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| <p><b>Requirement: 1</b></p> <p>Statement and Evaluation of the ethos of the school</p> <p>As a school family, in partnership with teaching and non-teaching staff, parents and the wider community, we aim to provide:</p> <ul style="list-style-type: none"> <li>• A stimulating and caring environment where each boy is encouraged to reach their full potential in all areas of the curriculum</li> <li>• A caring atmosphere where each person is respected for him/herself and learns to value everyone else for their unique qualities.</li> <li>• A supportive setting in which personal skills, values and attitudes are developed so that every boy can make a valuable contribution to society.</li> </ul> | <p><b>Evaluation and Evidence</b></p> <p>Our main aim is to cultivate and nurture an ethos based on our school values – respect, kindness, honesty, community and enjoyment.</p> <p>97% parents feel that Inchmarlo provides a stimulating and engaging environment</p> <p>95.2% parents believe that Inchmarlo promotes positive behaviour.</p> <p>97.4% parents always feel welcome</p> <p>95.7% parents said their son was happy and settled at Inchmarlo</p> <p>97% feel Inchmarlo respects diversity</p> <p>Parents’ comments include</p> <p><i>We are very happy in how Inchmarlo has welcomed our son, particularly in supporting his additional needs</i></p> <p><i>We have had a wonderful experience at Inchmarlo so far</i></p> <p><i>Super school and fantastic staff</i></p> <p><i>I am delighted with the educational experience inchmarlo offers our boys</i></p> <p>Staff comments</p> <p><i>Inchmarlo fosters amazing relationships</i></p> <p><i>The boys are at the heart of everything we do</i></p> <p><i>Inchmarlo provides more opportunities than any other school I have taught in</i></p> <p><i>Everyone works well as a part of the team</i></p> <p>Boys’ opinions</p> <p><i>Inchmarlo is my favourite school</i></p> <p><i>The teachers are really nice</i></p> <p><i>I wish I could stay here for ever</i></p> |
| <p><b>Summary</b></p> <p>Surveys with staff, parents and boys show a positive and enriching experience – stimulating, caring and supportive (data from staff questionnaire, parent questionnaire, one to one meetings and school council)</p> <p>Families First Award – Best Primary School 2022</p> <p>Involvement of Still I Rise – diversity and well being workshops for all boys. Pre AQE mindfulness sessions</p>  |   |
| <p><b>Future Action</b></p> <p>Embedding our school values – respect, kindness, honesty, community and enjoyment into SDP and everyday school life</p> <p>Review mission statement – link to values</p>  |   |



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| <b>Requirement 2a Literacy</b><br>A summery and evaluation, including through the use of performance and other data, of the school’s strategies for learning, teaching, assessment and promoting raising standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.  | <b>Evaluation and Evidence</b><br>Reviewing teacher planning notes<br>Use of PTE to compare standards internally and externally, to highlight strengths and weaknesses in curricular areas<br>PTE to track pupils and identify high/low achievers<br>NGRT/NSWT reading and spelling test yearly<br>Weekly tests across year groups<br>AR (Accelerated Reader) targets and word counts from P4 – P7<br>Parallel spelling test to track and assign spelling groups (twice yearly)<br>AQE Results- 100% to RBAI<br>97% parents feel their son is engaged and stimulated through the curriculum.<br>96% parents feel their son is working at a level matched to his ability. |
| <b>Summary</b><br>See PTE analysis for 2022<br>PTE results outline consistently high levels of attainment in spelling, grammar and comprehension<br>NGRT reading scores well above average<br>Spelling levels well above national average<br>Boys have good access to books at home and at school<br>Talking skills stronger than listening<br>Inferential style questions/technique developing  |  |
| <b>Future Action</b><br>Back to basics approach to handwriting, presentation, neatness etc<br>Review of reading<br>Big writing – training for new staff and resources<br>KS2 spelling scheme under review<br>Review AR for reluctant readers including a new AR celebration assembly for whole school<br>Development of library (with IPA involvement)<br>Fictional/narrative comprehension stronger than non-narrative but gap closing<br>Review of homework and homework policy<br>Talking and Listening |  |

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| <p><b>Requirement 2a - Numeracy</b></p> <p>A summery and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting raising standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.</p>  | <p><b>Evaluation and Evidence</b></p> <p>See numeracy and literacy analysis of data from GL standardised tests (including PTM and PTE)</p> <p>Results show consistently high standards of attainment – see numeracy analysis 2022.</p> <p>From reviewing teachers planning notes there is evidence of progression across key stages. MTP need updated to ensure consistency.</p>   |
| <p><b>Summary</b></p> <p>Inconsistency in planning of numeracy across year groups-focus on Action Plan</p> <p>Number knowledge is strong and connections with other areas can be applied</p> <p>Mental maths is developing well- need to update planning here</p> <p>Curriculum- Shape and space is marginally above the national average in P3-7 (limited questions asked in PTM assessment)</p> <p>Measures and Handling data is at a good level across P3-7</p> <p>Overall, the school demonstrates a strong commitment to numeracy and is continually improving in this area to meet the needs of all pupils.</p> | <p>Reviewing teachers planning notes to assess evidence of differentiation – high and low achievers</p> <p>PTM used to compare pupils' standards internally and externally</p> <p>Weekly assessments across key stages</p> <p>Mathletics used throughout the school</p> <p>AQE Results- 100% to RBAI</p> <p>97% parents feel their son is engaged and stimulated through the curriculum.</p> <p>96% parents feel their son is working at a level matched to his ability.</p> |
| <p><b>Future Action</b></p> <p>Mathletics- need to monitor teacher opinion for P1 and 2.</p> <p>Update Numeracy Scheme for all year groups</p> <p>Whole school numeracy planning and progression to be reviewed and updated</p> <p>Consistency in numeracy and MTP in all year groups</p> <p>Central location for numeracy resources- audit and organisation to be carried out</p> <p>Review of homework and homework policy</p>  |  |



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| <p><b>Requirement 2c</b></p> <p>A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil:</p> <ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Child protection</li> <li>• Attendance</li> <li>• Good behaviour and discipline</li> </ul>   | <p><b>Evaluation and Evidence</b></p> <p>New behaviour flow chart - consequence/reward has proved useful based on teachers and SLT observation</p> <p>Attendance – 94.8% (coming out of Covid)</p> <p>As a result of the Healthy Eating Policy the boys enjoy a healthy break – more parental commitment would be good</p> <p>Each class has two or more games/PE sessions a week – including specialist teachers from RBAI</p> <p>P1 – P6 regular Forest School sessions</p> <p>Compass catering updating menu based on nutritionist's advice</p> <p>97% of parents feel Inchmarlo respects diversity and welcomes members of all communities</p> <p>97.1% feel that Inchmarlo encourages their son to develop his social skills</p> <p>92.8% believe Inchmarlo provides an interesting range of afterschool activities</p> <p><i>The pastoral care is in my opinion first class.</i></p> <p><i>The inclusion of other cultures and religions at Harvest was most welcome</i></p> |
| <p><b>Summary</b></p> <p>Evidence from parent/staff/boys surveys indicates the high level of focus on health and well being</p> <p>Safeguarding training to all staff. DT and DDT are known to school community and posters are displayed in school</p> <p>Visitors to school e.g. NSPCC safeguarding assembly</p> <p>School council – pupil's voice</p> <p>Celebration assembly</p> <p>Wrap around care/ afterschool clubs</p> |  |
| <p><b>Future Action</b></p> <p>Healthy eating policy and pastoral care policy to be reviewed</p> <p>Safeguarding training for Pre-Prep</p> <p>Playboard – positive playgrounds</p>  |  |



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| <b>Requirement 2d</b><br>A summary and evaluation, including through the use of performance and other data, of the school’s strategies for: <ul style="list-style-type: none"><li>• Providing for the professional development of staff</li></ul>  | <b>Evaluation and Evidence</b><br>Time and funding for training and sub cover has been beneficial<br>More opportunity/time made available for dissemination of good practise would be welcomed<br>Staff one to one feed back meetings with Head Teacher very positive<br>100% of teaching staff like to coming to Inchmarlo and would enjoy further training opportunities<br>Co-ordinators need more time to carry outs roles effectively<br>More opportunity for mentoring<br>Principal’s report to the BoG<br>Impact of industrial action to be considered |
| <b>Summary</b><br>Appointment of new Head Teacher<br>Appointment of new deputy Head Teacher<br>Appointment of new SENCO<br>Appointment of new Numeracy co-Ordinator<br>Appointment of 2 new class teachers<br>PRSD cycle<br>EPD – new staff<br>INSET opportunities including chance to acquire expertise from external agencies e.g. Rise NI<br>Safeguarding training provided to all staff<br>First time principal/vice principal/SENCo courses run by EA<br>Funding for PSDip School Leadership for new Head Teacher<br>Staff and Key Stage meetings |   |
| <b>Future Action</b><br>Further develop the role of subject co-ordinators<br>Explore issues with time tabling/cover to allow for further professional development  |   |



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| <b>Requirement 2f</b><br>A summary and evaluation, including through the use of performance and other data, of the school’s strategies for: <ul style="list-style-type: none"><li>• Promoting links with parents of pupils</li><li>• Promoting links with local community</li><li>• Including<ul style="list-style-type: none"><li>- Business community</li><li>- Voluntary and statutory bodies</li><li>- Other schools</li></ul></li></ul> |   | <b>Evaluation and Evidence</b><br>Website and social media provide regular updates on everyday life and upcoming events<br>91.1% of parents feel they are kept informed about what is going on at Inchmarlo<br>Seesaw used to inform parents of day to day events<br>RBAI alumni business breakfast March 2022<br>Evidence from parent survey<br>Anecdotal evidence<br>Parental attendance at school events<br>Parental engagement with social media posts<br>Family links to VCB<br>RBAI Scout group- very positive feedback from parents and boys |
| <b>Summary</b><br>Regular parent consultations – twice yearly, 2 written reports<br>Open door policy<br>Website<br>Social media<br>Seesaw<br>Wraparound care – 8.00 am to 5.30 pm<br>Parental support for school events<br>One open evening and one early years open morning<br>Stay and Play sessions for new intake<br>Very active IPA<br>Links with RBAI strong alumni connection   | Sporting fixtures with other schools<br>Educational visits<br>Charity fundraising e.g. Children’s Hospice<br>Roots of Empathy<br>Visits from old boys<br>Forest School<br>Work experiences opportunities<br>IPA links with local businesses e.g. through the calendar |   |
| <b>Future Action</b><br>Links with local parent and tots groups<br>Leaflets to local estate agents and libraries e.g. Lisburn Rd and Ormeau Rd<br>Leaflets to local childcare providers<br>Use of school grounds by local community groups e.g. for a teddy bears picnic<br>Re-establish shared learning with VCB<br>Encourage more parents to join IPA  |   |   |



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| <p><b>Requirement 2g</b><br/> A summary and evaluation, including through the use of performance and other data, of the school's strategies for:<br/> Promoting the effective use of ICT to support</p> <ul style="list-style-type: none"> <li>• Learning and teaching</li> <li>• Continuing professional development</li> <li>• School leadership and management</li> </ul>  | <p><b>Evaluation and Evidence</b><br/> ICT suite well equipped<br/> Continued use of iPads in the classroom<br/> Co-curricular evidence of use of ICT from P1 to P7<br/> In some classes boys need more apps to support and develop their ICT skills<br/> Samples of work show cross curricular elements<br/> Positive enjoyment with research homeworks<br/> Apps used through touch panels e.g. Google Earth, Jolly Phonics</p> |
| <p><b>Summary</b><br/> Refresh of Pc suite – 14 new devices<br/> Surface pros to all teaching staff<br/> Touch panel in each classroom<br/> Training on use of new devices<br/> Use of ICT (in forms of iPads) especially for independent research<br/> Letterjoin/AR/Literacy Planet/Mathletics<br/> Assessment eg PTE/PTM all online<br/> Use of SIMs<br/> Use of ICT to keep whole school community informed<br/> Sharing of ICT helpsheets/guidance with parents<br/> eSafety day<br/> wake up Wednesdays<br/> Seesaw in classroom – mini class blog. Class Dojo for behaviour management</p> |   |
| <p><b>Future Action</b><br/> Self-Assessment of ICT skills<br/> Review lines of progression for all year groups<br/> Consider more time for staff training<br/> Reintroduce the roles of digital leaders<br/> Coding Club – externally or internally</p>  |   |



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| <p><b>Requirement 3a</b><br/>An assessment of the school's current financial position and the use made of its financial and other resources.</p> <p><b>Requirement 3b</b><br/>An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards.</p>                                  | <p><b>Evaluation and Evidence</b><br/>End of year financial statements<br/>Budget planning<br/>IMC minutes<br/>Requisitions<br/>Marketing budget<br/>Numeracy Learning Support teacher<br/>Still I Rise workshops<br/>Art therapy workshops</p> |
| <p><b>Summary</b><br/><b>3a</b> a three financial statement is prepared and presented by the bursar to the finance sub committee of the governors<br/>Engage funding<br/>Well-being funding<br/>Happy Healthy Minds funding</p> <p><b>3b</b> maintain provision for SEN/additional/gifted and talented<br/>Start up costs of relaunch of the Pre-Prep<br/>Explore funding for further CPD</p> |   |

**Future Action**

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| <b>Requirement 5</b><br>An assessment of the challenges and opportunities facing the school  | <b>Opportunities</b><br>Committed and flexible staff<br>Experienced subject co-ordinators<br>Consistence with HT and DHT<br>Links with RBAI<br>Relationship with JW and AM<br>Commitment and support of IMC/BoG<br>Supportive IPA<br>Outdoor facilities<br>Impressive wraparound care<br>Culture of inclusion and diversity<br>Open door policy<br>Re-launch of Pre-Prep<br>A raised profile through social media<br>Impressive school website |
| <b>Challenges</b><br>Legacy issues and impact of covid<br>Huge change in staff including new appointment of HT and DHT<br>Numbers P1 – P3<br>Lack of preschool as a feeder<br>Restricted access to Ed Psych services<br>Meeting the needs of individual learners<br>Lack of available EA training<br>3 EPD staff<br>Change of catering supervisor<br>Change of admin staff<br>Difficulty with recruitment<br>Cost of living crisis<br>lower birth rate and therefore spaces in other local primary schools available |  |
| <b>Future Action</b><br>Develop further links with VCB<br>Explore use of specialised teachers from RBAI<br>Continued marketing strategy re Pre-Prep  |  |



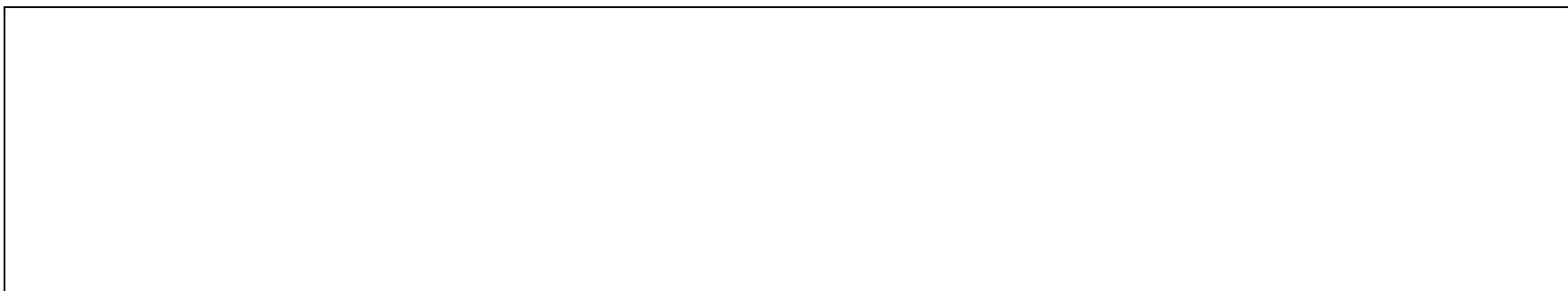


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| <b>Requirement 6</b><br>The arrangements by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.   | <b>Evaluation and Evidence</b><br>Minutes of BoG meetings<br>Attendance at school events<br>Continued support through funding<br>Commitment to three-year wraparound care plan<br>Verbal feed back |
| <b>Arrangement</b><br>IMC meetings with Head Teacher<br>Update reports sent to IMC<br>Head Teacher reports to Principal<br>Safeguarding update to IMC<br>BoG annual report takes place in term 1<br>IMC/BoG support at events – carol service, open evenings, school concerts<br>BoG annual dinner at Inchmarlo<br>Meetings/collaboration with bursar<br>Parent, staff and boys’ surveys sent to IMC<br>Attendance at BoG subcommittee ICT meetings |  |
| <b>Future Action</b><br>Continued reporting and updating to the IMC<br>Open invitation to all school events   |  |



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| <p><b>Requirement 2b:</b><br/>A summary and evaluation, including through the use of performance and other data, of school's strategies for providing for the special, additional or other individual educational needs of pupils.</p>  | <p><b>Evaluation</b></p> <p>PLP training is in March. However, following the SENCO training in September there was a movement away the widespread use of IEPs for boys who are in a support group. Instead, using a Cause for Concern document. This is important as it supports the identification of possible SEN early, but also means when new PLP system is enforced that the SIM data will be accurate. The use of cause for concerns thus far has worked well and is helping with regards to movement towards PLP implementation.</p> <p>Small staff and weekly staff meetings have allowed any information to be disseminated efficiently.</p> <p>Classroom assistance and staff have attended training thus far on ASD and sensory circuits. It is important moving forward that there is an identification of areas for development of staff, or gaps in knowledge to make training courses worthwhile and meaningful.</p> <p>It has been difficult and frustrating working with the Education Authority because they are stretched. It is important to ensure that the close links created with the Educational Psychologist and other members of staff are continued and developed throughout. Inchmarlo has a small EPS time allocation and moving forward it is important to prioritise SEN cases to ensure the most effective use of time.</p> |
| <p><b>Summary</b><br/>All staff were involved in starting to complete a new school provision map for children at Stage 1-3 of the Code of Practice<br/>All paperwork – including IEP's and IEP reviews and cause for concerns have been updated to reflect the change from 5 stages to 3 stages<br/>No PLP training has been provided yet- this will be completed in March<br/>Special Educational Needs Coordinator, Principal, and teaching staff will continue to identify, monitor and support children on the SEN register.<br/>Intervention timetables in place for SEN children and numeracy and literacy support.</p> <p><b>Statistics</b></p> <p><b>Number of pupils on the SEN register- 24</b><br/><b>Percentage of pupils with SEN in the school- 21%</b><br/><b>Number of pupils at CoP Stage 1- 15</b><br/><b>Number of pupils at CoP Stage 2- 4</b><br/><b>Number of pupils at CoP Stage 3- 5</b></p> <p><b>Number of pupils in school recorded within each over-arching category as their primary need.</b></p> <p><b>Cognition and Learning- Language, Literacy, Maths, Numeracy- 14</b><br/><b>Social Behavioural, Emotional and Wellbeing- 8</b><br/><b>Speech, Language and communication- 1</b><br/><b>Sensory- 0</b><br/><b>Physical needs- 1</b></p> |   |

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| <p>Key objectives arising from discussions with staff-</p> <ul style="list-style-type: none"> <li>- To participate in new PLP training and disseminate information to school staff.</li> <li>- To further develop a SEN provision map for this academic year, ensuring all staff know about resources and services available.</li> <li>- For all staff to have the opportunity to participate in continuous professional development opportunities.</li> </ul>  |  |
| <p><b>Future action</b></p> <p>SENCO to attend PLP training in March.</p> <p>Become familiar with the new PLP format and how to complete these on SIMS</p> <p>SENCO will train school staff on using the PLPs and will be aware of the necessary timeframes for completing training and implementing new PLP in school.</p> <p>SENCO will complete SEN register audit to identify current needs in provision and collate all information from audits and identify main needs in terms of provision.</p> <p>SENCO and SLT plan what Special Educational Provision will be needed, who will access it, who will deliver it and what resources and staffing are needed.</p> <p>SENCO will collect baseline data, plan targets and identify who will deliver the SEN provision.</p> <p>Whole school staff will continue to advise and add to provision map making the plan manageable and easy to understand for everyone who might use it or need access to its contents.</p> <p>SENCO will implement the provision map and monitor and assess throughout.</p> <p>SENCO to undergo training and disseminate relevant information to other staff members during staff meetings and share good practise.</p> <p>SENCO to provide information of training courses and collaborate with members of staff to ensure they can develop professionally where possible.</p> <p>Completion of staff audit to identify possible gaps in knowledge or confidence of staff to target CPD effectively.</p> |  |



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| <p><b>Requirement 2e</b></p> <p>A summary and evaluation, including through the use of performance and other data, of the school’s strategies for:</p> <ul style="list-style-type: none"><li>• Managing staff attendance</li><li>• Promoting staff health and well being</li></ul>  | <p><b>Evaluation and Evidence</b></p> <p>Attendance/sickness records</p> <p>Return to work interviews</p> <p>Staff surveys and one to one feedback meetings <i>100% of staff members feel that staff relationships are excellent</i></p> <p>Minutes of staff meetings</p> <p>Provision of lunch for those covering lunch duty</p> |
| <p><b>Summary</b></p> <p>SLT deal with staff issues personally and sensitively</p> <p>Code of conduct share amongst all staff</p> <p>Excellent rapport amongst staff</p> <p>All staff aware of communication/whiteboard in staffroom and emails</p> <p>Celebrating staff success personally and professionally</p> <p>Non-contact time for all staff – however this can vary week to week depending upon cover from RBAI</p> <p>Comfortable and well-equipped staffroom</p> <p>Provision of break on Friday and provision of lunch on staff training days</p> |   |
| <p><b>Future Action</b></p> <p>All teaching staff together for Friday break</p> <p>Review current code of conduct booklet</p> <p>Explore team building opportunities</p> <p>Review teacher cover from RBAI</p>  |   |

