



Annual Report to Parents from the Board of  
Governors  
2022-23

C O'DOHERTY, Principal



School of Sanctuary



## *INTRODUCTION*

*Dear Parents,*

*On behalf of the Board of Governors of St. Clare's Primary School and Nursery Unit, I am happy to present to you our report for 2022/23. This report details the wide range of activities and work, undertaken by the Board of Governors and staff over the past twelve months to ensure that the pupils of this school received the best possible education to enable them to improve on their previous best and realise their full potential.*

*There are full details of all policies available from the school and should you require further information, please contact the Principal Mr Cathal O'Doherty who will be happy to talk to you. Further details of policies can be found by visiting our website: [www.stclaresps.com](http://www.stclaresps.com) and here you will also see what our wonderful school has to offer.*

*Yours sincerely,*

A handwritten signature in black ink that reads "Rev Anthony Devlin". The signature is written in a cursive style with a large, stylized 'D'.

Fr Tony Devlin  
**Chairman**



**St. Clare's**

**Vision and Mission Statement**

### School Vision:

*The holistic development of each individual child is at the core of our existence.*

- St. Clare's is a caring, Catholic Primary and Nursery School where our personal faith is part of the fabric of school life and encompasses everything we do.
- In our faith community, of Parish, home and school, we sow the seeds of spiritual growth and working together, we prepare the children for the Sacraments.
- Ours is a creative and inspiring environment where each individual, within our school community, is cherished as being unique. All are challenged to reach their full potential.
- Children have access to a broad and balanced curriculum that is delivered in an innovative, thought-provoking and progressive manner, incorporating modern technologies. This aims to develop a dedicated group of lifelong learners. It is an environment, where all within the community are aware of the high desires that we have for our children's learning. (Article 28)
- Ours is a school which recognises that individual children have unique learning styles and aims to provide a range of learning experiences to meet those needs. We reflect upon those learning experiences to map future educational paths.
- Our children, through personal self-assessment, play an active role in their teaching as they do in their learning.
- We aspire to develop thoughtful, respectful, conscientious children who have the confidence, resolve, skills and expertise to take their place in an ever changing world and who have the confidence and knowledge to support the rights of themselves and every child in the school and across the world (Article 2)
- St. Clare's PS and Nursery Unit takes a truly collegial approach to school life. Each person's contribution to our school community is recognised, celebrated and valued (Article 3)
- We are willing to embrace change for the benefit of the children and our school community - always seeking ways to improve.

### MISSION STATEMENT

We are a Catholic, co-educational school seeking to promote, throughout the school community, a caring ethos.

Through the development of positive and secure relationships, within and outside the classroom, we create the opportunity for our children to thrive in a rich and varied environment.

In achieving this we recognise that each child is a valued and unique member of God's community.

### **AIMS**

In our loving Catholic ethos we aim,

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- To promote the spiritual, moral, cultural, intellectual and physical development of our pupils.
- To give each pupil an awareness of his/her talents, skills and abilities (Article 29)
- To provide opportunities for pupils to achieve success in a variety of contexts, promoting positive self-esteem and self-image.
- To create a love of learning, a knowledge of how to learn, and the motivation to produce his/her best work (Article 28)
- To provide a broad and balanced curriculum appropriate to the needs of each pupil at his/her stage of development.
- To develop an attitude which leads to self-discipline, independence, courtesy, good manners and respect for everyone.
- To develop a wider understanding of the wider world in which we live, of the interdependence of individuals, groups and nations, and a tolerance of other religions and ways of life (Article 14)
- To foster and develop close relationships between home, school and community.

Following the Pandemic, this past academic year 2022-23 has seen a return to a more normal school context. It has been important to examine the impact the break in service has had. There is still a legacy which many pupils, parents and staff for that matter are dealing with. St Clare's PS has reached out to many external agencies to ensure as much support has been accessed to meet the needs of our whole school community.

In the previous annual report, it was reported that the school had a relatively healthy budget. During the course of the year, the school has invested heavily in human resources, especially within the SEN department. Pupils who were deemed to be in need have been seen in much greater numbers. We have also targeted the upper KS2 classes by reducing the number in each class with the addition of an extra teacher. We realise that this particular cohort of pupils have suffered most from the disruption to education during the pandemic. This then has been to allow for a certain amount of catch up. This has been justified in the transfer results which the pupils in P7 achieved having sat the P& assessment exam for transition to post primary. We anticipate repeating this exercise in the new academic year.

At the end of the last academic year, the Board of Governors agreed to look at the staff structure within the school. There were many temporary posts in place and we were now thanks to a healthy budget in a position to make 5 posts permanent.

Through the course of this year also we have been looking at the work of middle management in terms of construction of a new School Development Plan under the guidance of Mr Frazer Bailie from the Education Authority. The construction of this plan was based upon a visit from ETI in October 2021 and their recommendations. Mr Bailie has worked with SLT and all staff since then in looking at priorities and being more focused in the actions being taken. This ensured that the actions identified in the plan were interconnected. The establishment of these posts of responsibility was directed at developing the middle leadership within the school and this has led to a completely new format for a SDP following the 2011 regulations which has had the input of all staff.

The new posts of responsibility appointed have been:

- (i) An assistant literacy co-ordinator
- (ii) An assistant numeracy co-ordinator
- (iii) Co-ordinator of play based activities
- (iv) Co-ordinator of RSE/Period Dignity/ Menopause policies – female health
- (v) Newly appointed ICT co-ordinator.\*\*
- (vi) Head of Key stage 2

A Department of Education initiative 'Engage' has been running in the school for the past two academic years but unfortunately this funding has come to an end as from 30<sup>th</sup> June 2023

Earlier in the year, after consultation with the teaching profession, the 5 unions unanimously decided on industrial action. For the first part of this year that was action short of strike. However, due to the lack of response from the government, strike action was called in term 2. The action short

of strike action has severely impeded the staff from regular meetings and liaising with management. At present we are only allowed to have one meeting per term and no engagement with training, new initiatives, Education Authority staff and importantly ETI (see below), PRSD or classroom observations outside of induction/EPD. Directed time according to the time budgets could be taken in a place of their choosing. I can say that the teachers have continued to work hard, teach well and give of their time freely. When there are school events, so many of the staff both teaching and non-teaching have been present and this includes after hours and night time events for which we are very grateful.

Our senior team has been augmented by the addition of Mrs Logue this year who has taken over as head of key stage 2. She already had contributed hugely to the budget of the school through her work with the stocktake which has benefited the school financially over the past number of years. She has also been responsible for the acquisition of many of our awards over the past number of years. She is now representing all of the key stage 2 on SLT on top of her continuing duties.

We are very lucky to have such a tight and hardworking SLT. They have been given the opportunity for distributed leadership and also over the past two years been able to present to the Board of Governors when appropriate. We wish to thank them for their guidance and when necessary professional challenge when proceeding through the year.

### **School Development Plan**

Following the lock down the school in terms of the recovery curriculum were faced with many challenges. We would have been in a year two position for SDP in Sept 2021 but it was clear that the actions planned in the original three year plan were always going to be obsolete. For the academic year 2021-22, a transitional plan was put forward, leaning very heavily on pastoral concerns for staff and pupils in returning to school full time. After the consultation with ETI in October 2021, Mr Frazer Bailie worked with the whole staff in constructing a new three year plan making use of interconnected action plans which all had an input into. Another suggestion from ETI in October 2021 was to allow for greater engagement from members of the Board of Governors in the daily running of the school. To this aim, one of our BoGs was appointed to oversee curriculum development and Mrs Tate has attended whole staff and SLT training throughout this year. This has allowed her to inform the BoGs in a more detailed way. This sits alongside the work of Ms McAleavey who works closely with the Designated Teacher for Safeguarding and our VP Mr Birt. At each Board of Governor meeting, Mrs McAleavey reports back on the latest developments.

The priorities identified in the plan for the school year 2022-23 in particular were:

- (i) Care and Welfare- including safeguarding, girl welfare period dignity etc**
- (ii) Leadership Management- Development of middle leadership**
- (iii) Outcomes for Learners- Numeracy and Literacy**
- (iv) Quality of Provision- SEN Code of Practice and Tackling Underachievement.**

### **Pastoral Care/Child Protection**

The development of the multi-disciplinary team and the following up by the team on crucial issues with regards to pupils and their families has been a significant strength of the school this year. This has been led by Mr Birt who has ensured that all staff are trained effectively and that policy and procedure are maintained thoroughly. **A range of safeguarding policies has been forwarded and ratified by the Board of Governors throughout the year for ratification. This has included an updated safeguarding policy, RSE, Attendance, Menopause, Critical Incident Policy, Drug Policy, Intimate Care, Student Placement, Period Dignity, Positive Behaviour.**

DT, DDT and the Principal have been involved in case conferences, LAC reviews and general meetings with parents in this area. Regular contact with EWO and social services are maintained and record keeping is kept completely up to date. The use of our online management system CPOMS is now embedded in practice. This is a crucial resource for logging and classifying all incidents of child protection and has been presented to the Board of Governors by Mr Birt. All staff have been trained in it's use.

In May 2023, the Encompass School Initiative became mandatory. This is where the school is alerted to any incident of domestic dispute by the PSNI, allowing the school and in particular the class teacher to be made aware if a child has been exposed to home disputes which the PSNI have attended. In such circumstances the school can put in place procedures to cater for assisting immediately a child who may be in distress as a result of being present at a domestic dispute or at a scene of a crime. This has been added to the safeguarding policy of the school.

### **Curriculum Numeracy and Literacy**

One of the major elements of work carried out as part of the work within the school development plan has been the reviewing of the maths scheme this year. There was concern that the long term and middle term plans for maths across the school were not detailed enough and did not show enough progression. Our two numeracy co-ordinators have worked throughout the year on consulting with staff and redrafting the learning intentions that could be used for 6 weekly plans. These allow for less cumbersome paper work and allows for greater alignment with the resources available from the scheme of work.

Another central aspect of the action plans for this year has been the work on linguistic phonics, accelerated reading and bug club and Mrs Shaw has spent the year working with staff and providing in class support to teachers offering modelled lessons. She has also built up resources for reading and established the book club after many years without it.

### **Linguistic Phonics**

All teachers were again provided with resources to aid their teaching of LP. Teacher planning shows that LP is being taught from P2-P7. P1 and P2 use Jolly Phonics.

The co-ordinator Ms Shaw provided in class support on how to plan for, teach and assess LP to three new teachers. I went into class to model the teaching of lessons/a weekly cycle. The class teachers were able to observe the lessons and watch how I interacted with the children. They were also able to see first-hand how to build differentiation into the lessons and scaffold learning.

### **Accelerated Reading Programme**



All Key Stage 2 classes are using Accelerated Reading Programme to;

- Foster enjoyment of reading in their class
- Encourage children to link reading to success in all curricular subjects
- Encourage children to read text carefully and to develop comprehension skills
- Track students' independent practice and progress with reading
- Guide struggling readers to books they can read independently and successfully

AR book band boxes have been sorted and located on the top Key Stage 2 corridor. Class teachers have allowed the children to go and change books when they need a new reader. We continued to build up AR reading books through pupil donations of books they had at home, but no longer read.

### **Annual Book Fair**

We held a Travelling Books Fair mid-May and it was a success! We were awarded 40% commission in the form of book vouchers for the sales we made, which was close to £500.

World Book Day was celebrated in the school on Thursday 2<sup>nd</sup> March 2023.

### **Reading Buddies Reintroduced Post Covid**

The older children in the school have been reading to the younger children. KS2 classes have "buddied up" with KS1 and Foundation classes. The sheer excitement of the children on "buddy days" brings a great buzz into our school! The older children, some of whom have low reading age scores, are confident, motivated, and eager to read aloud to the younger children. The engagement of the younger children is also fabulous. All teachers feel that this is a very worthwhile and valuable.

### **Assessment**

A full range of testing has taken place across the school throughout the year. Staff have worked together to develop specific tests tailored to the planning. They have used the traffic light system to identify pupils who are not achieving in key areas. These pupils have been identified and additional emphasis has been placed upon them. Foundation stage teachers have been employing an observation proforma for recording of pupil outcomes.

Outside of the classroom assessments, the children have been engaged in a range of standardised tests which allows us to measure real progress across stanines. P3-P7 pupils have completed digital GL assessments for PTE (literacy) and PTM (maths). Pupils have also completed Cognitive Ability tests (CAT4) which allows the school to measure the extent to which pupils are performing according to their overall ability. The P7 pupils achieved outstanding results in the transfer test of November 2022 with over half of the pupils who undertook the test achieving a Grade A. Two meetings have taken place for parents of the children who are looking to be registered for the next transfer procedure in November 2023. The staff have worked extremely hard to ensure that all pupils have been given adequate resources for this and this includes a summer pack of work. Last summer an academic summer for literacy and numeracy was held in the school over a two week period and this is one of the reasons why the pupils have succeeded so well. Another academic summer scheme took place two weeks in July 2023. Again, this is an example of the extra efforts which the staff are prepared to undertake for the pupils in the school. To further assist the pupils with the change of format for the

next Transfer Test, the school has invested in new software to assist in practice tests and assessments from SEAG the new governing body for the Transfer Test.

### **Liturgies**

The appendix ii at the back of this report will detail the full list of liturgical services which have taken place throughout the. Mrs Bell has worked extremely hard in ensuring that all liturgies have been fully prepared. She also liaises with Fr Devlin in order that the sacramental classes are prepared and that the church services are well rehearsed. A lot of communication takes place between the parents and the school for this. Thanks also must be given to Fr Devlin for his pastoral work with the pupils not just in the sacramental classes but across the school from Nursery to P7. He has also engaged with the parents of the children in preparation for all the sacraments e.g. in relation to the preparation masses throughout the year for First Holy Communion and the Parent talks in advance of all the sacraments. We have had mass said in the school for the opening of the school year and for the first time since the pandemic, classes have been attending morning mass again in the church. Classes have also been attending the Clonard Novena.

### **RSE**

Miss Quinn has liaised with the staff of St Kevin's and Holy Trinity Primary Schools in drawing up new policies for RSE, Period Dignity and Menopause. This relationship was established during lockdown when our three schools remained open for the duration of the pandemic. Additional funding was granted by EA for clustering in this way. The RSE programme has been agreed by staff and there were information sessions with parents hosted by Flourish. RSE is now taught across the school and resources are available for all teachers. The Principal attended a CCMS conference on this subject where advice was given as to how to implement this scheme in schools.

### **SEN**

This area of school life has become huge. It is a full time job and more to manage the many demands from pupils and parents for this service. Only Mrs Welsh could possibly bring the drive and organisation to this post. She has detailed in her report the various accomplishments of the pupils and recorded the progress and arrangements for the many pupils and staff for which she is responsible. She also manages the classroom assistants and in the ever changing circumstances of SEN, this is a tremendous achievement.

### **Infinity Room**

Having been approached by EA at the beginning of the year, the school has been preparing for the opening of a Social and Communication Unit (SCU). There have been many meetings with EA reps and at present a room has been renovated for the unit, staff have been appointed and the consultation stage for populating the unit has begun. We hope to ensure that as many of our own pupils will be able to access the unit. However, this unit is open to applications from across the city and we are working with our partners in Special Ed to ensure that the right number of pupils access this facility. Ms Lees has been appointed the teacher in charge of the unit in June 2023 and on 27<sup>th</sup> June began her intensive training. Two Classroom Assistants were also appointed during the summer and the children are due to begin class on 18<sup>th</sup> September 2023. Extensive building work has taken place both inside and outside the classroom and there is now a state-of-the-art facility which has been named 'The

Infinity Room'. This is another huge undertaking, and we wish our teachers, CAs and pupils every success in the months ahead.

### **Clustering and Community Links**

We continue to enjoy the warm relationship with our MUMO partners. This sees us work closely with Springfield PS and throughout the year there have been numerous opportunities for pupils from both schools to work together. We met regularly with the MUMO board to plan out the activities in each school. MUMO provided us with transition workers, a counselling service and classroom assistance. We also looked at ways in which the two schools can join together at key parts of the year.

The school also enjoyed a City Council sponsored Shared Education programme with Springhill PS. This saw the pupils engaging in various experiences in each other's schools working alongside the Peace players and visits to Titanic.

The school also enjoys a close relationship with Full Service Community Network (FSCN). They have assisted with the counselling service also and have liaised with us in our work with EAL pupils. A worker from FSCN has jointly prepared presentations for other schools and Mrs Brennan and Sophie from FSCN with some of our pupils made a presentation of our work at the Mother Tongue Conference in Dublin.

As well as the mini cluster between St Kevin's, Holy Trinity and ourselves which has attracted some funding from the Pathways Fund, the school plays a full part in the Area Learning Network Community (ALNC) which comprises 19 schools in West Belfast. The Principals of the schools met regularly throughout the year to discuss common causes. This year however, Cluster groups were also arranged and St Clare's was nominated to lead the EAL cluster which saw our EAL team led by Mrs Welsh and Mrs Brennan offer guidance in planning and assessing of newcomer children. This has been very well attended and we have received so much positive feedback from the other schools involved.

We are proud founder members of the Goliath Trust, a charity set up by former politicians to assist schools and raise standards. We have chaired the ICT cluster in this group and in June, we hosted the visit of Hollywood Actress Geraldine Hughes who is to become an ambassador for the trust. This was a great occasion and Geraldine was very generous with her time and advice to the young cast from Joseph, who performed a selection of scenes for her during her visit.

### **Nursery**

The nursery is very well supported by the parents. The parents are given many opportunities throughout the year to come and view their child in performance be this at Halloween, Christmas, St. Patrick's Day, Sports Day, jump, jiggle and jive and demonstration day etc.

The Principal interviewed every parent in the nursery during November 2022 to ascertain how well the children had settled and how happy they were with the facilities and staff. The unanimous response was how welcomed and settled the children were and that for some who had not intended to bring their children to the primary school that they would be doing so on the strength of the experience they have enjoyed in the nursery. This is a great testament to the work of Mrs Corrigan

and the team in the nursery. (See Appendix 1 for the diary of events in the Nursery over the course of the year and the Head of Nursery's report).

### **Friends of St Clare's**

The association have been instrumental in raising a considerable amount of money this year through their various events. The PA do more than just fundraise throughout the year. They are there for all major events for support and organisational skills. This year they have developed the Facebook page which is proving very popular with parents and is another tool for promoting the school in the wider community. They have half-termly discos which this year is very well supported. At the end of the year they were able to pay for the transport to and from Dublin for the P7 trip. Members of the group also travelled to help supervise the pupils throughout the day. The school relies heavily on the Friends and assist us when cash is needed for those small things throughout the year.

### **Sports**

The annual sports day events took place in May at the Grosvenor Leisure Centre. Mr Birt has led the PE curriculum this year ensuring that all teams have been entered into competitions, that there was good liaison with the local Gaelic club Davitts GAC and that qualified coaches were in place for after schools programmes in football and Gaelic sports. The children have also attended swimming throughout the year at Falls Swimming Centre. Our indoor Hurling Team under the watchful gaze of Mr Birt have only gone and won the @AontroimCnamB Belfast indoor Championships. What we are impressed with most is the sporting manner in which our pupils represented our school. Ambassadors every one of them. A special thanks to Cuman na Bunscoil for the organization of the week of competition. So many do so much behind the scenes to enable our children to access great facilities and great competitions. The highlight of term 2 was the performance of our Boys' Soccer team coached by Mr and Mrs Brennan who got through to the Finals of the Belfast Championships only to be pipped at the post on Finals Day.

### **Music**

We are very proud of our music tradition in the school. Our close association with the City of Belfast School of Music has seen our classes perform at the music mornings, receive in class support and also seen our pupils continue their violin tuition with Mrs Kelly.

At Christmas Time we enjoyed the wonderful Christmas musical 'Whoops a Daisy Angel' which entertained all of our key stage 1 parents. The school choir also performed at this time of the year at various carol services including the West Belfast Celebration of Carols in St Peter's Cathedral, at various shopping centres and homes for the elderly and at the Christmas Eve vigil mass in St Pauls. The choir also were special guests at the Clonard Carol Service.

What a night we had at the SSE Arena on 26<sup>th</sup> February when our wonderful choir had the opportunity to perform with the Cross Border Orchestra of Ireland. Having received the music in October and after many rehearsals, the pupils learned their range of songs and accompanied dance moves to pull off a spectacular performance in front of 5000 people. Anyone who was there, and every pupil had family representatives in the audience, will never forget the experience of a lifetime as the combined choirs

were accompanied by a 140-piece orchestra, pipes and drums and special guest performers. Under the baton of world-renowned conductor Greg Beardsell, the choir sang their hearts out.

The crowning part of the year came with the School's annual musical. This year the production of 'Joseph and his Technicolor Dreamcoat' was the first production post covid and the first we had attempted since the passing of our long term producer Miss Fiona Maguire who passed away last year. With the production dedicated to her memory, it was a fitting tribute that the musical was of such high quality and played to full houses over two nights.

### **Specific Focus for the New Three Year School Development Plan (Priorities)**

- (i) **Involvement of BOG in the strategic journey of the school-** ETI and EA have suggested that within the BOG there should be members of the Board of Governors who are responsible for individual aspects of the SDP and the actions we are taking. This has been established with EA presenting to the full board, with the board appointing a member of the BOG to take responsibility for overseeing the training and monitoring of the school improvement programme. This has been established with Mrs Tate attending management training alongside our middle and senior colleagues and reporting back to the full Board.
- (ii) **Action Planning-** The action plans agreed with our middle and senior leaders were seen as not as measurable as they could have been. Most of the directed time throughout this year has been spent looking at this in terms of consultation with all staff on what should be our priorities and how these should be planned for that affords the school the opportunity to set measurable targets and allow for in-depth evaluation of outcomes. The school development plan has been restructured to allow for broad objectives with several success criteria identified in each plan. Use has been made of the prompts from ISEF to focus on the strategic direction we should be planning for. The most important aspect of our planning has moved towards measuring the impact of what we are doing.
- (iii) **Development of Middle management-** It has been considered that the role of middle management needed to be enhanced. They have worked alongside EA throughout this year in looking at the action planning and how the school can become more self-reflective in its work. This has also culminated in the Empowering Improvement – Stepping Forward Together project from ETI which two members of staff have undertaken. As a result of this work, these members of staff have reported back to SLT and will play a role in the monitoring of the new plan including assisting in the monitoring of our work at a key stage and whole school level. The work that has been explored as part of this initiative sits comfortably within our new 3-year plan.

The most important aspect of the work we have been involved in and the work that is set out in this new plan over three years, will be how all of the work is intertwined. The plans that are contained within this SDP are not stand alone objectives but are reliant on each other in order to successfully meet the objectives contained within.

We fully believe that education is an evolving aspect of life and that we must be prepared to adjust to new ways of proceeding. In this respect we as a staff have undertaken a yearlong course of leadership

review which has led to a huge amount of information gathered in the management of the school and specifically my own performance in this regard. Middle and senior leaders were asked for their evaluation of not only my leadership style but of many other aspects of the overall management strategies in terms of operational processes within the school. This data will not be lost in the delivery of this three-year plan.

At this stage we wish to thank our teachers for the immense contribution they have made during staff development training to reform how we plan for and self-evaluate our work

### **Safeguarding**

The school works very closely with the statutory agencies and outside bodies to ensure that we get the maximum amount of help to those in need across the school. In order to achieve this, the VP brings together a multi-disciplinary team three times a year to look at caseloads of pupils. This involves the entire safeguarding team, Principal, Nursery, MUMO, EWO and where applicable Rise Team or other partner agencies when it is required. These have been very successful in resolving issues but at present there are over 43 pupils which we are tracking which is an increase from 2021/22 and the list is getting longer. This is why we spend a considerable amount of resource on safeguarding. Mr Birt meets regularly with the BOG rep for Safeguarding and she reports back personally on behalf of the school at each BOG meeting. All staff both teaching and non-teaching in August are taken through safeguarding procedures and policies have been updated and ratified by BOG throughout the year.

### **Nurture**

2022-23 was year ten of Nurture Provision. Mrs Corey liaised with the SENco to identify training needs of staff (curtailing of training due to industrial action). Nurture was referred to at each staff meeting throughout the year-awareness at whole school level is high. We operated following the classic model of provision for P2 pupils Mon-Thur (**five pupils**). Pupils spent one full day and one- half day in their base classrooms.

Nurture staff continued professional development by attending termly clusters hosted by EA and practice was monitored by an EA link officer. Monthly Farouk Consultations led by an Education Psychologist were attended by ourselves and other Nurture schools (dissemination of good practice between 5 local schools)

The training accessed by Mrs Corey included:

Lego Based Club (EA), Lego ABC (EA) FGM Safe-guarding Training (MUMO), Bereavement and Loss (EA), Two day conference Middletown Centre for Autism, PACE -An Intro to an attitude of PACE for parents and professionals, SandStory Therapy L1, Demo on Lego Based Therapy (NI Counselling Forum), Enabling children to learn-Fostering Network Conference)

We offered additional Social Groups for FS and KS1/2 pupils (**additional 61 pupils accessed support**). Nurture staff delivered 'Group Theraplay' to a range of classes including small groups of Newcomer pupils

Each class teacher was advised by Nurture Staff on how to create a 'Calm Corner' in each room. Resources were made and provided to each teacher including visuals and sensory tools. A 'Safe Space' was set up by Nurture staff in each key stage for children to access when required

The data from SDQ and Boxall Profiles indicated the majority of pupils benefited from their Nurture Provision- all data was saved onto the school system and can be accessed. Teacher/Parent and pupil evaluations were conducted at the end of each intervention and are available on the system.

### **Visitors**

We hosted nurture staff from five other schools for the Farouk session in April 23, where we had the opportunity to refer a casework of a pupil from our group. Parents were invited to 'Stay and Play' sessions

### **Monitoring**

Multi-disciplinary Steering Group meetings were held termly to review pupil progress;

Selection Steering Meeting 12.09.22, Interim Steering Meeting 27.01.23 and final reintegration meeting on 26.05.23

SDQs and online Boxall Profiles were completed for main group pupils termly. Reintegration Scale was used to assess readiness for return to class in May 23 and all data

### **Parents**

On a formal basis, parents were regularly kept informed of their child's progress through calls about IEP targets and review of targets.

### **Overview of groups**

Approximately 62 pupils accessed Nurturing Programmes in The Sunshine Room over 22/23.

## **Clustering and Community Links/Extended Schools/Shared Education.**

### **Extended Schools**

The school has maintained a full list of after school activities including gardening club, gaelic sports, art, 123 club, ICT and others. We have also run summer schemes in July 2023 for the pupils in P6. Transition programmes were also undertaken with our partners at MUMO in July. Throughout the summer many of our parents and pupils accessed the summer trips and activities at Forthspring again with our MUMO partners. Another important outreach was the continuation of the counselling service for our pupils through RelateNI which ran throughout the summer break ensuring that those most in need had no disruption to their access to counsellors.

### **Leading GAA Club**

We are very proud of our links with the Davitts GAC and we thank them for allowing us to access their facilities and to their coaches. The school won the Cumann na Bunscoil Belfast indoor championships this year.

Other community groups which we have worked alongside includes the Clonard Residents association and Saint Vincent de Paul who have contributed so much to the welfare of our families by stepping in to provide support for the most needy at key points during the year which has run to thousands of pounds.

### **Shared Education Project**

We have continued our shared education links with Springhill PS which has seen both set of pupils work together in partnership with the Peaceplayers, visiting each others' schools and having a shared trip to W5.

Through MUMO, we have continued to gorge strong links with our nearest neighbours Springfield PS and planned activities between both schools included Christmas singing together, joint garden workshops and sharing in the resources provided by MUMO for transition work, families connect, and counselling services. Both principals of the schools have recently completed a planning day looking at extending the programmes for our families and pupils.

We have also continued our work with the Full Service Community Network (FSCN) who have given support to counselling and to Newcomer provision. FSCN have also contributed to our staffing for working specifically with our P7 pupils in a transition programme readying our pupils as they move from P7 into Year 8.



# Teacher Professional Development

2022-23




Teacher	Course	Location	Date
<b>Ms Lees</b>	Adapting teaching practice to help children with DLD access the curriculum	Moor House	05/04/2023
	<ul style="list-style-type: none"> <li>Emotional regulation for young children.</li> <li>Managing change for children with autism.</li> <li>Helping children and young people with autism to manage anxiety.</li> </ul>	Online	
	Autism and Sensory Processing	Middletown online training	March 2023
<b>Mrs Bell</b>	Adapting teaching practice to help children with DLD access the curriculum	Middletown online	19/04/2023
<b>Mrs Bell</b>	Adapting teaching practice to help children with DLD access the curriculum	Moor House	05/04/2023
		Online	
<b>Mrs Cushnan</b>	Adapting teaching practice to help children with DLD access the curriculum	Moor House	05/04/23
		Online	
<b>Miss Quinn</b>	Adapting teaching practice to help children with DLD access the curriculum	Moor House	05/04/23
	FGM Safeguarding Training	Online	
		Diversity Employment Solutions Ltd	07/06/2023
<b>Mrs Logue</b>	<b>Children with DLD accessing the Curriculum</b>	Moore House	03/4/23
		Online	

<b>Mrs McClean</b>	EdIS Annual Review familiarisation Session	Online Training	20-10-2022
	PLP Phase One Training Primary		
	Strategies to Support Pupils with Comprehension Difficulties	Fortwilliam	17-11-2022
	Strategies to Support Pupils with Spelling Difficulties	Online Training	28-11-2022
	Planning Teaching to Support Pupils with Literacy Difficulties		
	Online Primary PLP SIMS Refresher Overview	Online Training	
	Autism and Sensory Processing	Online Training	
	Autism, Learning Style, and the Impact of Visual Teaching Methods		
	Autism and Communication	Online Training	12-01-2023
	Autism and Anxiety Management	Online Training	30-01-2023
		Online Training	27-02-2023
		Online Training	06-03-2023
		Online Training	20-03-2023
<b>Mrs Corey</b>	Lego Based Club	EA-Nurture Cluster	14.06.23
	FGM Safe-guarding training	Angie Power Diversity Employment Solutions (via MUMO)	07.06.23

	Two day Middletown Centre Autism Conference	Middletown Centre for Autism	19.05.23
		Nurture Group Network	20.05.23
	Bereavement and Loss	Louise Faulkner	03.05.23
	PACE-An Intro to an attitude of PACE for parents and professionals	Jemma Wemyss	01.03.23
	SandStory Therapy L1	NI Counselling Forum	25.02.23
			26.02.23
	Demo of Lego Based Therapy		18.02.23
	Enabling children to learn-Fostering Network Conference		17.10.22
<b>Mr O'Doherty</b>	Action Planning and SDP	<b>EA- Frazer Bailie</b>	Year Long
	First Time Principals Mentoring Training.	<b>EA Antrim Board</b>	8.11.2022
			29.11.2022
			11.01.2023

	Nurture Provision planning ahead	<b>EA Antrim Board</b>	22.3.2023
	SEND Implementation	<b>EA Online</b>	18.4.2023
	Pathways to Partnership	<b>EA Webinar</b>	26.4.2023

<b>Whole Staff Training Connected to the SDP</b> <b>2022-23</b>		
<b>Baker Days</b>	<b>Exceptional Closures</b>	
<b>25<sup>th</sup> Aug Baker Day 1</b>  Classroom Prep      Staff Meeting  Data Analysis Share	<b>2<sup>nd</sup> Nov</b>  Twilight on 26 <sup>th</sup> Sept Part 1 and 10 <sup>th</sup> October Part 2	
<b>26<sup>th</sup> Aug Baker Day</b>  Safeguarding  SEN- Review- Provision Map	<b>9<sup>th</sup> Nov</b>  Reporting to Parents	
<b>30<sup>th</sup> Aug Baker Day 3</b>  Literacy 9-11am      11.30 onwards – Action plans  Frazer Bailie SDP Presentation- sharing action plans- am- Governors SDP Launch Lunch	<b>4<sup>th</sup> Jan</b>	
<b>1st May- Report Writing</b>	<b>13<sup>th</sup> Feb</b>  Twilight on 16 <sup>th</sup> Jan Part 1 and 31 <sup>st</sup> Jan Part 2	
<b>29<sup>th</sup> May – report Writing</b>	<b>30<sup>th</sup> May</b>  Twilight on 3 <sup>rd</sup> April Part 1 and 24 <sup>th</sup> April Part 2	

# Assessment

At St Clare's Primary School, we continually strive to ensure that all pupils reach their full potential. We use internal levelling and ongoing formative assessments along with Progress Test English and Progress Test Maths tests as a measure of achievement in Literacy and Numeracy. We then compare these against the results of Cognitive Ability Tests to allow us to identify pupils who are underachieving. CAT Verbal Reasoning is compared with PTE and CAT Quantitative with PTM. CAT Non-verbal and CAT Spatial results are used to screen for possible dyslexia or other potential areas of difficulty.

This report provides an analysis of the results of this year's testing and examines the effectiveness of the interventions which have been put in place to help raise achievement. We have also carried out deep tracking of pupil impact performance in terms of additional SEN interventions, Engage (Mathematics) and Newcomer assistance (CEFRs). To add to our awareness of the emotional needs of our pupils, we have also carried out extensive analysis of the attitudinal responses of the pupils through the PASS assessments.

## Pupil Ability

We test the ability of our pupils in Y4 and Y6 each year using CAT4, a cognitive abilities test. This allows us to compare a pupil's ability to their attainment in Literacy and Numeracy. Our test data from the last 2 years shows that our pupils' ability has decreased, a 2 points from 2018/19, and the average Verbal CAT score is well below the average. This is a full 5.32 points lower on many of our previous years. (See Table 2).

**Table 1: St Clare's Primary School FSM Data**

Year	FSM%	Actual Number	Newcomer	Actual Number
2019/20	64%	303/468	10%	59/468
2020/21	64%	309/483	14.9%	72/483
2021/22	64.2%	305/475	19%	89/475
2022/23	*59%	276/471	*21.65%	102/471

**\*These numbers have risen as the year has progressed**

## 1.2 Pupil Ability

We test the ability of our pupils in Y4 and Y6 each year using CAT4, a cognitive abilities test. This allows us to compare a pupil's ability to their attainment in Literacy and Numeracy. Our test data from the last 2 years shows that our pupils' ability has decreased, a 2 points from 2018/19, and the average Verbal CAT score is well below the average. This is a full 5.32 points lower on many of our previous years. (See Table 2).

**Table 2: Year 4 CAT Scores 2018 to 2023**

Year	2018/19	2019/20	2020/21	2021/22	2022/23
Average CAT	96.5	COVID	95.4	94.4	94
Average CAT Non-Verbal	95.88		94.6	94.2	93.8
Average CAT Verbal	96.72		92.6	91.4	93.5

### Year 6 CAT Score's for 2021/23

Year	2021/22	2022/23
Average CAT	99.4	96.3
Average CAT Non-Verbal	100	97.8
Average CAT Verbal	96.3	94.6
Average CAT Quantitative	102.9	97.6
Average CAT Spatial	97.7	94.9

## Whole School Performance Data

In examining the levels of attainment in June 2023, we decided to have a look at the impact which we feel covid has had on the standardised scoring of the pupils. The results have come as no surprise as this cohort of pupils have been directly impacted from the break in face to face teaching and learning during the pandemic.

## Literacy pre COVID v's post COVID



	2019	COVID	2023
P3	109	COVID	91
P4	99.5	COVID	93.6
P5	101.7	COVID	89.7
P6	95.5	COVID	90.8

## Numeracy pre COVID v's post COVID



	2019	COVID	2023
P3	103.8	COVID	92
P4	97.9	COVID	91.4
P5	96.9	COVID	84.1
P6	95.7	COVID	91.4





## Other Considerations

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As of Friday 8<sup>th</sup> September 2023 we have 108 Newcomer Pupils enrolled

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Our SEN Register is hugely increased with additional 1:1 assistants for many pupils

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Since 2019 school refusers has increased

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Substantial increase in LAC pupils, families known to social services and pupils accessing counselling services, nurture social groups and sensory room.

## Communication

Communication with parents is very important and if this is managed correctly will have a substantial impact in the effectiveness of the school. St. Clare's Primary enjoys outstanding relations with our parents and we receive overwhelming support from them in all that we do.

There is a Friends of St. Clare's Association within the school which has grown substantially over the past few years. They provide an important function for developing the profile of the school and for assisting in fund raising ventures during the year. They are also a great vehicle for advertising the achievements of the school and showcasing our work through their Facebook page. This also allows us to track the number of parents engaging with the school.

## **Religion**

Mrs Bell has worked extremely hard in ensuring that all liturgies have been fully prepared. She also liaises with Fr Devlin in order that the sacramental classes are prepared and that the church services are well rehearsed. A lot of communication takes place between the parents and the school for this (see RE report). Thanks also must be given to Fr Devlin for his pastoral work with the pupils not just in the sacramental classes but across the school from Nursery to P7. He has also engaged with the parents of the children in preparation for all the sacraments e.g. in relation to the preparation masses throughout the year for First Holy Communion and the Parent talks in advance of all the sacraments. We have had mass said in the school for the opening of the school year and for the first time since the pandemic classes have been attending morning mass again in the church. Classes have also been attending the Clonard Novena.

## **RSE**

Miss Quinn has liaised with the staff of St Kevins and Holy Trinity Primary Schools in drawing up new policies for RSE, Period Dignity and Menopause Policies. This relationship was established during lockdown when our three schools remained open for the duration of the pandemic. Additional funding was granted by EA for clustering in this way. The RSE programme has been agreed by staff and there were information sessions with parents hosted by Flourish. RSE is now taught across the school and resources are available for all teachers. The Principal attended a CCMS conference on this area where advice was given as to how to implement this policy in schools.

## Finances

The state of the finances in all schools has never been more unpredictable. We are fortunate that we have a healthy carry over and over the past two years we have channelled this into human resources to alleviate under performance and support learning with smaller class sizes. The school still enjoys a healthy budget for now (see financial report) and we continue to work alongside LMS to ensure that what we spend is spent wisely. However, due to the education cuts which have been highlighted in the various news organisations, we have had to revise our spending priorities. It has been well publicised the extent of the education cuts. The government have rowed back somewhat from the complete cut in funding for extended schools by providing over 80% of funding. However, we have lost engage funding, suffered a 10% cut in Nurture funding and the overall budget has also been frozen which is a real term cutting in funding. It is difficult to strike a 3 year projection of budget when we are so unsure of our budget allocations in their entirety so late into the financial year.

### **End Of Year Finance Report 2022-23**

Total Budget Allocation 2023/24	£	1.817.902
Surplus Carryover 2022/23	£	283,688
Nurture Allocation	£	63,000
TSN (Revised)	£	Not Given yet
Engage	£	0
Extended Schools Funding and other additions	£	16,916
Expenditure to End of Period 2		<hr/> £ 438,517

## **Finance Summary**

The cuts in education has hit us hard in terms of the allocation of finances for the coming year. In 2022-23, the core allocation was £1,854,650. The budget for the forthcoming financial year is £1,817,902 a difference of £36,748.

## **Comment**

Although there seems to be a modest decrease in the core allocation, it will be in the other amounts that we rely on to ensure the budget remains healthy. The engage money has finished. Special needs allocation for preparation of the SENDO act has been halved and is not included in this total. TSN has not been broken down for us as yet. Extended schools has seen a drop of £5,000. We are proposing to separate the 2 P5 classes into three P6 classes as we did last year. This is a considerable spend but is part of the underspend which we have carried over. There will be small savings in back filling the SCU teacher as this expense is provided by the EA. Mr Henry has also requested a second year career break and the teacher replacing him will be somewhat cheaper.

The next census is likely to see a small decrease in enrolment but this is hard to predict as there are pupils applying to join the school all the time.

## **Admissions**

The admissions for Nursery as stated in the last report is that the Nursery is full to capacity (52 pupils with a large waiting list). These are all target age pupils which will assist the primary numbers moving forward into 2024/25. P1 admissions are down as with most schools with 43 registered at present for P1 but this is likely to increase throughout the summer. At present we have 478 pupils on roll. With two families of four in each leaving us for relocation purposes and the smaller intake, we have at present 460 pupils beginning school in September. However, we have some applications which are yet to be processed so we will not have a clear picture on enrolment until closer to the census in October.

The Social and Communication Unit opening will also give us a number of additional pupils but this will be very few as we hope at least two of our existing children will get access to this facility.

This is likely to be the final year when the budget will remain as healthy as it has been due to the extreme cuts. Expenses continue to rise and resources are now much more expensive.

## **School Bank Account**

Since our last bank statement, the school has continued with fundraising alongside our Friends of St Clare's Group and we thank Mary Colton and her team for the incredible time and effort they put into helping raise cash for the school through the various activities.

- The opening balance in April 2022 was £4,58351. With an income throughout the year of £6,838 pound and expenses totalling £7,661.90 we have a balance of £3,759.61. However, we have one more disco next Thursday night and this will bring us back in parallel with the opening statement from the beginning of the year at around £4,500

## **Principal Thanks**

I would like to thank my staff for their input into this report. It is clear from the amount of CPD they have continued to engage with, there is a hunger amongst all staff for their continuing professional development.

Our school also continues to accrue awards with the school receiving their Schools of Sanctuary award on 20<sup>th</sup> September 2022. Our staff also continue to represent our school by giving lectures throughout the year. Two require special mention. Mrs Welsh and Mrs Brennan presented at the mother Tongues conference in Dublin and Mrs Logue gave a lecture to 200 B.Ed students in St Mary's University College on the subject of teaching newcomer pupils.

I also thank the Board of Governors for their challenge function throughout the year and I am delighted that more members are now playing an active role in attending training for staff and reporting back to the full Board on the work happening within the school.

I also thank all my non-teaching staff, the secretaries, the caretaker, classroom assistants, cleaners and supervisors for making the school the high functioning place it is. Included in the packs are a range of end of year reports from the various co-ordinators.

Cathal O'Doherty

Principal

St Clare's PS



## Annual Report 2022-23

### **Current year Enrolment**

This year (2022-23) we allocated all 52 places. The breakdown is as follows:

- 48 target age
- 2 penultimate
- 2 overage retention

This also included 11 newcomer families

Children entered nursery with a variety of pre-school experiences to include:

- Surestart 2 year programme
- Creche/Daycare
- Home/Family Member

### **Special Educational Needs**

On entry to nursery in 2021-22 the breakdown of SEN was

- 3 statemented children (2 overage retention)
- 3 children in the process of Statutory Assessment

By June 2023 there was a total of

- 6 children with Statements of Special Educational Needs

Advice was sought from Educational Psychology for a further 5 children

- 2 children will proceed to Statutory Assessment
- 2 children to be referred to The Early Years Inclusion Team in September 2023 for Behaviour Support
- 2 children to apply for overage retention
- 1 child onward referral to ASDDS (Autism Spectrum Disorder Diagnostic Services) and SALT (Speech and Language Therapy)

The breakdown of SEN / Additional Needs in June 2023

- 13 children referred by Health Visitor to ASDDS (Autism Diagnostic Services)
- 13 children referred by Health Visitor to SALT (Speech and Language)
- 2 children received counselling by MUMO (Moving Up, Moving On)
- 1 child with a severe Fish Allergy
- 2 children Lactose Intolerant
- 1 child Gluten Intolerant
- 1 Congenital Heart Disorder
- 1 attended physiotherapy
- 1 child diagnosed chronic Juvenile Arthritis
- 1 child in nappies (developmental delay)
- 1 child referred for ADHD (Attention Deficit Hyperactivity Disorder) diagnosis
- 1 child attended 'Kids Together' prior to Nursery
- 1 child referred to 'Kids Together' during Nursery
- 3 children on reduced day due to behavioural issues
- 2 LAC (Looked After Children)
- 2 children on Child Protection Register
- Three children sought places in Special School/Unit for September 2024
- Two children will be retained as 'overage retention' for SEN

Four children entitled to 1:1 classroom assistance however we could only secure 2 assistants, one of these was only secured in April 2023.

Current ratio 1 adult: 13 children This made for a very challenging year.

## CCMS / EDUCATION AUTHORITY

- Concerns raised by local nursery Heads and Principals, meeting to be held with CCMS to voice concerns on 29<sup>th</sup> June
  - Crippling affects of trying to meet the needs of children with very complex needs
  - Staff suffering significant physical and mental health issues as a result of increased need amongst nursery children
  - Children struggling to cope with having to deal with what can only be described as a very 'toxic environment' due to the disruption and aggression of children with complex needs/behavioural issues.
  - Lack of staff and even availability of staff
  - Schools refusing to take 'SEN supernumerate' children as they are already at breaking point.
  - Significant number of 'risk taking' amongst children and those who are deemed to be a 'flight risk'

Even though staff are required to make 'reasonable adjustments' to support children with additional needs, nurseries are reporting that what we are in effect being asked to do is

- Make provision for children who are not independent at using the toilet
- Support children with physical issues
- Provide increasingly more emotional support for escalating behavioural issues
- Tailor learning to suit extreme differentiation within a class
- Work with those children who present with a complex ASD type profile
- Support parents who struggle to parent
- Be vigilant at all times for those children who are a danger and a risk to themselves and others
- Be subject to aggression, and abusive behaviour from children on an almost daily basis
- Be required to deal with anything from 1-3 incidents of in-house aggression between children at any given time.
- Regularly go without a break during the day, even to use the bathroom

Heads of Nursery in particular report

- The effects of no secretarial support
- Having to answer the phone during teaching time
- Undertaking all school or majority of school administration
- Handling money and school funds and accurate recording of such
- Induct 'new' and temporary SEN assistants whilst the school is 'live'

These and other issues will be discussed with a CCMS representative, who by admission, will listen to nursery staff's concerns but are unable to offer any support, just advice.



## **Community Links**

We continue to access many outside agencies / providers. They are as follows:

- Surestart
- Health Visiting Team
- Family Hub
- Social Services
- Quakers Cottage
- Speech and Language Therapy
- Shine Summer Scheme

## **Applications /Places for 2023-24**

We appreciate that parents had a choice when applying for nursery places and are delighted with the applications to our nursery. The breakdown of applications is as follows:

- Total pre-school applications: 90

The total of 52 + 2 supernumerate places were allocated according to the criteria and comprise of

- 52 target age children
- 2 overage retention with statements of Special Educational Needs

## **Links With Parents**

We continue our amazing success at engaging parents via the Seesaw App. We also developed links with our parents through the following:

- Parent Meetings - meetings took place face to face in November
- Sports Day with Jump, Jiggle and Jive - took place on 8th June 2023
- Graduation - 29th June 2023

On applying for a nursery place, parents were signed up to the Seesaw App. This was a valuable tool in communicating with parents. It enabled staff to answer any questions and to remind parents of important information regarding the applications process.

The New Parent induction meeting took place on 9<sup>th</sup> June 2023 and was extremely well attended by approximately 40 out of 52 parents. In addition, induction meetings were held with interpreters for those parents for whom English is not their first language.

I also met with the some new parents individually/via phone call in order to gather information and establish a baseline for children as they enter nursery in September. This has enabled me to make onward referrals as necessary in order to facilitate early intervention as and when needed.

Parents received an induction pack detailing information about St. Clare's Nursery Unit and induction/class details.

Nursery also facilitated the P.1. induction packs being distributed to the current nursery children.

## Curriculum and Learning

### SEESAW

- We continued with the 'traffic light' system to track children's progress in each area. To date there have been posts in the following curriculum areas:
  - ARTS: 1879 items (last year 1844 items)
  - LANGUAGE: 1417 items ( last year1499 items)
  - MATHS: 1151 items (last year 1280 items)
  - PHYSICAL: 2791 items (last year 2457 items)
  - PSE: 2619 items (last year 2872 items)
  - WAU: 2598 items (last year 2410 items)

DIARY OF EVENTS: A copy of this is enclosed

## COMET LANGUAGE ASSESSMENTS

- The majority of children were assessed during term 1 and children who scored 'red' were targetted for additional input by
  - Making a referral to speech and language therapy and/or inclusion in small group activities undertaken every Friday and facilitated by a teacher from the WBPB

## THREE YEAR REVIEW

- The Health Visiting Service issued the ASQ (Ages and Stages Questionnaire) packs to parents through nursery
- According to their ASQ scores the H.V. team could make onward referrals to the appropriate agencies.

## Challenges

- Communicating / including newcomer families
- Working with families who have struggled over Covid
- Identification of need and early intervention
- Accessing support for children
- Staffing to support SEN children, particularly those who are a flight risk/struggle with social communication and behaviour/in nappies
- Supporting nursery staff wellbeing
- Facilitating nursery staff to help meet the very complex needs of some children
- Impact of administration on teaching time for myself / time management of increasing responsibilities
- Supporting staff implement new procedures (eg Seesaw)
- Meeting pastoral needs of children
- Interviewing new parents and children to ascertain level of need and decide on appropriate intervention.
- Ensuring a fair work balance between all members of staff
- Ensuring that teaching staff have the half hour break that they are entitled to between 12.00 and 2.00
- Cuts in funding sees that we will lose additional services such as Jump, Jiggle and Jive and Sportstastic.

## Links with other Schools/Pre-School Providers

- I continue my involvement with the West Belfast Partnership Board
- Involvement with Nursery ALNC What's App group to share best practice and advice on teaching and management issues. Also a great source of support for early years provision as a specialism.
- Local Surestart: I met with Sharon, the co-ordinator to discuss children from S.S. who would be transferring to our nursery. Nursery also received transition reports from S.S. for these children. This was helpful in planning for provision in September.

## **Moving on from the impact of Covid**

- Parents have continued to drop children off at the nursery doors (separate entrances for both classes). This was actually very beneficial for everyone and will be continued for the foreseeable future
- The nursery continues to operate two individual classes instead of Open Plan. This will be continued next year.
- Parents have been able to attend the nursery again for events such as the Christmas Concert, Sport's Day and Graduation.

## **Pupil Voice**

- As a nursery we pride ourselves in being as 'child led' as possible. This can be evidenced in the many Seesaw uploads which depict children's ideas and their comments on the learning experiences.
- By highlighting children's achievements in this way, we have felt that there is a great deal of pride expressed from staff, children and their parents.
- Throughout the year the staff closely monitored the children's involvement levels and modified plans to suit. Occasionally this meant re-writing plans to suit the needs of the children and incorporated what motivated them. As a result children were more engaged with the learning process and opportunities available to them.
- 'Pupil Voice' was recorded in the form of a video which would then be uploaded with their Transition Profile to Seesaw. This served to highlight the importance of what the children think and feel about their nursery experience. It will be forwarded to the child's

## **Additional Programmes/Extra Curricular**

This year there were several programmes offered to our children including:

- Mini Explorers (mindfulness)
- Jump, Jiggle and Jive
- Sportstastic
- Eco-Schools Programme
- Rights Respecting Schools Programme
- Media Initiative for Children Programme
- Harper programme for transition
- Dental Programme

# DIARY OF EVENTS 2022-23

Month	Themes/ Role playing	Feelings & Emotions	Mathematical  Concepts, Language & Skills	Rights Respecting Schools  Eco-Schools  Inclusion and Diversity
September	SETTLING IN TIME  ALL ABOUT ME  House Corner: Looking After Baby	Happy	Concept: In/Out  Shape: Circle  Colour: Purple  Number: 1.  Exploring our class shapes of 'stars and sunshines'	<ul style="list-style-type: none"> <li>Settling in Time</li> <li>Snack fund to be collected from parents</li> <li>Welcome to St. Clare's Nursery Unit photos for Seesaw</li> <li>8<sup>th</sup> International Literacy Day</li> <li>15<sup>th</sup> International Day of Democracy</li> <li>21<sup>st</sup> International Day of Peace</li> </ul>
October  Season:  Autumn	HALLOWE'EN  PEOPLE WHO HELP US  Farmers Shop	Worried / anxious	Concept: Big/Small  Shape: Triangle  Colour: yellow  Number: .2  Yellow colour day:	<ul style="list-style-type: none"> <li>5<sup>th</sup> World Teachers Day</li> <li>11<sup>th</sup> International Day of the Girl Child</li> <li>17<sup>th</sup> International Day for the Irradiation of Poverty</li> <li>25<sup>th</sup> @ 11.00 Penny the Pumpkin, Halloween story from JJJ</li> <li>28<sup>th</sup> Hallowe'en Fancy Dress Party, Home time: 11.00</li> <li>Hallowe'en Break: 31<sup>st</sup> - 7<sup>th</sup> November</li> <li>TBA: Visit from the Librarian for Story Time</li> <li>MENTALHEALTH AWARENESS TBA</li> </ul>
November	PEOPLE WHO HELP US  Firestation/Postoffice/  Hospital	Hurt	Concept: Tall/Short  Shape: Square  Colour: Brown  Number: 3 and 4  Brown colour day:	<ul style="list-style-type: none"> <li>4<sup>th</sup>: International Day against violence and bullying at school, including cyberbullying</li> <li>5<sup>th</sup> : World Day of the Romani Language</li> <li>5<sup>th</sup> : World Tsunami Awareness Day</li> <li>Parent Meetings : possibly Monday 7<sup>th</sup> November</li> <li>8<sup>th</sup> : JJJ</li> <li>10<sup>th</sup> : World Science Day for Peace and Development</li> <li>15<sup>th</sup> : JJJ</li> <li>18<sup>th</sup> : International Day for Tolerance</li> <li>18<sup>th</sup> Sponsored Toddle</li> <li>22<sup>nd</sup> : JJJ</li> <li>25<sup>th</sup> : International Day for the Elimination of Violence against Women</li> <li>29<sup>th</sup> : JJJ</li> </ul>
December	CHRISTMAS  Santa's Grotto  The Nativity	Excited	Concept: More/Less  Shape: Star  Colour: Red  Number: 5  Red colour day:	<ul style="list-style-type: none"> <li>1<sup>st</sup>: Possible Open Day?</li> <li>2<sup>nd</sup> : World Futures Day</li> <li>3<sup>rd</sup> : International Day for persons with disabilities</li> <li>6<sup>th</sup>: JJJ</li> <li>9<sup>th</sup>: Christmas Jumper Day/ Human Rights Day</li> <li>16<sup>th</sup> : Christmas Concert recorded</li> <li>18<sup>th</sup> International Migrants Day/World Arabic Language Day</li> <li>21<sup>st</sup> Party and non-uniform day: Hometime: 10.30</li> <li>22<sup>nd</sup> outdoor play day</li> <li>TBA - Christmas dinner</li> </ul>
January	SPACE	Afraid	Concept: High/Low  Shape: Rectangle	<ul style="list-style-type: none"> <li>5<sup>th</sup> : children return to school</li> </ul>

<b>Season:</b>  <b>Winter</b>	The Space Station		Colour: White  Number: 6  White colour day:	
February	Looking Up!  Showing Love	Love	Concept: Above/Below  Shape: Heart  Colour: Pink  Number: 7  Pink colour day: 11 <sup>th</sup>	<ul style="list-style-type: none"> <li>Stella Tsang - celebrating Chinese New Year (TBA)</li> <li>14<sup>th</sup> - Valentine's Day</li> <li>: Mid-term</li> </ul>
March  <b>Season:</b>  <b>Spring</b>	Mother's Day  St. Patrick's Day   SPRING  Flower Shop/Spring Cleaning	Lonely	Concept: Long/Short  Shape: Shamrock  Colour: Green  Number: 8  Green colour day:	<ul style="list-style-type: none"> <li>World Book Day: Fancy Dress</li> <li></li> </ul>
April	EASTER   DINOSAURS  JUNGLE/ZOO ANIMALS	Sad	Concept: Heavy/Light  Shape: Oval  Colour: Orange  Number: 9  Orange colour day:	<ul style="list-style-type: none"> <li>- Easter Party: Hometime: 10.30</li> <li>School Closed for Easter Holidays</li> </ul>
May  <b>Season:</b>  <b>Summer</b>	MINIBEASTS  Entomologists/Minibeast Explorers	Angry	Revise all Concepts, Shapes, Colours and numbers 1-10	<ul style="list-style-type: none"> <li>Class photographs (TBA)</li> <li>- Suggested completion or near completion of transition profiles</li> <li>- May Holiday</li> </ul>
June	UNDER THE SEA   Travel Agents  Holiday Shop	Nervous	Revise all <ul style="list-style-type: none"> <li>Concepts</li> <li>Shapes</li> <li>Colours</li> <li>Numbers</li> </ul> Blue Colour day:	<ul style="list-style-type: none"> <li>Sports Day - sportstastic (TBA)</li> <li>Celebration of Success @ 9.30 (children go home after)</li> <li>Children go home at 10.30</li> <li></li> </ul>

## Appendix 11- Liturgies

• Opening of the School Year Mass	22 <sup>nd</sup> September
• Enrolment for Confirmation –	15 <sup>th</sup> November
• Enrolment for First Communion mass-	16 <sup>th</sup> November
• West Belfast Festival of carols at the Cathedral-	7 <sup>th</sup> December
• Confessions for Advent for P4-P7 pupils-	13 <sup>th</sup> December
• KS1 Nativity Play-	15 <sup>th</sup> December
• FS Stage Nativity Play-	16 <sup>th</sup> December
• Nursery Carol Service-	16 <sup>th</sup> December
• Children’s vigil Mass for Christmas-	24 <sup>th</sup> December
• Ashes distributed in Nursery and Primary-	22 <sup>nd</sup> February
• P7 Retreat and Service of Light-	24 <sup>th</sup> February
• Confirmation-	7 <sup>th</sup> March
• First Confession	21 <sup>st</sup> March
• Confessions for Easter	28 <sup>th</sup> March
• First Communion	20 <sup>th</sup> May
• Leavers Mass	23 <sup>rd</sup> June