

Portadown Integrated Nursery and Primary School

AGM Report 2017



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This report is provided to inform parents about aspects of the work of the school, as required by the Department of Education.

The Responsibilities of a Board of Governors

Governors are obliged to carry out specific duties in relation to:-

- Admission of Pupils (admissions policy, enrolment restrictions)
- Finance (allocating funds, teachers' pay policy, use of facilities)
- Curriculum (ensure the Northern Ireland Curriculum is being delivered and assessed, ensure the education of children with Special Educational Needs)
- Management of Staff (appointment of teachers and other staff, disciplinary and grievance procedures)
- School inspections (take account of any inspection findings)
- Reporting to Parents (annual report)
- Premises Management (inspections, repairs and maintenance, health and safety, school security)
- Pupils (pastoral care including child protection, discipline)

Portadown Integrated Nursery and Primary School Board of Governors		
Department of Education Representative		End of term of Office
Mr David Millie		May 2019
Mr Arder Carson		May 2019
Mrs Stacie Ross	Treasurer	September 2020
Parent Representatives		
Mr Shane Devlin		September 2018
Mr Anthony McCullough		November 2020
Parent Nominees		
Mr William Dugan		October 2018
Mrs Karla Burton		October 2018
Mrs Noreen Crummie		January 2018
Mrs Ruth Norton	Secretary	January 2018
Foundation Governors		
Mr Joe Cullen		November 2018
Mr Pat Gallagher		November 2018
Mr Michael Hogg	Chairperson	November 2018
Mr Pat Devlin	Vice Chairperson	November 2018
Staff Representatives		
Mrs Nicola Curran		November 2018
Mr Desmond Gordon		January 2018
Co-opted		
Mrs Bernadette McGinnell		

Pupil Enrolment Figures

Academic Year 2017 / 2018	Total Number	Female	Male	Catholic	Protestant	Other
Pupils (Main School)	331	168	163	122	94	115
Pupils (Nursery)	52	24	28	17	16	19

Breakdown of classes September 2017

Class	Catholic	Protestant	No Religion	Other	Totals	Male	Female
P1	21	15	13	9	58	27	31
P2	16	21	14	7	58	25	33
P3	20	18	11	13	62	31	31
P4	24	11	8	7	49	26	24
P5	18	12	6	7	42	22	21
P6	15	8	5	3	31	14	17
P7	9	9	3	10	31	19	12
Sub Total	122	94	59	56	331	163	168
Nursery	17	16	3	16	52	28	24
Total	139	110	62	72	383	191	192

The table shows the attendance figures for 2016/17

Attendance figures are consistent with other schools within the same Free School Meal Band (at present Band 3, with 22.1% of children eligible for FSM). Attendance data is monitored each month; parents of children who fall below an 85% attendance are contacted unless there is a clearly understood reason for absence. In the event that there are sustained attendance problems the Educational Welfare Service is contacted for assistance.

	Attendance %
Nursery	86.2%
Primary 1	94.3%
Primary 2	94.3%
Primary 3	94.8%
Primary 4	93.7%
Primary 5	95.3%
Primary 6	96.4%
Primary 7	94.4%
PIPS average (less Nursery)	94.7%
NI Average	95.5%

Pupil Behaviour

At Portadown Integrated Primary School we are very proud of the behaviour and positive attitudes of the children. During the school inspection, the inspectors commented very positively on the qualities and attitudes that the children develop during their time at the school.

'The children are confident and creative and contribute to the attractive artwork displays throughout the school. They engage well in the learning process and have taken personal responsibility for contributing to the integrated school ethos and are respectful to others. They participate effectively in group and paired work, and display high levels of independence in all aspects of school life. The children have pride in their school and their behaviour is exemplary.' ETI Report October 2014

This positive behaviour is achieved by the school's approach to positive discipline, Rights Respecting Language, the use of School Council, Playground Buddies, Peer Mediators and the Integrated ethos.

Assessment of pupil Progress

- The progress of classes is tracked as they progress through the school.
- The progress of individual pupils is tracked as they progress through the school.
- The progress of boys and girls is tracked and compared.
- High, low and underachieving children are identified and monitored using analysis of NRIT alongside Progress Test Maths (PTM) and Progress Test English (PTE).
- There is collaboration between Coordinators and the Learning Support Teacher to analyse data and identify areas for development and children for support.
- Coordinators complete an analysis of mark sheets to identify specific areas that need to be addressed.
- Class targets are set in response to analysis of data and teacher judgement. Targets focus on the needs of the class and aspects of teacher practice that need to be focused on
- Staff complete levelling exercises twice each year with a focus on writing, reading and or maths. Portfolios are kept as a record of our assessments and for future reference.
- Monitoring and evaluation of Assessment for Learning and Marking Feedback is focused on the raising of standards. Individual teacher and group feedback is provided and good practice shared.
- Teaching plans are living documents that are evaluated on an on-going basis. Teachers make reflective comments on the progress of individuals and

groups within their class. Future planning is identified through understanding of the pupil progress. Spelling and Maths class based assessment scores, running records and phonics testing are used.

'The school's internal assessment data indicates that most of the children make very good progress in English and Mathematics in line with their ability or above expectation. The school has appropriately identified a small number of the children who are underachieving due to a range of factors and have put in place an effective range of teaching strategies to address barriers to their learning.' ETI Report October 2014.

Literacy/NRIT comparisons	
Key Stage 1	2016-17
On Target	79.6%
Above Target	15.9%
On and Above	95.5%
Key Stage 2	
On Target	82.4%
Above Target	15.9%
On and Above	95.5%

Numeracy/NRIT comparisons	
Key Stage 1	2016-17
On Target	75%
Above Target	20.5%
On and Above	95.5%
Key Stage 2	
On Target	80%
Above Target	10%
On and Above	90%

Additional/Special Needs Provision

There are currently 49 children who have Individual Education Plans and are registered at stages 2-5 of the Additional Support Code of Practice.

Through the School Development Plan and Special Educational Needs action plan, the following initiatives have been completed or are work in progress:

- SEN provision is continually audited and an improvement plan implemented.
- The Nursery and Foundation staff have completed and implemented training on developing children's language and communication. All staff are to receive training in January 2018.
- The SENCo has provided training to new staff trained on the principles of Literacy Difficulty Project
- The school continues to review and enhance the range of interventions that are used to support children with additional needs.
- During the school inspection the District Inspector advised the school that the implementation of 'Difficulties in Literacy Project' is amongst the very best that has been seen in inspected schools'. There has been a whole school focus on developing Dyslexia friendly teaching and learning approaches that can support the learning of all children.

- There is a strong focus on planning IEPs in partnership with pupils and parents. New staff training in the development of effective IEP writing- to be monitored by the SENCo
- The Sensory Room is used on regular basis to support children with a variety of needs.
- Weekly meeting time is arranged for class teachers and SEN Assistants to review and plan learning for identified and statemented children.
- The Learning Support Teacher has a programme of timetabled meetings with class teachers to plan and evaluate Individual Education Plans for children on the Special Educational Needs Code of Practice.
- The Special Education Needs Co-ordinator monitors the progress of children and the use of teaching and learning strategies by all teachers.
- Data is used effectively to identify learning needs of children and track progress.

Additional Needs Interventions

An instructional intervention is a specific program or set of steps designed to help a child improve in an area of need.

Instructional interventions have some key elements:

- They're intentional, meaning they're aimed at a particular need.
- They're specific and formalized. An intervention lasts a certain number of weeks or months and is reviewed at set intervals.
- They're set up this way so you and the school can monitor your child's progress with an intervention.

Interventions are formalized, but they can be flexible too. For example, if a particular program isn't helping a child, the school may change it. This might mean increasing the amount of time the child gets reading support each week. Or it might mean getting more intense support—such as moving from small group instruction to one-on-one help.

SEN Interventions 2016/17

Intervention Type	No. of children	Outcomes
<p>Reading Partnership The children are withdrawn from class three times a week to read with a 'Reading Partner Tutor' on a one to one basis.</p> <ul style="list-style-type: none"> • Time is divided up into 3 parts. A familiar read, a text they practised the previous day and a new text. The partner will take time to get to know the child and pick texts they think will interest them. • Six children per term are selected. • Books are bought especially for this programme. 	18	All children made progress. 5 children remained below their chronological age in reading but improved on average 7 months. The remainder of the children improved on average 12 months.

<p>Maths Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult.</p> <p>Catch Up Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:</p> <ul style="list-style-type: none"> • Counting verbally • Counting objects • Reading and writing • Hundreds, tens and units • Estimation • Word problems • Translation • Remembered facts • Derived facts • Ordinal numbers 	6	All children progress one level in SEAL. 5 of the children are not at the expected level.
<p>Lexia Reading strategies provide scalable, personalised learning to students of all ages and abilities without impacting on teaching time and resources. Our software ensures teachers and students are supported in the following areas to allow goals to be met:</p>	21	75% of children supported during 2016/17 improved their PTE scores.
<p>Lego based Therapy is a social development programme which helps children with communication difficulties. The programme is based on structured and systematic activities to develop children's social communication difficulties.</p>	9	All children receiving the intervention have shown improvement in terms of: being able to complete tasks independently; understanding role; overall ability to complete; attention and listening; turn taking; describing and asking questions.
<p>Time to Talk supports the development of communication skills. It supports the development of co-operative skills, oral language and social interaction skills to children aged 4-6.</p>		
<p>The Sensory Room was designed to create relaxing and calming yet stimulating environment that works to develop users' sensory needs. It supports children with autism and a variety of sensory and development needs, including learning disabilities.</p>		Calm breaks in child sensory diet have impacted positively on behaviour, emotional well being and calm, alert state.
<p>Read Write Gold is a flexible toolbar containing support features to make reading and writing easier. The programme is used to support children with dyslexia and dyslexic type tendencies to develop writing and spelling.</p>		The assistive technology has increased levels of independence and allowed children to engage in learning activities more effectively
<p>Through P4C children are taught how to create their own philosophical enquiry. They engage in small groups in high level thinking and discussion.</p>	5	Used to support children who were identified as Gifted and Talented

<p>Occupational Therapy sessions support the development of:</p> <ul style="list-style-type: none"> • Fine Motor/Visual Motor Activities • Sensory Integration Activities • Executive Functioning Activities • Strengthening and Coordination Activities 	17	There is evidence to show that children involved have improved in some or all of the following areas: handwriting, concentration, fidgety type behaviour, PE activity, Playground activity, interaction and self esteem.
<p>Spelling – small group and individual focus using a range of strategies to help pupils improve their spelling.</p>	100%	100% of children who received literacy support improved their Vernon standardised scores
<p>Learning support – children supported individually and in small groups</p>	35	83% of children improved PTE scores in P4-7
<p>Foundation Stage Support – focus on early intervention for primary 1 and 2 children</p>	10	80% of children scored above or in all areas of the Middle Infant Screening Test (MIST) assessment

Pupil Groups

At Portadown Integrated Primary School pupil voice is very important. We ensure that high importance is placed on Article 12 of the UNCRC, Every child has the right to give an opinion and be listened to.

Pupils are consulted at class and whole school level through Circle Time, planning for learning, questionnaires, audits and interviews. There are a wide range of pupil groups for them to engage in including: Class Council, School Council, ECO Team, Rights Respecting Team, Peer Mediators, Playground Buddies, Prefects, Pupil Advocates, Choir and E Safety Team.

Class Council	At Class Council meetings, the children share and discuss ideas for ways to improve their school and support their community. The Class Council representatives record ideas for their class and present them at the next School Council meeting for discussion.
School Council	School Council meets each month to discuss the ideas, decide on the most effective ways to change and improve the school and then talk to the people who can help to make it happen. The School Council regularly share news and information about new initiatives and the important things which are achieved.
ECO Team	Portadown Integrated School is proud to have been awarded the Eco Schools Green Flag on two occasions. This is a fantastic achievement and reflects the many things which happen at the school. Recent Eco activities on energy saving, recycling, active travel and global thinking have been very successful.
E Safety Team	The E Safety Team pupils and adults meet each month to develop understanding of what safety means in the online world. The Team aims to equip every individual in the school community with tools to be internet smart.

Playground Buddies	<p>Playground Buddies from the Primary 4 and 7 help the playtime supervisors to make playtimes a happy time for children. Buddies are given training before working in the playground.</p> <p>The role of Playground Buddies involves: helping children find new friends; making children feel comfortable and welcome including children who are lonely and helping them to play games giving support to children to find solutions to a problem; being fair and not taking sides; helping children if they fall over and comforting them; helping children to find something if they've lost it in the playground; asking the lunchtime supervisors if they are unsure of what to do in a situation and helping to put away playtime equipment.</p>
Peer Mediators	<p>The purpose of peer mediation is to help children find appropriate ways to respond to problems with others, it is not about telling others what to do. Peer mediators do not "make decisions" but rather work towards a win-win resolution for both sides in a disagreement.</p> <p>The children learn responsibility for their behaviour; to be responsive to their peers in a cooperative and constructive manner; improve communication skills and to be fair and impartial.</p>
Pupil Advocates	<p>Pupil Advocates represent the children of the school by being positive role models. They listen to and help children with problems or concerns as well as gathering the views of pupils throughout the school.</p>
Choir	<p>The choir meets each week to prepare for events that are important to the whole school community. They sing at concerts, Religious Services and local venues.</p>
Prefects	<p>The role of the Prefects is to:</p> <ul style="list-style-type: none"> • To be a support for children needing some help in the playground • To escort children in need of support to an appropriate member of staff on duty • To be stationed in the playground at line up time to encourage good lining up. • To be an exemplar of positive behaviour, attitude and conduct • To help reinforce positive behaviour at break and lunchtimes • To be school 'Ambassadors' at school functions e.g. Christmas production – showing audience to their seats, taking the leaving collection etc.

School Development Plan 2014-17

Assessment of the School Development Plan 2014-17		
Overall Key Targets	Evaluation/Outcomes/Evidence	Future Plans
<p>To maintain and raise standards in pupil achievement in Literacy by ensuring that 95% of children are working in line with their ability and are making progress.</p>	<p>PTE Year 4 -7</p> <p>81.5% of children are achieving at their expected level.</p> <p>14.8% of children are achieving above their expected level.</p> <p>96.3% of children are achieving at or above their expected level.</p> <p>PTM Year 4-7</p> <p>78.5% of children are achieving at their expected level.</p> <p>13.3% of children are achieving above their expected level.</p> <p>91.8% of children are achieving at or above their expected level.</p>	<p>This target will continue to be a focus for the next three year development cycle.</p>
<p>To maintain and enhance staff professional development, collaboration, sharing of good practice and teacher self-reflection so that standards will be raised in teaching and learning.</p>	<ul style="list-style-type: none"> • As a growing school the need to sustain adapt approaches was identified. The school's leadership and management structure and procedures were reviewed and enhanced in line with increases in pupil numbers and staff. • Foundation and Key Stage leaders were appointed. • Nursery leader received leadership training June 2015 • The SLT received training (September 2016) on leadership and management relevant to their role. • Middle leaders were provided with a two day leadership training in January 2017. • Nursery and Foundation staff use timetabled Trusted Colleague visits to share practice and develop continuity and progression. • There has been a focus on distributing leadership throughout the school in line with the school growth. • New staff have been supported through focused use of line managers, KS heads, Key Stage meetings, lesson observations, team teaching and sharing of good practice. • The Trusted Colleague process was introduced and adapted. It will be developed further during the period of the next SDP. • Staff used a Collegiate book discussion approach to the evaluation of pupil work and the sharing of 	<ul style="list-style-type: none"> • There will be a focus on the continued development of leadership at all levels through a focus on the Trusted Colleague approach, effective classroom and feedback activities.

	<p>good practice. During the 2017/18 staff will receive training and develop the approach further.</p> <ul style="list-style-type: none"> • Collaboration and staff development has been a focus throughout all areas of the school. Staff have researched, developed and presented in-house staff training. 	
<p>To maintain and enhance the school's Integrated ethos in relation to Equality and Diversity, Child-Centered Education, Partnership with parents and Faith and Values.</p>	<ul style="list-style-type: none"> • The school achieved the Excellence in Integrated Education Award in February 2015 following an extensive evaluation of the school's ethos and plans for future development. • In May 2015 the school achieved the level2 Rights Respecting award following assessment by UNICEF. The school has continued to act as an ambassador for the UNCRC. Staff and pupils have supported other schools who have gone on to achieve their level 1 awards. • The school renewed its ECO school award in June 2016. • The school has engaged effectively Saint Tersas's PS, Lurgan through the Shared Education Programme. • The school continued to promote an Integrated, inclusive ethos through a wide range of activities and events (Integrated education Week, Anti Bias work, church involvement) • The school organised and hosted a "Communities in Dialogue' day in November 2015. It was attended by representatives from Church, Education, business and Public organisations along with members of the wider community who were new comers to Northern Ireland. • The school continued to engage effectively with its work on Global education. • Pupil Groups remained a high focus. During the last three years there have been pupil groups for the following: school Council, ECO team, Rights Respecting Team, E Safety Team, Active Travel Team. • Parent workshops were organised for Language and Communication and Early Childhood Development. • Parents were invited to the AGM to listen to the children present information on a range of issues that were being developed by pupil groups. • The school continued to develop and enhance partnership with parents through the Pupil portfolio approach, review of annual reports and a review of parent teacher meetings. 	<ul style="list-style-type: none"> • Renewal of the RRSA Level 2, Excellence in Integrated Education and ECO School awards. • Continued focus on activities and events relating to IE • Focus on Newcomer families

School Development Plan 2017-20

We have begun the latest cycle of School Development Planning. The new plan will run from September 2017 to June 2020. As with the last plan we have agreed three main whole school targets which have been identified through self-evaluation. To complete self-evaluation the following strategies were used:

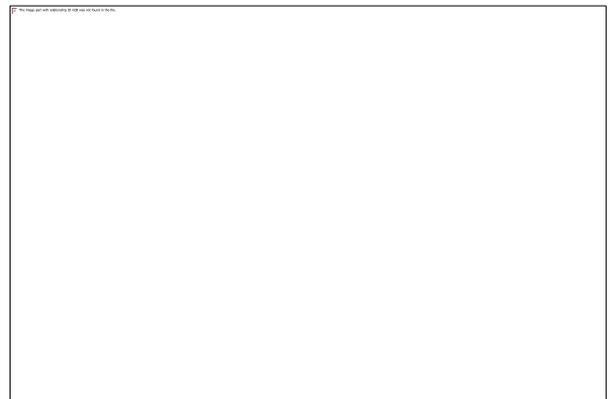
- Questionnaires for pupils, parents and staff on ethos, learning and pastoral care.
- Analysis of assessment data – Progress in Maths, Progress in English, Non Reading Intelligence Test, Intervention data, Attendance data
- Classroom observations, monitoring of pupil work
- Staff dialogue using the Inspection Self Evaluation Framework (ISEF), Together Towards Improvement, Checklist, Standard descriptors.

Consultation Procedures:

The school actively sought the views of pupils, parents, staff and others to help inform practice and plan for development.

The views and experiences of stakeholders are gathered through the following approaches:

- Pupils Ethos Questionnaire
- Pupil Maths Google audit
- Literacy Parent questionnaire
- Parent Primary School Questionnaire - May 2017
- Classroom Assistant Questionnaire February 2017
- Parent of children at stages 2-5 of the SEN Register Questionnaire - May 2017
- Teacher Audit June 2017
- SLT audits June 2017
- Together Towards Improvement, Pre School
- Child Protection Questionnaires - Pupils, Parents, Staff and Governors
- Rights Respecting School audits
- Pupil Council discussions
- Collegiate Book Discussions
- Trusted Colleague Networking
- Classroom Observations
- Book reviews
- Team Teaching
- ISEF
- Use of Self Evaluation proforma documents with teaching staff
- Governor Self Evaluation proforma
- TTI Special Education Needs document
- Dyslexia Friendly School document
- Excellence in Integration Kite Mark Self Evaluation Tool



- Anti-Bullying Questionnaires – Pupils and parents
- ETi Safeguarding Proforma (Primary and Early Years)
- ETi Quality Indicators for Governance
- 360 Self-Assessment – ICT and E-Safety
- ECO Schools Renewal Form
- Positive Behaviour Consultation – all stakeholders
- Pupil Data (GL) Staff meeting time for self-evaluation
- Review and Evaluation of 2014-2017 action plans
- Curriculum Co-ordinators evaluation of areas of responsibility
- Pupil Attendance - DE Statistical Bulletin
- Self Evaluation Framework.

Main School Development Targets 2017-20

To maintain and raise standards in pupil achievement in Literacy and Numeracy by ensuring that 95% of children are working within the range of or above their expected ability level.

- PTM/PTE targets for Numeracy and Literacy action plans will reflect trends for improvement.
- Develop children's language and communication skills across the school.
- Develop the teaching of comprehension across the school.
- Continue to enhance effective teaching and learning approaches in line with recent research.
- Develop the quality of learning and teaching of Guided Reading.
- Enhance quality of individual pupil target setting.
- Develop teaching and learning of 'Processes' in maths.

To enhance the quality and outcomes of evaluation, professional development, collaboration, sharing of good practice and teacher self-reflection so that standards will be raised in teaching and learning.

- Increase staff capacity to engage in high quality self evaluation.
- Further develop the use of Collegiate Book Discussion to raise standards in teaching and learning.
- To enhance stakeholder voice and its impact on seeking improvement.
- To develop further the Trusted Colleague Networking process to raise standards in learning.
- Enhancing the quality of lesson observations and feedback to secure improvement.
- Develop the use of pupil tracking (children identified through data, SEN children, Gifted and Talented, Pastoral, Behavioral).

To identify priorities, raise standards in all learning areas and ensure efficient delivery of learning experiences for all pupils.

- Consolidating previous initiatives and reducing pressures of the timetable (P4C, FE, CT, ECO, Fairtrade, Anti Bullying, Climate Change week, World Book and maths Days, Global Education, E Safety Week, IE week, assemblies).

Coordinator SLT MEETINGS will agree how the additional curriculum elements will be developed during the year.

- Ensuring that all Target setting procedures are effective.
- Enhancing teaching and learning approaches.
- Identify and plan for priorities within each area.
- Pastoral Care focus on ESafety, Safeguarding and the embedding of the NSPCC Keeping Safe Programme.
- Renewal of the RRSA and EIEA Awards.

Use of Staff Development Days 2017/18

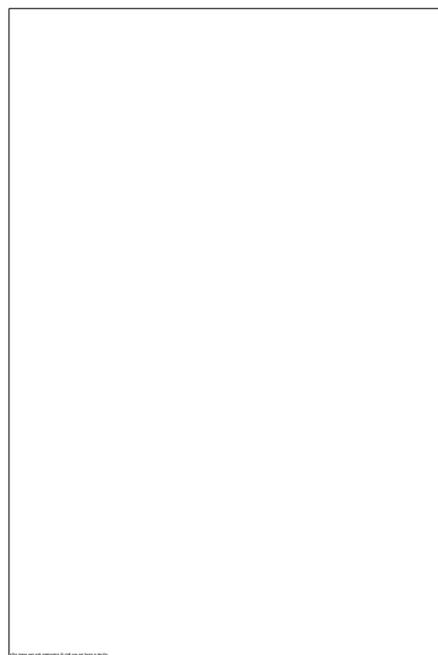
	Primary	Nursery
Thursday 24 th	Class Preparation time	Class Preparation time
Friday 25 th	Class Preparation time	Class Preparation time
Monday 28 th	Class Preparation time	Class Preparation time
Tuesday 29 th	<ul style="list-style-type: none"> • Presentation of Data • SDP overview • Action plans • Staff Handbook • Parallel teachers meet to discuss plans for 2017/18 • Teacher meetings to exchange data and pass on information on pupil progress. 	
Wednesday 30 th	Shared Education Training Lough Neagh Discovery Centre	School Development Planning

	Primary	Nursery
2 nd October	Paddy Shevlin – focusing on development of Collegiate Book Discussion and Trusted Colleague Networkkng procedures.	Paddy Shevlin – Lesson observations
20 th November	Shane Martin (Health and Well Being)	Shane Martin (Health and Well Being)
3 rd January	Development of Language and Communication	Development of Language and Communication
12 th February	Processes in Number	Including foundation Stage – Number Talk Programme Implementation
19 th March	Comprehension and effective teaching strategies based on latest research	

Security / Personal Safety

The following measures (additional to those included in our health and safety policy) were taken to improve the security and personal safety of all within school:

- Risk assessments were maintained for areas such as: Cleaning of external grounds, Boiler room, Controlling spread of Infectious Disease, Adverse Weather Conditions, Unexpected School Closure, Slips Trips and Falls, Use of Electrical Equipment, School Pond, First Aid etc.
- The school has been asked to pilot the NSPCC and DE 'Keeping Safe Programme.
- A drugs and alcohol awareness programme was completed by all primary 6 and 7 pupils last term.
- Fire Safety and Stranger Danger talks were arranged with the PSNI for all primary classes.
- Anti Bullying Week was given a high priority.
- Primary 6 and 7 children were provided with Cycling Proficiency training.
- Road Safety is taught in class and through school assemblies.
- Assistance was sought from the Traffic and Community Branches of PSNI in relation to anti-bullying, stranger danger, drugs awareness and road safety.
- Mrs Curran is the Designated Teacher for Child Protection. She ensures that all staff are trained effectively and that Safeguarding procedures are effectively implemented.
- The Vice Principal has received additional training in relation to E Safety. All staff will receive training during 2017/18.
- The Vice Principal monitors pupil attendance monthly and works with parents and the Education Welfare Officer in relation to any children below 85%.
- Emergency Evacuation drills were conducted each term.
- Access NI record checks and references were obtained/updated for all volunteers wishing to work in the school.
- Numerous letters continue to be written to parents asking for considerate use of the lay-by parking/drop off area, this continues to be a concern. The school has two Walking Buses and effectively engages with Sustrans to promote active travel to school.
- Significant improvements have been made to the gate and door security during term 1, 2017/18
- Significant enhancements have been made to the quality of fire alarm and sensor equipment throughout the school during 2017.



Community

Parental Involvement, Including Parents' Association

The Board of Governors understand that parental participation is an important feature of the school's life and would like to express their appreciation for all support, feedback and encouragement given by parents and carers throughout the year.

The Parents' Association was again this year chaired by Mrs Caroline Leeper. She was very enthusiastically supported by committee members and other volunteers who contributed greatly to the life of the school. There were many Parents' Association events, both social and fundraising, held throughout the year. They included discos, Fun Day, Santa's visit, Nursery Coffee morning, sponsored walk, Bingo night, a school Calendar and Christmas Craft Fair.

Active Travel

As a school, we see many positive benefits of increasing the number of children cycling, walking and scooting to and from school. Active school travel improves health through physical activity, promotes independence, improves safety awareness, and is good for the environment. As more children walk or cycle to school there will also be fewer cars around the school gates, making our school a safer place for everyone.

This year we have received the Sustrans Silver Award. Achievement of the award was based on the following percentage improvements:

Cycling has gone up from 1% to 9.5% in two years.

Walking has gone from 17% to 25% in two years.

Car use has gone from 67% to 35% (which is gold standard form if maintained).

Park and Stride has gone from 9% to 20% (probably due to the schools excellent commitment to walking buses each morning).

In two years, active travel modes have gone from 18 – 33 – 39% (that's not including park and strides which have gone from 9 – 17 – 20%0.

Car use has gone from 67 - 42 – 34%.

The Silver Award Silver is awarded to a school that continues to demonstrate its commitment to promoting active and sustainable travel, but with much of the energy and resources coming from within the school and its community.

Extended School, After Schools Club and After School Activities

We provide an excellent range of extended school activities which many children enjoy and benefit from. My thanks to all teachers and facilitators who ensure that our ethos and pupil development is enhanced through this effort and commitment. Extended school activities enjoyed during 2016/17 are listed below:

Computers, After School Choir, Clarinet, Rugby, Irish Dancing, Piano lessons, Tennis, Games club, French, Adventure Time, Active Kids, Healthy Kids, wee Wonders, Singing, football, Cricket, Hockey, Cycling Proficiency and Gardening club.

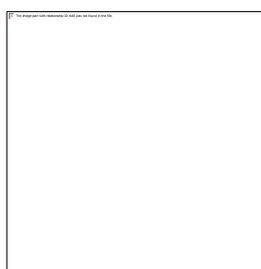
'The school has established several after school activities to meet the requests of parents for activity based childcare. The activities provided through the deployment of the staff are effectively extending the children's learning opportunities.' ETI Report October 2014

The After School Care Service which runs from 2.00-5.30pm each school day is appreciated by the families who avail of it. It is available at a very reasonable cost of £3.80 per hour to all primary school parents.

Residential Trip

Forty children enjoyed the residential trip to Greenhill YMCA Centre, Newcastle, County Down last June. The boys and girls enjoyed participating in a wide range of collaborative physical and problem solving activities. Staff at the centre were impressed with the children's behaviour, thinking skills, enthusiasm and team spirit. I would like to thank teaching staff and Classroom assistants for giving up their free time to ensure that the children had a quality and memorable experience.

Rights Respecting School



The school was highly successful in achieving the UNICEF Rights Respecting School Award Level 2. Below are comments made by the assessors. The continues to work as an ambassador for children's rights and has presented to 5 other schools who have expressed interest in achieving the award.

The children talked with enthusiasm about their school and its involvement in the RRSA. A member of the school council said: "We all know the rights- we are taught about them, talk about them, and see them everywhere".

They revealed a mature knowledge of the Convention on the Rights of the Child (CRC) and were adamant they would campaign for other children whose rights had been denied.

One child said "that you needed to be knowledgeable about your own rights before you could do anything to help others"

Another added: "If you did not know about children's rights you could end up interfering with some else's rights without even knowing".

They all agreed "you should do all you can to respect the rights of others"

Another said that "rights should be part of your curriculum because everybody needs knowledge of rights just to grow up. "

The children questioned all confirmed that they felt safe in school and bullying was not an issue. They identified the school's Child Protection Policy, the Safeguarding Team, and the variety of ways they could raise any sensitive issues.

The School Council's board was linked to Article 12 and the children explained how the voice of the child operated effectively throughout the school.

The RRSA fostered a greater awareness of local social and political issues. The children made connections between the CRC and the on-going flag dispute and used rights respecting language to articulate a mature response to events happening on their own doorstep.

Children felt empowered to give their opinions but had quickly understood how their rights had to be delivered in a way that did not impact negatively on the rights of others.

During a session with the steering group the children were able to explain how the Rights Respecting school award ensured that their voice would always be a key part of the decision making process. One child said "I believe the teachers listen seriously when we share our ideas".

The children spoke with pride about their relationship with their teachers and how their opinions and ideas were a regular part of classroom activity.

Children have access to a range of materials to enable them to make an informed decision about their learning and these were highlighted throughout the day. Teachers stressed that the children were very good at asking questions but the RRSA had reinforced the assessment for learning strategies. A Parent Governor said: "They are more assertive-I love their sense of conviction-it gives me hope"

The programme reinforced the existing child-centred approach favoured by the whole school community. Staff felt consulted at every stage of the process and believed that it did not depend on a narrow base for its delivery, "RRSA is sustainable and would continue even if key personnel moved to another school".

The Senior Leadership Team provided an impressive portfolio of evidence that fully endorsed the school interviews, action plan and self evaluation.

To achieve the Level 2 award we have been focusing on:

- Continued embedding of the CRC throughout the curriculum.
- Reviewing the involvement of governors and parents.
- Continuing to enhance the school's ambassadorial role with regard to the local community.
- Review all school policies through the lens of the CRC.
- Develop the rights based approach to global citizenship and charity work.

Staff

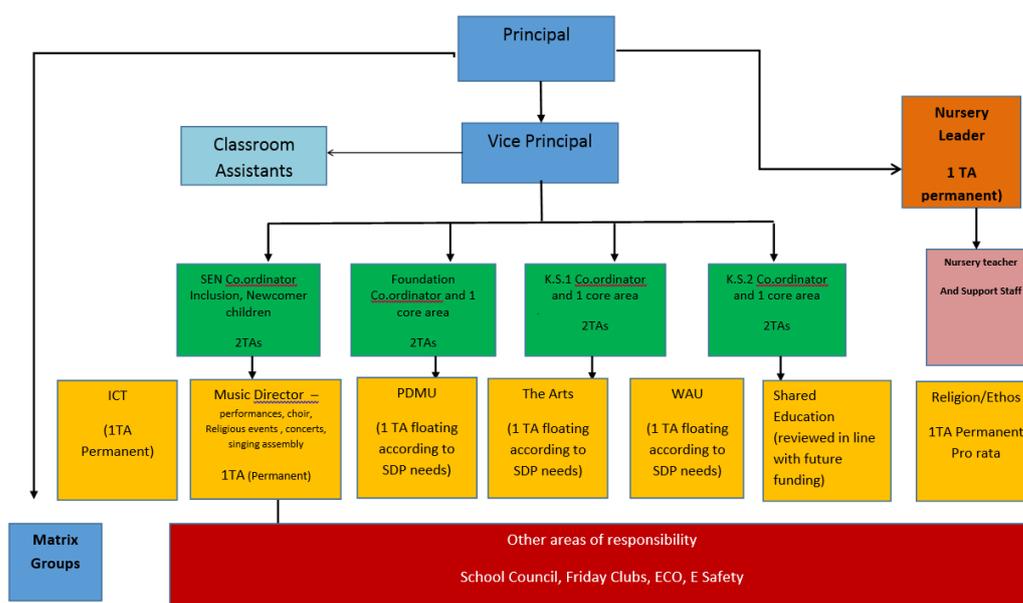
Staff September 2017

Academic Year 2017 / 2018	Total Number	Female	Male	Catholic	Protestant	Other
Non Teaching Staff	24	23	1	13	10	1
Teaching Staff	16	13	3	7	8	1

Staff Changes

We welcome the permanent appointment of Mrs Jessica Henry, Primary 2 Teacher. We wish her well and are delighted with the progress she has made to the school and has already taken on the responsibility for the coordination of Shared Education and Reading Partnership.

Review and Development of Leadership and Management Structures



The function and structure of the Senior Leadership Team has been reviewed and developed to meet the needs of the growing school.

SLT members completed training focusing on the following areas: Moving from management to leadership; Action planning, monitoring and evaluation; Communicating for buy-in; Supporting and challenging performance.

All SLT have contributed to the development of processes to enhance the quality of leadership, communication, challenge and support throughout the school. The following processes have proven to be effective:

- SLT line managers meet Co-ordinators at the start of the school year to support the action planning process. Formal meetings each term are used to review the progress of each action plan. Feedback is given to the SLT team so that challenge and support can be set. A final meeting at the end of the year provides an in depth review.
- SLT members, through the 'Learning Focus' process provide feedback on the progress of teaching and learning in each class throughout the year. This process is focused on identifying strengths, areas for development and feedback on pupil progress.

- SLT members lead key stages through a range of development and monitoring and evaluation activities. They understand the role that they play in providing support and professional development for other staff members to improve outcomes for children.

Five middle leaders have received training focusing on the following areas: the role of the coordinator (beyond the job description; Moving from management to leadership; Action planning to raise standards and achievement; Setting targets and success criteria, using data effectively; Planning for continual professional development; Effectively monitoring and evaluating Motivating and inspiring others (Utilising expertise, interests and knowledge); Strategic communication and understanding sender-receiver; Communicating with key stakeholders; Chairing and managing team meetings; Supporting and guiding performance; Challenging performance.

Performance Review Staff Development

All teachers participate in the Performance Review Staff Development (PRSD) process and have successfully achieved their targets for the 2016/17 academic year and have agreed targets for 2017/18.

Capital Project

We are really looking forward to the commencement of the new school building which will be located half a mile away at the Mandeville roundabout on a green field site.

The Integrated Consultant Team (ICT) who will be planning and designing the new school building has been appointed. The lead architects are Hamilton Architects, Belfast. They have begun the process of setting out the key deliverables that must be submitted to the Department of Education to enable consideration and approval where appropriate of each of the key RIBA (Royal Institute of British Architects) Stages of Work as a project progresses.

The Stages of Work are:

0 - Strategic definition.

1 - Preparation and brief.

2 - Concept design.

3 - Developed design.

4 - Technical design.

5 - Construction.

6 - Handover and close out.

7 - In use.

The most immediate tasks for the school to engage in are to recommence the Project Board meetings which are expected to be held on a monthly basis.

- For school management to undertake visits to other recent new builds, particularly those of similar size. Talk to principals about their experience of the build process and gain insights into the most positive and interesting aspects of school design as well as well as less successful design features.
- Develop thorough understanding of what Portadown Integrated School is entitled to in terms of accommodation. This will be detailed in the Schedule of Accommodation.
- Develop a shared and clear vision of the needs of the school now and in the future.
- Think in terms of what is practical, functional and aesthetic. Consider the financial implications of future maintenance and recurrent costs.
- Consult with the teaching staff at a very early stage to consider how the building project might be most effectively used to support and enhance learning and teaching. How can a new build provide very effective environments for learning and teaching across the curriculum?
- Consider how the new build can support the ethos of the school.
- Consider how the school and wider community will be consulted with and
- informed on progress.
- Consult with the children through the school council, about their ideas and what they would like to know about the project.