



# School Development Plan

2025-2028

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## 1. School Context

New Row St. Patrick's Primary School is a co-educational primary school in the parish of Magherafelt and Castledawson and is situated in the village of Castledawson, adjacent to the site of St Patrick's Church. The school has been in existence in different formats and locations but a school on the current site known as New Row opened in September 1933.

New Row St. Patrick's provides a caring, safe and respectful environment where every child is valued and supported. As a Catholic school, it promotes fairness, compassion and equality, with Religious Education and pastoral care central to school life. Pupils receive a broad, high-quality education with strong outcomes in Literacy and Numeracy, active learning experiences and well-matched support, including SEN provision. Positive behaviour, high expectations and pupil voice contribute to an engaging learning culture. The school maintains strong partnerships with parents, local schools and the wider community, fostering a welcoming, inclusive atmosphere where everyone's contribution is respected.

2023 was a historic year for our school as we adopted St Patrick as our patron saint, to help guide and protect us as our school continues to serve the community in which it belongs. This adoption of St. Patrick also led us, through consultation with pupils, staff, parents and the community to change the name of the school to New Row St. Patrick's P.S.

Through a further process of collaboration and consultation, our pupils led the school community in the identification of values we aspire to live by every day – in the classrooms, corridors, playground, staffroom and beyond. We use the acronym ST. PATRICK to help us to remember the values and live by them.

### Our Values

Supportive	Trusting	Positive	Aspiring	Teamworkers	Respectful	Inclusive	Celebrating	Kind
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Enrolment in September 2025 was 190 pupils and pupil numbers have been consistently above 160 for over 10 years. Several applications to DENI for temporary variations to the enrolment number of 170 because of a greater number of school-aged pupils in the locality. 15.8% of pupils are entitled to free school meals, 14.2 % are on the register for SEN and 5.8 % of pupils are newcomers.

The school staff consist of a principal, vice principal (3dpw/SEN 2dpw) and 8 class teachers (6 FT and 2 PT). Two full-time classroom assistants support learning in Foundation Stage and additional assistance is in place throughout the school, funded both by school and from Special Education. A clerical officer, building supervisor, cleaner and three supervisory assistants complete the staffing complement, along with the School Meals service staff.

The school building has undergone several refurbishments to enhance the learning environment and improve health and safety arrangements – most recently the provision of a hygiene room completed in Summer 2025. A Sensory Space within the school was also created earlier in the year, funded by our very supportive Friends of New Row. There is a need for replacement mobile accommodation and additional SEN space. Both these are with DE Minor Works and plans are progressing.

Our school has an excellent relationship with the community in which it belongs – where it is widely recognised that all are valued and nurtured – a school to be proud of and pupils to celebrate.

## 2. Mission Statement

*We care – We share – We learn*

Our vision is to enable independent and happy children to acquire a capacity  
for lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and  
achievement in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

### 3. Introduction

The plan has been developed with the full support and collaboration of staff and Governors and is shared with all stakeholders. It outlines the strategic direction for the school's continued progress for the next 3 years. It reflects a commitment to a cohesive and forward-thinking approach that integrates key priorities to achieve the school's vision and aims.

Our 3-year School Development Plan has been drawn up with reference and review guidance from Department of Education, most notably <https://www.education-ni.gov.uk/publications/guidance-school-development-planning-202526>

Evaluative tools used to ensure self-evaluation was carried out with sufficient rigour include:

#### *DENI publications*

- Every school a Good School: A Policy for School Improvement 2009

#### *ETI documents*

- Empowering Improvement - New Framework for Inspection 2025
- Inspection and Self-Evaluation Framework (ISEF) 2017
- Together Towards Improvement 2003

The following sources have informed the three-year strategic overview:

- Analysis of evaluations and evidence from previous year's action plan and identify any future actions. These evaluations are based on rigorous and ongoing monitoring and evaluation exercises carried out throughout the school year, clearly focussed on SDP targets and which includes identification of effective practice and actionable future steps.
- Consultation with and feedback from pupils, staff, parents/carers and governors via face to face discussion and online methods. This includes focus group meetings with pupils and parents
- Analysis of a wide range of school data including formal and informal assessments, standardised tests and professional judgements, revisited and updated at regular data meetings throughout the year
- Other ongoing monitoring and evaluation activities led by subject coordinators including meeting focus groups, room visits, reflections on children's work and evaluation of planning
- Consideration is also given to the outcomes from our safeguarding audit, the range of needs presenting across the school and any other information which provides an insight into how our children are progressing.
- Statutory changes and new systems are also considered when planning for the future.
- Reflection on practice as a result of professional development and collaboration with other schools.

#### 4. Outcomes of self-evaluation process

##### Summary of Strengths

The school demonstrates a strong child centred ethos with well-established values that support holistic development and inclusion. Safeguarding structures, pupil leadership groups and effective use of pupil voice create a supportive, reflective learning environment. High quality teaching and learning are evident across the curriculum, supported by robust planning aligned to the Northern Ireland Curriculum and a strong culture of professional collaboration. Leadership and management are underpinned by clear strategic direction, effective action planning, and strong communication across the school community. The school is also well connected to its wider community through positive relationships with parents, engagement with outside agencies, and regular celebrations of pupil achievements both in and beyond the school.

##### Summary of Areas for Consideration

Key areas for development include embedding school values more consistently within learning experiences and deepening the systematic use of pupil voice in planning, assessment and decision making. Further work is needed to strengthen planning across all curriculum areas, including establishing consistent approaches to feedback, marking and tracking (such as mental maths). Leadership development should include wider stakeholder involvement, particularly through increased governor participation and more whole school collaborative approaches. Strengthening links with the broader community and enhancing parental engagement—especially in supporting learning at home—would reinforce the school's vision of a connected learning community. Additionally, more targeted staff training and refined intervention planning will help ensure continued responsiveness to pupil needs.

#### 5. Identification of priorities

Staff work together to endeavour to identify the key priorities for development, ensuring a balanced, manageable and achievable plan is developed.

We have 3 key priorities which interlink and overlap:

1. To further develop our use of **feedback** to effectively improve outcomes for all learners in all aspects of school life
2. Develop further **progression** across the curriculum in all levels to ensure a clear focus on success by building on prior learning, experiences and rigorous evaluation
3. To develop further our understanding of our context, our local and wider **community** and to develop partnerships which will enhance the learning experiences and outcomes of all learners

## 6. School Development Plan Strategic Overview 2025

<b>3 Year overview</b>	<b>Year 1 (2025-26)</b>	<b>Year 2 (2026-27)</b>	<b>Year 3 (2027-28)</b>
<b>Feedback</b>	Use of effective children's feedback to evaluate and inform future planning to improve outcomes for all	Use of effective written and oral feedback from children and staff to improve outcomes for all learners	To extend the use of feedback to parents, key stakeholders and the wider community to improve outcomes for all learners
<b>Progression</b>	Children will make significant progress through experiencing coverage of all areas of learning within all areas of the curriculum from years 1-7	Use of effective assessment and tracking to ensure progress for all children across the curriculum	To continue to ensure progress for all children across the curriculum through a process of monitoring, review and evaluation of current planning (med term)
<b>Community</b>	Outcomes will be improved across the school through the involvement of parents and the local community, enhancing learning experiences for all	To enhance the learning experiences and outcomes for all children through enhance partnerships with key stakeholders, schools and outside agencies	To further develop established partnerships to ensure continuous improvements in the learning experiences of all

As new evidence is gathered and evaluated, the three-year strategic overview and 1 year action plan will be reviewed and updated as necessary to ensure continued relevance and effectiveness.

The School Development Plan serves as a foundation for staff development, alongside the actions detailed in individual improvement targets. The 3- year SDP overview specifies key priorities, which are addressed through the 1-year Action Plan over the 3 year period. This Action Plan provides detailed information on specific targets, the personnel responsible, timelines, and the procedures for monitoring and evaluation. The overarching goal of the SDP is to ensure that every learner in our school is supported to reach their full potential, reflecting the values of our school.

## **7. Monitoring and Review**

Each priority area has designated staff leads responsible for implementing and tracking progress. Leadership ensures the monitoring and evaluation timetabling reflects regular reviews throughout the year to ensure timely interventions and adjustments as required.

The one-year action plan will undergo a formal review at the end of this academic year. This review will assess each targets progress, identify emerging priorities and incorporate feedback from stakeholders. Updated plans will be shared with staff and governors to maintain transparency and accountability.

The Board of Governors play a strategic oversight role by approving the initial plan, reviewing progress and supporting the implementation of key actions. Their involvement ensures that the plan remains aligned with the school's vision, statutory requirements, and long-term improvement goals.

8. Year 1 overview

8.1. targets

Feedback	Progression	Community
Use of effective children's feedback to evaluate and inform future planning to improve outcomes for all	Children will make significant progress through experiencing coverage of all areas of learning within all areas of the curriculum from years 1-7	Outcomes will be improved across the school through the involvement of parents and the local community, enhancing learning experiences for all
<b>Targets</b>		
<p>Performance in</p> <ol style="list-style-type: none"> <li>1. Literacy <ul style="list-style-type: none"> <li>• Reduce underachievement in PTE for Y5-7 by 13%</li> <li>• In FS &amp; KS1, all children will make progress in line with their ability</li> </ul> </li> <li>2. Numeracy <ul style="list-style-type: none"> <li>• Reduce underachievement in PTE for Y5-7 by 15%</li> <li>• In FS &amp; KS1, all children will make progress in line with their ability</li> </ul> </li> <li>3. ICT <ul style="list-style-type: none"> <li>• To develop pupils' skills in computational thinking and coding to enable progression through levels 1-4 of CCEA desirable features</li> <li>• All children achieving by end of FS L1, KS1 L2 and KS2 L4 CCEA (5 Es).</li> </ul> </li> <li>4. BWDW <ul style="list-style-type: none"> <li>• All children will be upskilled in approaches to manage their own emotional health and wellbeing</li> </ul> </li> <li>5. SEN <ul style="list-style-type: none"> <li>• All children on the SEN register will make progress in literacy and numeracy from the previous year to the next (not necessarily in line with or above ability.)</li> </ul> </li> <li>6. (Other) <ul style="list-style-type: none"> <li>• All children will show improved participation, enjoyment and skills across all areas of the curriculum</li> </ul> </li> </ol>		

8.2. Action plans

<b>Action Plan 1: Feedback (led by C Shivers and C Hasson)</b>				
Summary baseline Having considered all evidence related to learning and teaching, planning, evaluation, children's work and communication with stakeholders, we concluded that while effective feedback is in place, there is a need to further develop strategies to ensure that feedback at all levels is informative and leads to improvement. There is also a need to ensure that feedback is a reciprocal process.				
<b>Priority: Use of effective children's feedback to evaluate and inform future planning to improve outcomes for all</b>				
Action	Impact	Evidenced by	Lead resp	Timescale/resources
Feedback from children will contribute to evaluations of learning and effective evaluations of planning are used to improve learning experiences of all children	Enhanced learning experienced for all children	Teachers' planners & eval Collation of findings from evaluation stations Children's work	Middle leaders	Weekly and incidentally Photos and samples of work
Feedback from the children will contribute to the monitoring and evaluation of SDP	Enhanced learning experienced for all children	Coordinator folders SDP evidence Pupil Leadership Group folders	Middle leaders Leadership group leaders CC: CS EC: NS DL: AMG SC: CH	Term 3
Through the talking and listening element of learning included in each lesson, children will be enabled to reflect on and articulate their learning and their feelings	Increased confidence in articulating their views	Class visits Pupil focus groups	Middle leaders	Daily
To further develop the structure of leadership groups processes (School Council, Care Crew, Eco Council and Digital leaders) to ensure two-way communication between the classes and the groups e.g. wholes school circle time, class meetings	All children have an opportunity to feed into the decision-making process of the leadership groups Improved peer -peer relationships Self confidence in ability to express their thoughts fluently	Minutes of Leadership Group Whole School Circle Time Class meeting  Children's work  Monthly Newsletter	Leadership group leaders CC: CS EC: NS DL: AMG SC: CH	Weekly meetings Cover for leaders
All classroom and whole school displays will include the pupil voice, reflecting on their learning experience	Meaningful displays which connect well to the children's learning	High quality displays throughout the school	VP	Display refresh included on strategic calendar 3x per year for literacy, numeracy and theme

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Action	Impact	Evidenced by	Lead resp	Timescale/resources
To develop cognition and learning strategies across the school, through the Graduated Response, that are enhanced through feedback from children	Children on the SEN register discussing and contributing to their personal target setting process and evaluation of their learning All children have the opportunity to feed into learning and teaching across school	PLPs SEN focus group Evidence collated during class visits Annual reviews CA evidence groups Evaluation Week Evaluations of planners Pupil focus groups	SENCo Middle Leaders	Children contribute to target setting and review 2x year Weekly evaluations of learning Pupil focus groups during monitoring of Action Plans in Term 2

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<b>Action Plan 2: Progression (Led by O Kelly and C Hudson)</b>				
<p>Summary baseline Having considered all evidence related to learning and teaching, planning, evaluation, children's work and communication with stakeholders, we concluded that while planning is in place, there is a need to further develop strategies to ensure that planning at all levels leads to improvement. There is also a need to ensure to progression in short, medium and long term planning. There is also a need to ensure inbuilt progression in every lesson.</p>				
<p><b>Priority: Children will make significant progress through experiencing coverage of all areas of learning within all areas of the curriculum from years 1-7</b></p>				
Action	Impact	Evidenced by	Lead responsibility	Timescale/resources
Effective long-term planning across the curriculum to ensure breadth and progression in all areas of learning from Years 1-7, particularly in Literacy and Numeracy	Clear progression in learning, year on year	Whole school planning	Middle leaders	Weekly planning sessions Literacy and Numeracy frameworks NI curriculum CCEA progression grids
Ensure that cross curricular links are in line with progression in Literacy and Numeracy	Children learning in line with their ability across all areas	Children's work	Middle leaders All teaching staff	Weekly planning sessions Literacy and Numeracy frameworks NI curriculum CCEA progression grids
Effective medium-term planning in place for all classes, reflective of the learning needs of the current cohort.	Clear progression within a term for all children	Planning & evaluations Children's work	Middle leaders	Weekly planning sessions Medium Term Planners Long Term Planners
Effective short-term planning evaluated rigorously weekly	Clear focus on learning Learning intentions shared and understood by all the learners Progression week on week Learning needs of children effectively met	As above incl feedback from children Improved outcomes in assessments	Middle leaders	Weekly planning sessions Short Term Planners
Well-planned, challenging lessons with a clear focus on learning	High levels of engagement Children enjoying learning Working in line or above their ability Children collaborating and working well together Children's voice evident Teacher as facilitator	Children's work Children's voice Short term planning Displays	Class teacher	Data Book Resources that support active learning

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Action	Impact	Evidenced by	Lead resp	Timescale/resources
Ensure progression in learning through play through short term planning experiences	Highly engaged children in sustained and challenging learning Development of thinking skills and personal capabilities Involvement of children in planning High level of communication skills Well-developed creativity High level of independence Collaboration with peers Physical development	Planning and evaluation Children's work Pupil voice Observation of learning Improved outcomes in Literacy and Numeracy	Y1-4 staff	NI curriculum CCEA progression grids Play planners Years 1-4
Develop a framework to ensure progression in play-based experiences	See above	See above	Y1-4 staff	NI curriculum CCEA progression grids Play planners Years 1-4
SEN: Implementation of the Graduated Response Framework- including PLP target setting and rigorous tracking of interventions	All children including those with SEN will make progress in line with their targets Children highly engaged in their learning	PLP Records of concern Intervention monitoring SEN focus group Evidence collated during class visits Annual reviews CA evidence groups Improved assessment outcomes	SENCo All teaching staff	Graduated Response Framework Provision Mapping Regular staff meetings dedicated to SEN
To ensure progression in Reading for Enjoyment by tracking progress and attitudes	Highly engaged children in reading All children will make progress in reading	Assessments Data Book Audits PLPs	Literacy Coordinator Class teachers	Termly progress meetings
To ensure progression in ICT skills through the development of 5Es	All children are highly engaged in ICT-related learning activities Improved digital literacy Confidence and proficiency in use of hardware and software Increased awareness of how to keep safe online	Pupil work At a glance Planners Display Collation of observations from classroom visits Pupil voice	ICT	Northern Ireland Curriculum CCE progression grid

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Action	Impact	Evidenced by	Lead resp	Timescale/resources
To ensure progression in ICT skills through coding from Y1-7	Improved coding skills from Y1-7	See above – with focus on coding	ICT	
Embed Being Well Doing Well in school through planning and evaluation which shows progression from Years 1-7	Children more able to regulate emotions independently	Audits Observations Children's work Focus groups Classroom visits Planning and evaluations Coordinator folder	BWDW Team	Termly monitoring

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<b>Action Plan 3: Community (Led by D Graffin and M Diamond)</b>				
Summary baseline Having considered all evidence related to learning and teaching, planning, evaluation, children's work and communication with stakeholders, we concluded that while links with the community are in place, there is a need to further develop strategies to ensure that the involvement of parents and the local community leads to improvement. There is also a need to ensure that the impact of these links is measured effectively.				
<b>Priority:</b> Outcomes will be improved across the school through the involvement of parents and the local community, enhancing learning experiences for all				
Action	Impact	Evidenced by	Lead responsibility	Timescale/resources
Effective use of school environment to ensure enhanced outdoor learning experiences across all areas of the curriculum.	Highly engaged children in sustained and challenging learning Development of thinking skills and personal capabilities High level of communication skills Well-developed creativity High level of independence Collaboration with peers Physical development	Planning and evaluation Children's work and photographs Pupil voice Observation of learning Improved outcomes in Literacy and Numeracy	Middle Leaders All teaching staff	Sensory Garden Eco Council meetings Outdoor learning equipment Daily
Further develop the use of pupil leadership groups within our school and local community.	Enhanced learning experienced for all children Increased confidence in articulating their views	Class council's established – evidence of a 2-way approach to leadership groups Leadership folders Photos	Leadership group leaders CC: CS EC: NS DL: AMG SC: CH  All teaching staff	Weekly leadership group meetings Weekly class council meetings Planned visits within the local community for leadership groups
Effective use of the local community in enhancing the learning experiences of all.	Enhanced learning experienced for all children Children more knowledgeable about the local community	Opportunities to learn about and visit the local community visible in planning Children's work Photos Risk Assessments	Middle Leaders All teaching staff	Adult support Risk Assessments

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Action	Impact	Evidenced by	Lead resp	Timescale/resources
Planned visits from those in the local community to enhance learning experiences across the curriculum-particularly linked to theme.	Enhanced learning experiences for all children Children more knowledgeable about the local community and those who work in it	Opportunities to learn the local community and visits from members of the community visible in planning Children's work Photos	Middle Leaders All teaching staff	1 per theme
Further develop Reading for Enjoyment using mystery readers in the community.	Children highly engaged in Reading for Enjoyment across school Improved outcomes in literacy-particularly reading	Audits on attitude towards and enjoyment of reading Teacher assessments AR/ Reading Eggs Progress PTE scores Reading levels	Literacy Coordinator	Every Reading for Enjoyment Week
Involvement of parents in the development literacy, numeracy and theme across all key stages.	Enhanced learning experienced for all children Improved outcomes in literacy and numeracy Increase in parent confidence in supporting children; s learning	Parent workshops in literacy and numeracy Parents meetings Weekly Seesaw message Sway Social media	Middle Leaders All teaching staff Parents	As and when appropriate
Effective use of pre-school and Key Stage 3 links to support transition, including Toddler Group.	Successful transitions from pre primary to primary and primary to secondary Strong partnerships with local pre-schools and secondary schools Enhanced experiences for all pre-school children in the community	Visits to and from local pre-schools Visits to and from local secondary schools Photos	VP/ Y6 and 7 teaching staff	Half termly visits from Kiddies Castle

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Action	Impact	Evidenced by	Lead responsibility	Timescale/resources
Strengthen staff as a community of learners through continued sharing of practice and professional development.	Upskilled staff More confident staff Consistent approaches to learning and teaching Consistent approaches to the management of SBEW and BWDW	PRSD Minutes folder Coordinator folders	Middle leaders All teaching staff	Planned sharing practice sessions and PRSD using the Strategic Calendar
Develop children's role as active participants in our community of learning.	Enhanced learning experienced for all children Increased confidence in articulating their views Learning which is influenced by children's views and opinions	Evaluations of planners Evaluation Week Children's work Photos	Middle Leaders All teaching staff	Weekly as part of evaluations Evaluation Week Incidentally during learning and teaching
Develop a community of children, staff, parents and partnerships who will work through the Graduated Response (SEN)	High quality learning and teaching experiences across school for all children, including those on the code of practice Improved outcomes for all	Planners and evaluations PLPs CA monitoring Intervention evaluations Data Teacher assessments Audits Pupil focus groups Referral forms Reports from outside agencies	SENCo All teaching staff Coordinators RISE NI Local Impact Team SEN link advisor Health services Education Psychology Parents	Ongoing
Strengthen as a community of learners through building on local partnerships- Moyola, Toome/ Creggan PS, Shared Ed, Friends of New Row, St. Malachy's GAC, Parish.	Enhanced learning experienced for all children	Planners and evaluations Social Media Seesaw Sway Pupil feedback	Middle Leaders Class teachers	Ongoing