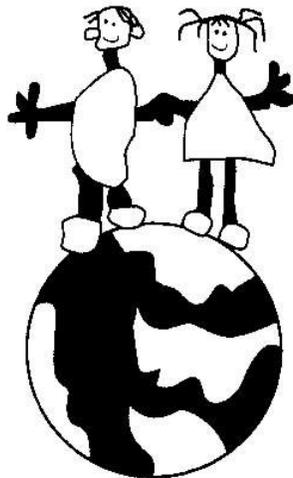


School Development Plan 2016 to 2019

Millennium



INTEGRATED PRIMARY SCHOOL

FOREWORD

The staff at Millennium Integrated Primary School has always been committed to taking the school forward to ensure the best possible outcomes for the children in their care. Our shared focus is always to improve the quality of learning and teaching through the successful management of carefully selected priorities.

To this end, regular audits, questionnaires, opportunities for discussion, staff meetings and staff development days are regularly used to celebrate the strengths and to identify areas for development in the life and work of the school. Priorities for development are selected and, where appropriate, planned for in detail through the use of Action Plans which are the working documents which lead the school on a continuous journey of improvement and encourage and empower staff to achieve and develop professionally.

In the early days the school was so small in terms of children, families and staffing that a collegiate approach was the dominant leadership style in the school. However as the school grew quickly, this collegiate approach needed to be further developed and led us into a period of Distributed Leadership. For the last 10 years we have been developing a management structure which focuses on a shared approach to management and leadership and this has been a very valuable process in building teams with a shared purpose. During the years, when there was much to be done in terms of whole school action points and key stage action points, the majority of our staff have enjoyed the opportunity to lead, to train their peers, to write action plans, to monitor and evaluate the plans and to give regular reports to the Core Learning Team which consists of the Principal, Vice-Principal and the SENCO. When appropriate the Core Learning Team expands to include the Literacy, Numeracy and key stage co-ordinators.

Our Board of Governors receive monthly reports to keep them informed of the ongoing work across the School Development Plan. They also receive annual reports from each staff member who has been the team leader for any of the Action Plans. In practice this means that at least one member of staff and sometimes more than one, are addressing the governors, giving a report which reviews the previous years' work, focuses on standards and achievements in their area of responsibility and gives an overview of the next stages of development. A timetable of these presentations to governors is distributed to staff in August. Whilst there is a focus on Language and Communication, Mathematics and Numeracy and ICT, governors have also enjoyed presentations on the World Around Us, Music, Integration in Practice, P.E. and Sport. This approach encourages active participation and discussion at all levels.

We welcome the 'Every School a Good School' document and its emphasis on a child centred approach in all aspects of school life, school accountability and self- evaluation, the effective use of data and shared leadership opportunities throughout school. Its aspirations affirm the journey started when our school opened and the journey which continues to be travelled as we work towards taking the school forward year by year.

**OUR SCHOOL DEVELOPMENT PLAN IS OUR STRATEGIC PLAN FOR IMPROVEMENT
ACROSS ALL ASPECTS OF PROVISION**

Mary Roulston
Principal

INTRODUCTION

THE SELF EVALUATION PROCESS

The staff, children, parents and Board of Governors at Millennium Integrated Primary School has been engaged in the process of self- evaluation since the school opened in Sept 2000. The process of auditing, planning for improvement and target setting has always been part of the ongoing work of the school. As the school has grown slowly in terms of reaching a full complement of P1 to P7 classes, the process of taking the school forward was initially carried out through a collegiate approach of a constantly growing and evolving staff team. This has now evolved into management structures which focus on the development of teams and opportunities for all staff to take on the role of leadership and will develop even further as the school goes through the process of becoming a 14 class school.

This School Development Plan draws together a number of strands which lie at the very heart of the work of our school and covers the following areas as outlined in The Education (School Development Plans) Regulations (Northern Ireland) 2010 which came into operation on the 24th January 2011

1. A statement and evaluation of the ethos of the school
2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for -
 - (a) Learning, teaching and assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communication Technologies (ICT);
 - (b) Providing for the special, additional or other individual educational needs of pupils;
 - (c) Promoting the health and well- being ,child protection, attendance, good behaviour and discipline of pupils;
 - (d) Providing for the professional development of staff
 - (e) Managing attendance and promoting the health and well-being of staff
 - (f) Promoting links with parents of pupils at the school and with the local community, including other schools , the business community, and voluntary and statutory bodies; and
 - (g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.
3. An assessment of –

- (a) The school's current financial position and the use made of its financial and other resources;
 - (b) The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.
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
 5. An assessment of the challenges and opportunities facing the school.
 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 preparation of the plan.
 7. Identification of the areas for development, which shall be informed by the school's self- evaluation and include-
 - (a) the school's key priorities for the period of the plan, based on the Department's priorities for education;
 - (b) planned outcomes, 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;
 - (c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;
 - (d) 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); and
 - (e) the arrangements for the Board of Governors , in consultation with the principal to monitor, review and evaluate progress made against the school development plan.

BACKGROUND INFORMATION

Millennium Integrated Primary School opened in September 2000 as a new independent, integrated primary school on a temporary site. It had been pioneered by a group of parents who were passionate in their desire to deliver integrated education in order to meet the needs of the Carryduff community which has a very high number of mixed marriages. The school opened with 10 P1 children, a teaching principal and a classroom assistant.

By September 2001 the school received government funding and by Sept 2003 the school moved into a lovely new building on an elevated, landscaped site between Carryduff and Saintfield. In just 16 years we have grown from a Primary 1 class of 10 children to 11 classes (P1 to P7 with 2 classes of the year groups P1 to P4) with a total of 288 children. For September 2013 we were given a temporary variation to meet the need of families in the area requesting enrolment at Millennium, which resulted in the establishment of a second primary one class. Temporary Variation was given again the following year. However later in that academic year our development proposal to grow from a single entry primary school to a double entry 14 classroom school was granted. Our class sizes presently range from 20 to 31 children. We also have had pre-school provision on site since 2002. In Sept 2008 we were granted Nursery Status and were then in the position to offer 26 places to children, to a full complement of children in their pre- school year. For the very first time, in Sept 2012, we were unable to give nursery places to 2 families who had siblings in the school and due to this, over-subscription in general and in response to community need the school decided to operate an afternoon pre-school playgroup. No funding was given for that academic year. Once again the nursery was very over-subscribed and this time it was families who had had children at the school but the children had moved on into secondary education who were unable to be placed in the nursery. Fortunately for that academic year 18 places were PEAG funded. This over subscription in addition to the increased, unnecessary management burden of what was essentially identical provision under two very management structures resulted in the writing of a second development proposal requesting 52 nursery places. This development proposal was also granted. The nursery class is staffed by a teacher and 1 assistant. The school is providing pre-school education for 52 children, usually in their pre-school year. Thus bringing the total number of children being educated at Millennium to 340.

In September 2008 we operated a morning only Nurture Room facility for 3 P5 children and 1 P4 child. In September 2009 the Nurture facility expanded and moved to new mobile accommodation. Our Nurture provision changed from year to year depending on the need and financial constraints. We are a founding member school of the NI Nurture Network and have contributed to the lobbying process which has resulted in funding for a number of schools through the Department of Education and as part of the Delivering Social Change Signature Programme. Unfortunately we were one of the few schools which did not meet the criteria for funding. We found the Nurture facility invaluable and

it has been with great regret that we can no longer afford this provision as it is much needed in our highly inclusive school.

In response to parental demand care is provided on site before and after school and during school holidays by Kids Corner. This is a business partnership between 2 of our staff members and operates in one of the school mobiles.

The staff numbers have also grown considerably! The principal has been joined each year by a new class teacher, 2006, seeing the appointment of our first P7 teacher who is also our first Vice Principal. 2016 brings the total number of teaching staff to 17, i.e. 14 class teachers for P1 to P7 (P2 consisting of teachers doing a 4 day/1 day job share/flexible working and P4 consisting of teachers doing a 3 day/ 2 day job share), principal, full time SENCO , and 1 full time special needs teacher. In addition there are also 12 learning support assistants across P1 to P7, 2 primary 1 assistants, and 2 primary 2 assistants and 2 nursery assistants. There are 3 catering assistants. We have a full time building supervisor and a small team of contract cleaners. The main office is run by 2 part time members of staff and there is also a full time financial administrator.

We have a very hard working and supportive Board of Governors. The Board of Governors meet every month and have given considerable time, energy and commitment to the high level of recruitment in this early stage of the school's development and to assisting me in taking the school forward. As a grant maintained integrated school the level of responsibility for Board of Governor members is high.

Millennium Integrated Primary School fully appreciates the essential role played by parents. They have taken the unique opportunity to help form the school and they continue to contribute to its daily life – as parents, as members of the Board of Governors, the PALS Group and the Parents' Council. The friendly, welcoming atmosphere in our school is thanks to the enthusiasm, dedication and excellent partnerships which exist between staff, governors, parents and children.

The school works hard keeping parents informed through parental information notes, the Teacher 2 Parents texting system, the Parents' Notice Board, the school website, our facebook page, the joining the school pack, school based workshops, year group curriculum information evenings, whole school or key stage subject focused curriculum workshops, twice yearly parent teacher meetings, the weekly support group for parents of children with special needs, and the once monthly Friday coffee mornings, home school diaries, homework procedures and contracts. To further ease and improve communication and to follow sound financial systems the school has invested in Parent Mail and parents are able to make payments online and to receive email from the school.

We have good links with our Nursery Unit and have spent time improving the transition process from Nursery to P1. We continue to develop links with a number of post primary schools in the area. Our children regularly visit Lagan College and Wellington College to enjoy their drama productions. Our P6 and the P7 children transferring to Blackwater also enjoy the opportunity to spend a block of Wednesday afternoons at the College,

enjoying a range of classes. Our netball team play year 8 teams in a number of post primary schools, such as Lagan College, Rathmore, Assumption and Methodist College.

As well as special events for our pupils we have also have a number of shared teacher training opportunities.

For the academic year 2015 /2016 we have been working with Lagan College, Forge Integrated Primary and Loughview Integrated Primary as part of the Literacy and Numeracy CPD Project Key Stage 2 to Key Stage 3. In the academic year 2015 to 2016 the focus was on literacy and improving the transition from P7 to Year 8. For the academic year 2016 to 2017 the focus will change to numeracy.

We also continue to have a strong link with Tor Bank Special School where we are involved in a project called 'Positive Partnerships for Integration.' Whilst the focus of this partnership was designed to deepen the integrated, inclusive ethos of both schools in order to produce positive outcomes for learning and learners, the relationship between the two schools has facilitated learning beyond this for some key members of staff. Namely working together to create appropriate assessment tools for every learner to measure progress in both the 'soft' and the more traditional skills. We have focused on sharing music therapy in order to connect young people to learning, particularly, in the areas of sensory needs and behaviour. The children have also enjoyed the opportunity to be creative and to participate in drama workshops to explore culture and raise self-esteem. Going forward we hope to focus more on both schools' experience of the Rights Respecting School and Excellence in Integration. This partnership has provided a platform for pupils attending both schools to showcase their skills to the wider community.

The class teachers have been developing E-Twinning links with a number of different countries, connecting classrooms and sharing experiences and curriculum based materials.

During our annual Integrated Education Week we regularly host our local schools for a variety of activities – quizzes, dodgeball competitions and art based activities

The Principal and the Nurture teacher have had strong links with a cross sector group of principals and teachers who have been providing nurture groups in their schools for their children. The group has been very successful in lobbying for funding and in the setting up of a Department of Education funded pilot as well as organising training and sharing of good practice.

MOTTO, ETHOS, VISION AND MISSION STATEMENT

‘A Shared School for a Shared Future’

‘Together we strive to create and nurture an inclusive child centred environment where our teaching and learning celebrates individuality and inspires all children to reach their potential as lifelong learners.’

At Millennium, our approach is very child centred and the children are at the centre of every decision made by the school.

We recognise that teachers have an enormous impact on the lives of children. Our teachers and children spend so many hours together and our teachers have the very responsible role of shaping the children’s experience of learning. Our school is very well equipped with the latest resources but our key asset is having an outstanding team of talented teachers and assistants who are committed to ensuring that every child benefits from their time at Millennium.

We pride ourselves on being a truly integrated, inclusive school where all are welcome and valued and this is reflected in our school motto, vision and aims.

At Millennium Integrated Primary School we aim....

- To provide a welcoming, happy, secure learning environment, giving all children stimulating, challenging and equal educational experiences. We want our children to learn effectively and to be empowered to communicate clearly and confidently.
- To educate together children from all faith backgrounds and none.
- To provide a broad and balanced curriculum.
- To nurture the child’s self-esteem in an environment where each person feels valued and respected so that they can accept others whose ideas and beliefs are different from their own.
- To develop in our children an-open-mindedness about the world and the confidence and ability to think, question, observe and make wise decisions.
- To help children to develop personally, spiritually and socially, recognising the importance of self-fulfilment, irrespective of ability.
- To strive continuously for improvement by having high expectations and through active, co-operative and independent learning, as well as through quality teaching

and learning as well as through quality teaching enhanced by effective staff development.

- To promote a supportive, respectful partnership between school, the home and the wider community.

There is ample evidence that our ethos permeates all areas of school life

Evaluation of Our School Ethos

- Visitors, professionals, prospective parents often comment on the child friendly, warm environment which they feel is evident from their very first contact with the office staff
- Likewise visitors often comment on our children's ability to communicate effectively and confidently
- The school calendar provides evidence of the full range of how Millennium works with our whole school community to show that all traditions are respected and valued. Our curriculum and Integrated Education Week also contributes to developing an understanding of integration and inclusion
- We are a highly inclusive school and have a track record of being welcoming to children with complex needs and for helping marginalised children who have struggled elsewhere to settle into school life
- Informal feedback from the younger children and questionnaires and conversations with representative small groups of children from each year group are hugely positive and reflect how the children feel about school (Questionnaire Summer Term 2016 – 100% of the children felt that their teachers worked hard and that the principal wanted Millennium to be a good place for them to be in.)
- Our children have regular special events to look forward to (Questionnaire Summer Term 2016 – 98% of the children felt that they had things to look forward to.) – topic related trips, visitors to the classrooms, end of topic celebrations which develop further and bring to life the learning out comes e.g. Pirate Party in P2, Viking feast in P5, Fair Trade Chocolate making event in P7
- Our Parent/Guardian questionnaire affirmed that 100% of our families feel that their child is well settled in school, is well cared for by the staff, that Millennium encourages children to develop his/her personal and social qualities, that their child is encouraged to respect and value the opinions/views of others
- All staff are committed to active learning opportunities and understand the importance of providing learning opportunities which challenge the children to be independent, to think, to investigate, to talk about their learning
- Classroom observations and conversations with the children affirm the practice described in the previous bullet point. Teaching observed always ranges from 'Good' to 'Outstanding' with the majority of lessons observed falling within the 'Very Good' to 'Outstanding' category which would correlate with the findings of the ETI inspection in November 2010
- Monitoring of the planning and the Book Looks confirm the high expectations of the teachers and their ability to meet the needs of a wide ability range

LEARNING, TEACHING AND ASSESSMENT

At Millennium we believe that learning and teaching is the business of the whole school and so we work together to maintain a common philosophy and approach throughout the school. As a staff we have spent time during workshops, staff meetings and staff development days, reflecting on our practice, the importance of creating supportive and motivating classrooms, the features of good teaching, culminating in the writing of an agreed Teaching and Learning Policy which details how what we are trying to achieve, looks like in the classroom.

We know that children learn best when

- They feel happy, secure, confident and valued.
- Their surroundings are lively, interesting and stimulating.
- They know that they are making progress and are given opportunities to celebrate their achievements.
- They have opportunities for practical, relevant exploration of ideas.
- They are able to work collaboratively as well as independently.
- They know what is expected of them.
- They have access to a range of appropriate resources.
- They experience the full range of the curriculum, irrespective of ability or disability, social background, culture, religion or gender.
- They have time to reflect and talk about their experiences.
- They are given carefully differentiated tasks which are matched to their individual needs.
- Learning is relevant and meaningful to their lives in the wider community.

Our Teaching and Learning Policy takes each of the above statements and links them to the classroom practice at Millennium. PRSD observations show that the quality of learning and teaching is of a very good standard.

Our teachers are supported by a group of well qualified and trained Learning Support Assistants. Thursday and Friday morning singing session times are used by staff to provide collaborative planning time for teachers and assistants in order to maximise the learning opportunities for all children.

Assessment for Learning and Thinking Skills has had an additional, very positive impact on our everyday practice and standards. Classroom observations and conversations with the children have demonstrated improved, higher levels of engagement and enjoyment of learning. The children especially like the use of WILF as a guidance tool to help them check their independent work and the work of the class and others, the use of popsicle sticks and dry wipe boards to reduce 'hands up.' Two stars and a Wish is also very popular as is our Golden Goals Book for the children's personal target setting.

In 2009 we developed a new Assessment Policy which gives detailed information on our aims and objectives in relation to assessment, assessment for learning approaches and an assessment timetable for the academic year. This now needs to be updated in the light of the changes made as a result of internal and external developments. Purchasing the GL Digital package and the use of NINA and NILA have both impacted on our original framework as has changes in terms of updated standardisation of some assessments.

Evaluation of our Learning, Teaching and Assessment

- The evidence that is available both quantitative and qualitative supports our belief that the children are provided with quality learning experiences which lead to a consistently high level of achievement by the end of P7. Based on this evidence we constantly identify areas for further development
- Our PIE/PIM/PTE/PTM shows that the majority of our children achieve standards by P7 in both literacy and Numeracy that are higher than the national sample (the mean being 100) – The May 2016 results indicate that in the PTE results the P7 class mean was 109.9 and the PTM was 107.8
- This is the case for all the classes from P4 to P6 despite a dip in the P6 results and despite the high level of inclusion of children with significant barriers to their learning and whose results impact on the mean
- In June 2014, 84% and 87% of Key Stage 1 children achieved Level 2 or 2+ in English and Mathematics respectively. In June 2014, 80% and 86% of Key Stage 2 children achieved Level 4 or 4+ in English and Mathematics respectively
- In June 2015, 97% and 97% of Key Stage 1 children achieved Level 2 or 2+ in English and Mathematics respectively. In June 2015, 88% and 85% of Key Stage 2 children achieved Level 4 or 4+ in English and Mathematics respectively
- In June 2016, 83% and 93% of Key Stage 1 children achieved Level 2 or 2+ in English and Mathematics respectively. In June 2016, 100% and 93% of Key Stage 2 children achieved Level 4 or 4+ in English and Mathematics respectively
- All of our classroom observations highlighted significant strengths in the quality of teaching and learning with all lessons being considered to be ‘good’ or ‘better,’ with the majority being deemed to be ‘very good’ or ‘outstanding.’
- Classroom observations are effectively used as a means to affirm the good practice observed and as an opportunity to highlight several areas for further development leading to action points which come from discussions led by the subject coordinator and the principal
- There is a commitment to an improvement agenda and continuous professional development for all staff
- MIPS is a proactive school and prides itself on being a community of learners- the outworking of this results in a constant, evaluative eye on current practice, an openness to taking part in pilots, to learn from latest research and to work collaboratively to meet any requirements
- There is a culture of striving for high achievement throughout the school at all levels and across all aspects of learning for all children
- Engaging children in their learning is a high priority and we feel our approach to teaching and learning has contributed to there being no significant gender under-performance
- Consultation with the children e.g. through KWL grids and quality target setting contributes to engaging and focussing the children on their learning

- Conversations with the children demonstrate that they value their everyday learning experiences as well as the special events throughout the year
- The majority of our children are confident when working independently and also with others. -All staff are fully aware of the importance of these skills and model/scaffold/provide well-structured opportunities on a daily basis to develop and practise these skills – well embedded on the teaching and learning activities
- In most of our classrooms there are a number of well trained and skilled learning support assistants – we work hard to develop and understanding that their main role is to facilitate and enhance the learning
- Children are given a range of opportunities to encourage creativity- these open-ended investigative, thinking outside the box activities and processes show children the importance of perseverance and the feeling of success at the end encourages the development of these important skills e.g. mathematical and scientific investigations, and searching ‘What if...’ questioning and innovative uses of ICT
- In our pupil questionnaire 100% of the children felt that their teachers worked hard. 98% felt that their teachers made learning fun and interesting. 92% felt that their teachers gave them work that they were able to do. 93% felt that we talk about learning in our school. 93% felt that they could assess their own learning. 86% enjoyed music and 84% felt that they learned lots about ICT.
- In our parent questionnaire 95 % felt that the work their child was asked to do was linked to his/her ability. 98% felt that their child’s written work was marked regularly.100 % felt that the school provided opportunities for their child to participate in out of school activities
- In our staff questionnaire 93% strongly agree/agree that the school is resourced well for learning and teaching, that the staff work well together to plan for, monitor and evaluate the children’s learning, 90% that the curriculum has been tailored appropriately to meet the different needs and interests of the children, 94% that staff set appropriately high standards for children’s learning to enable them to make good and steady progress, 90% that the teachers review regularly the children’s work and provide guidance on how the children can make progress, 83% that the teachers provide the children with opportunities to evaluate their own work and that of others, 80% that information on the child’s progress is analysed well and is shared with all relevant staff members
- In the GL assessment PASS survey which looks at 9 factors the following data was collected in May 2016 across P4 to P7

PASS SURVEY

Factor	
1.- Feelings about school	Measuring Students’ sense of well-being, comfort and safety in school
2- Perceived learning capability	Measures students’ views of how positive and successful they feel in their specific capabilities as learners

3- Self-regard as a learner	Measures the impact on learning on their concept of self more generally
4 -Preparedness for learning	Measures students' perceptions of their behaviour and attitude in learning situations (including metacognitive skills)
5 -Attitudes to teachers	Measures students' perceptions of their relationships with teachers
6-General work ethic	Measures students' attitudes and responses to work in general
7-Confidence in learning	Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks, and includes associated feelings such as 'high' anxiety element
8-Attitudes to attendance	Measures students' attitudes to attendance at school
9-Response to curriculum demands	Measures student perceptions of the appropriateness of the level of difficulty of work they are asked to complete

Interpreting percentile scores

High Satisfaction with their school experience	Students/cohorts in the 31st-100th percentile
Moderate Satisfaction with their school experience	Students/cohorts in the 21st-30th percentile
Low moderate Satisfaction with their school experience	Students/cohorts in the 6th-20th percentile
Low Satisfaction with their school experience	Cohorts/students in the lowest 5% of responses

Millennium Profile

	1	2	3	4	5	6	7	8	9
Pass Factor	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Millennium	61.8	52.5	64.4	54.6	48.4	58.8	52.1	59.8	71.2

Percentile score									
Gender percentiles									
P4 to P7 Boys	58.1	52.9	66.3	62.6	52.2	59.8	44.8	66.6	74.9
P4 to P7 Girls	69.4	61.6	62.4	60.4	44.6	57.8	60.6	65.6	67.3

It is very pleasing to have all areas well within the 'High satisfaction' category.

Analysis of Group scores (by curriculum content) Profile of Correct Answers in PTE with discrepancy against the National difference for correct answers recorded in brackets

Curriculum Content Category	Group P4	% P5	Correct P6	P7
English Skills – Spelling	55 (-1)	55 (-1)	53 (-7)	66 (+9)
English Skills – Grammar and Punctuation	68 (+8)	52 (+14)	57 (+6)	52 (+11)
English Skills- Narrative	72 (+9)	54 (+8)	65 (+5)	69 (+14)
English Skills- Non-Narrative	56 (+12)	42 (-1)	55 (+4)	68 (+15)

Analysis of group scores (by reading comprehension category) discrepancy recorded in brackets

Reading Comprehension Category	Group P4	% P5	Correct P6	P7
Retrieval	65 (+11)	33 (+4)	59 (+5)	72 (+15)
Simple Inference	68 (+8)	59 (+9)	72 (+5)	74 (+12)
Complex Inference	67 (+12)	60 (+8)	43 (+2)	63 (+17)
Authorial Technique	66 (+9)	45 (-1)	59 (+6)	59 (+14)

PTM

Analysis of group scores (by curriculum content) discrepancy recorded in brackets

curriculum content	Group P4	% P5	Correct P6	P7
Number	45 (-2)	63 (-1)	55 (-1)	70 (+9)
Shape and Space	66 (+5)	43 (-4)	56 (-5)	72 (+10)
Measures	38 (+2)	52 (-2)	41 (-1)	59 (+5)
Handling Data	39 (-8)	71 (+2)	78 (+6)	74 (+12)

Process Category	Group P4	% P5	Correct P6	P7
Fluency in facts and procedures	57 (0)	75 (+2)	69 (-4)	78 (+7)
Fluency in conceptual understanding	43 (-2)	67 (+1)	52 (-1)	73 (+8)
Mathematical Reasoning	43 (0)	58 (0)	55 (+1)	67 (+9)
Problem Solving	26 (-9)	25 (-15)	50 (-3)	58 (+11)

- This data also affirms the standard of learning and teaching in the school as the majority of results are in the positive – a trend which we see year on year. Where there is a minus, it is usually marginal except for the problem solving as recorded for two of the classes at -9 and -15.
- This data guides us and helps us to reflect on what we do well, what the areas for improvement are and guides us towards our areas for improvement

MANAGEMENT STRUCTURES AND RESPONSIBILITIES

The current teaching staff complement is the Principal plus 16. The 16 is made up of 13 class teachers with one of the P2 classes having a 4 day/1 day and one of the P4 classes having 3/2 day job share arrangements, a full time SENCO, and 1 full time Learning Support teacher.

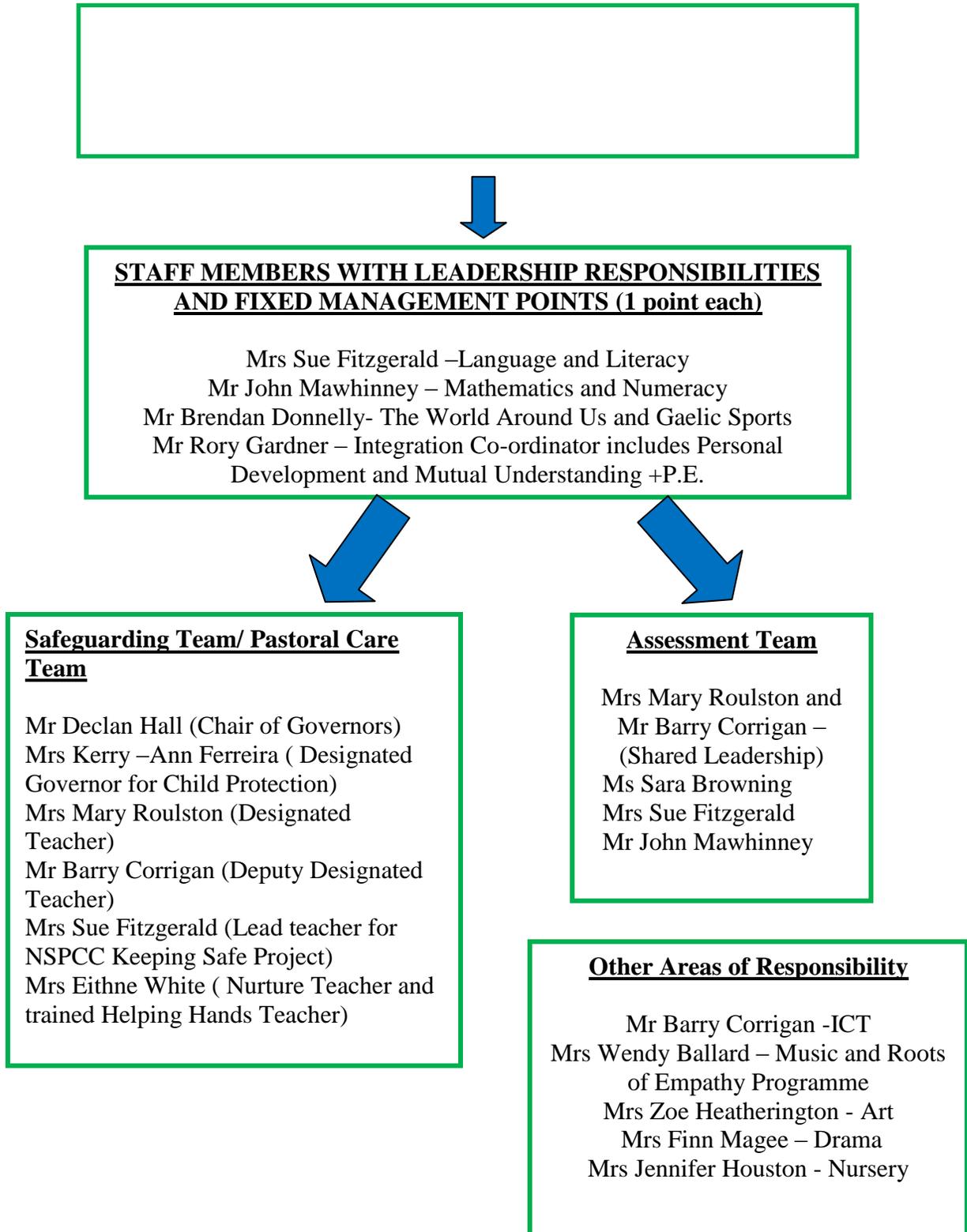
Millennium IPS is an inclusive school which attracts a significant number of children with special educational needs. These children enjoy the support of a dedicated team of Learning Support Assistants. At this moment in time there are 12 Learning Support assistants across P1 to P7 as well as 4 General Assistants in the Primary One and Primary Two classes.

To date we have worked on Ethos, Pastoral Care, Integration Literacy, Numeracy, ICT, Teaching and Learning, Outdoor Play, The World Around Us as our main focus since the school opened. To this end Mrs Fitzgerald has led and continues to lead the school in our Literacy focused work. Mr John Mawhinney was appointed to the role of Numeracy Coordinator in Sept 2015 and now leads the school in our numeracy focused work. Mr Corrigan is leading our ICT focused work. The Principal leads the staff in teaching and learning and has spent considerable time developing an Assessment Team and analysing school data with a particular focus on Value Added on for each individual child. Exceptional Closure Days, whole staff meetings and curriculum meetings provide opportunities to reflect, plan the way forward and evaluate the work of the school

In 2006 the Principal successfully applied for funding through the Dissemination of Good Practice Initiative to explore possible leadership arrangements and structures with the Vice Principal and this work was linked to her PRSD Targets.

In light of the considerable growth of our school in a relatively short period of time, the need to lead and manage the changes linked to the Northern Ireland Curriculum, and the desire to put in place new, appropriate structures was a priority. Our collegiate approach had been very successful but as the school grew the need for new structures became more and more evident if we were to continue to take the school forward at a good pace and build on the expertise of all our staff. We wanted to develop shared leadership, task focused teams, opportunities for all to lead, at the same time keeping the collegiate approach which had been so successful to date. This has led over the years to an evolving style of leadership to meet the needs of the tasks in hand.

MANAGEMENT STRUCTURE



AN ASSESSMENT OF PROGRESS AND STANDARDS

The majority of our children make consistent and appropriate progress commensurate with their abilities. At Millennium we believe that effective assessment provides information to improve Learning and Teaching in the classroom by helping children recognise their achievements and their areas for development. As a school we are committed to striving for improved standards and outcomes for children year on year and considerable time is taken to reflect on assessment data and its use to meet the needs of all our children and to facilitate meaningful target setting.

In the Summer Term of 2009, for the first time, the principal carried out NRIT testing with all the children from P3 upwards who had not already been tested by the SENCO. The intention was that the P3 class would do the assessment during the month of April and new children to the school who have not already completed this assessment would also do the NRIT Assessment as soon as they had settled in.

We were very aware at this stage in the school's development, that our results were good and improving as the data collected at that time indicated but the real thorny question was – 'How could we get closer to knowing for sure that all our children were reaching their potential?' and how well were we doing with Value Added on? Also which children and what percentage were underperforming?

Perhaps the use of NRIT could help us to get closer!!

The staff was able to see that the value added on was very good when we looked at children achieving in excess of 11 or more points above their standardised NRIT score. Detailed analysis was done each year and the results were distributed to each teacher. However with the re-standardisation and the introduction of the NNRIT, without the re – standardisation of the assessments we were using we felt there was a mismatch. In the 2015/2016 academic year we made the decision to go digital and signed up to the GL package for all of our assessments.

However this is a considerable change and whilst we have some pleasing results the data in terms of the discrepancy between IQ and achievement is very different from previous data and we feel it will take a number of years to track cohorts before we can have total confidence in the accuracy of the results.

At Foundation Stage, teacher observation in nursery is the key to monitoring the progress of the children and informs the planning so that the needs of the children are met. In P1 a baseline assessment is completed and both P1 and P2 use our Foundation booklets to track the progress the children make. At the end of the Primary 1 and the Primary 2 year the children do a number of formal assessments.

From P3 to P7 we now use the digital GL assessments – namely PTE (Progress Test in English), PTM (Progress Test in Mathematics) NGRT (Non Group Reading Test) SWST (Single Word Spelling Test) CAT (Cognitive Abilities Test), PASS (Pupil Attitudes to Self and School)

We can now also use the Dyscalculia Screener, the Dyslexia Screener, Baseline, Baseline PSED (Personal, Social and Emotional Development and Baseline Progress.

Year 1 GL Assessment Data

May 2016

MATHS PTM Discrepancy Data:

Maths Discrepancy Category – P4	National -%	Group -%	Group Number of Students
Much higher than expected maths attainment	10%	3%	1
Higher than expected maths attainment	15%	34%	11
Expected maths attainment	50%	28%	9
Lower than expected maths attainment	15%	22%	7
Much lower than expected maths attainment	10%	13%	4
Total	100%	100%	32

Maths Discrepancy Category – P5	National -%	Group -%	Group Number of Students
Much higher than expected maths attainment	10%	3%	1
Higher than expected maths attainment	15%	17%	5
Expected maths attainment	50%	60%	18
Lower than expected maths attainment	15%	17%	5
Much lower than expected maths attainment	10%	3%	1
Total	100%	100%	30

Maths Discrepancy Category – P6	National -%	Group -%	Group Number of Students
Much higher than expected maths attainment	10%	6%	2
Higher than expected maths attainment	15%	10%	3
Expected maths attainment	50%	29%	9
Lower than expected maths attainment	15%	29%	9
Much lower than expected maths attainment	10%	26%	8
Total	100%	100%	31

Maths Discrepancy Category – P7	National -%	Group -%	Group Number of Students
Much higher than expected maths attainment	10%	10%	3
Higher than expected maths attainment	15%	24%	7

Expected maths attainment	50%	41%	12
Lower than expected maths attainment	15%	21%	6
Much lower than expected maths attainment	10%	3%	1
Total	100%	100%	29

National Average for lower and much lower than expected is 25%	
P4	35%
P5	20%
P6	55%
P7	24%

Full Cohort -122	Much Higher	Higher	Expected	Lower	Much Lower
Number of children	7	26	48	27	14
% of children	6%	21%	39%	22%	11%

66% of children achieving at 'Expected' to Much higher than expected.'

33% of children achieving at 'Lower' to 'Much lower than expected.'

English PTE Discrepancy Data:

English Discrepancy Category – P4	National %	Group %	Group
	%	%	Number of Students
Much higher than expected English attainment	10%	3%	1
Higher than expected English attainment	15%	16%	5
Expected English attainment	50%	59%	19
Lower than expected English attainment	15%	19%	6
Much lower than expected English attainment	10%	3%	1
Total	100%	100%	32

English Discrepancy Category – P5	National %	Group %	Group
			Number of Students
Much higher than expected English attainment	10%	3%	1
Higher than expected English attainment	15%	17%	5
Expected English attainment	50%	53%	16
Lower than expected English attainment	15%	13%	4
Much lower than expected English attainment	10%	13%	4
Total	100%	100%	30

English Discrepancy Category –P6	National %	Group %	Group
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			Number of Students
Much higher than expected English attainment	10%	3%	1
Higher than expected English attainment	15%	10%	3
Expected English attainment	50%	52%	16
Lower than expected English attainment	15%	16%	5
Much lower than expected English attainment	10%	19%	6
Total	100%	100%	31

English Discrepancy Category – P7	National %	Group %	Group Number of Students
Much higher than expected English attainment	10%	17%	5
Higher than expected English attainment	15%	17%	5
Expected English attainment	50%	48%	14
Lower than expected English attainment	15%	10%	3
Much lower than expected English attainment	10%	7%	2
Total	100%	100%	29

National Average for lower and much lower than expected is 25%	
P4	22%
P5	26%
P6	35%
P7	17%

Full Cohort -122	Much Higher	Higher	Expected	Lower	Much Lower
Number	7	18	65	18	13
% of children	6%	15%	53%	15%	11%

74% of children achieving at 'Expected' to Much higher than expected.' 26% of children achieving at 'Lower' to 'Much lower than expected.' However this is only 1% more than the national average for lower and much lower than expected English attainment.

In the two previous years the overall data was as follows: 2013/2014 – 22% of the children made 'High Progress', 74.5% made average progress and 3.5% made low progress. In the academic year 2014/2015: 23% of the children made 'High Progress,' 66% made average progress and 11% made low progress. As a staff we have spent some time discussing this change and have put in place a number of strategies to see if we can improve the statistics and return to previous levels. We have made changes to how we teach mental maths and also to the main areas covered in each year group with an emphasis on developing speedy recall. We are also introducing the use of a jottings book so that children are not attempting to do all calculations in their head and can discern when it is appropriate to do so and when it isn't.

PTE and PTM Results benchmarked against the national average and showing the average gender achievement for each class

PTE	Class and No of children	P4	P5	P6	P7	PTM	P4	P5	P6	P7
	32						32			
National Average		100	100	100	100		100	100	100	100
All children		103.4	104.4	101.9	109.9		97.7	102.3	102.9	107.8
Males		100	105.8	98.4	111.1		96.1	110.0	100.5	107.6
Females		109.8	103.6	106.3	108.2		100.6	97.2	105.9	108.2

- In P4 the mean standard age score for the class in Mathematics and English is not significantly different from the national average - the mean standard age scores for males in P6 is not significantly different from that of the females in this group
- In P5 the mean standard age score for the class in Mathematics is not significantly from the national average – however the mean standard age score for the class in English is significantly above the national average - The mean standard age scores for males in P5, in both Maths and English is not significantly different from that of the females in this group
- In P6 the mean standard age score for the class in Mathematics and English is not significantly different from the national average - the mean standard age scores for males in P6 in both Maths and English is not significantly different from that of the females in this group
- In P7 the mean standard age score for the class in Mathematics is significantly above the national average - In English it is significantly above the national average - Likewise the mean standard age scores for males in P7, in both English and Mathematics is not significantly different from that of the females in this group
- Progress is steady across the school with a marked improvement in standards for the majority of children as they progress across KS2 so that by the time children reach P7 they are making very good progress

Free School Meals – How are this group of children doing?

Across P3 to P7, 165 children did the assessments. 13 children took free school meals.

In PIE, the range of scores achieved against the children’s verbal SAS varied from -13 to +13. 7 of the children were in the positive range i.e. scoring above their potential. Of the 6 scoring below their potential, 2 fell in the bracket of being 11 or more points below their ability level –(-12 and -13) The remaining 4 children were 2 children at -2, 1 at -5, 1 at -10. In effect this means that 85% of the FSM children are achieving at or above their ability level (using the -10 to +10 differential)

In PIM, the range of scores achieved against the children’s quantitative SAS varied from -23 to +7, 6 of the children were in the positive range i.e. scoring above their potential. Of the 7 scoring below their potential, 5 fell in the bracket of being 11 or more points below their ability level. The remaining 2 children were 2 children at -2, -5, -10. In effect this means that 61% of the children are achieving at or above their ability level (using the -10 to +10 differential).

Stanine Bands PTM

Description	Very Low	Below	Average		Average		Above	Average	Very High
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Stanine	1	2	3	4	5	6	7	8	9
National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students									
P4 (32)	6%	3%	19%	16%	19%	25%	9%	3%	0%
P5 (30)	3%	0%	7%	23%	30%	10%	17%	7%	3%
P6 (31)	3%	3%	3%	26%	23%	16%	13%	3%	10%
P7 (29)	0%	3%	10%	10%	10%	17%	24%	21%	3%

Stanine Bands PTE

Description	Very Low	Below	Average		Average		Above	Average	Very High
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Stanine Bands	1	2	3	4	5	6	7	8	9
National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students									
P4 (32)	3%	9%	6%	13%	6%	25%	25%	9%	3%
P5 (30)	0%	3%	0%	20%	10%	53%	3%	10%	0%
P6 (31)	0%	10%	13%	23%	19%	6%	10%	13%	6%
P7 (29)	0%	0%	7%	14%	7%	21%	28%	21%	3%

NGRT – National Average 100

	Overall average	Males	Females
P4	98.8	97.6	104.1
P5	107.6	109.2	106.6
P6	111.6	107.5	116.6
P7	115.8	117.6	113.2

Stanine Bands NGRT

Description	Very Low	Below	Average		Average		Above	Average	Very High
Stanine	1	2	3	4	5	6	7	8	9
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students									
P4 (32)	12%	0%	9%	9%	22%	25%	9%	12%	0%
P5 (30)	0%	7%	3%	10%	10%	30%	23%	10%	7%
P6 (31)	0%	0%	6%	6%	13%	26%	16%	13%	19%
P7 (29)	0%	0%	0%	8%	8%	17%	33%	17%	17%

Stanine Bands SWST

Description	Very Low	Below	Average		Average		Above	Average	Very High
Stanine	1	2	3	4	5	6	7	8	9
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students									
P4 (32)	3%	13%	9%	31%	9%	22%	9%	3%	0%
P5 (30)	3%	3%	7%	30%	13%	20%	10%	13%	0%

P6 (31)	0%	6%	13%	29%	19%	3%	10%	10%	10%
P7 (29)	0%	0%	3%	14%	10%	21%	34%	17%	0%

Performance across all English Assessments

The average is to have 60% of the school population at Stanine 5 and above

	PTE	NGRT	SWST
P4	68%	68%	43%
P5	76%	80%	56%
P6	54%	87%	52%
P7	80%	92%	82%

- In the majority of year groups, 3 out of the 4, the data for PTE indicates levels of performance well above the average. In the NGRT (Non Group Reading Test) all 4 year groups are performing well above the average
- However in the SWST (Single Word Spelling Test) only one class is performing above the average.
- Spelling has always been an area of underperformance and remains a focus in the Language and Communication Action Plan

Stanine Bands PTM

Description	Very Low	Below	Average		Average		Above	Average	Very High
SAS bands	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
Stanine	1	2	3	4	5	6	7	8	9
National Average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All Students									
P4 (32)	6%	3%	19%	16%	19%	25%	9%	3%	0%
P5 (30)	3%	0%	7%	23%	30%	10%	17%	7%	3%
P6 (31)	3%	3%	3%	26%	23%	16%	13%	3%	10%
P7 (29)	0%	3%	10%	10%	10%	17%	24%	21%	3%

	PTM
P4	58%
P5	67%
P6	65%
P7	75%

- In the majority of year groups, 3 out of the 4, the STANINE data for PTM indicates levels of performance well above the average.

This data is used for target setting and to track all of the children and feeds into the tracking sheets. It highlights the groups of children in each class who need to be closely targeted and regularly monitored and in addition it is the information used to plan for withdrawal support as well as support within the classroom. The data also guides areas for staff development.

The Principal and SENCO use these standardised results to plan for Special needs teaching provision, and access to Reading Partnership and Maths Recovery. Our Maths Coordinator also uses the data to select children for the early morning Maths Club.. We are also able to offer 2 places on the Reading Recovery programme, twice annually and the children are selected using the Marie Clay Observation Survey, and after consultation with the Reading Recovery teacher, the SENCO and the principal. For the last number of years we have been trying to increase our provision for early intervention, running a variety of programmes to support early handwriting skills, movement and speech and language development.

An analysis of the data as well as the target setting for the incoming year is presented to the Board of Governors in the Autumn Term.

Target Setting and Actual Results in relation to AU/s for the academic years 2013/2014, 2014/2015 and 2015/2016

On an annual basis we set targets for the AU's at the end of each key stage and these are presented for discussion to the Board of Governors in the Autumn Term, usually at the end of October or November meeting. The Tables below outline the targets and the actual results for the 2013/2014 2014/2015, and 2015/2016 academic year as well as the predictions for the 2016/2017 year. Industrial Action by the majority of school has had a significant impact on the usefulness of this data.

Key Stage 1-2013/2014

	Numeracy – Number of Children in Year Group 32	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group -32	Predictions for Literacy	Actual Results
Level 1		4(12%)	5 (16%)		5 (16%)	5 (16%)
Level 2		25 (78%)	22(69%)		2 (69%)	22 (69%)
Level 3		3 (9%)	5 (16%)		2 (6%)	5 (16%)

Key Stage 2-2013/2014

	Numeracy – Number of Children in Year Group 29	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group 29	Predictions for Literacy	Actual Results
Level 2		0	0		0	0
Level 3		4 (14%)	6 (21%)		1(3%)	5 (21%)
Level 4		20 (68%)	13 (45%)		23 (69%)	17(68%)
Level 5		5 (18%)	10 (34%)		5 (15%)	7(12%)

Key Stage 1-2014/2015

	Numeracy – Number of Children in Year Group 28	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group -28	Predictions for Literacy	Actual Results
Level 1		1 (3%)	1 (3%)		1 (3%)	1 (3%)
Level 2		27 (97%)	27 (97%)		27 (97%)	27 (97%)
Level 3		0	0		0	0

Key Stage 2-2014/2015

	Numeracy – Number of Children in Year Group 34	Predictions for Numeracy	Actual Results	Literacy – Number of Children in year group 34	Predictions for Literacy	Actual Results
Level 2		4 (12%)	5(15%)		1 (3%)	4 (12%)

Level 3		1 (3%)	1(3%)		5 (15%)	0
Level 4		24 (70%)	21(62%)		22 (65%)	21(62%)
Level 5		5 (15%)	5 (15%)		6 (17%)	9 (26%)

Key Stage 1-2015/2016

	Numeracy – Number of Children in Year Group 30	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group 30	Predictions for Literacy	Actual Results
Level 1		2 (7%)	5 (17%)		3 (10%)	5 (17%)
Level 2		27 (90%)	24 (80%)		26 (87%)	24 (80%)
Level 3		1 (3%)	1(3%)		1(3%)	1(3%)

Key Stage 2-2015/2016

	Numeracy – Number of Children in Year Group 29	Predictions for Numeracy	Actual Results	Literacy – Number of Children in Year Group 29	Predictions for Literacy	Actual Results
Level 2						
Level 3		2 (7%)	1 (3%)		2 (7%)	
Level 4		24 (83%)	21 (72%)		25 (86%)	25 (86%)
Level 5		3 (10%)	7 (24%)		2 (7%)	4 (14%)

Target Setting for 2016/2017

KS1	Number of Children in Year Group 42	Predictions for Numeracy	Predictions for Literacy	KS2	Number of Children in Year Group 31	Predictions for Numeracy	Predictions for Literacy
Level 1		15 (36%)	5 (12%)			1 (3%)	
Level 2		23 (55%)	33 (79%)			1(3%)	1(3%)
Level 3		4 (9%)	4 (9%)			7 (23%)	10 (32%)
Level 4						13 (41%)	14 (45%)
Level 5						9 (29%)	6 (19%)

ARRANGEMENTS FOR THE PROFESSIONAL DEVELOPMENT OF STAFF.

As a learning community we place great emphasis on professional development for all our staff.

Our staff has professional development opportunities through a variety of possibilities,

- Our School Development Plan highlights priorities which automatically translate into professional development.
- Through PRSD all members of staff have further opportunities to identify their personal, professional needs.
- Through their coordinator roles the staff access further development of their skills through training provided by outside agencies, where possible
- School based training led by staff members and coordinators
- Past involvement in the SENCPD Literacy strategy and the work we are presently undertaking in Numeracy and ICT has led to considerable staff development and has led to effective changes in classroom practice and in the children's learning.
- As members of NASEN all staff have the opportunity to access the training provided at the biennial Conferences at Stranmillis..
- Through the SEELB, RTU, Middletown and NICIE.
- Staff are encouraged to be aware of the training opportunities afforded to them through Stranmillis University College
- Our Parents Group, PALS, work hard to fundraise in order for our staff to access training that the school budget could not afford. Some examples of the training accessed are: Primary Movement, Brain Gym, Dyslexia, a variety of PAPA led courses.
- Our assistants also have 3 days, on average, of in house training, some with the teaching staff and some focused on their own particular needs. This is usually delivered by the SENCO and the Principal. They can also access some of the externally provided training listed above
- Staff meetings and working with year partners, year groups, key stages and whole school to discuss and evaluate practice
- Monitoring and evaluating the curriculum

All training opportunities are displayed on the staff notice board and to date all requests have been facilitated.

On return from courses provided by external agencies staff may disseminate the information or resources informally or if felt appropriate there will be feedback at a staff meeting, a key stage meeting or on a designated training day. There is always a conversation with the principal about the training and whether it has been worthwhile.

Sometimes the training is very closely linked to a staff member's role and is part of a present PRSD target or becomes an action through a future PRSD target.

Evaluation of our Professional Development:

- Lesson observations have indicated that lesson observations through PRSD are good or better
- All staff avail of staff development opportunities through PRSD and curriculum review meetings
- School based training
- External training
- All teachers are involved in the monitoring and evaluating of provision and the standard of professional dialogue is usually very good to excellent
- This professional dialogue alongside audits are used well to identify priorities, confirm practice, and shape curriculum development
- Action Plans are developed from the activities in the above bullet point
- Data is used effectively to drive our action plans
- Our Learning Support Assistants have annual school based training with the teachers as well as separate training provided by the SENCO or the Learning Support teacher
- Our Learning Support Assistants can also avail of Middletown, Education Authority and NASEN training

CURRICULAR AND EXTRA CURRICULAR PROVISION FOR PUPILS

We provide a broad and balanced curriculum at Millennium. Our planning ensures continuity and progression and differentiation.

Our teacher's planners detail learning outcomes which are shared with the children through WALT. WILF is used to help the children fully understand the task in hand and to assess if the outcomes have been achieved during the plenary session. We also use 2 stars and a wish stampers to help children celebrate their achievements to date and to help them to constantly strive for improvement. Having spent considerable time focusing on Assessment for Learning has improved the quality of learning and teaching in all year groups.

All teachers are committed to Active Learning and plan a programme of educational opportunities outside of the classroom and special visitors to the classroom – e.g. visits to the schoolhouse at the Ulster Folk Museum, Pizza Express, St Patrick's Centre, Belfast Zoo, Crawfordsburn, Downpatrick Post Office, the local Garden Centre, Navan Fort, Titanic Dock and museum. In addition the P7 class enjoy a 5 days Residential Trip to England.

We were delighted to have been part of the Department of Education Programme for the development of languages in Primary schools and were very disappointed when the programme suddenly ceased. We now self-fund this programme and our P1 to P4 classes continue to learn Irish. The school also funds the teaching of French in the Nursery Unit and from P5 to P7. We continue to take part in the Fundamental Movement Skills Programme, and welcome the GAA, IFA and IRFU to coach the children.

We offer strings and brass tuition alongside lyre and drumming. We provide a variety of after school activities for the children. These clubs are all taken by specialist coaches and teachers and are provided at a reasonable cost.

P1 to P3 children can access Monkeynastics, Ju Jitsu, Drama and Football.

P4 to P7 children can access Ju Jitsu, Drama, Football, Tennis, Dodgeball, Dance, Lyre, Netball, Gaelic Football and Soccer.

Choir is taken by our music specialist, Mrs Ballard. Art, Cookery and Spanish are also available at times.

In the past we have also provided cricket, taken by professionals from the West Indies and Gaelic Football, provided by the local GAA Club.

We also lease a Ford Transit Minibus to provide greater opportunities for the children to access learning opportunities outside the classroom, to take part more regularly in sporting tournaments and to forge closer links with the community.

The majority of our extra-curricular provision focuses on physical activity and this has been a planned approach in order to increase the level of opportunities for the children to be physical active. Many of our children have dyspraxia or poor physical skills on entry to Nursery and P1 and we have also always selected playground equipment, large and small, to give the children opportunities to develop their gross and fine motor skills, a sense of balance and an improved awareness of where they are in space.

As a result of parental demand we now provide care from 7.30am in the morning until 6pm in the evening during the school term and the school holidays. This is provided through our Kids Corner Club which is run as a business by Marie Coiley, our P1 assistant and Sue Hill, one of our former Learning Support Assistants. Kids Corner pays the school rent for the use of the building and these funds are used for the children's benefit.

PROVISION MADE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Millennium is committed to the inclusion of all children and has a good reputation for meeting the needs of a significant number of children, especially children with ASD.

All staff at Millennium work hard to meet the needs of children with special educational needs. We believe in making sure that all children with a special educational need are assessed and identified as early as possible and that their needs are addressed. To achieve this we closely observe and monitor children, using our expertise and the expertise of external professionals e.g. the CIDS team, speech and language therapists, occupational therapists, play therapists etc. to plan for provision which leads to the earliest possible intervention. In house diagnostic assessments, standardised test results and non-verbal and verbal reasoning assessments also contribute to decisions we make when sign posting children or planning for our own in house provision. Our current procedures follow the Code of Practice. Our comprehensive Special Needs details our approach to meeting the needs of the children.

We have a computerised format for our IEPs and find it a manageable and better tool for regularly monitoring the children's progress. Regular meetings take place between all parties, SENCO, teachers, assistants, children, parents and professionals.

We have a full time SENCO who has a special responsibility to a number of named children on the Autistic Spectrum and 1 full time Learning Support teacher. Our SENCO provides a range of literacy support, teaches social skills and works one day a week in the sensory room. We have one Reading Recovery trained teacher and therefore 4 children have access to the programme in any academic year. From P3 upwards we are able to offer Places on the Reading Partnership Programme through our team of trained Learning Support Assistants. The children generally make good progress on both of these intervention programmes.

We work closely with parents and the SENCO operates a friendly open door approach as well as offering more planned days and times through the year for meetings.

'In the early days of the school and historically we have attracted a significant number of children on the Autistic Spectrum. To meet their needs all staff have attended training, developed expertise and have an understanding and empathy for children on the spectrum. Millennium received much appreciated funding under the Dissemination of Good Practice Initiative to further develop our work in this area.

At this moment in time, i.e. June 2016 there are 12 children in school with a statement. Seven of these children have a diagnosis on the autistic spectrum. An additional 13 non-statemented children have the same diagnosis. Nine more children are awaiting diagnosis which is very likely to be given. Therefore almost 10% of our children have already been diagnosed or very likely to be in the near future as on the autistic spectrum. Given that the national figures for ASD is 2%, Millennium is meeting the needs of a large group of

children with a very particular set of learning needs, sensory needs and social needs. In addition we know that the most significant barrier to many of these children is their very slow processing speed and working memory difficulties. These difficulties present very real challenges in terms of the expertise required to meet their needs and in terms of the barriers to learning when working memory and processing skills are very limited. In reality we know the figures to be much higher as there are approximately a further 23 children without a diagnosis or not pursuing a diagnosis for a variety of reasons. 63 children are on the register i.e. 22.3 % of our children are on the Special Needs Register.

Nursery Enrolment June 2016: 50 **Total of children on the SEN register = 3** i.e. 6%

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Care Experienced
0	0	2	1	0	0
0%	0%	4%	2%	0%	0%

Total Enrolment in Primary School: 283 Stages 1-4 as % of enrolment -17%
Keeping An Eye on, as % of enrolment-20.5%

Total of children on SEN register = 63 i.e.22.3%
Stage 5 as % of enrolment – 4.2%

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Care Experienced
15	26	6	1	12	10
5%	9%	2%	1%	4%	4%

Northern Ireland Averages for Primary Schools 2014/2015:

Stages 1-4 as % of enrolment is 17.8%
Stage 5 as % of enrolment is 2.9%

Evaluation of Special Needs:

- Our full time SENCO and our learning support teacher are committed to their own professional development and both have attained a range of well- respected qualifications and continue to attend a range of training every academic year
- Millennium is exceptionally well resourced thanks to the designated funding within the school budget and funding provided over the years from PLEASE and PALS – this is used for salaries, resources for the classroom as well as for specialised withdrawal groups
- Children are tracked from P1 to P7
- Early Intervention is a priority
- We work collaboratively with a wide range of external professionals and agencies

- We do not use IEP writer but have developed over the years our own informative format for Education Plans
- School earmarks a generous budget for special needs every academic year based on our annual evaluation of need
- For the majority of children we ensure that they leave P7 with the requisite literacy and numeracy skills to access the post primary curriculum
- For the majority of children the provision ensures that the gap between the children and their peers does not increase
- The children are engaged in their learning
- The school is very ASD friendly – this is affirmed by a range of professionals who work closely and regularly with the school and includes staff from Middletown

PASTORAL CARE AT MILLENNIUM

We are committed to the well- being of all our children and we want every child to look forward to coming to school, to succeed and to feel valued.

We work very hard to create a warm and welcoming environment for our whole school community where all play an active role in creating our school. We consider our pastoral care to be excellent for the following reasons

- A recognition that relationships are at the heart of everything we do and that a caring, team approach benefits all.
- The work we do to develop an integrated school in the very widest sense.
- Our commitment to working with parents, professionals and outside agencies to meet the needs of all our children.
- The work we do through the curriculum, assemblies and visitors to help children to know how to stay safe, how to seek help if they need to, the people in their lives they can turn to , the outside agencies who are there for them.
- The work we do with children to develop life skills, to keep themselves healthy in mind, body and spirit.
- Our listening approach to children through our Junior Board of Governors, the children’s notice board, our post box for ideas and worries
- Our emphasis on Positive Behaviour Strategies.
- Our timetabled Sensory Room Support
- Our Social Skills provision for children who have difficulties

The children on the Junior Board of Governors in the academic year 2015/2016 also made the following comments when discussing with the principal what was good about the school and what could be changed or improved – ‘You always get help when you are struggling’ ... ‘It’s supportive to your feelings’ ‘There is a wee bit of bullying but if there is a problem you and the teachers always listen to both sides and sometimes witnesses to

sort things out...You don't take sides.' ... 'Not that much bullying but still some – but you (Principal) deal with it very well and almost immediately. The assistants and the teachers also deal with it very well usually.'

Evaluation of our Pastoral Care:

In our pupil questionnaire

- 89% of the children from P4 to P7 knew who to speak to if they were worried.
- 95% felt that if they were sick/unwell/or worried that the adults in school would listen to them
- 98% felt that they had things to look forward to in school
- 98% felt that they were encouraged to be active and healthy
- 100% felt that their principal tried to make the school a good place for them to be in
- Conversely only 88% felt that the principal wanted the school to be the best – probably from the messages that they receive about the fact that only one person can be the best at any one thing and that being the best you can be in any given area of life is the most important thing – so are you working hard to do your own personal best? It was obvious that some children didn't know which way to answer this question!

In our parent questionnaire

There were a number of extended comments on this area of provision

'The pastoral care in the school is of an extremely high quality. I have always felt welcome and my concerns have always been listened to. The ethos in the school is genuinely inclusive and I have always been aware that the well-being, learning and happiness of my child has been at the fore front of all planning and evaluation within the school.'

'I have had children in Millennium since I moved my son with Autism Spectrum Disorder to the school in 2010. The school has always been excellent at dealing with his additional needs and the Special Needs Coordinator has always done an amazing job at giving children both confidence and independence whilst keeping us parents fully informed of progress. All staff, bar none, are totally committed to the effective running of the school and show an immense amount of pride in what they do and how they do it. Millennium is most definitely a 'child-centred school and I am constantly amazed at the creative learning that is afforded to pupils and the amount of fun they have in learning.'

'Our child has been a pupil at Millennium for a month and I would like to pay tribute to all the staff. We have been made to feel so welcome as a family and the school ethos and child-centred approach is clearly evident in the very fabric of all that you do. We feel really empowered by all the information we received, such as the curriculum overview for Primary 3 and the weekly timetable and the school policy pack and it has helped us support our child's learning at home. We wanted to also mention the compassion and care that we have benefitted from during this settling in process and this is testament to the great pastoral system. We look forward to watching our child develop in such a positive school community and I look forward to our involvement as a family.'

In our staff questionnaire

Safeguarding/ Child Protection at Millennium

Millennium has a Safeguarding Team which comprises of 2 designated teachers for child protection, the designated teacher and the deputy designated teacher, the Chair of the Board of Governors and the designated governor for child protection, plus 2 additional teaching members of staff. One member of staff has completed nurture training and the Women's Aid Helping Hands Programme and the other member of staff is the lead teacher for the NSPCC Keeping Safe Programme. Specific Child Protection training is done on an annual basis, during the August Staff Training Days and is led by the principal. There are a number of policy documents to support staff in this area- mainly our Child Protection Policy, Roles and Responsibilities in relation to Child Protection and a Code of Conduct for all staff. There are also a number of proformas to assist staff with appropriate record keeping. All staff are vetted in line with DE guidance. We keep a record of a pool of vetted parent volunteers, outside professionals who do after school activities and any other adults who come into contact with the children.

The main policies are reviewed on an annual basis and then go to the Board of Governors for consultation and adoption. The principal and the designated governor for child protection meet during the year to review and set new action points in order to ensure a constant cycle of improvement. This governor also prepares an annual report for the governors.

All parents receive copies of the main policies and new families to the school are issued with a full pack of policies and forms on the first day of attendance. We now use Parent Mail for a range of associated permission slips- e.g. in relation to use of photos, videos, internet websites etc. These important policies can also be viewed on the school website and hard copies are available in the school office.

STRATEGIES FOR PROMOTING PUPILS' ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE

The relationship between teacher and child and parents is at the heart of Millennium Primary School's approach to Pastoral Care. We provide a safe, warm and caring environment for the children. Each teacher is committed to determining and attending to the needs of the children in his/her care. Millennium Integrated Primary School is a happy school and we do our best to make Millennium Integrated Primary School a good experience for all our children.

This positive working partnership has created a climate where parents understand the importance of good attendance and the school procedures for absenteeism. Parents phone the school secretary on the first day of a child's absence and send in a letter explaining the absence on the child's return. To assist parents we provide a simple format on the class notice boards should they forget to write a letter. To monitor requests for leave of absence parents must fill in a form and this helps the principal to monitor such requests.

Our attendance figures are generally very good, as the following statistics demonstrate:

	2011/12	2012/13	2013/14	2014/2015	2015/2016
% pupil attendance (years 1-7)	96.8%	96.5%	97.5%	97.4%	97.1%
NI Average	95.2%	94.9%	94.6%	95.4%	Not available

However a growing number of families are taking time off at the end/beginning of terms to avail of cheaper holidays. Without this our attendance figures would actually be much better. We have high expectations in relation to attendance and our families understand the importance of children being in school. We use the DE descriptors for attendance on the annual school report and the DE brochure is distributed to parents.

At Millennium Integrated Primary School we have high expectations for pupil behaviour and all staff work to teach, model and support children to achieve this. A positive approach to behaviour is the norm as we believe that this creates conditions in which effective learning can take place. Research shows that happy, relaxed, self-disciplined children learn well. Classroom discipline is most easily maintained when children have some ownership of the rules. At Millennium Integrated Primary School classroom rules are agreed between children and their class teacher. Good behaviour is rewarded and affirmed on a daily basis in a variety of age and interest appropriate methods in the

individual classrooms. Rules for the dining hall, the playground and the football playing area are child friendly. Our Positive Behaviour Policy gives full details of the school's approach.

We also operate a blue and yellow card system. Children come to the Principal with these cards and a record is kept in a book. Yellow cards are for any kind of outstanding achievement whilst the blue card indicates a very serious misdemeanour in that the child has not made the appropriate responses at each step of our positive behaviour procedure. 2 cards within one week results in a letter home to parents inviting them to meet with the principal to help address the issue. The children respond very well to our procedures and blue cards are a very rare occurrence. Since this process was implemented in 2004 there has been an average of 8 blue cards issued over one academic year and from 2004 only 5 letters have been issued to parents. We have a robust Anti Bullying policy and procedures and regularly do awareness training sessions with the children. However this policy will be reviewed this academic year to ensure it reflects current practice and recommended guidelines. On an annual basis we take part in Anti Bullying Week at whole school level and at individual class level. This academic year we will take part in an NSPCC Pilot to further raise awareness in relation to bullying and Child Protection issues. There will be special assemblies for the P1 to P4 children and the P5 to P7 children. The P5 to P7 children will also take part in individual class workshops, completing an NSPCC questionnaire before and after the workshops. Parents and staff will also be involved in doing a questionnaire. NSPCC will also be launching Anti Bullying Week by taking an assembly and our Junior Board of Governors will also be involved in planning activities for the week.

The effective implementation of our Positive Behaviour Policy ensures that all discipline issues are managed appropriately. We want our children to understand that there are always choices to be made and that they can make a 'good choice' or a 'not so good' choice. We want our children to know that they are responsible for their own behaviour.

Most of our staff have also had training on how to diffuse potentially difficult situations rather than escalate them. In September 2007 all staff working in the school at that time did Team Teach Training with Joe Duffy and Colin Campbell. This training is accredited and revisited with follow up training every 3 years. In August 2010 those staff members who had been previously trained completed their re- accreditation and in September 2010 an additional 4 teachers, 5 assistants and 1 parent did the full training. As far as I am aware we are the only mainstream school in the SEELB who have been given this excellent training. We are included in this training for 2 reasons. Firstly to ensure all staff understand the best way of working and how to handle children safely when necessary – this can be particularly important with some of the children with ASD. Secondly we have over the years been asked to take children who have been having serious behavioural difficulties in other schools and have consequently developed phobias about school, or have been on the verge of becoming school refusers. In the early days of settling these children into school we needed the above training. Once trust is established and the children feel safe within our school environment, climate and ethos, all of the children have settled down, many becoming model pupils and other children who still have outbursts have reduced them to single figures in any academic year.

The emphasis for developing good behaviour is that the children must take ownership of their own behaviour – making good choices rather than poor choices encouraging an understanding of personal responsibility. Children are also encouraged to reflect on their behaviour and to come up with a solution which will address the poor choice made

- We know that our approach is successful through the fact that a number of children who have transferred to Millennium and were on the list for Longstone’s behavioural support did not need to avail of it
- Through the fact that the principal very rarely needs to see children about poor levels of behaviour and , when it does arise, the children are disappointed in themselves and are quick to respond to an improvement in their behaviour, understanding their responsibility to reflect and to change

Our school enjoys many visitors from Northern Ireland and further a

field and they frequently comment on how well behaved our children are, not realising that one of our major achievements is to help marginalised children to enjoy school.

Promoting the Health and Well-Being of the children

We promote health and well- being for all in a variety of ways.

For the children

- We hold an annual Health Education Week to raise awareness and promote a healthy lifestyle.
- We promote healthy eating on a daily basis.
- Healthy Living Display Notice Board.
- We help children to explore their emotions and explore ways to manage them.
- For some children we help them to develop relaxation strategies, thus reducing anxiety levels and giving the children life-skills for the future
- We have invested in an extensive and expensive outdoor physical trail to increase the level of enjoyable physical activity for the children.
- The playground is zoned and equipped in such a way to encourage physical activity – football / skipping ropes and hoola hoops / pedalling and balancing equipment / stilt walking
- Whole school skipping or Hoola Hoop Competitions
- There is a focus on physical activity in our After Schools and Before School provision.
- This academic year, the timetable on a Wednesday afternoon for P5, P6 and P7 will change and the children will have a choice of activities to do from 1pm to 3pm. The choices are netball, football, yoga, rugby,, gaelic sports, art, gardening and ICT. The children will choose a new activity each term. These choices will also give them more physical activity opportunities. This change is coming about as a result of the children feeling that by the time they change for PE and get dressed again there is not enough time to really have a good session of PE.

Evaluation

- The majority of families support the healthy eating policy and given that many children eat a poor diet the school's emphasis on healthy eating ensures that less junk food is consumed
- We have increased the consumption of a wide variety of fruit at lunch time thanks to the fact that our catering assistants chop up the fruit into child-size portions and the children are not overwhelmed by whole pieces of fruit and can enjoy a number of different fruits every day
- There has been a marked and dramatic improvement in the level of physical skills evidenced by considerable success in netball, football, basketball and Gaelic football tournaments successfully competing against much larger schools
- The range of sporting opportunities has increased considerably over the last five years
- The children have a much better understanding of how to grow fruit and vegetables and have had the opportunity to cook using the produce grown

MANAGING ATTENDANCE AND PROMOTING HEALTH AND WELLBEING OF STAFF

We are very fortunate to have a dedicated staff with an excellent attendance record. Our Board of Governors regularly receive attendance statistics to enable them to monitor the attendance of all staff. The well-being of staff is extremely important.

We promote health and well-being for all in a variety of ways.

- The school has signed up to Staff Care Services which all staff can access confidentially.
- We regularly take turns to buy treats, especially to mark birthdays or special occasions
- Staff are also treated occasionally to outside catering, buffet lunches on some of the training days/during the school year as well as home-baked treats
- Teaching staff are encouraged to enjoy a slightly extended lunch off the premises once or twice a term.
- Non -Teaching staff have a monthly, last Friday of the month, extended lunch.
- We are supportive of each other.
- The school pays for a yoga teacher to take weekly sessions

Evaluation of Staff Attendance, Health and Well-being

The attendance for teaching and non- teaching staff is very good and falls well below the NI average for teachers.

Teacher Numbers and Teacher Absence

	2011/12	2012/13	2013/14	2014/2015		NI%
Total number of teachers	13	14	14	14		
Days lost per teacher due to sickness (based on financial year)	1.6	4.8	14.6 **	16.2**		8,0

** These statistics reflect a long term absence of one member of staff and do not reflect the level of attendance of the staff in general

LINKS WITH THE PARENTS AND THE WIDER COMMUNITY

Millennium owes its very existence to a group of pioneering parents who wanted integrated education for their children. Under the Scheme of Management parents are well represented on the Board of Governors.

In addition we have a Parents' Council whose remit is to support the whole school community. The Parents' Council show their support in a variety of ways – Organising events for the children at Halloween, Christmas, Easter, serving refreshments at a variety of special school events, organising social events for parents and families, fundraising, doing practical jobs to improve the appearance/safety of the school, organising talks or workshops around topical educational issues, being the voice of the parents and liaising closely with the principal, other staff and the Junior Board of Governors. The Junior Board of Governors is our version of a Student Council and the name came into being when the group was first formed.

The PALS Group raise funds to provide materials and training opportunities for all staff and parents and a Parents' Room.

Parents are updated regularly on all aspects of school life through Parent Information Notes, Newsletters, Year Group Curriculum Meetings, specialised Curriculum Meetings linked to the School Development Plan. Recently over a hundred families attended An information evening on the NSPCC Keeping Safe Project. We also work with some staff members from St Joseph's and St Ita's when we are preparing children of the Roman Catholic faith for sacraments

We have strong links with Stranmillis University College. We take a number of students each year on teaching practice. Our P1 teachers have been involved in a PENT Programme. The principal also gives 1 or 2 lectures most years to the students at Stranmillis, on aspects of ASD, classroom management or positive behaviour management. We also host work experience school students (many of whom have attended Millennium) as well as students attending Further Education Colleges. During Integrated Education Week we invite local schools from all sectors to take part in a variety of activities. We have strong links with all the local churches in Carryduff. Rev Stephen Lowry, Mr Smyth, Mr Gordon Walker and Pastor George Ritchie regularly take Friday afternoon assemblies. The local Catholic church and the parish have worked closely with the school to prepare children for the sacraments. Each Christmas the local churches in turn very kindly host our school Bible Readings and Carol Service. We also take part each year in the Connect Churches Carol Concert with Carryduff and Carr Primary Schools.

Our open door policy helps enormously to develop links with the community.

ACCOMMODATION

We moved into our present building in September 2003. The classrooms are bright and airy. The P1 and P2 classes share a Resource Area as does the P4 and P5 classes. There is a purpose built assembly hall and we are delighted that the SEP programme has provided us with the full range of accommodation which should have been provided in the original build. The new offices, staff room and library are hugely appreciated. However the classrooms were built for the cost of 7 mobiles and are constructed from plywood which will have implications in the near future.

As a result there are no internal corridors and due to our very exposed, elevated site this presents a problem in poor weather conditions.

We have over the years acquired additional mobile accommodation to alleviate the pressures and to facilitate improved accommodation for the running of a Breakfast Club from 7.30 am and an After School's provision to 6pm all year around and to provide classrooms for the additional year groups.

Car Parking is a major problem! All visitors, parents and staff must come into the school grounds. There are no local parking possibilities due to the school being situated on a 60mph arterial route into Belfast. Whilst Building Branch in the Department of Education worked with us a number of years ago to provide additional car parking spaces, we now need more. We will shortly be working with DE again to re-plan the whole school site under the Westminster Fresh Start Agreement. We look forward to this opportunity which hopefully will address the additional classrooms needed, the lack of internal corridors, the need for a brand new nursery building, increased and improved play areas for the children and additional hall facilities.

MILLENNIUM'S FINANCIAL POSITION AND PROJECTED RESOURCES FOR THE ACADEMIC YEARS 2016/2017, 2017/2018 AND 2018/2019

Millennium Integrated Primary School's financial position at the end of March 2016 was healthy, with a recorded, accumulated surplus of £106,298. This surplus is reducing rapidly as money has been and is being spent to employ staff for additional hours and to purchase additional resources and equipment for the new classes

Income

INCOME	
DE grants	£2172,313
Receipts from other sources	£ 12,584
Total	£2184,897
EXPENDITURE	
Teaching staff costs	£ 685,374
Non-teaching staff costs	£ 270,067
Other operating payments (including £1031,214 for SEP Capital Build)	£1,229,391
Surplus from operations	£ 65
Surplus brought forward	£ 106,233
Surplus carried forward	£ 106,298

A three year budget plan is in place and shows a planned deficit for each year.

Each year the school development plan shows the cost implications linked to each target.

Summary of Financial Implications

		2016/2017
Literacy	Coordinator release for monitoring and evaluation and action points from the action plan	£180x 8 per year
Numeracy	Coordinator release for monitoring and evaluation and action points from the action plan	£180x 8 per year
ICT	Coordinator release for monitoring and evaluation and action points from the action plan	£180x 4 per year
Assessment		£180x 4 per year
The World Around Us	Coordinator release for monitoring and evaluation and action points from the action plan plus training costs – fees and cover	£180x10
Resources		£3,000 per year
Total – year 1		£9,120 per year
Total over the 3 years		£27,360

Meeting of Key Targets

Each academic year curriculum coordinators/ key stage leaders/ vice principal and principal are scheduled to do a presentation of progress to date, standards and achievements and plans for the future. These presentations take place throughout the year and assist greatly in giving the governors a good overview of the progress to date

The school development plan has an obvious strong link to PRSD throughout the school and this is also fully reported on at appropriate times in the year.

The principal also gives a written, monthly report at each Board of Governor meeting detailing the progress made during the previous month, including details of any training attended or given to the staff and encourages discussion.

Literacy, Numeracy and ICT targets are set for every child and monitored on the tracking sheet.

During the Autumn Term, our end of key stage targets for P4 and P7 children are presented to the Board of Governors and discussed again once we have the validation of results from CEA.

CHALLENGES AND OPPORTUNITIES FACING THE SCHOOL

Outlined below are some of the opportunities and challenges which the school is presently addressing or will be addressing in the near future!!

Opportunities	Challenges
Granting of both development proposals	The annual challenge for the necessary additional accommodation for the extra year group plus pressure on the year group
Development of the site	Development of the site
Inclusion and Integration	Inclusion and Integration – How do we effectively break down the significant barriers to successful learning some of our children have? How do we afford our much needed early intervention special needs provision\
New technology provision	Keeping up with the pace of change in technology and meeting the professional needs of the staff
	Financial Constraints are considerable due to the school having to use the surplus and own funds to purchase 2 mobiles, furniture and equipment. How do we maintain current provision/improve current provision in the light of rising costs and reducing budget
	ISFB being dismantled and Education Authority taking on this role
Additional and new members of staff have given increased expertise	Induction and development of new staff members
Changes in education structure (ESA)	Changes in education structure (ESA)
Developing links in the community and raising the profile of the school	Development of links in the community and raising the profile of the school
Consolidation of Management Structures and teams	Consolidation of Management Structures and teams
Using digital GL assessments for assessment, tracking individual children and for target setting	Using digital GL assessments for assessment, tracking individual children and for target setting
Further development of the Website	Further development of the Website
	Transfer uncertainty
Parent Mail	Parent Mail
SEP provision	Need for a new nursery building (DE have never provide this accommodation so it is long overdue)
Music and sporting provision greatly enhanced	Maintaining the provision at current levels given the pressure on

	budgets
A committed staff	Continuing to build capacity
Leading and Managing Change at all levels	Leading and Managing Change at all levels

PRACTICALITIES OF OUR SCHOOL DEVELOPMENT PLAN

Consultation Arrangements

Consultation across the whole school community takes many forms. Listed below is a variety of consultation tools used at Millennium

- Inset Days Activities, e.g. workshops, questionnaires, discussion opportunities.
- Input through formal groups such as the Parent's Council, the Board of Governors and the Junior Board of Governors.
- The ideas and suggestions box.
- Audit Tools e.g. in relation to the Together Towards Improvement, Revised Curriculum or the Index for Inclusion.
- Discussion at Parent Workshops.
- Meetings with external professionals

Monitoring, Review, Evaluation

Depending on the area under review, the relevant key member of staff will take lead responsibility. This key member of staff is likely to be the subject curriculum leader. A Foundation or Key Stage Leader or the principal.

Monitoring, Review or evaluation can take the form of observations with oral and written feedback, Book looks, written feedback on planning, discussions around teaching approaches on areas under focus, analysis of data from standardised assessments and non standardised assessments

The Principal meets each term with the co-ordinator of the areas being focused on to evaluate progress to date, plan dates for agreed observations, release time for staff to carry out Book Looks etc and to brainstorm areas for discussion or development with the whole staff.

During the Summer Holidays the Principal meets with the SENCO and the Vice Principal to do further analysis of each year groups results and to plan the provision for the next academic year.

At the June or and the September Board of Governor Meetings the Principal gives an oral and written overview of progress to date on all the areas of the School Development Plan. The Co Ordinators of the focus areas also give an oral and written report.

As a result of these presentations, discussions ensue, highlighting areas of good performance and also areas where performance fell short of the planned target and the reasons for this. These findings then shape the development of the Action Plans for the incoming year and any necessary adjustments to the School Development Plan.

At all times the School Development Plan, the associated Action Plans and Target Planning framework are working documents.

Appendices

- School Development Plan 3 year Overview
- Review of preceding plan
- Action Plans for Literacy, Numeracy, ICT and World Around Us
- Full statistics from audits done with the children, the parents and the staff

Review of previous 3 year School Development Plan 2013 to 2016

Child-Centred Provision	High Quality Teaching and Learning
<ul style="list-style-type: none"> • Nursery and Foundation staff have completed Makaton training • 2014/2015 able financially to offer more early intervention • School library set up • We participated in the Blue Peter Book Awards 2016 • The children enjoyed a series of workshops provided by our Reading Patron • Our Junior Board of Governors have • Through our project with Torbank a number of children enjoyed weekly music therapy and drama sessions • Child Protection policies reviewed annually by staff and Board of Governors • Focus on differentiation on planners • Sensory room, brain breaks and chunked work used effectively for some of our most challenged children • Numeracy Challenge Board set up • Daily early morning Maths club set up • Sumdog enjoyed by the children • Wednesday afternoon provision increased to include gardening, yoga and cycling proficiency • Children encouraged in their fundraising ideas for the library and charities leading to the setting up of mini stalls • Sporting and musical opportunities considerably enhanced over the time period • P1 Nativity started on the One Show • Children are actively encouraged to manage their own emotions, regulate their learning and interact effectively with others in and outside the classroom • Forward thinking, flexible school with a focus on the needs of the children • SEELB Outstanding Achievement Awards gained for 'Pupil of Courage,' The Arts, Sports – Team – on more than one occasion 	<ul style="list-style-type: none"> • SEN CPD Programme completed • As a result of the SEN CPD training staff have developed strategies to improve memory skills and processing – both barriers to learning • Mental maths emphasis on rapid recall • Introduction of Jolly Phonics and Letters and Sounds P1 and P2 and a planned schedule of regular phonics assessments. • Running Records using the PM Benchmarking kit completed each term – focus is also on comprehension skills • Guided Reading sessions well established and of a high quality • ICT tasks agreed across all year groups • Focus on onset and rhyme and spelling rules in conjunction with linguistic phonics • Weekly dictated sentences nw part of weekly spelling assessments • Trialling of IPADS followed by the implementationImplementation of the newly purchasedIPADS and surfacepurchased devices across all areas of the curriculum • Review of Linguistic Phonics completed • Teaching of comprehension skills including cloze procedure and also development of teacher made resources to complement reading material and class topics • Guided writing focused on leading to very good practice • New, more detailed spelling planner introduced • Maths Recovery used as an intervention programme • Focus on the importance of the plenary session • Teachers and assistants work together to deliver high quality learning experiences
Effective Leadership	A School Connected to its Community
<ul style="list-style-type: none"> • Annual data analysis completed and shared with teachers and Board of Governors • After a period of reflection all P3 to P7 end of year assessments are completed digitally using a GL package • World Around Us Coordinator and Head of Foundation Stage appointed • Governors have attended a range of ELB/ NICIE governor training sessions • Investment in Athletics • Levelled assessments in reading, writing and processes in numeracy completed • We are a Microsoft Showcase School with one member of staff deemed to be a Microsoft Fellow of Education and two members of staff deemed to be Microsoft Innovative Expert Educators • HP Digital School of Distinction achieved • Audits completed in Maths, Literacy, ICT and World Around Us • Music Training delivered to P1 to P3 teachers • The SDP provides many opportunities for CPD in terms of training and professional, pedagogic discussions • A culture of continuous striving for 	<ul style="list-style-type: none"> • Parent Mail introduced to the whole school community • Teacher 2 Parents texting service implemented • School library set up with the help of family member volunteers • Assisted by school link officers at the BASE Education and Library Service • Parents' Council gave a generous donation for the purchase of library books • Individual families donated a book to the library scribed with a personal message in the front cover • A number of charities supported such as Action Cancer, MS, Marie Curie, IEF • Range of visitors from a range of professions invited into the classrooms • Careers convention organized for the upper school • Children on the JBOG are involved in the planning and delivery of special events • Local churches visit school to do assemblies • P4 to P7 Bible Readings and Christmas Carol event held in local churches on a rotational basis • Class assemblies to celebrate the learning at the end of topics •

best practice is encouraged throughout the school	
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Results of Questionnaire carried out with the P4 to P7 children in the Summer Term 2016

		P4 (28 children)	P5 (24 children)	P6 (29 children)	P7 (25 children)	Average P4 to P7
1.	Our teachers work hard	100%	100%	100%	100%	100%
2.	My teacher makes learning fun and interesting	93%	100%	100%	100%	98%
3.	My principal wants our school to be the best	79%	79%	97%	96%	88%
4.	Our principal tries to make our school a good place for us to be	100%	100%	100%	100%	100%
5.	My teacher gives me work I am able to do	86%	100%	83%	100%	92%
6.	We are expected to behave in school	96%	100%	100%	100%	99%
7.	If I am worried I know who I can talk to	89%	96%	90%	80%	89%
8.	If I am sick/sad/unwell or worried the adults in this school will listen to me	86%	96%	97%	100%	95%
9.	We talk about our learning in school	86%	96%	90%	100%	93%
10.	I can assess my own learning	82%	96%	100%	92%	93%
11.	I am encouraged to be active and healthy	96%	100%	97%	100%	98%
12.	We enjoy music in this school	89%	79%	93%	84%	86%
13.	We have things to look forward to	96%	100%	97%	100%	98%
14.	We learn lots about ICT	61%	83%	90%	100%	84%

Any ideas for making the school better? Anything important about the school that you don't like

Things we like about school – all classes	Improving School Comments –P1	Improving School Comments –P2	Improving School Comments –P3
<ul style="list-style-type: none"> The principal and the teachers – all the adults Activity Based Learning Working in pairs 	<ul style="list-style-type: none"> More books in the classroom and in the library More special days to raise money for charity 	<ul style="list-style-type: none"> Small toys for the playground Trampoline More fruit for dessert More flowers in 	<ul style="list-style-type: none"> More homework More playground space A trampoline A gym To be allowed to

<ul style="list-style-type: none"> • The new library • The way the teachers explain the work really well • Friday science activities • The Well Teddy Clinic at the hospital • Doing fun work • Playing outside on the hill • Topic work • The fact that the school is growing 	<ul style="list-style-type: none"> • A trampoline • More marbles for the marble run • More money to do things at school 	the school garden	<p>stand when working</p> <ul style="list-style-type: none"> • More opportunities to speak to JBOG • Different colour jumpers • More friendship benches • Real football nets • More Gaelic Football tournaments • A horse riding pitch • Irish Dancing lessons
Improving School Comments – P4	Improving School Comments – P5	Improving School Comments –P6	Improving School Comments –P7
<ul style="list-style-type: none"> • Annual Class Quiz Competition • Bigger playground x3 • More Equipment x2 • Friendship Treehouse • Special place to relax • Baking Club x3 • A tennis team • A playroom for older children • A full day a week spent on sport • More learning about ECO matters • A restaurant type dining hall with comfy seats • A Friday treat for packed lunches • A gymnastics club x3 • A swimming pool • Sand pit for older children • More bird houses • Running Track • New picnic tables • Younger children in the JBOG • Separate dining facilities • A singing club • A gym x2 • A running club • A proper football pitch x5 • After school lego club • Spy cameras • An ECO stall • A rugby pitch • Talent Show every year 	<ul style="list-style-type: none"> • More sport • Bigger playground • Able to go up on the hill more often • More science • More learning about ECO matters • More car parking spaces • More bird houses • More technology 	<ul style="list-style-type: none"> • Less tarmacked area in the playground • More opportunities to do science • Introduce a science and technology week • A new book club in the library • Longer break times • Stationery shop 	<ul style="list-style-type: none"> • More science • Introduce Spanish • Increase the choices for after school clubs for the older children • An assistant in every class • More car parking spaces • No more mobiles

Teaching and Support Staff Questionnaire (COMPLETED BY 30 STAFF MEMBERS)

Number	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	Staff with specific responsibilities carry out their duties effectively and contribute to the improvement of the school	63%	30%	3%		3%
2	The Board of Governors has a clear understanding of the work and context of the school	43%	43%			13%
3	There is effective communication within the school	3%	50%	43%	3%	
4	I have good opportunities to be involved in self-evaluation and development planning	43%	50%	3%		3%
5	I have taken up appropriate staff development opportunities, linked clearly to school priorities, to enable me to carry out my duties with confidence and expertise	53%	43%	3%		3%
6	The school is well led and managed at all levels	40%	50%	7%		3%
7	The school is resourced well for learning and teaching	63%	30%	3%		3%
8	The staff work well together to plan for, monitor and evaluate the children's learning	60%	37%			3%
9	The teachers review regularly the children's work and provide guidance on how the children can make progress	60%	30%	3%		7%
10	The teachers provide the children with opportunities to evaluate their own work and that of others	43%	50%			7%
11	The curriculum has been tailored appropriately to meet the differing needs and interests of the children	53%	37%	3%		7%
12	The teachers communicate to parents/carers how they might support their child's learning	57%	40%			3%
13	There is an inclusive, welcoming and pastoral ethos for all members of the school community	77%	20%	3%		
14	I have participated in staff training and am aware of the school's procedures relating to child protection/safeguarding	80%	20%			
15	Staff manage well the children's behaviour and deal effectively with related issues	40%	57%	3%		
16	Staff support the care, dignity and well-being of all members of the school community	66%	27%	7%		
17	The children contribute appropriately to aspects of decision making in the school	63%	30%	3%		3%
18	Information on children's progress is analysed well and is shared with all relevant members of staff	47%	33%	10%	3%	7%
19	Staff set appropriately high standards for children's learning to enable them to make good and steady progress	57%	37%	3%		3%
20	The children are prepared well for the future, in particular, for the next stage of their learning	60%	37%			3%

Parent/Guardian Questionnaire – Please return to the office

Name (Not obligatory)		Class				
Number	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child is well settled in school.	86%	14%			
2	My child is well cared for by the staff.	87%	13%			
3	Millennium encourages children to behave well.	79%	19%	2%		
4	Millennium recognises and values my child's contributions to school life.	72%	24%	2%		2%
5	Millennium encourages my child to develop his/her personal and social qualities.	74%	26%			
6	My child is encouraged to respect and value the opinions/views of others.	76%	24%			
7	I am satisfied that my child feels safe and secure in school	84%	14%	1%		1%
8	Millennium has told me about the procedures to deal with any concerns/complaints I might have.	42%	45%	8%		6%
9	If my child feels unwell or unhappy in school, the staff deals with the situation effectively	63%	30%	5%		3%
10	If my child is being bullied the staff deal with it effectively	43%	30%	7%		20%
11	The school has informed me about the procedures to deal with child protection matters	49%	41%	3%		7%
12	I have been informed about the school's policy on the acceptable use of the internet	69%	29%	2%		
13	The work my child is asked to do is matched to his/her ability	57%	38%	3%		2%
14	The school has explained to me how I can help my child with his/her work	59%	41%			
15	I am satisfied that my child can cope with the homework he/she is given	56%	43%	1%		
16	My child's written work is marked regularly	70%	28%	2%		1%
17	I receive helpful information about my child's progress in school	55%	40%	5%		
18	I am informed regularly about the life and work of the school	58%	37%	3%		2%
19	The school provides opportunities for my child to participate in out of school activities, e.g. visits	64%	36%			
20	The school is well thought of in the community	80%	17%			2%