

ENNISKILLEN MODEL PRIMARY SCHOOL DEVELOPMENT PLAN (2023/2024) – TRANSITION 3

PARENT OVERVIEW

We hope to revisit/develop the following areas during this school year

Abbreviations used throughout: DE – Department of Education; SLT – Senior Leadership Team; SENCO/LSC – Learning Support Teacher/Co-ordinator; SEN – Special Educational Needs; EP – Education Plan; EPD – Early Professional Development; EA – Education Authority; FS (P1 and P2), KS1 (P3 and P4), KS2 (P5, P6 and P7); AP – Action Plan; ENS – Enniskillen Nursery School; SWC – South West College; 'Magenta' refers to a teaching style (active learning)

PART A: TRANSITION PLAN (OVERVIEW) – WHOLE SCHOOL

LEADERSHIP AND MANAGEMENT – Evaluation listed elsewhere

Vision/Areas to address or maintain in 2023/2024:

1. Manage industrial Action and out workings of – action short of strike/strike.
2. Address keys areas periodically from a 'Moving Forward' evaluation document – covering areas such as organisation, planning, Google Classroom, key words/spelling, marking and feedback, P.E. arrangements, core reading material, differentiation etc. Seeking more consistency and understanding of policy in some instances.
3. Reinstating of more regular and purposeful FS, KS1 and KS2 meetings.
4. Enhance the leadership structure with (a) new appointments to feature, notably in Pastoral Care (b) reflection on ICT & Assessment provision/personnel and (c) more of a concerted effort to build on teams, team leading and active development opportunities of some individuals within and (d) establishment of pupil focus groups to glean compliance and learning in key areas
5. Support one teacher's route through a leadership course, another when engaging (potentially) with a further Eti Empowering Improvement project and when contributing to/auditing against the roll-out of the DE's 'Refreshing the Curriculum' focus in 2024 as well as EA's CLA 'Trauma and Attachment' training.
6. Managing Budget cuts to minimise the deficit and increase income sources.
7. Tweak the school's parent charter given imposed changes in recent years.

*Devised in response (in part) to different ways of working in more recent years (brought about by COVID-19 and Industrial Action) – redressing some changes to normal working practices

EMOTIONAL HEALTH AND WELL-BEING - Evaluation listed elsewhere

Vision/Areas to address or maintain in 2023/2024:

1. Paths programme to be rolled out (P3 and up)
2. Continue to facilitate various well-being initiatives to enhance the curriculum - for example, accessing external bodies and EA Trauma and Attachment training for all staff
3. Play and P.E. central - proactive co-ordination to ensure consistency by all/embedding practice/sharing of practice across the school
4. Vulnerability - keep focused on what works best for pupils despite cutbacks. Various internal support mechanisms in place
5. Maintain intergenerational links and associated partnership - embed further/extend

LEARNING AND TEACHING - Evaluation listed elsewhere

Vision/Areas to address or maintain in 2023/2024:

1. Focus on differentiation and provision for at various levels throughout the school/monitor interpretation
2. Embed planning structures
3. Staff Development opportunities to the fore/facilitated (reasonable, tailored for impact)
4. Embed partnerships at various levels to enhance learning and teaching opportunities

PART B TRANSITION PLAN: FOUNDATION STAGE, KEY STAGE ONE and KEY STAGE TWO (PRIORITIES TO COMPLEMENT OTHER AREAS - PARTS A and C):

FOUNDATION STAGE	Vision/Areas to address or maintain in 2023/2024: <ol style="list-style-type: none">1. Organise FS meetings - seeking wider consensus of thought/sharing of pedagogy2. Monitoring, Evaluating & Leadership by the co-ordinator in the context of 'Moving Forward' areas - includes establishment of focus groups3. Support aspects of this SDP e.g. Literacy development - Sounds Write; Numeracy - Mental Mathematics review4. Partnerships and promotion of - various levels (internal/external)
KEY STAGE ONE	Vision/Areas to address or maintain in 2023/2024: <ol style="list-style-type: none">1. Organise KS1 meetings - seeking wider consensus of thought/sharing of pedagogy2. Monitoring, Evaluating & Leadership by the co-ordinator in the context of 'Moving Forward' areas - includes establishment of focus groups3. Support aspects of this SDP e.g. Literacy development - Sounds Write and Spelling; Numeracy - Mental Mathematics review4. Partnerships and promotion of - various levels (internal/external)

KEY STAGE TWO	Vision/Areas to address or maintain in 2023/2024: <ol style="list-style-type: none"> 1. Organise KS2 meetings - seeking wider consensus of thought/sharing of pedagogy 2. Monitoring, Evaluating & leadership by the co-ordinator in the context of 'Moving Forward' areas - includes establishment of focus groups 3. Support aspects of this SDP e.g. Literacy development - Spelling and Poetry in Motion; Numeracy - Mental Mathematics review 4. Partnerships and promotion of - various levels (internal/external)
PART C: CO-ORDINATOR DIRECTION (TRANSITION) Embed and Develop	
2023-2024 and beyond. Key Areas to be addressed/rolled out in different ways:	
Language and Literacy Primary focus	<ol style="list-style-type: none"> 1. Reviewing Spelling practices and resources 2. Poetry in Motion - Community Arts engagement 3. Information Literacy Skills review
Mathematics and Numeracy Subsidiary focus	<ol style="list-style-type: none"> 1. Reviewing Mental Mathematics teaching/provision throughout the school
Special Needs	<ol style="list-style-type: none"> 1. Focusing on Differentiation and provision for across the school
I.C.T.	<ol style="list-style-type: none"> 1. Reviewing aspects of/engagement with the ICT scheme now in place
Shared Education	<ol style="list-style-type: none"> 1. Proactive P3 and P4 programmes to operate 2. School Councils and Google meet initiative to evolve 3. Community links/partnerships e.g. Choir/Carol Fest, Coaching (e.g. sport and ceili), P4FHC and P7C facilitated
Other areas, in no order:	

The Arts	<ol style="list-style-type: none"> 1. Finalise KS2 Music scheme overview 2. Revisit FS & KS1 Music Scheme embedded overviews to check compliance 3. First draft of P1 to P7 Art and Drama scheme overviews to be used as working documents to augment further staff planning 4. Musical Pathways for Learning/MPL (P4, P6 and P7) 5. Community Profile/partnerships and to include growth of choral/orchestra
P.E. and Games	<ol style="list-style-type: none"> 1. Policy reworked and to be more reflective of the structure of other policies 2. Scheme overview to be updated and to include more precision/breadth/momentum for staff to follow - notably with Dance. Evolving balance of P.E. activities to the fore 3. Community Profile/partnerships
World Around Us	<ol style="list-style-type: none"> 1. Eco/outdoor activities to the fore and to include previous training ideas (momentum of) 2. Eco Council and engagement 3. Community Profile/partnerships
Personal Development & Mutual Understanding	<ol style="list-style-type: none"> 1. Introduce and monitor engagement with Paths - P3 and up 2. School Council and engagement 3. Rota Kids and profile heightened 4. Community Profile/partnerships (extend from before) 5. EA CLA 'Trauma and Attachment' training link 6. Pupil voice - develop further ideas for all classes to focus on
Play	<ol style="list-style-type: none"> 1. Play approaches to evolve - active co-ordination of actual delivery to the fore 2. Outdoor experiences widened 3. Use of Bristol audit/other mechanisms to benchmark against current practices
Religious Education	<ol style="list-style-type: none"> 1. Updated policy in place/shared
Assessment/Planning	<ol style="list-style-type: none"> 1. P7 - pilot 2 of CEA Adaptive assessments 2. Complete the refreshing of our Marking and Feedback policy
	Magenta (active learning) - promoting further to complete learning and teaching across the curriculum.
<p>SLT and Co-ordinators - September/October/November 2023: Staff - November 2023: Review at the end of the 2023/2024 school year/beginning of 2024/2025 school year</p>	

