – September 2025
- Draft presented to parents for consultation - September 2025
- Agreed and adopted by Board of Governors – September 2025

For evidence refer to –
The Process of School Development Planning

7a. Identification of the areas for development, which shall be informed by the school's self-evaluation including the school's key priorities for the period of the plan, based on the Department's priorities for education

Evidence

- SDP Three-Year Overview: 2025-2028
- Action Plans

7b. Identification of the areas for development, which shall be informed by the school's self-evaluation including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools must include targets for raising standards of attainment in Communication, Using Mathematics and Using ICT

Evidence

- Action Plans
- Three-Year Overview: 2025-2026

7c. Identification of the areas for development, which shall be informed by the school's self-evaluation including the actions to be taken to achieve the outcomes mentioned at sub paragraph b and final dates for completion

Evidence

- Action Plans

7d. Identification of the areas for development, which shall be informed by the school's self-evaluation including the financial and other resources available to the school to be used in support of the actions identified at sub paragraph c to achieve the outcomes identified at sub paragraph b

Evidence

- Action Plans

7e. Identification of the areas for development, which shall be informed by the school's self-evaluation including the arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan

The School Development Plan will be monitored and evaluated in the following ways:

- Progress regularly discussed at Staff Meetings – Key Stage & Whole staff
- Progress regularly discussed at SLT Meetings
- Key Co-ordinators will attend BoG meetings to update governors on priorities and progress
- Governors will receive regular reports, from the Principal, on the progress of the School Development Plan at every meeting.
- Monitoring and Evaluation is built into the Action Plans. These will be monitored by co-ordinators as the year progresses and targets reviewed and evaluated at the end of the year and these evaluations will then go to the SLT and BoG
- The SLT will evaluate the impact of School Development Plan priorities for the year and prioritise actions for improvement for the following year
- The Principal will present the Board of Governors with an evaluation of the School Development Plan Action Plans for that year – setting out the school's performance in relation to its targets
- The school's performance will be published in the Annual Board of Governors Report
- Success will be celebrated
- As a result of this new areas for improvement will be prioritised for the following year

The Process of School Development Planning

In order to formulate a focused School Development Plan which would:

1. meet the needs of all the schools' stakeholders
2. raise standards in the school
3. fulfil statutory requirements

The following documents were consulted by the Principal:

1. DENI Circular 2010/22 – School Development Planning – Regulations and Guidance
2. Statutory Rules 2010 No 395 - The Education (School Development Plans) Regulations (Northern Ireland) 2010
3. DENI – Every School A Good School - School Development Planning – September 2010
4. DENI Circular – School Development Planning and Target Setting

Robust self-evaluation as part of the school's whole school Self Evaluation Cycle fed into this School Development Plan. Evidence came from the following sources:

a) Input from Whole School Audit

1. Previous School Development Plan & Action Plan Evaluations
2. Staff Vision Session – February 2025
3. Parent Questionnaire – March 2025
4. Pupil Questionnaire – March 2025
5. Staff Questionnaire - March 2025
7. Analysis of Standardised Test Results and other performance data – June 2025
8. Discussion at Board of Governors about priorities for the school – June 2025
9. Discussion of Draft School Development Plan at SLT – August 2025
10. Discussion of Draft School Development Plan at Board of Governors. Meeting – September 2025
11. The Draft School Development Plan was circulated to staff for consultation– September 2025
12. The Draft School Development Plan was circulated to parents for consultation – September 2025

b) Input from DENI, ETI, EA

1. Inspection Reports from Ballyoran Primary School – May 2010, June 2011 and November 2017
3. 'Every School A Good School' Policy' - ETI – April 2009
7. DE Circulars on School Development Planning
9. Attendance at EA School Development Planning Workshops – 2024-2025
10. Advice on School Development Plan by EA SIP – Vincent McNicholl - ongoing
11. ETI Inspection Framework
12. Transform ED – March 2025

Using the above guidance, evidence and information in particular the Inspection Reports, the School Development Plan was drawn up. The four main headings from 'Every School A Good School' were used as a basis for the plan:

1. Child Centred Provision
2. Effective Leadership
3. High-Quality Teaching & Learning
4. A school connected to its community

The new School Development Plan was discussed at SLT at meetings throughout the 2024-2025 school year and the Draft was discussed and agreed at a meeting of the SLT in August 2025.

The Draft School Development Plan was circulated to staff and agreed in September 2025.

The Draft School Development Plan was discussed and approved at a Board of Governors meeting in September 2025.

The School Development Plan was submitted to the EA in October 2025

The final adopted document was circulated to all relevant stakeholders in September 2025:

- Staff received a full copy
- All parents received a summary of the document with the full document available on the school website.
- Child Friendly copies have been made circulated to pupils where appropriate and placed on the school website.

Categorisation of Priorities

Strategic Intents

- Numeracy – Word Problems
- Literacy – Guided Reading
- ICT – Desktop Publishing & new devices
- SEN:
  - ✓ Graduated Response
  - ✓ ASD Training
  - ✓ Sensory Room and Den
- WAU – Review of Planning
- PDMU – Being Well Doing Well Project
- Music – Charanga
- Review of PE
- Improve Attendance
- Foundation Stage – Outdoor Play
- Specialist Provisions
- TSPC
- Nursery:
  - ✓ Review of Planning, Observation & Assessment
  - ✓ Outdoor Play
  - ✓ Sensory
  - ✓ ASD

Team Projects

- Improve Parental Engagement
- Develop use of AI
- Digital School Award
- Lunchtime Playground Review and Development
- Improve PR
- Develop Library
- Shared Education
- Development of Pitch
- Transform ED
  - ✓ Raise initiatives
  - ✓ Curriculum Review
  - ✓ Literacy & Numeracy Strategies
  - ✓ Middle Leadership Training
- Develop use of PASS data
- PRSD fully operational
- Transform ED – TPL Funding & Research Raise Programme

Quick Wins

- Launch Parent Clinics
- Review of Homework
- Review of PE Uniform
- Nursery Sensory Circuit
- Management of Challenging Behaviour Training
- Introduce Music Therapy
- Review Literacy Policy
- Review Numeracy Policy
- Review of WAU Policy
- Review of SEN Policy
- Review Marking Policy
- Review Health & Safety Policy
- Review pastoral Care Policy
- Review Attendance Policy
- Review Learning & Teaching Policy
- Lockdown Policy and Procedure
- New website launched

Delay

- Nursery Brain Initiative
- Review of RE
- Review of Art & Design
- Review of PDMU
- Dyslexia Training

School Development Plan 2025 – 2028: 3 Year Overview

	2025 - 2026	2026 - 2027	2027-2028
Child Centred Provision Climate of the School Pastoral Care Child Protection SEN Interventions/Support Inclusion/Diversity Healthy School	• Whole School Approach to Emotional Well Being - Being Well – Doing Well Yr 1 • Improve attendance • SEN ✓ SEND implementation ✓ Graduated Response ✓ ASD Training ✓ Specialist Provisions • Lunchtime Playground Review and Development • Therapy Improve attendance	• Whole School Approach to Emotional Well Being - Being Well – Doing Well Yr 2 • Improve attendance • SEN ✓ Graduated Response ✓ Specialist Provisions ✓ Appoint LSC • Lunchtime Playground Review and Development • Inclusion ✓ Improve Newcomer Support	• Whole School Approach to Emotional Well Being - Being Well – Doing Well Yr 3 • Improve attendance • SEN ✓ Specialist Provisions ✓ Dyslexia training ✓
High-Quality Teaching & Learning Curriculum Provision Literacy & Numeracy Learning & Teaching Strategies Assessment/Data Analysis Self-Evaluation	• Literacy ✓ Embed Handwriting ✓ Guided Reading • Numeracy - Word Problems • ICT ✓ Desktop Publishing • WAU – Planning Review • Music - Charanga Music Scheme • PE Review • Develop Outdoor Play in Foundation Stage – Yr 1 • Nursery ✓ Review of Planning, Observation & Assessment ✓ Review of Outdoor Play & Progression to FS ✓ New Sensory Circuit ✓ ASD Training	• Literacy – Systematic Phonics and the teaching of early reading skills in FS and KS1 • Numeracy – Maths Mastery KS2 • ICT Development – Digital Storytelling: Presenting • Music – Embed Charanga Music Scheme • PE Development Yr 1 • Raise the profile of Art & Design • Develop Outdoor Play in Foundation Stage – Yr 2 • Transform Ed - Literacy & Numeracy Strategy • DE Review of Assessment • Nursery ✓ Review of Planning, Observation and Assessment ✓ Free flow indoor and Outdoor Play	• Literacy Development • Numeracy development • ICT Development • WAU Development • PE Development Yr 2 • RE Review • Develop Outdoor Play in Foundation Stage – Yr 3 • DE Review of Assessment • Transform Ed - Literacy & Numeracy Strategy

		✓ Develop a structured PE programme to enhance gross motor development	
Effective Leadership Effective School Development Plan Continuing Professional Development Curriculum Leadership Financial Management Accommodation	• Use of AI • Review of Middle Management Roles • Review Educational Visits Policy • Transform ED – TPL • PRSD	• Leadership Development and Capacity ✓ First-Time Principal Training ✓ First-Time Vice Principal Training ✓ Training for one Designated Teacher and one Deputy Designated Teacher ✓ Recruit a Learning Support Coordinator • Transform ED - TPL • Use of AI • Review Educational Visits Policy	• Transform ED – TPL • Audit for new School Development Plan
School Connected to the Local Community	• Improve Parental Engagement – Parent Clinics • ASD Training for Parents • Develop Parents and Friends • Develop PR – New Website, App & Facebook • Shared Education • Development of All Weather Pitch • DE Raise Initiatives	• Shared Education • Develop News Sheet • Develop Parents and Friends • Development of All Weather Pitch • DE Raise Initiatives	• Shared Education • Improve Parental Engagement

School Development Plan 2026 – 2027 Overview

	Priorities
Inclusion	1. Emotional Health, Wellbeing and Belonging • Whole-School Approach to Emotional Health and Wellbeing: Being Well Doing Well Year 2. • Lunchtime Playground Review and Development, promoting positive relationships, inclusion and pupil wellbeing. 2. Attendance and Engagement • Sustain improvements in attendance, with a continued focus on reducing persistent absence and ensuring all pupils can access learning. 3. Special Educational Needs and Disability (SEND) • SEND implementation • Embed the Graduated Response. • Develop Specialist Provision Classes.
Science of Learning	1. Strong Foundations in Literacy and Numeracy • Literacy: Embed systematic phonics and the explicit teaching of early reading skills across Foundation Stage and KS1. • Numeracy: Develop and embed Maths Mastery in KS2. • Implement TransformED Literacy and Numeracy Strategy approaches to strengthen teaching and learning. 2. Effective Teaching, Learning and Assessment • Respond to the DE Review of Assessment and further develop effective assessment practice. • Ensure planning, teaching and assessment are informed by how pupils learn, remember and make progress. • Use assessment effectively to identify starting points, gaps in learning and appropriate next steps. 3. A Broad, Rich and Connected Curriculum • ICT: Develop Digital Storytelling and Presenting. • Music: Embed the Charanga Music Scheme across the school. • Art & Design: Raise the profile and quality of Art & Design. • PE: Develop PE provision. 4. Learning Through Play and Physical Development • Further develop Outdoor Play in Foundation Stage to Year 2. 5. Nursery: Strong Foundations for Learning • Review Planning, Observation and Assessment. • Develop free-flow indoor and outdoor play.

	• Introduce a structured PE programme to enhance gross motor development.
Effective Leadership	1. Leadership Development and Capacity • First-Time Principal Training. • First-Time Vice Principal Training. • Training for one Designated Teacher and one Deputy Designated Teacher. • Recruit a Learning Support Coordinator. • Develop leadership capacity and distribute responsibility effectively across the school. 2. Professional Learning and School Improvement • TransformED – Teacher Professional Learning (TPL). • Ensure professional learning is aligned with whole-school priorities and has measurable impact on classroom practice. 3. Digital Leadership and Innovation • Develop the effective and responsible use of AI to support teaching, learning, planning and school administration. • Build staff confidence and establish clear expectations around safe and appropriate AI use. 4. Governance, Policy and Risk Management • Review and update the Educational Visits Policy.
Community and Partnerships	1. Partnership and Shared Learning • Shared Education: strengthen meaningful collaboration with Bocombra Primary School. • DE RAISE Initiatives: use the programmes to strengthen educational outcomes through school, family and community partnership. 2. Parental and Community Engagement • Develop Parents and Friends: increase opportunities for parents and families to contribute to and participate in school life. • Strengthen links between the school, families and the wider community. 3. Communication • Revamp our existing School News Sheet. • Continue to strengthen effective communication with parents and the wider school community. 4. School and Community Facilities • Development of an All-Weather Pitch to enhance opportunities for physical activity, extracurricular provision and wider community engagement.