



Annual Report to Parents from the Board of
Governors
2021-22

C O'DOHERTY, Principal



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 2021/22.

Despite the interruption to the education system as a result of the global pandemic, this report details the wide range of activities and work, undertaken by the Board of Governors and staff 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, even during these challenging times.

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 and here you will also see the what our wonderful has to offer.

Yours sincerely,

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.

Introduction 2021-22

The past two years have been challenging in terms of strategic planning for any school. The global pandemic has had a significant impact in all schools and we at St Clare's have been no different. However, we are very proud of the role we have played in the teaching and learning of our pupils during lockdown and in the months that have followed our return to face to face learning. We were one of three primary schools in all of West Belfast alongside St Kevin's PS and Holy Trinity PS who never once closed their doors from the beginning of the pandemic. During the second lockdown, we welcomed over 100 pupils per day who were designated as vulnerable and we are fortunate to have such a willing and capable staff which facilitated this opening. Many Principals are willing to say that their staff go above and beyond for their school. At St Clare's our staff have done this beyond measure. Staff in school every day, providing lessons online and remaining in school to ensure that all pupils had access to the work that has been planned.

In the light of the break in face to face teaching and learning and with the shift in emphasis over the past two years in terms of priorities, last year a transitional plan was put in place to look at ways to assist in the recovery curriculum. We received further guidance from ETI in our efforts when we received a monitoring visit from ETI over two days in October 2021. This was the first opportunity which the Inspectorate have had to revisit the school since the inspection of 2016 and the follow up inspection of 2017 due to industrial action and because of the pandemic.

Two inspectors complimented the staff, pupils and the school community for their efforts during lockdown. The visit was such a positive reaffirming experience and the final report has been sent to the school. The inspectors in particular were most taken by the pupils which they spoke to, either during their classroom visits or by arranged meeting with the Rights Respecting Council. They reported how passionate the pupils were about the school and how they felt safe and happy.

Other areas of our work which were assessed included the quality of the teaching and learning, the quality of the management of the school both at a senior level and a middle management level. Again the team were most positive about the work and direction which the school is going.

The use of quantitative and qualitative data for identification of additional needs for pupils was also seen as a great strength of the school. They also reported satisfaction with the arrangements for addressing the needs of children who may be vulnerable. This included the work of the Multi-Disciplinary Team and they also commented upon how Nurture was arranged for P2 and how the nurturing principles had been adopted across the school with great consistency of approach. The Inspection Team also visited the Nursery and were very impressed by how the children's work is monitored and evaluated making use of our seesaw technology. They described this as unique.

The school was also congratulated on their accreditations earned over the past two years namely the ECO schools Green Flag Award, the Inclusion Quality Mark (IQM) and the Rights Respecting School Award from UNICEF. Subsequently the school has received its School of Sanctuary Accreditation and the Sustrans Award.

Governance of the school was also praised and special mention was given to the work of the Board of Governors. As can be seen from above, this was a thorough assessment of our procedures and work and we are delighted that so much of the hard work which has been undertaken by all staff over the past three years has been acknowledged and praised.

I cannot begin to tell you how proud I am of this report. When staff and pupils put so much hard work into the school it is so gratifying when the result is acknowledged as such a positive one.

It was this visit from ETI which helped shape the rest of the year in terms of the strategic direction for the school. We have taken on board the advice from ETI in what the areas of focus should be before they return. Three major areas of development have changed as a result of our consultation with ETI and in collaboration primarily with EA and with CCMS. At this stage I pay tribute to Frazer Bailie from EA who has devoted so much time to working with the school staff in achieving these changes. It has been a steep learning curve for me to work alongside Frazer and his expertise and the report from ETI has left us in a much better position to incorporate better practice in the following areas:

- (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.

I 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, I myself 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 I wish to thank my teaching colleagues for the immense contribution they have made during staff development training to reform how we plan for and self-evaluate our work. I also thank the Board of Governors of the school for working alongside our staff in a new way in order to ensure our governance of the school matches the self-evaluation efforts for measuring our performance which are now providing the strategic direction which the school is following over the next three years.

I also pay tribute to our wonderful pupils and parents who have responded in large numbers with their own contributions to the school development process in informing us of their assessment of how we are doing.

Vice Principal

At this stage I want to pay tribute to my Vice Principal Mr Birt. During this year, especially in light of the many problems presented by pupils and families as a result of the pandemic, he has been involved in so many pastoral issues as designated teacher on a daily basis. He has led the training in CPOMS which is giving the school a whole new approach to the recording of pastoral issues and he has insured that all members of staff have been fully trained in order to use this important new resource. He has also participated in a range of online learning opportunities which he has undertaken under his own choice. Nobody takes the issue of safeguarding more seriously than him and his knowledge of the legal responsibilities around safeguarding is exceptional. As a friend and colleague he is such a support to all of the staff and I welcome the fact that the Board of Governors have agreed to release him from teaching duties to allow him the time to address all the pastoral and safeguarding issues which are swamping the school at this present time.

Mr C.O'Doherty

Principal

School's Priorities

We are a catholic school and hold our catholic ethos very close to every decision we make. However, we are also an inclusive school which welcomes all faiths and none, all ethnicities and all members of our school family are recognised as individuals, as unique and as treasured, no one pupil is considered above the other. That is why we have achieved our IQM and Schools of Sanctuary Awards (see below).

Stakeholders recognise the school's ethos as they see it realised in all areas of school life. The school is well respected in its local and wider community for having a caring and aspirational culture as can be seen from the active engagement of our parents and the rising enrolment. A very high percentage of children transfer from the Nursery Unit into the main school each year Attendance is good (approximately 93%).

Much work has been done with parents, to communicate effectively with them and to involve them more purposefully in the life of the school. Our website, Facebook page and Twitter account is kept up to date and visited increasingly regularly by parents. Our main means of communication is now through our Seesaw App and over 95% parents are now actively engaging with the school through this facility. To encourage 100% connectivity, we are now moving to digital only correspondence and all or future communications can only be found through Seesaw, Twitter or via our Website.

There is always something very special about the approach of the relationships in the school and the respect that exists between staff and the pupils and parents. It is often noted that the environment is a happy one where pupils are celebrated and there is a collegial approach to school life. Most schools would like to claim this, however, St Clare's was forensically assessed for the prestigious Inclusion Quality Mark (IQM Award) and this external evaluation, on the back of the awarding of the Rights Respecting School Award from UNICEF, has much more weight in that the assessment was carried out independently after two years of evidence gathering. We are rightly proud of this accolade but is also a powerful indicator of our approach to ethos in the school.

The school has over the past two years undertaken a number of accreditations not just in order to externally confirm that what we do as a school is good but also because this was the right thing to do in the light of the recovery curriculum. The tasks we have undertaken have allowed us to examine our actions outside of the basic curriculum and it sits well within our overall statement of ethos where, especially of the last two years we have endured, we have looked for ways in which we can support our children and parents academically, socially and pastorally.

We are now proud recipients of the following awards for our work:

- (i) **The Boxall Award-** This has been awarded to the school as a Nurturing School and is recognition of the workings of our nurture team within the school over a prolonged period of time. The school is fully funded by EA as a Nurture School from 2016 and now enjoys a reputation for welcoming other schools who are on the same path who wish to see examples of good practice.

- (ii) **The UNICEF Rights Respecting Award-** Given to the school by UNICEF for the whole school work in recognising the rights of every child. As a school with many challenges socially and economically, we are proud that the child's voice is loud and clear within the school and they are made aware of their own rights and that of every child. All staff have completed the training to deliver the scheme within the classrooms.
- (iii) **Inclusion Quality Mark-** This has been awarded to the school after 18 months of gathering evidence on how we as a school meet the needs of all our pupils and insure that their best interests are met. This is not only because of our high newcomer intake and the measures we have out in place to accommodate them, but also for all our pupils who have challenges due to domestic and socio-economic factors while still providing them with a progressive education which raises their expectations and meets their goals.
- (iv) **Eco Schools Award-** Like many schools, we bring the concerns of our environment both locally and globally into our curriculum and we have made strenuous efforts to have our Green Flag renewed over the past year. This has involved gathering evidence from across the school including the nursery which has become a centre for environmental issues with the pupils from the primary school making use of their resources and grounds, engaging with Forest Schools, as well as looking at ways to make our school as environmentally friendly as possible. This has allowed us to explore topics such as recycling, green energy and pollution.
- (v) **School of Sanctuary Award-** Our most recent accreditation in June 2022 where our work with our Newcomer pupils has been recognised. We have a dedicated Newcomer specialist employed in the school after she undertook her accreditation of the CELT-P programme from Cambridge University. She works tirelessly with the families in our community and also provides language classes for our pupils during the school day and after school. Sitting alongside this is the work of our Multi-Disciplinary Team (MDT) who meet every two months with our school partners in EWO, FSCN, Relate NI, MUMO and RISE. Here every child in need is considered and someone in the room will take responsibility for that child with agreed actions and feedback required.

As well as cultivating our catholic ethos, we are a school that is growing year on year thanks to the efforts of all the staff who recognise that our unique school family contain so many in need. This includes all our pupils regardless of ethnicity or religion. It is important for us to celebrate this ethos and we are proud to have it recognised by so many external agencies.

An indication of the involvement of our parents can be found in the impressive return of 126 families to our survey. 99% of our parents say they feel welcome in our school. 97% say they feel comfortable approaching the school with a question or a problem. 94% of respondents say the school is good at promoting behaviour and deals effectively with any issues which have arisen. 99.2% of respondents agrees the school respects diversity and welcomes members from all communities. 97.5% believe the school is led and managed well by staff and governors. 97.5 % of our

respondents indicate that children are taught to appreciate people who have different backgrounds to their own. 93% agree the school encourages their child to develop social skills and his/her knowledge on how to keep healthy. Importantly, 97.3% of respondents say they are satisfied that the school provides a safe and stimulating environment. 94% feel that their child is making good progress. Pupil, parent and staff surveys indicate high levels of confidence in the school's approach to discipline. Quote from a parent which summarizes

"This school has excelled and go beyond and above. Not only do they welcome the children for breakfast club but they have a 1,2,3 club which supports parents. Secondly I, you will find Mr O D and his staff out on the road at home time ensuring the children can get home safely and they're doing an extra job preventing traffic causing a risk. A very family orientated school with staff who care the school go above and beyond links with staff after hours via seesaw and the assistants who works at the school are just as caring. My daughter attends a very caring loving and close school that promote not only her learning but equality inclusiveness through the MUMO project"

95% of pupils say they are happy in school. 97% of pupils say break and lunch times are enjoyable. 95% of pupils say they are treated fairly by teachers. 100% of pupils record that teachers praise them when they do well. 100% of pupils say the teacher explains how to improve their work. 95% of pupils feel they are listened to in school.

100% of teachers who responded recorded that they feel the school has a clear vision for improvement and there is effective communication between all members of staff. 100% also agree that the pastoral care, health and educational needs of all children are met effectively. 100% also agree that distributed leadership is encouraged throughout the school. This is important as it was something which ETI in particular have been looking for. Stakeholders have confidence in how the school prevents and deals with bullying. Most importantly from a pastoral point of view, 100% of teachers feel the management promotes the welfare of all staff. Also all staff feel self-evaluation is promoted throughout the school.

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 40 pupils which we are tracking and the list is getting longer. This is why we spend a considerable amount of resource on safeguarding. The school completed the ETI Self Evaluation tool at the beginning of 2021/22 academic year for safeguarding and has provided evidence for each of the competences. These have been forwarded to the Board of Governors for ratification. The designated teacher has also presented his work to the full Board of Governors at the first meeting in November 2021. He also led the Board through the use of our online recording system for safeguarding and child protection CPOMS. He 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

2021-22 was year nine of the Nurture Signature Project

L3 Nurturing Approaches delivered by Sean Irving EA in Sept 21- a refresher training afternoon for teaching staff and assistants and rep from BOG on a separate day

L2 Trauma Informed Training Jan 22 was delivered by Lauren Wells from Parenting NI and our Parent rep on BOG

Members of SLT greet pupils and parents at the gate daily

Guidance was sought from Mr Sean Irving regarding the operational aspects of the Nurture Provision for this year with respect of the 'Bubble system'- affected the numbers and how we operated this year

We operated four half day sessions for P2 pupils Mon-Thur **(six pupils)**

We offered Social Groups in the afternoons for FS and KS1/2 pupils **(additional 53 pupils accessed support)**

The data from SDQ and Boxall Profiles indicate the majority of pupils benefited from their Nurture Provision

Nurture staff continue professional development by attending termly clusters hosted by Sean Irving, (Regional manager and co-ordinator) and monthly Farouk Consultations led by an Education Psychologist

Nurture staff had the opportunity to attend a two- day training from EA on 'Group Theraplay' – Mrs Corey disseminated an overview of this training to assistants in Jan 22 and plans to further develop the range of activities and how it can be used for pupils in the next school year

Mrs Helen Stewart was responsible for links to EA Nurture support visited our room throughout the year to monitor the practice arrangements

Nurture staff liaise regularly with class teachers and SENCo

Observations for monitoring the Take Five Each Amazing Breath took place in each key stage by each of the KS co-ordinators.

Miss Lees led the Champion Take Five Training for pupils in term 3-to be further developed in new school year and pupil leadership celebrated

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. New resources purchased using Wellbeing Funds and LAC Funds

A 'Safe Space' was set up by Nurture staff in each key stage for children to access when required Resources purchased for the Therapy Room used by visiting therapists from Relate and Healthy, Happy Minds. We have used every spare inch of the school to deliver wellbeing and nurturing resources for those who need it and we enjoy many visitors from other schools who have come along to see practice including the new sensory walk which help regulate our pupils along the bottom corridor. Our most important achievement in this regard has been the fact all staff have been given extensive training throughout the year on nurturing approaches and this has had a substantial impact in the learning environment in each class and around the school.

Clustering and Community Links/Extended Schools/Shared Education.

Extended Schools- These have resumed with after school classes for transfer, gaelic football, soccer, 123 Club and a gardening club for P7 pupils. Mr Birt has evaluated all the action plans and has carried out a rigorous evaluation of the activities and the subsequent spend with all the money donated to the project spent. Mr Birt also attended a planning day for the extended school Clusters at St Mary's University College.

Shared education- Our shared education programme resumed between ourselves, Springfield PS and Springhill PS with a city tour including titanic with our partner schools. The artist Terry Bradley is working with our pupils on a new mural on our school wall at the Lanark Way gates. Pupils from Springfield PS will be joining us for this project and Fr Devlin has given permission for the wall to be used.

MUMO- Members of our parents and pupils attended the launch of the MUMO book highlighting the work of the organisation in our schools on 8th March. This was a great occasion where the positive work taking place in the schools with our MUMO partners were showcased. Myself and Brendan have attended planning meetings at Forthspring as usual each month. MUMO continues to play an important role in the life of the school, providing family support including the successful completion of an 8 week families connect course held in the school. They also continue to provide us with learning support assistants full time in school. Along with the Full service community Network (FSCN) counsellors from Relate NI have a full timetable of pupils and families which access this resource within the school. This work is evaluated each year by Bardnards

Areas for development- Primary

We must now open up again the full curriculum including PE to the pupils following the lockdown. A new PE scheme is being designed for the school in the next academic year.

Rights Respecting Schools – working towards Level 2. Linked to PRSD observations.

Communication: within the responses of the school development plan, some staff and some parents said that communication between the school and home could be enhanced. We are very much pursuing a no paper environment meaning the onus is on the school to ensure that every parent is using seesaw. The Principal plans to meet all parents from each year group in advance of the curriculum meetings in September to discuss expectations, pastoral care and communication. Those evenings will also be an opportunity to sign up again for seesaw.

Newcomer: Substantial time and resources have been designated towards this and as well as ongoing training for all staff, an additional classroom assistant is being put in place to assist in the delivery of the programme. This will require additional accredited courses to be undertaken by this individual

Nursery- To date the nursery has had minimal spend on resources and so we were delighted that Mr. O'Doherty granted expenditure of in excess of £60,000 on new resources for both indoors and outdoors. The majority of this was spent on new indoor resources to promote maths, language, WAU and art within our

nursery curriculum and will have a huge impact on the children's PSE development also. To support the children's physical development we purchased a 'treehouse' and sandpit for the sensory garden (from the £1,000 Covid allocation). Some resources, including beanbags and sensory toys were allocated to the nursery from Nuture also. We were very lucky to secure some classroom equipment such as House Corner furniture, new curtains and chairs from a local nursery as they were in receipt of a 'new build' and no longer required them.

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 on each child's Transition Profile alongside Teacher and Assistants comments, thus highlighting the importance of what the children think and feel about their nursery experience.

Areas for development- Nursery

The staff will use the campus more creatively to allow for more collaborative learning across the unit for pupils, parents and staff;

The development of focused family learning support opportunities to enhance pupils' learning;

Parent displays and supporting e-resources will be developed to aid greater engagement and support. It will also continue to develop the IT through seesaw for monitoring and evaluating and sharing of pupil work by creating folders for each pupil in each of the 6 nursery areas.

To ascertain new ways in which to accommodate the needs of the children entering nursery in September. This may take the form of adapting the hall area into a teaching and learning zone for some children whose needs cannot be met in a mainstream class environment. It will be necessary to liaise further with the Educational Psychologist in order to implement this.

Teacher Professional Development

2021-22



Teacher	Course	Location	Date
Miss Meighan	Maths Recovery	Zoom	7.10.21
	Unclear Speech	St Clare's P.S.	21.10.21
	EPD Introduction	Zoom	2.11.21
Mrs McClean	Mental Health-A Crash Course for teachers and school staff. Dr Maggie McGurgan-Royal Sch of Psychiatrists	St Clare's P.S	25.8.21
		St Clare's P.S	
	Safe-guarding/Child Protection-B Birt	St Clare's P.S	27.8.21
	Overview of CPOMS B Birt	NICVA	
	Whole School Nurture L3	Zoom	15.9.21
	Primary Movement	Zoom	22.9.21
			29.9.21
		St. Clare's P.S	
			7.10.21
	Math's Recovery	St. Clare's P.S	18.11.21
			2.12.21
		St. Clare's P.S	
			11.01.22
	'Supporting Pupils with a Statement for Social, Behavioural and Emotional Well-being Needs'	St. Clare's P.S	18.01.22
			25.01.22
		Zoom	
	Whole School Nurture L3		

	Linguistic Phonics training	Zoom	15.09.21
			28.09.21
	Using Seesaw skills in ICT	Zoom	18.10.21
	Read & Write		23.03.22
	'Zones of Regulation'		26.04.22
	ETI Empowering Improvement Programme		09.05.22
			16.05.22
			23.05.22
	Barnardo's PATHS		06.05.22
Miss Havern	Primary Movement	NICVA	22.9.21
			29.9.21
	Therapeutic Play Skills Certificate	Zoom	23.1.22
			12.2.22
			26.2.22
			19.3.22
			26.3.22
			9.4.22
			10.4.22
Mrs Clarke	Primary Movement	NICVA	22.9.21
			29.9.21

	Interactive Whiteboard Training	St.Clares PS	11.11.21
	Creative Education- Strategies for the Multi-lingual classroom	Zoom	29-03-22
	'Zones of Regulation' Elisabeth Ohblock	Zoom	26-04-22
Miss Welsh	Induction Programme for NQT	In school	All year
Mr White	Induction Programme for NQT	In school	All year
Ms Lees	Health Matters First Aid	St Clare's P.S.	14.10.21
	Maths Recovery	Online	21.10.21
		(TEAMS)	18.11.21
			02.12.21
	Planning for Success (Frazer Bailey)	St. Paul's P.H.	24.11.21
	Trauma Informed Practice	Online	17.01.22
	Supporting Children's Emotional Health seminar (Parenting NI)	Online	29.03.22
	'Zones of Regulation and Autism' (Elisabeth Ohblock)	Online (TEAMS)	26.04.22
Mrs Bell	Mental Health-A Crash Course for teachers and school staff. Dr Maggie McGurgan-Royal Sch of Psychiatrists	St Clare's PS Zoom	25.8.21

	<p>Safe-guarding/Child Protection-B Birt</p> <p>Overview of CPOMS B Birt</p> <p>Whole School Nurture L3</p> <p>Epilepsy training</p> <p>Refresh on Ling Phonics</p> <p>Using Seesaw skills in ICT</p> <p>GIL Webinar</p> <p>Interactive whiteboard training</p> <p>Planning for Success (Frazer Bailey)</p> <p>Trauma Informed Practice</p>	<p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>Online</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St Clare's PS</p> <p>Zoom</p> <p>St. Clare's P.S</p> <p>St. Paul's Parochial Hall</p> <p>St Clare's PS</p> <p>Zoom</p>	<p>27.8.21</p> <p>15.9.21</p> <p>Sep 21</p> <p>28.10,21</p> <p>18.10.21</p> <p>19.10.21</p> <p>11.11.21</p> <p>24.11.21</p> <p>17.01.22</p>
Mrs Cushnan	<p>Mental Health-A Crash Course for teachers and school staff. Dr Maggie McGurgan-Royal Sch of Psychiatrists</p> <p>Safe-guarding/Child Protection-B Birt</p> <p>Overview of CPOMS B Birt</p>	<p>St Clare's PS</p> <p>Zoom</p> <p>St. Clare's PS</p>	<p>25.8.21</p> <p>27/08/21</p>

		Hall 9.30-12	
Mrs Logue	Crash Mental Health Course - Dr Maggie McGurgan-Royal Sch of Psychiatrists	St. Clare's P.S	25-08-21
	Safe-guarding/Child Protection-B Birt	St. Clare's P.S	27-08-21
	Overview of CPOMS B Birt		
	Whole School Nurture L3	St. Clare's P.S	15-09-21
	Linguistic Phonics training	St. Clare's P.S	28-09-21
	Health Matters First Aid	St. Clare's P.S	14.10.21
	Using Seesaw skills in ICT	St. Clare's P.S	18-10-21
	Trauma Informed Practice	St. Clare's P.S	17.01.22
	Read & Write	St Clare's P.S.	16.11.21
			23.03.22
	School of Sanctuary Induction Course	Zoom	14.03.22
	School of Sanctuary Cluster Meetings	Zoom	7.05.22
			12/05.22
	Zones of Regulation	Zoom	26.04.22
	ETI Empowering Improvement	Zoom	9.05.22

	Transfer Information session for Primary Professionals	Maira Mc Bride Online	16.05.22 23.05.22 12.05.22
Mrs V. Quinn	<p>Safe-guarding/Child Protection-B Birt</p> <p>Overview of CPOMS B Birt</p> <p>Whole School Nurture L3</p> <p>Linguistic Phonics training</p> <p>Using Seesaw skills in ICT</p> <p>Unclear speech</p> <p>Interactive Whiteboard Training</p> <p>ACE's Training</p> <p>Creative Education- Strategies for the Multi-lingual classroom</p> <p>'Zones of Regulation'- Elisabeth Ohblock</p> <p>Creative Education- How Education Professionals can Support Children and Young People with Anxiety.</p>	<p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>St. Clare's P.S</p> <p>Lauren Walls Parenting N.I</p> <p>Zoom</p> <p>Zoom</p> <p>Online</p>	<p>27.8.21</p> <p>15.9.21</p> <p>28.10.21</p> <p>18.10.21</p> <p>21.10.21</p> <p>11.11.21</p> <p>17.1.22</p> <p>29.3.22</p> <p>26.4.22</p> <p>16.6.22</p>

Mr Henry			
Miss A. Quinn	Crash Mental Health Course - Dr Maggie McGurgan-Royal Sch of Psychiatrists	St. Clare's P.S	25-08-21
	Safe-guarding/Child Protection-B Birt	St. Clare's P.S	27-08-21
	Overview of CPOMS B Birt		
	Whole School Nurture L3	St. Clare's P.S	15-09-21
	Linguistic Phonics training	St. Clare's P.S	28-09-21
	Using Seesaw skills in ICT	St. Clare's P.S	18-10-21
	Epi-pen training	Zoom	
	Interactive Whiteboard Training	St. Clare's P.S	11-11-21
	Period Dignity and Menstrual Wellbeing	CCEA zoom	16-11-21
	Read & Write	St Clare's P.S.	23.03.22
	St Clare's In-service Newcomer Training	St Clare's P.S.	April 22
Mrs McAvoy	Mental Health-A Crash Course for teachers and school staff. Dr Maggie McGurgan-Royal Sch of Psychiatrists	St Clare's PS Zoom 9.30-12.00	25/08/21
	Safe-guarding/Child Protection- B Birt Overview of CPOMS- B Birt	St Clare's PS Hall 9.30-12	27/08/21

	Whole school nurture training L3	St.Clares	15/09/21
	Using Seesaw in ICT	St.Clares	18/10/21
	AWARE –Mental Health First Aid Training (for adults)		02/11/21
	CREATIVE EDUCATION – Strategies for the multilingual classroom	ZOOM	09/11/21 10/11/21
	‘Zones of Regulation’ – Elisabeth Ohblock	ZOOM	29/3/22
		ZOOM	26/4/22
Mrs Welsh	See SENCO Report		
Mrs Corey	Working with Hearing Impaired Children-Stella McDonnell1-2	In school	01.09.22
	EPD Info Seminar- EA 3-3.45pm	Online	16.09.21
	Sensory Awareness Training-Learning Space	In school hall1-3	17.09.22 30.09.21
	Exploring Circle Time- EA 2-3pm	Online	07.10.21
	Maths Recovery 2-4pm	Online	21.10.21 18.11.21 02.12.21

			13.10.21
	Nurturing the senses- EA 2-3pm	Online	15.10.21
	Enabling Children to learn- Fostering Network 9-1pm	Online	20.10.21
	Action Trauma-Young Hearts and Minds Conference 9-6pm	La Mon Hotel	01.11.21
	Aware- Mental Health First Aid 9-1.30	Online	02.11.21
			09.11.21
	Accepting and embracing rejection- Lisa Dion		11.11.21
	Let the children play-webinar Prof Pasi Sahlberg Froebel Trust	Online	18.11.21
	Working with LGBTQ+ clients and containing the emotions- The Play Therapies Centre	Online	26.11.21
	PREVENT-How to recognise and prevent radicalisation-Home Office training online		
	It's a beautiful day in the Playborhood-Play Therapy experts-	Online	27.01.22
	Strengthening attachment in Play Therapy	Online 9-12	29.02.22
	3 ways to engage parents in the Play Therapy process- Annual Child Therapy Symposium		
	Superheroes and villains in Play Therapy- Annual Symposium of Play Therapy	Online 3-4	09.02.22
	Engaging resistant children and teens in Play Therapy-Annual Symposium of Play Therapy	Online 4-5	09.02.22
	The developing mind, building trust, growth and resilience	Online 7-8	09.02.22
	ARFID- Great Ormond St Hospital training via Creative Education	Online 4-5	10.02.22

	Supporting adopted children in your setting- Creative Education Teacher Tutor EA-intro webinar on Certificate on Evidence based learning -Supporting Children's Emotional Health seminar-Parenting NI -Importance of floor based play on child development-Creative Education -Practical strategies for the multilingual classroom- Creative Education	Online 3-7 Online 4-5 Online 4-5 Online 3.45-4.30 Online1-2 Online 4-5 Online 2-3	11.02.22 12.02.22 05.03.22 15.03.22 29.03.22 30.03.22 31.03.22
Ms Catney	Mental Health-A crash course for teachers and school staff. Dr. Maggie McGurgan Royal School of Psychiatrists Safe-guarding/Child Protection-B Birt Overview of CPOMS B Birt Nurture Training Primary Movement	St. Clare's PS Zoom 9.30-12.00 St. Clare's PS Hall 9.30-12 St. Clare's P.S. Sean Irving NICVA	25/08/21 27/08/21 13/09/21 22/09/21

	<p>Linguistic Phonics</p> <p>ACE's Training</p>	<p>St. Clare's P.S</p> <p>Joanne Smith</p> <p>St. Clare's P.S</p> <p>Lauren Walls</p> <p>Parenting N.I</p>	<p>29/09/21</p> <p>28/09/21</p> <p>17/01/22</p>
Mr Birt	<p>INTO Conference</p> <ul style="list-style-type: none"> • Another School Year- How to Keep Everyone Going! • School Self Evaluation (SSE) • Positive Mental Health – The Green Platform • Safeguarding Refresher Training for DTs 	<p>On-Line</p> <p>Online</p>	<p>1-10-21</p> <p>Nov 2021</p>
Mr O'Doherty	<ul style="list-style-type: none"> • Safeguarding Refresher training for Principals • Leadership Matters year long course • Time Management Budget training 	<p>Online</p> <p>Online and face to face with Frazer Bailie</p> <p>EA</p>	<p>19-10-21</p> <p>Sept-May</p> <p>25-05-2022</p>

Whole School Training

Whole Staff Training Connected to the SDP	
Baker Days	Exceptional Closures
25 th Aug CRASH – Mental health collaborating with St Mary's PS Magherafelt	25 th Oct Linguistic Phonics Training for all staff with Joanne Smyth.
26 th Aug Staff meeting and data Analysis	1 st Nov Reporting to Parents
27 th Aug Safeguarding.	5 th Jan Maths Practical Day- All day in school
2 nd May- LP- twilight 20 th or 27 th Sept	14 th Feb Maths Planning and lines of progression.
2 nd June Review of numeracy and literacy- evaluation and adjustments to schemes	1 st June Review of nurturing schools, work of the year. Feedback from BOG curriculum link, safeguarding link, chair.

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 2: Year 4 CAT Scores 2018 to 2021

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

Year 6 CAT Score's for 2021/22

Year	2021/22
Average CAT	99.4
Average CAT Non-Verbal	100
Average CAT Verbal	96.3
Average CAT Quantitative	102.9
Average CAT Spatial	97.7

Whole School Performance Data

FSM % has remained around the same year on year but children presenting with language difficulties have hugely increased (see SEN Data Analysis folder). This is in addition to our significant Newcomer population increasing significantly. Our recent CAT Scores show a general decrease in ability levels of our pupils, so we feel our clear target is to continue to work to see increases in our percentages of pupils achieving in line with their ability over the next three years.

The national average score for Literacy is 100. Our results have been below average in Literacy in recent years and has also been below average in Numeracy in the most recent results following Covid-19.

Progress Test Maths

Progress Test Maths (PTM) standardised test results are examined at whole school, year group, class and pupil level to highlight areas of strength and weakness and allow us to effectively plan for improvement (See data analysis folders for 2021/22 for class by class comparison and areas for development). We also look for trends in results.

Whole School Mathematics Results

National Mean Standardised Score	St Clare's P S Mean Standardised Score	Boys Mean Standardised Score	Girls Mean Standardised Score
100	91	93.1	89

Tracking Whole School Performance

The table below shows the average whole school standardised score in **Maths** over the past 3 years.

National Mean SS	2018/19	2019/20		2020/21	2021/22
100	96.4	No scores – COVID		89.96	91
		-	-		

We are performing below the national average in maths. We are also under our average CAT mean scores following a significantly disrupted period of education. Pre lockdown, we were operating above our average CAT mean. There is discrepancy between the achievement of boys and girls in maths, however this fluctuates between individual classes and will continue to be monitored. Although our average score rose slightly this year, our whole school average CAT score has dropped significantly amongst the younger pupils.

Progress in Mathematics by Year Group

If the standardised scores are examined at year group level, we can see how we are performing in each year group, compared to the national sample. The scores either mean or SS or mean CAT are still below where they should be.

Year	Mean CAT score	Mean Standardised Score	Difference from National Mean
3	91.8	90.7	-1.1
4	94.4	88.8	-5.6
5	95.6	89.4	-6.2
6	99.4	94.1	-5.3
7	97.6	92.8	-4.8

The second term 2021/22 saw significant gaps again this year leaving a huge hole in the delivery of the curriculum. It improved after Easter but the pupils have not had a full year run at catch up since the beginning of the pandemic. We acknowledge that and within our data analysis folders we have highlighted the areas for development (see data analysis folder for 2021-22).

3.2.1 Tracking Progress in Mathematics by Year Group

The table below shows the average year group standardised scores in Maths since 2018/19.

Year	Mean S.S. 2018/19	Mean S.S. 2019/20	Mean S.S. 2020/21	Mean S.S. 2021/22
3	95	-	87.9	90.7
4	96	-	85.2	88.8
5	94.7	-	90.6	89.4
6	95.7	-	94.1	94.1
7	95.8	-	95	92.8

Analysing Performance in Mathematics

The table below shows our progress results compared to the progress made nationally.

Progress	Low	Average	High
National %	15	70	15
St Clare's PS %	23	57	20

We chose to administer Standardised tests in May 2021 following the return to school. We felt we needed a quantifiable measure of where our children were at following a whole missed set of data in 2019/20. These results are reflective of the detrimental impact of 2 periods of lockdown and disruption to school. The standards attained at the time of testing

in June 2019 (before Lockdown) have not been maintained and now form a new baseline informing our plans for the period 2022 – 2025.

3.6 Tracking Underachievement – defined as a difference of 10 or more points between CAT Quantitative and PTM expressed as a percentage

Discrepancy 10 or more CAT4 V PTM	Low	Average	High
P4	15	70	15
P5	23	57	20
P6	18	62	20

We had made considerable progress in cutting underachievement in the past few years in Key Stage 1 and lower Key Stage 2 with only 2 children currently not achieving in line with their ability. We made it a whole school priority to focus Engage support in the P4-5 classes upon school return and have seen very positive results.

Progress Test English

Progress Test English standardised tests results will be examined at whole school, year group, class and pupil level to highlight areas of strength and weakness and allow us to effectively plan for improvement. We will also compare the score with those of the last 3 years to look for trends in results.

Whole School Literacy Results

National Mean Standardised Score	St Clare's P S Mean Standardised Score	Boys Mean Standardised Score	Girls Mean Standardised Score
100	92	92.4	90.4

Our average standardised score **8 points below** the national average. The Boys score is **7.6 points below** while the **Girls' score is 9.6 below**.

Tracking Whole School Literacy Performance

The table below shows the average whole school standardised score in Literacy since 2017/18.

National Mean SS	2018/19	2019/20	2020/21	2021/22
100	90	No Score	90.2	92

Our mean scores in June 2022 for Years 3-7 are below the National Average. Our Year 3 to 7 classes contain a high percentage of children who are identified as having SEN. In general, the children who are scoring lowest are on FSM, are newcomer children or have additional educational needs. The children we found most difficult to engage in Home Learning, during the periods of lockdown, have scored poorly in the standardised tests.

Progress Test in English by Year Group

At year group level, we see how we are performing in each year group, compared to the national sample.

Year	Mean CAT-V score	Mean Standardised Score	Difference from National Mean
3	-	91.6	--8.4
4	97.8	90.9	-9.1
5	98.4	90.3	-9.7
6	101	94.9	-5.1

All classes have slipped below the national average, but during the period since tests were carried out in May 2019, COVID19 has caused 2 prolonged lockdowns. Despite our best efforts with providing programmes of work for home learning, offering opportunities for pupils to work in the school environment as appropriate, and maintaining supportive contact with identified families, we are well aware that some children did not receive the same support as they would have experienced within the school and the gaps in learning have in many cases, widened.

The Way Forward in Literacy

Current Literacy interventions will continue to be developed, using data to inform the planning and action of these interventions. They have been very successful; however, we must monitor them closely to ensure their continued success (see data folder of pupils where intervention has taken place).

Accelerated Reading will continue to be promoted across Key Stage 2 and will be used as a means of ensuring those high achieving pupils in Year 4 are pushed to reach their potential in reading. Bug Club will be deployed vigorously amongst the younger classes.

Key Stage 2 teachers will implement new procedures for Guided Reading and will teach Comprehensions skills more explicitly. This should help develop those inferential skills which were the weakest areas of performance across the year groups.

Self-Evaluation and Monitoring

As part of the monitoring of the teaching and learning, we have discussed with staff how we might as a collective review our work. It is important that the co-ordinators for numeracy and literacy have a clear understanding of the content and the standard of the work which is being undertaken in the classrooms. It is equally important that the staff is aware of good practice that exists not just within the year groups but also within the key stage and across the school. From an SLT point of view, we have undertaken an ESAGs self-evaluation, a TTI self-evaluation of safeguarding, a complete review of St Clare's as a nurturing school. These have been presented by various co-ordinators to Board of Governors throughout the year. SLT have led a wealth of training opportunities with staff both in person and online in the past twelve months. The professional development completed by staff above indicate the wealth of personal professional development opportunities which the staff have availed of. This tells us a lot about the attitude and dedication of the staff in relation to their own learning and vocation.

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

We have been slowly trying to get back to our routines in terms of visiting the church and building our RE programme while working on our RSE policy and scheme of work for 2022-23.

Where attending mass in person has not been possible, we ensured that all classes viewed ceremonies online via Churchservices TV. Thankfully, all our sacramental ceremonies were able to take place and we thank Fr Devlin for ensuring that this was achieved even with the restrictions in numbers attending.

In 2021-22 the following sacraments were celebrated:

P3- First Confession- 21st March

P4- First Communion- 7th May

P7- Confirmation- 24th February

In addition to these ceremonies, other liturgical events included:

Recording in Cathedral for carol Service – 1st December

Christmas Vigil Mass- 24 December

Distribution of ashes- 2nd March

School Confessions for Easter- 13th April

Mass celebrating life of Miss Maguire- 17th May

P7 Leavers Mass- 23rd June.

The priority for the next academic year will be working alongside colleagues from St Kevin's PS and Holy Trinity PS on developing the RSE programme and internally purchasing and disseminating RE resources for the new Grow in Love RE programme.

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.

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.



C O'DOHERTY, Principal
C2K

An assessment of the school's current financial position:

3 Year Financial Statement	<p>The school has in the three years of our previous school development plan run with a healthy surplus. This has been helped by a steady growth in enrolment as well as some new staff starting who are on the lower end of their pay scales. We have also enrolled a significant number of newcomer pupils and our SEN designation has also risen considerably. This has been reflected in the substantial uplift in our budget.</p> <p>Because of the significant increase in the school budget, with agreement with the Board of Governors moving forward, we are proposing to make a significant investment on human resources for teaching and non-teaching staff.</p>	<p>Outrun Statements</p> <p>BOG Minutes, correspondence with LMS</p>
School Fund Account	<p>Our school account is audited by the BOGs each year and in Sept 2022 we are due to have an internal audit exercise from EA.</p> <p>The school carries a balance forward each year of around £5,000. The school also has an emergency funding of £25,000 with funds gained from a substantial donation at the time of amalgamation. This remains untouched.</p>	<p>E.A. Audit Certificate</p> <p>Ulster Bank statements.</p>
Curricular Bids	<p>Each April curricular leaders bid for a portion of the 'Learning and Leadership' fund for the next school year. Because of the healthy nature of the budget and with agreement with LMS, in March 2022, we have invested over £60,000 in hard resources for the school taking consideration of the stock that each teacher has at their disposal. We have also been able to spend upwards of £20 per pupil on general requisition in May for all pupils across the school.</p>	<p>Action Plans</p> <p>LMS signed three-year budget agreement.</p>
Annual Stock Evaluation	<p>The school annually takes a count of the stock in the school and submits this to EA as value to the budget. This was suspended last year because of the pandemic. However, this year we have completed the task again in January 2022 and submitted this to the EA. In the past this has been of value to the school of up to £80,000. In 2020/21, the school counted £16,000 less than the previous year and this was removed from our following budget. January 2022 has seen a substantial increase in stock and we hope that this will be added to the overall budget during the 2022/23 financial year.</p>	

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 improvement in standards.

3-Year Plan	2019/20	2020/21	2021/22	<p>Although the budget is healthy at present, we have to be aware of the long term numbers of pupils over the next few years. All schools have experienced a low birth rate for the past couple of years and this is also apparent in the number of target aged pupils attending the nursery. Up until last year our nursery had filled all 52 places with target aged pupils. 2021/22 saw a number of under aged pupils attending the nursery. We are pleased to report that for 2022/23, all 52 pupils attending the nursery are target age. This will have a positive knock on impact on the numbers attending P1 for the following year 2023/24.</p> <p>There are more demands on the budget for the 2022/23 year as there are three P7 classes leaving and two P1 classes coming in. However, we generally pick up quite a few pupils during the year whose families are moving into the area and many are Newcomer pupils. We have also made the strategic decision to divide the two P5 classes into three smaller P6 classes to allow for suitable catch up following the break in provision. This has been agreed by the Board of Governors and has been shared with LMS who have taken account of these measures in striking the new three-year plan.</p>
Enrolment	454	489	477	
Income	£1,665,528	£1,749,476	£1,914,449	
Carry-Over	£92,950	£79,479	£183,035	
Projected Surplus	-£13,749	£87,307	£289,422	
Surplus as a %:	-0.8%	4.8%	13.8%	
<p>*The Board of Governors are fully aware of the substantial carry over and this is due in some part to the additional funding which the school received from Covid and the additional numbers enrolling and the number of SEN and Newcomer pupils that have been identified in the previous Census.</p>				

Summary Position of Finances 2021-22

LMS Budget

As can be seen from the 3-year projection, the school remains in category %5A with LMS which indicates no concerns for the budget moving forward. The projection for the three years to 2024-25 indicates an enrolment of 473 pupils in the coming census. Already at the point of writing, the school has an enrolment of 477 and is expected to be above 480 by the time of the census with in recent days, applications being received for across the school. This will add up to another £25,000 to next year's budget.

There has been considerable investment made in staffing with 5 full time teachers being appointed over the summer. Two P5 classes have been split into three P6 classes. We have also augmented our SEN provision to maintain the levels we had in the last few months of last term. This will see the overall spend in-year increase considerably and bring down the overall underspend. It is right that we do this. With the average monthly spend moving towards £190,000, this will give us a projected underspend of £114,000 by the end of the financial year 2022-23. This is considerably less than the projected £400,000+ underspend.

It is conceivable that the energy costs of the school will also increase considerably, and we will need to monitor our use of gas and electricity in the coming months. At this stage however, we are happy that we have morally done the right thing in investing in resources and human resources to assist us in redressing the impact on our pupils of the pandemic.

I would be projecting that the school enrolment will rise above 480 pupils by the time of the census in October. I also anticipate greater enrolment numbers into P1 next year. This is based on the fact that the nursery school is now full with 52 target aged pupils for this academic year. This would suggest that there will be 60+ pupils applying for P1 next year with an increasing number of pupils arriving into the area also across the school.

We have an increasing Newcomer population in the school and this continues to rise on a weekly basis. This has a direct impact on our budget and this will also mitigate against the ongoing spend we have shown in this report.

All co-ordinators have submitted annual reports to the Board of Governors for their end of year meeting in June. They detail all the activities and work they have been involved in both online and within the school.