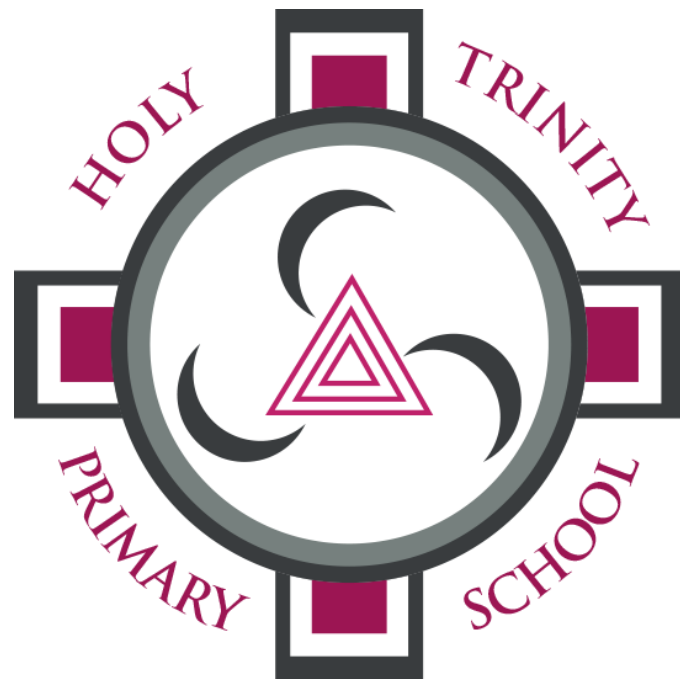


***HOLY TRINITY  
PRIMARY SCHOOL***

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**ANNUAL REPORT  
2017-2018**

## *Annual Report of the Board of Governors*

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### **2017-2018**

Holy Trinity Primary School's Board of Governors was re-constituted in September 2015-2016 and the term of office will last for three years. Our governors are;

<b>Chairperson</b>	Mrs.M Crilly
<b>Deputy Chairperson</b>	V. Rev. B Mulhall P.P
<b>EA Representative</b>	Mr. W. Harte
<b>EA Representative</b>	Mr K Mc Caugherty
<b>Trustee</b>	Mr Adrian Harbinson
<b>Trustee</b>	Mr Hugh Greene
<b>Teachers' Representative</b>	Miss L Murphy
<b>Parents' Representative</b>	Mrs P Armstrong
<b>Principal</b>	Mrs F Boyd

We would like to take this opportunity to thank Mr Hugh Greene who was a governor for the past two years but who has had to resign due to work commitments.

#### **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 2017-2018

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

In the year 2017– 2018 the teaching assignments were as follows:

P1	Mrs Devlin (YL)	Mrs Donnelly	Mrs McCool	Mrs Gallagher
P2	Mrs Graham (YL)	Mrs Mac Manus	Miss Owens	Mrs Carabine
P3	Mrs Harte (YL)	Mrs Webb	Mrs Connolly	Miss Armstrong
P4	Mrs Carroll (YL)	Miss Scott	Miss Bushe	Miss Cushenan
P5	Mrs McCooe (YL)	Mrs Boylan	Mrs McLaughlin	Mr Colgan
P6	Mr Mc Croy (YL)	Miss Murphy	Mr Armstrong	
P7	Mr Hackett (YL)	Miss Torbitt	Mrs Mc Areavey	Miss Mc Kernan

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

YL = Year Leader

### Additional Staffing

In 2017-2018 we continued to employ assistants in each of the four P1 classrooms and in the Learning Support Classes. Ten assistants worked 1-1 with children with additional difficulties.

ASSISTANTS			CLASSROOM
Mrs Mc Fall	Mrs Kane	Mrs Cush	
Mrs Mc Garry	Mrs Martin	Mrs Mc Manus	
Miss Mc Laughlin	Mrs Steele	Mrs Mc Caugherty	
Miss Campbell	Mrs Kennedy	Mrs Ferron	
Mrs Cully	Miss Angelone	Mrs Kelly	
Mrs Donnelly	Miss Mc Keaveney	Miss Kane	
Mrs Walsh	Miss Stitt	Mrs Manning	

We employed two secretaries (Miss Enright and Mrs Glenholmes), two caretakers (Mr Culbert, Mr Forsythe), ten cleaning staff and ten 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 & Mrs McGreevy
English	Mr Armstrong, Miss Scott, Mrs Mc Cool
Using Mathematics	Mr White & Mrs Devlin
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 Connolly
International links	Mrs Fyfe

Mrs Gallagher was appointed as assistant assessment co-ordinator and Mrs Mc Laughlin was appointed assistant ICT co-ordinator on a temporary basis when Mrs Connolly was on maternity leave.

We appointed Miss Bushe on a one year post. Mrs Mc Greevy was seconded to the Peripatetic Service for one year. Mrs Fyfe transferred to the HILSC and Mrs Sheehan went from part time to full time for one year to backfill Mrs Fyfe's post.

The West Belfast Partnership Board provided funding for staff to work after school with children who were underachieving. Mrs Mc Laughlin and Mr Armstrong

undertook this role and worked with children from P4-P6 two days per week after school.

Mrs Carroll, Mrs Mc Areavey, Mrs Harte and Mrs Connolly were on maternity leave and the substitute teachers employed were competent and hard working. We have been very fortunate to receive funding for the continuation of the Nurture Unit this year. This is once again being staffed by Mrs Heffernan and Mrs Manning

In April 2018, due to budget restraints we declared two redundancies. Mr Colgan and Mrs Connolly applied for a transfer redundancy and both members of staff were successful in obtaining employment close to their home. As a result we amalgamated the four classes in KS2 into three classes.

As there were not any pupils for the HILSC for September 2018, the EA agreed to extend the secondment for Mrs Mc Greevy for an additional year. Patricia Mc Caugherty, assistant in the LSC applied for redundancy and was successful. This created a post for Mrs Mc Manus, who had been in a redundancy situation with the closure of the HILSC. It is with regret that the Hearing Impaired Learning Support Class has been closed due to lack of pupils. This LSC has been in existence for over forty years and has transformed the lives of many of the children who attended. As the two HILSC's have not been officially closed through a Development Proposal we would hope that alternative provision will be offered as part of the Area Planning.

#### **Dissemination of information**

- Martine Rooney assisted CCEA in the moderation process in ICT.
- Mrs Boyd and Mr White worked with Dr Shevlin and other local schools in West Belfast.
- Mrs Boyd continued to represent the school on the West Belfast Partnership Committee.
- Staff from other schools continue to visit Holy Trinity to see excellent practice in the Nurture Unit and Learning Support Classes.

#### **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 was one referral made to social services by the school in 2017-2018. 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 Harte (Governor).

The following programmes were used in 2017-2018 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 have 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.
- Children are also encouraged to develop creatively and socially through the extensive after school clubs offered.
- 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.
- Parents are encouraged to take an active role in the school. They are encouraged to meet regularly with staff to discuss their role in their child's education and the school provides a wide range of parent courses.
- 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).

- 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.
- 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.
- Formation of a Safeguarding Team to ensure all relevant information disseminated to staff.
- Intensive Child Protection training given to all staff, teaching and non teaching, governors, cleaners and lunchtime supervisors.
- Mrs Boyd and Mrs Rooney attended an Internet Safety course. Completion of the 360 degree safety questionnaire. Priority focus on staying safe online in 2018-2019.
- NSPCC worked with all children on staying safe.
- Childline worked with children in P7 on staying safe.
- All children from P3-P7 completed the PASS questionnaire which analysed their attitude to school, their teachers, themselves, confidence, work ethic etc. The results were analysed and an intervention, mediation programme put in place for those children who required support.
- Anti bullying week in November.
- Internet Safety month in February.
- P7 pupils and staff attended BEAM internet safety training.
- The school continued to provide counselling services through Barnardos. A counselling service for staff was continued.
- P3 children participated in a six week basketball programme as part of the Healthy Bodies and Minds Programme.
- Music Therapy programme for selected classes/children.
- Belfast Giants came to the school to talk to the children about adopting a healthy lifestyle.
- Mindfulness programme for Staff



- We continued to implement the Healthy Living Policy and encouraged healthy eating and increased exercise throughout the school.
- P7 children visited the Radar Centre and participated in a series of workshops based on making the correct choices.
- Increase in Pupil Voice in the school- Monthly meetings with the Pupil Council and Eco Council where the children were given the opportunity to participate in decision making throughout the school.
- Visit by the Diocesan Advisor to evaluate the ethos in the school. He reported that there was a very collaborative and supportive ethos in the school
- Principal and assistant designated staff attended refresher Child Protection Training.

### **School Security and Safety**

The school gates around the perimeter of the school are closed daily at 9.15. Entry to the school is via the main front door. This door is locked and access to visitors is granted by office staff who release the door remotely. Vehicular access to the top car park is via a fob entry system or via remote entrance through the barrier.

A barrier was erected in the staff car park at the administration building. This will ensure greater safety for the P1 pupils who cross this car park to access their classroom.

All visitors sign the visitors book on entering and leaving the school.

Contractors sign the “Contractor’s File” and are met by the caretaker or Principal on arrival. All unexpected visitors on site are challenged.

Parents are not permitted to go directly to the classroom. They must report to the office.

All children leaving school early for appointments must be collected by an adult from the school office. Parents must sign their child out of school using the proforma.

Staff walk their class to the side gate or wait with the pupils in the classroom or yard until the child is collected. If a child is not collected after ten minutes they are escorted to the office where an attempt is made to contact parents.

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

Securus- Mrs Rooney and Mrs Connolly checked the Secures system every week

Introduction of Record of Concern proforma where staff report any issues of neglect which are investigated by the Principal or Vice Principal.

All Risk Assessments were updated.

Positive Behaviour Policy and Safe Handling Policies were revised.

### **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 Policies and Critical Incident Policy.
- All Risk Assessments were updated.

- All Care Plans were updated.
- Regular Health and Safety checks take place within the school
- A review of the Fire Safety procedures were put in place whilst the work was being completed on the staircases. Regular fire drills with trained Fire Wardens take place each term.
- Staff were trained on revised Health and Safety procedures.
- Medical forms were issued to all parents and the updated medical details have now been placed on SIMS. In 2017-2018
  - ✓ 1 child with diabetes
  - ✓ 3 children with anaphylaxis- epipens
  - ✓ 4 children with epilepsy
  - ✓ 1 child with cerebral palsy and oesophagael varices
  - ✓ 1 child with cerebral palsy
  - ✓ 1 child with severe osteoporosis
  - ✓ 2 children with heart conditions
  - ✓ 1 member of staff with anaphylaxis
  - ✓ 1 member of staff with diabetes.

### **School Development Plan**

Our three year School Development Plan for 2017-2020 was completed. Parents, staff and pupils were consulted about all aspects of school using the Kirkland Rowlees questionnaire. Priorities were identified using this data as well as the results of standardised tests and internal curricular audits. Management and co-ordinators evaluated all aspects of the school and priorities were identified and action plans drawn up.

The priorities identified were

Ethos

- To review the Pastoral Care and Child Protection related Policies including the School Mission Statement.
- To review the Behaviour Policy and strategies in the school accommodating the increasing number of children with diverse SEBD needs within the school
- To review Homework in order to increase relevance, impact and provide an appropriate home/school balance.
- Working towards the re awarding of the Marjorie Boxall Nurturing School Quality Mark and the International School Award
- To develop an effective whole school Resilience and Mental Health programme to reduce the impact of mental health problems on learning for the increasing number of pupils and families.
- To improve internal communication within the school and external communication with parents.
- To develop a programme to address the health and well being of staff e.g Mindfulness, Compassion Fatigue, Sir John Jones etc.

**Literacy- The Focus will be on improving Reading.** This will be done by

- Phonics- development of structured Phonics Scheme –P1-P4. Introduction of Jolly Phonics Scheme.
- To introduce Paired Reading into P3 and P4 and the Accelerated Reading Programme into P5-P7. Monitor and evaluate progress through the STAR assessment programme.
- To examine and evaluate current practice and assess standards.
- Provide staff training on Guided Reading, Effective Questioning, Developing Reading Skills, Use of the Task Board, Bloom’s Taxonomy and Reciprocal Reading.
- To improve reading standards through the creation of a line of Progression where reading strategies are specifically taught and used in complex independent reading tasks.
- Review and provide a more structured Reading Scheme for children in the LSC’s and children in mainstream with SEN.

**Numeracy- The Focus will be on improving Word Problems, Problem Solving and Reasoning.** This will be done by

- Develop and resource a structured programme for word problems, problem solving and reasoning. Embed the resources and strategies into planning, teaching and learning and assessment.
- To develop the children’s coding and programming skills
- To introduce Bar modelling as a Maths Strategy

**UICT- The Focus will be on improving E-safety and developing ICT skills.** This will be done by

- To work towards achieving for the third time the NAACE award.
- To improve teaching and learning in ICT through the completion of the SELFIE self evaluation audit and providing a comprehensive CPD programme for staff, Digital Leaders and Pupils.
- Through the use of the 360 Safe online self review, develop an online safety practice programme. Create a personalised E Safety character,
- Use SeeSaw to enhance communication with parents

**Assessment- The Focus will be on raising standards in Literacy and Numeracy as a result of increased understanding and effective use of data.** This will be done by

- Provision of a comprehensive data pack to every teacher based on the GL (PTE, PTM, PASS, CAT). They will use this information to complete the Pupil Profile and set effective Literacy and Numeracy targets for Individual pupils and whole class targets. These will be reviewed regularly throughout the year.
- To embed internal standardisation by the introduction of bi annual testing of curriculum content. Staff and SLT will use this information to identify pupils who require additional support and identify areas of the curriculum which have been taught and will need to be readdressed.
- To understand the CAT4 results and the different learning styles and have the skills to cater for these within the classroom leading to increased learning.

### **Special Educational Needs – The focus will be on:**

- Provide staff training and review the policy and procedures to meet the requirements of the revised SEN framework
- To provide training for staff on Dyslexia and ASD due to the increasing number of children within the school

### **Management**

- Maintenance- to replace the 4 staircases, to complete the rewiring in KS1 building, Provision of a Disabled Ramp at school entrance, paint designated areas of the school, install viewing panels, update Risk assessments and review school security procedures.
- To address underachievement through providing a range of support e.g mentoring, WBPD and FSCN support, SEN support. Monitor, Review and Evaluate the effectiveness of the support provided.
- Review and amend the current Marking Policy to create a Quality Feedback Policy
- Ongoing three year programme to update all school policies
- Implement procedures and policies for the compliance with GDPR
- Devise a Critical Incident and Emergency Evacuation Plan.
- Involvement in TAP Programme for supporting LAC children.
- Introduce incentives to increase pupil attendance
- CPD training to improve the role of middle management
- Ongoing comprehensive training programme for all teaching and non teaching staff to develop professionally
- Reconstitution of the New Board of Governors- training programme on their role and how to support and challenge the Principal and regular meetings with key co-ordinators
- To replace the standardised tests used within the LSC's. To review integration policies and practices.

### **School Development Days 2017-2018**

**Day 1** - Staff Meeting

Time in room

Training on Accelerated Reading

**Day 2** Role of the Co-ordinator- Joan Henderson

Writing Frameworks

**Day 3**-Presentation on assessment- L Murphy

Passing on of information from previous teacher

Mass

**Day 4**- Analysing Data at pupil and class level. Completion of Pupil

Profile and setting of Individual Pupil Targets

LSC staff Team Teach in Fortwilliam

**Day 5**- Marking Policy

- Day 6-** Parent interviews
- Day 7-** Reading Strategies
- Day 8-** ASD Training
- Day 9-** Maths resources for problem solving and Investigations
- Day 10-** Reports

### **The Curriculum**

The Northern Ireland Curriculum was in place for all year groups covering The Arts, English, Mathematics, Personal Development and Mutual Understanding, Physical Education, The World Around Us and Religious Education. All subjects were formally monitored throughout the year and a uniform feedback system was provided to the Principal and staff. Governors are kept informed of all aspects of the curriculum and the results of assessments. Staff provided a broad, balanced and differentiated curriculum to meet the needs of all pupils.

The PRSD programme was successfully implemented. The Principal observed every teacher teaching a lesson and provided feedback using the amended observation feedback report.

All staff participated in the collaborative and supportive Peer Observation Programme.

#### **English**

- All aspects of English vigorously monitored twice per year.
- Detailed analysis of data and strategies put in place to raise attainment.
- Accelerated Reading was introduced into KS2
- Purchase of additional resources for Banded Reading room and to develop comprehension skills in KS2
- Staff focus on developing Non Narrative Reading. The results demonstrated an improvement in this area across the year groups.
- The PTE results showed a steady year on year improvement.

#### **Maths-**

- All areas of Maths vigorously monitored twice per year.
- Problem solving, reasoning and mental strategies in Maths continued to be a focus area in 2017-2018.
- Additional resources were purchased and distributed to staff to develop problem solving and reasoning skills. Staff were given time to investigate the resources.
- Detailed analysis of data and strategies put in place to raise attainments.
- The PTE results showed a steady year on year improvement.

#### **PDMU-**

- Increase in the number of activities related to PDMU offered to the pupils.
- P1-P3 scheme of work completed.
- Mrs Mc Cool and Miss Mc Kernan began working on a programme to promote mental health and resilience in pupils.

### **Music-**

- There was increased community involvement where pupils took part in the cross community Peace Proms in the Waterfront Hall and participated in a community Carol Service in St Peter's cathedral.
- The choir represented the school at numerous events throughout the year including Prize Giving, Open Day, Award Ceremonies, Christmas Concert, Carol Service, Liturgical Events etc.
- At Christmas P1-P4 classes participated in the Christmas Concert and P5 took part in the Carol Service in the church.
- P7 pupils put on an excellent performance of Guys and Dolls in June.

### **PE-**

- Coaches continued to come into school to teach staff and pupils a range of skills.
- Children in P7 watched a Belfast Giants Ice Hockey match following a school visit by the Giants.
- Freddy Fitness came to school as part of the Trocaire fundraising campaign.
- Work was completed on the 3G pitch and the opening ceremony took place in September. This has developed stronger links with Gort na Mona. Gort na Mona coaches are continuing to come into school to assist with the training of the pupils.

### **Religion-**

- The new Religion Scheme was introduced into P5-P6 and staff attended Grow in Love training.
- We continued to attend monthly mass and the children took part in services including First Penance, First Communion and Confirmation.
- We had a visit by the Diocesan advisor who was very complimentary about the positive ethos in Holy Trinity

### **World Around Us-**

- Increased inclusion of Thinking Skills and Personal Capabilities in learning.
- Increased recycling in school.
- Increased Science in lessons
- The sensory garden was cleared and replanted .
- The Science club operated after school.
- Medical Students continued to work with P7 pupils. This is for the seventh year.
- The school took part in The Professor Fluffy Programme from the Queens University again this year with P7 children attending an event consisting of a campus tour and challenge based on STEM subjects. This followed an initial visit and concluded with another visit to hand out certificates.
- Children participated in STEM events.
- Formation of the ECO committee and ECO School week of events culminating in school being re-awarded the Green Flag.

### **Play-**

- Formal Assessment of Play was introduced.
- All Foundation Stage and Key Stage One staff attended a series of Play workshops delivered by Joan Henderson.

### **ICT-**

ICT continues to be a strength of the school

- We were awarded the NAACE Award for the third time.
- All staff attended training in the Nerve Centre on the use of iPads.
- Digital Leaders visited the Apple Store
- Continued team teaching programme in ICT suite
- Timetabled circulation of iPads to all staff.
- ICT links with other schools.
- Staff training on all new system changes, software issues, iPad development and SeeSaw
- On-going maintenance of the C2k system and the additional hardware in school.
- Updated the ICT inventory of all hardware, software and ICT equipment.
- Participated in the ICT On Line safety programme with BEAM.
- Children from P5-P7 were trained as Digital Leaders and provided support and training to staff and pupils throughout the school.
- SELFIE audit carried out by management and staff.
- Participation in an E-Learning project with Cumran Primary School on Titanic which included participation in video conferences on a weekly basis using Collaborate.
- The increasing use of Social Media and the increased use of children using play stations etc to converse with others online is a growing cause for concern. This has led to increased on line bullying, increase in children chatting to strangers, reduction in resilience and self esteem and increase in the children not protecting themselves online. It has been identified that we need to teach children the importance of protecting themselves on line, to be careful with their digital footprint, to resist bullying others online, to be resilient when being bullied on line, to protect personal details etc. The ICT co-ordinators developed a detailed series of monthly lessons which staff will deliver during 2018-2019.
- Staff and pupils were invited by Mrs Rooney and Mrs Mc Laughlin to design a new internet safety mascot and name. A new Safety Mascot “Esafetysaurus” was born.
- **Quad blogging 2017-2018-** In term two P7MT participated in C2K’s News Real Quad Blogging Project. They were partnered up with four other schools: Clare Primary School, St Brenda’s Primary School, Hart Memorial and Presentation Primary School, and asked to produce a piece of writing to be published on Newsdesk. This provided the children with a genuine purpose for writing and also an audience to write for. When the class published and shared their work on the C2k Newsdesk, other partner schools were able to respond to the children by posting comments and questions about their work online, therefore making the entire process very interactive. This was completed as a whole class project and shared out the many roles between all members of the

class. The wide variety of tasks included: brainstorming ideas, researching Trocaire's current campaign, writing about how we fundraise in Holy Trinity during the Lenten period, creating posters, organising the planting of flowers, helping younger children create their planters, taking photographs and recording an iMovie and podcast. This was therefore a truly cross-curricular project, which gave every pupil the opportunity to actively participate through a role which allowed them to use their strengths. Through this they each developed their Thinking Skills and Personal Capabilities as well as their skills in Literacy and UICT. The class were very motivated by the challenge this task provided and demonstrated a great sense of purpose throughout the activity.

### Assessment and Attainments

- Digital testing continued to be used to assess the children's progress. This included
  - PTE and PTM
  - PASS
  - CAT
  - New Group Reading Test
  - Welcom
  - Sandwell
- Staff were provided with a data pack providing them with information on their class. They set year group targets and analysed the targets in June.
- Staff completed Pupil Profile sheets for individual pupils and year group level where they identified strengths and areas for improvement. They set targets for each pupil for English and Maths.
- Staff devised differentiated Half Term Tests which were analysed by SLT to ensure they were reflective of the curriculum taught. SLT examined each individual child's score and discussed with the staff whether they were working on target, above or below target. Intervention support was provided as required.
- Staff, SLT and co-ordinators analysed all results at individual, class, year group and whole school level. Areas of strength and areas for improvement were identified and remediation programmes put in place. When the children were retested in May 2018 there were improvements evident in all areas which had been identified. Children identified as achieving Lower Than Expected and Much lower Than Expected were provided with intervention support.
- All children completed PASS in May. The results were analysed and as a result it was decided to trial a new homework programme which created a better home/ school balance, reduced the amount of time spent on homework, placed greater emphasis on reading and learning homework.
- Children in P3-P7 completed their PASS test in October 2017. Children in P4-P6 who were scoring low in 4 or more of the factors and underachieving in Maths or English received mentoring support from classroom assistants.
- They were retested in June 2018 and in the majority of cases there were improvements in the PTE/PTM score and the PASS factors.
- The feedback from the monitoring meetings was disseminated to all staff and any recommendations were implemented.



- Focused Book Looks took place every three weeks where staff collaboratively and honestly looked at each other's books and checked for uniformity, progression, quality of feedback, accuracy, expectations etc.
- SEN support was based on an analysis of the data. SEN staff planned weekly with mainstream staff.
- SEN staff used all relevant data related to the pupils they were supporting and ensured the support programme was relevant to their individual needs.
- Six weekly meetings were held with SEN staff to review the progress of targeted individual pupils.
- Developing the Thinking Skills and Personal Capabilities of children- priority focus. Staff received training in August 2017 and looked specifically at activities to develop specific Thinking skills.
- Additional resources to develop comprehension skills were purchased. Resources purchased, photocopied and distributed. Resources targeted Reading Comprehension strategies and contained a wealth of question types: Literal, Evaluative and Deductive in order to stretch children by using Higher Order reading skills. Through these resources children were given opportunities to develop the skills of predicting, making connections, comparing, sensory imaging, determining importance, skimming, scanning, synthesis (collating information) and summarising. Resources also purchased to enable teachers to give children opportunities to develop their proofreading and editing skills

### **Staff Development 2017-2018**

- All staff- Analysis of data at year group and class level
- All Staff- Role of co-ordinator- Joan Henderson
- All classroom assistants- Mentoring
- All classroom assistants- Developing speech and language
- All Staff- Child Protection
- F Boyd- Principal's meeting- P Shevlin
- F Boyd- West Belfast Partnership Board
- F Boyd -ETI- Inspection Process
- M Rooney- Selfie
- C Donnelly- Behaviour Plans
- C Marken, L Mc Kinney- Boxall Profile
- L Mc Crory, P Kelly, L Mc Kinney, C Mc Cooe- Grow in Love
- J Scott- Role of the English co-ordinator
- A Heffernan and M Manning- Farouk
- C White- VP Cluster P Shevlin
- P Fyfe and J Sheehan- ASD and Managing Behaviour
- G Mc Greevy, S Norris, J Sheehan- Understanding ASD
- P Mc Caugherty – Toilet training children with ASD
- P Kelly, F Kelly- Transition for children with ASD
- F Owens- delivering the Irish language in schools
- E Carabine- COMET
- J Sheehan and P Fyfe- COMET

- F Boyd and M Rooney- On line safety
- All classroom assistants- SeeSaw training
- All teaching staff- SeeSaw training
- All staff- Problem Solving and Reasoning
- New staff- Child Protection
- All Staff- Updated Policies
- Mrs Rooney - C2k Office 365 training.
- Mrs Rooney and Mrs Mc Laughlin- C2k eLearning Conference
- Mrs Rooney and Mrs Connolly- C2k training on Onenote-which Mrs Rooney intends to use with the children in the ICT Suite.
- Mrs Rooney-Forms and Sway.
- Mrs Devlin and Miss Torbitt- Maths St Louise's
- F Boyd- Principal's conference- Behaviour
- F Boyd – Principal's course Budget and assets
- F Boyd- GDPR
- All Staff- GDPR
- F Boyd and M Rooney- GDPR
- F Boyd and L Murphy GDPR
- All staff- Mindfulness
- F Boyd and C Donnelly- SENDO training
- F Boyd- Child Protection
- All LSC staff- ASD courses
- All Staff- Nerve Centre- Coding
- New teachers- Child Protection
- F Boyd\_ West Belfast Partnership Board
- A Heffernan and M Manning- Farouk
- F Boyd- Managing Redundancies
- F Boyd- S11 Inspection
- I Mc Cool- KS2/KS3 literacy programme
- C White- KS2/KS3 Numeracy programme
- C Webb- Music Morning
- C Gallagher- Assessment Manager
- F Boyd, C White, L Murphy, L Mc Crory- TAP for LAC
- C Webb, A Cushenan- Numicon training
- M Mc Laughlin - INTO Rep conference
- Play Based Learning P1 and P2 staff
- Activity based Learning P3 and P4 staff.
- All Staff- School Development Plan
- All Staff- Updated Policies
- All Staff- Learning Styles
- All staff- Mindfulness
- F Boyd and C Donnelly- SENDO training
- F Boyd- Child Protection
- All LSC staff- ASD courses
- All Staff- Nerve Centre- Coding
- New teachers- Child Protection
- F Boyd\_ West Belfast Partnership Board

- A Heffernan and M Manning- Farouk
- M Torbitt- Aspiring Leaders
- J Sheehan, A Heffernan, R Mc Kavanagh- Numicon
- C Webb and A Cushenan- Numicon
- M Hicks- Attachment
- M Hackett, M Rooney, M Torbitt, M Sweeney, H Mc Kernan, M Mc Laughlin- Hive Hackers
- A Heffernan- Managing a child in Crisis
- C White- LAC children
- I Mc Cool, A Heffernan- Circle Time
- F Boyd- Managing Attendance
- J Mc Cann- Managing Behaviour, Minibus training, First Aid
- M Sweeney- Induction
- D Armstrong- KS2/KS3 literacy programme
- C White- KS2/KS3 Numeracy programme

### **PILOT PROGRAMMES-**

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 Manning continued to provide nurturing support to six P3 and P4 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 steering meetings and visited the NU on several occasions. He was very impressed with how the placement has helped the children develop socially, emotionally and educationally. Outside agencies continued to visit the unit to see the excellent provision. Tommy Mc Keever the school counsellor, provided training for the parents and throughout the year, parents and their children met together for craft activities and breakfast in the Nurture Room. The children visited the Christmas market in December and had a great time.

### **Homework**

In 2017 we decided to review the school homework policy as we felt there was a need for a home/school balance. Children were spending a long time completing homework and for many it was not consolidating what had been taught but it is a case of completing it as quickly as possible. Parents have reported homework is causing great distress to many children. We trialled a new homework programme where the emphasis was on reading, spellings, tables and learning homework. This would leave staff more quality teaching time instead of spending time setting, marking homework and reprimanding children who did not complete it. We surveyed parents at the end of the trial period and the majority of parents agreed that the new homework format was more relevant and created a happier home environment. We will continue to adapt and adjust the programme throughout 2018-2019.

### **Accelerated Reading**

In 2017-2018 we received funding from the West Belfast Partnership Board to introduce Accelerated Reading into P5-P7. It was a huge effort to get the programme up and running as each book had to be manually levelled.

- The children were tested using the STAR reading test.
- They were allocated a ZPD level to select books within that band
- Staff set the children targets
- The children read for 20 minutes in school and 20 minutes at home.
- They quizzed on finishing the book and receive points to achieve their target
- Individual class and pupil incentives introduced
- Increase in love of reading

### **ECO Schools.**

Children from P4-P7 were appointed as ECO Council representatives. They completed a whole school environmental review on how to make the school more environmentally friendly. Miss Cushenan organised workshops for pupils :

- P5 : Recycling Workshop
- P1,2,3,4 Cancer Focus NI – Healthy Living Focus
- P5 – Sun Safety ( June time)
- P6,P7 Smoke Busters
- P1,2,3,4 Recycling Puppet Show
- P6,P7 – Bryson Energy ( February)

All of which encouraged the children to take responsibility for their health and well-being and also the environment.

To support the children's commitment to meeting environmental targets the ECO Committee and Miss Cushenan, the School's ECO Coordinator, organised a special ECO week in March. Holy Trinity PS remains committed to our environmental education through our initiatives to promote the efficient use of energy and resources, paper recycling, litter etc. Through local, national and global studies we ensure our pupils are increasingly aware of the significant contribution they can all play to make our world a better and more beautiful place.

Holy Trinity was awarded the ECO School Flag for the second time in May 2017

### **Special Needs**

The school provided additional support to pupils who found difficulty with reading 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 Oakwood and we had additional speech and occupational therapy support from the Child Development Clinic and RISE team.

### **SEN Data 2017-2018**

- 19 children with a Statement
- 13 Children with Specific Learning Difficulties
- 39 Children with ASD
- 14 Children with ADHD
- 6 Children are receiving Peripatetic Support
- 10 Children are receiving Outreach Support
- 8 Children are receiving Clarawood Support
- 8 Children are receiving Harberton Support
- 2 Children are receiving RISE team Support
- 1 child is dual registered.

In the Learning Support Classes there were 44 children with a range of difficulties including MLD, ASD, ADHD and language difficulties. Mrs Boyd continued to manage the LSC's. Annual Reviews continued to be held for the children in our Learning Support Classes and statemented children in the mainstream setting. The children continued to have access to integration into the mainstream school. Staff continued to attend relevant training courses. We operated an open door policy and parents were welcome to meet with the teacher to discuss their child's progress. We received funding for a full teacher and assistant to continue to operate a nurture classroom for those children who were experiencing difficulty in Foundation Stage. On the 23<sup>rd</sup> February Mrs Michelle Monaghan from ETI met with Mrs Boyd, Miss Donnelly, Mrs Gallagher and Miss Murphy to inspect SEN provision within the school. ETI have been commissioned by the Department of Education to visit a designated number of selected schools to examine and disseminate effective practice. Mrs Nicola Byrne, our District Inspector had recommended that the inspectorate visit Holy Trinity to see the excellent practice here. It was an honour to be asked to participate in the inspection. Mrs Monaghan was very impressed by everything she saw and heard. She said "it was a privilege for me to spend the morning with you. You have a fantastic school with a very strong team". The report will be published later this year.

### **Interventions**

The West Belfast Partnership Board funded three members of staff to provide two hours after school support to children who were underachieving. We selected children for P4-P7 and they received an 8 week block of support.

The classroom assistants continued to provide mentoring support to children identified as scoring below 30 in 4 or more of their PASS factors (Attitude to Self and School) and who were underachieving in Maths and English. This was a very successful programme and was presented as the Case Study to the SEN inspector who was very impressed.

Mrs Fyfe provided support 3 days per week for children in P5 who were underachieving in Maths. All children receiving intervention support improved in their standardised test results

Theraplay support was provided to the children in the Nurture Unit by the Behaviour Support Team

Music Therapy was provided for children in LSC1, LSC2 and 8 P2 children. Maths support was provided two mornings a week by Full Service Community Network.

### **Parental Involvement**

The school offered many opportunities for parents to become more involved in their children's education. As well as adding a Parent Section to the website more curriculum, liturgical and IEP meetings took place. The school kept parents informed of school events and their child's progress through Curriculum Meetings, Parent Meetings (formal and informal), Annual Report, Religious Services, Monthly Newsletter, informative website, text service, notes home etc. The school continues to operate an Open Door Policy.

Courses for parents in 2017-2018 included

- Amazing Brains- P6/P7- Growth mindset
- Incredible Years
- Subtraction



### **Parish Links**

The school greatly appreciated the support given by Father Brendan Mulhall, our parish priest, for the numerous religious ceremonies throughout the year. School news was included in the parish bulletin and the children enjoyed taking part in the monthly mass in the church. Sacramental events included First Penance and Communion enrolment, First Penance and Communion Ceremonies, Service of Commitment and Light, Confirmation, Carol Service and the Ash Wednesday Service. The children also took part in monthly assembly.

On the 27<sup>th</sup> February we had a visit from a member of the Diocesan Advisory Team. He met with Mrs Boyd, Father Mulhall, Mrs Carroll and Mrs Mc Greevy. He was very impressed with the strong and caring ethos in our school and said that it was a "privilege" to visit a school with such a strong catholic ethos.



### **External Relations**

The school appreciates greatly the support of our feeder nursery schools, St Martin's and Matt Talbot Nurseries. We ensured the smooth transition of P1 pupils into our school through regular meetings and visits.

Over the past year we have increased our involvement with our second level schools. Staff have been involved in a Transition Pilot programme organised by the Area Learning Community and the West Belfast Partnership. Resources have been produced by staff to support the effective transition of P7 children into Second Level education. Staff used the bridging Units and the new Transition proforma. As well as information sharing meetings between staff, children have also had the opportunity to visit the schools and participate in a series of workshops and also see their annual concerts, which they thoroughly enjoyed.

We continued to be involved in the Upper Springfield Cluster and enjoyed the growing partnership with members of the community.

We owe a debt of thanks to the traders at Park Centre for their generosity in continuing to sponsor our Prize giving ceremony and for allowing our pupils to display their work at the centre.

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

We also thank the other external agencies who provided additional support to our pupils- EA psychology service, West Belfast Partnership Board, Full Service Community Network, Support from Oakwood, Outreach and Peripatetic staff, Clarawood and Harberton, Speech Therapy, Health Service, Barnardos Counselling Service and RISE.

We have established additional links with Barnardos who provided an effective transition programme for P7 children and also provided an effective counselling service for pupils and staff.

We continued to establish links with the teacher training colleges. In 2017-2018 we assisted two students from St Mary's. We continue to work with students from post primary schools on placement.

Our links with Queens 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 seventh year. Medical students work in P7 classes teaching Science lessons.

We have established ICT links with Poland and Cumran school in Clough, near Castlewellan. This is a rural controlled school.

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

Staff attended training organised by the British Council.

In June 2018 we were awarded for the second time the International Schools Award in recognition of the work we do with other schools at home and globally.

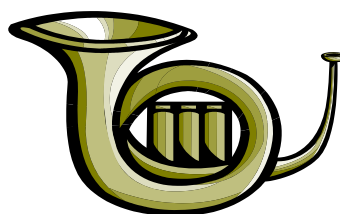
### Additional Programmes

Mr Briscoe from the City of Belfast School of Music ably assisted by Mrs McKinney and Miss Donnelly provided tuition in Music for a range of brass instruments. In the Summer Term we taught the Diocesan programme on Relationships and Sexuality Education.

The after schools clubs for the year 2017-2018 were as follows:

Art	Hurling	Music (Brass)	Camogie
Computers	German	Speech and Drama	Football (GAA)
Homework	Irish	Choir	Science
Drama	Basketball	Tin Whistle	Guitar
Handwriting	Games	Sewing	Play

The Board of Governors deeply appreciates the generous role of the staff who gave their time for the benefit of pupils in the after school clubs.



### Special Events

The school prides itself in holding the following activities annually.

- The Annual Prize Giving Ceremony
- The Annual School Concert
- The Christmas Carol Service
- Paired Reading for P3 and P6
- The Trócaire Lenten Campaign
- Preparation for the Sacraments of First Penance, First Communion and Confirmation
- Special Assemblies for the Rosary, The Sacred Heart and Lent
- The P7 Annual Retreat
- Sports Day



- Cumann na mBunscol GAA Competitions
- Eco Schools week
- Annual end of year show, for P7.
- Hampers provided annually for the pensioners in the area.
- Halloween Costume day in which staff and pupils all participated. We had a dressing up day at Christmas, a “green “ day for St Patrick’s Day and a “Shorts and Shades” day in the summer
- Last year we held a St Patrick’s Day festival in school. All of the children and staff were encouraged to dress in green. At the event we had Irish dancers, children telling jokes, Irish music played by Mr Colgan, Mrs Mc Kavanagh and Miss Gallagher, Tin whistle, poems recited in Irish, some traditional Irish songs and some Irish jigs. It was a great day enjoyed by staff and children alike.
- P5 children took part in Red Cross Heart Start programme and drama programme with St Louise’s.
- Belfast Giants visited the school to talk to the children about health and the P7 children went to an Ice Hockey match.
- The Pupil Council, Eco Council and Digital Leaders meetings took place monthly

### **The School Estate and Resources**

A lot of work has taken place to improve the school environment. In 2017-2018

- The rewiring of the KS1 building was completed
- Approval was passed for a Disabled Ramp to be erected at the front of the school
- Work commenced on replacing the staircases throughout the school
- A major water leak was discovered and this necessitated the re-plumbing of the Administration building
- The 3G pitch was completed and an opening ceremony took place in September.

### **Miscellaneous**

- The Principal delivered training to all staff on the new GDPR legislation. The school was GDPR compliant from May 2018.
- Due to the extremely poor winter we had to close the school on five occasions this year due to snow. Every effort was made to try to keep the school open including staff gritting the grounds, bringing in snow ploughs etc but unfortunately on these occasions we had to close due to health and safety. On each occasion all of the relevant authorities were informed.
- New legislation passed by DOE and department of infrastructure meant that from November staff have been unable to drive the school minibus. Previously staff who had a D1 licence and who had completed the MIDAS training were eligible to drive the bus. New legislation passed has meant that employees of the school may not drive the bus unless they have a D1 **by test** license. Seven members of staff are in the process of undertaking minibus training.
- Classes went on a variety of trips including Pizza Express, QUB, Lisburn Swimmers, Museum, shows at various Post Primary Schools, Christmas Market, Todds Leap, Snakes and Ladders Bangor, Park, Seaside, Cinema, Radar Centre, Salto gym etc.

- The Summer Scheme continued for children from P4 transferring into P5
- Three staff completed their Foundation Stage Hurling Coaching qualification.
- For the past ten years students from Halifax in Canada have visited our school, This year they worked with the P5 children discussing Peace and Reconciliation.

### **Transfer of P7 pupils June 2018**

- The Transfer results were released on the 27<sup>th</sup> January and we were once again delighted with the results which were as follows
  - 17 A grades
  - 15 B grades
  - 7 C grades

### **Our pupils attended**

- St Mary's Grammar School
- Rathmore Grammar School
- St Malachy's Grammar School
- St Dominic's Grammar School
- Christian Brothers Secondary School
- St Genevieve's College
- Malone College
- St Louise's Secondary School.
- Dominican College Fortwilliam

### **P1 Enrolment**

88 applications were submitted for 87 places for enrolment into P1 in September 2017.

### **Awards 2017-2018**

1. NAACE ICT Award
2. International Schools Award
3. Explore Learning-

On Wednesday 11<sup>th</sup> Explore Learning worked with P7 classes on creative writing and entered them in a competition 'The National Young Writers Awards'. The theme was 'Heroes' and children had the opportunity to explore their own heroic traits and talents. The pupils spent time exploring their own personal heroes, they planned, drafted and redrafted their own 500 words their work was officially entered into the National Young Writers Awards. We were delighted when Niamh Mc Conway reached the Final.

### **Sporting News**

The children in KS2 took part in the Cross Country Heats in April and we were fortunate to come first in the West Belfast Heats and were awarded a commemorative plate and 8 children received medals. Our Boys and Girls continued to train and represented the school at Gaelic Football, Hurling and Camogie in the Cumann na Mbunscol League.

### **Charities**

As always the generosity of the staff, children and their families is overwhelming. This year we donated to the following charities

- Trocaire- £2500
- Uganda- £1500
- Holy Trinity Youth Club Romanian appeal- £1000
- SANDS- £1500
- Suicide Awareness- £883
- Hospice £373
- NSPCC- £500

Total- £8256

### **Reconstitution of the Governors**

Governors 2018-2022

Mrs M Crilly

Father Brendan Mulhall

Mr Keith Mc Caugherty

Mrs P Armstrong

Mr A Harbinson

Mr B Harte

Mrs R Ward

Miss L Murphy- Teacher Governor

Our new parent governor is Mr Damien Sloan

### **Statistics 2017-2018**

P1 pupil intake September 2017- 88

Number of pupils in the school- 661

Free School Meals- 72%

Pupil attendance:93.5 %

### **School budget 2017-2018**

Indicative Budget Allocation	£ £2,340,279
<b>Total spent 2017-2018</b>	<b>£2,135,538</b>
<b>Surplus</b>	<b>£204,744</b>

SOURCE: EA Budget and Expenditure Report

Signed : \_\_\_\_\_ (Chairperson) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Principal) Date: \_\_\_\_\_

