



Governors' Report

2015 - 2016

Foreword

It gives me great pleasure to present to you the 2015/2016 Board of Governors' report for Donemana Primary School.

Once again you will be able to clearly see from the Calendar of Events and reports just how busy and varied a school year it has been for all of the pupils in our school.

Thankfully the school has been able to build upon the great achievements that we enjoyed in the ETI Inspection in the Summer Term of 2015. The Post Inspection action plans fully addressed the areas for improvement identified and we have managed to develop the very positive outcomes in the areas of achievements, provision and leadership and management. Donemana Primary is definitely a school on the up and I would like to applaud Mrs Hay and all of her staff on their fantastic work.

It is well known that the successful schools work in partnership with the parents of their children. I would encourage all of you to get as involved as you can be with the work of the school because education does work. As parents, we are our child's first teacher and have a vital role to play. With your support, your child can achieve in education and improve their life chances. I would have no doubt that by working in partnership your child can be the best they can be.

In conclusion, I would like to pay tribute to the work of my fellow Board of Governors. They freely give of their time on a voluntary basis to ensure that your child gets an excellent education. I have every confidence that Donemana Primary School will continue to flourish and that the school will actively serve the needs of our local community in the years to come.

Simon Mowbray – Chair – Board of Governors.

The Board of Governors

Chairperson:

Mr Simon Mowbray

Vice Chairperson:

Reverend Robin Stockitt

Transferors' Representatives:

Mrs Alison Wallace

Mrs Ingrid Craig

Reverend Robin Stockitt

Education Authority Western Region Representative:

Mr Simon Mowbray

Parents' Representatives:

Mrs Caroline Young

Mrs Angela Campbell

Teacher Representative:

Mr D Potts

Head Teacher:

Mrs G Hay (Non voting member and Secretary of the Board)

Calendar of Events 2015 / 2016

August

- 26th/27th Teacher training
Mrs Hay and Mrs Young begin home visits with P1 families
- 28th Teacher training

September

- 2nd Piano lessons begin
- 3rd Mrs Hay assembly
Mrs Hay meets Mrs Wilson ref sunshine room provision for the year ahead
Mrs Hay attends meeting in Drumahoe Primary School
- 4th Foundation Stage Football begins
Key Stage Two Football begins
- 7th Primary One Photo taken for Strabane Weekly News Paper
Mrs Hay meets with R. Brennan, Educational Psychologist
- 8th Spanish lessons begin
Staff Meetings begin
- 9th Mrs Hay meets S. Thornton, EA Officer, ref Post Inspection Action Plans
- 10th Robert Plant Assembly
- 11th Miss Nutt meets with Mrs Walsh from Sion Mills Primary School
- 14th Primary Three - Primary Seven visit Ministry of Science Show at the Millennium Forum
Multi skills coaching for Primary Three begins
Mrs Hay conducts PRSD interviews with teachers
- 15th Annual Curriculum Evening
Cricket Coaching begins for Primary Four and Primary Five
Rugby Coaching begins for Primary Six and Primary Seven
- 16th Strabane Academy pupils begin Enrichment Placement
Board of Governors' Sub-Committee Meeting
- 17th Mrs Hay meets S. Thornton, Education Authority (EA) Officer, ref Post Inspection Action Plans
- 18th Mrs Hay meets with Educational Welfare Officer
- 21st Mrs Hay completes Special Educational Needs Coordinator duties
- 22nd Mrs Hay meets with Principal of Enniskillen Integrated Primary School
Mrs Hay meets with Chairman of Board of Governors
- 23rd Mrs Hay attends Extended Schools Cluster Meeting
- 24th Pupil of the Month Assembly
- 28th Non-Contact day for Literacy Coordinator
- 29th Mrs Hay meets S. Thornton, EA Officer, ref Post Inspection Action Plans
Eco Club begins
- 30th Mrs Hay and Miss Nutt meet to discuss SEN and pupil results

October

- 1st Rev Stockitt Assembly
Mrs Hay attends Strabane Primary Principals' Group Meeting
Board of Governors' Meeting
- 2nd Pantomime at school for all children and St Patrick's PS children
Mrs Hay and Mr Potts meet to discuss SEN and pupil results
Mrs Hay and Miss Connor meet to discuss SEN and pupil results
- 5th Non-Contact day for Numeracy Coordinator
Jo Jingles begins for Primary One Children

	Number Busters begins
	Primary Seven Booster Club begins
6 th	Paired Reading Parent Meeting
7 th	SU begins
	Primary Four to Primary Seven receive a talk about Lifford Courthouse
8 th	Mrs Hay and Mrs Young meet to discuss SEN and pupil results
12 th	Primary Four Paired Reading Begins
13 th	Mr Potts and Miss Connor attend Designated Teacher / Deputy Designated Teacher for Child Protection Training
	Board of Governors' Meeting
14 th	Mr Potts and Miss Connor attend Designated Teacher / Deputy Designated Teacher for Child Protection Training
	Accelerated Reading Event held at school
	Miss Nutt attends Accelerated Reading Event
	Non-Contact day for numeracy Coordinator
15 th	Child Evangelism Fellowship (C.E.F) Assembly
	World Food Day
	Mrs Hay begins meetings with Coordinators ref Action Plans
16 th	Annual Book Fair begins
	Mrs Hay attends Derg Mourne Learning Community Meeting
	Miss Nutt attends Literacy Coordinator Training
19 th	Non-Contact day for Literacy Coordinator
21 st	Extreme Team Assembly
	Mrs Hay attends Primary Principals' Meeting
	Primary Six and Seven Participate in Community Planning Consultation
22 nd	Pupil of the Month Assembly
26 th	Mrs Wilson meets with Class teachers
27 th	Harvest Assembly and Harvest Supper
	Halloween Disco
	Parent Interviews begin
28 th	Teacher Training
29th/30 th	Halloween Holidays

November

2 nd	Non-Contact day for Numeracy Coordinator
	Senior Leadership Team Meetings begin
3 rd	Mrs Hay meets with EA Board Officers ref Fire Safety
4 th	Class teacher Peer Observations begin
6 th	Numeracy Coordinator observations of Problem Solving lessons begins
	Choir Practice in Presbyterian Church
7 th	AQE test 1
8 th	Choir Perform in Presbyterian Church
9 th	Non-Contact day for ICT Coordinator
	Primary Six and Primary Seven Coding Workshop begins
10 th	Miss Nutt and Mrs Hay receive Accelerated Reading telephone training
	Mrs Hay meets with Mrs Amor
	After School Arts and Crafts begins
11 th	Extreme Team Assembly
	Miss Connor attends 'Steps into Early Leadership' Course
	Mrs Hay's maternity leave begins
12 th	Miss Nutt and Mrs Hay receive Accelerated Reading telephone training

	Supper with Santa ticket Sales begin
	Cody Stevenson begins Placement
13 th	Miss Nutt attends 'Delivering Social Change' Meeting
	Primary Four - Primary Seven Children's Internet Safety Workshop
	Parents' Evening Internet Safety workshop
16 th	Anti-Bullying Week begins
	I Learn begins
	Board of Governors' Meeting
17 th	School nurse provides Flu Vaccinations
	Mr Potts and Miss Connor attend 'Social Guardians' training
18 th	Miss Browne attends 'Financial Management of Schools (FMS)' training
19 th	School Photographs
	Chloe Boyd begins placement
21 st	AQE test 2
23 rd	Non-Contact day for Literacy Coordinator
	Emma Robinson begins work experience placement
26 th	Happy Puzzle Day
	Cricket team attend and win North West Regional Indoor Cricket Tournament
27 th	Pupil of the Month Assembly
	Mrs Amor attends Derg Mourne Learning Community Meeting
28 th	AQE test 3
30 th	Non-Contact day for numeracy Coordinator
	Mrs Amor meets with B. O'Shea ref SATCHEL programme
	Miss Connor attends autism training

December

1 st	Primary One - Primary Five Walk to Post Office to post Santa letters
3 rd	Mrs Amor Assembly
7 th	Non-Contact Day for ICT Coordinator
	Primary One and Primary Two walk to see Santa in Day Today
	Ticket Sales for Christmas Show begin
8 th	Primary Six and Seven attend Production of 'Joseph' at Strabane Academy
9 th	Choir Carol Sing in Foyleside
	Miss Browne attends Admissions training
10 th	Rev Stockitt Assembly
	Mrs Crosbie meets with Miss Savory
	Christmas Dinner
	Supper with Santa
14 th	Each class participates in Bouncy Castle fun learning activities
	Miss Savory visits Mrs Crosbie's class
15 th	Primary Three - Primary Seven attend Christmas play in St Patrick's Primary School
16 th	Matinee performance of school Christmas show
17 th	C.E.F and Pupil of the Month Assembly
	Term 1 AR treat - hot chocolate and a Christmas movie
	Evening performance of school Christmas show
18 th	Half Day for Christmas Holidays

January

6 th	Teacher training
7 th	Rev Stockitt Assembly
	Strabane Academy principal and teachers visiting Primary Seven pupils

Foyle College teacher visiting Primary Seven pupils
 11th Mrs Amor attends SACHEL Meeting
 13th Term 2 SU begins
 18th Dan the Skipping Man visits school
 Non-Contact day for SENCo
 19th Miss Connor has her hair cut for Little Princess Trust
 Miss Browne attends C2K training
 Miss Connor attends ASD training
 20th Miss Connor attends 'Steps into Early Leadership' Course
 21st Miss Connor attends ASD training
 School Council Elections take place
 C.E.F Assembly
 25th Non-Contact day for Literacy Coordinator
 Class Council Meetings begin
 27th School Council Meetings begin
 28th Pupil of the Month Assembly
 29th Mrs Amor attends Derg Mourne Learning Community Meeting

February

1st Non-Contact day for numeracy Coordinator
 Mrs Amor conducts transfer interviews
 2nd Board of Governors attend training on School Improvement
 3rd Miss Connor attends 'Steps into Early Leadership' Course
 4th Primary Four - Seven watch 'Not so serious Burns' Production
 Incredible Years Programme begins
 8th Non-Contact day for ICT Coordinator
 Primary Four and Five computer club begins
 Mrs Amor attends SACHEL Meeting
 9th Primary Six and Seven receive 'NSPCC Keeping Safe' Talk
 Mrs Parkhill attends ASD Social Skills training
 10th Miss Connor attends 'Steps into Early Leadership' Course
 11th Rev Stockitt Assembly
 12th Primary Six and Seven swimming lessons begin
 15th Holiday
 16th Teacher training
 17th Primary Six and Seven Drug and Alcohol Awareness Sessions begin
 18th C.E.F Assembly
 Strabane Academy Enrichment Placements begin
 22nd Non-Contact day for SENCo
 Mrs Amor attends Strabane Primary Principals' Group Meeting
 23rd Non-Contact day for ICT Coordinator
 24th Mrs Young attends 'Transitional Arrangements, Pre-School to Primary School' course
 25th Pupil of the Month Assembly
 29th Non-Contact day for Literacy Coordinator
 Mrs Young and Mrs Long attend 'Media Initiative' Training

March

1st Mrs Young and Mrs Long attend 'Respecting Difference Media Course'
 2nd Mrs Young and Mrs Long attend 'Respecting Difference Media Course'
 Mrs Amor attends SACHEL event
 3rd Rev Stockitt Assembly

	World Book Day
	Primary Six and Primary Seven begin Lego Mindstorms programme
7 th	Board of Governors' Meeting
9 th	Miss Connor attends 'Promoting Positive Mental Health and Well-Being in Children' course
10 th	CEF Assembly
11 th	Miss Nutt attends UTU conference
14 th	Non-Contact day for ICT Coordinator
17 th /18 th	Holidays
21 st	Numeracy coordinator and SENCo Non-Contact half day
	Pupil of the month assembly
	Miss Connor attends 'School Councils' course
23 rd	Odd Sock Day in lieu of Downs Syndrome Trust
	Easter Holidays - Half Day

April

1 st	Teacher Training
4 th	First Aid Training for Staff
5 th	Primary Six and Seven participate in Young Enterprise Programme
7 th	Eco Gardening Club begins
8 th	Primary Six and Seven attend Lego Workshop in Strabane Academy
11 th	Non-Contact day for Literacy Coordinator
	Mrs Amor and Mrs Hay meet with LMS officer re school budget
12 th	Party Snacks Cookery begins
	Term 3 SU begins
	Miss Connor attends 'Wellness Practises to Promote Mental Health and Wellbeing' course
14 th	Mrs Amor Assembly
	Mrs Amor and Mr Potts attend 'Asbestos at Work Regulations' Meeting
15 th	Miss Connor attends C.C.E.T Meeting
18 th	Non-Contact day for Numeracy Coordinator
	Primary Three sports coaching begins
20 th	Miss Connor attends 'Steps into Early Leadership' Course
21 st	C.E.F Assembly
	Accelerated Reading cinema trip
	Mrs Amor meets Mrs Hay
22 nd	Mrs Amor attends Derg Mourne Learning Community Meeting
	Term 2 AR treat - Trip to the cinema to see The Jungle Book
25 th	Non-Contact day for SENCo
	Mrs Amor attends Extended Schools Cluster Meeting
26 th	Mrs Amor meets with Mrs Hay
	Mrs Amor conducts PRSD interviews
	Choir attends Rotary Choir Competition in Holy Cross College
27 th	Primary Five, Six and Seven Summer Concert at the Millennium Forum
28 th	Pupil of the Month Assembly
	Mrs Amor and Miss Browne attend FMS update Meeting
29 th	Pupils participate in Cross-Country Competition

May

2 nd	Bank Holiday
4 th	Primary Two - Five begin Young Enterprise Programme

5th School Closed – Elections
Mrs Amor meets with Mrs Hay and Mr Mowbray

10th Mrs Amor attends SATCHEL Meeting

11th / 12th Teacher Training

13th Holiday

16th ‘Walk to School Week’ begins
Revision Week begins

17th Mrs Amor attends SATCHEL Meeting
Mr Potts attends ASD training

18th Mr Potts attends ASD training
Primary Four and Five attend Battle of the Somme Exhibition in Artigarvan Hall
Miss Connor attends ‘Steps into Early Leadership’ Course

19th C.E.F Assembly
Board of Governors’ Meeting

23rd Test Week begins
Non-Contact day for Literacy Coordinator

24th Farm Safety Talk for all pupils
Mrs Amor meets Mrs Hay

26th Pupil of the Month Assembly
Miss Browne attends ‘C2k P7 Pupil Transfer’ Course

30th Holiday

31st Primary One playdate with Woodlands Pre-School children
Pupils participate in ‘Progress in International Reading Literacy Study (PIRLS)’

June

1st Primary Seven three day Residential Trip to Clonmany begins

2nd Rev Stockitt Assembly

6th Non-Contact day for Numeracy Coordinator

7th Cricket team participate in hard ball tournament

8th Mrs Amor’s last day

9th Pre- school lunch and uniforms sales
Primary One—Six annual school trip

13th Non-Contact day for ICT Coordinator

14th Mrs Hay returns

15th Sports Day

16th C.E.F Assembly
Mrs Hay attends EA Principals’ Meeting
Pre-school parent evening

17th Green Flag Assessment
Primary Seven Pupils Visit Strabane Academy
Den Day

21st Primary Six visit Strabane Academy
Board of Governors’ Meeting

22nd Pupil of the Month Assembly
Somme Presentation
Mrs Hay attends Controlled Schools’ Support Council Meeting

23rd Election - School Closed

24th Prize giving assembly
Board of Governors’ Meeting
Mr Potts begins Paternity Leave

28th Woodlands Graduation Day

29 th	Annual Reports distributed to parents Leavers 'Assembly
30 th	Term 3 AR treat - bouncy assault course Half Day - Summer Holidays

Enrolment:

At the end of 2015/2016 school year our enrolment was 99.

Attendance:

Our attendance figure for the 2015/2016 school year was 95.6%. This is a good attendance figure however this figure has fallen from 96.7% and 97.3% during the previous two academic years.

We would like to praise the positive efforts of staff to make school a warm and welcoming environment and also of parents to ensure children attend school on a regular and timely basis. We would also like to stress the importance of good attendance at school and point out that holidays during term time are strongly discouraged due to the interruption they cause to children's education and progress.

Staffing:

The teaching complement for the year was 4 teachers and the principal.

Primary 1 and Primary 2: Mrs Young

Primary 2 : Mrs Crosbie / Miss Savory (Mrs Long)

Primary 3 : Miss Nutt

Primary 4 and Primary 5: Miss Connor

Primary 6 and Primary 7: Mr Potts

Support Teacher (Sunshine Room): Mrs Wilson

We would like to congratulate:

Miss Savory on the occasion of her wedding

Mrs Hay on the birth of her second son Richard

Mr Potts on the birth of his daughter Bella

Mrs Young on the birth of her son Eli

We would like to sincerely thank Mrs Crosbie for her years of service at Donemana Primary School. She will be sincerely missed but we wish her all the very best in her new post at Omagh County Primary School.

Ancillary Staff:

The Ancillary Staff complement was as follows:

Part time Secretary: Miss Browne

Boiler Man: Mr Cochrane

Foundation Stage Classroom Assistants: Mrs Dougherty and Mrs Robinson

Special Educational Needs Classroom Assistant: Mrs Parkhill

Canteen Staff: Mrs McClean, Mrs Campbell and Mrs Parkhill

Supervisory Assistants: Mrs McElhatton, Mrs Rogers, Mrs Boyd / Miss Browne, Mrs Robinson

Cleaning Staff: Mrs McElhatton and Mrs Robinson

School Improvement Work

Following our successful inspection during the academic year 2014/2015 we had an excellent base from which to start this year's school improvement work.

The information that follows shows the targets set for the school year 2015/2016 for the main areas of focus. It also shows the progress made during the school year and the next steps needed for the 2016/2017 year.

Key Targets	Outcomes Achieved	Next Steps
Develop a more strategic approach to raising further children's standards across the ability range.	All children at stages 2 – 5 followed Individual Education Plans (IEPs) with support from the SEN support teacher, class teacher and parents. The final IEP of the year runs until October to ensure children continue to receive targeted support without delay in September. Numeracy and Literacy Coordinators evaluated progress of targeted children. 93.75% (all children bar one) achieved their target in numeracy. In literacy 73% of targeted children achieved their target. (see literacy and numeracy evaluations for more detail) Coordinators wrote more sharply focused Action Plans (Aps) which have been closely monitored to ensure children have been making progress during the year.	Baker Day with GL assessment (August) Analysis of new data to identify target children for 2016/2017, any weaknesses in specific classes and areas for development for new School Development Plan. Baseline assessment by SEN Support teacher to ensure support is appropriately targeted (September) Further Staff Development on writing APs Continuation of tracking and monitoring to allow time for this practice to embed. Continuation of monthly coordinator staff meetings and half termly Senior Leadership Team (SLT) meetings.
Develop the role of the Learning Coordinators in monitoring and evaluating the quality of learning and teaching.	Literacy and Numeracy Coordinators have taken great strides in this area by conducting lesson observations and providing feedback to teachers. Feedback has been taken on board by teachers and improvements in lessons have been observed. Coordinator reports to the Sub-Committee of the BOG were considered to be very useful and something the BoG would like to see continue.	Continue with this practice. Extend for ICT and SEN coordinators.
Establish a consistency of best practice in learning and teaching throughout the school.	MathsimprovementNI training attended by all teachers Sharing of good practice at each staff meeting Peer observations reported to be very beneficial by all teachers both as the observed and the observer Improvements in results resulting from improved learning in teaching experiences – Underachievement in numeracy dropped by 12%, underachievement in literacy dropped by 2%	Further training from MathsimprovementNI Further training in areas established for development Continue with sharing of good practice and peer observations

<p>The BoG in conjunction with the Principal will conduct an annual health and safety walk of the school premises and grounds each September.</p> <p>The health and safety policy will be updated and ratified by September 2016.</p>	<p>Annual health and safety audit carried out and maintenance completed as appropriate.</p> <p>Health and Safety Policy completed and to be presented for ratification.</p>	<p>Ensure health and safety audit continues each year</p> <p>Complete Health and Safety Policy and present to Governors for ratification during Term 1 2016/2017</p>
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Teaching and Learning

Key Targets	Outcomes Achieved	Next Steps
<p>To raise standards across the school in literacy and numeracy.</p> <p>To ensure all children reach their full potential.</p> <p>69% of children will achieve level 2 or above in literacy and 62% of children will achieve level 2 or above in numeracy at the end of KS1;</p> <p>81% of children will achieve level 4 or above in literacy and 88% of children will achieve level 4 or above in numeracy at the end of KS2.</p>	<p>Underachievement in literacy has fallen by 2%.</p> <p>Underachievement in numeracy has fallen by 12%.</p> <p>Underachievement in literacy (PiE/PTM P4 – P7) stands at 18% however underachievement in spelling remains at 27%</p> <p>Underachievement in numeracy stands at 10%</p> <p>Teachers planned and delivered more ‘effective lessons’. Teachers have been making an increased effort to ensure there is challenge in their lessons (evident in planners and lesson observations). Tracking individual pupils has enabled teachers to focus more on the learning of those underachieving children. Change in numeracy timetable has received very positive feedback from teachers and results have also improved.</p> <p>At the end of KS1 69% of children achieved level 2 or above in literacy and 62% in numeracy showing accurate target setting is in place.</p> <p>At the end of KS2 75% of children achieved level 4 in literacy and 87.5% in numeracy. Our targets are not as accurate as KS2.</p>	<p>Continue with all improvement strategies in place.</p> <p>Analyse new digital data to identify and target underachieving children for the new academic year.</p> <p>Analyse spelling data and plan a way forward during August Baker Days.</p> <p>Continue with the focus on delivering ‘effective lessons’ and challenging our pupils to achieve greater results.</p> <p>End of KS2 levels are not predicted as accurately as KS1 levels. We need to look at our target setting process, our expectations of pupils and the range of higher level activities they are exposed to, to ensure targets are predicted more accurately and more children are achieving level 4.</p> <p>Teacher judgement suggests writing is pulling attainment down in literacy – this needs to be a focus for the year ahead.</p>

All teachers will plan activities, a minimum of once per week, which will include collaboration in small groups	Teachers have planned these activities well and observations have shown group work which has stimulated great learning amongst the children.	This emphasis on collaborative group work needs more time to embed to ensure it becomes a more consistent element of classroom practice in all classes.
<p>All teachers will produce detailed 6 weekly planners which include:</p> <p>Learning-focused learning intentions;</p> <p>Differentiation specifying tasks, groups / specific children and resources;</p> <p>Purposeful evaluations of the learning which inform the next set of planners.</p>	Evaluation of planners has showed improvement each term. Teachers are taking on board all feedback.	Continue with this focus on planners to ensure improvements have the opportunity to embed into practice.
<p>All teachers will plan for a minimum of 1 literacy or numeracy 'effective' lesson per week which will include planned effective questioning, incorporated ICT and a purposeful planned plenary</p> <p>(agreed August 2015)</p>	Every effort has been made by teachers to plan 'effective lessons' and to incorporate aspects of this into every lesson, evidenced by planners and lesson observations. This has resulted in the children benefitting from improved lesson experiences and in turn has been part of the overall drop in the levels of undera-	Continue with this focus on effective lessons to ensure improvements have the opportunity to embed into practice.
Teachers will write IEPs with more sharply focussed targets in order to monitor the effectiveness of the intervention strategies and track the children's progress.	<p>Teachers liaised with SEN teacher every 6 weeks to write IEPs collaboratively.</p> <p>Teachers have been more aware of the targets in place for SEN children and appropriate strategies to use to assist them with their learning. Some teachers created activity boxes to use with these children when directly addressing their IEP in class.</p> <p>IEP targets are SMART - Specific, Measurable, Attainable, Realistic and Time bound.</p>	<p>A clearer understanding by class teachers of their role and responsibility in implementing the IEP needs to be further reinforced.</p> <p>A continued focus on teachers' planners showing differentiated planning for children on IEPs.</p> <p>Monitoring by SENCo – planners and classroom practice, talking to the children.</p> <p>Continue to ensure targets are SMART targets.</p>

Literacy

Key Targets	Outcomes Achieved	Next Steps
After examination of standardised test outcomes the following targets have been set: KS1 Level 2 and above 69% KS2 Level 4 and above 81%	Results show that KS1 achieved the target of 69% of children obtaining Level 2 or above. Results show that KS2 did not achieve their target but gained a close 75% of children obtaining Level 4 or above.	After chat with P7 teacher and analysis of end of year results we know that writing is an area we need to focus on. Further discussion on target setting needs to be done as we are perhaps too ambitious regarding KS2 results.
After examination of internal data we would like to see the following score within 8 points of their NRIT score: P7 boys 87% P6 boys 42% P5 boys 86%	Results show: P7 boys 87.5% achieved target P6 boys 57% achieved target P5 boys 71.4% achieved target	Although the P5 boys did not reach their target we feel that positive steps were made which should be continued. New term 'Discrepancy Category' will be used in future.
Teachers will plan effective questioning and extension tasks to extend higher ability children for a minimum of 1 lesson per week.	More evidence of differentiation in planners. Effective questioning added to planning and asked in class. Observations recorded use of effective questioning. Evidence of extension tasks in books.	We will continue with this strategy to ensure properly embedded in our long and short term planning.
Target level of underachievement in literacy by May 2016 14% (P4-P7)	End of year results show that we now have 18% underachievement.	We will look again at levels and continue to monitor and evaluate targeted children's results.
All targeted children will achieve their individualised target by May 2016	73% of targeted children achieved this. We witnessed increased confidence from children who attended the Sunshine Room.	We will continue with this style of our monitoring targeted children for another year.
P6 class underachievement in reading will be 32% by May 2016	Results show that underachievement in P6 is now 45%	We will look at our reading programme and the use of novels in KS2.
By May 2016 underachievement in reading will be 32%.	Results show that underachievement is now 14% A.R. continues to be promoted and children are still very enthusiastic to reach their individual targets. From term 1 to term 2 the following percentages of children have increased their reading score (April 2016) P3 – 100%, 67% above chronological age P4/5 – 96%, 58% above chronological age P6/7 – 55.5%, 25.9% above chronological age	Continue with this programme and encourage children with a different type of reward system each year. Use of reading scheme and class novels to be examined.

Children from P3-7 will be motivated to read for pleasure for a minimum of 30 minutes per day.	P3-7 children are all taking part in quiet sustained reading for at least 20 minutes per day.	We will continue with our Silent Reading Time as it is providing positive results.
Teachers will use the banded books to provide children with a wider reading experience.	Each teacher was provided with new colour levels booklet to help with new system. Children are now beginning to read a more varied reading scheme.	Not all teachers are using the full breadth of the banded system so we will continue to monitor and encourage usage.
Parents will know how to access Accelerated Reader Home Connect and will monitor their child's progress on a monthly basis.	Letters were sent home detailing how to use Home Connect and an afternoon provided for any parents to come in and see how to log on.	As no parents attended the training we will instead inform them that they can drop in anytime if they have a question.
Underachievement in spelling will maintain at current levels. Year 5 and Year 6 underachievement will be in line with whole school underachievement.	New spelling schemes in operation. P2/4/5 Phonic based, P3 Complete Spelling Programme, P6/7 Spelling Workbook. No improvement was found in P5/6	We have dropped the Phonic based scheme and will now concentrate on The Complete Spelling Programme and the Spelling Workbook.
Teachers will become more confident in using 'Levels of Progression' in communication.	Teachers now using level indicators in Learning outcome section of planners.	Teachers will continue to incorporate the 'Levels of Progression' in their planners.

Numeracy

Key Targets	Outcomes Achieved	Next Steps
Whole school scheme of work will inform planning and classroom practice.	All teachers referring to scheme of work when planning. Evidence in medium, short term planning, books and display boards. An all-encompassing Numeracy scheme is available to all pupils at D.P.S, ensuring opportunity to achieve all topics and skills. Impact on learning - All staff have met to discuss new scheme and have agreed it meets the N.I. Curriculum standards for each key stage/year group.	Coordinator to continue monitoring planners, books and observe lessons. Ensure mathematical language/ vocabulary displayed in each classroom from foundation – P7. Continue with 3 day number, 1 day topic and problem solving. This ensures a good balance of numeracy and mathematics being taught across a week and will aim to cover all areas of numeracy each academic year. Monthly staff meetings – to discuss target children and share good practice across the key stages.
After examination data and consideration of children, the following targets have been set: KS1 Level 2 or above 62% KS2 Level 4 or above 88%	Targets achieved: KS1 Level 2 : 62% KS2 Level 4 : 88% Analysis of summer data highlights target setting is accurate. Data is closely analysed and targets are set accordingly. Targets set for the academic year are manageable and achievable.	Continue to use 'SMART' target setting and ensure that targets are manageable and achievable. Continue to closely analyse data and track target children throughout the year (Mental maths scores and termly meetings with class teachers). Evaluate IEPs and liaise with Mrs Wilson in the Sunshine room – discuss progress.

<p>Children identified through Target Setting as having a gap in Numeracy will 'close the gap' by at least 2 points.</p> <p>P5 (P6 Sept 16) under achievement children will be 36%.</p> <p>P6 (P7 Sept 16) underachievement children will be 18%.</p>	<p>Target children have been monitored throughout the year – close analysis of Mental Maths scores reviewed by Numeracy Coordinator.</p> <p>1:1/small group intervention in numeracy began in February with Mrs Wilson – for target children in order to boost development of fundamental skills.</p> <p>Data analysis changed from -8/+8 and began to use quantitative scores to highlight individual pupils</p> <p>CAT quantitate score vs PTM.</p> <p>This enabled staff to efficiently identify the children who have the potential to achieve, the pupils who were underachieving in numeracy overall as well as the areas in which required further support.</p> <p>P5 (P6 Sept 16) – 3/11 (27%) 'lower than expected'</p> <p>P6 (P7 Sept 16) – 6/11 (55%) lower than expected</p> <p>P6 (P7 Sept 16) – 1/11 (9%) much lower than expected</p>	<p>Coordinator will continue to meet with class teachers and discuss progress. Track target pupils and begin to break down the areas in which children need further consolidation.</p> <p>Sunshine room pilot proved a success therefore will continue in September 2016. Mrs Long and Mrs Hay to meet and identify target children and specific areas each/group requires further support.</p> <p>In P5 underachievement decreased by (9%). In order to close the gap and reduce the level of underachievement within P6, the children will be closely monitored and tracked from September – mental maths scores and their books will be monitored through book scoops.</p> <p>New version of 'Number Busters' will aim to target the children who are underachieving and with the purpose of closing the gap within their learning. Data analysis highlighted specific areas each child requires additional intervention/support.</p> <p>Continue to use the sunshine room and work closely with Mrs Wilson. New timetable to be revised and target children to be given time working on targeted areas.</p> <p>Coordinator to work closely with Mr Potts and discuss progress regularly.</p> <p>Further teaching training with MathsImprovementNI will be planned and delivered Term 2 2016/2017.</p>
<p>To maintain high levels of Mental Maths and try to close the gap between written Maths standardised scores.</p> <p>To plan effectively for Mental Maths and show evidence in planners.</p>	<p>Mental Maths continues to remain a focus in all year groups and is consistently taught on a weekly basis.</p> <p>Teachers' planners have been monitored and evaluated on various Numeracy Coordinator days – Planning of mental maths is consistent and teachers follow unit's specific to each year group. Progression can be identified throughout the skills.</p> <p>Teachers continue to be aware of targeted children and are offering support and differentiation where necessary in class.</p> <p>Mrs Wilson works on 1:1/small group work with target children offering support in quick recall of number facts and fundamental numeracy skills.</p> <p>Mental maths scores consistent.</p> <p>Numeracy observations of Mental Maths lessons to be carried out in June 2016.</p>	<p>Continue to deliver quick mental maths sessions on a daily basis. Ensuring a broad range of skills are being covered and revisited.</p> <p>Ensure mathematical language is a focus – particularly in KS2.</p> <p>Coordinator to work with teachers and provide any support or resources to support teaching and learning.</p> <p>Ensure that progression is evident across the key stages – monitor and evaluate planners termly.</p> <p>Coordinator to track mental maths scores and evaluate each month – highlight progress or if the gap is widening between target children and the rest of the class.</p> <p>Coordinator to observe problem solving lessons as this will be the focus for the coming academic year.</p> <p>Small group and 1:1 work continues – timetable will be revised and sessions will be tailored to meet the needs of the individual child (data provided from GL assessments).</p>

<p>To review the current scheme of work and insert statutory required elements of mathematics and numeracy from the NIC 'Golden Book'. Add the following areas into the:</p> <p>P4 scheme – 'durations', 'sorting of shapes into Carroll diagrams using 2 criteria' and 'Pictorial equivalent Fractions.'</p> <p>P5 scheme – pie charts</p> <p>P7 scheme – scatter graphs</p>	<p>Numeracy Scheme of Work reviewed and updated. Old scheme and Northern Ireland Curriculum cross referenced.</p> <p>Missing areas have been added to scheme and planners have been updated to include missing areas.</p> <p>P4 scheme – 'durations', 'sorting of shapes into Carroll diagrams using 2 criteria' and 'Pictorial equivalent Fractions.'</p> <p>P5 scheme – pie charts</p> <p>P7 scheme – scatter graphs</p> <p>Numeracy Coordinator spent time with teachers and provided support where necessary.</p> <p>Each teacher using new numeracy scheme and has developed medium term planners to ensure all areas are covered by June 2016.</p>	<p>Coordinator evaluated planners and discussed 'missing areas' and confident that those areas are being covered now through the revised numeracy curriculum.</p> <p>Coordinator will continue to monitor and evaluate planning regularly and at staff meetings discuss and feedback.</p> <p>Continue to communicate with staff and update on any changes or new information regarding the numeracy curriculum.</p> <p>Continue with 3 day number, 1 day topic and problem solving as this approach works well for the children and ensures a broad and balanced numeracy curriculum is available to the children at Donemana Primary School (DPS).</p> <p>Feedback from teachers is positive and therefore will continue in September 2016.</p>
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ICT

Key Targets	Outcomes Achieved	Next Steps
Teachers will ensure all Year 4 and Year 7 children will produce an assortment of tasks for their "Using ICT" portfolio which incorporate the 5'Es of Exchange, Exhibit, Explore, Express and Evaluate and at least five desirable features.	Voluntary moderation was successful, levels can be awarded. P6/7 projects, Coding and Lego certainly linked into 'Using ICT' particularly programming and Interactive Design. Both helped improve children's knowledge and skill. Evidence: Teachers' planners, children's work and lesson observations.	CCEA gave constructive feedback which Mrs Long, Miss Connor and Mr Potts will have to take on-board for the moderation process. Coding was not enjoyed by the children. A different ICT area will have to be explored if financially viable. Another PC to be ordered in the next academic year. Essential to increase the impact upon children's learning.
Pupils and parents will be more aware of the safe and effective use of the Internet.	Fri 13 th November- Parent and pupil talks. Poor turnout (Approx. 10%) for parent session which was disappointing. On a classroom level, P6/7 regularly discussed the dangers and the importance of being safe and in agreement with all staff each teacher did a specific lesson linked to internet safety.	REIM Training Solutions have been contacted in regards to the next academic year. Parents have also been asked via the school Facebook page which time slot they prefer in the hope that attendance will be much better. Child workshop for next year £100, Parent workshop £165. If both are booked a follow up session can be added for only an additional £80. Following on from the Internet Safety lesson in class teachers will need to refer back to the E-Safety policy to check what must also be implemented in the 2016-2017 academic
Teachers will use their list of competencies to ensure each lesson is skill based and they have worked through their specific set of competencies. Pupils should be able to complete at least half of the competencies for their year by June 2016.	ICT Coordinator completed observations on 50% of the teaching staff. Progression was evident throughout the year groups and there were also links to the ICT competencies. Evidence: Teachers planners and lesson observations.	Pupils should be able to complete at least 75% of the competencies by June 2017. DP will continue to observe staff and examine planners. Planners will be analysed once per term.
Teachers will integrate ICT effectively into one literacy and one numeracy lesson per week to enhance each pupil's learning environment and style.	Teacher iPads purchased to support the children with their learning. Relevant section within numeracy planners to show apps or websites used. Additional resources from Tim Doyle (Maths NI) will help with IWB Resources. Evidence: Teachers planners and lesson observations.	As with numeracy, teachers will now add a section to their literacy planner entitled: Apps or Websites used. Teaching staff need more training on the downloading and usage of apps. An app stock check needs to take place for Foundation stage, KS1 and KS2.

A letter from Mrs Amor

Dear all,

I would like to take this opportunity to thank the whole of the Donemana P.S. community for allowing me to be part of your school last year. I arrived in the school in the middle of November and covered part-time for Mrs Hay during her maternity leave until the middle of June.

I found the staff, both teaching and non-teaching, very hardworking and selfless when it came to any activity and it was evident that the children were at the heart of all that they did. My thanks to all staff for their welcome and continuous hard work throughout my time in Donemana P.S.

The children were a delight to work with and many a funny and interesting conversation was had in all classes from P1 to P7. Parents you should be very proud of all of the children's achievements throughout the year. It didn't matter if they were working in class, engaging with visitors such as the NSPCC or playing cricket against other local schools. They always gave of their best with enthusiasm and a willing smile. The school choir ably performed in St James' church at the whole community supper and took part in the Strabane Carol Competition. A good night was had by all present.

Sadly we had to say goodbye to Mrs Crosbie at Christmas time but I can't praise the staff and children enough when they invited her back for her farewell assembly. I think she will have many fond memories of Donemana P.S. for a very long time to come.

The opportunity for parents to be involved in the SATCHEL project came in the second term of last year when a group of Nursery to P2 parents engaged in an Incredible Years Programme. This was a willing group who willingly shared and learned from each other and were ably led by the SATCHEL staff. I hope the Cook-It programme will be just as much fun.

Finally I must say a thank you to the Governors who were so appreciative and generous in all meetings with me. I have been hugely honoured to have been part of such a friendly school and wish you all every success in the future.

Yours sincerely

D. Amor

Special Educational Needs

Key Targets	Outcomes Achieved	Next Steps
All children receive appropriate support and make improvements in Standardised Scores (SSs)	<p>Children receiving targeted support through Sunshine Room, paired reading, accelerated reading and iLearn provision.</p> <p><u>Reading</u> In October 2015 34% of children were underachieving, but by June 2016 only 14% were underachieving.</p> <p><u>PTE</u> 20% were underachieving in September 2015, but by June 2016 18% were underachieving.</p> <p><u>PTM</u> 22% were underachieving in Sep 2015, but by June 2016 10% were underachieving.</p> <p><u>Spelling</u> 27% were underachieving in Sep 2015 and 27% remained underachieving in June 2016.</p>	<p>Ensure iLearn, Number Busters and Reading Partnership take place every year.</p> <p>Ensure continued success of Accelerated Reading and Sunshine Room by working closely with Literacy coordinator and literacy support teacher.</p> <p>Speak to Literacy Coordinator to ensure spelling is included in literacy action plan.</p>
Acting SENCo to be appointed	Interest in the post gauged informally amongst permanent staff and no interest found. Miss Connor to act as SENCo with help from Mrs Wilson.	Miss Connor to attend relevant training to improve understanding and efficiency in role and continue to work closely with Mrs Wilson.
<p>Class teachers to write IEPs in conjunction with Support Teacher.</p> <p>Teacher will evaluate IEP in conjunction with Mrs Wilson</p>	Cover provided for each teacher to meet with Mrs Wilson to evaluate current IEP and write next IEP. Staff report this was a very valuable experience which will impact on the children's learning as class teachers can support work being carried out in the Sunshine Room better when involved in the writing of the IEP which will in turn improve the learning and teaching for the children.	Miss Connor and Mrs Hay to continue to provide time and cover for this collaboration to take place. Consider ways to further collaboration.
Teaching from Support Teacher linked into classroom teaching	Reports from teachers following IEP writing meeting is that many links are clear and related teaching and learning has been taking place without being clearly noted in paperwork.	Planners to be examined in line with IEPs to show evidence of this taking place.
IEPs to be more child friendly in presentation and content	IEP's have been changed to child friendly content and the children prefer them, as well as the teachers.	Audit of current IEPs SENCO to go through planning termly.
Policy will be updated	Policy was updated by Miss Connor in January 2016.	Policy to be presented to BoG for ratification. Revisit policies. Look at creating a Social Emotional and Behavioural Difficulties (SEBD) policy.

Mrs Crosbie's farewell assembly

After 14 years of service to Donemana Primary School it was time to say 'goodbye' to Mrs Crosbie who was embarking on new challenges ahead at Omagh County Primary School. Each class prepared a short presentation and a collection of art and poetry work to celebrate her outstanding work here. It was an emotional day for all as we said our final good byes. The children, alongside DPS staff, worked extremely hard to put on a final assembly she would always remember!



The SATCHEL Project



The SATCHEL Project - Schools And The Community Helping Educational Learning - is a new service being delivered by Barnardo's, SureStart, The Western Health Trust, Save the Children and Early Years. The project offers a variety of SureStart style programmes and activities to parents of children aged 4-6 years old as they move from pre-school/nursery to primary school and into Primary Two and will ensure the move is a happy, healthy and supportive one.

The SATCHEL Project provides opportunities for:-

- Parents to learn how to help their child do well in school
- Parents to learn practical skills that they can use with their child
- Parents and schools to strengthen their relationships
- Children to improve their speech and language skills

A twelve week SATCHEL programme ran in Donemana Primary School and within that programme several families participated in:

- Incredible Years: School Readiness Programme
- Incredible Years Parenting Programme

The feedback from families who participated was extremely positive and we are pleased to be able to continue the project into the next academic year with children and parents benefitting from:

- Family Links Nurturing Programme
- Cook - It
- Smart Yoga
- Speech & Language Support
- The Media Initiative For Children (MICF)

School Council

Members:

Jemma W, Joshua C, Jake R, Katie G, Molly R, Katie G, Alex G, Jamie McB, Ryan G, Joanne and Miss Connor.



In September 2015 class councils were created in every class in DPS. The purpose of the class council is to involve all the children in the school actively in their learning and in school decision making as well as to develop their skills in speaking, listening, negotiation and PDMU.

In class council the children elected a secretary, a chairperson and a timekeeper. They then discussed what they would like to do to improve Donemana Primary School.

In January the School Council ran alongside each class council and they created class council noticeboards for each class. The children in each class could then write up what they had discussed and bring it to school council. School Council would then discuss the ideas and see if they could make them happen.

School Council wanted to create new after-schools clubs. In September 2016 there will be an after-schools netball and hockey club. There is also a new recorder club.



School Council helped organise an 'Odd Sock Day' for the Downs Syndrome group and helped to raise £106!

School Council also made some decisions with regards to managing inappropriate behaviour in our school. They decided that if a child's name was in the back of the prefect's book 3 times within a month they would lose five minutes of golden time.

In the summer months of 2015/16 school council made it possible for children to use the trim-trail at lunch times and they also arranged for lunch times to work a little differently. Usually children have dinner in

class order - Primary One, then when they are all seated Primary Two come in for dinner, then when they are all seated Primary Three come in for dinner and so on up to Primary Seven. School Council didn't think it was fair that the younger children always got to have lunch first and therefore first choice of the menu options. They thought the older children should also have the opportunity to do this and therefore they planned and organised 'Flip around Friday'. On Fridays Primary One and Two have dinner first (as they take the longest to eat), then Primary Seven, then Primary Six, Primary Five, Primary Four and finally Primary Three.

Extended Schools

The Department of Education's (DE) Extended Schools Programme provides additional financial support to eligible schools to improve the life chances of children and young people particularly from deprived areas. Extended schools services are designed primarily to raise standards of achievement and allow children to realise their full potential in an environment where education is valued.

Our school continues to offer a huge range of extra activities outside of school hours, many of which are funded through Extended Schools.

These activities include:

Breakfast Club
Drug and Alcohol Awareness Sessions
Football Coaching
Foundation Stage After School Club
Homework Club

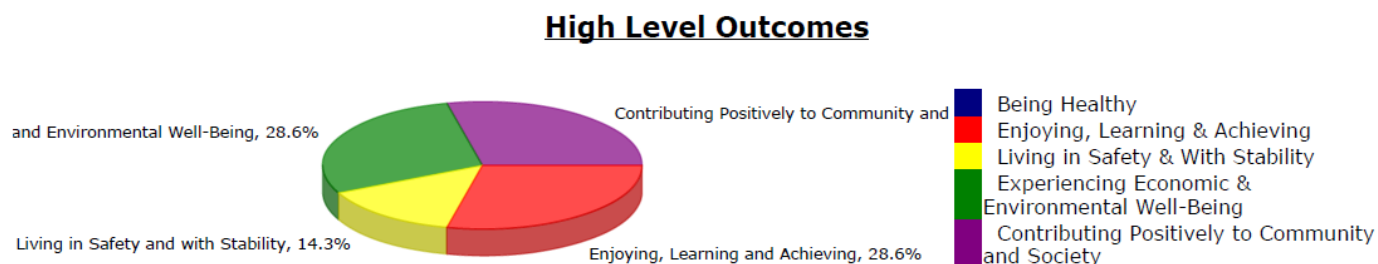


Late Club

The chart above shows the high level outcomes achieved through our provision. Provision is very well attended and enjoyed by those participating.

Our school is also a part of an Extended Schools Cluster and through our cluster funding this year we were able to

- Participate in a Lego Mindstorms project and a Coding workshop with Primary Six and Seven pupils
- Use Education City - a subscription website of fun educational games and online activities for children and for use on the interactive whiteboard - with Foundation Stage and Key Stage One children



The chart above shows the high level outcomes achieved through our cluster provision.

Parent Teacher Association

During the academic year 2015-2016 our PTA had the following members:

Mrs Gail Arbuckle
Mrs Angela Campbell
Mrs Tanya Cunningham
Mrs Caroline Gamble
Mrs Fiona Gamble

Mrs Ruth Lowry
Ms Lisa Magee
Mrs Allison Wallace
Mrs Glenda Wallace
Miss Lara Nutt (Teacher rep)

Throughout the year the Committee met to organise various events.

These were:

- Halloween Disco
- Supper with Santa
- Sports' Day tuck shop and tea shop

The PTA also generously funded whole school treats this year.

These were:

- The Puzzle Company activity day
- Buses for P1 - 6 summer trips
- Bus for P7 residential trip

Summary of income and expenses for PTA 2015-2016

Date	Description	Lodged	Expenditure	Bank Balance
01/09/2015	Opening Balance			1400.67
09/09/2015	Buses		582	818.67
11/09/2015	Bank Charges		4.58	814.09
11/09/2015	Tuck shop/Summer Fair	328.14		1142.23
21/10/2015	Halloween Tuck from Musgrave		84.43	1057.80
24/11/2015	Halloween Tuck income	131.88		1189.68
27/11/2015	Musgrave Christmas		34.51	1155.17
30/11/2015	Selection Boxes		204.47	950.70
02/12/2015	The Puzzle Company		666.00	284.70
11/12/2015	Supper With Santa	752.75		1037.45
24/12/2015	Bank Charges		6.01	1031.44
11/03/2016	Bank Charges		8.54	1022.90
04/05/2016	Easter Raffle	65		1087.90
10/06/2016	Bank Charges		4.51	1083.39
	Closing Balance in June			1083.39
	School buses to be taken out in Sept.			
	as waiting for new account cheque book			

Primary Seven Residential



Primary Seven travelled to Clonmany, County Donegal for their residential, however, with the weather it felt more like Spain! The children were based a few kilometres outside the main Clonmany village in their own private house for three days and were also lucky enough to have their own personal cook to prepare their meals!



The trip was organised with Willy from Adventure Sports North West and it was an amazing three days the children will remember for many years to come.

Over the course of the three days the pupils got to participate in kayaking, archery, surf boarding/ body boarding, coasteering, rock jumping and archery.



Mr Potts and Miss Connor were extremely impressed by the wonderful behaviour of the children throughout the trip, it truly was exemplary.

Sport

Cricket



Cricket team:

Cody L, Dylan, Lewis, William, Jamie, Cody W (Captain), Ethan and Jacob.

Donemana Primary School participated in their first cricket event of the academic year on Thursday 26th of November. The North West Regional Indoor Cricket Tournament was held in Artigarvan Hall and the four participating teams were: Donemana PS, Bready Jubilee PS, Artigarvan PS and Si-on Mills PS. The Indoor Tournament had four matches in total, comprising of two semi-finals, a final and a third place play-off.

DPS was drawn against Bready Jubilee and this proved to be an enthralling encounter. After some tense batting and bowling DPS came out victorious with a **ONE** run victory. A special mention must be given to Jamie for some terrific batting in that match.

Having won their semi-final, DPS progressed to the final where they met their neighbouring school, Artigarvan. Again this was an exciting encounter and DPS went on to win the match by **EIGHT** runs and be crowned champions!



On Wednesday 16th of March DPS again took a team of eight pupils to Artigarvan Hall to participate in a Hardball Cricket tournament. Upon arrival we were informed that there would only be four teams participating so it would just be a friendly tournament with no winner at the end of the day.

It turned out to be a wonderful day and one that the children thoroughly enjoyed. DPS performed brilliantly by winning two games, both against Artigarvan A and B and lost only one game to Bready Jubilee.

Having to wear pads, helmets, gloves etc. gave the children more experience of a hardball game and undoubtedly raised their confidence for future performances.

Skip, Skip, Skip!

On Monday 18th of January DPS had a very special visitor in school named **Hannah**. Hannah came to the school representing **“Dan the Skipping Man.”**

This company specialises in ‘**Skipping**’ days for school which help to develop co-ordination, offer creative playtime activities, improve behaviour and above all get (and keep) school children, parents and teachers fit.

Every child in school got an opportunity to participate and some were even chosen to showcase their talent in a show at the end of the day.

The main aim of the day was for all children to have **FUN** and they certainly had lots of it!!!!

Skip, skip, skip, skip, skip, skip...



Assessment

Towards the end of each school year the children in Primary 4 and Primary 7 are required to undertake formal statutory assessment and the results are gathered nationally. The average child completing Primary 4 (Key Stage 1) is expected to achieve Level 2. The average child completing Primary 7 (Key Stage 2) is expected to achieve Level 4.

The results for our school over the last 3 years are shown below.

		<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>
<u>Key Stage 1</u>				
<u>Key Stage 1</u> <u>Communication</u>	% of pupils at:			
	Working towards level 1	0	0	0
	Level 1	10	36	31
	Level 2	90	64	54
	Level 3	0	0	15
<u>Key Stage 1</u> <u>Using Maths</u>	% of pupils at:			
	Working towards level 1	0	0	7
	Level 1	10	36	31
	Level 2	90	64	62
	Level 3	0	0	0
<u>Key Stage 1</u> <u>ICT</u>	% of pupils at:			
	Level 1	10	0	0
	Level 2	80	100	100
	Level 3	10	0	0
<u>Key Stage 2</u>				
<u>Key Stage 2</u> <u>Communication</u>	% of pupils at:			
	Level 2	20	0	0
	Level 3	33	62.5	25
	Level 4	47	37.5	75
	Level 5	0	0	0
<u>Key Stage 2</u> <u>Using Maths</u>	% of pupils at:			
	Level 2	20	0	0
	Level 3	20	62.5	13
	Level 4	60	37.5	87
	Level 5	0	0	0
<u>Key Stage 2</u> <u>ICT</u>	% of pupils at:			
	Level 1	0	0	0
	Level 2	0	0	0
	Level 3	20	0	0
	Level 4	80	100	100
	Level 5	0	0	0

School Finance

The Financial Report below refers to the period ending 31st March 2016. It relates to the money allocated to the school through the Education Authority's LMS formula. Responsibility for the management of this budget lies with the Board of Governors.

Financial Statement			
Income	£	Expenditure	£
Budget Share	364508	Teaching Staff	269118
Extended Schools	9859	Non-teaching staff	52563
Savings	136713	Fuel Oil	2802
Other Income	7726	Electricity	4337
Total Available	518806	Gas	203
Total Expenditure	377853	Water	542
		Toilet Requisites	476
Savings C/F to 15/16	140953	Window Cleaning	0
		Waste Disposal	557
		Maintenance of buildings	4586
		Maintenance of grounds	2717
		Furniture and Fittings	2789
		Maintenance of furniture and fittings	389
		Equipment, books and practice materials	12987
		License Fees	50
		Food	329
		Hire of Equipment	0
		Professional Fees	2010
		School Swimming	1459
		Advertising	1178
		DSO Cleaning	11852
		Hire of transport	1590
		Printing and Stationery	1908
		Publications	360
		Photocopying	1961
		Postage	130
		Telephones	818
		Miscellaneous	142

School Finance

The Financial Report below relates to the school fund which is money raised by the school. It relates to the period from 31st August 2015 - 30th August 2016.

Financial Statement			
Income	£	Expenditure	£
Opening Balance	5177.62	Treats, Prizes, Rewards	289.97
Uniform sales	274.90	Uniform stock and water bottles	1140.12
Sales of other items (money envelopes, water bottles etc.)	36.60	Pre-School Lunch—school meals	68.25
School Photographs	320	Misc. items	288.55
Rental of Premises	269.20	Books	45
Bookfair	426.75	Bookfair	426.75
Parental contributions towards swimming costs	1225	Emergency winter heaters	99.96
P7 enterprise work	94.90	P7 enterprise work	59.08
P7 residential parental contributions	1980	P7 residential (not including staff costs)	2260
P1—P6 summer trips	578	P1—P6 summer trips (not including transport or staff costs)	691.05
Fund raising	86.28	NSPCC Charity Donation	50
Little Princess Trust (Miss Connor's hair)	255.50	Little Princess Trust (Miss Connor's hair)	255.50
Syrian Refugees	113.15	Syrian Refugees	113.15
Odd Sock Day (Foyle Downs Syndrome Trust)	106	Odd Sock Day (Foyle Downs Syndrome Trust)	106
Halloween Disco	76.50	Refreshments for meetings	62.73
Internet Safety Talk (Contribution from Woodlands)	150	Internet Safety Talk	265
Rotary Club Donation—Choir	203	P7 leavers gifts	11
Commission from Cbooks@urschool	4.70	Information Commissioner	35
Christmas Production	630	Christmas Shoeboxes	52.99
P1 newspaper supplements	12	P1 newspaper supplements	8.40
Photocopying and Printing	4.25	Printer Ink	46.99
Electricity Charges (Woodlands) & Cash for Clobber	431.38	AR treats	148.17
Donations	20	Prize giving engraving	109
Participation in Progress in International Reading Literacy Study	200	Image Musical Theatre (Pantomime)	270
Dan the Skipping Man (skipping rope sales)	174	Dan the Skipping Man	430
Other Income	5.99	Fun4all (Bouncy Castle Fun afternoon)	200
		PTA tuck shop stock	164.11
		Gifts	200.88
		New Christmas tree for foyer	151.56
Total available	12855.72	MPLC licence	90
Total expenditure	10757.71	Save the Children (Repayment)	2500
Balance	2098.01	Prefect Hoodies and Librarian T-shirts	118.50