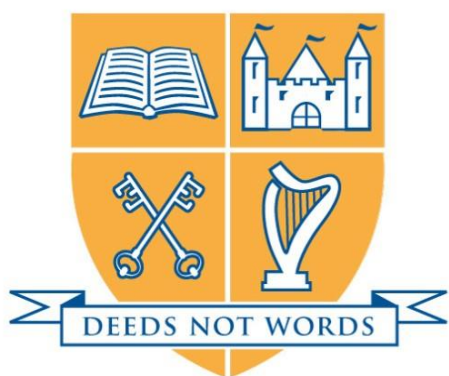




ST. TERESA'S

PRIMARY SCHOOL



School Development Plan

2024-2027

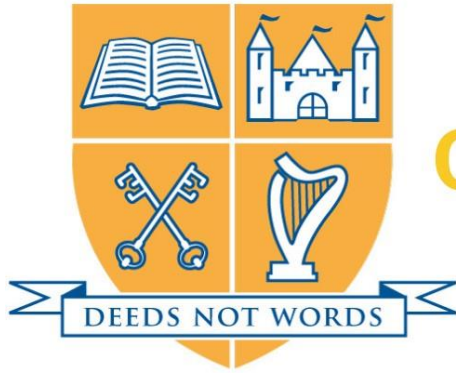
'Deeds Not Words'



School Development Plan

Contents

• Chairperson's Comments	Page 3
• Our Vision: Our Context	Page 4
• Our Vision: Visionary Framework	Page 8
• Core Questions	Page 9
• Core Questions-Baseline	Page 10
• Contributory Elements-Baseline	Page 21
• Strategic Goals (2024-25)	Page 27
• Strategic Goals (2024-2027)	Page 32
• Our Vision: Actions Plans	Page 37



Chair Person's Comments

“School is where dreams take flight, minds are ignited, and futures are forged.”
At St Teresa's Primary School we are committed to creating an environment where every child is nurtured and empowered to embrace their best future.

Our vision for our children is two-fold. Firstly, we aim for them to thrive in the present. This means ensuring they feel secure, valued, and capable of reaching their full potential while enjoying their school experience. Secondly, we understand that our efforts today shape their future. We take this responsibility seriously and strive to cultivate lifelong learners who are flexible and creative thinkers. Our goal is to equip all our pupils with the confidence, skills, and knowledge they need to prepare for their future.

This school development plan (SDP) embodies our inclusive and welcoming Catholic ethos. It is designed to put these values into practice by offering an excellence-driven and forward-thinking provision for our community.

The governors recognize the significant role played by our inspection service's new 5 Core Questions. These questions have been instrumental in guiding our engagement with the community and our self-reflections. They are interwoven this plan.

The governors formally ratified this plan on the 12th November 2024. We extend our heartfelt thanks to the staff for their considerable effort in its creation. We also acknowledge the enthusiastic participation and commitment of parents, carers, and other community partners, whose insights through questionnaires and focus groups have been invaluable in shaping this plan.

Lastly, and most importantly, we offer a special word of thanks to our school council and wider student body. Their voices were both interesting and thought-provoking, playing a crucial role in the development of this plan.

Dr Dermot Hanna- Chair of the Board of Governors

‘Deeds Not Words’

CONTEXT

St. Teresa's Primary School is a co-educational maintained primary school situated on the Glen Road in West Belfast. We seek to educate within a caring, Catholic ethos; however, we welcome children of all faiths and none, whose beliefs are respected.

Our school caters largely for the children of St. Teresa's Parish, and we work closely with St. Teresa's Nursery School, other feeder nursery schools, St Teresa's Youth Club and with the many local grammar and secondary schools to which the Year Seven children transfer.

The school's greatest resource is our whole school team. Every member of our school team is dedicated to the achievement of high standards and the nurture, care and welfare of our children. There are currently 30 teachers which includes the principal (Non-Teaching) and Vice Principal (Non-Teaching) as well as 2 learning support teachers (one supporting literacy and the other numeracy) and an additional ICT specialist teacher who leads the development of digital skills across the school. Alongside our teaching team is a large team of over 30 classroom assistants, whose duties are wide and varied well as 2 secretarial staff and a team of 7 cleaners led by the building supervisor.

Our school has a long tradition of academic achievement, and children are encouraged to achieve their best through a broad and challenging curriculum.

St Teresa's National school was opened in 1911. St Teresa's church and school at that time belonged to the parish of Derriaghy and it remained a small country school until the first housing estate- Andersonstown Park was built in 1935.

In 1939 St Teresa's Public Elementary school was opened and during the war years as people moved to avoid the Blitz, west Belfast gradually expanded and the number of children attending St Teresa's school increased also. In 1943 more houses were built in Bernagh Drive.

In 1955 a second temporary school was opened at Casement Park to facilitate the growing number of families that were moving to the Andersontown area and to support the new Church of St Agnes.

In 1959 the Parish of Derriaghy was subdivided and the new parish of St Teresa was created. By the early 1960s, St Teresa's boy and girls school provided education for over one thousand children due to the rapid housing development in the area.

As our city has grown and people have moved on or become settled this number has decreased gradually. By 1995 there was an insufficient number to sustain separate Boys and Girls schools, and both amalgamated to become a co-educational maintained school.

In September 2009 a Speech, Language and Communication Centre opened as part of St Teresa's school.

St Teresa's Primary school has been successfully serving the community for one hundred years and our Centenary celebrations took place in the school in 2011.

St Teresa's has a current enrolment of 638 pupils (max enrolment is 633) and an admission's number of 90. We currently have 23 classes in the mainstream school and a further 3 classes in our Speech and Language Centre that supports children with speech and language difficulties as well as a further 2 Autism Specific classes to support children with Autistic Spectrum Difference.

Despite the age of the school building several refurbishments have been completed over recent years, including the installation of three extensive playground areas including a large play park, trim trail and bespoke Primary 1 Play area. The school also has access to the 3G pitch developed by St Teresa's Youth Club. The school has also recently developed a garden area and fairy garden in the school to further enhance the school's outdoor learning and Forest School's Programme.

The children also benefit from access to a state-of-the-art sensory room, 2 multipurpose assembly halls, recently renovated school library and music room and recently refurbished school canteen.

Children also have access to the latest technology in our ICT Suite which includes a range of PC's, laptops, chrome books and I-Pads. The children have access to a range of devices including VR Headsets, Spheros, and Beebots. Each class is equipped with a Promethean Interactive White Board.

The school also has a fully inclusive registered childcare wrap around service, called Whizz Kidz, which operates all year including school holidays. Parents who avail of this service can access childcare from 8.00am for breakfast club until 6.00pm daily.

St. Teresa's has an inclusive and supportive ethos which promotes the children's cognitive, spiritual and social development. The strength of the ethos is characterised by the school community living out its values and the pride it takes in celebrating the success of all the pupils.

St. Teresa's is a caring school where the whole school community shares a common goal – to do the best for all the pupils in its care. As evidenced from the Parent Consultation in June 2024, 98.2% of parents feel that St Teresa's has the highest standards of pastoral care and child protection.

We are very proud of the developing Right's Respecting Ethos within our school; it is something that permeates everything that we do, and something often highlighted by visiting members of the school community. The children in our school are provided with a range of curricular and extracurricular experiences (UNCRC Article 12). We ensure that all pupils are given a wide range of experiences and are encouraged to achieve their full potential and to live out the vision 'Deeds Not Words'.

Pupils are provided with every opportunity and encouraged to achieve success, which takes place in a welcoming, stimulating and safe environment which supports pupils' learning and achievements in all areas. The ETI Report, Dec 2014, states one of the many strengths of St. Teresa's including 'the very good pastoral arrangements in the school'.

As a Catholic school our overriding aim is to establish and foster Christian values for life. To do this it is essential that we work in partnership with our parents and the parish community. Indeed, the success of our school depends on the co-operation between staff, pupils, parents and Governors. We support parents in the faith development of their children and help prepare children for the Sacraments. This is evident in the school through daily prayer, daily Mass, assemblies, participation in liturgy, sacramental preparation, and the delivery of the Grow in Love RE and Flourish RSE programmes. The school's outstanding work on the faith development of children was recognised by the Catholic School's Support Service who awarded St Teresa's with the prestigious Spirit of Catholic Education Award.

We have children 29 children from various cultural backgrounds who enrich the school and provide opportunities for integration and learning. This is supported by our work in Shared Education and Global Education partnerships which include partnering schools from Nepal, China and Uganda. The children also enjoy weekly Chinese Language lessons delivered by our own Chinese Language Teacher in partnership with the Confucius Institute. Many of the children in KS2 will undergo the Youth Chinese Test each year in Term 3. This year we were awarded the coveted UK Chinese Bridge Competition winners.

Decisions on planning, resources, curriculum and pastoral care reflect the needs and aspirations of the pupils within the school. The work of the Student Council, Eco Council and Rights Respecting Schools Committee and the opportunity for pupil, parent, staff and governor questionnaires demonstrate the school's commitment to involve all stakeholders in discussions and decisions on school life.

The school's policies including Learning and Teaching, Pastoral Care, Positive Behaviour and Special Educational Needs and Inclusion show St. Teresa's has a clear commitment to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.

St Teresa's has created a culture of achievement, improvement, and ambition with clear expectations that all pupils can and will achieve to the very best of their ability. The establishment of appropriate effective use of data procedures including target setting at whole school, key stage, class, and individual pupil level has resulted in the school being clearly focused on school improvement.

The staff, both teaching and learning support staff, are committed and enthusiastic, enjoy positive relationships with their pupils and colleagues, and are dedicated to improving learning and teaching. In June 2024, 100% of the teaching staff agreed that they felt valued and respected in school 98% of all other staff felt that they worked well as team.

Our highly skilled and committed Board of Governors work closely with the school to ensure the highest standards of educational provision can be delivered within St Teresa's. They govern the school with care compassion, commitment, and professionalism. The governors are regularly consulted and publish an Annual Report. Their input to the SDP, including their monitoring and evaluating processes, demonstrate they understand their responsibilities and provide clear strategic direction as well as support and challenge to the principal in carrying forward the process of improvement.

The children of St Teresa's currently participate in several educational initiatives to ensure the highest quality of teaching and learning to support the best educational outcomes for all children in our care. Some of these initiatives include:

- Promoting Positive Thinking Skills (PATHS)
- Maths Mastery
- Sustrans
- Rights Respecting Schools Award
- Eco Schools
- Forest School's
- The Uganda Northern Ireland Schools Project
- The China Bridge Programme
- The Nepalese Connecting Classrooms Project
- Shared Education/Peace Player Initiative
- Chemists in Schools
- Medics in schools
- Primary Science Teacher Trust College Fellow
- Media Initiative for Schools
- Time to Read and Time to Code

St. Teresa's has a strong sporting tradition, encouraging participation of all pupils and achieving much success in various tournaments and matches across a wide range of sports. The children have opportunity to enhance their skill in a variety of afterschool sports clubs and school team participation. After school provision is enriched by our teachers and external coaches delivering programmes such as soccer, Gaelic, Hurling, Camogie, STEM, ICT, Traditional Group, Orchestra, Choir, Art and Craft classes, Tag Rugby, Judo and Basketball to name but a few.

Music has always been an integral and important part of life at St. Teresa's. We have an award-winning school chamber choir, and children participate in music festivals and various performances in a range of venues. A wide variety of instrumental tuition open to the children, has led to the development of a school orchestra. The Primary 7 school Show is performed on an annual basis for parents and the wider community and parents are invited into the school to see their children perform in assemblies, prayer services and other liturgical events.

There are currently 164 children on the special needs register in school equating to approximately 26% of the school. Of that group 89 children have a statement of Special Educational Need equating to approximately 14% of the school population. There are currently 43% of the children entitled to Free School Meals and St Teresa's Primary resides in an area of social deprivation. Despite these barriers to learning, the children demonstrate success at all levels.

Children with Additional Learning Needs are supported by a dedicated team of teachers and external agencies who work closely with St Teresa's. The Vice Principal/SENCo provides an enthusiastic, caring, and professional link between the outside agencies, service providers and staff teams and school - delivering a wide range of programmes and services to support those children and their families. Below are just some of the ways in which our children with additional needs are supported and cared for.

ADDITIONAL LEARNING NEEDS SUPPORT IN ST TERESA'S-
EACH CHILD IS AT THE CENTRE OF EVERYTHING WE DO!



Our school councils and teams work hard to promote excellence in everything we do. This is borne out firstly in our most recent ETI inspection (report can be found on our school website.) Our latest achievement is a direct link to the high standards we have for our children. Our school was recognised by Renaissance Learning for being one of the highest achieving schools in the UK in respect of mastering maths's objectives.

The staff of the school have also been recognised for their outstanding contribution of education including:

- Teacher of the Year- Pearson Teaching Awards
- Classroom Assistant of the year- Pearson Teaching Awards
- Principal of the Year- Inspirational Youth of the West Awards
- Teacher of the Year- Best of the West Awards
- Science Teacher of the Year Awards- PSTT
- PTA Awards- Best of the West Awards

Our parent body works hard alongside our amazing Friends of St Teresa's (PTA) to raise money for resources for our children. In the last 9 years, the fundraising team has co-ordinated fundraising events to raise more than £80,000 – for the benefit of the school. In addition to this, we take great pride in developing social responsibility with a range of charity fundraising activities throughout the school year.

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

As part of our commitment to continuous improvement and community engagement, St Teresa's Primary School conducted a comprehensive consultation process involving a variety of stakeholders. This included surveys from parents, staff, governors, and pupils, as well as focus groups with children, discussions with the student council, and the completion of the Pupil's Attitudes to School Survey. The insights gathered from these consultations have been instrumental in shaping the strategic goals outlined in our School Development Plan. We have also provided parents with feedback on the outcomes of their surveys and the actions taken in response to their suggestions. To ensure transparency and inclusivity, the School Development Plan will be summarized into a child-friendly format and shared widely with our school community through our website, newsletters, and social media accounts.



St Teresa's Primary School

Visionary Framework

A Statement and Evaluation of the Ethos of the School

Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) underpins our school's visionary framework.

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment'

Vision

'Deeds Not Words: Empowering young people to be the best they can be.'

Values

All members of our school community foster the values of:

Faith

Experience quality education in a prayerful and Sacramental living out of Catholic Faith.

Respect

Be tolerant and respectful of themselves, others and the environment and work independently and collaboratively.

Inclusivity

Be familiar with the UNCRC and show respect for these rights through their actions and beliefs.

Resilience

Be highly motivated life-long learners, developing self-confidence and self-esteem.

Kindness

To create a school environment where kindness is central to fostering a supportive community.

Honesty

Cultivate a school environment where honesty is valued, encouraging everyone to act with integrity and truthfulness in all their endeavors.

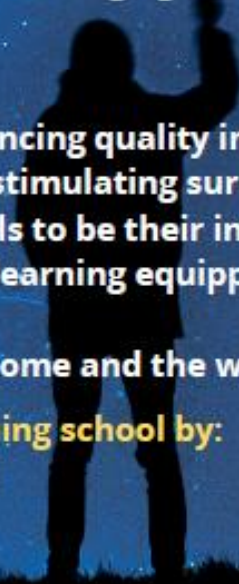
Mission

We believe that each child will succeed through experiencing quality in:

- A caring, nurturing and supportive environment with stimulating surroundings.
- A broad and challenging curriculum to acquire the skills to be their individual best.
- Innovative teaching and an investigative approach to learning equipping them for the 21st Century.
- A learning and pastoral partnership between school, home and the wider community.

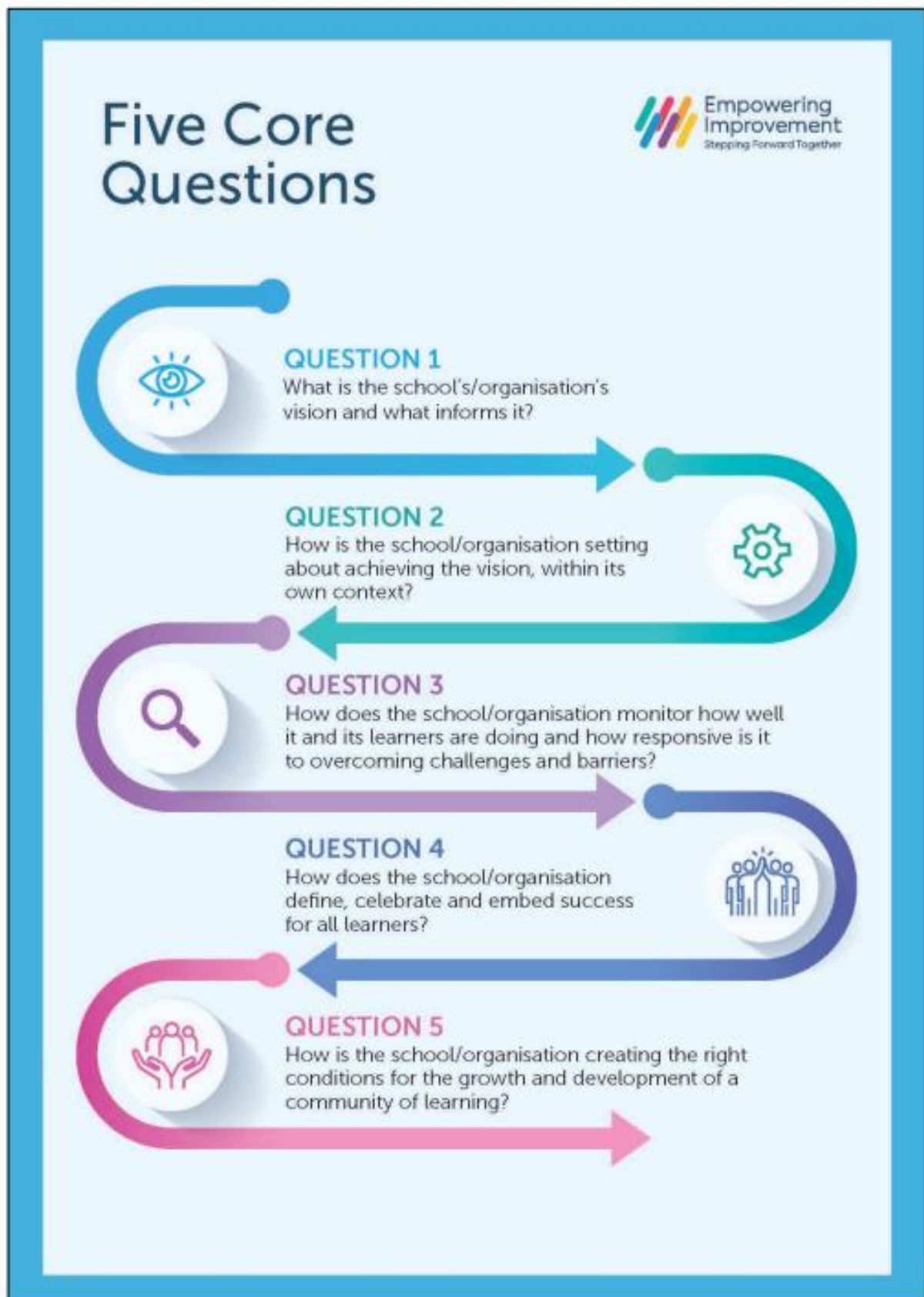
We demonstrate our commitment to working as a learning school by:

- striving for continuous improvement in all that we do;
- working collaboratively towards common goals;
- investing in people.



Self-Evaluation- The Five Core Questions

Empowering Improvement- New Framework for Inspection (May 2024)



Self-Evaluation of the Core Questions 2024-25

Core Question	The Extent to which:	St Teresa's Baseline	Evidence Supporting Baseline Position
What is the school's/organisation's vision and what informs it?	The school's/organisation's vision encourages the holistic development of the learners; the school's/organisation's self-evaluation process is effective; and The school's/organisation's priorities for development relate to, and help to achieve, the vision.	St Teresa's emphasises inclusive goals whilst encompassing the aims of the Catholic Faith. We integrate a broad, balanced, challenging, and holistic curriculum prioritising student well-being thus nurturing well-rounded individuals. The school fosters an environment where learners thrive and are tolerant and respectful of each other. We achieve this through a cross-curricular approach. Additionally, the school's self-evaluation process is effective. Staff engage in reflective practice, use data effectively and translate findings into actionable outcomes. This holistic approach ensures that learners receive a comprehensive school experience. The school's priorities directly align with the overreaching vision. The vision emphasises holistic development and the priorities reflect this commitment. The school's priorities for development serve as the bridge between the vision and practical implementation. During the course of this SDP the visionary framework will be revisited to determine if it remains as relevant as when created in 2014. Robust consultation with staff, parents and pupils will be undertaken which will potentially lead to the revision of the Visionary Framework.	(Requirement 1- A statement and evaluation of the ethos of the school) Visionary Framework • School Prayer • School Song and accompanying video • Consultation Documents • Self-Evaluation Overview • School Strategic Priorities

How is the school/organisation setting about achieving the vision, within its own context?

The school's/organisation's ongoing work impacts on:

The quality of learning and teaching; the appropriateness of the curriculum, including the development of digital skills; the promotion of the learner's health and wellbeing; and broader safeguarding.

The school/organisation monitors, evaluates and reviews continuously the effectiveness and impact of its work.

St. Teresa's Primary School, nestled in the heart of our community, is committed to realising its inspiring vision. The school strategically aligns its efforts to achieve this vision within its own context which includes statistics such as:

- 44% of children are entitled to FSM.
- 164 children on SEN register (26%)
- 89 children with a statement of SEN (14%)
- 5 children who are looked after.
- 8 families being supported by social services.
- 4 children with open EWO cases.

The school achieves its vision by:

Engaging Stakeholders:

St. Teresa's actively involves teachers, students, parents, governors and wider community.

This input shapes the vision, ensuring it resonates with the school's unique context.

Strategic Planning:

The school develops a comprehensive plan that outlines specific goals and actions.

Priorities are set based on the vision, considering academic excellence, emotional intelligence, nurture and inclusivity.

Curriculum, Teaching and Learning:

St. Teresa's curriculum integrates academic, spiritual, social, and emotional development.

Innovative teaching methods, fostering critical thinking and creativity, developing their thinking skills and personal capabilities. There is a clear line of progression for all areas of the curriculum, and this is carefully planned for both long, medium and in the short term.

The school has a dedicated learning support teachers for Literacy and Numeracy, an ICT teacher to deliver this core area and develop digital skills for the future effectively. It

- Census Data
- Consultation Documents
- Visionary Framework
- Classroom Observation Feedback Sheets
- Planning documentation
- Samples of children's work evidence in Subject Leader's files.
- Children's ICT folders.
- ICT Show case Video.
- TPL Records
- Whole School Assessment Data and Analysis
- Whole school, Class, group, and individual targets for children (See Leader of Assessment File)
- School Newsletters
- Social Media reviews
- Seesaw class evidence.
- School Website
- Parent workshop presentations and evaluations

also has three specialist teachers to support children with speech and language difficulties and Developmental Language Disorder and 2 teachers to support children with Autism.

Professional Development:

Teachers and learning support staff participate in ongoing training and professional learning which focuses on the achievement of the goals laid out in this plan. Teachers and learning support staff are encouraged to become Learning Leaders and seek out professional development that they need. Such requests will always be accommodated as appropriate. Skill enhancement focuses on a pupil-centred approach and curriculum development thus aligning with the school's vision.

Assessment and Evaluation:

Regular data-driven assessments track progress. Adjustments are made based on evidence, ensuring continuous improvement.

The children's outcomes for the Progress Test in English for 2023/24 are:

	Below Average	Average	Above Average
Nationally	23%	54%	23%
St Teresa's	26.5%	56%	17%

This demonstrates that the number of children in the below average category is higher than the national average of 23%. This has lighted the main area for development to be within the area of **Spelling**.

The target for 2024/25 is to reduce the number of children in the below average category in PTE to 20%

Requirement 2a

A summary 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.

The children's outcomes for the Progress Test in Maths for 2023/24 are:

	Below Average	Average	Above Average
Nationally	23%	54%	23%
St Teresa's	22%	53%	25%

This demonstrates that the number of children in the below average category is lower than the national average of 23%. However, each class will be focusing on specific areas to develop based on their own class data.

The target for 2024/25 is to reduce the number of children in the below average category in PTM to 20%

Based on this evidence, action plans for the following cohorts of children will be targeted specifically to help improve outcomes including:

- **Whole class targets outlining strategies to improve outcomes in specific areas in need of development for English and Maths.**
- **Children in the Stanine 3 band for both assessments.**
- **Children who are underperforming at all levels**

Requirement 2a

Community Involvement:

St. Teresa's collaborates extensively with the local and wider community as outlined in the context comment above.

Community partnerships enhance the vision's impact.

		Clear Communication: The school consistently communicates the vision. Transparency ensures everyone understands their role in achieving the vision. St. Teresa's Primary School's journey toward its vision is a testament to collective dedication, resilience, and a shared commitment to nurturing well-rounded pupils. The school uses a wide range of communication tools some of which include: • Seesaw • Text and Email Service • Social Media- Facebook, Twitter and Instagram • School Website • School Newsletters using Microsoft Sway • Termly issue of the 'What My Child is Learning in School' Document to parents/carers. • Parent/Carer meetings • Annual summative report • IEP/PLP meetings • Curriculum Talk Meetings • Parent workshops • Home school diaries (where applicable)	
How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?	The school/organisation promotes inclusion and equality; it identifies, responds to the needs, abilities, and interests of all the learners; and it overcomes the main challenges it and the learners face. This may include, for example:	Robust self-evaluation of the 2023/24 interim school development plan was carried out to inform this current plan. The outcomes of this evaluation have informed this plan extensively. Promoting inclusion, equality, and overcoming barriers to learning are essential aspects of creating an effective and supportive school environment. The strategies we employ to achieve these goals are: Clear Concept of Inclusive Education: St Teresa's has a well-defined understanding of inclusive education. This involves recognising that all children, regardless of their abilities, backgrounds, or needs, have	(Requirement 4: An assessment of the extent to which the school has met its key targets, or progress that has been made towards these key targets in any SDP being superseded or revised.) • SEN Policy and all other related policies • Differentiated Planning • Whole School Assessment Data and Analysis • Whole school, Class, group and individual targets for children • Children's focus group feedback • Photographs of award celebrations • IEP's

	– Educational and social disadvantage; – special educational need (SEN); – key indicators such as attendance, behaviour and attitudes to learning; parental and community participation; demographics, integration of newcomers; sustainability; staffing and accessing teacher/tutor professional learning opportunities; interventions; and resourcing and accommodation.	the right to quality education. This considers the aims of the UNCRC. Inclusive education goes beyond additional needs, it encompasses ethnicity, language, gender, neurodiversity, and socio-economic status and St. Teresa's ensures this through a variety of whole school initiatives. Concrete Targets and Measures: Data informs the identification of Whole School, Group and Individual targets ensuring all children are supported and challenged appropriately. This includes, attendance, pupil attitudes to self and school and academic progress for all students. These are celebrated during assemblies, prizegiving ceremonies. Data is shared with all staff regularly with focus on impacting all pupils a key message. We measure progress against these targets to ensure accountability and identify areas for improvement. Understanding Existing Challenges: We recognise the educational, and cultural challenges that hinder successful implementation of inclusive practices. We implement targeted and individualised plans to support pupils. Children Looked after, Newcomer pupils or children with additional with additional needs. Children receive support from a variety of outside agencies such as, Clarawood, Literacy Support Service, SOLAS, Harberton, St. Gerard's and Barnardos. Most recently St. Teresa's have developed a whole school approach to Autism and support children with Autism. This has helped all pupils overcome many of the barriers associated with ASD. Other significant challenges and opportunities include: • Turnover of staff- ensuring a consistent approach • Changing school context- >SEN, >FSM • Industrial Action • Development of Middle Leaders	• Middletown Action Plan and supporting evidence of core group actions. • Overview of FoST Actions and events. • Evidence of inclusion- Curriculum, Assembly attendance, participation in parent events etc (Requirement 2b- A summary and evaluation, including through the use of performance and other data, of the school's strategies for <i>providing for the special, additional or other individual educational needs of pupils</i>) (Requirement 5: An assessment of the challenges and opportunities facing the school)
--	--	---	---

		• Surplus Budget • Recovery Curriculum- Covid aftermath • SEND/SPiMS • Aging building • Growing school admission- New Housing Development- Forest Area Well-Designed Implementation Strategy: We develop a comprehensive strategy that outlines clear steps for promoting inclusion. Include a detailed plan, evaluation mechanisms, and a process for reviewing progress. Engage all stakeholders (teachers, parents, students) in the implementation process. All members of the school community can have their voice heard and are asked for their opinions through surveys, parent evenings and workshops. St. Teresa's through a variety of initiatives with the PTA '<i>Friends of St. Teresa's</i>' work to ensure all members of the school community feel involved and valued. Teacher Training and Support: St. Teresa's provides ongoing training to teachers on inclusive pedagogy. Through effective Teacher Professional learning, staff become learning leaders and are equipped educators with strategies to address diverse learning needs, adapt teaching methods, and create an inclusive classroom environment. Leadership and Policy: Leadership plays a crucial role in shaping inclusive education policies and overcoming barriers. St. Teresa's ensures that we prioritise inclusive education in policy frameworks, education management systems, and curricular reforms.	Requirement 2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT to support • Learning and teaching • Continuing professional development • School leadership and management
--	--	--	---

		Transformative Approach: We have overcome the many socio-economic and other challenges as outlined in our context statement. This is achieved by ensuring a shift in mindset and practices. We have ensured a systemic change rather than isolated adjustments. St. Teresa's Emphasise that all children learn together in mainstream classrooms for most of the day. This approach benefits both students with and without disabilities. Some of our children learn in specialist speech and language and autism specific classes to help them overcome the barriers presented by their condition.	
How does the school/organisation define, celebrate, and embed success for all learners?	The school/organisation evaluates the progress that the children make, to include starting points and outcomes attained. The school/organisation evaluates the effectiveness of strategies to celebrate and build upon success. This may include: Feedback to and from the learners; readiness for next stage; extra-curricular and wider achievements; award programmes; events; and internal and external communication of successes.	Data informs the identification of Whole School, Group and Individual targets ensuring all children are supported and challenged appropriately. This includes, attendance, pupil attitudes to self and school and academic progress for all students. These are celebrated during assemblies, prizegiving ceremonies. Data is shared with all staff regularly with focus on impacting all pupils a key message. We measure progress against these targets to ensure accountability and identify areas for improvement. Self-Evaluation is carried out using a range of methods including: 1. Pupil Voice- Focus Groups of children and members of student, eco and rights respecting steering groups 2. Parent, Pupil, staff and Governor surveys 3. Subject specific audits 4. Collegiate Book Discussions 5. Book Trawls 6. Planning Review 7. PRSD and EPD 8. Classroom Observation	All records relating to: 1. Pupil Voice- Focus Groups of children and members of student, eco and rights respecting steering groups 2. Parent, Pupil, staff and Governor surveys 3. Subject specific audits 4. Collegiate Book Discussions 5. Book Trawls 6. Planning Review 7. PRSD and EPD 8. Classroom Observation (Requirement 2c: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting pupil health and well-being, child protection, attendance, good behaviour and discipline Photographic evidence of: • Promoting Positive Thinking Skills (PATHS) • Maths Mastery • SUSTRANS • Rights Respecting Schools Award • Eco Schools

		The children of St Teresa’s currently participate in several educational initiatives to ensure the highest quality of teaching and learning to support the best educational outcomes for all children in our care. Some of these initiatives include: • Promoting Positive Thinking Skills (PATHS) • Maths Mastery • SUSTRANS • Rights Respecting Schools Award • Eco Schools • Forest School’s • The Uganda Northern Ireland Schools Project • The China Bridge Programme • JDO International Programme • The Nepalese Connecting Classrooms Project • Shared Education/Peace Player Initiative • Chemists in Schools • Medics in schools • Primary Science Teacher Trust College Fellow • Media Initiative for Schools • Time to Read and Time to Code • Zones of Regulation • Roots of Empathy • Steps to Success • Fresh Little Minds • Playful Science St. Teresa’s has a strong sporting tradition, encouraging participation of all pupils and achieving much success in various tournaments and matches across a wide range of sports. The children have opportunity to enhance their skill in a variety of afterschool sports clubs and school team participation. After school provision is enriched by our teachers and external coaches delivering programmes such as soccer, Gaelic, Hurling, Camogie, STEM, ICT, Traditional Group, Orchestra, Choir, Art and Craft classes,	• Forest School’s • The Uganda Northern Ireland Schools Project • The China Bridge Programme • JDO International Programme • The Nepalese Connecting Classrooms Project • Shared Education/Peace Player Initiative • Chemists in Schools • Medics in schools • Primary Science Teacher Trust College Fellow • Media Initiative for Schools • Time to Read and Time to Code • Zones of Regulation • Roots of Empathy • Steps to Success • Fresh Little Minds • Playful Science • Overview of school successes in sport, music and other areas. • Awards documentation for all staff as appropriate. Photographic evidence can be found in individual subject leader/coordinator’s files.
--	--	--	---

		Tag Rugby, Judo, Basketball, netball and running club to name but a few. Music has always been an integral and important part of life at St. Teresa's. We have an award-winning school chamber choir, and children participate in music festivals and various performances in a range of venues. A wide variety of instrumental tuition open to the children, has led to the development of a school orchestra. The Primary 7 school Show is performed on an annual basis for parents and the wider community and parents are invited into the school to see their children perform in assemblies, prayer services and other liturgical events. The staff of the school have also been recognised for their outstanding contribution of education including: • Teacher of the Year- Pearson Teaching Awards • Classroom Assistant of the year- Pearson Teaching Awards • Principal of the Year- Inspirational Youth of the West Awards • Teacher of the Year- Best of the West Awards • Science Teacher of the Year Awards- PSTT • PTA Awards- Best of the West Awards	
How is the school/organisation creating the right conditions for the growth and development of a community of learning?	The school/organisation encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued and promoted among learners,	St. Teresa's defines, celebrates, and embeds success for all learners through a multifaceted approach that nurtures a community of learning. The school sets about achieving this through: Ethos, Culture, and Relationships for Learning The school fosters an environment where each child can encounter God and deepen their relationship with Him, enriching the Catholic life of the school through prayer, liturgies, and religious education. This spiritual foundation contributes to a culture of mutual respect and support. The values of love, compassion and respect	• All related policies including- RE, RSE, Pastoral Care, PDMU, Anti-Bullying etc. • Outline of Health and Wellbeing actions for children and staff (see EI Leader's file and staff well being display board) • Discussions with Pupil Voice Groups e.g. student council • Community and Charitable activity overview (student Council File) • International school links- Photographic evidence of JDO, British Council and Confucius Activity from school newsletters.

	staff, parents/carers and the wider community. This may include: The ethos, culture and relationships for learning; supporting professional learning and wellbeing of staff; involvement of the learners, including the extent and impact of learner participation; building and sustaining partnerships; engagement with the local community, including purposeful relationships with businesses and employers where appropriate; and the appropriate use of external support/providers.	which encompasses the vision of the school ensure that St. Teresa's encourages learners, staff and parents/carers to live out these values in their daily lives. Supporting Professional Learning and Wellbeing of Staff St. Teresa's is committed to the continuous professional development of its staff, recognising that a well-supported and knowledgeable team is essential for fostering a successful learning environment. Staff well-being is also paramount, and the school supports this through a variety of pastoral approaches but also by providing professional development opportunities. This continuous learning ensures staff stay highly motivated and provide high quality education while at the same time having a positive impact on staff attendance in work. Staff are well briefed in the 'Managing Attendance at school policy'. Involvement of Learners The school encourages active participation from learners, promoting a 'growth mindset'. Students are taught to embrace challenges, learn from mistakes, and take inspiration from others, which is crucial for their success both in school and later in life. The children actively participate in decision making through the student council, Eco Council, Sustrans Super Stars, Rights Respecting Steering Group, Digital Leaders, & pupil surveys and have an input which impacts school policies, activities, and events. Building and Sustaining Partnerships: St. Teresa's values collaboration and strives to build sustainable partnerships with all stakeholders, including parents/carers and local business within the community, to support the learning journey of each student. As a school we recognise that purposeful relationships benefit both learners and the wider community. Engagement with the Local Community	• Minutes of WBPB meetings/strategic plan • Photographic evidence of community group involvement Requirement 2d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff Requirement 2e: A summary and evaluation, including through the use of performance and other data, of the school's strategies for Managing staff attendance Promoting staff health and well being Requirement 2f: A summary and evaluation, including through the use of performance and other data, of the school's strategies for: • Promoting links with parents of pupils, promoting links with the local community including, other schools, the business community, voluntary and statutory bodies Requirement 2g: A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the effective use of ICT to support • Learning and teaching • Continuing professional development • School leadership and management
--	---	---	---

		The school engages with the local community and establishes purposeful relationships with businesses and employers when appropriate. This engagement helps students understand the relevance of their learning in real-world contexts. Involvement with local organisations such as SVP, Queen’s University Belfast, University of Ulster, Medics in Schools, Royal College of Chemistry, BITC, PWC, Danske Bank and Belfast city council helps benefit both learners and the wider community. Appropriate Use of External Support/Providers St. Teresa’s makes sensible use of external resources and providers to enhance the educational experience, ensuring that these contributions align with the school’s values and ethos. Involvement from groups such as St. Gerard’s, Children’s Hospice, Speech Therapy, RISE NI, Resilient Rhymes, Clarawood, Tullynewbank Stables and sporting organisations, enhances the learning experience and enriches school life and the school community. In summary, St. Teresa’s Primary School celebrates and embeds success for all learners by creating a nurturing environment that values spiritual growth, a growth mindset, community engagement, and continuous learning. This holistic approach ensures that the school is not just a place of academic learning but also a vibrant community where every member is encouraged to be the best that they can be, become effective contributors to society, grow and succeed. West Belfast Area Learning Cluster St Teresa’s PS is a very active member of the West Belfast Area Learning Cluster. We are part of several curriculum clusters and also share best practice between schools in a number of ways. This significantly extends the schools learning community beyond our own school community.	
--	--	--	--

SELF-EVALUATION OF THE CONTRIBUTORY ELEMENTS

Contributory Element	The extent to which St Teresa's Provides:	St Teresa's Baseline	Evidence																								
Curriculum For All	- Holistic Development of Learners - Learner-Centred, inclusive, flexible, forward looking, and equitable - Learn progress and achievement	Learners: Most learners show progress in standardised tests, class assessments and other informal assessments. Children in the lower ability band and children who are underperforming for a range of reasons are targeted each year to help them overcome these barriers to learning. This is regularly reviewed and closely monitored. The children report having a very positive opinion of our school as demonstrated in pupil focus groups and the PASS assessment. There is a robust preventative curriculum as outlined in the context statement which ensures children have the knowledge and skills to make informed choices and stay safe. Provision: Teachers provide both a challenging and differentiated curriculum to meet the needs of all pupils as demonstrated in planning and practice. There are clear lines of progression in all curriculum areas which builds on previous success. Children in our specialist centre benefit from bespoke individualised planning which is being further developed. The children have a wide array of experiences beyond the curriculum and class life. Parents and Carers are very much part of the learning process and are invited to a range of workshops each year including Maths Mastery, Phonics, Middle Town Centre for Autism, Transition to Post Primary School, Curriculum Talks and other Parent/Teacher meetings. Leaders: This plan is one element of a clear strategic vision and rationale for the curriculum. Whilst Monitoring, Evaluation and Review practices have been somewhat diminished by industrial action, they remain robust and enable informed continuous school improvement. Post industrial action it is hoped these processes will be developed further. The school budget has been managed effectively as we are a category 4 school using a small surplus. We have also raised additional funding through a very active PTA and from income generated by our wrap around childcare service.	<u>The children's outcomes for the Progress Test in English for 2023/24 are:</u> <table> <tr> <th></th><th>Below Average</th><th>Average</th><th>Above Average</th></tr> <tr> <td>Nationally</td><td>23%</td><td>54%</td><td>23%</td></tr> <tr> <td>St Teresa's</td><td>26.5%</td><td>56%</td><td>17%</td></tr> </table> This demonstrates that the number of children in the below average category is higher than the national average of 23%. This has lighted the main area for development to be within the area of <u>Spelling.</u> <u>The target for 2024/25 is to reduce the number of children in the below average category in PTE to 20%</u> <u>The children's outcomes for the Progress Test in Maths for 2023/24 are:</u> <table> <tr> <th></th><th>Below Average</th><th>Average</th><th>Above Average</th></tr> <tr> <td>Nationally</td><td>23%</td><td>54%</td><td>23%</td></tr> <tr> <td>St Teresa's</td><td>22%</td><td>53%</td><td>25%</td></tr> </table> This demonstrates that the number of children in the below average category is lower than the national average of 23%. However, each class will be focusing on specific areas to develop based on their own class data.		Below Average	Average	Above Average	Nationally	23%	54%	23%	St Teresa's	26.5%	56%	17%		Below Average	Average	Above Average	Nationally	23%	54%	23%	St Teresa's	22%	53%	25%
	Below Average	Average	Above Average																								
Nationally	23%	54%	23%																								
St Teresa's	26.5%	56%	17%																								
	Below Average	Average	Above Average																								
Nationally	23%	54%	23%																								
St Teresa's	22%	53%	25%																								

			<u>The target for 2024/25 is to reduce the number of children in the below average category in PTM to 20%</u> (Requirement 3a-An assessment of the school's current financial position and the use made of its financial and other resources) (Requirement 3B An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards) • Overview of PASS assessment data and actions to support children with negative PASS results e.g. 100% of P4-7 children have a positive perception of school. • Photographs of various preventative curriculum activities in relevant Coordinators Files. • Evidence of parent workshops in relevant coordinators files • Monitoring and Evaluation Feedback documents from classroom observation, Collegiate Book Discussions and Video footage. • The school is currently in a very positive financial position. The 3 Year Financial Plan and associated EA letters informing of category status outlines that the school is currently a category 4 school-
--	--	--	---

			Schools needing to access a surplus (with a surplus balance at year end). • The surplus budget will be used to cover additional cost of extra P1 class and specialist ICT Teacher as well as meet the other demands of this SDP. • Treasurer reports from FoST • Quarterly returns from Whizz Kidz Accounts.
Key Areas for Development -Priorities		• The target for 2024/25 is to reduce the number of children in the below average category in PTE to 20% • To ensure that the children's performance in spelling is at least equal to or better than the national average. This will be achieved through the introduction of the 'Spelling for Life Programme'.	
Planning Teaching and Assessment for Successful Learning	• Learners needs abilities and interests are met. • Successful learning • High quality outcomes for learners	• Learners: St Teresa's is a vibrant school which fosters motivated, independent learners through hands-on projects, collaborative spaces, and digital technologies. Learners develop skills, knowledge, and dispositions, understand their learning processes, self-assess, and progress successfully in line with their ability, transitioning effectively to post-primary school. Further development could be made to ensure effective feedback provided by the teacher is actioned appropriately by children. • Provision: The needs of all children are considered, and the curriculum is effectively adapted to meet the needs of all children. There is a thematic and cross curricular approach to learning and children's ideas are considered using planning boards and KWL grids. Teacher provides feedback in a range of ways. Some further development is required to ensure this feedback results in improvement in children's work. The school has highlighted spelling as an area for development and rigorous staff training will be implemented during this interim plan. • Leaders: There is a clear vision for the school which informs this plan and considers our own unique school context. 100% of staff recognised this was in place in the recent staff survey. Planning is completed to a high standard in all areas of the curriculum and aims to ensure the needs of all children are met. Further development of planning for non-core subjects such as PDMU, the Arts, and PE will be considered during the course of this SDP. Rigorous methods of self-evaluation of planning, teaching and assessment are in place and outcomes of	• Evaluations of planning and review of planning by middle leaders. • Marking policy and evidence of this in action in children's work. • Photographic evidence of innovation and project-based work in coordinator files as appropriate. • Evidence of Transition Retreats in RE folder. P1 transition notes made by visiting nurseries and also photographic evidence of Nursery to P1 Transition Summer School. • Evidence of CPD relating to new spelling programme evidence in Literacy Coordinator's Files. • CPD records available in Miss Campbell's coordinator files. • Monitoring, evaluation and review evident in coordinator's files. • Staff Survey

		self-evaluation are used to inform future school development activity. Staff Development is a key feature of St Teresa's PS and staff are afforded every opportunity to continue their teacher professional learning journey. There is a clear culture of improvement as outlined in the recent staff survey completed in June 24 when 100% of teachers agreed that self-evaluation is promoted in the school.	
Key Areas for Development - Priorities		- To ensure that feedback to children through the effective implementation of the school's marking policy is acted upon by children to improve outcomes. This will be achieved using strategies such as 'fix it Friday' or 'Yellow Box' in children's books. - Improved planning for 'Other Areas' of the curriculum including the Arts, PDMU, and PE.	
Health, Wellbeing and Keeping Safe	- A culture of keeping safe is evident across the school. - The emotional health and wellbeing of all is promoted. - Healthy lifestyles are encouraged and practiced	Learners: 99% of parents reported in the recent parent survey that the school provides a safe and stimulating environment. A range of strategies are employed to help children manage and regulate their emotions. The children participate in an effective physical education programme, have access to a range of sporting coaches and participate in a very active after school's programme. The school is a Sustrans gold award school as we heavily promote active travel to and from school. Children are encouraged to eat a healthy break and we provide free fruit to all children daily to further encourage this. Provision: Children are provided with many opportunities to learn how to keep safe and healthy through a range of programmes. There is a robust RSE programme called 'Flourish' in the school. St Teresa's was one of the first school in NI to implement the programme. The school is currently considering how to further provide resources that will further improve the physical education programme. The children also participate in a range of wellbeing programmes such as PATHS, Helping Hands, Roots of Empathy, Fresh little minds, Nurture in 5 etc. We have also sought additional external funding to provide both music and equine therapy to vulnerable children. Outdoor learning further enhances children's health and well being and St Teresa's PS is a recognised Forest School. Leaders: The leadership of the school regularly consults with all stakeholders to inform its vision and provision. Attempts are made to monitor and evaluate the effectiveness of the preventative curriculum. The school fosters strong relationships with parents to create a holistic approach to learners' wellbeing and development. 98.4% of parents recently reported that our school encourage their child to develop social skills and his/her knowledge on how to stay healthy. There is an active staff wellbeing team to consider the needs of staff. This year all staff	- Parent Survey - EI Leaders file - PE Leader's folder - RSE Policy and overview - Wellbeing programme overviews - Photographs of staff wellbeing activity on staff display board. - Evaluation of the 'Nourish to Flourish' Programme. - Evaluations of music and equine therapies.

		were involved an innovative 'Steps Challenge'. There are also opportunities for staff retreats and other wellbeing activities each year.	
Key Areas for Development - Priorities		• To introduce the 'Core NI' Scheme for PE to help support teachers in the effective teaching of PE and to ensure the needs of all children are met. • Purchase an area of woodland to be encompassed in the school grounds from the local developer 'Apex Housing' to provide further Forest School experiences for all pupils. • Maintain the 'Nourish to Flourish Programme' • Continue to achieve the Gold Award for SUSTRANS.	
Equity, Diversity and Inclusion	• An inclusive ethos which promotes equity and fairness, is reflected in policy and practise. • Barriers to learning are identified understood and addressed So that disadvantage is minimised. • All learners are enabled to participate meaningfully, underachievement is addressed and outcomes for all our improved.	• Learners: The school implements the Media Initiative, Flourish programme and range of other programmes to help children learn about and embrace diversity. We support over 29 newcomer children to feel included and indeed ensure the needs of over 172 children on the SEN register have full access to a challenging and broad curriculum. We aim to enable and facilitate all children to have access to our after-school provision. There is a constant drive for helping children be the best that they can be, and every opportunity is taken to celebrate that. The children and their parents/carers report being very happy in school as outlined in the latest surveys. • Provision: There is a dedicated learning support teacher for both Literacy and Numeracy who support approx. 50 children in small group settings in both domains. Children's progress is monitored for evidence of impact. A number of children receive support from a range of outside agencies such as Harberton, Clarawood, Literacy support Service, St Gerard's Outreach, and RISE. We also provide support for children in reading through the Toe-by-Toe Programme, Reading Partnership programme and Business in the community. We support over 29 newcomer children to feel included and indeed ensure the needs of over 172 children on the SEN register have full access to a challenging and broad curriculum. We currently have 5 specialist classes 3 of which support children with speech and language difficulties and a further 2 classes to support children with autism. During the course of this SDP this provision will be expanded to include a further 2 classes to support children with ASD and a further 2 classes to support children with severe learning difficulties in the early years and Foundation Stage. • Leaders: The leadership of the school aims to foster and create a culture of inclusion and diversity. This can be challenging but every effort is made to accommodate the cater for the needs of all children to have access to all aspects	• Media Initiative overview in PDMU Leader's File • Photographs of After School's Activities in afterschool's coordinator's file • Leader of SEND file • Leader of Inclusion and Diversity File

		of school life. We are supported by an array of outside agencies to help achieve this.	
Key Areas for Development - Priorities		- Reshaping the school vision, values and mission statement to ensure inclusivity for members of the school community. - To implement the expansion of the specialist provision in St Teresa's PS - To fully implement the effective use of PLPs to improve outcomes for all children with SEN. - To provide additional classes weekly to support English language acquisition for newcomer children. - To provide additional support as necessary for vulnerable children e.g. learning support, external agency support, range of therapies to support children who have experienced ACE's in their life.	
Environment, Society and the economy	- learner skills, knowledge and understanding of the environment, society and the economy are developed. - Meaningful CEI AG and work related learning is provided along with opportunities to develop and apply skills and capabilities such as leadership communication, problem solving, teamwork and creativity.	Learners: We hope that our pupils understand their responsibility to protect the environment, make sustainable choices and contribute to the economy. Provision: Our school is an Eco school, and we aim to foster a high level of sustainability. We have a very active eco committee who work to achieve this, and they remind the school community of our Eco Code. We are a gold award winner from Sustrans and constantly drive the sustainable travel agenda including activities such as 'Ditch the Dark Day' and 'Journey To Santa'. We have strong international links between Nepal, Uganda, and China to ensure the global sustainable goals are understood and recognised by all. As a rights Respecting School we ensure that the rights of all are respected and nurtured. Further development of waste recycling and reduction of waste can be considered and a more active area for growing our own produce would be welcomed. The Student Council lead a variety of fundraising events for several local charities including-Footstock, SVP, Trocaire and Helping Hands. The P6 and 7 children engage in financial management classes led by Danske Bank and Santander to help them better understand economic matters. Leaders: The leadership aims to foster a culture of sustainable practices e.g., reduction in the use of paper, turning off lights, recycling, and reusing materials both at the school and global level. These issues are embedded into the children's learning across the school.	- Leader of Eco School's File - PE Leader's File (Sustrans) - School Eco Code - Photographs of charitable events and charity accounts. - Chinese Bridge Competition winners in 2025/26 - Sustrans Gold Award. - International Schools Award.
Key Areas for Development - Priorities		- To achieve the Eco School's Green Flag Award in 2024/25 once again. - Maintain the gold standard in the Sustrans award. - Maintain the school's Rights Respecting School's Status. - Maintain global partnerships and achieve level 2 in the British Council International School's Award.	
Digital skills	digital skills for learning, living and	Learners: The children this year will have access to an ICT specialist teacher who will ensure that children have access to high quality learning and teaching in the	Leader of ICT File

	working are embedded across the curriculum. ▪ Learners and staff are empowered to participate in local and global communication, collaborative working and knowledge transfer. ▪ Learner and staff skills are progressively developed and sustained.	skills of ICT. By collaborating with the ICT specialist teacher, all teachers' capacity in the teaching of ICT will be enhanced to include both the use of hardware/software and how to help children stay safe online. ▪ Provision: Children will have experience of ICT across the 5 E's and will build on previous learning to ensure they become skilled in the use of digital tools. The children will also have a clear understanding of how to stay safe online. There is an active digital leader's programme in the school. Children carrying out the role of a digital leader support other teachers and children across the school in IT matters. Children will also complete homework digitally as part of developing their skill in ICT. Children will begin to use AI technology to support learning and teaching. ▪ Leaders: Ensure high quality professional development for all staff in the use of ICT. They have a clear vision of how digital tools can enhance all aspects of learning and wider school processes.	• Video of Children using ICT across the school • Photographs of Digital Leaders in action. • CPD records outlining training in ICT. • NAACE Evaluation • ICT Excellence Award
Key Areas for Development - Priorities		• To facilitate an ICT specialist teacher in school. • To complete and achieve NAACE award. • To complete the ICT School's Excellence award. • To participate in the Google 'Gemini' AI school's Pilot.	
Staff Professional Learning	▪ a proactive and collaborative commitment to continuous impactful professional learning exists within the school. ▪ Learning experiences and outcomes for learners are improved through ongoing staff professional learning.	▪ Learners: St Teresa's is led by highly skilled staff at all levels. There is a robust staff professional learning programme linked to the aims of this plan. This is informed by widespread consultation. Indeed over 96% of teachers feel they have benefitted from staff development over the past 3 years and 100% of teachers feel that this is effective and linked to the SDP. Further development is needed to ensure an equally robust professional development programme for learning support and other staff as appropriate as only 69% of staff feel that they have benefitted from professional development in the past three years. ▪ Provision: The training provided impacts positively on staff as shown in staff CPD evaluations. Training is informed by pedagogy and rooted in research demonstrating impact. ▪ Leaders: The leadership of the school encourages individual responsibility for professional development and will strive to facilitate any such requests. Staff Development is recognised as a key ingredient to ensure continuous school	• CPD Record and evidence in subject leaders/coordinator's files. • Staff Survey • PRSD records

	The professional learning needs of the staff are being met.	development and significant time, effort and resources is applied to ensuring high quality professional development for all. This would be enhanced further if the EA was better able to support schools with bespoke training to suits needs of the SDP.	
Key Areas for Development - Priorities		- Provide a robust Middle Leadership development programme led by F Bailie to support the staff development programme across the school. - To provide a robust staff development programme for learning support and other staff as required. - SLT to create a coaching culture in school.	
Collaborative Networks	- Learner's skills and confidence are developed through collaboration and networking. - Collaboration improves the quality of learning and outcomes for learners. - The context of the organisation informs collaboration and networking.	Learners: The children have a wide range of opportunity to work collaboratively in school with programmes such as paired reading, roots of empathy, Activity Based Learning and indeed collaborate with other schools in sporting and competitive events. The school is in the process of gaining strong shared education links and will continue to work with the EA to develop these partnerships. The children have opportunity to work in international partnerships with John Bosco school in Uganda, Joseph School in Katmandu and via the Confucius Institute in UUJ. The school is also part of the JDO foundation and fosters international links with international schools in Europe and the US. Provision: St Teresa's is also part of a very active ALNC in West Belfast and we are part of several smaller cluster groups to share best practice and enhance our provision. The school is supported by community groups, other local schools and a very active PTA. Leaders: The leadership aims to foster a culture of collaboration at all levels and continues to forge strong partnerships in the local and wider community and indeed globally.	- EI Leader's folder - PE Leader's Folder - International School's Award- Level 1 - Confucius Awards - Photographs of JDO collaboration activity - West Belfast ALNC strategic Plan. - Overview of PTA (FoST) activity and fundraising.
Key Areas for Development - Priorities		- Enhance Collaborative Learning by expanding programmes like paired reading, roots of empathy, and Activity Based Learning and strengthen partnerships with other schools for various sporting, musical and curriculum-based events. - Strengthen International Partnerships by building and nurturing connections with our international school partnerships. - Promote Community Engagement by continuing to participate in local cluster groups and the ALNC in West Belfast. - Foster Collaborative Leadership by encouraging a culture of collaboration at all levels.	
Learner participation	- there is a culture of valuing learners rights and the participation of all. - Consultation with all learners is	Learners: St Teresa's is a very active Rights Respecting School. The children are aware of the articles of the UNCRC and these are considered and celebrated throughout the year. Each class creates their own class charter based on their rights.	- RRS's level 1 report and photographs of steering group activity. - Student Council record of activity and photographic evidence of same. - Leader of Eco School's File

	ongoing, active, and meaningful. ▪ Learner participation informs learning experiences and the school's broader decision making	▪ Provision: The pupil voice is very important in our school and children have opportunity to give their opinion in student council, Eco Council, Rights Respecting Steering Group, Thoughts, Feelings and Emotions boxes, PASS assessment, Pupil Surveys. Sustrans Superstars and Pupil Focus Groups. Their ideas and considerations are acted upon, and children are made aware of this. • Leaders: The leadership of the school aims to foster an ethos of active participation and promotes learners' rights, equality, and inclusion. They welcome feedback from learners and use this to further develop policy and procedure in school. Staff development on learners' rights has been considered and provided as we prepared for becoming an awarded Right's Respecting School.	• PASS assessment outcomes and target setting overview • Records of Pupil Focus Groups • Child friendly SDP
Key Areas for Development - Priorities		Promote Rights Awareness: Continue to celebrate and integrate the articles of the UNCRC throughout the year. Ensure each class creates and adheres to their own class charter based on their rights. Foster a culture that values learners' rights and participation. Enhance Pupil Voice: Strengthen platforms for student opinions such as the student council, Eco Council, and Rights Respecting Steering Group. Act on feedback from Thoughts, Feelings and Emotions boxes, PASS assessments, Pupil Surveys, Sustrans Superstars, and Pupil Focus Groups, and communicate these actions to the students. Ensure consultation with all learners is ongoing, active, and meaningful. Foster Active Participation and Inclusion: Promote an ethos of active participation, equality, and inclusion among learners. Encourage feedback from learners to inform policy and procedure development. Ensure learner participation informs learning experiences and the school's broader decision-making. Support Staff Development: Provide ongoing staff development on learners' rights. Ensure staff are equipped to support the school's commitment to being a Rights Respecting School.	

Strategic Plan Goals for 2024-25

Both Developmental (New School Development Activity) and Continuous (Ongoing School Developmental Activity)

(Requirements 7b-7e)

Curriculum Area	Contributory Element	Focus for Development	Strategy	Impact on Children	Evaluation to be completed June 2025
Developmental Strategic Priorities					
Language and Literacy	Curriculum for all Planning, Teaching, Assessment for Successful learning Staff Professional Learning	Spelling Reading	Introduce Spelling for Life Programme Ensure consistency in the teaching of comprehension.	That the number of children in the below average category in spelling and comprehension will fall to 20% by June 2025.	
Numeracy	Curriculum for all Planning, Teaching, Assessment for Successful learning Staff Professional Learning	Maths Mastery Introduction of the '24 game' in KS2 to improve mental recall of 4 operations. Develop further parent workshops to support maths at home	Embed the 6-part lesson of Maths Mastery to all year groups from P1-P5 Ensure complete line of progression in P6&7 and utilise strategies from Maths Mastery	That the number of children in the below average category in PTM will fall to 20% by June 2025.	
ICT	Digital Skills	To enhance all areas of ICT in the curriculum. To Achieve the NAACE Accreditation	Specialist ICT Teacher to develop all classes skills in ICT and build capacity of staff. NAACE will be used to complete self-	Children will achieve appropriate level in ICT by the end of each key stage. The school will achieve the NAACE	

			evaluation and apply for accreditation	Accreditation by June 2027.	
PE	Curriculum for all Staff Professional Learning Health, Well Being and Keeping Safe	Introduce the CORE NI Scheme Develop 'other areas' planner/PE	Children will build on previous learning and develop skills more systematically. Planning will reflect clear and consistent lines of progression	Children can demonstrate PE skills more confidently in all areas. Classroom observation will be used to monitor this.	
Continuous Strategic Priorities					
WAU	Curriculum for all	Geography- Lines of Progression	Develop clear lines of progression for Geography from P1-7	Children's learning in Geography will be built upon effectively each year. Focus groups of children to determine success.	
SEN	Equity, Diversity and Inclusion	Supporting children effectively with ASD	Implementation of the new school policy on Supporting children with ASD.	All children with ASD are better supported to help self-regulate and access the curriculum. This will be monitored by having focus groups and gathering evidence of policy implementation. The school will seek accreditation in the Middletown Award in term 3 of 2025.	
Pastoral Care	Health, Well Being and Keeping Safe	Current attendance rate of 94.8% is well above the expected rate of 91.9% for a school of FSM and above the NI Average. However, we will continue to target attendance	Introduce attendance improvement awards. Support children on reduced day with home school learning support.	To reduce the number of children with below 84% attendance from 5% to 3%.	

		and support children with low attendance. Children further guided on how to stay safe.	Writing to children who are school refusers to encourage reintegration. Use PASS data to support children with poor attitude to school attendance. Student Council will lead an attendance assembly on importance of attending school. Principal/VP Participate in training on School based Anxiety Children further guided on how to stay safe. By introducing the PANTS programme Introduction of Fresh Little Minds into P4 Implement the Summer Hill Foundation Programme Development of Intimate Care policy in school.	Children grow in confidence and know what to do and how to seek help if touched inappropriately.	
--	--	--	--	---	--

			Maintain the 'free fruit' at breaktime programme.		
Specialist Centre	Planning, Teaching, Assessment for Successful learning	PEP Assessment Continued review of planning	Outcomes of the new PEP assessment will help ensure planning takes accounts of children's needs.	Identified need addressed through teaching and learning and pastoral support. Follow up PEP assessment showing progress made for each child.	
Music	Curriculum for all	Link themes and topics to 'Charanga' Music Scheme	Children apply music skills in a cross curricular way.	Children showcase their music skills confidently- Evidence shown via video recording.	
PDMU	Equity, Diversity and Inclusion Health, Well Being and Keeping Safe	Children learn to understand, respect, and celebrate difference in others. Enhance children learning and knowledge of Road Safety	LEANS programme rolled out across P5 and P6. CCEA resources used to support Rad Safety awareness in school.	Children demonstrate an ethos of celebrating diversity and ensure St Teresa's is a more inclusive school. Children demonstrate better awareness of Road Safety Monitored via Focus Groups of students.	
Emotional Intelligence	Health, Well Being and Keeping Safe	Link resources to support PASS Outcomes	Children with PASS indicators that demonstrate a poor perception of self and school will be supported by use of targeted resources.	Number of red PASS assessment outcomes is reduced by at least 10%.	
PBL/ABL	Curriculum for all	Maths Mastery Play activities	Play and activity-based activities further	That the number of children in the below	

			reinforce the learning from the Maths Mastery Programme.	average category in PTM will fall to 20% by June 2025.	
Assessment	Planning, Teaching, Assessment for Successful learning	Spelling more rigorously assessed	Children will be assessed in spelling using the GL NGST Spelling Assessment	Reduce the number of children in the below average category for spelling to 20%	
Arts	Curriculum for all	Developing teachers and children's skills in the creation 3D Art	Teachers will be provided additional training on how to incorporate 3D art activities into their programme of study.	Children will independently create 3D pieces of art. Photographs of completed art pieces will be collated.	
Newcomer/Inclusion	Equity, Diversity and Inclusion	Enhanced language acquisition.	Extracurricular support class for Newcomer children.	All children effectively working towards B1 status in the CEFR evaluation tool.	
Eco Schools	Environment, Society and Economy	Improve Recycling Reapplication for the Eco School's Award. Participation in 'Wheelie Big Challenge'	Include plastic and food waste in our recycling routines	Reduced landfill waste in school.	
RE	Equity, Diversity and Inclusion	Support for children of other faiths	Create prayer spaces for children of other faiths.	All religious beliefs accommodated, and children feel a better sense of equality.	
Pupil Voice	Learner Participation	Opinions of children listened to and actioned	Set up- Student Council RRS Steering Group Eco Council Children's Focus Groups PASS Assessment	Children report feeling valued, and their opinions heard and actioned as shown in Pupil Survey.	

			Pupil Surveys Child friendly school development plan created.		
Collaboration with ALNC, Global Links	Collaborative Networks	Improved teaching and learning Sustainable Development Goals achieved.	Participate in ALNC Cluster meetings and share best practice and disseminate in school. Continued participation in Confucius Institute Mandarin teaching Continued collaboration with JDO foundation on international collaboration Maintain links with Joseph School in Katmandu and St John Bosco in Uganda.	International School's Level 2 Award achieved. Collaborative class projects completed focusing on the Sustainable Development Goals.	

School Development Plan Goals for 2024-27

Curriculum Area	Contributory Element	Focus for Development 2024-25	Focus for Development 2025-26	Focus for Development 2026-27	Evaluation to be completed June 2027
Developmental Strategic Priorities					
Language and Literacy	Curriculum for all Planning, Teaching, Assessment for Successful learning Staff Professional Learning	Spelling- Introduction of the 'Spelling for Life' Programme from P1-P7. Reading- Development of Comprehension strategies.	Ensure children's writing demonstrated effective spelling and has a wider audience beyond the school. Develop an Adult Library in the school.	Introduction of Reciprocal Reading Strategies into the FS and KS1	
Numeracy	Curriculum for all Planning, Teaching, Assessment for Successful learning Staff Professional Learning	Maths Mastery- Embed strategies from P1-5 and aspects in P6& 7 Introduction of the '24 game' in KS2 to improve mental recall of 4 operations. Develop further parent workshops to support maths at home	Continue to Monitor and Evaluation of Maths through classroom observation. Develop financial capability in KS2	Continue to improve pupil participation in the use of Freckle Maths. Reduce further the number of children in the below average category for Maths to below 20%	
ICT	Digital Skills	To enhance all areas of ICT in the curriculum by introducing a specialist IT Teacher	To Achieve the NAACE Accreditation	To ensure that all children in the school reach the appropriate level in ICT using CCEA tasks to assess pupils.	
PE	Curriculum for all Staff Professional Learning	Introduce the CORE NI Scheme Develop 'other areas' planner/PE.	Embed the CORE NI Scheme from P1-7, ensure robust M&E completed.	Link PE to support children's mental health e.g. Children's Mental Health Week.	

	Health, Well Being and Keeping Safe	Continue to promote Sustainable Travel	Better support children with physical disabilities in PE using the Core NI scheme. Continue to promote Sustainable Travel	Continue to promote Sustainable Travel	
Continued Strategic Priorities					
WAU	Curriculum for all	Geography- Lines of Progression in place	enhance scientific enquiry by developing an enquiry-based learning approach across all year groups encouraging pupils to ask questions, conduct experiments and engage in critical thinking to develop a deeper understanding of scientific concepts.	Deepen historical understanding by integrating primary source analysis and project-based learning to explore historical events and connect past events to present day contexts'	
SEN	Equity, Diversity, and Inclusion	Supporting children effectively with ASD Develop the teaching and learning to support children with Dyslexia	Introduction of PLP Achievement of the Middletown Centre for Autism Awards Develop the teaching and learning to support Parents at home with children who have Dyslexia	Monitoring and Evaluation of impact of Middletown Support and training on children with ASD Monitoring and Evaluation of impact of training to support children with Dyslexia.	
Pastoral Care	Health, Well Being and Keeping Safe	Children further guided on how to stay safe. By introducing the PANTS programme Introduction of Fresh Little Minds into P4	Begin steps to self-evaluate and achieve the Nurturing school's Award.	Nurturing School Award achieved.	

		Implement the Summer Hill Foundation Programme Development of Intimate Care policy in school. Maintain the 'free fruit' at breaktime programme.	Introduction of Fresh Little Minds programme in to P4. Continue to develop well-being of staff.		
Specialist Centre	Planning, Teaching, Assessment for Successful learning	Introduction of the PEP Assessment	Facilitate expansion of the specialist Centre	Facilitate expansion of the specialist Centre	
Music	Curriculum for all	Link themes and topics to the Charanga Music Scheme Introduction of Singing time as part of assemblies.	All children receiving music instrumental/voice tuition complete graded exams. Introduction of Music Therapy to support vulnerable children.	Introduction of an orchestral/traditional performance for parents and wider school community.	
PDMU	Equity, Diversity, and Inclusion Health, Well Being and Keeping Safe	Children learn to understand, respect, and celebrate difference in others by continuing programmes such as The Media Initiative etc. Enhance children's learning and knowledge of Road Safety.	Develop inclusion and diversity to incorporate world religions and belief systems into the curriculum to provide students with a broad understanding of different faiths and cultures.	Build partnerships with local faith groups and Involve parents and guardians in school activities that promote understanding and respect for different faiths.	
Emotional Intelligence	Health, Well Being and Keeping Safe	Link resources to support PASS Outcomes to support children with 'red' negative outcomes in PASS.	Develop a culture of Trauma Informed Practice in Schools and introduce Well Being	Develop a Parents Workshop on supporting children's EI at home.	

			Ambassadors into the school.		
PBL/ABL	Curriculum for all	Develop Maths Mastery Play activities. Improve the recoding of play observations and inform future planning. Continue to develop outdoor play.	Develop and implement interdisciplinary projects that require students to investigate and respond to complex questions, problems, or challenges particularly in ABL in P3/4.	Establish partnerships with local businesses, organisations, and experts to provide students with authentic learning experiences.	
Assessment	Planning, Teaching, Assessment for Successful learning	Complete the NGST standardised assessment to baseline children's performance in spelling.	Develop improved tracking of Star Reading and Maths Assessments	Reduce the number of children in the below average category for Literacy and numeracy falls below 20%	
Arts	Curriculum for all	Develop the teaching and learning of 3D Art	Develop the teaching and learning of painting	Responding to art focusing on particular artists	
Newcomer/Inclusion	Equity, Diversity, and Inclusion	Enhanced language acquisition for all newcomer children	Celebrate an intercultural day for all newcomer children.	Develop the use of AI to support newcomer children.	
Eco Schools	Environment, Society and Economy	Improve Recycling to include other items over and above paper. Revisit the school's Eco Code and reapply for Eco School's Award	Development of outdoor facility to include sensory room/ 'herb house'	Partner with local organisations to support environmental initiatives and provide real-world learning opportunities.	
RE	Equity, Diversity, and Inclusion	Monitor and Evaluate impact of Flourish. Introduce P1 parents to the programme.	Develop further community relationships e.g., luncheon club or	Incorporate Eucharistic Adoration into school life	

		Support for children from other faiths by providing prayer spaces etc	residential care home links.		
Pupil Voice	Learner Participation	Opinions of children listened to and actioned via the student Council- Creation of child friendly version of the SDP.	Development of Children's focus groups to impact on teaching and learning.	Children participate in at least one SLT meeting each term.	
Collaboration with ALNC, Global Links	Collaborative Networks	Improved teaching and learning Sustainable Development Goals achieved. Develop links with Jamaica for 'Reading for Pleasure' Project. Continue the sharing the Learning project with WBALNC Attend the Confucius Chinese Bridge Competition in London Forge new international links within the JDO project	British Council Project Continue the sharing the Learning project with WBALNC Continue the Chinese Language programme P5C- JDO partnership With German school	Continue the sharing the Learning project with WBALNC and other collaborative/global links maintained. EA to support St Teresa's with Shared Education Project.	