

*St. Joseph's*

*Carryduff*



BOARD OF GOVERNORS  
29<sup>th</sup> ANNUAL REPORT

3<sup>rd</sup> December 2020

# Board of Governors of St Joseph's Primary School, Carryduff

Dear Parents/Guardians,

I am delighted to present this 29th Annual Report on behalf of the Board of Governors of St Joseph's Primary School. The report will give you an overview of the work of the school during the past year and an account of how the Board of Governors, school management and staff have carried out their responsibilities.

Our pupils continue to develop academically to the best of their ability, confident in their relationships with others and fully aware that they have a valued contribution to make, not only to their school and family, but also to the parish community and society.

On reading this report you will discover that our school is very much intertwined with the community as a whole. This is achieved through fostering links with other primary and post primary schools, outside agencies and involvement in community projects.

The Board of Governors wish to extend their sincere thanks to all the staff, both teaching and ancillary, for their continued commitment, loyalty and tireless efforts in providing our pupils with the best possible education in a positive, happy and secure environment.

None of the above could have been achieved without the commitment and ongoing support of the parents and the wider community. It is through working together in partnership that enables our school community to thrive and develop.

In accordance with our school motto we continue to 'Learn, play and pray together'.

Thank you for your ongoing support.



Mrs P Neeson  
Chairperson`

Board of Governors

# Membership of the Board of Governors

**2018-2021**

<b>Mrs P Neeson</b>	<b>Trustee (Chairperson)</b>
<b>Very Rev. Michael Sheehan PP</b>	<b>Trustee (Vice-Chairperson)</b>
<b>Mr M McConkey</b>	<b>Trustee</b>
<b>Mrs C Tunney</b>	<b>Trustee</b>
<b>Mrs M Doherty</b>	<b>EA Representative</b>
<b>Mr E Taggart</b>	<b>EA Representative</b>
<b>Mr C Gallagher</b>	<b>Parent Representative</b>
<b>Mrs L Sturgeon</b>	<b>DE Representative</b>
<b>Mr J Cherry</b>	<b>Teacher Representative</b>
<b>Mr D Donnelly</b>	<b>School Principal</b>
<b>Mrs P Downard</b>	<b>Co-opted Member</b>

The full Board of Governors met on three occasions to discuss many aspects of school life and to hear the Principal's report on the day-to-day management of the school. In addition, sub committees of the Board of Governors met on a number of occasions to discuss specific issues.

Issues such as the school curriculum, staffing, accommodation, health and safety, enrolment, new initiatives, administration and pastoral care have been dealt with. The varied professional expertise within the Board of Governors has been most useful in achieving targets to be met within the governing body's wide remit.

The Board of Governors has various Sub Committees as follows, Finance, Admissions, Special Education, Curriculum, Appointments and Child Protection and Safeguarding. These committees met as necessary to deal with issues pertaining to their particular brief.

## VISION, VALUES AND MISSION

### **Our Vision**

We Learn, Pray and Play Together

### **Our Values:**

Learn: a love of learning inspiring achievement

Pray: Christ-centred, caring and valuing each person

Play: developing relationships, confidence and self-esteem

Together: a supportive, respectful and inclusive community

### **Our Mission:**

St Joseph's continues the mission of Christ entrusted to the Church to "go and teach" and seeks to foster and promote Christian spirituality within an ethos of inclusivity and pastoral care.

Integral to the vision that underpins all aspects of life in our Catholic school is the dignity of the human person made in the image and likeness of God. It includes a recognition of the self-worth and value of every child and the fostering of the key values of Catholic education. Through the promotion of mutual understanding and respect for all ethnic, cultural and religious backgrounds, we seek to create an inclusive and supportive environment in which all members of our school community feel valued.

We aim to provide a caring and safe environment in which all children can grow in self-esteem, independence and confidence. Our care for the children enables their holistic development; spiritually, physically, intellectually, morally, emotionally and socially.

Arising from this commitment to develop each individual child, a culture of achievement, improvement and ambition exists which is underpinned by a clear expectation that all pupils can and will achieve to the very best of their ability.

By learning, praying and playing together, we grow as a community in which children, parents, staff and governors demonstrate a commitment to achieving high standards, mutual care and support of each other whilst being constantly invited to rediscover what it is to follow Christ and to give witness to the centrality of Gospel values.



## AIMS

### **In our school we aim to develop for our children:**

- An awareness of their dignity being made in the image and likeness of God and their unique talents, skills, abilities
- A Catholic ethos, which seeks to foster and promote Christian spirituality within an ethos of inclusivity and pastoral care building a deeper understanding of and respect for physical, cultural and ethnic differences within the school community and the wider world.
- The confidence to attain their full potential through a deeper understanding of a broad and balanced curriculum.
- A love of lifelong learning, whereby children are motivated by the joy of developing their knowledge and skills.
- Independence; an active engagement in and ownership of their learning and involvement in discussions and decisions on school life.
- A lively and enquiring mind, the ability to question, make connections in their learning, show initiative, embrace new challenges and take informed decisions.
- A respect for the school community which develops self-discipline, courtesy, empathy and tolerance fostering an appreciation of the achievements and aspirations of others
- An awareness of responsibilities for the environment and how our actions impact upon it.
- An understanding of the importance of making healthy lifestyle choices.
- An effective partnership and good relationships with parents and the wider community.

## PUPILS

### Enrolment – September 2019

Enrolment including Nursery pupils

Year 1	31 32	Year 5	31 30
Year 1 Total	63	Year 5 Total	61
Year 2	28 28	Year 6	29 32
	27		
Year 2 Total	83	Year 6 Total	61
Year 3	32 33	Year 7	32 32
Year 3 Total	65	Year 7 Total	63
Year 4	30 29	Nursery	31 30
Year 4 Total	59	Year N Total	61
		Grand Total	516

We extended a warm welcome to those new pupils who joined us in September 2019.

The attendance for 2019/2020 was 97.1%. The pupils are to be congratulated on achieving such a high level of attendance.

### **Transfers to Post Primary Education 2019-2020**

The Table below shows the Post Primary schools to which the Primary Seven children transferred in **September 2020**.

Destination	
Our Lady & St. Patricks College	12
Assumption Grammar School	14
Aquinas Grammar, Belfast	12
St. Colman's High & Sixth Form College	13
Methodist College	2
Victoria College	1
Lagan College	3
Wellington College	3
St Malachy's College	1
Rathmore Grammar	1
Beechlawn	1
Total	63

## **Catholic Ethos**

A whole school Mass to celebrate the new academic year was held in September 2019. Mass was also celebrated during the autumn and spring terms and these were led by different Year Groups. The pupils are continuously growing in their awareness of God and the realisation that following God means treating each other with love and respect.

Each Year Group led various assemblies throughout the year including a Harvest Festival of Thanksgiving and assemblies celebrating St Patrick, St Brigid and Catholic Schools' Week.

From the 26<sup>th</sup> January to the 2<sup>nd</sup> February St Joseph's celebrated Catholic Schools' Week. This year's theme was 'Living in Harmony with God's Creation'. On Tuesday 28<sup>th</sup> January the Primary Six children delivered an assembly on 'The Work of Our School' to the Key Stage Two children. The following day the school celebrated Grandparents' Day. The Primary Six children also led a special Mass in recognition of Grandparents.

Throughout the year all classes from Primary One to Primary Seven completed the RSE material in 'The Wonder of My Being' programme.

## **Sacraments**

The Sacrament of Confirmation was conferred on the Primary Seven children on Friday 28<sup>th</sup> February by the Very Reverend Father Colm McBride.

On Thursday 5<sup>th</sup> March the boys and girls in Primary Three celebrated their Sacrament of Reconciliation.

Due to the Covid-19 restrictions the Primary Four children had their First Holy Communion postponed until the new academic year.

We are grateful to the class teachers and assistants for all their hard work in preparing the children for the sacraments.

## **Charity Work**

Once again all our pupils from Nursery to Primary Seven put tremendous effort into creating hampers for families in need at Christmas time. The St Vincent De Paul Society then distributed these to families in the parish.

Although this year's Lenten Trocaire campaign came to end, due to the abrupt closure of the school in March, we still managed to raise the fantastic amount of £1309.30. This money will be used for Trocaire's projects in the Developing world.

## **Pastoral Care**

As part of the ongoing Pastoral Care programme in St Joseph's Primary School the following areas were developed during 2019/20.

During the first term a large number of both teaching and support staff attended anaphylaxis awareness updates. This involved an update on how to administer an adrenaline auto injector pen.

The Designated Teacher provided training to all staff on Safeguarding and Child Protection procedures in school.

During Safeguarding Week and Anti-Bullying Week in the first term, we reinforced the healthy living messages.

The personal safety message was further reinforced through using the NSPCC's 'Speak Out' programme. Special assemblies were held for each Key Stage during which children were reminded about important safeguarding messages. Follow-up workshops were provided for P6 and P7 pupils and these addressed a number of important topics including keeping safe online and recognising inappropriate contacts.

## **Shared Education: Educational Links with other Schools and Institutions**

The Primary Seven teachers met with Mrs Knight from Our Lady and St Patrick's College Knock (OLSPCK) to develop a new partnership within the Famine topic for Primary Seven. This will result in increased collaboration between our pupils and the Year 8 pupils in OLSPCK.

A Planning meeting, with our colleagues from Lisnasharragh PS and Carryduff PS to establish key actions for the 2019-20 programme, was held on 1<sup>st</sup> October 2019. The areas which were identified to work on throughout the year were Assessment and developing Mindfulness.

The school continues to contribute to the Primary Science Teaching Trust's Playful Science cluster group with Miss Coulter attending the first meeting of the year in November. The other schools in the cluster are St Oliver Plunket PS, St Teresa's PS and St Kevin's PS. A recap on the playful science lessons which were drawn up last year was undertaken and the group also discussed a "playful approach" to learning identifying the skills which interlink play and science in the Foundation Stage. The cluster members agreed to trial some lessons with Primary Two classes on the theme of Nursery Rhyme Science. It was also agreed that each teacher would develop one playful science lesson based on a well-known story. The intention was to present these lessons at the showcase event but this was postponed due to the COVID-19 restrictions.

We welcomed 4 students from St Mary's University College for school-based observations. One of these students also joined us for her teaching placement. We welcomed a PGCE student from Queens University for a two-week placement in September.

We also had two students on placement from Stranmillis University College who were completing the Early Childhood Studies Degree.

A number of past pupils from Assumption Grammar and Dromore High School returned on work experience.

We welcomed a University of Ulster Post Graduate Certificate in Education student in January/February into one of our Primary 4 classes.

Having established a link with Stanmillis College Languages Department, we had the benefit of a Languages student one day a week for an 8 week block in Term One. Mr Gary McConkey, a final year Education student studying French, came in to work with the children in the two Primary 4 classes. This was an excellent opportunity to further the children's French language skills and to avail of the expertise of a fluent French speaker. The children responded very positively to Mr McConkey's fun, interactive and engaging lessons.

The Primary 7 girls enjoyed a day of netball and other fun activities with other primary schools in our area at OLSPCK. Our girls were successful in the netball tournament and returned to school with the cup. A very fruitful and enjoyable day all around.

The school council visited Parliament Buildings in Stormont on Wednesday 15<sup>th</sup> January 2020. This was a joint visit with their fellow Councillors from Carryduff PS and Lisnasharragh PS. The visit began in the main Entrance Hall where our guide, Lucy from the NI Assembly Education Team, provided the children with a brief overview of the history of Parliament Buildings.

On Tuesday 21<sup>st</sup> January 2020 the Area Learning Community, Lisnasharragh PS and Carryduff PS met in St Joseph's. The Purpose of this meeting was to discuss how we assess children's progress in the different year groups and how we use these results in our planning.

At the end of January our Primary Seven children visited Our Lady and St Patrick's Knock where they planned, carried out and evaluated an investigation to determine the melting points of white, milk and dark chocolate. Their results showed that dark chocolate had the highest melting point and white chocolate the lowest. They believe the melting points are determined by the amount of cocoa in each piece of chocolate. Many thanks to Our Lady and St Patrick's for allowing us to use their facilities and resources.

Mrs Farry's Primary 4's had an opportunity to have a video call with a Primary 4 class from Colegio San Patricio (St Patrick's Primary school) in Madrid.

Our children were able to ask questions in Spanish and the children in Spain replied in a mixture of Spanish and English. Then they sang songs to each other. This was a fabulous lesson for our children and they thoroughly enjoyed learning this new language and meeting our new Spanish friends.

The WAU co-ordinator continues to be involved in developing curricular documents with CCEA focused around open ended numeracy investigations linked to WAU topics. We are working alongside Botanic Primary School for this task and our investigation is focused on Fairtrade, a current P7 topic area.

### **Parents and Friends Association**

2019/20 has been a challenging time for the PFA and school community, however we had a successful year even with the uncertainty that Covid-19 entailed. The success was made possible with a Halloween disco, Christmas Tuck Shop and Cracker Day, our clothes collection scheme, a quiz for parents held at the beginning of the year, our movie nights for the kids, which are proving very popular and finally our uniform recycling scheme that is supporting the school, the environment and the school community.

With just over £3,300 being donated to the school, this donation was used towards the purchase of individual book bags for each child and items required to maintain and enhance the safety and learning experience for all children, staff and parents for this academic year.

A huge THANK YOU to all parents, guardians, staff, pupils, sponsors, and community who participated in activities during the year.

Before the summer holidays the PFA held a free raffle where three families were picked at random to receive a £10 voucher for Argos. The vouchers were issued electronically and we hope this helped raise spirits in very uncertain times.

In 2020/21 we will again aim to provide various events throughout the year. We will be exploring new and innovative ideas that we can run to continue our fundraising efforts and we will do this in line with current guidelines and within a safe manner.

The PFA team is always happy to welcome new members and this year is no different. We were unable to partake in our usual PFA introductions to new parents but we are keen to explore other avenues of advertisement to engage current and new parents/carers.

Our ability to run successful events is always dependent on having enough people to help, so new team members, volunteers and good ideas are always very welcome!

The PFA, after a long wait from our initial application, were requested during the summer to complete the formal steps to register as a charity with the Charity Commission. This is still an ongoing process and we hope to complete and be accepted in the months ahead. Some of the benefits of being registered as a charity mean that we will be able to receive charitable donations from businesses and potentially apply for grants given to Charities only. We will also be able to apply for Gift Aid and be considered by businesses who support 'matching' schemes for fundraising for Charities.

We would like to show our appreciation to everyone on the PFA team during these uncertain and challenging times and to all the volunteers who have assisted us in any way – it makes a real difference.

We would like to extend our heartfelt thanks to Mr Donnelly, Mrs Downard and all the staff of St. Josephs, without their help and support we would not be able to function.

Thank you for your ongoing support and I look forward to what the year ahead, 2020/2021, has in store for us!

### **Morning Club**

The Morning Club operated each school day during 2019-2020 until we had to close abruptly due to the Covid-19 situation in March. Our Morning Club accommodates children from Nursery to Primary Seven to facilitate those parents who have to leave early for work each morning. Average daily attendance is 120. The children play games, build models, use the computers and engage in art and craft activities.

The Morning Club team are responsible for the daily running of the club, which begins at 8:00am each morning. Other members of staff assist in the Morning Club in the event of any absence or emergency and their co-operation is very much appreciated.

### **After School Provision 1 2 3 Club**

The After School Club, run by Mrs Michelle Scott, also operated each day during 2019/2020 from 1.50pm to 5.00pm. This club provided an invaluable service to our keyworker parents during the lockdown period from March to June 2020. A variety of indoor and outdoor play activities were provided for pupils as well as a homework club. A flexible approach is adopted whereby parents can arrange for their children to attend the club every day or on specific afternoons, thereby choosing times which suit their domestic routine. The after school club runs on every full school day. They also provide cover during the mid-term and summer weeks.

## **World Around Us**

### **Links with Sentinus**

St Joseph's participated in a number of Sentinus programmes specifically designed to promote STEM.

### **Sentinus Smart Energy Programme**

P6 participated in this programme. It was launched in January with a workshop by a Sentinus representative and a Link Engineer from NIE. There were follow-up workshops, involving the Link Engineer, which led to the development of a Solar Powered Oven. The children had planned to attend a celebration day in University of Ulster at Jordanstown in June but unfortunately this was cancelled due to the school closures.

### **Medics in Schools**

Two medical students, from Queens University Belfast, visited both Primary Seven classes every Tuesday afternoon during February and early March. The children learnt about the different systems of the body. Unfortunately, this programme ended prematurely due to the Covid-19 pandemic.

### **Primary Science Teaching Trust Cluster Group**

St Joseph's continue to participate in the PSTT cluster group. This project is focused on developing playful science in the Foundation Stage and identifying the skills which interlink play and science. The resources and lessons devised will be shared with all Foundation Stage teachers.

### **Links with Our Lady and St Patrick's College, Knock**

We have maintained our on-going links with OLSPCK. In September and October our Primary Seven worked virtually with Year 8 pupils in Knock exploring osmosis in potatoes of varying salt concentrations. They then visited the College in January to investigate the melting points of milk, white and dark chocolate a link with their Fairtrade Topic. They had the opportunity to use resources in the college such as water baths and digital thermometers to enhance their learning.

Primary Five took part in the Flight School with OLSPCK, completing a range of activities in school prior to the Covid-19 pandemic.

### **ARC21 Waste Bus**

ARC 21 Waste bus visited the school in January over three days. Nursery to Primary Seven were allocated time slots to learn about recycling.

### **Forest Schools Award Programme**

Funding was secured from the Lisburn Castlereagh City Council to participate in the Forest Schools Programme. The Primary Seven class successfully completed the programme and the school is now an accredited Forest School. This provides us with a network of schools and bodies with which we will work to develop our practice in outdoor learning.

### **Eco-Schools Green Flag Award**

The Eco-Committee and Eco-Volunteers, following a year of hard work and superb enthusiasm, successfully regained our Green Flag status for a fourth time.

### **Primary Maths Global Learning**

The co-ordinator worked, as part of a focus group, with Council for the Curriculum Education and Assessment to develop curriculum guidance and resources for the linking of Numeracy with the Global Learning Programme through a range of World Around Us topics. The group worked on the development of numeracy investigations and were due to feedback to CCEA in early March, with resources to be published in the summer months. These resources were aimed at KS2 classes and will have explicit links to all areas of the curriculum. This programme was halted due to the outbreak of the Covid-19 pandemic.

### **Extra-Curricular STEM Club**

The STEM club continued in their activities after school on Mondays throughout Term 1 and 2. The children were involved in the planning, designing, creating and testing of 'Marble Runs' where they are required to apply their understanding of gravity and friction to the problem. Term 2 saw the pupils design and create remote controlled, battery powered cars. These cars had to fulfil a specific brief. Unfortunately, the pupils were unable to attend the planned celebration event which was scheduled for June.

## **Personal Development and Mutual Understanding**

### **School Council**

In Term One, existing School Councillors gave a presentation to Primary Five pupils on their role as councillors and the election process to be voted on to the School Council. In October, nominations and elections were held and a new School Council was put in place.

The School Council organised a visit of the Northern Ireland Assembly through the Northern Ireland Assembly Outreach programme. The Education Service visited in October to talk about the work of the Assembly and the Executive to Primary Five pupils. The new Councillors undertook a "Prevent the Cough Campaign: Idling Vehicles" to reduce carbon monoxide.

In November, the NSPCC with the help of the School Council led a Speak-Out assembly for P1-P4 and a further assembly for P5-P7 on how to keep safe. Also, in November, School Council held a meeting as part of the school's review of its Addressing Bullying Policy to discuss bullying behaviour and how this might be dealt with at Key Stage Two.

A further meeting was held regarding linking anti-bullying with the Eco-Committee. It was decided that there should be further communication between the School Council and the Eco-Committee to make the links stronger and to work together on environmental issues.

In December, Mr Donnelly and Mr Mussen met with the School Council regarding Environmental Sustainable development and the Green Flag assessment.

In Term Two, the School Council visited Stormont with Carryduff P.S. and Lisnasharragh P.S. In February, the School Council gave a presentation on new play equipment that had been purchased for the playground. This assembly also included a question and answer session.

### **Emotional Well-Being**

In January, the school carried out an audit on emotional well-being activities which are currently undertaken in the school, including mindfulness and calming activities. The results were collated and we aim to explore how we might continue to promote good mental health in St Joseph's.

### **Physical Education, Active Travel, Healthy Lifestyles and After School Activities**

#### **Curriculum Development and Coaching Provision**

The children received a broad and balanced PE curriculum through the work of class teachers supported by our sports coaches.

The Down County Board continued to provide coaching in Gaelic and fundamental skills to P4, P5, P6 and P7. P5 received coaching in hurling from a member of Carryduff GAC in Term One. As a part of the GAA 5 Star initiative, a coach from Antrim County Board provided hurling coaching for P2 during Term One. P3 and P4 children also received this coaching in Term Two.

The P6 and P7 pupils had a block of swimming lessons in Terms One and Two at the Queen's PEC. As part of their lessons, the children learned important life-saving skills.

P5, P6 and P7 participated in a basketball coaching programme for 11 weeks, in Term Two, provided by the Phoenix Basketball Club.

#### **Competitions**

The Cross Country team trained with their coach Michelle Scott. They started the season by participating in the Flahavan's Cross Country Primary School League. Four of our pupils qualified for the ANI Cross Country Final which was held at Mallusk Playing Fields in January.

In Gaelic football, St. Joseph's hosted the preliminary round of the girls' indoor Gaelic from which our girls progressed to the final. This competition unfortunately had to be postponed during Term 3. The boys played in the Canon Esler outdoor 11 A-side Blitz. They also qualified from their heat in Downpatrick, for the Cumann na mBunscol All County Finals. They had a great day at the finals in An Ríocht GAA Club and represented our school with such pride.

P4 boys and girls attended a fun Gaelic Blitz at Cherryvale Playing Fields. They played against other schools and learnt the importance of good team work and

sportsmanship. They enjoyed every minute and loved wearing the school kit for the first time.

The P7 soccer teams have continued their involvement in the annual 9 A-Side soccer tournament which was held at Moneyrea Community Centre. They also participated in the annual Priory Cup in Bangor. Both the boys' and girls' teams made it to the final, with the girls winning their match and the boys narrowly losing in a close game. Both teams had a fantastic day out and represented the school with great honour.

The Futsal teams have played a number of challenge games at Hunterhouse College and St Bernard's Primary School. The team is a mixture of both P6 and P7 children who have shown great enthusiasm and an exceptional work ethic whilst working alongside IFA coach Dessie Wilson. They also participated in the 'Spring into Futsal tournament' which was held at Lisburn Racquets Club. Both teams were extremely unlucky not to qualify for the Northern Ireland Finals, with the girls losing out on penalties in the final and the boys narrowly missing out on a semi-final place.

The IFA organised a Girls Shooting Stars Fun Day in Lisburn LeisurePlex for the P4 girls. The girls had the opportunity to play fun games and improve their football and agility skills with over one hundred other children. This was an extremely fun filled morning and the girls really enjoyed themselves.

In October, two children represented St. Joseph's Primary School at a swimming competition. They swam at the Swim Ulster Primary Schools Championships at Bangor Aurora. They performed extremely well, with one qualifying for the Irish Nationals competition in Dublin.

P4 received two, one-hour golf lessons from Lisburn & Castlereagh City Council, together with Aberdelghy Golf Club.

### **Active Travel**

Active Travel was promoted consistently throughout our time in school this year. The main events were a walking bus, Ditch the Dark Day and Cycle to Santa. The Big Pedal, which we had registered again for this year, was meant to take place in April but had to be postponed due to the Covid-19 restrictions. We continue in our efforts each year to encourage the children to walk, scoot or cycle to school. As always, parents have been very supportive in our pursuit each year to highlight the benefits of active travel.

During lockdown we set our children the challenge to compete in the Garden Olympics for the month of June. Children had to take part in and write down 30 activities (e.g. family walk/ football in the garden/ dancing in the living room etc.) for each day of this month as a way of encouraging them to keep fit and healthy during lockdown. We also held our annual school Sports Day from home this year, with activities sent out to all year groups to mark this special event.

### **After- School Activities**

A wide range of activities were available to the children throughout the year. Registrations were held at the beginning of the term and activities were filled to capacity. Through our waiting list system for some activities, we ensured every pupil was given the opportunity to attend the club of their choice.

The children's physical development and overall wellbeing continues to be nurtured through a broad and balanced PE curriculum, ongoing Active Travel initiatives and a very wide range of after school activities.

### **Assessment**

On the 23<sup>rd</sup> August the School Development Day was delivered by Mr Donnelly. The focus of the session was Professor John Hattie's key findings on Metacognition and Self- Regulated Learning. These approaches aim to help pupils think about their own learning more explicitly. Interventions are usually designed to give the pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. In effect pupils are being taught how to plan, monitor and evaluate their learning.

Research has proven that these approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. In St Joseph's the effective use of the Gold Standard self and peer assessment checklists to support the pupils in assessing their own work is one of one of the key drivers for learning to take place.

All data from the GL Assessments (May 2019) was reviewed by the Assessment Co-ordinator and the standardised scores converted into tables identifying the percentage of pupils in each stanine band. The data was used to calculate the 'Value Added Percentage' of St. Joseph's pupils compared with the national average. This data confirms that our school consistently performs above the national average in Literacy and Numeracy.

Each teacher received the relevant data for their pupils and then completed the 'Tracking & Improvement' Document, identifying specific targets for the groups within their class.

Primary 4 and Primary 6 pupils undertook the CAT online assessments. Using the information generated from the CATS (Cognitive Ability Tests), the data was added to the Numeracy and Literacy Tracking spread sheets in order to compare the results with standardised scores in Maths and Literacy. This data is an effective tool to inform teachers' short term and long term planning.

St Joseph's participated in the moderation of Using Mathematics. On Monday 20<sup>th</sup> January P4- P7 staff met to identify suitable samples for inclusion in the Mathematics' portfolio. Samples of work at Levels 2, 3 and 4 taken from the CCEA

Exemplification library and pupils' books were reviewed and staff identified how each task met the level descriptors.

On the 10<sup>th</sup> February moderation meetings were held in order to review samples and complete commentaries. This was an extremely worthwhile exercise as it illustrated the high level of attainment being achieved in each year group. On 11<sup>th</sup> February the portfolio was submitted to CCEA.

A review of the school's Assessment and Marking and Provision of Feedback Policies was conducted using the self-evaluation questions in ISEF (The Inspection and Self-Evaluation Framework). As a result, both policies were revised using the ISEF indicators and key findings from Prof. John Hattie's research.

On the 21<sup>st</sup> January a meeting was held with Lishnasharragh and Carryduff Primary schools. Examples of current practice of providing feedback to pupils to support their development of metacognitive skills were shared.

The first Performance Review Staff Development focus for 2019-20 was to explore ways in which current topics can be further developed to include increased opportunities for skills based learning. The second focus was how teachers can support pupils to become independent learners capable of overcoming difficulties in their learning.

Unfortunately, due to Covid-19 the PRSD process was disrupted. reviewers were unable to undertake the planned observations in teaching and learning in either:

On the 4<sup>th</sup> March the Assessment Coordinator attended training "Linking Primary Assessment with Interventions and Discover" which was based around the following areas:

- Planning an Intervention based on underperformance of a group of pupils
- Importing Assessment Results
- Recording post Intervention outcomes
- Running reports to assess impact of Intervention
- Introduction of SIMS Discover
- Comparing Interventions in SIMS Discover
- Creating Assessment graphs to assess outcomes of SIMS Discover
- Linking Interventions to Assessment in SIMS Discover
- Creating Dynamic Groups from SIMS Discover

## **Special Needs**

### **Training for Special Educational Needs Co-ordinators**

On 9<sup>th</sup> September St Joseph's SENCO attended an information session on RISE NI (Regional Integrated Support for Education Northern Ireland). RISE NI is dedicated to providing the best support possible for children, teachers, parents and schools. In line with an ongoing regional review of the RISE NI service a

number of changes had been made to the service model. The aim of the session was to share and update schools on those changes.

On 10<sup>th</sup> September the SENCO attended training provided by the Sensory Service. The course highlighted the implications of hearing impairment for the child in the classroom.

On 16<sup>th</sup> October the SENCO attended training on Autism and Emotional Regulation.

On the 5<sup>th</sup> November the SENCO attended training on Managing Challenging Behaviour. This course provided a framework to support Social, Behavioural, Emotional and Well-Being (SBEW) within a busy classroom.

On 6<sup>th</sup> November the SENCO attended training on Practical Strategies to Support Pupils with Poor Working Memory. This highlighted the warning signs of Working Memory Failure and suggested strategies to support children with poor working memory.

On 2<sup>nd</sup> November was the SENCO Refresher Day. This training was delivered by the SEND Implementation Team and it provided an opportunity to revisit the Legislation and Policy Context of the new Order and the Roles and Responsibilities attached to the Role of the SENCO, Board of Governors and the Principal.

On 30<sup>th</sup> January two days mandatory training for SENCOs took place. The first day of this training concentrated on the importance of differentiation and defining what is a special educational need. Day Two of the training programme concentrated on Provision Mapping.

### **Classroom Assistant Training**

Our Classroom Assistant Training continued with the following sessions:

- September: Reading Partnership
- October: Play Therapy
- November: Emotional Regulation.
- January: Autistic Spectrum Disorder Tool Kit
- February: Using Numicon
- March: Supporting Children with poor Working Memory
- Due to the Covid-19 situation no further training could take place during the rest of the school year.

### **Parent/Teacher Meetings**

In December the SENCO met with all the parents of children who are in receipt of Learning Support and this was a very positive experience. Early Intervention, especially with the younger children is crucial to supporting children who are experiencing difficulties with literacy. These sessions are multi-sensory and target kinaesthetic, auditory and visual learners. This meeting provides an opportunity

to discuss the child's current Individual Education Plan (IEP) and set targets. The new IEP is then reviewed and discussed with parents in April and again in June.

### **Annual Reviews**

The SENCO met with the parents of children who have a Statement of Special Educational Need in November and March. The purpose of the Annual Review is to inform Special Education at the EA if any changes are needed to be made to the statement to further support the child. These changes can be made to either placement or provision or both.

### **National Deaf Children's Society**

On 4<sup>th</sup> March Mark Gill from the NDCS ran a workshop with a Primary Three class. The workshop was an opportunity to raise Deaf Awareness. It was based primarily on how the students can communicate more effectively with their deaf friends, so one quick example of this is the importance of using eye contact when communicating with a deaf person.

Mark explained about the five different senses (hearing, smell, touch, taste and sight) and discussed which one does not work very well for a deaf person. He showed the children a vibrating alarm clock as an example of how deaf people get up in the morning as well as a couple of demonstrations of using lip reading and Sign Language. Mark also shared some new technology which makes it easier for a deaf person to stream music, play an x-box, listen to the television.

Our intention was to book the NDCS Road Show Bus for later in the year. This would be an opportunity to raise Deaf Awareness across our school community.

### **Outside Agency Support**

During 2019-20 the SENCO co-ordinated with the following outside agencies who are all currently working with children in our school from Primary 1-Primary 7.

- Autism Advisory Intervention Service (AAIS)
- Middletown Centre for Autism (MCA)
- Regional Integrated Service for Education (RISE NI)
- Sensory Services Teacher of the Deaf
- EA Service for Children with Specific Literacy Difficulties (SPLD)
- EA Language and Communication Service
- Educational Psychology
- Occupational Therapy

### **Using Information Communication Technology**

Our commitment to developing staff capacity and confidence in delivering the UICT curriculum was to the forefront in 2019-20. Our focus was on consolidating good practice and refreshing skills, so that the pupils enjoy innovative and engaging lessons.

We reconnected with Nerve, Belfast and Sarah Lawrence delivered whole staff training in August – focusing on the use of creative storytelling and animation, using iPad apps so that the curriculum aim to ‘explore with purpose and control’ can be met.

Sarah returned to plan and to help deliver green screen activities across the whole school. This was greeted by great excitement and a huge variety of projects were undertaken. Each group wrote, filmed and edited their movies in iMovie. We bought green screens and all agree that pupil enjoyment and engagement was high and there is great potential to use the technology in other areas.

We continued our collaboration with Nerve when the Primary 4-7 teachers received training in the animation element of digital storytelling. We used the iMotion app, and discussed storyboarding, key techniques in animation and how animation can be used to enhance our topics in Key Stage 2

Sixteen brand new iPads were purchased for Primary Six, and these were loaded with the most up-to-date versions of the apps we use to support our teaching. These were put into good use when the Primary Six classes had the opportunity to take part in PWC’s Hive Hackers Programme.

This was a 7-week programme designed to inspire, encourage and prepare children for a world of technology through exposure to innovative digital education. Every Friday afternoon the pupils worked through the fundamental concepts of coding: algorithms, sequencing, loops and conditionals. We learned to code in a fun, structured and supportive environment. The pupils worked in pairs to use coding blocks to create games and digital stories.

Sharing expertise is integral to the culture of St Joseph’s. The Primary Three classes were introduced to coding through use of Dot and Dash, and we worked on coding with the Primary Fours, to develop vital digital skills in the next generation.

Code Club continued to be a hugely popular after school’s choice for Primary Four and Five pupils, laying the foundation for competence in programming and interactive design. Miss Coulter is an enthusiastic and supportive mentor for our aspiring programmers.

Staying safe online is a hugely important focus at St Joseph’s. We addressed this area during Safeguarding Week assemblies. The Primary Five classes received training through the Cyber Smart programme delivered by All State – when pupils had great fun learning to stay safe online.

Safer Internet Day on 1<sup>st</sup> February was marked by a special Key Stage 2 assembly reminding pupils of the importance of keeping themselves safe in the virtual world.

Our website is a valuable link between school and home. The St Joseph's app is a user-friendly interface keeping parents up-to-date with all school news.

## **Literacy**

### ***Scholastic Book Fair***

Our annual Book Fair took place in November. We had a tremendous response from our parents and pupils. With popular authors and the recently released titles, there were big crowds each day eager to purchase. The school received commission allowing us to use this revenue to update the resources for the Reading Pro library.

### ***Carryduff Library Visits***

The Primary Four and Primary Six year groups participated in a reading scheme organised by Carryduff Library. The children joined the library and each class experienced three sessions learning all about how the library is organised. They thoroughly enjoyed their visits.

### ***World Book Day***

The pupils from Nursery through to Primary 7 celebrated World Book Day. Each year group planned an activity to carry out in class that would help celebrate children's love of reading.

### ***Inset Training***

The Literacy Co-ordinator has attended courses on:

- Practical Strategies to Support Pupils with Spelling Difficulties
- Practical Activities to Support Pupils in Learning the Phonic Code
- Supporting The Development of Literacy Skills in The Foundation Stage and KS1
- Using Assessment to Support Literacy Difficulties (Diagnostic and Standardised Assessment)
- Practical Strategies to help children with reading comprehension difficulties
- Guiding parents in supporting literacy at home

The Co-ordinator led a School Development Day in January on 'Practical Strategies to Help Children with Reading Comprehension'.

### ***Reading Audit***

The Literacy Co-ordinator received back the reading audit handed out to staff in October. The Co-ordinator met with staff from each Key Stage to discuss the outcome of the Reading audit. These meetings gave teachers from different key stages the opportunity to discuss their responses in the audit and to plot a way forward. As a result of these meetings significant investment has been made in reading books for each Key Stage.

### ***Monitoring***

A review of literacy books was carried out by the Co-ordinator and Vice Principal. It was pleasing to see the high standard of pupils' work in the books.

### **Mathematics and Numeracy**

On the 22<sup>nd</sup> August, Nursery to Primary Four teachers, the Numeracy co-ordinator and SENCo attended training on Developing Early Number Sense provided by Dr P Moffett at Stranmillis College. Subsequently, each year group in consultation with the Numeracy Co-ordinator, determined how they could integrate the strategies covered in the training into their teaching and learning. Particular emphasis was given to using the Numicon programme to increase the children's understanding of number.

Numicon offers a deep understanding of maths through a multi-sensory approach developing children's fluency, reasoning and problem solving. Numicon encourages children to explore maths using structured imagery and apparatus in order to understand and explain mathematical concepts. It is brightly coloured, therefore pleasing to the eye and interesting for children. The holes are finger size, making it easy to handle and manipulate.

As the Numicon manipulatives are weighted, this helps understanding of certain mathematical concepts e.g. =, < and >. Numicon helps pupils manipulate, observe and explore patterns. This results in pupils being able to make connections 'see' a number system, develop ideas, techniques, skills and experiences that add up to mental impressions of maths ideas.

It is with immense gratitude that we would like to thank the PFA for their support which enabled us to make a significant investment in Numicon practical resources for Nursery- P4 classes as well as a whole school online interactive resource.

On the 4<sup>th</sup>, 5<sup>th</sup> and 19<sup>th</sup> November the Numeracy Co-ordinator delivered training on the Numicon online resource and discussed the effectiveness of the resource in supporting children's learning. Feedback was very positive and teachers identified additional resources that are required to support the effective delivery of the curriculum. As a result of feedback further training was provided.

On the 20<sup>th</sup> January Primary Four to Primary Seven teachers reviewed the CCEA Using Mathematics tasks to exemplify the processes used to complete them. It was agreed that the standards achieved by St Joseph's pupils matched and even exceeded the standards achieved by the pupils in the exemplification samples. Primary Four and Primary Five reviewed the current Mathematics planning including the Mental Mathematics planner to ensure these still reflect current practice. Teachers identified any areas that were not being covered in sufficient detail and adapted the planners accordingly.

Also during the session Primary Four to Primary Seven teachers clarified which "Real Life" investigations are currently being used to develop the pupils' processes and mathematical strategies. It was agreed that the existing planners are no longer

relevant and an action point to conduct a revision is required in the 2020-21 action plan.

On the 5<sup>th</sup> February Primary Four to Primary Seven 7 teachers met to update the yearly and half term planners.

The Numeracy coordinator met with Primary Three and Primary Four teachers on 25<sup>th</sup> February and provided each year group with CCEA Level 2 exemplification samples and tasks. This was a worthwhile exercise as it demonstrates how pupils are able to apply their skills and knowledge of mathematical processes. During February Primary Six pupils competed in the biannual South Eastern Sumdog competition. Congratulations on coming first place and winning free membership to this fabulous adaptive learning platform.

Classroom Assistants received training on how Numicon can be used to support Mathematical learning on Wednesday 26<sup>th</sup> February.

### **Modern Languages**

We have had another busy year for Modern Languages at St Joseph's.

#### **Mandarin:**

The Primary Five and Primary Six pupils made sound progress at their Mandarin. Ferry, our Mandarin tutor, provided fun, interesting lessons with practical activities such as games, role play, songs and craft. Activities were fun, 'hands on' and interactive.

The children responded very positively to the lessons as they were engaged and enthusiastic. As 'newcomers' the pupils in Primary Five developed a good basic Mandarin vocabulary.

While Primary Six pupils expanded their vocabulary and also developed both their pronunciation and their confidence, building on the previous year's progress. Through his thorough teaching and carefully planned lessons, Ferry provided opportunities for reinforcement and consolidation of work already covered while ensuring that there was progression.

We also established a penpal link with a school in Beijing. However, unfortunately having sent our initial letters, we went into lockdown and the initiative ran aground.

Unfortunately, also due to the school closure in March, our KS2 pupils did not get the opportunity to take the YCT1 Youth Chinese Test this year. We will hopefully resume our normal Mandarin tuition and review the possibility of offering the test next Spring.

In support of their language work this year, the pupils also learnt all about the cultural aspect of the Chinese New Year celebrations. The KS2 classes were all treated to a Chinese New Year performance by some of Ferry's Confucius Institute

colleagues. They performed some extracts from the Peking Opera which involved dance, traditional Chinese costumes and playing traditional musical instruments. Afterwards the Primary Five children also participated in a workshop of cultural activities such as ink painting, block printing, dressing up and using chop sticks.

In September and March there were two other fabulous cultural events which the Primary Five classes were invited to, due their involvement with the Confucius Classroom programme. The pupils attended the 'Schools Think China' event at St Anne's Cathedral where they took part in a cultural workshop with activities such as Chinese calligraphy, Chinese food tasting and construction of miniature lion and dragon dance puppets. In March, the Primary Five pupils were also treated to an extravaganza of Chinese cultural performances at an event in the Ulster Hall. The 'Dragon in the Lake' event involved performances from the Beijing Chinese Orchestra, The Chinese National Acrobatic Troop and the Chinese National Peiking Opera to name but a few. It was an incredible display of Chinese performing arts which the pupils thoroughly enjoyed.

Also in March, the two Primary Four classes participated in a workshop called 'An Introduction to China' which was organised by the Chinese Welfare Association. This was an excellent introduction to the Chinese culture and language and provides an excellent foundation for next year when these pupils will hopefully begin their learning of Mandarin.

### **French:**

Having established a link with Stanmillis College Languages Department, we had the benefit of a languages student one day a week for an 8 week block in Term One. Mr Gary McConkey, a final year Education student studying French, came in to work with the children in the two Primary Four classes. This was an excellent opportunity to further the children's French language skills and to avail of the expertise of a fluent French speaker. The children responded very positively to Mr McConkey's fun, interactive and engaging lessons. The partnership with Stranmillis College proved to be a very worthwhile endeavour and one which we will certainly be keen to see continue in future years.

Meanwhile the pupils in Primary Five and the Primary Three performed French assemblies for their parents and friends. These were the culmination of short blocks of lessons for each of the Year Groups. It was an excellent opportunity for them to share their knowledge of the French language and the pupils all enjoyed the experience of dressing in French costume and performing on stage.

### **European Day of Languages**

European Day of Languages was celebrated in school with a range of languages activities. Each Year Group researched a different European country and dressed up in the traditional costume of that particular country. There were opportunities to invite parents and relatives from other countries into the classes to share their cultural knowledge and to teach a few words of their native language. It was an enjoyable and fun learning experience for all Year Groups.

## **Music**

Music lessons recommenced on Monday 2nd September.

Miss Lara Mc Kenna taught a weekly music session to each of the Primary Four and Five classes and assisted with Band for sectional rehearsals. Mrs Magee Gough continued to conduct Junior Orchestra on Mondays and extended her provision in school to absorb Mrs Creighton's pupils.

Mrs Deirdre Mc Bride taught all three Primary Two classes and both Primary Six classes for Music in Term One and the Primary Seven classes prepared to take part in a School of Music 'Music Morning' under the direction of Miss Colton and Mrs Mc Kenna. Unfortunately, these events were cancelled due to Covid-19 restrictions

Christmas concerts took place in December. Miss Colton played piano for the Primary One concert and the Primary Two Prayer Service and Mrs Mc Kenna played piano for the Nursery and P3/4 concert. Our musical ensembles had the opportunity to perform in their own concert on Monday 2<sup>nd</sup> December and this was a resounding success.

Eighteen pupils were successful in Trinity College music exams in November 2019.

Mrs Mc Kenna prepared the music for the Sacrament of Confirmation on Friday 28<sup>th</sup> February 2020.

From March all music exams were cancelled and all instrumental lessons were moved online due to COVID-19.

## **Mentoring**

St Joseph's continues to provide opportunities for valuable work experience. This has been a particularly busy year. We had requests from numerous colleges, schools and institutions for placements in St Joseph's to see high quality teaching and learning in action.

We hosted three B.Ed. students from St Mary's University College, Belfast. We also welcomed a PGCE student from the University of Ulster who was placed with a Primary Four class in January.

Pupils from post-primary schools, considering a career in teaching, enjoyed a week's work experience in classes from Nursery to Primary Seven. Some new faces, but once again, a large number of past pupils currently attending Assumption Grammar, Aquinas Grammar and Our Lady and St Patricks' College, Knock. It was a very busy but rewarding experience and the students reflected on

the many changes in school, the beautiful school environment and the cross-curricular nature of the topics.

Both Primary Seven classes benefited from the expertise of the 'Medics in Schools' Programme. Medical students from Queens University, Belfast come to the classes weekly and teach the children about the human body and healthy living.

One member of staff completed Early Professional Development Year 1 and two members of the teaching staff completed Early Professional Development Year 2.

### **Nursery**

Mrs Rogan commenced her new role as the Head of Nursery. During the month of September, the settling in process was a great success with very supportive parents. A curriculum evening was held for parents to provide them with an overview of the Nursery curriculum and tips on how they could support their child's learning. Individual meetings were held in October to inform parents on how their child has settled in.

With the weather being so favourable in the first half term, we brought many alternative creative activities outdoors such as painting on transparent surfaces (cling film) and making car track prints with paint on long sheets of paper. The outdoor mud kitchen was very popular throughout the year. Lots of 'cooking' occurred using real foods such as lentils and pasta. We also did planting in our Nursery garden and enjoyed seeing the growth of daffodils and tulips.

Our Autumn topic in the first time was greatly enhanced by a range of autumn objects brought in by families such as conkers, husks and acorns. One family gave the Nursery a mini Horse Chestnut tree which was a great stimulus for discussion and observation. We opened our very own fruit and vegetable shop with real fruits and vegetables. We explored lots of root vegetables and we learned that when we eat a carrot we are eating the root of the plant. We found out about where the different fruits and vegetables grow. The addition of fifteen pumpkins to the outdoor area contributed to wonderful learning across the curriculum. The children counted sets of pumpkins, challenged themselves to lift/roll them and opened them to explore the insides.

In November Mrs Rogan and Mrs Downard attended a Foundation Stage conference on quality outdoor learning. This was a wonderful conference which provided us with some great ideas for developing this area further.

During the month of December, the children and parents donated so generously to the St Vincent De Paul Society with tins and jars of food. The children enjoyed decorating their own wrapping paper for the boxes with paints and printing tools. The children were amazing as they prepared for and performed Our First Nativity in December. They worked very hard rehearsing for the Christmas concerts and the parents were most impressed. They displayed such confidence and independence on stage.

In January, the children explored the topic of 'Winter and 'Ice' through a range of activities both indoors and outdoors. We made different sizes of coloured ice blocks (using food colouring) for the children to observe and explore. They enjoyed excavating the ice using a variety of small digging tools. The 'Ice' topic provided excellent opportunities for the children to observe, predict and to further develop their thinking skills and language. Many parents commented on their children being so eager to make ice at home and the wonderful language they were using. Floating and sinking was a topic that stemmed naturally from our winter topic and the children were super scientists as they predicted and tested a variety of objects in Nursery.

Learning about the polar regions generated great excitement and enthusiasm. The children particularly enjoyed learning about the emperor penguins and their amazing life cycle. They pretended to be penguins by dressing up in penguin costumes and looking after their eggs. Great fun was had when each class formed a penguin 'huddle' whilst playing outside on a winter's day.

During the month of February, we concentrated on the environment and introduced the 'recycling' topic. We changed our role play area into a 'recycling centre'. Here, the children displayed excellent thinking and sorting skills as they sorted the rubbish into groups – plastic, glass, metal and paper. This area was so popular, particularly with the boys. Many parents commented on how much the children talked about their 'recycling centre' in Nursery and how they were encouraging their parents to recycle items at home.

In March, as part of our 'People Who Help Us' topic, a parent kindly came into Nursery to talk to the children about the role of the doctor. This was a wonderful visit which helped reassure the children if they have any fears about doctors/hospitals and also contributed to their learning about how we can stay safe and healthy.

We had many other interesting visitors throughout the year in Nursery. The cross curricular activities provided by our visitors enhanced the children's learning, thinking and physical skills. Some of our visitors were, Mr Hullabaloo and his interactive theatre, Debbie Dolittle and her rescued, wild animals, Playball - physical and ball development programme, Jo Jingles and Guide Dogs.

The '2 Build a Profile' App continues to be used in Nursery for observations as a tool for assessing learning. The parents enjoyed our displays of news and work on the plasma screen. The plasma screen, website and monthly newsletters kept our parents informed about our Nursery curriculum and activities.

The introduction of the Numicon resource this year was a great success. It certainly enhanced mathematical experiences for consolidating key mathematical concepts. There was careful planning for the continuous provision of the Numicon throughout the setting on a weekly basis. The responses from the children whilst using the Numicon were very impressive.

With the unprecedented and abrupt ending to this school year we transitioned to remote learning from March until June. We provided the parents with an extensive bank of suggested home learning activities appropriate to the Nursery curriculum. The feedback on the remote learning activities was extremely positive and communication was maintained via emails and telephone calls

## LMS ACCOUNT 2019/2020

### SCHOOLS DELEGATED BUDGET

INCOME	
Budget for Year	£ 1,250,052
Staff Costs (Teaching and Non Teaching)	£ 1,270,330
Premises and operating costs	£ 108,756
Budget Adjustments	£ (33,054)
TOTAL	£ 1,346,032
Carry forward to 2020/2021	£ (95,980)

## **St. Joseph's School Fund Account 2019/2020**

ST JOSEPH'S SCHOOL		
INCOME & EXPENDITURE ACCOUNT		
Year Ended 31/08/20		
		£
<b>Balances brought forward</b>	<b>£ 63,884.27</b>	
<b>Income</b>		<b>£ 43,619.06</b>
<b>Expenditure</b>		<b>£ 64,371.38</b>
<b>Deficit</b>		<b>(£20,752.32)</b>
<b>Balances carried forward</b>	<b>£ 43,131.95</b>	