



School Improvement Plan 2026-27

Inchmarlo
RBAI Preparatory Department



Mission Statement

To offer exceptional learning and enrichment, which enables every boy to flourish academically, physically and socially and to make a positive contribution to society.

Objectives

1. To support all pupils to be confident and engaged learners.
2. To deliver an innovative academic programme.
3. To provide co-curricular breadth and depth.
4. To prioritise pupils and staff well-being.
5. To maintain and develop effective communication.
6. Teaching infused by evidence-based best practice.



Inchmarlo Preparatory Department

Summary for School Improvement Plan

The School Improvement Plan guidance emphasises a simplified, strategic approach to school development planning, focusing on meaningful school improvement through robust self-evaluation and stakeholder engagement.

Schools are encouraged to produce a concise three-year strategic overview supported by annually updated one-year action plans, which now serve as the formal SIP. These plans should clearly outline up to four key targets, aligned with the school's vision and context, and be based on internal assessment data. The SIP should be a practical, living document that supports improvement, avoids duplication, and reflects consultation with stakeholders.

Boards of Governors play a central role in approving and reviewing the plan.

Inchmarlo's most recent three-year School Improvement cycle ran from 2023-2026. At present, the school is facing a unique set of circumstances and consequently it is the intention of the department to embark on a one-year school improvement plan.

Circumstances include:

- The recent appointment of a new Principal at RBAI
- Staff turnover: the recent appointment of a new Headteacher, literacy and World Around Us coordinators and teaching staff
- To align with RBAI's school improvement cycle
- The introduction and delivery of TransformEd

Setting the Context

Founded in 1917 as the preparatory department of The Royal Belfast Academical Institution (RBAI), Inchmarlo has a proud legacy of inspiring boys through academic excellence, outdoor learning, creativity, and strong values in supportive surroundings. Situated on a vibrant, six-acre woodland site in South Belfast, Inchmarlo provides a nurturing yet challenging environment where the potential of every individual boy is recognised, celebrated, and realised.

We believe that education is a holistic journey—one that begins with curiosity and joy in our Pre-Prep and translates into confidence, resilience, and purpose as the boys transition seamlessly into RBAI. Our educational foundation rests firmly on three core values:

- **Excellence:** Demanding high standards of academic effort, intellectual curiosity, and personal presentation.
- **Respect:** Cultivating a diverse, inclusive, and mutually supportive community where kindness, honesty, and dignity thrive.
- **Participation:** Encouraging every boy to become a well-rounded individual by embracing a wealth of classroom, sporting, musical, and co-curricular experiences.

Enrolment	122
Intake 2025/26	22
Attendance	97% of children with attendance over 85%
SEN	24

Self-Evaluation

An evaluative summary of progress against the SDP 2023-2026 can be found on pages 7-25, heavily informed by an intensive period of self-evaluation undertaken in March 2026. This rigorous process engaged all sectors of the Inchmarlo community through book looks, parent and pupil surveys, staff consultations, and lesson observations. The quantitative findings from this exercise were overwhelmingly positive: 96% of parents reported that their child feels safe and well-supported at Inchmarlo, while our lesson observations indicated that teaching practice across the department was of a high standard. Furthermore, the book looks confirmed that pupils are consistently demonstrating progress that meets or exceeds their individual targets.

Amidst these strong academic metrics, however, the consultations highlighted a need to refocus on our core identity. One parent noted that *'Inchmarlo's true strength lies in its unique character and shared values, which must remain the bedrock of the boys' daily experience,'* a sentiment closely echoed in staff consultations where it was stated that *'explicitly reinforcing our school ethos*



will provide the moral anchor our pupils need to thrive both socially and academically. These qualitative insights, balancing robust data with a renewed commitment to our foundational principles, have been instrumental in defining our strategic priorities and are fully detailed within our set of actions for 2026/27.

Introduction linked to ETIs Core Questions

1. What is Inchmarlo's vision and what informs it?
2. How is Inchmarlo setting about achieving the vision within its own context?
3. How well does Inchmarlo monitor how well it, and its learners are doing and how responsive is it to overcoming challenges and barriers?
4. How well does Inchmarlo define, celebrate and embed success for all learners?
5. How does Inchmarlo create the right conditions for the growth and development of a community of learning?

At Inchmarlo Preparatory Department, our mission is clear: to offer exceptional learning and enrichment, which enables every boy to flourish academically, physically, and socially, and to make a positive contribution to society. This mission is brought to life in a setting where every boy is individually known, deeply valued, and encouraged to thrive within a vibrant and supportive environment. Recognising the evolving landscape of education and the diverse needs of our boys, our school is focused on ensuring that every boy receives the tailored support and robust challenge required to reach his full potential.

To achieve this vision, Inchmarlo is deeply committed to building a culture of reflective practice, collaboration, and continuous improvement. Our educational approach is rooted in rigorous self-evaluation, informed by internal data, stakeholder feedback, and an acute awareness of the evolving needs of our learners. By empowering our dedicated staff and strengthening our instructional frameworks, we monitor progress closely, utilising a range of indicators to assess pupil outcomes, professional development, and the overall effectiveness of our teaching and learning strategies.

Success at Inchmarlo is defined not solely by academic excellence, but by personal growth, character development, and wellbeing. We celebrate progress at all levels and work diligently to embed an inclusive culture where every boy feels secure and supported in taking the next steps in his educational journey. Through targeted enrichment, dynamic teaching practices, and a highly effective pastoral framework, we aim to remove barriers to learning and create equitable opportunities for all our boys to succeed.

Central to our strategy is the cultivation of a cohesive community of learning. We foster strong, transparent partnerships among our staff, boys, families, and the wider school community, creating the optimal conditions for shared ownership, innovation, and growth. As we move forward, our School Improvement Plan will serve as the strategic roadmap, guiding us to align our core mission with actionable goals and ensuring that Inchmarlo Preparatory Department continues to be a centre of excellence, respect and participation.



Our School Ethos and Mission Statement

To offer exceptional learning and enrichment, which enables every boy to flourish academically, physically and socially and to make a positive contribution to society.

We believe that every boy deserves the tailored support and empowerment to unlock his full potential, flourish, and make a positive contribution to society. Grounded in our core value of **excellence**, we strive to ensure that all pupils are supported to be confident and engaged learners, ready to celebrate their achievements and make a meaningful difference.

We believe in delivering an innovative academic programme that balances traditional foundations with modern, engaging, and evidence-based best practices. By providing individual curriculum pathways for progress and attainment, alongside a commitment to enhancing learning through ICT, we ensure each boy is challenged and stimulated to achieve his very best.

We ensure that we provide a welcoming, caring, and vibrant learning environment both inside and outside the classroom. By providing co-curricular breadth and depth, we encourage active **participation** and deliver enrichment that is valued by the whole school community, developing a deeper understanding and appreciation of the world around us.

We believe in building a legacy by celebrating each boy as an individual. We nurture well-rounded individuals who are encouraged to flourish academically, physically, and socially. Guided by a deep sense of **respect**, they learn to engage compassionately with their peers and adults, developing a strong sense of moral responsibility.

We believe it is our duty to:

1. Support all pupils to be confident and engaged learners.
2. Deliver an innovative academic programme with individual curriculum pathways for progress and attainment.
3. Provide co-curricular breadth and depth.
4. Prioritise pupils and staff well-being.
5. Maintain and develop effective communication.
6. Provide teaching infused by evidence-based best practice.



Inchmarlo School Improvement Plan 2026-27

Objectives

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Areas for improvement identified by self-evaluation/data analysis:

1. Vision, Values and Mission Statement

The majority of quantitative data gathered indicates that those within the school community, staff, parents and pupils consider the school to be a happy and caring environment. Qualitative data reveals that some staff feel that our core value of respect is not exhibited by all within the school community. There is a desire for clear behavioural expectations and a consistency of approach throughout the whole school. There was a desire for the high expectations expected of pupils to be upheld by staff and communicated to parents. Some parents felt that there still existed a culture of 'boys will be boys' throughout the school and that only high academic standards were celebrated. In a pupil survey, some boys felt that the behaviour of others in class affected their learning.

2. Literacy – To complete a comprehensive review of literacy in line with the TransformEd Literacy framework.

The rationale for literacy as an objective is based on both quantitative and qualitative evidence which highlights inconsistency in the delivery and teaching of phonics within the Foundation Stage and Key Stage 1. Recent guidance from the Department of Education through the TransformEd Literacy framework has emphasised the need to adopt a coherent synthetic phonics programme, ensuring fidelity, progression and consistency across all classes. Current practice indicates variability in approaches, which impacts on pupil attainment and confidence in early reading and writing.

At the upper end of the school, there is increased capacity to further develop the effective use of Accelerated Reader to support reading progression. In addition, there is a recognised need to explore and embed the use of the whole-class novel in Key Stage 2 to enhance comprehension, vocabulary development and engagement in high-quality texts.

3. Assessment – To develop a coherent, effective and consistent whole-school assessment framework.

The rationale for assessment as an objective stems from the introduction of a new assessment framework through TransformEd, alongside identified inconsistencies in current whole-school practice. Evidence indicates the need for a clear and cohesive assessment strategy that ensures reliable tracking, accurate collation of data and meaningful analysis to inform teaching and learning. There is currently variability in how assessment information is gathered, interpreted and used across the school. A key priority is the identification of both underachieving



pupils and high achievers to enable targeted, individualised provision and appropriate challenge. Furthermore, there is a need to ensure that assessment is used consistently to support pupil progress, inform planning and provide clear communication to staff, pupils and parents.

Where are we now? What is the evidence?

- Current evidence demonstrates that Inchmarlo has established a strong and welcoming baseline for its school ethos, with 98% of parents agreeing the atmosphere is positive and 90% of P5–P7 pupils reporting they feel safe and happy. Quantitatively, parental confidence in the school's culture is high; 94% of parents feel valued as part of the school community and 93% believe their child's individuality is respected and the staff's dedication to building student confidence. However, the data identifies a specific opportunity to move from a "delivered" ethos to a "shared" one: while 84% of pupils believe the school cares for them, only 65% feel their opinions truly matter, and just 78% express definitive pride in being an Inchmarlo pupil. Qualitative pupil voice suggests that while social initiatives like shared education are highly valued, daily "lived experience" friction points—such as a desire for more varied lunchtime activities—currently prevent the ethos from being fully realised. Therefore, the focus for improvement must shift from maintaining a welcoming environment to actively promoting student agency and consistent pride across all aspects of the school day.
- Evidence gathered through a review conducted by the Literacy coordinators indicates that there are gaps in the current phonics provision, particularly within the Foundation Stage and Key Stage 1. The school does not currently follow a single, agreed synthetic phonics programme, as recommended by the Department of Education, resulting in variation in delivery. To address this, Literacy coordinators have begun to engage proactively with local cluster groups and have attended TransformEd literacy summits. Initial work has been undertaken to map current practice against the TransformEd Literacy framework, identifying areas of alignment as well as key priorities for development. In Key Stage 2, there is inconsistency in the implementation and use of Accelerated Reader across classes. Current practice also allows pupils to complete reading quizzes at home, which reduces the reliability and validity of assessment data. Furthermore, there is limited evidence of staff consistently using available reading data to inform planning, track progress or tailor provision to meet individual pupil needs. This impacts the school's ability to accurately monitor attainment and ensure appropriate challenge and support for all learners.
- Current evidence indicates that assessment practices across the school lack consistency in both frequency and approach. There is no agreed whole-school framework guiding when and how assessments should take place, resulting in variation between year groups and classes. Similarly, reporting to parents is inconsistent, which affects clarity and transparency in communicating pupil progress and attainment. While standardised assessments are administered, there is limited evidence that the resulting data is being used systematically to identify underachievement in literacy and numeracy or to inform targeted interventions. As a result, opportunities to provide timely and appropriate support or challenge for individual pupils are not being fully realised. The school has begun to take steps towards the introduction of CCEA Adaptive Assessments in Primary 4 and Primary 7, with the intention of these replacing GL assessments over time. Further work is required to embed their use, ensure staff confidence and establish clear processes for data analysis, tracking and intervention planning across the whole school.



Year	Success Criteria	Specific actions to bring about improvement	Who	Resources	Monitoring, Evaluation & Review
Key Focus: Vision, Values and Mission Statement					
Target: T1 – To maintain and develop our school vision, values and mission statement, using the House System and PERMAV framework (Relationships, Engagement, Meaning) to improve behaviour, pupil engagement and ensure wider recognition of achievement beyond academic success.					
Yr 1	A clearly articulated and co-constructed school vision, values and mission statement Staff confidently applying PERMAV (R, E, M) in teaching, relationships and pastoral care Pupils able to articulate school values and see them lived daily House system actively promoting participation, leadership and belonging Reduction in negative behaviour incidents Increased recognition of non-academic achievements	Staff Understanding and Buy-in (Autumn Term) Purchase all teaching staff Martin Seligman's 'Flourish' Introduce PERMAV framework at whole-staff meetings Link explicitly to: - Existing RBAI pillars - School values: Excellence, Respect, Participation Facilitate staff workshops: - What do <i>Relationships, Engagement and Meaning</i> look like in practice? - How should they shape classroom culture and behaviour expectations? Develop a shared language for values (visible in all classrooms) Embedding Through Classroom Practice	Headteacher (strategic lead) Senior Leadership Team All teaching staff School Council House leaders / coordinators Parents (consultation)	Staff meeting time / INSET PERMAV guidance materials (adapted for primary setting) Survey tools (parents, pupils) Display materials (charters, values) Reward system resources Time allocation for house activities	



	Positive parental feedback regarding holistic development of pupils	Introduce Class Charters in every class: • Co-created with pupils • Explicit links to: ◦ School values ◦ PERMAV (especially relationships & engagement) • Display charters prominently and revisit regularly • Use charters to support: ◦ Behaviour management ◦ Conflict resolution Revitalising the House System Reframe house system around: • Belonging (Relationships) • Participation (Engagement) • Contribution (Meaning) Introduce: • Regular house meetings • Mixed-age activities House competitions to include: • Sport • Arts • STEM • Community service Develop house leadership roles (captains, wellbeing ambassadors)			
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		<i>Recognition and Celebration Systems</i> Shift rewards system to reflect: • Effort • Kindness • Leadership • Contribution Introduce Flourish Awards • Relationship Award • Engagement Award • Meaning/Service Award Use house points aligned to values (not just attainment) Celebrate success through: • Assemblies • Displays • Parent communication Parental Engagement Communicate new focus via: • Newsletters • Parent workshops Share: • What PERMAV means in school context • How success is being redefined			
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		Gather feedback on: • Perception of school values in action Behaviour Alignment Review behaviour policy to: • Align with values and PERMAV principles Focus on: • Restorative approaches (Relationships) • Engagement in learning tasks Train staff in consistent approaches			
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Year	Success Criteria	Specific actions to bring about improvement	Who	Resources	Monitoring, Evaluation & Review
Literacy					
Target Area: T1 – To improve whole-school literacy outcomes by embedding daily, high-quality reading and writing practices across all year groups and subjects.					
Yr 1	Establish a revised, clearly understood whole-school Literacy overview consistent with expectations aligned to TranformED. - Staff confidently applying this daily within pedagogy. - Pupils benefiting from a more informed daily practice. Embedding a systemic synthetic phonics scheme within FS and KS1 aligned with TransfromEd recommendations. - Staff confidently using phonics scheme to its full potential. - Pupils developing improved phonological awareness and application inline	Review and update Literacy overview and encourage staff application (Autumn Term) Review overview in line with: - Primary curriculum requirements - TransformEd framework Coordinators lead and advise staff on good practice of Literacy expectations Phase the chosen phonics scheme into FS and explore the investment of decodable readers All teachers and CAs in FS and KS1 should receive high-quality training on the chosen scheme Phonics assessment/screening check in line with TransformEd	- Literacy Coordinators - All teaching staff Support Staff	Phonics Scheme Phonics Scheme training Staff meeting / INSET time TransformEd framework materials Cluster groups Phonics assessment tracking system (digital or manual) Star Reader/AR training Library System	



	with their own ability level. - Ensuring parental participation and awareness in the adoption of the new phonics scheme. Promote reading across the school with an in-depth adoption of Star Reader and AR to promote access and engagement from P4-7. - Staff develop knowledge and application of Star Reading assessment to inform practice and support. - Pupil's develop greater access to reading materials impacting their engagement.	Autumn Term - Have all classes P5-P7 using Star Reader and AR system more effectively, to inform daily practice Coordinators update and lead staff on how to navigate and utilize the system to promote access and engagement. Improving data collation and use to Identify and support underachievement and high achievement - Intervention strategies for pupils underachieving - Ensure high-achieving pupils are challenged appropriately			
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Year	Success Criteria	Specific actions to bring about improvement	Who	Resources	Monitoring, Evaluation & Review
Assessment					
Target Area: T1 – To develop a coherent, effective and consistent whole-school assessment framework that improves teaching, accurately identifies underachievement and high achievement and ensures meaningful communication with parents.					
Yr 1	A revised, clearly understood whole-school assessment policy Consistent use of Assessment for Learning (AfL) strategies in all classrooms Effective system for collation and analysis of assessment data Staff confidently using data to identify: - Underachievement - High achievement Initial implementation of TransformEd assessment framework Clear, accessible and meaningful reports to parents Development of pupil assessment portfolios	Review and Update Assessment Policy (Autumn Term) Conduct a full audit of current assessment practice: - Formative vs summative balance - Consistency across year groups Review policy in line with: - Primary curriculum requirements - TransformEd framework - Best practice in AfL Redraft policy to include: - Clear expectations for: - Assessment frequency - Data recording - Feedback practices Share draft with staff for consultation and finalise Implementation of TransformEd Assessment Framework	Headteacher Assessment Coordinator / SLT Teaching staff SENCo (support for targeted pupils) External partners (cluster moderation / TransformEd support)	Staff meeting / INSET time TransformEd framework materials Assessment tracking system (digital or manual) Moderation exemplars Portfolio materials (physical or digital) Training resources for AfL and data use	



	Evidence of assessment informing planning and differentiation	Map current assessment practices against TransformEd expectations Support staff in: • Integrating framework into planning • Using assessment to track skill development Improving Data Collation and Use Establish a consistent whole-school data system: • Baseline assessments • Termly tracking Develop clear processes for: • Recording data • Analysing trends Hold termly pupil progress meetings: • Identify pupils: • Underachieving • Exceeding expectations Ensure data informs: • Differentiation • Intervention planning Provide staff training on: • Data interpretation			
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		• Using data to impact teaching Identification and Support of Underachievement and High Achievement Create clear criteria for: • Underachievement • High achievement Develop intervention strategies: • Targeted support programmes • Stretch and challenge opportunities Introduce: • Provision mapping Monitor impact of interventions termly Ensure high-achieving pupils are: • Challenged appropriately • Recognised beyond test outcomes Development of Pupil Assessment Portfolios Introduce assessment portfolios for each pupil: • Examples of work across subjects • Evidence of progression			
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		Include: • Teacher assessments • Pupil reflections Use portfolios to: • Support moderation • Inform reporting • Share progress with parents Ensure consistency across year groups Reporting Assessment to Parents Review current reporting formats: • Written reports • Parent meetings Redesign reporting to ensure: • Clear explanation of attainment and progress • Focus on: • Skills development • Effort and engagement Introduce: • Provide guidance to parents on: ◦ Supporting learning at home • Gather parent feedback on clarity and usefulness			
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Child Centred Provision – 2026/27 Overview

Child Centred Provision – 2026/27 Overview		
Term One	Term Two	Term Three
Pastoral Care – EO		
- Review Positive Behaviour Policy and Behaviour Flowchart - Share with boys in assembly and with parents on website - Implement DMU themes such as: <i>Feelings and Emotions/Being Safe</i> - Establish consistent classroom routines and expectations - Introduce or reinforce: - Circle time - Class charters - Positive behaviour strategies - Hold half-term pastoral review meetings with staff - Adjust supports for targeted pupils - Introduce pupil voice opportunities: - Wellbeing ambassadors	- Implement PDMU themes such as: <i>Relationships and Respect</i> <i>Managing Conflict</i> - Deliver whole-school initiatives: - Anti-bullying week - Children's Mental Health Week - NSPCC Staying Safe - Internet Safety Week - Regular school council meetings - Monitor and track - Behaviour incidents - Attendance - Gather pupil voice: - Surveys - Class discussions - Teacher observation	- Focus PDMU on: <i>Changes and Transitions</i> <i>Looking Ahead</i> - Support pupils in: - Building resilience - Preparing for change - Identify: - Pupils vulnerable during transitions - Ensure support plans are in place - Organise: - Transition activities (visits, meetings, shared information)
Ongoing - Promote a positive, inclusive school culture - Maintain visibility and availability for: Pupils, Staff and Parents - Regularly liaise with: SENCO, External services (where needed) - Keep staff informed of best practice in: Wellbeing, Behaviour support. PDMU delivery		
Child Protection / Safeguarding – EO/LC/PM		
- Safeguarding report prepared by the DT for the IMC - All staff to complete EA ABIS training during Baker Day sessions - Begin the development of an ABIS school policy - Deliver whole staff safeguarding training (including classroom assistants) EO - Review and update Child Protection Policy, Code of Conduct, and safeguarding procedures with: EO/PM/BoG - Ensure safe recruitment checks (AccessNI) are complete PM/CM - Refresh concern reporting systems EO - Share safeguarding expectations through:	- Safeguarding report prepared by the DT for the IMC - Involvement of all stakeholders in the development of the ABIS policy - Deliver pupil safeguarding education EO - NSPCC Speak Out Stay Safe (or equivalent) EO - Online safety week EO - Support staff with wellbeing strategies in classrooms. EO - Meet with: Principal & DDT to evaluate safeguarding effectiveness EO/PM/LC - Report to IMC EO	- Safeguarding report prepared by the DT for the IMC - Have ABIS policy ratified by the IMC - Update transition safeguarding procedures: - Nursery → P1 LC - P7 → Post-primary EO - Share relevant information securely with receiving schools. EO/LC - Meet with: Principal & DDT to evaluate safeguarding effectiveness EO/PM/LC - Complete Safeguarding and Child Protection Support Service – Annual Training Audit EO - Report to IMC EO



- o Welcome meetings - o School website - o Seesaw - o Parent-friendly guides on child protection & online safety - o Promote open-door communication. • Report to IMC EO		
Special Educational Needs - CM		
• Intervention groups to begin for underachievers in Literacy/Numeracy • Update SEN register • Complete SEN pupil audit • Update School Provision Map • Contact with school's Education Psychologist to complete consultation for possible statutory assessments • Phase 1 of PLP/IEP completed with children on the SEN register • Transfer annual reviews completed and uploaded on EA connect	• Underachievers in Literacy and Numeracy targets to be reviewed • Intervention groups to continue for underachievers in Literacy/Numeracy • Review and evaluate phase 1 of PLP/IEPs and set new phase 2 targets • Amend SEN register as required • Complete annual reviews for statemented children from Pre Prep-P6 and upload on EA connect	• Intervention groups to continue for underachievers in Literacy/Numeracy • Children receiving intervention to be reviewed • Phase 2 PLP/IEPs to be reviewed and evaluated • Review SIMs data of P7 pupils on the SEN register and update for post primary transfer • Transition meetings of statemented children with class teacher and/or parents • Prepare for new pupil intake and meet with relevant parents of children on SEN register • Classroom assistant meetings with regards to yearly feedback and input for future plans
Pupil Involvement - All		
• Introduction of the House System to all members of the school community • House competitions to take place monthly • School Council meeting to take place monthly • Introduction and continuation of lunchtime activities throughout the week – Minecraft/Coding Club, SU, Cross Country • Pupil involvement in electing charities to support throughout the year	• School Council meeting to take place monthly • House competitions to take place monthly	• School Council meeting to take place monthly • House competitions to take place monthly
Accommodation – PM/AR/IMC/IPA/LC		
• Room in the flat cleared to create a quiet space for SEN pupils • Continue to work alongside IPA to develop the STEAM lab. • Develop a working group with staff on the development and gather ideas on the lab.	• Room in the flat developed into a quiet space for SEN pupils • Continue to work alongside IPA to develop the STEAM lab.	• Room in the flat developed into a quiet space for SEN pupils



Effective Leadership – 2026/27 Overview		
Term One	Term Two	Term Three
Management Team – PM/EO/LC		
- Management Team meeting to take place on final Thursday of each month - Review staff handbook - Non-teaching staff meeting to take place with DHT - Management Team to review afterschool provision for upcoming year during the Baker Day sessions - Meet together to review timetabling and teacher cover/release time - LC to hold one to one meetings with all day care staff. - Appoint Head of GenAI. - Review Christmas report format	- Management Team meeting to take place on final Thursday of each month - Non-teaching staff meeting to take place with DHT - LC to hold one to one meetings with all day care staff. - Review summer report format	- Management Team meeting to take place on final Thursday of each month - Non-teaching staff meeting to take place with DHT - LC to hold one to one meetings with all day care staff.
Subject Coordinators – All coordinators		
- Coordinators given time each week for action planning - Coordinator action plans to be presented to staff and IMC - Priority action plans and associated files gathered together on Google Drive - Coordinators to participate in South Belfast cluster groups - Literacy Book Scoop – samples of top, middle and bottom to be reviewed by coordinators - Engage with relevant TransformEd courses through the use of TPL funding	- Action plans and monitoring plans to have mid-year review completed - Coordinators to participate in South Belfast cluster groups - Numeracy Book Scoop-samples of top, middle and bottom to be reviewed by coordinator - Engage with relevant TransformEd courses through the use of TPL funding	- Action plans and monitoring plans to be reviewed - Coordinators to participate in South Belfast cluster groups - ICT Samples – Evidence of work to be submitted to the ICT coordinator - Engage with relevant TransformEd courses through the use of TPL funding
Self-Evaluation – All staff		
- Evaluation of action plans - Half-termly evaluations of planning submitted to Headteacher	- Check on Induction/EPD if necessary - Half-termly evaluations of planning submitted to Headteacher	- Check on Induction/EPD if necessary - Half-termly evaluations of planning submitted to Headteacher
P.R.S.D. – PM		
- Headteacher to agree PRSD objectives with the Principal - PRSD meetings to take place with Headteacher and PRSD objectives to be set - Whole school objectives for PRSD set - Check on Induction/EPD if necessary	Lesson observations through TCN	- PRSD reviews to take place with Headteacher. - Headteacher PRSD review to take place with the Principal
Governance (incl. finance) – PM/IMC/C Moore		



• IMC Meeting to take place in November • Review of the school's finances to be communicated to the BoG through the IMC	• IMC Meeting to take place in February • Review of the school's finances to be communicated to the BoG through the IMC	• IMC Meeting to take place in May • Review of the school's finances to be communicated to the BoG through the IMC
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High Quality Teaching and Learning – 2026/27 Overview

Term One	Term Two	Term Three
Literacy – AG/MR		
• AR celebration assembly • New phonics scheme introduced • Audit of KS2 spelling scheme • Staff to ensure Literacy topic planning is up to date in preparation for TransformEd curriculum developments. • Learning Walk • Literacy Audit (whole school Literacy Road Map). • Literacy Coordinator attend 'Literacy Cluster Group'. • Review of Literacy marking policy. • Informing new staff of literacy expectations at Inchmarlo • Train staff in using the new library catalogue system 'Orbit'. • Reading buddies. • Star reading assessment linked to AR (P4-P7) • Maintain and sort Guided reading book area.	• World Book Day • AR celebration assembly • Author visit • Staff to ensure Literacy topic planning is up to date • Book Look • Local library visit KS2 • Introduction of P7 librarians. • Seek relevant TransformEd courses with TPL funding • Star reading assessment linked to AR (P4-P7)	• Book Fair • AR celebration assembly • Staff to ensure Literacy topic planning is up to date • Local Library visit FS/KS1 • Star reading assessment linked to AR (P4-P7) • GL assessments (PTE, NGST, NGRT).
Numeracy – All staff		
• Complete an audit of current numeracy resources • Organise a central location for storing P3 – P7 numeracy resources • Undertake training in utilising Mathletics and disseminate strategies to staff • Further explore options for a whole school numeracy scheme	• Promote and support consistent use of Mathletics across year groups • Complete a Numeracy Book Look to monitor progression • Whole school celebration of World Maths Day 2027	• Introduce Mathletics certificates in celebration assemblies • P3 – P7 pupils to complete PTM assessments • Analyse PTM and assessment data to identify strengths and areas of development • Complete staff audit on use and impact of Mathletics throughout the school year



UICT – EO		
- Complete ICT skills audit: - Review current ICT practice across Inchmarlo: - Sampling of pupil work - Review and clarify progression in ICT skills (P1–P7): - Digital literacy - Communication - Coding / thinking skills - Check alignment with: - NI Curriculum - Maintain awareness of emerging TransformED expectations - Reintroduce Digital Leaders: - Relaunch and promote SaferSchools App: - Staff awareness session - Parent communication (Seesaw/website) - Monitor effective use of iPads across the school - Check their viability - Use of apps like Accelerated Reader and Mathletics	- Begin planning and initial setup of STEaM Lab: - Identify equipment and space - Expand Digital Leaders role: - Support teachers in lessons - Lead assemblies or awareness campaigns - Esafety Day - Develop ICT & STEM leadership opportunities: - Clubs / projects - Link with RBAI - JUST2EASY (link to south Belfast Cluster Group focus) - Monitor Classroom ICT use - Progression across year groups - Gather: - Staff feedback - Pupil voice	- Further develop and use STEaM Lab: - Explore innovative practices aligned with TransformED - Review effectiveness of: - ICT assessment approaches - Work sampling systems - Ensure consistency and progression is evident - Conduct whole-school evaluation: - Staff confidence - Pupil outcomes - Resource effectiveness - Gather: - Pupil voice - Staff feedback - Identify priorities for next year: - Further CPD needs - Resource development - Curriculum refinement - Longevity of iPads vrs Chrombooks - Share ICT developments with parents: - SaferSchools reminders - Provide guidance on: - Online safety
WAU – EO/RC		
- Continued develop of the school STEAM lab - An audit of the school's WAU topics to be completed - Staff to ensure WAU topic planning is up to date	- Continued develop of the school STEAM lab - Staff to ensure WAU topic planning is up to date	- Continued develop of the school STEAM lab - Staff to ensure WAU topic planning is up to date in preparation for TransformEd curriculum developments
PE – PM/LC		
- P5 and P6 swimming to commence - Development of PE planning and schemes	- P7 swimming to commence - Development of PE planning and schemes	- Instonians cricket to begin with P5-7 - Development of PE planning and schemes
Assessment – PM/EO		
- P4-P7 STAR Reading Assessment - P3-7 NGST completed to inform class groupings - October class assessments to be completed ahead of parent/teacher interviews	- P4-P7 STAR Reading Assessment - Underachievers grids and strategies reviewed - February assessments to be completed ahead of parent/teacher interviews - Assessment grids to be updated	- P4-P7 STAR Reading Assessment - P3-P7 PTM & PTE - Underachievers grids and strategies reviewed - SDD – Teachers to use PTE and PTM data to identify underachievers/high achievers



- Teachers and coordinators to develop a tracking grid for assessment data – STAR, PTE, PTM, class assessments - Baker Day session on the use of adaptive assessments - Roll out CCEA adaptive assessments to P3-7 - Review observations and recording of children's work in FS - Planning and evaluations submitted to the Headteacher before October half term - PTE/PTM data used to set targets for individual learners - Assessment grids to be updated - Literacy and Numeracy action plan meetings to analyse challenges in key curriculum themes which need addressed	Planning and evaluations submitted to the Headteacher before October half term	- Coordinators to review and collate assessment data to identify whole class/school areas for improvement. - Summer assessments to be completed ahead of summer reports - Planning and evaluations submitted to the Headteacher before October half term
The Arts – A McM		
Play – EO/CM/LC		
- Christmas themed play morning for new pre-prep pupils - Development of home corner in Pre-Prep	- Monthly stay and play mornings commence for Pre-Prep 2027 intake - Development of home corner in Pre-Prep	- Stay and play mornings for Pre-Prep 2027 intake - Development of home corner in Pre-Prep

A School Connected to its Community – 2026/27 Overview		
Term One	Term Two	Term Three
Community Relations – PM/EO/LC		
- Weekly Inchmarlo News to be introduced informing parents of important notices, menu for canteen etc. Pupils of the Week and other important notices - Visitors from local churches to school assemblies - School council to meet and agree on charities to support throughout the year - IPA Spooktacular - IPA Autumn Ball - School Improvement Plan information session for parents	- P6 SEAG/Share Centre brunch - Visitors from local churches to school assemblies - Stay and play events throughout the term - Involve parents in World Book Day and World Maths Day	- Visitors from local churches to school assemblies - IPA Summer Fair - Stay and play events throughout the term



Inchmarlo

RBAI Preparatory Department
2026-2027

- Meet the Teacher event on the first week of September - Links with Mums and Tots groups for open day leaflet distribution		
Links with Agencies – All		
Develop and maintain Shared Education partnership	Develop and maintain Shared Education partnership	Develop and maintain Shared Education partnership
Marketing – PM/EO/LC		
- Social Media promotions of Open School event to take place from mid-October – November - Promotions of Open Morning to include Temple Roundabout digital display, billboard on the Antrim Road, use of post office distribution for flyers – targeting Lisburn, South Belfast, North Down, Jordanstown and Whiteabbey - Ad campaign in PropertyNews/PropertyPal - Banners to be displayed at Osborne and Shaws Bridge - Promotional video to be made advertising the Open Morning - Open Morning-27th November, 2026 - Promotion of Open Evening (if necessary) from early December - Promotion of a Christmas Stay and Play Event	- Continued promotion of the Open Evening (if necessary) - Promotion through social media of open enrolment - Promotion of an Easter Stay and Play Event - Continue to promote the school through the use of social media	- An Open School event targeted at East Belfast schools leaving P3 – STEM/Forest School theme - Continue to promote the school through the use of social media

