



August 2023

Dear Parents & Carers,

As principal, I am proud to present to you the school's Annual Report for the year 2022/23. This was a year for planning, achieving and succeeding. Let me reassure you that the school continues with its good quality teaching and learning with a wide range of learning opportunities provided by the staff for the holistic development of each child.

I would like to express my appreciation to the SJB staff for their commitment and dedication to the school. We are fortunate in having such a dedicated and talented staff to work with our children and I thank them, as well as our Board of Governors and Trustees, for all the effort they put into providing a stable and stimulating learning environment in which our children may grow.

I also must thank you, the parents and guardians, for the on-going and generous support for all the activities engaged in by the school and I look forward to your continued interest and support for our work.

I commend this report to you.

Yours sincerely,

Chris Donnelly

Principal

St John the Baptist PS



Board of Governors'
Annual Report
2022-23

CONTENTS

1. Catholic Education- Vision and School Aims
2. Membership Board of Governors
3. Staffing Complement
4. Finance
5. Open Enrolment, Admissions and Attendance
6. Curriculum
7. Pupil Attainment/Assessment & Reporting
8. Special Educational Needs
9. Child Protection / Pastoral Care
10. Parent and Community links
11. Staff Development

Annex 1 SJB Admissions Criteria – 1st September 2023

Annex 2 School Policies

Annex 3 Staff Training and Development

Annex 4 School Holiday Dates

Annex 5 Community Links

Annex 6 3 Year Financial Plan

1. CATHOLIC EDUCATION VISION AND SCHOOL AIMS

School Profile

St. John the Baptist Primary School is a co-educational primary school in the parish of St Michael the Archangel and is situated on Finaghy Road North in Andersonstown. The school opened in September 2011 as an amalgamation of St John the Baptist Boys' School and St John the Baptist Girls' School. Currently the school has an enrolment of 386 children with approximately 40% of the children entitled to free school meals and 18% on the Special Needs Register. In St. John the Baptist Primary School we strive to enable children to become confident, self-motivated learners who have the skills and confidence to adapt to the demands of an ever changing society.

SJB Mission Statement

*Inspired by St. John the Baptist, we
Work together in Love
Play together in Harmony
Pray together in Faith
Aspiring to Happiness and Achievement for all*

School Ethos

It is a primary aim of our school that every member of the school community feels valued and that each person is treated fairly and well. We are a caring community. We take our lead and inspiration from Christ and the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge shows itself in the way we value:

- Our school environment
- Our relationships with each other and the wider community
- Discipline inspired by forgiveness, healing and reconciliation
- Our respect for one another

Vision Statement

We aspire to provide an enabling and communicative environment where children experience a Catholic community of love based on a learning culture of respect and trust, where all are equally valued. We strive to empower every child with the life skills to deal emotionally and intellectually with the challenges of the 21st century thus fostering in them a sense of their self-worth, responsibility and self-belief.

The school motto is 'Aspire, Believe, Achieve.' This is a theme we continuously revisit with the children, along with the Mission Statement, as reference points for how we conduct ourselves and the attitudes and actions that we undertake in our lives.

Our Catholic ethos and values have at its heart the mission and ministry of Jesus Christ.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the Primary Curriculum (NI).

Equal Opportunities

Our Mission Statement and the aims which underpin it confirm our commitment to equality of opportunity at St. John the Baptist Primary School. We believe that all people are made in the image of God, capable of infinite possibilities. We aim to encourage all children to be positive and confident about themselves in their faith, uniqueness and diversity. We aim to be aware of the needs of each child as an individual, offering differentiated opportunities where appropriate. It is our desire to promote their development and welfare on an equal basis.

Aims of the school

1. To see at work in our school community the values of God's kingdom, prayer, truth, holiness, justice, love, forgiveness and peace.
2. To promote an ethos of caring concern and love in a school which looks to Christ for the basis of its existence. Anyone in need should be made to feel the loving concern of those around him or her.
3. To deepen the relationship between the home, school and the parish of St Michael the Archangel.
4. To use the school's Mission Statement as a basis for ensuring personal growth and professional development within our community.
5. To help the children acquire knowledge and skills and achieve high standards within the framework of the Northern Ireland Curriculum, and to develop attitudes that will help them to live a full and interesting adult life in the community.
6. To give children an awareness of their own abilities and powers, of their relationship with and towards others, and to develop their capabilities in reaching their full potential as responsible caring adults.

2. MEMBERSHIP OF THE BOARD OF GOVERNORS

Function of the Board of Governors

The school is managed by a Board of Governors which meets regularly to oversee the curriculum and to plan, monitor and review the work of the school. The governors' role is to take a strategic view and, working in partnership with the principal and his staff team, to determine priorities, prepare and review policies, plan targets and resources, monitor and evaluate results and manage the school budget.

Board of Governors Membership		
Governor	Representation	Role
Mrs Dinah MacManus	Trustee Rep	Chairperson Child Protection/Safeguarding Recruitment Committee
Mrs Roisin Madden	Trustee Rep	Finance Committee
Fr Ciaran Feeney	Trustee Rep	Catholic Ethos Governor Appeals Committee
Mr. Hugh O'Hare	Trustee Rep	Child Protection/Safeguarding Appeals Committee
Ms. Bronach Hamilton	EA Rep	Finance Committee Recruitment Committee
Ms. Angela Mervyn	EA Rep	Vice Chair-Person Recruitment Committee
Mrs Elizabeth McBurney	DE Rep	Finance Committee
Mr. Michael Wilson	Parent Rep	Appeals Committee
Mrs Christine Dolaghan	Teacher Rep	
Mr. C. Donnelly	Principal	Secretary

Governor Oversight

The Governors meet for full Board of Governors' meetings and, when required, for committee meetings. The Finance Committee meets regularly in advance of the full Governors' meeting, with a Financial Report produced for the latter. The Finance Committee monitors matters pertaining to the school budget and other finances, including the school's private account, ensuring that appropriate auditory checks are made each year.

Governors also fulfil specific roles, appointed to liaise with school leadership and key co-ordinators to discuss and monitor developments within the school pertaining to policy, schemes and practice.

3. STAFFING COMPLEMENT IN 2022/23

Teaching Complement	
Principal	Mr. C. Donnelly
Vice Principal	Mrs. C Maguire
P1 Teachers	Mrs L McCrystal, Miss E Carville
P2 Teachers	Mrs C. Dolaghan, Mrs Garvey
P3 Teachers	Mrs J. Conlon, Miss W Wojnicka/ Mrs H Campbell
P4 Teachers	Mr. D. McGreevy, Ms McKeown
P5 Teachers	Ms S. Heatley, Mr N Hicks
P6 Teacher	Mr. A. McCrystal, Mr K Morgan
P7 Teachers	Ms A Bell, Mr Pollock

Ancillary Staff		
Building Supervisor	Patsy McKee/ G Cunningham	
Clerical Officer	Mrs K Maguire	
Classroom Assistants		
Foundation Stage	Ms McCabe	Mrs Buckingham
	Ms Gribben (Unison secondment)	Mrs Brown
	Mrs McCaffrey	
Key Stage 1	Mrs Maguire	Mrs Garrahan
	Mrs Rooney	Mrs Crossey
	Mrs Meier	
Key Stage 2	Miss Maguire	Mrs Doherty
	Mrs McCann	Miss Maguire
	Miss Rogan	Mrs Matthews
	Mrs Kerr	Miss McDonnell
	Mrs John	
SCUs	Mrs Doherty	Mr McCann
	Mrs Morrison	Mrs McCaughan
	Mr McQuillan	

Lunchtime Supervisors	Cleaners
Mrs Devine	Mrs Cunningham
Mrs Lavery	Mrs Devine
Mrs Boyle	Mrs McCabe
Mrs Coogan	Mrs Rea
Mrs McKenna	Mrs McGuigan
Mrs John	

4. FINANCE

Budget Management

School Budget Allocations for 2022-23

School Name:	St John The Baptist Primary	Cost Centre Code	21185
School Reference Number:	103-6688	Primary FSME	143 Primary FSM Band 2
School Type:	Maintained Primary School	Nursery JSA/IS	Nursery JSA/IS Band

(A) <u>AGE WEIGHTED PUPIL UNITS</u>	AWPU Cash Value	2,371.8336 (For a weighting of 1.0)		
	Pupil Numbers	Weightings	AWPU Totals	Funds Allocated £
Nursery Class Part-time				
Nursery Class Full-time				
Reception				
Year 1	55	1.08	59.40	140,887
Year 2	57	1.08	61.56	148,010
Year 3	47	1.08	50.76	120,394
Year 4	41	1.08	44.28	105,025
Year 5	54	1.08	58.32	138,325
Year 6	58	1.08	62.64	148,572
Year 7	58	1.08	62.64	148,572
Special Unit				
Total Pupil AWPU Funding				947,785

(B) <u>OTHER FUNDING</u>	Number of Units	Funding per Unit £	Funds Allocated £
Premises By Area	3,347.00	8.62	28,838
Pupil Related	370.00	85.43	31,807
Nursery TSN Social Deprivation Additional Funding			
Primary TSN Social Deprivation Assessed	151.88	613.60	93,074
Additional Funding		Assessed	20,333
Small Schools Support			
Primary Principals' Release Time			
Foundation Stage - Mainstream	Assessed	Assessed	47,746
Foundation Stage - Irish-medium Unit	Assessed	Assessed	
Teachers Salary Protection	Assessed	Assessed	10,242
Irish-medium - Curriculum Support			
Irish-medium Unit - Admin. Support			
Service Personnel Children			
Children of the Traveller Community			
Looked After Children	5	1,185.92	5,930
Newcomer Pupils	15.00	1,185.92	17,789
Special Unit Lump Sum			
Total Other Funding			255,558

Total School's Delegated Funding Allocation 2022-23
(Sections A + B + Transitional Funding)

1,203,342

SCHOOL FINANCIAL PLAN 2021 - 2024

		School: <u>St John The Baptist Primary</u>		Cost Centre: <u>21185</u>	
EA Locality: <u>East</u>		***Only complete cells in yellow***			
A Pupils and Teachers		YEAR 1 (2021-2022)	YEAR 2 (2022-2023)	YEAR 3 (2023-2024)	
		October 2021	October 2022	October 2023	
1	Full Time Equivalent Enrolment (excluding Special Unit pupils)	371	370	368	366
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	15.60	15.60	15.60	15.60
3	Planned Pupil/Teacher Ratio (September)	23.78	23.72	23.58	23.46
B Changes in Teaching Staff		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff	
4	Increase in Teachers				
5	Decrease in Teachers (enter as positive figure)				
C Planned Expenditure		YEAR 1 (2021-2022)	YEAR 2* (2022-2023)	YEAR 3* (2023-2024)	
		£ %	£ %	£ %	
Expenditure Summary					
Staff Costs					
6	- Teaching	930,378 41.2%	948,320 40.4%	955,237 40.2%	
7	- Non Teaching	153,076 13.2%	154,873 13.1%	155,902 13.1%	
8	- Other Costs	0.0%	0.0%	0.0%	
9	Premises, Fixed Plant and Grounds	44,652 3.0%	45,545 3.1%	46,456 3.0%	
10	Operating Costs	34,311 2.0%	34,997 2.0%	35,697 2.0%	
11	Non Capital Purchases	0.0%	0.0%	0.0%	
12	Capital Expenditure	0.0%	0.0%	0.0%	
13	Less Income (enter as negative figure)	-4,074	-4,074	-4,074	
14	Total Planned Expenditure	1,158,343	1,177,170	1,189,218	
Estimated Savings (enter as a negative figure)					
15	Reduction in Teaching Staff (as per Variables)				
16	Please specify				
17	Please specify				
Estimated Additional Expenditure (enter as a positive figure)					
18	Increase in Teaching Staff (as per Variables)				
19	Please specify				
20	Please specify				
21	Total Planned Expenditure after Savings and Additional Expenditure	1,158,343	1,177,170	1,189,218	
<small>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs at 2% each year</small>					
D Budget					
22	Common Formula Funding (CFF)	1,199,767	1,197,120	1,191,827	
23	Other funding - (Please specify)				
24	Other funding - (Please specify)				
25	Other funding - (Please specify)				
26	Total Budget	1,199,767	1,197,120	1,191,827	
E In Year Movement					
27	In Year Underspend / (Overspend)	41,424	19,950	2,610	
F Cumulative Surplus / Deficit					
28	Carry-over from previous year	-180,282	-138,858	-118,908	
29	In Year Underspend / (Overspend) of delegated resources	41,424	19,950	2,610	
30	Closing Cumulative Surplus/(Deficit) 31 March	-138,858	-118,908	-116,298	
31	% Carry Over	-13.6%	-11.2%	-10.8%	
6	CATEGORY	Category 3			

The Board of Governors manages a delegated budget in co-operation with the Education Authority (Belfast Region). The budget allocation of the school depends on factors such as pupil numbers, the Achievement and Special Needs profile of the school and building size. The Budget allocation for 2022/23 was £1,203,342.

The school continues to await progress with regard to the School Enhancement Programme (SEP) works that was paused due to a governmental decision in Spring 2023. An extensive works programme was undertaken and completed in the summer of 2023 to ensure the new Social Communication Unit classrooms & other provision spaces were ready for opening ahead of the 2023/24 academic year.

5. OPEN ENROLMENT, ADMISSIONS AND ATTENDANCE

In accordance with the Department of Education requirements the school can admit 60 Primary 1 pupils each year. Admissions to Primary 1 in 2022-23 was 56. The admission criteria applied by the Board of governors of St. John the Baptist Primary school in selecting children for admission to Primary 1 in September 2023 is outlined below.

The total number enrolled in the school should not exceed 425 pupils. The table below shows the total numbers of applications and enrolments to the school since 2017.

	Total applications i.e. All preferences	Total Admissions
2020/21	60	58
2021/22	60	55
2022/23	60	56

Attendance

% Whole School Attendance 9 Year Trend								
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
94.93%	95.01%	95.71%	95.3%	95.39%	96.1%	94.7%	91.7%	93.4%

The table above illustrates the annual average attendance rate registered by the pupils, which reached a high in 2019-20 of just over 96% - though the context of the school year finishing in mid-March due to the pandemic must be considered a factor when analysing comparative figures in this context. One legacy of the pandemic widely noted across society has been the detrimental impact upon the school attendance culture for a number of families, and this was most acutely felt in 2021/22. The improvements registered in 2022/23 are positive and a consequence of the close monitoring process within St John the Baptist PS, something that will be continued in the year ahead.

Pupil Attendance

St John the Baptist PS is committed to a positive policy of encouraging pupils to attend school regularly. The school will work with parents, pupils and outside agencies to secure this aim. This includes working very closely with the Education Welfare Officer (EWO) and completing a UNOCINI if and when we feel that poor attendance is a barrier to a child's learning.

Parents or guardians of pupils of compulsory school age have a legal duty to ensure that their children receive efficient, full-time education at school or otherwise.

St John the Baptist PS is responsible for supporting the attendance of pupils and for responding to difficulties and issues which might lead to non-attendance.

We believe that schools which adopt a positive and proactive approach towards attendance matters and encourage parents to take an active role in the schooling of their children, can play a major role in improving levels of attendance and punctuality and in reducing absenteeism. Good attendance is celebrated on a monthly basis at individual pupil and class level to cultivate a positive attitude towards full attendance.

6. CURRICULUM & ASSESSMENT

Learning and Teaching

In St John the Baptist PS, we aim to provide a secure and orderly atmosphere where effective learning and teaching can take place in a mutually respectful environment, which strives to foster Gospel values.

We acknowledge that children learn in different ways, through a variety of experiences, and we therefore recognise the need to develop strategies that allow all our children to learn in ways that best suit them.

We strive to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. In order to achieve this, we will endeavour to:

- Plan collaboratively in year groups and in key stages focusing on pupils' needs. Evaluation of planning drives on future planning and improvement;
- Ensure that the tasks provided for the children are appropriately challenging in line with their abilities;
- Provide regular opportunities for the children to work individually, in groups and as a class;
- Develop the children's thinking skills and full complement of talents to work independently and co-operatively providing frequent and regular opportunities for active, process rich learning;
- Create and sustain a stimulating learning environment;
- Acquire, maintain and utilise appropriate high quality resources to support learning and teaching; and
- Consistently monitor and evaluate provision and provide regular feedback at all levels, encouraging self and peer assessment by pupils in an open and nurturing context, in order to create a culture of quality learning and teaching experiences within and across all year groups.
- Develop the emotional well-being and literacy of the pupils through modelling positive language.

Assessment

Assessment is an integral part of the learning and teaching process. It provides schools with information with which to evaluate work and set suitable targets in order to advance the learning process. Assessment offers all pupils an opportunity to show what they know, understand and can do; and what they need to develop. It is then used to inform curriculum planning, the setting of children's targets and the provision of resources. A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually.

The assessment procedures used at SJB are set out in our Assessment Policy. Currently we make use of:

- Discussions with individual children, groups and the class;
- Self and peer assessment;
- Early Years Foundation Stage Profile (Comet and Baseline assessment booklet);
- Tracking of Significant Goal data (Foundation Stage);
- Observations of children working;
- Examining evidence of children's work;
- Marking in adherence to the Marking Policy;
- Class work sampling and levelling;
- Whole school sampling and levelling to establish consistency of standards;
- CBMD (Collegiate Book Monitoring Discussions);
- Formal tests including standardised CAT4/PTE/ PTM/ assessments;
- Diagnostic Christmas Assessments;
- End of Key Stage Assessments;
- Curriculum Monitoring Programme assessments.

Roundtable to Remedial Action Planning Process

The potential for data to inform planning, teaching and learning is something that is respected and fully appreciated in St John the Baptist. Roundtable to Remedial Action Planning outlines the process triggered once children undertake the PTE/PTM assessments as well as Christmas diagnostic assessments each year. The teachers are subsequently invited to a meeting with the principal, SENCO and Assessment Co-ordinator, at which the results are analysed in a collaborative discussion at individual pupil, learning group and whole class level. Key points agreed are then collated into a Remedial Action Plan completed by teachers which outline the steps that will be taken forward in relation to planning, teaching, movement of pupils between learning groups, meetings initiated with parents, remedial support being put in place for children etc.

Curriculum Monitoring Programme

The Curriculum Monitoring Programme involves groups of pupils (at whole class or learning group level) being assessed on an ad hoc basis on agreed learning areas consistent with submitted plans or agreed in discussions between the principal, Numeracy/ Literacy co-ordinators and class teachers. The results lead to a roundtable discussion between the principal, Assessment co-ordinator and class teachers and have proven to be very useful as a means of monitoring progress, highlighting areas for development and pupils who are progressing well and those giving cause for concern.

Evaluation of learning, teaching and assessment

The available evidence from parent surveys, principal-led lesson observations, book monitoring and planning monitoring, as well as standardised assessments, supports our belief that our children are provided with quality learning experiences that lead to a consistently high level of pupil achievement. Based on this evidence governors and teachers have also identified several priorities for further development.

2022/23 school development priorities, initiated by the principal after consultation with school staff and governors, included a breadth of whole school level improvement policies and strategies aimed at advancing pupil outcomes in Numeracy and Literacy. These incorporated the following:

- Introducing social communication units to the school.
- Expansive whole school training programme to run for the 2023 calendar year as led by Middletown Centre for Autism.
- Focus on Effective Questioning as part of the teaching and learning of Literacy in the classroom.
- A focused and intensive approach to the promotion of a culture of independent reading through the Accelerated Reader programme (P4-P7).
- Continuing with the Curriculum Monitoring Programme to provide an additional method (to standardised tests) for working in conjunction with teachers and key co-ordinators to monitor and assess progress in the learning of key Maths concepts for classes and targeted groups of pupils throughout the school.
- Expanding the Roundtable to RAPs (Remedial Action Plans) process to the new social communication units as a method for collaboratively analysing data to formulate future approaches and initiatives.

The efficacy of these developments could be gauged through the successful implementation and, where possible, the outcomes measurable through assessments. These outcomes included pupils participating in a sustained and quantitative manner in both the Accelerated Reader and Accelerated Maths programmes, as well as completing numeracy and literacy assessments at Christmas time which provided the basis for the newly introduced Roundtable meetings.

Promoting the raising of standards & attainment among all pupils, particularly in Communication, Using Mathematics and Using ICT.

The School Development Plan priorities introduced for the 2022-23 academic year reflected a desire to promote the raising of standards in the three core cross-curricular areas of Communication, Mathematics and Using ICT.

Communication

- Effective Questioning: A uniform, whole school approach to the use of Effective Questioning during Literacy lessons was included as a focus area throughout the academic year.
- Accelerated Reader: A concerted and sustained effort was made to promote the culture of independent reading within school and at home throughout the academic year, devising new means of rewarding and celebrating achievements to inspire children from throughout all Primary 4- Primary 7 classes.

Mathematics

- Mental Maths Scheme: A new mental maths scheme was devised and rolled out throughout every class in the school. This involved in-service training, collaborative planning and on-going evaluation to monitor progress.
- Differentiation in Maths: Staff training was held discussing the features of an excellent Maths lesson as well as approaches to differentiation in planning, teaching and learning, monitored through submission on half-termly plans.
- Accelerated Maths: This programme targeted all Primary 4 – Primary 7 classes to support the teaching and learning of core Maths concepts both within school and in the home. The Maths Co-ordinator and members of the Maths Curricular team held meetings with parents to train them in supporting their children with the programme at home.
- Additional Learning Support Teacher: A teacher was employed to work 5 days per week with groups of pupils (P3-P5) to further promote their understanding of Maths and Literacy concepts. This included targeted groups of more advanced pupils to supplement the pre-existing learning support sessions (led by another support teacher) with pupils struggling with learning in Maths.
- Curriculum Monitoring Programme: This new programme for classes from P3-P7 focused on providing an additional, ad hoc means of assessing pupil progress in core Maths concepts to support teaching and learning in the classroom and help guide and direct teachers with planning.

Using ICT

- Training in the use of new Promethean boards: New ICT boards were purchased for all P1-P7 classes, with training organised from the provider to give guidance for teachers with regard to utilising the boards effectively to support teaching and learning.
- ICT Tasks: Staff training sessions were held to support teachers in the teaching and learning of the core ICT 'E' skills through a programme of progressive and related tasks organised from P1 through to P7. The ICT Co-ordinator liaised closely throughout the year to provide advice and guidance to class teachers, including through release days when he team taught ICT task lessons in the ICT Suite alongside class teachers and class assistants.

Assessment

- Roundtable to RAP process: This approach to analysing and evaluating data was continued during the academic year, with the objective being to use the collaborative context to help shape focused actions at individual pupil, group and class level as well as informing subsequent actions by key co-ordinators and the school leadership.
- Numeracy and Literacy Christmas Assessments: These were devised to provide a diagnostic basis for collaborative discussions which were action-focused, culminating in the production of Remedial Action Plans. The existence of historical data for comparative purposes proved a very useful means of gauging progress relative to prior year cohorts.

7. PUPIL ATTAINMENT – ASSESSMENT & REPORTING

Evaluation of steps taken to promote the raising of standards and attainment among all pupils in Communication, Using Mathematics and Using ICT

Christmas diagnostic assessments were completed and provided for all teachers to be involved in the Roundtable to RAPs process under the direction of the Assessment Co-ordinator. The end of year NfER standardised assessments (P3-P7) as well as end of year in-class assessments (P1/P2) provided the focus of a second series of Roundtable to RAPs meetings involving all class teachers in addition to the Assessment Co-ordinator, Vice Principal/SENCO and Principal.

The Curriculum Monitoring Programme involved multiple rounds of assessments with pupils throughout the three terms, with positive results.

The termly planners for all teachers provide evidence of the Mental Maths and Spelling programmes being introduced during the academic year.

P7 Leavers

The 59 Primary 7 children who left school in June 2023 transferred to the following schools.

School	No. Pupils	School	No. Pupils
St Dominic's	9	St Louise's	3
St Mary's CBGS	9	St Malachy's	3
De La Salle	8	St Patrick's	3
Rathmore	8	St Colm's	2
St Genevieve's	8	Hunterhouse	1
Malone College	4	All Saints	1

8. SPECIAL EDUCATIONAL NEEDS

1. Introduction

As a school committed to developing all our pupils in a holistic manner, we recognise that all pupils are unique and develop at varying rates. We aim to cater for all individuals, including those experiencing learning difficulties. We have high expectations of all our pupils and a determination that each child will achieve to his / her full potential, and that any barriers to learning will be identified and overcome. The arrangements for addressing special educational needs are set out in our Special Needs Policy. In particular:

- We aim to identify as early as possible, children who are experiencing difficulties with their learning. Such early identification of need will be achieved through a mix of teacher judgement and diagnostic assessment.
- We recognise that all teachers have a collective responsibility for the special needs of our pupils.
- The implementation of appropriate staff development with reference to the DE Inclusion Resource file.
- The SENCO will liaise with and support the class teachers in the development and implementation of Individual Education Plans and to ensure that each child follows an agreed programme of work designed to address his or her educational needs.
- The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified.
- The Principal, SENCO and SLT will ensure the provision of appropriate staff training and professional development in order to raise staff capacity to meet the needs of the children.
- The implementation of our SEN and pastoral care policies.

Special Needs Register

There are currently 69 children on the SEN register which equates to **18 %**.

SEN CAs keep daily records of observations of our statemented children and share these with the class teacher and parents through the home/school diary as a means of communication.

- withdrawal support for targeted children, provided by our SENCO, trained classroom SEN assistants and volunteers

a) Learning Support

The school utilises the skills of our staff and volunteers to support the learning needs of our children. During 2022-2023 the ENGAGE programme (Miss Wojnicka and Mrs Harriott) was used to deliver remedial Literacy support sessions for targeted pupils, with Mrs O'Neill also used three days per week to deliver similar remedial support sessions in Numeracy for targeted groups of pupils. Classroom assistants provided reading support for P2 & P3 pupils, with after-school Accelerated Maths tutoring sessions also continuing throughout the year to aid small groups of P4-P7 learners in Maths. St Genevieve's Reading Partners worked with a group of P4 children. Following the administration of GL Dyslexia Screener, we targeted a group of children using the TTRS (Touch Type Read Spell) Programme in an afterschool club.

b) Work with Outside Agencies

The school provides withdrawal support provided by specialist peripatetic and outreach teachers from a range of outside agencies to support pupil needs. These include St. Gerard's Outreach, Harberton Behaviour support, Clarawood Behaviour Support, Autism Advisory and Intervention Service and RISE (Regional Integrated Support for Education).

c) Underachievement

SLT liaise regularly with staff to identify and support children deemed to be under-achieving; and work to ensure the effective deployment of human and financial resources to secure appropriate outcomes for all pupils

d) Ongoing SEN CPD

The school has proactively sought develop the skills of staff to meet the ever increasing diversity of needs presented by our children. The main CPD focus has been the work undertaken with Middletown Centre of Autism this year, though the Record of Staff Training in this document provides an illustration of the breadth of additional training sessions held throughout the academic year.

e) Supporting Parents

The school continues to provide ongoing support for the parents of SEN children including organising ASD and ADHD information sessions.

f) Evaluation of SEN Provision:

Evaluation of SEN provision is ongoing. IEPs are reviewed twice a year. Annual Reviews are conducted in Term 2. Pupils identified for learning support are reviewed at the end of their support cycle. Regular meetings are held on a half-termly basis between classroom assistants and the SENCO.

9. CHILD PROTECTION & PASTORAL CARE

- i. The *policies and procedures* relating to the health and well-being of children at St John the Baptist are set out in the following policy documents:

Pastoral Care Policy	Anti-Bullying Policy	Positive Behaviour Policy
Health & Safety Policy	Health Education Policy	Drugs Education Policy
Child Protection & Safeguarding Policy	Intimate Care Policy	Safe Use of Internet Policy
Safe Handling & Use of Reasonable Force Policy	Attendance Policy	Code of Conduct
Mobile Phones Policy	Use of Images Policy	First Aid Policy
Medication Policy		

For a full list of school policies see Annex 2

ii. Evaluation of Pastoral Care:

The quality of provision for the pastoral care, health and well-being of our pupils is consistently good. Pupil teacher relationships are observed by the Principal to be very good. In almost every question in the Kirkland Rowland survey expressed a good level of satisfaction with the educational and pastoral provision provided by our school.

Nurture and Sensory Support

The Nurture Room and Sensory Room provisions were introduced for the 2019/20 academic year, with staff INSET being sourced for key staff members tasked with implementing the plan. These rooms continue to be utilised by staff to support pupils, with additional sensory walks being created in the mainstream and SCU sections of the school (there is also an additional sensory room accessible for SCU pupils on the SCU corridor.)

Additional staff are recruited to run the Nurture sessions, with children selected after consultation with teachers and parents. The enthusiastic response of children, parents and staff members meant that the provision was expanded by increasing the available staffing hours, subject to budgetary restrictions.

The Sensory Room has proven to be an invaluable space for children with special needs, many of whom use it daily as part of their regular school day routine.

Promoting health and well-being, child protection, attendance, good behaviour and discipline of pupils.

1. Health and Well Being
2. Child Protection
3. Pupil Attendance
4. Good Behaviour & Discipline

Health and Well Being

The programmes below represent the breadth of initiatives and programmes running in the school which are aimed at promoting the health and well-being of our children throughout the academic year:

- Nurture Room
- Sensory Room
- Paths Plus
- Circle Time
- New Life Counselling
- Music Therapy
- Aromatherapy (P7)
- Uberheroes (P6-P7)

Child Protection

We in St John the Baptist PS have a responsibility for the care, welfare and safety of the pupils in our charge. Through our Pastoral Care Policy, we aim to provide a safe, caring and supportive environment where our pupils can learn and develop confidence they need to protect themselves from unwelcome behaviour or abuse from others, and to keep themselves safe.

All our staff and volunteers have had appropriate background checks and abide by the code of conduct agreed by the school. All those working in the school have the children's safety and welfare as their main consideration.

Scheduled Safeguarding meetings are held throughout each term between the Designated Teacher, Deputy Designated Teacher and Principal to discuss issues.

Safeguarding Pro Forma is maintained regularly by the Designated Teacher/DDT with the principal kept informed.

Safeguarding Register of Concern is maintained by the Designated Teacher/DDT.

Safeguarding and Class teacher report template exists to ensure the DT/DDT are kept informed of the breadth of issues relating to specific children at the request of social services.

Safeguarding themes are regularly incorporated into children's assemblies throughout the school year ensuring that these themes are addressed with all children on an annual basis.

Attendance Monitor Programme

An *Attendance Monitor* is devised at the commencement of the academic year informed by the tracking of pupil attendance over the previous academic year. Parents are informed that their children are on the monitor and the expectation of the school leadership that they will endeavour to ensure their children attend school regularly.

A *Supplementary Monitor List* is compiled at Hallowe'en adding pupils whose attendance in the first two months have given cause for concern, and the parents/ guardians of these pupils are made aware of this development. An *Additional Supplementary Monitor List* is also compiled at the February mid-term break adding any children who have been highlighted for attendance reasons after Hallowe'en. Pupils across the three lists are tracked closely with regard to attendance until the end of the academic year. The Monitor Lists are included in the appendix.

Teachers liaise with the principal and vice principal to monitor the attendance of pupils on the Monitor lists and also to bring to the attention any concerns about other pupils' attendance throughout the year.

Good Behaviour and Discipline

Good behaviour and discipline of pupils is promoted through classroom practice and through the culture and ethos of the entire school community. We promote positive behaviour and celebrate achievements and good conduct as a means of cultivating a harmonious learning and work environment for children and staff alike in the knowledge that the two are inter-linked. Some of the strategies and initiatives employed are listed below:

- Weekly Pupil of the Week awards
- Termly Principal Awards
- Attendance Awards (individual and class)
- Accelerated Reader/ Accelerated Maths awards
- Extra Play incentives
- Homework Passes
- Sarsfields afternoon sessions
- Behaviour Monitoring Class Book

10.PARENT & COMMUNITY LINKS

St. John the Baptist PS enjoys the strong support of the local community which is reflected in the extensive activities, events and services the pupils both participate in and attend. The staff are welcoming and outward looking in encouraging pupils to see themselves as part of the wider community.

Effective communications between home and school is regarded as an essential part of the school mission. The appointment of a Community Links Co-ordinator in 2019 illustrated the importance of cultivating support amongst parents and the local community to build the vision of St John the Baptist as a community school.

Parental engagement, in a formal sense, takes the form of:

- year group curriculum meetings in the first term;
- formal parent teacher consultation meeting in February;
- an annual written report on children's progress, sent home in June;
- a monthly newsletter;
- The use of Twitter, Instagram and Facebook to connect with parents;
- Class SeeSaw accounts;
- a regularly updated school website;
- a texting service used to contact parents at short notice if necessary; and
- an open door policy whereby parents can address concerns to the Principal or arrange to meet with their child's class teacher.

The school has strong links with a range of sporting, community and business organisations, as well as other schools which allow us to broaden opportunities for our children. These include coaching provision organised and delivered by Sarsfields, Antrim County (GAA), Andersonstown Tigers, Irish Football Association, Tullymore Community Centre as well as links with local nursing homes which our pupils have collaborated with on a variety of art, drama and music projects over recent years.

An idea of the breadth of community links that have been forged and nurtured across many strands in recent years is provided in the diagram on the following page, providing a visual affirmation of the central mission to create a community school in SJB.

See Community Links Annex 6

11. STAFF DEVELOPMENT

In St John the Baptist, the professional development of teaching and non-teaching staff is regarded as a critical part of the strategic planning undertaken throughout the year to advance our capacity to meet the needs of our children in the broadest sense.

The greatest asset in any school is the staff and it is essential that the staff are both cared for, nurtured and encouraged in their spiritual, personal and professional development. Accordingly, the school leadership ensures that the workload attributable to the entire staff and to individuals is appropriate and balanced. In addition, the school leadership ensures that a relevant, focused and diverse staff development plan is implemented each year. This plan is kept under constant review so that it remains relevant to the staff and the needs of the school.

All staff avail of high quality staff development through staff development days, school based INSET, and external INSET, and Trusted Colleague Network (TCN). In addition, the management structure for our school is based around a team approach which encourages and provides opportunities for all teachers to be involved in providing leadership, monitoring and evaluating provision, identifying priorities through Collegial Book Monitoring and Discussion.

The Principal undergoes an external PRSD review.

A programme of training and support is provided for the Baker Days throughout the year to professionally develop staff and attendance at courses is organised and recorded, as illustrated in the 'Staff INSET Record' located in the Appendix section.

In 2022/23, our engagement with Middletown Centre for Autism provided the main focus for in-service staff training, continuing throughout the second and third terms (after commencing in mid-December 2022.)

A specific focus was also kept on making the most use of data through organisation and implementation of the Roundtable to RAP process, with all class teachers involved in multiple Roundtable meetings and in devising and agreeing Remedial Action Plans (RAPs) produced as a result of the collaborative engagements and observations.

Professional development has also taken the form of staff involvement in cluster groups at principal, vice principal and senior leader levels throughout 2022/23, with such forums viewed as an essential means of both learning from best practice elsewhere and disseminating our own good practice for others to learn. The school played host to several of these best practice cluster sessions, including for ICT and for Newcomers' education.

The school principal and Maths co-ordinators were asked to share best practice with school leaders from more than a dozen other Belfast-area primary school leaders into the manner in which the school effectively uses the Accelerated Reader and Accelerated Maths programmes to enhance learning for P4-P7 pupils, engaging parents/ families in the process.

The school was also asked to host visits from several delegations of school leaders and teachers from other schools from across the north of Ireland to showcase best practice with regard to the rolling out and effective delivery of learning programmes in the new KS1 Social Communication Units.

Teachers and classroom assistants continue to be pro-actively trained in special needs areas, as the Staff INSET record illustrates.

Annex 1

SJB Admissions Criteria – 1 September 2023

The criteria listed below was applied by the Board of governors of St. John the Baptist primary school in selecting children for admission to primary 1 in September 2023

CRITERION 1 Children who have brother(s)/sister(s), half-brother(s)/sister(s), step-brother(s)/sister(s) presently enrolled in St. John the Baptist Primary School. **(Indicate name and year group)**

CRITERION 2 Children who normally reside in the Parish of St. Michael's.

CRITERION 3 Children whose parent/guardian is presently a permanent member of St. John the Baptist Primary School teaching staff/member of the Board of Governors/auxiliary/ancillary staff.

CRITERION 4 Children transferring from St. Michael's Nursery School.

CRITERION 5 Children whose parent/guardian, brother(s)/sister(s), half-brother(s)/sister(s), step-brother(s)/sister(s) are past pupils of the schools. **(Indicate name and date of attendance)**

CRITERION 6 Children from other areas who do not fulfil Criterion 1-5.



POLICIES

Core Curriculum Policies

- Literacy Policy
- Numeracy & Using Mathematics Policy
- World Around Us Policy
- Religious Education Policy
- Art & Design Policy
- Music Policy
- Foundation Stage Policy
- Assessment Policy
- Homework Policy
- Special Educational Needs, Disability & Inclusion Policy
- Policy for Acceptable Use of the Internet

Pastoral Policies

- Pastoral Care Policy
- Safeguarding & Child Protection Policy
- Promoting Positive Behaviour & Managing Discipline Policy
- Ant- Bullying Policy
- Attendance Policy
- Intimate Care Policy
- Mobile Phone Policy
- Safe Handling & Use of Reasonable Force Policy
- Health & Safety Policy
- Anaphylaxis Policy
- Medication Policy
- First Aid Policy
- Educational Visits & Trips Policy
- Use of the Internet & Digital Technologies Policy
- Social Media Policy



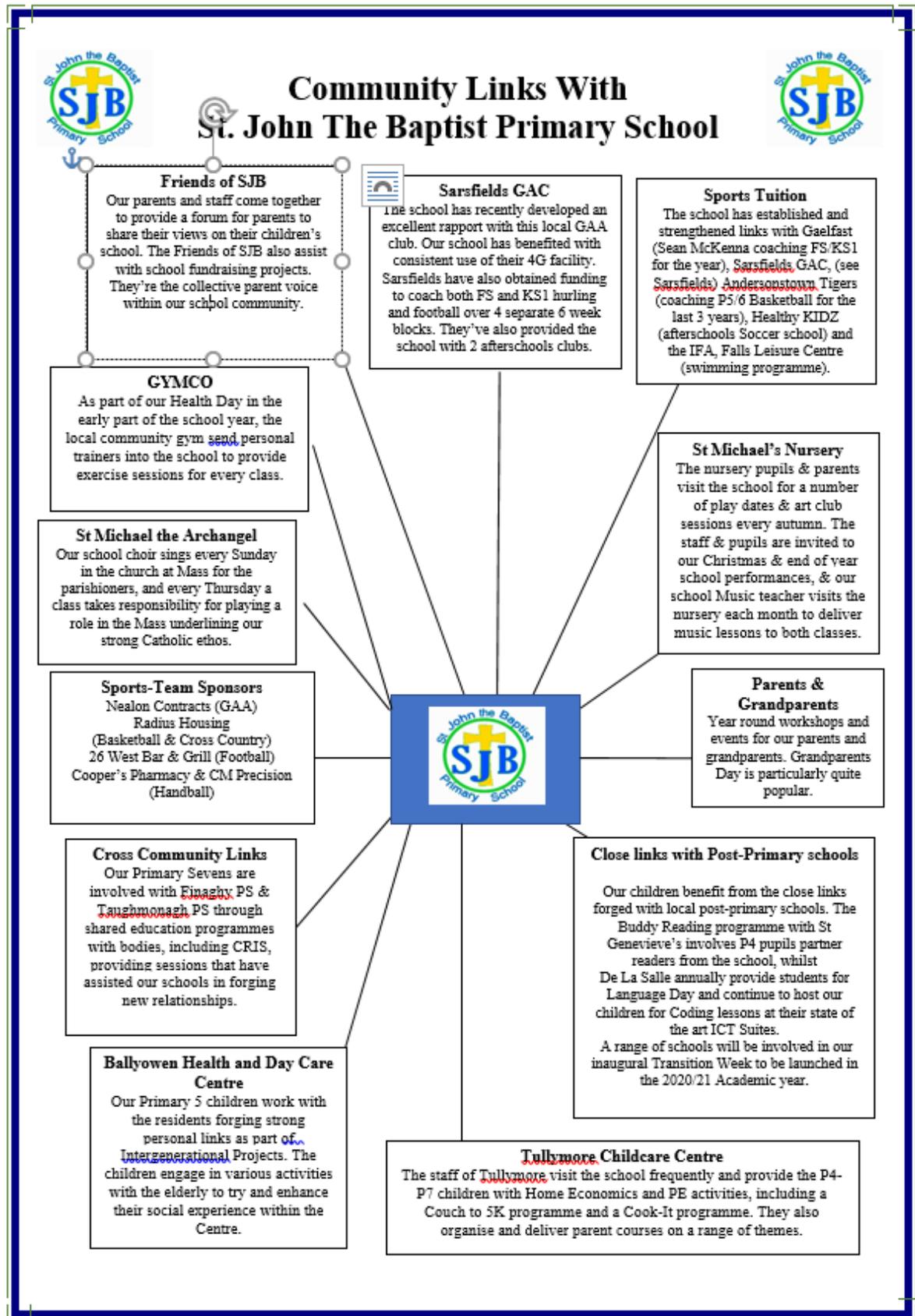
Staff INSET Record: 2022-23

Date	Staff Member	Staff Focus	Venue
August Baker Days 24 th August	Maths: <ul style="list-style-type: none"> o Planning o Focus Areas for Improvement in '22/'23 Accelerated Maths IEP SMARTE Target Writing		
25 th August	Surface Pro Training (new ICT laptop devices) ICT Task Focus Session "Initial Set Up OF Specialist Provision within a Mainstream School" (K. Burke & P. O'Kane- Antrim Area Board Centre)		
26 th August	Literacy: <ul style="list-style-type: none"> o Planning Focus Areas for Improvement in '22/'23 EdIS - NISTR Training - TEAMS C Maguire Attention Autism Training - K. Burke & P. O'Kane - St Teresa's P.S. 11.30am- 1pm		
Summer 2022	K. Burke P O'Kane M. Morrison	ASD Tier 2 Training	Online
7 th September	C. Maguire	Good Practice Visit	Holy Trinity P.S. F. Boyd
10 th September	K. Morgan	Steps to Leadership	Online
13 th September	C. Donnelly	Principal Cluster (P. Shevlin)	St Claire's PS
20 th September	Unit staff	Calm Plan Training Jean Moir	SJB
21 st September	Unit staff	2pm Unit staff – Planning –TEAMS meeting Orla McAllister	SJB- TEAMS
4 th October – 13 th December	J. Rooney/S. Doherty	OCNNI	Fortwilliam
3 rd October	Teaching Staff	Anaphylaxis Awareness Training	SJB
17 th October	Classroom Assistants	Sensory Processing Refresher. Effective Use of Sensory Room	SJB-SDD
17 th October	Classroom Assistants & LSAs	Anaphylaxis Awareness Training	SJB- SDD
17 th October	C. Maguire	1.30-3.00pm EdIS CM Annual Review Familiarisation Session	SJB- TEAMS
19 th October	Unit Staff	3.15pm SSST cluster meeting – Unit staff TEAMS	SJB- TEAMS
27 th October	C. Donnelly	CCMS Principal Conference	CCMS
21 st November	P. O'Kane, K. Burke	SSST – Janet Blair- Communication, Visual Supports, Individual Schedules, Classroom Layout	SJB SCU

28 th November	P. O'Kane, K. Burke	SSST – Janet Blair- Communication, Visual Supports, Individual Schedules, Classroom Layout	SJB SCU
29 th November	P. O'Kane, K. Burke	Good Practice Visit	St. Gerard's Special School
30 th November	C. Donnelly, C. Maguire	WBPB Newcomer Cluster	SJBPS
13 th December	P. O'Kane, K. Burke	SSST – C. Irvine & J. Watson Classroom Layout	SJB SCU
11 th January	Whole Core Team Meeting (C Maguire, A McCrystal, L McCrystal, C McCaffrey, N Hicks, S McKeown, W Wojnicka, J Rooney, K Burke, P O'Kane, M Morrison, E Carville)	Middletown Core Team Meeting	SJBPS
12 th January	A McCrystal	WBPB Numeracy Cluster	St. Kevin's PS
12 th & 13 th January	P. O'Kane, K. Burke	SSST J. Watson/C. Irvine Schedules & Visual Structure	SJB SCU
13 th January	K. Morgan	ICT Cluster	Holy Trinity PS
9 th February	All teaching staff and classroom assistants	Overview of Middletown Support & Visual Methodologies and Learning Styles- MCA	SJBPS
6 th - 15 th March	K. Burke/M. Morrison/ C. Maguire	SSST J. Watson/C. Irvine Set up Extension of classroom with staff	SJB SCU
24 th March	C. Maguire & P. O'Kane	SSST Numicon Training	Antrim Area Board Centre
30 th March	A. Bell	WBPB Literacy Cluster	St. Joseph's P.S
31 st March	K. Morgan	ICT Cluster	SJBPS
February- June (Every Wednesday)	Core Team	Middletown Core <u>Team Sub</u> Group Meetings	SJBPS
6 th April	All teaching staff	Middletown Home School Collaboration- Claire Smayton - MCA	SJBPS
6 th April	All classroom assistants	Middletown- Practical Strategies to Support the Autistic Child- Tracey McGovern & Ruth McCausland MCA	SJBPS
20 th April	C. Donnelly, C. Maguire	Newcomer Cluster	St. Claire's PS
27 th April	A. McCrystal	Numeracy Cluster	St Kevin's
28 th April	C. Maguire	SEN Cluster re PLPS	Holy Trinity P.S.
22 nd May	C. Maguire, P. O'Kane & K. Burke	SSST Planning Meeting	SJB SCU
9 th June	K. Morgan	P. Shevlin DCU Cluster Meeting	STOPPS
13 th June	C. Maguire, P. O'Kane, K. Burke	Good Practice Visit	St. Paul's PS SCU
21 st June	Teaching staff and Classroom assistants	Middletown Drop-In Sessions	SJBPS

St John the Baptist PS School Holidays 2022 – 2023

TERM 1	
Wednesday 24th August 2022 - Thursday 22nd December 2022	
School Opens – Children return to school	Tuesday 30th August 2022 (½ Day – early finish) Wednesday 31st August (½ Day – early finish)
Staff Development Days	Wednesday 24 th August- Friday 26 th August
Holiday	Monday 29 th August
Staff Development Days	Monday 19 th September Monday 31 st October
Mid-Term Holiday	Tuesday 1 st November- Friday 4 th November
Christmas – School Finishes	Thursday 22 nd December – 11am Finish
Christmas Holidays	Friday 23 rd – Tuesday 3 rd January
TERM 2	
Wednesday 4th January 2023 - Thursday 6th April 2023	
School Opens – Children return to school	Thursday 5th January
Staff Development Day	Wednesday 4 th January
Parent Consultations	Friday 10 th February
Staff Development Days	Monday 13 th February- Tuesday 14 th February
Mid-Term Holiday	Wednesday 15 th February- Friday 17 th February
St Patrick’s Day Holiday	Friday 17 th March
Easter- School Finishes	Thursday 6 th April – 11am Finish
Holidays	Friday 7 th April Monday 10 th April – Friday 14 th April
TERM 3	
Monday 17th April 2023 –Friday 30th June 2023	
School Opens – Children return to school	Monday 17th April
Holiday	Monday 1 st May- Thursday 4 th May
Staff Development Day	Friday 5 th May
Holiday	Monday 29 th May
School Closes for Summer Holidays	Friday 30 th June- 11am Finish



SCHOOL FINANCIAL PLAN 2021 - 2024



School:

Cost Centre:

EA Locality:

Only complete cells in yellow

A Pupils and Teachers		YEAR 1 (2021-2022)	YEAR 2 (2022-2023)	YEAR 3 (2023-2024)
		October 2021	October 2022	October 2023
1	Full Time Equivalent Enrolment (excluding Special Unit pupils)	371	370	366
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	15.60	15.60	15.60
3	Planned Pupil/Teacher Ratio (September)	23.78	23.72	23.46
B Changes in Teaching Staff		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers			
5	Decrease in Teachers (enter as positive figure)			
C Planned Expenditure		YEAR 1 (2021-2022)	YEAR 2* (2022-2023)	YEAR 3* (2023-2024)
Expenditure Summary		£ %	£ %	£ %
Staff Costs				
6	- Teaching	930,378 81.2%	948,329 80.4%	955,237 80.3%
7	- Non Teaching	153,076 13.2%	154,373 13.1%	155,902 13.1%
8	- Other Costs	0.0%	0.0%	0.0%
9	Premises, Fixed Plant and Grounds	44,852 3.9%	45,545 3.9%	46,455 3.9%
10	Operating Costs	34,311 3.0%	34,997 3.0%	35,697 3.0%
11	Non Capital Purchases	0.0%	0.0%	0.0%
12	Capital Expenditure	0.0%	0.0%	0.0%
13	Less income (enter as negative figure)	-4,074	-4,074	-4,074
14	Total Planned Expenditure	1,158,343	1,177,170	1,189,218
Estimated Savings (enter as a negative figure)				
15	Reduction in Teaching Staff (as per Variables)			
16	Please specify			
17	Please specify			
Estimated Additional Expenditure (enter as a positive figure)				
18	Increase in Teaching Staff (as per Variables)			
19	Please specify			
20	Please specify			
21	Total Planned Expenditure after Savings and Additional Expenditure	1,158,343	1,177,170	1,189,218
* Planning assumptions include Cost of Living Pay Award Estimate of 1% each year and estimated rate of inflation for Other Costs at 2% each year				
D Budget				
22	Common Formula Funding (CFF)	1,199,787	1,197,120	1,191,827
23	Other funding - (Please specify)			
24	Other funding - (Please specify)			
25	Other funding - (Please specify)			
26	Total Budget	1,199,787	1,197,120	1,191,827
E In Year Movement				
27	In Year Underspend / (Overspend)	41,424	19,950	2,610
Cumulative Surplus / Deficit				
28	Carry-over from previous year	-180,282	-138,858	-118,908
29	In Year Underspend / (Overspend) of delegated resources	41,424	19,950	2,610
30	Closing Cumulative Surplus/(Deficit) 31 March	-138,858	-118,908	-116,298
31	% Carry Over	-13.6%	-11.2%	-10.6%
G	CATEGORY	Category 3		

