

**BALLINDERRY PRIMARY SCHOOL  
&  
NURSERY UNIT**



**GOVERNORS' ANNUAL REPORT**  
**2015- 2016**

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## **Letter of Introduction**

Dear Parents,

Welcome to the 2015/2016 Ballinderry Primary School and Nursery Unit Annual Report. This has been a very successful year for our School and many of the highlights have been recorded through this report.

The Governors work very closely with the Principal (Mrs. Magowan) and her staff to see that the school offers the best education possible for your children. The Governors set and oversee the various policies that guide the school toward fulfilling its aims and objectives. As you read through the report you will see a lot of work has gone into preparing it and we hope that you find the report interesting and informative.

The Governors wish once again to record their appreciation of work done by the teaching and non-teaching staff of the school to promote the academic achievement, security and well-being of the pupils. They also wish to record their appreciation of parental support in upholding the ethos of the school and especially applaud the efforts of the PTA.

The ongoing success of the school and its pupils is due in no small measure to the talent and commitment of the teachers reinforced by the efforts of interested parents. Governors were especially delighted to learn that one of our young pupils was the only pupil in N. Ireland to be a winner in a world - wide competition and to have his story published.

May you in the year to come continue to give the Principal and staff the encouragement and thanks they richly deserve.

Parents who wish to discuss the contents of this report may contact the school and make an appointment with the Principal.

Yours sincerely

*Mrs M.McStravick*

## **School Governors 2015-2016**

Period of Office: 2014 – June 2017. The Board of Governors were re-constituted in September 2014 and are comprised of nine voting members, i.e. four transferor (local church) representatives, two parent representatives, two SEELB representatives and one teacher representative, and one non-voting member, i.e. the school principal.

### **SEELB Representatives**

Mrs. M. McStravick (Chairperson)    Rev T. Cleland (Vice Chairperson)

### **Transferors' Representatives**

Mrs. J. Humphries  
Mr. N. McAlister

Dr. L. McCoy;  
Mr. W Hunter

### **Parents' Representatives**

Dr. A. Bell

Mr. S. Cotton

### **Teachers Representative**

Mrs. T. McCauley

### **Secretary to the Board of Governors**

Mrs. L. Magowan

### **Duties of the Board of Governors**

Governors are responsible for:

- 1     the use of funds allocated to the school by SEELB;
- 2     producing a curriculum policy and ensuring that the staff of the school have the facilities necessary to provide a curriculum which meets legal requirements;
- 3     ensuring that appropriate arrangements are put in place for the admission of pupils to the school;
- 4     controlling the complement of teaching and non-teaching staff in the school.

### **Governors' Meetings 2015/16**

During the school year 2015/16 the Governors met formally on five occasions to discuss school business. To contend with issues arising from Local Management of Schools some Governors were also involved in other sub committee meetings and governor training meetings. Some of the main issues dealt with at Governors' meetings during 2015/16 are listed below:

Adoption of various SEELB Policies

LMS Financial Procedures and their operation

Open Enrolment Procedures and Admissions Criteria

Appointment of teaching staff and non teaching staff

School Development/Management Plan

## **Staffing 2015-2016**

Principal:	Mrs L. Magowan	
Vice-Principal:	Mrs T. McCauley (Year 4)	
Teachers:	Mrs. M. Ritchie	Y7
	Miss K. McAlister	Y3
	Mrs. M. Rosca	Y1
	Miss Bell	(Y2/Y3)
	Mrs H. Hare / Mrs Greer	Y2
	MS H Honey	Y4 Maternity Cover
	Mr. G. Mehaffy	Y5
	Mr. J. Campbell	Y6
	Mrs. Swan	Nursery
Learning Support:	Mrs. Hayes	
Classroom Assistants:	Mrs. R. McAdam	
	Mrs H. Hendron	
	Mrs. J. Nettleship –Forsythe (temporary)	
	Mrs C. Sherry	
	Mrs. C. McConnell	
	Mrs. S. West	
	Miss S. Harbinson (temporary)	
	Mrs C. Young (temporary)	
Ancillary Staff:	Building Supervisor:	Mr. Stubberfield
	Cleaners	Mrs. Sadowska
		Mrs. Keys
Secretary:	Mrs. N. Grimshaw	
Lunch time Supervisors:	Mrs. M. Dickson	
	Mrs. C. McConnell	
	Mrs. J. Grant	
Kitchen Staff:	Mrs. G. Keys	Mrs. C. Young

**Duties in relation to use of funds allocated to the school by the SEELB**

	(2015-2016)
<b>Full Time Equivalent Enrolment</b>	211
<b>Expenditure Summary</b>	
Teaching Staff (incl estimated sub costs)	£505,725
Auxiliary Staff	£57,423
Ancillary Staff	£32,899
Other Employee Expenses	£0
Premises: Fixed Plant and Grounds	£21,200
Supplies and Services	£10,100
Transport and Moveable Plant	£400
Establishment Expenses	£7,700
Capital Expenditure	£0
<i>Less Income (enter as negative figure)</i>	<i>-£13,000</i>
<b>TOTAL PROPOSED EXPENDITURE</b>	<b>£622,448</b>
<b>CFF BUDGET SHARE PER CAPITA</b>	<b>£2,817</b>
<b>Budget Summary</b>	
Common Formula Funding (CFF) Budget Share	£594,362
Transition Funding	£2995
<b>Total Delegated Budget</b>	<b>£573,287</b>
<b>Carry-over from Previous Year</b>	<b>£38,841</b>
<b>Total BUDGET</b>	<b>£636,198</b>
<b>less PROPOSED EXPENDITURE</b>	<b>£622,448</b>
<b>ANTICIPATED CARRY-OVER</b>	<b>£13,750</b>
<b>% CARRY-OVER</b>	<b>2.16%</b>

**School Fund**

In addition to our delegated budget there is an increasing need to raise money through our School Fund. The Governors appreciate the School Fund contributions made by families and the efforts made by staff and parents in

raising funds to supplement the LMS budget. This essential finance enables us to provide books, practice materials and play equipment. The School General Accounts are audited yearly.

### **Charity Collections**

We fundraised for the following Charities:

Read On £1474

Save the Children £242

Action Cancer £164.50

British Heart Foundation £213

Habitat £234

MacMillan £20

Charlene's Project £233

Compassion UK £300

### **School Roll**

The total number of pupils in 2015 -2016 was 235.

Nursery 26; Y1 29; Y2 26; Y2/Y3 21; Y3 26; Y4 27; Y5 31; Y6 26; Y7 23

### **Attendance**

Governors are pleased to report that pupils attained 96.3% attendance during the year.

### **Duties in relation to the Curriculum**

Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and are dedicated to improving learning. The Learning and Teaching in Ballinderry Primary School is rooted in the Northern Ireland curriculum, which is the starting point for a broad and balanced curriculum that meets the needs of all our pupils. The children's ability in languages continues to develop through the employment of Mrs. Hernandez.

In our school, approaches to learning and teaching provide suitably challenging opportunities for all pupils to take part in and allow all our pupils to achieve. Teaching takes account of any special educational needs experienced by a pupil and where necessary tasks and materials are differentiated. Teachers work closely with classroom assistants to support pupils in their learning.

Teachers reflect on their own work and the outcomes of individual pupils and groups in their detailed daily planning notes and weekly planners and use these to inform future planning. Teachers share, discuss and devise Learning Intentions and Success Criteria with pupils and they continue this practice as they work collaboratively through units of work and thematic units.

## **School Development Plan 2015-2016**

### **Evaluation of the Impact of Action Plans 2015-2016**

#### **Literacy**

##### **Baseline position in September 2015**

- Excellent progress made within the last few years and the ETi in March 2015 deemed that overall standards in Literacy were 'Outstanding'
- An analysis of PiE scores has not highlighted a whole school focus for improvement
- Time needing to be spent embedding the development of comprehension skills and Talking and Listening. This was started last year.
- The job share teachers in Year 2 return this year (they were absent for almost all of last year)
- The Literacy coordinator / Year 4 teacher being on maternity leave for a good part of this year. In her absence Mrs. Magowan acting as Literacy coordinator and Mr. Campbell completing the Literacy data analysis.

##### **Position in June 2016**

- Staff are cognisant with standards of Literacy within the school (quantitative and qualitative data). Conversations with staff show they are aware of whole school progress.
- Staff were given a clear outline and written guidance about how to teach comprehension skills and monitoring shows that staff are developing comprehension skills through quality guided reading sessions and effective questioning.
- The profile of reading was raised within the school. A sponsored Readathon was organised for charity for the whole school (Nursery to Year 7). The outdoor classroom was further developed to encourage children to read at lunchtime i.e. Mrs. Magowan purchased a carpet and attractive outdoor posters on "The Gruffalo" and poems for older pupils. The additional reading scheme was further embedded and prizes awarded throughout the year.
- Staff are clear as to what the statutory requirements are for Talking and Listening and are planning weekly opportunities for Talking and Listening. Monitoring shows that most are planning and implementing activities from the "Active Learning" document.
- Staff have a clear understanding of the structure and language features of narrative writing for their year group and pupils had opportunity to engage in writing activities weekly and used narrative checklists as an aid. Through meeting in Key Stages and leveling samples of their pupils' work staff are aware of standards within the key stage and have learnt from approaches / activities used by other members of staff.
- The analysis of PiE results shows that over the past 5 years there has been an increase in the whole school average PiE score of around 5 points. This is a very significant gain which has been sustained for the second year.

- An analysis of the whole school breakdown of PiE results show that there is not a need for a whole school focus on a specific area of PiE.
- Whole school Spelling Average Scores increased from 107.9 to 109.08 in 2015. This has been sustained for a second year with an increase from 109.08 to 109.23 in 2016.

## **Maths**

### **Baseline position in September 2015**

- The ETI in the March 2015 Inspection recommended that we embed Mental Maths and Problem Solving work before proceeding with further development work. Teachers also requested further time to build on their problem solving material.
- Teachers were given training and provided with some Maths Recovery strategies/activities that they could use in whole class teaching though some staff who were off last year missed this so not everyone using the strategies consistently.
- Pupils received Maths Support, Maths Recovery and Booster Group interventions in 2014-2015. Data has shown good success but this needs to be built upon.
- Feed -back from staff identified a need to look at ways of teaching areas such as place value in interesting and challenging ways.

### **Position in June 2016**

- During the year the Coordinator provided refresher training for staff in how to teach the mental maths strategies, mental maths expectations for each year group and provided staff with activities for promoting quality discussion about calculations.
- Staff were given time on a staff development day to explore resources to teach mental maths strategies. Staff planned, taught and evaluated lessons, which encouraged pupils to use mental maths strategies to solve calculations and make these strategies explicit. All teachers and pupils are able to use mental maths strategies confidently in calculations and are able to describe with confidence the strategies used and explain their methods.
- During the year the Coordinator provided refresher training on problem solving strategies/ lesson format. Staff were provided with new material/problem solving activities and given time to reflect on how they could use them in their classrooms .Staff included problem-solving activities and identified mathematical processes into their medium-term planning.
- Pupils have improved in their PiM test scores in the questions related to the Routine Problems Processes category. Looking at the % above the standardised sample Year 3 increased from 25.2% to 25.8% in Year 4. Year 5 increased from -7.6% to 9.9% in Year 6. In The Reasoning Process Category the % above the standardised sample also increased from 14.5% in Year 3 to 27.2% in Year 4, 2.4% in Year 5 to 21.6% in Year 6 and a 0.5% increase for Year 6 moving into Year 7.
- PIM Average Progression for the school has increased again this year moving from 107.97 in 2015 to 108.23 in 2016. Average progression has

increased from 104.98 in 2013 when we first looked at problem solving to the June 2016 average progression of 108.23

- All pupils receiving Maths Recovery increased their PIM scores. Final assessments of pupils receiving Maths Recovery shows that that one pupil progressed 2 levels and the other pupil progressed 1 level in mathematical strategies and numeral knowledge. Pupils were much more confident in the areas tested.
- Pupils in Year 2 and Year 3 taken for Early Intervention have made good progress. This has a more positive impact on pupil's learning than interventions later in their school career.
- Miss McAlister delivered further staff training on Maths Recovery strategies, resources were given to teachers and time was allocated to reflect on these. All staff are using these strategies in their whole class teaching
- Mrs Magowan led training with the Foundation Stage in the benefits of using the ten frame in their classes and provided them with resources on the ten frame. Foundation Stage teachers have reported that pupils are confident using the ten frame and are much more secure in their knowledge of the components of numbers
- Mrs Magowan led staff in training on Conceptual Place Value .Staff in Year 3 to Year 7 were provided with resources in Place Value (games and active learning resources) for their respective classes and allocated time to reflect on the Place Value resources. Scrutiny of teachers planning shows that these activities are being used. Teachers are better equipped to teach Place Value in active and enjoyable ways.

## **ICT**

### **Baseline position in September 2015**

- Teachers had 3 iPads per class and had received some training from Iteach throughout the year on the use of specific apps.
- Teachers and pupils have been exploring the use of specific apps in their classes.
- Every teacher has been supplying the I.C.T .Coordinator with regular examples of I.C.T. work that has been completed within their individual class and this has been collated within a file kept by the I.C.T. Coordinator.

### **Position in June 2016**

- Funding received from the 'Big Lottery Award Fund' enabled the school to purchase 32 new iPads and install a dedicated wireless system, Every class within the school now has at least three iPads for their use, two were given to the Nursery Unit and there is a set of 30 ipads available for class use when required.
- Lottery funding also allowed us to run 6 training sessions for parents which were delivered by iTeach.
- The staff were trained on an on-going basis by iteach in several staff meetings throughout the year on the use of specific iPad apps and are increasingly confident in their use.

- Every member of staff has been refreshed on their use of 'Green Screen' during iTeach training sessions, and have had the opportunity to use it on many occasions throughout the school year.
- The dedicated iTeach wireless network has ensured that there are no connectivity issues.
- The teachers supplied the I.C.T. Co-ordinator with a variety of pieces of work, including work done on iPads as well as the school laptops.

## **Play**

### **Baseline position in September 2015**

- Play-based learning has been an area of focus for the last three years but during this time there has been significant staff absence so there has had to be a repetition of foci
- The play/activity based learning coordinator on maternity leave. Miss Bell assuming this responsibility.

### **Position in June 2016**

- Each time a new topic was being planned staff met to discuss the development of Literacy and Numeracy within all Play areas. Clear progression was also noted between Year 1 and 2 in these meetings.
- New alphabet sign was put up in outdoor reading area for richer print environment.
- Books continue to be used in each area, alongside notepads for writing opportunities.
- Monitoring visits by Miss Bell show that all three classrooms, the resource area and the outdoor area are being organised appropriately for play-based learning.
- Scrutiny of planning by Miss Bell shows that it is in line with current requirements. Learning intentions are taken from the six areas of learning for Year 1 and 2 and so developmentally appropriate and challenging.
- Activities on offer in Year 1 are being extended and built on in Year 2 (Miss Bell – monitoring).
- Staff draw on observation notes to help weekly planning
- New resources have been purchased which include an outdoor bookstand on wheels, an alphabet sign for reading area, new musical instruments for music area, new spades for sand area and new signs to mark each Play area more clearly.
- Staff have outdoor planning in their Play planners beginning from September and children engage in outdoor planning when weather permits.
- The new resources mean areas provide better learning opportunities for the children; therefore the children are having better quality learning experiences.
- Play-based learning is being planned for appropriately – good planning underpins effective learning and teaching.
- The children have very good opportunities to develop Literacy and Numeracy skills during play-based learning
- The children have had more opportunity to develop their skills outdoors as planning for all new topics now includes outdoor play.

## **World Around Us**

### **Baseline position in September 2015**

- Teachers have effective planning and topic overviews in place which ensure that statutory requirements, progression and connected learning are being included. However, this was mainly knowledge based and does not develop skill based learning which needs to be a focus in the school.
- Many of our science resources were outdated and needed replaced. E.g. microscopes
- Staff reported that we do not currently have sufficient equipment to effectively teach skill based learning.
- Due to new class structures the coordinator completed a review of topics being taught in each class to ensure there was progression and no overlap within the classes.
- Our Green Flag Award due to be assessed this year for renewal (every 2 years).
- Key Stage 2 embarking on a joint World Around Us Project with Ballymacricket Primary funded by the Shared Education budget.

### **Position in June 2016**

- Staff all attended a Staff Development Day (August 2015) where they were given training on how observational skills can be used throughout their WAU topics, looked at the resources currently available in school and made suggestions for new equipment which was needed.
- The staff agreed to plan for and teach at least one observation skill based lesson each topic. Monthly planning for all staff has been analysed by the Coordinator and includes identified observation skills based learning.
- World Around Us books and photographs show evidence of observation skills based learning.
- Planning also indicates that many of the strategies given to staff on their August Staff Development Day have been integrated into their topic planning and teaching. Lines of progression were given to all teachers during the Staff Development Day and are being implemented.
- The PTA kindly funded the purchase of new WAU resources, so we were able to buy 6 scientific microscopes and 8 handheld microscopes.
- Initiatives such as Staff Development Days, Staff meetings, Energy Hour Awareness, Walk to School Week, our Shared Education Programme with Ballymacricket, Green Flag Award and other WAU linked activities have all been used to raise the awareness and profile of WAU in school.
- Year 5 through Eco Warriors, Year 6 through The Titanic and Year 7 through Bridges have worked cooperatively with Ballymacricket in the Shared Education, World Around Us Programme.
- Following an assessment by two representatives from Tidy Northern Ireland, we were awarded our fifth Green Flag.

## **Whole Staff Professional Development**

The professional development needs of the staff are identified and met through a Performance Review & Staff Development (PRSD) system. These needs are matched to the needs of the school as outlined in the School Development Plan. Each year priority areas for development are identified through self-evaluation and action plans drawn up which include areas for the professional development of staff.

We encourage staff to improve their expertise and to pass that expertise on to other members of staff.

- The Principal as Maths Coordinator led staff in the embedding of Problem Solving and Mental Maths strategies and Miss McAlister led refresher training in using Maths Recovery strategies/activities in whole class teaching.
- The Vice Principal, as Literacy Coordinator, led staff in the development of comprehension skills through questioning in Guided Reading, refresher training in the teaching of narrative writing and also training in the further development of Talking and Listening.
- Iteach delivered an extensive programme of staff development in the use of ipads to extend teaching and learning.
- The World Around Us Coordinator trained staff on how observational skills can be used throughout their WAU topics.
- Mr Campbell led staff in training in Fundamental Movement skills.
- Staff from Ballymacrocket Primary joined staff from Ballinderry Primary in Shared Education training facilitated by Speedwell in our school.

Members of staff are supported by school management to pursue further training and qualifications.

- The PD&MU Coordinator, Mrs Rosca received Global Learning Training from The British Council.
- The Principal was able to attend a Shared Education courses in the Antrim Board Centre and along with Miss McAlister received Maths training in the SEELB for Year 3 and Year 4 teachers.
- Mr. Campbell attended a PE Course on Gymnastics and a Teacher Tutor Course run by the SEELB.
- Mr. Mehaffy attended First Aid in the Workplace and Epipen Training organized by the SEELB.
- Mrs Swan availed of First Aid refresher training.

## **Achievements in the curriculum we provide and activities 2015– 2016**

### Action Cancer Health Award

The school received its 7<sup>th</sup> Gold Action Cancer Health Award and £200 as the top scoring school in the SEELB.

### Barnabas Award

This trophy kindly donated by Professor Woodside OBE is awarded each term to a pupil who has really helped others. Recipients last year were Dougie McCoy, Emma Brown and Caitlin McAlinden.

### Inter Schools Quiz

Twelve schools from Lisburn and the surrounding areas took part in the Inter Schools Quiz held in Meadowbridge Primary. Noah Millen and Aaron Keown from Year 6 and Ryan Wilson and Benjamin Moorhead from Year 7 represented our school. The boys were extremely knowledgeable and did really well. The winning team scored 69 points, two teams tied on 67 for second place and we were joint third on 65 points.

### Rights Respecting School Level 2 Award

We had a wonderful assembly on Tuesday 24<sup>th</sup> November 2015 when Paul Clark from UTV, who is a UNICEF ambassador, came to present the Steering Group with our new Level 2 Rights Respecting School Award. The school was awarded Level 2 in 2012, the first school in our region to receive it. The award is only valid for 3 years so we had another full Level 2 assessment in June 2015. Only two schools in the whole of Northern Ireland have reached the stage where they are having their award revalidated and we are one of them.

### Sports Tournaments

Two teams of boys from Year 5-7 entered the Lisnagarvey High School 5-a-side football tournament in early January. Both teams reached the quarter-finals with one team losing 2-1 and the other losing after a penalty shoot-out. They all played really well and were a credit to the school.

### Judo Competition

Two hundred and thirty children from across N. Ireland took part in the NI Judo Federation Competition in Lisburn Leisureplex and some pupils representing Ballinderry Primary achieved great success. Jake Matchett and Edith Hamilton both attained bronze medals and Alex Dawson was awarded a Silver medal

### ChildLine Talks in Year 6 and Year 7

Pupils in Year 6 and Year 7 participated in lessons taken by ChildLine staff from the NSPCC. Pupils learnt how to keep themselves safe at all times and who they can turn to if they have any worries or concerns.

### Buddy's Workout

Each term the school has a nominated charity to support and in term one it was the NSPCC. Alison Daly from the charity talked to pupils in Assembly about how to keep themselves safe and the work they do among children. Pupils were introduced to Buddy and asked to complete a sponsored physical workout to raise funds for the vital work the charity does. Mr Campbell led a fun day where classes and staff in turn took part in a series of physical workout outs including aerobics, circuits and games. Alison Daly from the NSPCC attended a thank you assembly on Tuesday 8<sup>th</sup> December where she gladly received the £1713 collected by the school.

### Foundation Stage Nativity

The Nativity Play “A Miracle in Town” was performed by pupils in Years 1 and 2 on Friday 11<sup>th</sup> December. The hall was packed with parents and grandparents which was great to see. The pupils and staff had worked extremely hard in preparing for this performance. The children were brilliant in their acting, narrating and singing. Huge thanks to parents who provided costumes and helped pupils learn songs and lines. Also we collected £184 for “Charlene’s Project” from the generous donations given at the door by parents and friends.

### Radio Ulster School Choir of the Year

This year for the first time ever we sent an audition tape to the BBC to enter the Radio Ulster School Choir of the Year. We were delighted to be selected for the county heats and on Wednesday 10<sup>th</sup> February the choir travelled to the Strule Arts Centre in Omagh to compete against five other choirs. The choir were fantastic in their two pieces “Make me a Channel of Your Peace” and “You’ve Got a Friend in Me”. They really did the school proud and the whole heat could be heard on Radio Ulster on Sunday 13<sup>th</sup> March.

### Key Stage 2 Production

Pupils and staff from Key Stage 2 put on a fantastic production of “Robin Hood and the Sherwood Hoodies” which had one morning and two evening performances. The pupils were absolutely brilliant, acting in their respective roles and in their singing. The audience were wowed and totally entertained in all the performances.

### Lisburn 36<sup>th</sup> Annual Schools’ Arts Competition

This completion has entrants from a wide range of local schools in Lisburn and beyond. Four of our pupils were entered in the Musical Performance competition and did the school proud. Abigail Rea was placed 1<sup>st</sup> for Y7 and Anna Rea was Highly Commended in for Y5 with voice as their instrument. We entered one pupil in the poetry competition in Year 3 and Lexi Scott was placed 1<sup>st</sup>. As a school we were Highly Commended in the Musical Performance category and Abigail Rea received a cup for an outstanding individual award.

### The Daily Mile

In partnership with South Eastern Health and Social Care Trust the school decided to introduce “The Daily Mile” in April 2016. Each day all pupils are given 15 minutes to walk the mile with their teacher in the school grounds. This helps the children achieve the recommended minimum guideline for physical activity of 60 minutes per day.

### Green ECO Flag

The ECO Council worked hard on their projects for recycling and reducing the waste produced in our school. The hard work of Mrs Ritchie and her ECO Council paid off and on Wednesday 27<sup>th</sup> April they were awarded our 5th Green Eco flag after an assessment by Peter Robson and Ruth Varny from Tidy Northern Ireland.

### Shared Education

We have had a very successful Shared Education funded year with Ballymacrickey Primary where pupils in Year 5, 6 and 7 from both schools were able to take part in shared World Around Us lessons. The funding released their World Around Us Coordinator to team teach W.A.U. lessons in both schools in the Year 5, 6 and 7 classes one day a week. Also pupils joined in shared sessions one day a month, one class each term. This was a great opportunity to focus on building up the Science skills of teachers and pupils alike. On the shared days pupils from both schools were also able to explore PD&MU issues and build up friendships.

### Music Exams

Pupils attained wonderful results in their Clarinet and Flute exams, Sarah Tinsley Grade 2 flute, Emma McLennan, Anna Rea and Aimee Savage Grade 1 clarinet, Matthew Burke and Annabelle Millen Grade 2 Clarinet and Sarah Johnston and Abigail Rea Grade 3 flute. We also had Daniel Rosca Grade 2 violin and Nicholas Turtle Grade 3 violin.

### Roots of Empathy Celebration Assembly

The Roots of Empathy Programme to raise emotional intelligence was delivered by Mrs Hendron into Year 6. Baby Isla came to the Year 6 classroom for 9 Family Visits and the class had great fun watching her grow and change each month. This helped the class identify and reflect on their own feelings and the feelings of others. Isla along with Mum and Dad, Mrs and Mr McClure were invited to a special Celebration Assembly on the 28<sup>th</sup> June. Isla was presented with a gift from the class and an album of photographs of her class visits.

### Oxford Reading Tree Competition

It is 30 years since Biff, Chip and Kipper were first introduced to schools and Oxford University press ran a competition to celebrate the 30 years anniversary. Pupils were asked to write and illustrate a new Biff and, Chip and Kipper story under two age categories 4-6 and 7-8. Pupils from our school entered and there were over 4000 entries world- wide. We were pleased to announce that Adam Hanna in Year 1 was one of the 30 selected winners, the only one from N. Ireland and would have his story published by Oxford University Press.

### **End of Key Stage Results: Levels of Progression**

Year 4 and Year 7 pupils take part in the Council for Curriculum Examinations and Assessment Key Stage Statutory assessment procedures. However due to industrial action by the teaching unions no levels were issued for Y4-Y7 classes during the 2015/16 school year.

Ballinderry School carried out Standardised tests for Y2-7 in May 2016 as part of our screening process for low and underachievement, tracking of pupils and individual pupil target setting.

Parents were invited to induction meetings with the Year Group teacher and Parent/Teacher consultations were held twice during the year. Attendance at consultations was excellent.

## **Learning Support**

As a school which is strongly based upon a child-centred ethos, it is vital that all teaching staff recognise the range of ability, the various barriers to learning that their pupils face, and the different backgrounds that the children come from, which in turn reflect their values, attitudes and pastoral and educational needs. Close home-school liaison is maintained between class teacher and family, with parent / teacher consultations taking place in October and March, and a curricular meeting for all parents taking place in August each new academic year.

The SENCO analyses data in support of the class teacher and then advises and assists with individual provision for children with specific learning needs or barriers to learning.

IEP'S are written collaboratively by the SENCO and the class teacher and the SENCO attends parent/teacher consultations along with the class teacher for all pupils on the register. During the last year the SENCO and teachers developed a new IEP format that is more relevant, user-friendly, and encouraged greater input from the pupil in the sharing of targets.

Mrs. Hayes continues to develop our school as a Dyslexia Friendly School. Miss McAlister supported some low achieving pupils with Maths Recovery during the year.

Pupils who are identified as underachieving in Literacy and Mathematics were offered support by Mrs Ritchie and Miss McAlister in the form of Booster Groups. Mrs McConnell also ran two very successful Reading Partnership Programmes during the year targeting specific pupils in Year 3 and Year 4.

The school also welcomed the ASCET team and continued to receive training and support throughout the year.

## **Destination of school leavers**

Last year's Y7's transferred to 7 different post primary schools.

Lurgan Junior High	11
Wallace High School	4
Hunter House	1
Lisnagarvey High	1
Friends School	2
Campbell College	1
Forthill Integrated College	3

It is encouraging for Staff and Governors that the reports on all our former pupils from the secondary level schools are very positive.

## **The Organisation of Extracurricular Activities**

Ballinderry Primary offers a wide range of extra-curricular activities and the school promotes active breaks and positive play. Our after school activities for Year 1 to 7 ran on a six week basis throughout the year and were either taken by teachers or Galaxy coaches. On offer has been hockey, football, dance, tag rugby and dodge ball. Tennis and Judo was offered to all classes by professional coaches and Year 5-7 took part in cycling proficiency. There was also an after school cookery club, technology club, gardening club, AQE Class, modern languages, choir and an art club. Good News Club ran throughout the year with David Cowan from CEF and his team.

Pupils from Year 4 to Year 7 participated in weekly swimming lessons at Lisburn Omniplex.

During 2015-2016 Mr. Rowan was the Music teacher for Woodwind, Mr. Blake taught Guitar and Mr. Wheavil taught Violin and Piano classes.

The school brought in various outside agencies to provide information for the pupils so that they could make informed healthy choices. These included Love for Life, The Dairy Council, Action Cancer Primary Health Team and Mambo and Jazz.

## **Educational Visits**

### Day Trips

All classes undertook at least one day visit during the school year as part of their curriculum programme. Places visited include Castleward, The Ark, World of Owls, Speedwell, Friends school, Crumlin Library, The Planetarium and W5

### PGL Residential

The Year 6 and Year 7 pupils had a fantastic 5 days in PGL where they took part in abseiling, climbing wall, zip wire, raft building, orienting, cat walk, challenge course sensory trail, problem solving, team games, archery and giant swing. They all learnt many new skills, achieved goals and increased in confidence.

## **Pastoral Care**

All staff aim to provide our pupils with guidance and advice on personal and educational matters in a caring manner. This aspect permeates all dimensions of school life including our ethos, teaching methods, relationships, and our Behaviour Policy. Mrs McCauley is the Designated Teacher for dealing with Child Protection issues. Mrs. Ritchie and Mrs. Swan are Deputy Designated Teachers. The Principal liaises with social services and SEELB Welfare Department. We have made no referrals to Social Services. Neither have any pupils been suspended.

As a Level Two Rights Respecting School all children are taught about their rights. Through World Around Us and PD&MU lessons all children learn about the articles agreed in The United Nations Rights of the Child. Pupils make regular use of UNICEF materials to promote understanding of the rights of a

child and ensure the school gives children a voice. This is further developed by involvement in the School Council and ECO Council made up of representatives from Year 4-7.

We encourage high levels of confidence and self-esteem in our pupils and adopt a positive approach to pupil behaviour. Achievements are recognized and pupil's work is always displayed on notice boards in their classrooms and communal areas. Each class has an achievements board which displays photographs of children or drawings of them with their awards/achievements. In Assembly we celebrate pupil achievements for school events and give out rosettes, cups etc for things like pony jumping, GB, dance etc which may have been achieved outside of school.

Pupils show respect for each other, the staff and their school environment. They understand and co-operate with the whole school Behaviour Policy and each class has their own Class Charter. All discipline issues are managed appropriately. There are class awards for good behaviour. Gold Awards are awarded each month to pupils in each class who display certain desirable traits such as "being a good friend", "being helpful", "good manners" and "neatness".

The Roots of Empathy Programme ran in Year 6 with our 4<sup>th</sup> baby and class to undertake this worthwhile programme which raises social and emotional competence by developing empathy in children and adults.

All pupils in Years 1 to 7 were trained in the Heart Start Programme which has been divided into age appropriate sections culminating with Year 7 being trained in CPR.

All of our Y7 class took on responsibilities for the smooth running of the school. These duties included peer mentorship, keeping a tidy school, helping the junior classes' line up and representing the school in many competitions and sporting events.

### **Security, School Buildings and Grounds**

Our Building Supervisor, Mr Stubberfield has had a substantial input into identification of Health and Safety issues. Mrs. Sadowska, Mrs. Keys and Mr. Stubberfield do a first-rate job of keeping our building in excellent condition. The school is surrounded by fencing on all sides and the entire building has been fitted with an electronic alarm system.

Adults other than staff are not allowed in the playground and the playground gate is kept locked only being opened by the teacher on duty at arrival and exit times. Pupils are always supervised by adults at playtime and the exit gate from the playground is monitored. All visitors are required to report to the school office.

### **Community Links**

The school has developed greater, stronger relations in recent years, through the promotion of its MUGA facility, and also the additional rental of the school facilities on a regular basis to other groups. The MUGA was rented every Monday and Thursday to local football groups. The hall was used fortnightly by the local Moravian Youth Club for Primary aged pupils. The hall was rented

weekly for Slimming World which draws in residents from neighbouring villages. The hall was also used on occasional loan to the Moravian Church and others such as Ballinderry Residents Association.

Ballinderry Primary has very close links with the local Moravian Church and Ballinderry Parish Church holding a Carol Service in each of them each Christmas with the choir and instrumentalists leading the services. The school choir also worked closely with the Residents Associations in both Ballinderry and Aghalee to sing at the Christmas tree lighting. The Ballinderry Residents tree is sited within our school grounds. We held our Harvest Assembly and all the produce was taken to the Senior Citizens Day Centre in Aghalee where the fruit, vegetables and tins etc are much appreciated.

We have sporting links with our nearest Maintained school, Ballymacrocket and received Shared Education funding to facilitate a cross community project.

We also linked with local High schools when Year 6 and 7 were taken for day visits.

The school offered Breakfast Club and "Play for All" rent a room to provide after school and holiday care.

### **Parents**

Parents are formally encouraged to take an active part in school life through their membership in the Parent-Teacher Association (PTA) which not only actively fundraises throughout the school year for many additional resources for the children, including Foundation Stage outdoor play equipment, iPads, buses for trips, equipment and books, but also manages and runs a variety of key events in the school calendar for the school children including a Christmas Fair, Garden Fair, and many more. Attendance is consistently high at most events and there is a camaraderie and feel-good factor amongst the committee members in order that they work hard towards common goals.

Governors would like to record their thanks, on behalf of the School, to an energetic PTA organisation which has maintained interest amongst parents and which has added generously to school funds by its work.

Parents can help the School's spirit and its finances by supporting P.T.A. events.

Individually, parents can also assist the work of teachers by taking an active interest in their children's homework and by discussing problems, where necessary, with the Principal or the Class Teacher.

The PTA organised a very successful Christmas Fair. The Fair made a profit of over £3000 which was used to enhance the pupil's learning. In February the PTA ran a very successful Table Quiz in The Four Trees which raised £273 and organized a shopping trip to Kildare Village in April which was well supported. Another very successful Garden Fair was held in May and they had a good turn out. As always the PTA put in a tremendous effort and after expenses over £2000 was raised. The PTA also provided the prizes for the Easter egg rolling/ decorating competition and Sports Day medals. They also bought the Year 7 leavers the tie for their new school and a Ballinderry Primary autograph book.

The monies raised from all PTA activities would not have been possible, but for the continued support of parents, friends of the school and all our staff.

## **Duties in relation to the admission of pupils**

### **Admissions Criteria**

The school was again heavily subscribed with applicants for Nursery and Primary 1 places in September 2016. For purposes of forward planning the Governors would again wish to emphasise the importance of pre-application being submitted before the due date set by the Department of Education.

The Admissions Criteria is as follows:-

#### **Nursery**

1. Children from socially disadvantaged circumstances\* who were born between 2 July 2013 and 1 July 2014.
2. Other children born between 2 July 2013 and 1 July 2014.

**\*A child from socially disadvantaged circumstances means a child whose parent is in receipt of Income Support or Income-based Jobseeker's Allowance: where an award of Income Support has been 'converted' into an Employment and Support Allowance and the Social Security Agency has confirmed that the level of benefit remains the same then the parent should continue to be treated as being in 'socially disadvantaged circumstances'. When applying for a place on this basis the application form must be stamped by the Social Security Agency.**

#### **Sub-criteria**

Where at any stage in the above criteria the number of applications exceeds the number of places available the Board of Governors will apply the following sub-criteria in the order set down.

- a. Children with a brother/sister/half-brother/half-sister already attending the Primary School.
- b. Children with a brother/sister/half-brother/half-sister who are past pupils of the Primary School. (**Name and Date of Attendance.**)
- c. Children who have listed our Nursery School as their first preference.
- d. Children who live in the immediate area of the school .Priority will be given to those who live the shortest distance from the front door of their home to the front gate of the school as measured by Ordnance Survey Map.

Should there be any places remaining, applications will be considered from those children born between 2 July 2014 and 1 July 2015. Places will be allocated in strict chronological order.

Where two children have the same date of birth, final selection will be on the basis of distance from front door of their home to the front gate of the school as measured by the Ordnance Survey Map.

## **P1 Intake**

1. Children who have a brother/sister, half-brother/half-sister, step-brother/step-sister currently in attendance at Ballinderry Primary School.
2. Children whose brother, sister, half-brother/half-sister, step-brother/step-sister is a former pupil of the school.
3. Children who are the eldest in the family.
4. Children with special circumstances i.e. medical, social or security reasons supported by evidence from a statutory body.
5. Other children

If over-subscribed, in any of the above criteria, children who live closest to the school, as measured in a straight line on an Ordnance Survey Map from the home to the front entrance of the school, will be given priority.

**NB It is your responsibility as a parent to ensure that any information relevant to this criteria has been included on or attached to the application form.**

***Applications for admission to P1 after the beginning of the school year.***

Criteria as above.

## ***P2-P7 Intake***

In the event of over-subscription in applying the above criteria class sizes from P2 to P4 will not exceed 30 children and classes in P5/P7 will not normally exceed 30 pupils. This is provided that the overall enrolment figure is not exceeded.

## **Waiting Lists**

The school's policy on the consideration of applications after the Open Enrolment procedure concludes is available directly from the school or can be accessed on our school website

<http://ballinderryprimaryschool.weebly.com>.