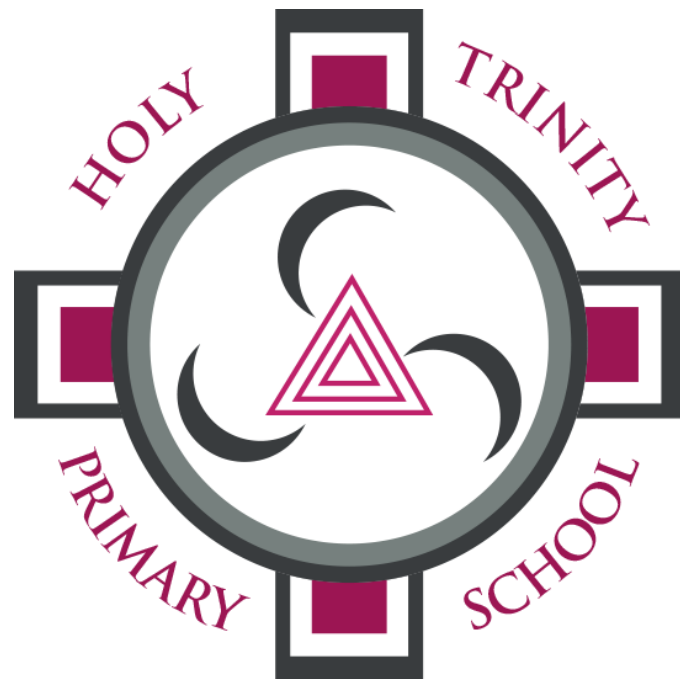


***HOLY TRINITY
PRIMARY SCHOOL***



**ANNUAL REPORT
2020-2021**

Annual Report of the Board of Governors

2020-2021

Holy Trinity Primary School's Board of Governors was re-constituted in September 2018 and the term of office will last for four years. Our governors are;

Chairperson	Mrs.M Crilly
Deputy Chairperson	V. Rev. B Mulhall P.P
EA Representative	Mr Adrian Harbinson
Trustee	Mr Keith Mc Caugherty
Trustee	Mrs Patricia Armstrong
Teachers' Representative	Miss L Murphy
Parents' Representative	Mr Damian Sloan
DENI Representative	Mrs Rosemary Ward
Principal	Mrs F Boyd

Responsibilities of Governors

- 1 Finance
- 2 Management and appointment of Staff
- 3 Admission of pupils
- 4 Curriculum
- 5 Resources
- 6 Child Protection, complaints and safety and security

Responsibility for the day-to-day management of the school rests with the Principal who advises the Board on issues arising

DUTIES OF THE BOARD OF GOVERNORS: Ensuring

- The formulation of a **school development plan**
- A **common curriculum** with associated attainment targets and assessment arrangement
- Ensuring equal access to a **broad and balanced education** for all pupils of compulsory school age
- Greater **involvement of parents** in their children's education through better information about each child's progress, and through fuller participation in school governance
- A greater **freedom for parents** in choosing the school which their children should attend
- **Information for parents** about the performance of schools
- A greater degree of **autonomy for schools** in managing their financial resources under local Management of Schools (LMS)

The Board of Governors has a vital part to play in this process.

One of the most fundamental responsibilities of Boards of Governors is to ensure that the Northern Ireland curriculum is provided within their school

The school must have a **written statement of its curriculum policy**. The Board of Governors in collaboration with the Principal has the responsibility to ensure that the school curriculum policy is regularly reviewed and updated.

Boards of Governors are also responsible for:

- Ensuring that parents receive full information about the school in their Annual Report and that they are given the opportunity to consider this report at the Annual Parents' Meeting
- Drawing up an Admissions Policy for the selection of pupils to the school if oversubscribed
- Making sure that parents have access to information about the educational performance of their children's schools
- Ensuring issues raised in inspections are addressed by the school

Staffing

The Principal is responsible to the governors and for the day to day management of the school. She is assisted by the School Leadership Team, the membership of which is as follows:

School Leadership Team 2020-2021

Mr White- Vice Principal
 Miss Donnelly - SENCO,
 Mrs Devlin - Head of Key Stage One
 Miss Murphy - Head of Key Stage Two
 Mrs Rooney - ICT Co-ordinator
 Mr Armstrong- Literacy Co-ordinator
 Miss Torbitt- Numeracy Co-ordinator

In the year 2020-2021 the teaching assignments were as follows:

P1	Mrs Devlin (YL)	Mrs Donnelly	Mrs McCool	Mrs Mc Cooe
P2	Mrs Graham (YL)	Miss Cushenan	Miss Owens	Mrs Carabine
P3	Mrs Harte (YL)	Mrs Carroll	Mrs Gallagher	Miss Armstrong
P4	Mrs Wright (YL)	Mrs Webb	Mrs Mac Manus	Mr Sweeney
P5	Mrs Mc Laughlin(YL)	Mrs Donnelly	Mr Hackett	
P6	Miss Torbitt	Mrs Mc Areavey	Mrs Boylan	
P7	Mr Mc Crory (YL)	Miss Murphy	Mr Armstrong	

Learning Support Classes			Nurture Unit Mrs Heffernan
	LSC3 and 4	Mr Kelly	Mrs Norris
	LSC 1 and 2	Mrs Fyfe	Mrs Mc Kinney/Sheehan
Special Needs Support	Miss Donnelly (YL)	Mrs Marken	Mrs McKavanagh
		Miss Bradley	Mrs Heffernan
ICT	Mrs Rooney		

YL = Year Leader

Additional Staffing

In 2020-2021 we continued to employ assistants in each of the four P1 classrooms and in the Learning Support Classes.

CLASSROOM			
ASSISTANTS			
Mrs Mc Fall	Mrs Brown	Mrs Cush	Miss Mc Carthy
Mrs Mc Garry	Miss Spadoni	Mrs Mc Kenna	Mrs Mc Callum
Miss Mc Laughlin	Miss Doherty	Mrs Mc Manus	Mrs Kennedy
Miss Campbell	Mr Lynagh	Mrs Ferron	Mrs Donnelly
Mrs Cully	Miss Stitt	Mrs Kelly	Mrs Martin
Mrs Mc Caugherty	Miss Mc Keaveney	Mrs Smyth	Miss Hicks
Mrs Kane	Mrs Stitt	Mrs Manning	Miss Mc Nerney
Miss Keach			

We employed two secretaries (Miss Enright and Mrs Glenholmes), two caretakers (Mr Culbert, Mr Forsythe), ten cleaning staff and nine lunchtime supervisors. We continued to employ students undertaking their NVQ qualification on a voluntary basis.

Members of staff with co-ordinating responsibility for areas of the curriculum were as follows:

Religious Education	Mrs Carroll
English	Mr Armstrong,
Using Mathematics	Miss Torbitt
The World Around Us	Mr Hackett
PE	Mr Mc Crory
The Arts / Art and Design	Mrs Mc Cooe
The Arts / Music and Drama	Mrs Mc Kinney
PDMU	Mrs Graham
Assessment and Record Keeping	Miss Murphy/ Mrs Gallagher
Library	Mrs Donnelly, Mrs Sheehan,
PR/Fundraising	Mrs Webb
Special Needs	Miss Donnelly
ICT	Mrs Rooney & Mrs Mc Laughlin
International links	Mrs Fyfe
Mrs Webb	PR Co-ordinator

During 2020-2021

1. Miss Torbitt was appointed as Maths co-ordinator.
2. Miss Cushenan and Mrs Donnelly were on maternity leave
3. Mr Sweeney was appointed for one year under the Engage programme.
4. Mrs Carroll and Mrs Gallagher worked part time.
5. Mrs Fyfe obtained a full time permanent post with the Peripatetic Service.

6. Mrs Manning and Mrs Ferron obtained alternative employment.

SCHOOL DEVELOPMENT DAYS AUGUST 2020-2021

17 th August	Staff meeting- Restart programme
18 th August	P7 children in class Staff to prepare information and gather all files for handover to next teacher Handover of information to next teacher plus time in classroom.
19 th August	P7 children in class Staff review of online learning Introduction to Microsoft Teams Pupil Mental Health and Well Being
20 th August	P7 children in class Staff to look at English planning and curriculum. Staff to look at what was covered/not covered, blend this with new curriculum. Meet previous year group to discuss English Recovery curriculum.
21 st August	P7 children in class Staff to look at Maths planning and curriculum. Staff to look at what was covered/not covered, blend this with new Recovery curriculum. P7 Leavers Mass-
24 th August	Time in classroom. KS1 Microsoft teams (SEN staff) KS2 Time in classroom P5 to meet with P6 for handover of Maths Recovery Curriculum. KS2 Microsoft teams KS1 Time in classroom SEN staff to cover P1 pupils
25 th August	P7 children in class Training from Sensations re Trauma Completion of planning term 1A planning and creation of a baseline test
26 th August	P7 children in class Completion of planning term 1A planning and create a baseline test
27 th August	P7 children in class P1 Induction- P1GD and P1IMC P1 induction- P1RD and P1CMC Setting class rules and behaviour charter with pupils, Resources. Day one for pupils

Covid 19

Management worked tirelessly over the summer to prepare the school for safe reopening in the new academic year. Staff returned to work two weeks early in August following the March to June lockdown. Schools were closed from January to April 2021. Holy Trinity remained open for 102 vulnerable and children of key workers.

In August 2020, staff received training on the Covid Policy, Risk Assessments and the changes in routines and procedures throughout the school. Policies and procedures were put in place to ensure the safety of the school community.

These included

- Development of a Covid Policy which was amended throughout the year dependent on the guidance from the PHA and DE.
- Creation of a Cleaning and Hygiene policy.
- Whole School Risk Assessment for safe reopening
- Individual Risk Assessments for vulnerable pupils and individual staff (diabetes, pregnancy etc)
- Guidance for staff on the PHA advice regarding testing and isolating.
- Staff training on the above.

Changes to the school physical environment

- Markings in the playground and yards.
- Protective screens placed in the office.
- Isolation room.
- Posters regarding social distancing and handwashing.
- One way system around the school.
- Delineating the canteen.
- All soft furnishings removed from classrooms.
- 2m marking placed around the teacher desks.
- Pupil desks all front facing.
- Removal of play equipment, dressing up toys, class libraries, sand and water trays etc.
- P1 classes to have dinners in the assembly hall.

Increased health and hygiene measures

- Deep clean training for cleaning staff.
- Provision of PPE in every classroom- gloves, aprons, masks, visors, cleaning cloths, wipes, detergent etc
- Pedal bins for every classroom for the disposal of tissues.
- Individual soap containers for every child.
- Increased time in each day for washing of hands.
- Children taught to wash hands correctly.
- Purchase of fogging machines to clean equipment and books.
- Children to wear PE uniform every second day.

- Hand sanitisers placed at every entrance and beside every classroom.
- Fire Proof cabinet to store sanitiser.
- Records of children sent home with suspected Coronavirus.
- Guidelines for disposal of PPE.
- Staff to bring their own cups and utensils.

Amendments to routines

- Introduction of class bubbles
- Staggered start and finishing times.
- Set drop off and pick up times.
- Changes to moving around the school.
- Six lunch breaks.
- Different time allocations for break.
- Children go directly to their classrooms in the morning.
- Cessation of PE and singing.
- Closure of the ICT suite.
- Closure of libraries.
- Cessation of staff meetings and training.
- Staff are unable to meet in groups of more than 6.
- No assemblies, attendance at Mass, events, gatherings, Open Day, Prizegiving etc.

Changes within the classroom.

- All desks front facing.
- All non essential items and soft toys removed from the classroom.
- Sand and water trays and dressing up items removed.
- Children have an individual pack of pencil, markers, rulers, rubber etc. No sharing of resources between pupils.
- Individual soap containers.
- Reading books are used Monday- Thursday and quarantined from Friday to Monday.
- Accelerated Reading Library- cleaned using the fogging machine after every class. Books quarantined for 72 hours on their return.
- Staff to wear masks if in close contact with children for more than 15 minutes.
- Children are unable to bring items from home.
- Marking- children will mark their own work when appropriate. KS1 classes- staff wash their hands before and after marking books.

Changes to ensure safety

- All children are in bubbles.
- Reorganisation of staff and classroom assistants to maintain the integrity of the bubble.
- Staff and pupils to maintain social distancing.
- Creation of three additional staffrooms which are marked with 2m markings.

- Parents and visitors unable to enter the school unless through a pre arranged meeting.
- Parent meetings conducted via a telephone call.
- Communication with parents via seesaw.
- Visitors policy- they must sign in and out and complete a covid health check.
- Record of staff entering a bubble
- Canteen- staff to wear aprons, masks and gloves and one supervisor assigned to a bubble.
- Teaching staff to supervise their own class during break.
- Staff meetings are unable to take place.
- Staff training- only online training to take place or training with less than 6 people.
- Guidelines for the disposal of PPE.
- Guidelines for administering of First Aid.

Changes to Policies

The following policies were updated

- Covid 19
- Risk Assessments
- Child Protection
- First Aid
- Health and Safety
- Expectations of Behaviour of Parents
- Use of Reasonable Force
- Intimate Care Policy
- Staff attendance
- Visitor's Policy and Covid Health Check
- Remote Learning Policy
-

Responding to Covid 19 case or suspected case

Detailed guidance given to staff on the procedures to follow in the case of a suspected or proven case of Coronavirus. All procedures were followed by all staff, pupils and parents.

Between September and November, there were 4 cases of Covid 19 necessitating the closure of 4 classes. Nine members of staff contracted the virus. The school followed all procedures including informing the PHA, EA, completing the data base of close contacts, informing the Link Officer, deep cleaning the area, informing parents, sending home work for pupils who are isolating etc.

School Security and Safety

Due to Covid, access to the school for parents and visitors was restricted. A staggered starting and finishing times were put in place. Senior management met the children at the school gates and escorted them into school.

The school gates around the perimeter of the school were closed daily at 9.15. Access to visitors was granted by office staff who release the door remotely. Vehicular access to the top car park was via a fob entry system or via remote entrance through the barrier.

All visitors signed the visitors book and complete the Covid Health Check on entering and leaving the school.

Contractors signed the "Contractor's File" and were met by the caretaker or Principal on arrival. All unexpected visitors on site were challenged.

All children leaving school early for appointments were collected by a responsible person from the school office. Parents must sign their child out of school using the proforma.

Staff walked their class to the side gate or waited with the pupils at the gate or yard until the child is collected.

Only senior staff were permitted to give permission for a child to leave school early. Office staff, individual teachers and senior staff were made aware of persons not permitted to collect a child.

Securus- Mrs Rooney checked the Securus system every week

Weekly SLT meeting and monthly Safeguarding meetings

Review of Confidentiality and Use of Social Media Policy and signed by all staff.

All Risk Assessments were updated.

Parents continually reminded on the driving and car parking arrangements within the school grounds.

.

Health and Safety

Annual Health and Safety Audits were carried out and a report provided to the governors. Any identified problems were rectified.

- Mrs Boyd revised the First Aid, Health and Safety, Risk Assessment, Fire Management, Critical Incident, Safe Handling and Intimate Care policies,
- All Risk Assessments were updated.
- All Care Plans were updated.
- In November PAT testing was conducted on all electrical items in the school.
- The Fire Extinguishers were all tested and passed in November.
- A fire drill took place three times within the year and the response time in all cases was excellent with no issues recorded.
- Staff were trained on revised Restart procedures.

Pastoral Care

The Designated Teacher for Child Protection was Mr White. Assistant Designated Teachers were Miss Murphy, Head of KS2 and Mrs Devlin, Head of KS1 and Foundation Stage. There were no referrals made to social services by the school in 2020-2021. We continued to attend Child Protection Case Conferences and LAC reviews. We continue to have a Safe Guarding Team comprising of the SLT and Mr Mc Caugherty (Governor) and we meet on a monthly basis for updates on Child Protection information.

The following programmes were used in 2020-2021 to implement the Pastoral Care programme

Our aim is to develop and support our staff and pupils emotionally, spiritually, physically and academically, ensuring everyone achieves their full potential.

- We have created a calm, caring and nurturing environment where everyone is given the opportunity to become lifelong learners.
- We adopt the Nurturing Principles throughout the school
- The staff of Holy Trinity are dedicated, hardworking, professional, committed and determined to provide the best education and opportunities for the children.
- The staff has high expectations and strive to ensure the children achieve their full potential.
- They work as a team, sharing resources, empathy, support for each other and expertise to provide a well-planned, differentiated and broad and balanced curriculum.
- They develop the children's Thinking Skills and Professional Capabilities whilst developing their physical, moral, spiritual and emotional well-being.
- They use rigorous assessment, target setting and monitoring and evaluation to raise standards.
- The staff provide quality feedback to children to raise their self-confidence and improve performance.
- The children are given the love, care and support to succeed in Holy Trinity.
- Through our pastoral care provision they build up resilience and determination to help them make the right choices when in the local environment.
- The children are provided with a rich language based environment and are encouraged to express their opinions and ideas through the Pupil Council, Digital Leaders and Eco Council.
- The children are given clear boundaries and routines and this has helped create an enjoyable learning environment where children are well behaved, mannerly and enjoy learning
- Children are encouraged to use their thinking skills to problem solve, work with others, make correct decisions and choices etc.
- Our aim is to develop the whole child to cultivate self-confidence, self-esteem and independence to enable them to lead positive and active roles in the local and wider community.
- Management and Leadership have a clear and realistic vision and the committed staff, supportive parents and conscientious children as well as the rigorous self-evaluation processes all enable the vision to be achieved.
- Management are committed to supporting, staff, parent and pupils emotionally. There is an open door policy and staff feel supported and respected by management

- There are clear and open channels for communication between staff, pupils, parents and governors (bulletin, newsletter, twitter, website, meetings etc). We introduced SeeSaw throughout the school and this has proven to be an excellent way of communicating with parents.
- Children participated in Safety Internet day and submitted video presentations
- All stakeholders are involved in decision making and their ideas and suggestions are valued and contribute to the School Development Plan
- There are appropriate policies and procedures in place and these are reviewed regularly.
- The counselling service available to staff helps staff to deal with personal problems and compassion fatigue associated with supporting children who have significant problems.
- The counselling service available to children helps them receive the emotional support needed to overcome the barriers to their learning and mental well-being. We continue to provide music therapy also to support children.
- There are effective transition programmes in place
- It is a very inclusive school and all religions, cultures and differences are celebrated. Children with additional needs and difficulties (SEN, ASD, ADHD, medical issues etc) are supported.
- The school has established strong links with the other schools, local and business community, further education institutes and voluntary and statutory organisations.
- Intensive Child Protection training given to all staff, teaching and non teaching, governors, cleaners and lunchtime supervisors.
- The children participated in Mental Health and Well Being Day.
- Emotional literacy programmes to support those children who were anxious returning to school. Increased PDMU lessons.
- Mrs Boyd and Mrs Heffernan led a Mental Health and Well being Day for staff.
- Staff Development Day- staff developed resources for pupils to promote resilience, reduce anxiety and promote positive mental health and well being.
- The school received the Spirit of Catholic Schools award in recognition of the outstanding care provided to staff, pupils, parents and community during the pandemic.
- DENI Derrytrasna award for Pastoral Care awarded to the school

Curriculum

School Development Days in August were used to develop a Recovery Curriculum in Literacy and Maths. Staff merged the learning which the children missed in term 3 of 2020 with the curriculum the children were to cover 2020-2021

In Term 1 the emphasis was on Literacy and Numeracy and well being.

After the lockdown from January to March 2021, staff continued to deliver the Recovery Curriculum. Staff noted that children had regressed especially in the subject of Maths and Phonics.

Remote Learning

Throughout 2020-2021, staff delivered the Recovery Curriculum as well as providing remote learning to children who were isolating. Staff completed a detailed and comprehensive training programme on Microsoft Teams and Explain Everything. This ensured that in the lockdown from January to April staff were able to create and deliver a differentiated, challenging and comprehensive curriculum. Staff also engaged daily with parents providing guidance regarding work, advice regarding behaviour and emotional support and encouragement to pupils and parents.

The EA provided 54 Chrome Books for families who did not have access to devices. From January to March, the school remained open for children of Key Workers, statemented and vulnerable children. 104 children attended.

Parents were surveyed in March regarding the quality and quantity of remote work sent home during lockdown and parents were extremely positive in their praise of the quality of work sent home and for the support they received from all staff.

Mental Health and Well Being

Children who were struggling emotionally received additional support from the school counsellors and from Mrs Mc Kinney (as part of the Engage programme). Children in P5-P7 took part in the Mental Health Wealth Games to reduce anxiety and build resilience.

Mrs Boyd received funding from Belfast Council and staff received training on the Take 5 Breathing Programme. Following the two day training course staff cascaded this training to all staff who in turn now use this breathing programme within their class daily. In order to promote physical well being, children are encouraged to take part in the daily mile.

Engage Programme

Engage programme- the DENI provided funding to release Mrs Marken to deliver Literacy and Numeracy three days per week to children and Mrs Mc Kinney two days a week to deliver the mental health and well being programme.

SDP

The School Development Plan was a one year interim plan as agreed by the Department of Education. The plan focused primarily on the Recovery Curriculum, Mental Health and Well Being and managing the pandemic.

Curriculum Development 2020-2021

- Child Protection Training- whole school
- Refresher Child Protection Training- Mrs Boyd
- Recovery Curriculum Literacy
- Recovery Curriculum Numeracy
- Mental Health and Well Being
- Nurturing Principles and Practices.
- Covid 19 Policy and practices
- Epilepsy
- Anaphylaxis.
- Supporting children who are dealing with Trauma
- Take 5 Breathing
- ASD (Classroom Assistants)
- ADHD (Classroom Assistants)
- Activ Whiteboard training
- Explain Everything
- Microsoft Teams- weekly training courses for staff. Training included setting up class, posting comments, creating Channels, adding content, using Assignments, monitoring using Insight, creating quizzes using Microsoft Forms, Creating an interactive virtual bitmoji room
- Office 365- Further Staff training during twilight on 8th October. Microsoft Forms.
- ‘Teams Meet
- CLC NI- Create Interactive PDFs for online learning- M Rooney (29th October)
- Desk top computers were replaced. We kept 22 old PCs for middle rooms, AR, KS workroom etc
- Training on SeeSaw
- C2k O365 - Using Class Notebook in Teams to support Teaching and Learning 25th January 21 Mrs Rooney, Miss Murphy and Mr Mc Crory
- C2k - Extending eLearning through GSuite & Office 365 27th January Mrs Rooney
- Adobe Spark Training .

Literacy and Numeracy

Staff developed a comprehensive Recovery Curriculum. Time was set aside to:

1. **Plan- simplified weekly planning format which allows for flexibility**
2. **Create 2 smaller baseline/diagnostic tests** (roughly 30 minutes each)
3. **Create/plan an overview of what is being taught in Term 1a**

ICT

In order to prepare for remote learning staff engaged in intensive training using Microsoft Teams. It included training on

- setting up a class,
- posting comments,
- creating Channels,
- adding content,
- using Assignments
- monitoring using Insight.
- creating quizzes using Microsoft Forms
- Creating an interactive virtual bitmoji room

ICT Resources

Additional resources

- 20 Ipads
- 12 IWBs.
- 14 Dell Latitude 3510 touchscreen laptops for the ICT Suite.

ICT monitoring took place in April. This was a review of Remote learning and the platforms used.

Sacraments and Liturgical Services

- First Communion was postponed in June 2020. The children celebrated their First Communion in September 2021.
- First Penance- First Penance services for P3 and P4 - April 2021.
- Confirmation 2021- 28th May 2021.
- First Holy Communion 2021- 12th June 2021.

Summer Scheme

From the 1st-14th July, 17 staff delivered a summer scheme to 258 children from P1-P7. The focus was on developing key literacy and numeracy concepts, well being, physical health and creativity.

Awards received during 2020-2021:

- The Spirit of Catholic Schools Award from the Diocese of Down and Connor.

- Department of Education Derrytrasna Pastoral Care Award. We were highly commended for the exceptional pastoral care provided in the school. There were nominations from 300 schools and one primary and one post primary school was selected.
- Master School- Accelerated Reading- The West Belfast Area Learning Community continue to fund the Accelerated Reading programme. This is an excellent programme which has helped develop the reading skills and develop a love of reading in our KS2 pupils. Our school have numerous classes who have been certified as “Master Class” standard and our school was awarded the prestigious "Master School" award in 2020-2021. Mr Armstrong was awarded “Master Project Manager”. Only 4 schools in Northern Ireland achieved this status last year and 7 in England which shows how good an achievement it is considering there are around 7000 schools in Ireland and the UK using Accelerated Reader.
- GL Ambassador School we are delighted to have been asked to be a GL Ambassador School.
- NAACE ICT Award- For the fourth time, we were honoured to receive this prestigious award. We were awarded level 1 which is the highest award. This award, alongside the numerous other awards, is testimony to how Holy Trinity prioritises ICT.

Additional Information

1. The school continued to employ two counsellors to support children’s mental health and well being.
2. Due to restrictions, the children performed a virtual Christmas concert. These were put together in an imovie and displayed on the website.
3. The children took part in the virtual West Belfast Schools Carol Service where the P5 children sang the Calypso carol.
4. Peace Proms- the children in the LSC classes performed sign language to music for the virtual Peace Proms concert.
5. Thanks to the generosity of staff and parents £2500 was raised to support families in need at Christmas. Hampers were also provided to 12 families.

We were funded for the continuation of the Nurture Unit.

- **NURTURE UNIT**- The Nurture Unit provision was extended for an additional year. Mrs Heffernan and Mrs Ferron continued to provide nurturing support for P1 and 2 children. They had a range of difficulties including attachment, behaviour, poor social skills, immaturity, low confidence etc. A steering committee met every six weeks to discuss their progress. Mr Sean Irving, who was appointed to manage the pilot programme regionally attended several steering meetings and visited the NU on several occasions.

Assessment and Attainments

Due to Covid restrictions, the children did not complete CAT, PTE or PTM tests in June 2020.

In September 2020, all children completed a Base line test.

Digital testing took place in June 2021 and this was used to assess the children's progress. This included

- PTE and PTM
- PASS
- CAT
- New Group Reading Test
- Welcom
- Sandwell

Special Needs

The school provided additional support to pupils who found difficulty with Literacy and Maths. Four members of staff within the school engaged in withdrawal groups to assist pupils in need. This support was augmented by the EA peripatetic service and St Gerard's outreach programme. Pupils with emotional difficulties were supported by a counselling service from Barnardos. Pupils with behavioural difficulties were assisted by staff from Harberton and Clarawood Schools. Children identified as being on the autistic spectrum were supported by the Autistic Spectrum Disorder support service from AAIS and we had additional speech and occupational therapy support from the Child Development Clinic and RISE team.

External Relations

The school appreciates greatly the support of our feeder nursery schools, St Martin's, St Bernadette's and Matt Talbot Nurseries.

Over the past year we have increased our involvement with our second level schools. We continued to be involved in the Upper Springfield Cluster and enjoyed the growing partnership with members of the community.

The RISE team continued to provide invaluable support to children who have difficulties with speech and language, behaviour, motor skills or learning.

External agencies who provide additional support- EA psychology service, AAIS, Outreach and Peripatetic staff, Clarawood and Harberton, Speech Therapy, Health Service, Barnardos Counselling Service and Full Service Community Network.

We continued to establish links with the teacher training colleges.

Our links with University have increased with the participation in the Professor Fluffy programme which aims to encourage P7 pupils to aim for a university education. We also continued to participate in the Medics in Primary School Programme for the tenth year. Medical students worked remotely in P7 classes teaching Science lessons.

P7 pupils took part in the "Brilliant" Club.

We continued to have links with our partner school in St Andrew's in Uganda. As the sWe continued to fund raise to purchase maize to provide all children in St Andrew's with a daily meal.

Statistics 2020-2021

Budget

Budget allocation 2020-2021- £2,224,665

Expected Carry over 2020-2021-£132,890

Actual Carry over 2020-2021- £207,463

Budget allocation 2021-2022- £2,333,992

Signed: _____ (Chairperson) Date: _____

Signed: _____ (Principal) Date: _____