
**Strandtown Primary School
Annual Report to Parents 2018 - 2019**

Dear Parents,

I am delighted to introduce the 2018/19 annual report from the governors and Principal of Strandtown Primary school.

It has a been a busy year, where we have enjoyed watching our talented pupils continue to reach their full potential through annual targets.

Strandtown Primary is uncommonly positioned in having highly professional staff in all areas of school life, who create a caring and academic environment that values the needs of every child.

In March, 2019 a newly constituted board of governors appointed a permanent Vice Principal, Miss Wendy Bailie to support the Principal as she leads the school community.

This report strives to capture the life of our primary school and provide a flavour of the supportive environment experienced by our pupils.

Members of the Board of Governors work closely with the Principal and senior leadership team to: oversee strategic improvement actioned through the school development plan, scrutinise financial expenditure and safeguard our pupils. Included in this report is information on: finance, staffing, SEN provision, attendance, achievements, curriculum and other aspects of school life.

On behalf of the Board of Governors, I would like to thank the Principal and staff of Strandtown for collating this comprehensive report and for their continued commitment to raising pupils' standards of achievement, in a financially challenging climate.

We also appreciate the excellent partnership we have with our parents, which helps to make our leadership collegiate and dynamic.

***Natalie Gilbert
Chair of Board of Governors***

Board of Governors

The Governors comprise of four Transferor representatives, two Education Authority Belfast Region representatives, two parent representatives, a teacher representative and the school Principal, a non- voting member who acts as secretary. The Board of Governors was re-constituted in November 2018. At this point we were delighted to welcome Mrs Deborah Sloan as a parent representative and Miss Paula Courtenay as a teacher representative:

E.A. REPRESENTATIVES:	Mrs Natalie Gilbert: Chair Mrs Bhavani Conaghan
TRANSFEROR REPRESENTATIVES:	Dr Linda Keown : Vice Chair Mr Robin Quinlan Mr Harry Black Rev Helene Steed
PARENT REPRESENTATIVES:	Mrs Judith Cochrane Mrs Deborah Sloan
TEACHER REPRESENTATIVE:	Miss Paula Courtenay
SECRETARY:	Mrs V Hutchinson
MINUTE SECRETARY:	Mrs W Savage

During the year 2018/19 the Governors met monthly to deal with various items, including staff appointments, school policy matters, admissions policies, schemes of management, school maintenance, the building project and Performance Review and Staff Development.

Sub – Committee members

Finance: Mrs Natalie Gilbert, Mrs Deborah Sloan, Rev Helene Steed, Mrs Judith Cochrane (Chair of Finance Committee)

Curriculum: Mrs Natalie Gilbert, Dr Linda Keown, Mrs Bhavani Conaghan, Mr Robin Quinlan, Mr Harry Black (Chair of Curriculum Committee), Miss Paula Courtenay.

Designated Governor for Child Protection: Mrs Bhavani Conaghan

Designated Governor for Health and Safety: Mrs Judith Cochrane

Designated Governor for Special Educational Needs: Mr Robin Quinlan

Each Governor was a member of the appointments panel when required.

Sustaining School Improvement Inspection May 2019

We were delighted by the positive outcome of our two-day inspection in May which focused upon the teaching and learning of writing. The school was found to have maintained the highest level of school improvement work, having a 'high level of capacity for sustained improvement in the interest of all the learners'. The school development plan was reported as having extensive consultation from all stakeholders with a well-embedded process of self-evaluation and rigorous monitoring and evaluation. There was found to be an effective use of data for the planning of interventions and tracking of progress in pupil learning. All lessons observed were found to be highly effective. ETI reported that pupils learn in collaborative environments with a wide range of innovative strategies and appropriate challenge. Children were described as having excellent opportunities in writing with ICT naturally and meaningfully embedded. ETI found that pupils perform to a consistently high standard using a high level of self-evaluative language for peer and self-assessment.

Our Care, Welfare and Safeguarding also received the highest level within inspection grading. We were found to have a wide preventative curriculum with extensive interventions all related to our School Development Plan theme of *Making Good Citizens*.

The new 12 classroom extension

This year will be marked by many successes, however perhaps most worthy of note is the completion of our 12 classroom extension. This project formally completed in May 2019, however there are a number of smaller works planned around the school site for Summer 2019. These works include important road markings along the front path and the reinstatement of the outdoor 'trim trail'. The classrooms are bright and spacious and we were delighted to be able to move pupils into the classrooms in May. There will still be a lot of work over the months ahead in bringing this new space into its purposeful use. Four Year 4 classes, four Year 5 classes, two Year 6 classes and two Year 7 classes all now inhabit the wings.

Internally the vacated classrooms will be used as resource spaces for the neighbouring classrooms, therefore improving the accommodation and storage across the school campus.

During the build year some rooms were used for different purposes, e.g. the library, art room and music room. These rooms will all return to their designated purpose in September 2019.

We have to say an enormous thank you to our whole school community for their patience and cooperation during the last year. It has definitely been worth the effort.

School Development Plan

This is the first year of our new School Development Plan. This plan's central themes are *Making Good Citizens*, *Connected Learning Opportunities*, *Enquiry Based Learning* and the *Development of ICT*. This year there have been a number of actions taken forward from our new plan, particularly the development of the preventative curriculum for 'Making Good Citizens':

- The promotion of a daily healthy eating initiative in Year 4 – Year 7, accompanied by the daily mile for health and well-being. This has been adopted across the school and following parental feedback in April 2019, we will refine these policies and practices further in the year ahead.

- Year 7 pupils experienced the 'Healthy Me Mindset' programme led by *Action Mental Health* in Autumn 2018. This was a wonderful initiative for our Year 7 pupils and will be re-run in Autumn 2019.
- Promotion of E-Safety across the whole school: assemblies, competitions, class lessons, parent newsletter, designated section on website and parent workshops.
- Parent workshops/evenings: *Wayne Denner* E-Safety; *Love for Life* 'I-SMART' and Relationship and Sexual Education; *Ready for Anything* resilience skills training in collaboration with Belmont Primary School; and Cyber Security. Year 5 Parent Workshops for Literacy and Numeracy concepts ran for the second year in May and June 2019.
- Revisions to the Homework policy include more diversity and purpose in home learning activities with the inclusion of a pupil determined physical activity each week.
- New emphasis upon positive behaviour throughout school: Ready, Respectful and Safe.
- Introduction of a House System to value every child's participation in school activities and competitions. Pupils have been acknowledged within an e-safety poster competition, high visibility safety, and being respectful in school.
- Promotion of Global Citizenship – classes connected to Los Arenales school in Madrid.
- Curriculum initiatives include: encouraging pupil creativity through free writing opportunities, investigations in Science, Technology and Mathematics and explicit teaching of thinking skills.
- Following feedback from our parent focus groups we have carried forward a new approach to choir inclusion, instrument lessons in Year 5 and a new process for parents visiting classrooms at September evenings.
- A New Eco Council was established with school based Eco initiatives: plastic waste reduction, recycling, outdoor learning and composting.
- Introduction of additional extra - curricular activities: Cookery and morning Netball.

Enrolment and Pupil Profile

As of June 2019 we have 978 pupils in school, 490 males and 488 females. Our pupils come from a wide social and cultural background and this diversity is an important element of the pupil learning experience in Strandtown. Our projected enrolment for September 2019 is 980.

Financial Statement

This year has been another year of very tight financial management. The school's current position has been assisted by additional income through extensive use of Hire of Premises and vital PTA fundraising monies. We have a yearly input of around £15,000 from Hire of Premises and the PTA funds have been used to significantly support key maintenance and resourcing. This year for the second time, £10,500 was used from PTA fundraising to fund teacher requisitions for classroom materials. As a result, we have not closed in deficit this year. Our budget allocation for 2019/2020 is £2,480,345. By Year 2 and 3 of our current three year plan we are projected to go into deficit. The funds being allocated to schools are simply insufficient to deal with the growing rate of inflation; school budgets have seen an increase of 4% during the time period that inflation has increased by 14%.

Parental contributions to school fund generated £13,913. As with previous years, school fund monies have been used to support resources, maintenance (particularly maintenance of ICT equipment around the school), end of year pupil awards and transport to extra-curricular activities. The school accounts went through audit in February 2019. From September 2019 the school is going cashless, allowing parents an easy online system for payment. This has been frequently requested by parents over the last number of years. We are hoping an additional request for contribution to school fund in Autumn 2019 will help cover this cost.

Audited School Accounts – Summary as at 31 December 2018

Department	Income	Expenditure	Surplus / (Deficit)
School Account	£185,001.17	£199,788.54	(£14, 787.37)
Residential Trips	£109, 881.00	£128, 954.91	(£19,073.91)
Hire of Facilities owed to EA	£12, 934.92	£16, 435.22	(£3, 500.30)
Other	£61, 406.64	£44, 783.82	£16, 622.82

SEN Profile

The following figures show the number of children on the Code of Practice as of June 2019:

Stage 1: 80 pupils Stage 2: 81 pupils Stage 3: 15 pupils Stage 4: 4 pupils Stage 5: 29 pupils

This year there were some changes to the special needs register: some diagnoses have to be populated on a medical register and the categories and classifications for describing pupils' additional needs were altered. Due to a lack of government, significant changes planned for SEN legislation have not yet come into effect.

Pupils are in receipt of learning support sessions to support reading, maths and spelling. These are delivered in small group settings with similar learning profiles grouped together. Our Literacy Strategy groups continue to support pupils with a dyslexic diagnosis.

Our pastoral interventions include Friendship group, Games room, R Time and Life Skills. We have been able to introduce the Roots of Empathy Programme into Year 4.

The Chill out room is available to allow pupils with a sensory profile to refocus in a calm environment.

Staffing

In June 2018 we say goodbye to Mrs Elizabeth Moore (Assistant Special Needs Co-ordinator and SEN teacher) and Mrs Denise Pogue (class teacher). Three classroom assistants are moving on (Mrs Janet Taylor, Miss Jillian Harte and Mr Gary Stevenson) and Mrs Pamela Bellamy and Mrs Julie Killough retired from their post of SEN Classroom Assistant. Mr Robin Francie has also retired from his post of Patrol man at Earlswood Road. All staff have served the school tirelessly and faithfully and we wish them well.

This year Miss W Bailie was appointed by the Education Authority as Vice-Principal of Strandtown and the post of Assistant Vice-Principal will be formally appointed in June. We welcome Mrs S Gilliland

(Year 4) and Mrs J Mullen (Year 7) to the teaching team. There will be a formal recruitment exercise for a new member of staff to join our cleaning team in June.

Staff development was maximised during the staff development days this year. All staff have contributed fully to the curriculum and year group teams, and successfully completed their Performance Review of Staff Development or Early Professional Development. This year for the second year staff development focused upon ICT, this is to ensure all teachers are delivering a curriculum which is enhanced with ICT learning opportunities. This has also been facilitated by additional iPad resourcing from PTA funds. Staff received the required information on the changes in the GDPR legislation.

Given the priority that is being placed upon well-being the staff received training from the health trust on relationships education and they received training on anxiety from Family Works.

Promoting Health, Wellbeing, Child Protection and Attendance

There have been a number of school initiatives introduced this year to promote health and wellbeing across the school: the Healthy Me programme in Year 7, Roots of Empathy in Year 4, Healthy Eating/Lifestyle programme and a new overview of Home Learning. These new programmes were layered on top of an already comprehensive programme which included the e-safety programme 'I Smart' in Year 6 and 'What's inside' in Year 7. Our Relationships and Sexual Education programme has been fully rolled out across the school and a substantial E-Safety programme has been delivered by Mr Smyth and the teachers.

After the PTA secured funding, we were delighted to run a Homework Club for a small number of pupils every Monday and Wednesday. This was well received by both parents and pupils and we hope this opportunity will continue next year. For all pupils we re-patterned the homework policy to ensure a balance across curriculum areas and a better aspiration for a school/life balance for pupils. Our parent focus group (May 2019) noted the positive changes and impact of this.

A full inventory of risk assessments is held within the school, ensuring pupil care and welfare is consistently and adequately accounted for.

Mr Ewart continued to work diligently with the EWO this year in monitoring pupil attendance, engaging with parents and making referrals to the service for additional home support. We have made 11 referrals to the EWO service and eight of these cases were closed during the year. At present 3.97% of pupils' attendance falls below 85%. Our communication with parents around pupil absence via email continues to be well received and assists our assurances around pupil safety.

Attendance Levels:

<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
96.7	96.3	96.3	96.6	96.2	96.3%

For 2017/18 the Northern Ireland average was 94.9%.

Positive Behaviour

This year our House system has been introduced across the school. The purpose of this is to unite the children in participation in key events, e.g. Sport's Day, writing competitions and Art competitions, but also to allow us to continue to promote and drive positive behaviour across the school. The Senior

Leadership Team agree key foci that we will acknowledge through the green tokens awarded, this has included walking safely around the school, kindness and manners and even coming to school in high visibility clothing in the winter. This House token system also allowed us to fully promote the positive behaviour policy and this year it was captioned for the pupils 'READY, RESPECTFUL and SAFE'. This gave a succinct and easy remember code for all members of our school community to adhere to.

Schools have received training from the Education Authority on the new Anti-Bullying Guidelines. These have to be considered from September 2019 in line with the Addressing Bullying in Schools Act (2016). This makes changes to the definition of bullying and some processes around record keeping. From September we are hoping to consult fully with our parents, staff and pupils in representing this new legislation in our school policy.

The play leader initiative continues to be a success with Year 7 pupils mentoring and supporting Year 4 and Year 5 pupils at break and lunch.

Pastoral Programmes

This year we have had over 48 pupils attend Life Skills with around 30 pupils attending R Time; these are social development programmes for Key Stage 1 and Key Stage 2. The 'Games Room' continues to be available to pupils on a daily basis and was relocated to room 39 for the duration of the build works. On average we would have 18 pupils attend regularly with 34 pupils having availed of this space throughout the year.

The support Mrs Hunt provides to pupils in her role as Pupil Support Coordinator is an essential service for vulnerable pupils, 64 pupils availed of this programme this year. Referral is made by the Principal or Head of Year. The support pupils and parents have received through these channels has been greatly celebrated by parents and on questionnaires. All pupils involved have been seen to make valuable progress both in their mental wellbeing but also in terms of fulfilling their academic potential. A number of pupils that had been waiting on the CAMH referral have since withdrawn from that service.

We will run our Transition Programme for pupils vulnerable at the point of transition into Year 8 in June.

Parent Partnerships

The Parent Focus Group met three times during this academic year. School monies, communication, approach to extracurricular clubs, school meals, music and parent events were all discussed. The recruitment and selection around extracurricular clubs, choirs and instrumental lessons were also discussed. The focus group was able to track the implementation and response to a number of their suggestions and these areas have definitely assisted the school move forward.

This year we have really endeavoured to provide a range of workshops and parent sessions across our four school community. In November *Wayne Denner* delivered a session on E-Safety and in January Year 6 and Year 7 parents were invited to *Love for Life's* 'I-SMART' and Relationship and Sexual Education session. Our four school parent programme included this year *Ready for Anything* resilience skills training in February in Belmont Primary School and we had a useful session on Cyber Security for parents in May 2019. Year 5 parent workshops for Literacy and Numeracy concepts ran again in May and June. We had around 60 parents in total attend this event and those that were in attendance found it extremely useful and informative.

We issued a parent questionnaire in April 2019. Across most factors this questionnaire scored higher than the previous questionnaire issued last year. Parents rated *Outcomes for Learners, Quality of Provision* and *Leadership and Management* as **Outstanding**. Importantly, many elements of Care, Welfare and Safeguarding were recognised as outstanding and parents felt that Care and Welfare impacts positively on learning, teaching and outcomes for learners. Parent comments gave us useful suggestions and points for consideration that will be further explored at our parent focus group next year.

PTA support has once again been incredible this year. A small but devoted group of parents spearhead fantastic fundraisers which generate so much financial and social capital for our school. Our summer fair raised an incredible £5505 for the school - an amazing volume of money for a wonderful morning's activity. It continues to be a priority to recruit more parents onto the PTA body, for such a large school it remains a very small group.

Pupil Voice

Our pupils continue to be instrumental in the decision making of the school and are the most wonderful ambassadors for our school community. During our recent Sustaining Improvement Inspection, our pupils were credited as highly articulate with enthusiasm and excellence in their outcomes. Areas of Learning leaders continue to action plan through the pupil focus groups and these groups are one of our main evidence bases for assessing the impact of the current School Development Plan.

Our School Council is active in supporting all pupil experiences within school and continues to engage with charities and select ideas for fundraising. Our school council ran a mascot competition this year and has met the PTA to explore other opportunities for fund raising.

Our Eco-Committee has made a substantial contribution to school life this year and moved the school forward in our submission for application for Green Flag status.

Each Friday sees a litter pick on the school pitches and once a month a litter pick of the playground in support of the Wrigley's Litter less campaign. Room 13 completed the Big Spring Clean and this year's sports days will be the focus for our Community Clean up days.

It has been great to see 'whole school' involvement as the eco-committee members have helped to take assemblies, to complete questionnaires and plan for our Outdoor Learning day which was held on 23rd May.

Community Links and Partnerships

Our four school collaborative (Greenwood, Dundela, Belmont and Strandtown) has continued to grow from strength to strength this year. Our Area of Learning leaders have continued to meet within clusters and plan across the transition points. This year Literacy, Numeracy and ICT shared a joint target on our Action Plans. Pupil Outcomes from the end of Year 4 continue to be shared with the infant schools and the use of the Cognitive Abilities Test was discussed as an assessment tool for measuring pupil potential. The four schools engaged in a reciprocal reading project last year and will be taking forward similar mental maths programme. This is to bring consistency in approach to the teaching and learning of these key curricular areas.

After two successful KS2/3 transition programmes with Ashfield Girls' H.S and Ashfield Boys' H.S in Literacy we embarked on a transition programme in Mathematics and Numeracy this year with Ashfield Boys' H.S. Staff visited lessons in both settings and we were able to engage with our past

pupils. A key part of this was the sharing of the pedagogic approach within Learning Support Maths, our hope being that learning support models will find consistency as pupils transition. Additionally, there was key learning on the sharing and use of pupil standardised scores at the end of Year 7.

Grosvenor Grammar continues to facilitate the teaching of Mandarin to our Year 5s by providing a teacher. Strathearn School and Campbell College allowed our pupils in Year 6 to experience some practical subjects in a post-primary setting as part of a wider transition programme for our pupils.

Business in the Community has been a wonderful agency in resourcing the school with business mentors for KS2 reading, and volunteers who have come to Strandtown to help with landscaping. This year we were able to avail of 3 volunteer days when Strandtown received much needed practical gardening support.

Our school choirs continue to be active within our community, providing performances at Christmas and participating in a fundraising performance for Marie Curie in May 2019.

Multi-Agencies frequently provide support and development, for example RISE , Action Mental Health and Family Works. We are able to refer and direct parents to the Family Support hub in Belfast and the Early Intervention Support Service.

Achievements and Standards

In May 2019 the school was subject to a Sustaining Improvement Inspection. The line of enquiry for this was the development of writing. Our pupils were described as articulate with high levels of knowledge and understanding and well-motivated towards their learning. The pupils were described as making excellent progress in their writing, producing work to a consistently high standard. This inspection also found meaningful use of ICT within the curriculum and pupils working to a pleasing standard in this area.

We continue to be firmly positioned above Northern Ireland Averages for end of Key Stage Outcomes and the performance of our pupils entitled to Free School Meals exceeds NI averages.

Maths KS1	Level 2 and above	*NI 88.0%	Sch 98.4%
Comm. KS1	Level 2 and above	NI 86.8%	Sch 99.2%
ICT KS1	Level 2 and above	NI 89.9%	Sch 100%
Maths KS2	Level 4 and above	NI 78.6%	Sch 92.6%
Comm. KS2	Level 4 and above	NI 77.7%	Sch 90.2%
ICT KS2	Level 4 and above	NI 84.5%	Sch 96.0%

*17/18 Best Estimate

In addition to examining pupils' attainments in key curricular areas we constantly track pupils to ensure they are achieving in line with their potential. This forms a process in the school centred on tackling underachievement. Encouragingly for the second year our levels of underachievement are very low (Maths 7% and English 10% - overall 9%). We also have a significant number of children achieving higher and much higher than expected in their English (53%) and Maths (56%).

Transfer to Post-Primary

Our Year 7 pupils are transferring to 15 different post-primary destinations. 66.4% of our pupils are entering a selective grammar school, however we are most encouraged by the fact 90% of pupils received their first preference and 6% of pupils received their second preference. In this high birth rate year, no child was unplaced.

Curriculum Updates

The Arts

There has been a focus on drama based skills teaching; in particular Tableau, Freeze-Frame, Hot Seating, Conscience Alley and Thought Tracking. These skills underpin the development of empathy and communication amongst children. Going forward, we would like to ensure that drama techniques are developed across year groups.

This year has seen local artist involvement in years 6 and 7. Year 6 has enjoyed a very positive collaboration with Eastside Arts in Spring 2. Eastside Arts themselves hope to extend this within Year 5 next year. One class in year 4 has taken part in a collaborative project but it is hoped that more classes will have the opportunity to work with other local groups next year. In the past only a few Year 7 classes took part in a Yarnbombing workshop but this year all 8 classes had the opportunity to meet and question local artists, Emma McCrory and Ali Fell, before undertaking their own yarnbombing project.

Members of Eco Club took part in a Junk Funk workshop. It is hoped that something similar could become a yearly experience.

ICT

The school now has a new E-safety overview for each year group that was developed for use during this academic year. E-safety lessons have taken place amongst planning within PDMU lessons. Each class now dedicates one PDMU lesson per term to E-safety, with each year group having a particular focus. To resource these lessons, the E-safety officer attended a two-day intensive collaboration with the East Belfast cluster group to develop a new E-safety scheme of work. With local schools also using this scheme within their E-safety provision, Strandtown can ensure progression within E-safety as Belmont PS, Dundela PS and Greenwood PS all incorporate this scheme of work within their planning. Wayne Denner delivered an evening of support and practical advice for parents regarding E-safety. This was well attended and a 'link to Wayne' was added to the school website. Parents who attended the evening were given the opportunity to feedback; 100% of parents said the evening improved their knowledge and skills.

Following the recent 'MOMO' media coverage, the SLT and E-safety officer felt it necessary to update the website with practical information regarding E-safety and social media for parents. Parents advice sheets are now available for a number of social media apps and games on the school website from The National Online Safety organisation. This information was disseminated to parents via an E-safety newsletter.

This year the E-safety officer held a week of E-safety assemblies each term. These assemblies focused on personal information, good choices, social media and SMART. These assemblies reinforced all of the good work and advice that was shared through class E-safety lessons. At the end of the 2018/19 academic year there is now a much greater presence of E-safety throughout the school. The parents have been fully involved and supported with the feedback of the children informing next steps. The new house system also focused on E-safety within the first term of this academic year by allowing children to celebrate all they had been learning by creating an E-safety poster to be displayed throughout the school.

All classrooms make use of iPads and C2K laptops to enhance teaching and learning. Mr M Craig led a staff development day to share an example of an effective ICT lesson. Another staff session in November focused on iPads, and shared some of the effective ways the devices were being used in each year group.

This June in pupil focus groups, pupils commented favourably on the increased use of iPads in the classroom, as well new activities focusing on film and animation. Many children commented that the devices were used frequently during class lessons. Some teachers have already extended ICT opportunities within writing in the classroom. In Y4, teachers have used TypeDrawing to enhance sentence work. PuppetPals and StopMotion animation have also been used to assist Talking and Listening through Storytelling. In Y5, Poplet has been used in relation to hot-seating activities, guided reading, story planning and for instructional writing. In Y6, Green Screen and iMovie have been used to showcase pupils' talking and listening, script writing skills. As well as this, Y6 have used Explain Everything for guided reading. Y7 have also recorded and edited news reports on iMovie in relation to their news topic in Literacy. Book Creator has also been used to display biography work

In May 2019, ETI commented favourably on the use of ICT through Literacy. Effective ICT use was evident in highly effective classroom observations, as well as in our ICT Effective Practice Folder.

Each year group completes three ICT assessments per year. These have recently been evaluated by Year Teams and the ICT Team, and revised for the current academic year. The tasks now focus on a range of desirable features (Desktop Publishing, Managing Data, Presenting, Film and Animation).

In May 2019, attainment levels were further increased. At the end of KS1, 100% of pupils achieved Levels 2 or 3 at the end of KS1, with 39.4% of children achieving Level 3. At the end of KS2, 88.5% of children achieved Level 4, while 7.5% of pupils achieved Level 5.

Personal Development and Mutual Understanding (PDMU)

Over the last year, the teaching and learning within PDMU has continued to evolve to the benefit of all pupils. Relationship and Sexual Education lessons have now been carefully planned for alongside E-Safety lessons. This enables our teachers to deliver PDMU in a very broad way and promotes good personal learning for our pupils through the 'preventative curriculum.' Pupil feedback (May 2019) would suggest that our pupils are now very well informed about their own personal E-Safety. 'Roots for Empathy' programme was delivered throughout this year to three of our Year 4 classes by Mrs. Moore. Feedback from both pupils and staff reflect that this has had a very positive impact on our Y4 pupils as their understanding, knowledge and practice of empathy takes root and develops in their daily lives. The appointment of Mr. Smyth as Assistant PDMU co-ordinator added much impetus to our 'International Schools.' Training was attended and a school profile was established online. In January 2019 we have made contact with a Spanish school, **CEIP Los Aernales**, and 3 of our classes (R19, R22, R39) are exchanging letters and videos around the theme of St. Patrick. The assessment tool 'Connecting Classrooms' is being used to evaluate our participation and progress in this partnership. Finally, through this year there was a focus upon promoting a positive healthy mind set with our pupils. All 246 Y7 pupils attended a 1-day workshop in September 2018 facilitated by Action Mental Health called 'Healthy Me.' This message is also reinforced daily through our school website with a 'positive mind set' message being displayed for all our pupils, parents and teachers to respond to. In November 2018 we promoted a very strong 'Anti- Bullying' message through the theme of 'We Choose Respect' which included a 'Hats Off To You' day in school which was enjoyed by all pupils and staff.

RE

During the last year teachers have been trying to incorporate greater ICT technology into their lessons by allowing pupils to read and work from iPads as well as learn from child friendly texts being displayed on class IWBs. All classes continue to celebrate RE learning, skills and talents through their class assemblies. They continue to be very popular with our pupils as each pupil is given the opportunity to participate in a meaningful way to their assembly. All learning within RE continues to build upon the pupils' knowledge and understanding of the curriculum as prescribed by the Department of Education.

PE

Strandtown children continue to receive 1 hour of Outdoor PE a week and 1 hour of Indoor PE fortnightly. This along with the 'Daily Mile' keeps our children active and fully engaged in the PE curriculum. They continue to apply and develop a broad range of skills, learning how to use them in different ways and linking them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. The children have developed an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own skills. Our children reflect fondly on their experience of PE through 'Focus Group' sessions and provide valuable information which we use to improve our children's learning in this subject area.

WAU and STEM (Science, Technology, Engineering and Mathematics)

This year we wanted to build upon the quality of teacher feedback and the sharing of good practice in books for WAU/STEM lessons. In the WAU books children's work shows a higher level of scientific thinking and pupils are regularly choosing their own way to record and present their learning. Important aspects of the decision-making and control are given over to the children, this increases their confidence and ability to risk take suggesting more than one way of finding out. We also wanted to develop the emphasis of STEM lessons towards open ended investigations. This year an enquiry based approach was adopted by each class with pupils taking the lead in planning, carrying out and recording their results. Effective use of open ended questions helped to draw out pupil knowledge and deepen their thinking e.g. what do the results tell us?

We have also been able to expand the inclusion of ICT and iPads in WAU and STEM activities, for example in year 4 the data logger was used for measuring sound. In year 6 digital leaders took photographs to upload to the app Book Creator. In year 7 the pupils were going to produce a self - help sheet using the app Thing Link. The impact of ICT usage in WAU has led to a greater independence in understanding WAU and the ability to use these tools to synthesise and summarise key WAU learning. Therefore, a more meaningful recording and retention of learning is evident. The pupils are more active, motivated and engaged in their learning and are able to talk about and explain their thinking and the skills they are developing.

ECO update

The ECO Code of Strandtown refers to 3 main areas where all other ECO initiatives fall under.

1) *Everyone recycling responsibly*-this happens on a daily basis with children encouraged to bring home any rubbish to go into their black, blue and green bins. In addition to this the pupils bring fruit waste not consumed at break-time to the fruit bins in the playground. This is weighed and emptied by members of the ECO club every Wednesday. As a result, we have doubled our number of recycling bins being collected every week, our fruit bin waste is composted on a weekly basis by ECO club and our number of general waste bins have reduced.

2) *Create a healthy lifestyle together*- following all year group assemblies on healthy eating most pupils eat a healthy break Monday to Thursday. The school also introduced the “Daily Mile” initiative which is up and running in all classrooms on average 3 times a week.

3) *Outdoor learning*-while outdoor learning happens naturally throughout the curriculum each department now has an “Outdoor Learning Grid” that details major outdoor classroom activities happening throughout the year. This is added to where appropriate. The culmination of this was our Outdoor Learning Week, beginning 20th May 2019, where all classes participated in a range of outdoor learning activities. A successful outcome to the pursuit of the Green flag will be determined after a final assessment by Eco-Schools.

Maths and Numeracy

Staff development training took place on Thursday 3rd January 2019. This was devoted to ensuring the quality of problem solving tasks across year groups, developing an enquiry based learning approach and encouraging the use of metacognition tools in classrooms. In addition to this IZAK9 (large cubes used for thinking skills and problem solving activities within mathematics) came into school and staff undertook training in the use of this resource. Following the introduction of a ‘Thinking Frame’ for STEM investigations this approach will be introduced into problem solving in maths next year, therefore developing the metacognition of the children and their ability to explain their reasoning and any strategies used.

Year 4 to Year 6 were successfully using IZAK9 to develop problem solving within their year groups, and pupil focus groups reported a positive response and learning experience from this.

There has been a definite progression in pupils saying they are allowed to choose how to present and record their problem solving work. In our pupil focus group all pupils reported a good response to teacher feedback, whether it was a discussion with their class teacher or being given time to read over comments in books.

In all lessons observed in Maths this year, the pupils and teachers used a rich and varied maths vocabulary, with pupils becoming increasingly confident in their use and application of this language as they progressed.

Year groups undertook some of their Numeracy lessons outdoors, including shape trails, angles in the environment and perpendicular and parallel lines in the environment. This was reinforced further by an Outdoor Learning Week in May for the whole school.

In May, year 5 parents were again invited to workshops to focus on embedding the four number operations and developing the use of problem solving within the year 6 curriculum. Workshops were taken by Mrs Merry and Mrs Moore.

We have also developed links with Ashfield Boys’ High School. The yearly overviews from Strandtown have been given to Ashfield along with some of our Number Talks resources, this will ensure progression between the schools.

The Numeracy Co-Ordinator and SENCO attended Maths Recovery Training with a view to bringing these strategies into Year 4.

Language and Literacy

Writing has remained our main area of focus throughout this academic year. As in previous years, a staff development session (Nov. 2018) helped teachers to play an important role in planning for

continued improvement and further development within Writing. Our main priorities within Writing have been encouraging dedicated reflection time for pupils and further developing our planned opportunities for extended and free writing across the curriculum and through the trio of arts. As a school, we have placed an emphasis upon showcasing and celebrating Writing; displays have been on show in classrooms and throughout the school.

Pupils have continued to use their purple writing books to keep all writing together and have been given time to reflect upon previously completed work. 'Polishing' pens, 'tickled pink' and 'green for growth,' alongside self and peer assessment opportunities are widely used across the school.

Feedback on Writing from pupils through focus groups has been overwhelmingly positive, in fact they continue to want more free writes!

During End of Key Stage moderation days, teachers celebrated the journey their pupils were on and went on to suggest further enhancements that could be made.

The recent ETI Sustaining Improvement Inspection acknowledged the huge efforts of staff and the range of writing experiences our pupils were afforded. Writing experiences were deemed to be highly effective for our pupils.

Good progress has been made to further develop key learning opportunities for ICT with Literacy. Literacy planning teams have taken steps towards planning for appropriate ICT links/ opportunities. More time is required to develop these key learning opportunities, share good practice and ensure further use of ICT to support Literacy development for all pupils.

Roll out of the Handwriting Scholastic scheme has continued to Year 5 from September 2018. As with the previous year, resources have been disseminated to Year 5 staff and are being used across all classes. This is reflected within Year 5 planning. Year 6, in liaison with Mrs Browne and Year 5 will begin using the new scheme in Sept. 2019.

Music and Performance

Music lessons involving singing, listening, performing and composing are being taught in all classrooms from Y4-7. We have been a little restricted this year with not having access to the Music room but this will return to normal in September. Our pupils were able to perform at a variety of events this year. Our Junior Choir sang during Harvest assembly and entertained shoppers in Castlecourt raising money for Autism NI at Christmas time. Key Stage 2 Choir sang in Wandsworth Community centre or the Arches care home at Christmas time and they also performed for our Easter assembly. Senior Choir sang at Knock Presbyterian at their Community Carol Service and at the Christmas assembly. They also had the opportunity to sing at a concert with Festival Brass to raise money for Marie Curie. On the night the proceeds from the concert came to £3400, a fabulous achievement and our pupils played their part in helping to achieve this. This year we held our annual Spring Concert in Glenmachan. It was a wonderful evening where all of our music groups took part. We had singing, dancing, drama and instrumental music. There were over 350 children involved and it was a great success. At the moment we have approx. 225 children learning musical instruments within school with over 100 pupils completing exams from Grade 1-5. Two pupils have completed Grade 5 this year. We were able to start some children learning instruments at the beginning of Year 5, hopefully this will continue in the

future. The change to the 'selection' process for choirs at the beginning of the year was a positive one and we will continue in this format for the next academic year.

Breakfast Club

Our breakfast club runs every morning in the dining centre from 8.00 a.m. Children have the opportunity to purchase a breakfast and play some table top games before the school day commences. Approximately 40 children avail of this club on a daily basis.

Assemblies and Visitors

All pupils continue to meet weekly within their year groups for assemblies. Assemblies are varied and led by either Heads of Year, individual classes or visiting speakers. Pupil singing and celebrating pupil success continue to be strong features of our assemblies.

As well as local clergy we have had speakers from various charities: N.I. Children to Lapland Trust, Storehouse, and the visit of the ABAANA choir from Uganda was a definite highlight this year. A strong feature of our assemblies this year has been a deliberate focus on E-Safety. In June of this year we were delighted to welcome Koulla Yiasouma, N. Ireland's Children Commissioner, to Strandtown to speak to our Year 7 pupils and school council. Year groups also welcome individual speakers to their assemblies relevant to their curriculum, for example Life Guards, Love For Life, Bible Explorers, NI Fire Brigade and Y7 enjoyed a visit from two of the Irish women's hockey team who won silver medals at the World Cup in August 2018.

Charity

All charities chosen by our school continue to be selected through our school council. During the last year Strandtown received many requests to support various charities and the school council decided to support the following: Storehouse (harvest food collection), Samaritan's Purse (319 shoeboxes), Poppy Appeal, N. Ireland Children to Lapland Trust. £ 1,644.25 was raised through a Christmas jumper day and Strandtown's Got Talent. At our Easter assembly, we presented cheques totalling £6,180.00 to ABAANA, Angel Wishes, Tiny Life and Guide Dogs for the Blind NI. Our school community continues to display such generosity in support of local, national and international charities.

Extracurricular Activities

Being able to offer our children a wide range of diverse extra-curricular activities is very important to Strandtown as it encourages them to become independent, confident and successful members of the community. The 2018/19 academic year was no different to previous years, the children were offered a wide variety of extra-curricular activities to meet the needs of all children.

Strandtown teachers continued to offer time and commitment to extra-curricular activities with outside agencies supporting our efforts to facilitate such large numbers and varying interests. A large number of our children who committed to sports clubs this year enjoyed the opportunity to represent Strandtown at various competitions. Many successes were celebrated with our children and were highlighted on our website. In particular, our girls' netball continues to grow from strength to strength and our table tennis players continue to compete at a high standard of competition.

We continue to offer a range of well-established clubs which prove very popular. This year we welcomed 'NI Skills School' to our extra-curricular programme.

Trips

Residential trips in 2018/19 included a ski trip to Erwald in Austria in January, 3 Holland trips in May/June and 2 trips to Delamont.

Holland proved to be very popular this year with over 40 children travelling on each trip. Numbers have significantly dropped for those attending Delamont and this is being considered for 2019/2020 trips. Our Ski trip numbers had increased to 30 this year and are to increase further for the 2020 trip.

All trips have proven to be very successful and very enjoyable for all pupils involved.