

LOGO / CREST/ PICTURE

**EXAMPLE PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN
2026 - 2029**

SCHOOL VISION/ STRAP LINE

ANNEX A:
EXAMPLE – THIS IS NOT A PRESCRIBED TEMPLATE

Introduction

This School Development Plan (SDP) has been developed by the whole school community of Example Primary School, shaped by the views of our pupils, parents/guardians, staff and Board of Governors. It outlines the strategic direction for our school's continued improvement journey for the next three years to strive towards achieving our vision.

It is important therefore that the SDP is shared and understood by our whole school community and referenced regularly to ensure that it is current and we are making progress to achieve our aims. It serves as a reference point for learner and whole staff development to ensure that we raise standards and close the attainment gap between our pupils.

The 3-year SDP specifies the key areas of focus as identified by our self-evaluation process and includes a set of actions to address the areas of focus in the immediate year ahead. This Action Plan provides detailed information on specific targets, the personnel responsible, timelines, and the procedures for monitoring and evaluation.

Ethos and Vision - *Learning together. Achieving together.*

Example Primary School is built on a culture of inclusion, high expectations and pastoral care. We believe every learner matters and every learner can succeed. We foster strong relationships, respect and collaboration, creating a safe and supportive environment where children and young people are encouraged to be curious, resilient and confident. Through reflective practice, shared leadership and partnership with families and the wider community, we strive for continuous improvement and positive outcomes for all.

Our vision is to be a school where every learner is inspired to achieve their full potential, where inclusion, high expectations and strong relationships enable all to thrive.

Our school achieves our vision through the core values/principles set out on our [school website](#).

Our context

Example Primary School has been providing education and nurture to pupils in Years 1-7 across the North Belfast area since 1995, drawing pupils from the x, y, and z areas/pre-school provisions. Our school has recently been right sized with an approved enrolment of 210 pupils across seven classes. We have a current, steady and healthy enrolment of 201 pupils. 27 pupils are on stages 1 and 2 of the SEN register and a further 6 pupils have statements of SEN. 22% of pupils have registered their entitlement to free school meals. Our school recently established Specialist Provision and we look forward to welcoming a new cohort in 2026/27. This has enriched the whole school community. 2026/27 will also see a new outdoor learning area added to our grounds, enhancing the current facilities and grounds which are set across two acres of hard and soft areas. More information is available in our [school prospectus](#).

Self-evaluation

An evaluative statement of progress against the SDP 2023-2026 is available [here](#). Our school staff engage in a rolling process of self-evaluation from classroom teacher to school leadership, including our classroom assistants. Our school is committed to a continuous programme of review, by regularly assessing individual pupil progress and wellbeing, peer to peer review of lessons, measuring our school's performance against benchmarks within Northern Ireland and adapting our teaching methods and priorities accordingly. We also keep under review the advice and guidance issued by the Department of Education and the Education Authority as our managing authority and we endeavour to maintain collaborative relationships with other schools across our area to ensure that we learn from others, and share our own, effective practices which have an evidence-base of success.

To further inform this plan, we also engaged with all pupils, parents and our Board of Governors. Parental feedback was wholly positive in respect of the school's two-way engagement with the school community, with x, y, and z highlighted however there were areas identified through the constructive engagement which we consider can be developed to further improve educational outcomes for our pupils. These include x, y and z.

Through the pupil engagement we have identified that 98% of our pupils have a strong sense of belonging, however a small minority of our pupils struggle to integrate at school during break times and would benefit from greater engagement with pupils outside of their year groups. Our data tells us that all of our pupils are performing well above average in mathematics and whilst across school, a majority have obtained literacy skills above the NI average, a minority of pupils need support to improve their oracy skills to reduce the gap between the highest and lowest performers. Further details are included in the set of actions for 2026/27.

**ANNEX A:
EXAMPLE – THIS IS NOT A PRESCRIBED TEMPLATE**

KEY AREAS OF FOCUS 2026-2029 – THREE YEAR STRATEGIC OVERVIEW

	Actions in Year 1 2026/27	Actions in Year 2 2027/28	Actions in Year 3 2028/29
Area of focus 1: To raise standards in teaching, learning, and pupil attainment by addressing priority areas identified through school performance data and staff evaluations, ensuring targeted improvements in classroom practice and pupil outcomes.			
Objective 1A: To improve pupils' oracy skills improving the outcomes in key stage one	Participate in the Read Write Inc. Phonics research project	Embed the learning from the project in all key stage one classes.	Evaluate the impact of participation in the project and consider merits of rolling out a similar programme in key stage two.
Objective 1B: To keep our curriculum up-to-date and relevant for our pupils	Review the religious education element of the statutory curriculum in line with the guidance issued by the Department of Education	Review and embed the success of our outdoor learning new facilities and curriculum development. Offer to share good practice with ALC colleagues.	TBC <i>Not all high-level actions will be identifiable as will be subject to progress in previous years, arising challenges or opportunities and developments or strategic priorities across the system.</i>
Area of focus 2: Equality, diversity and inclusion			
Objective 2A: To further embed the Specialist Provision class in our whole school community	Identify training needs of staff and avail ourselves of EA's Specialist Provisions Service professional development opportunities.	Develop a further Specialist Provision in Key Stage 2.	Consolidate Specialist Provisions across both key stages with a focus on integration and reverse integration with mainstream classes.
Objective 2B: Introduce a house system to support collegiality,	.....	.....	.....

**ANNEX A:
EXAMPLE – THIS IS NOT A PRESCRIBED TEMPLATE**

relationships and teamwork across the whole school			
Area of focus 3: Health, well-being and keeping safe			
Objective 3A: Whole-school behaviour management	.....	.....	.....
Objective 3B: General wellbeing	.....	.....	.....
Area of focus 4: Connections with our local community			
Objective 4A: Build on our shared education programme	.....	.....	.....
Objective 4B: Increase opportunities for families to engage meaningfully in school life	.....	.....	.....

Monitoring and review

Each priority area has a designated teacher lead responsible for implementing and tracking progress. The senior leadership team will ensure that the monitoring and evaluation timetabling reflects regular reviews throughout the year to allow timely interventions and adjustments as required. The one-year action plan (below) will undergo a formal review at the end of this academic year. This review will assess each target's progress, identify emerging priorities and incorporate feedback from stakeholders. Updated plans will be shared with all school staff and governors to maintain transparency and accountability. The updated plans will be published on the school website.

The Board of Governors plays a strategic oversight role by discussing and 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.

EXAMPLE – THIS IS NOT A PRESCRIBED TEMPLATE

Example Primary School – Year 1 detailed action plan for 2026/27

Area of focus for improvement 1: To raise standards in teaching, learning, and pupil attainment by addressing priority areas identified through school performance data and staff evaluations, ensuring targeted improvements in classroom practice and pupil outcomes.

Objective 1A: To improve pupils' oracy skills improving the outcomes in key stage one.

Start Date: 1st September 2026 **Completion Date:** 30th June 2027

Lead members of staff: Ms xxx & Mr xxx **Link Governor:** Mrs xxx

Area for improvement identified by self-evaluation:

The Department of Education's '*Strong Foundations: Literacy Framework*' identifies oracy as a core pillar of early literacy, and this is reinforced by international evidence highlighting a decline in children's spoken language and communication skills at Key Stage 1, making the improvement of oracy a priority for many schools. Staff audits conducted last year highlighted the need to further integrate oracy across the curriculum. As talking and listening are central to the Northern Ireland Curriculum's aim of developing effective communicators and critical thinkers, this area has been prioritised to raise standards / close the gap.

Baseline Statement (Where are we now?)

International research evidence highlights a decline in oral language skills at Key Stage 1. Our pupils are engaging in substantial talking and listening activities within literacy, with increasing opportunities to develop oracy skills. These experiences are further enriched through wide-ranging, cross-curricular collaboration in WAU and Shared Education. Baseline teacher assessment and structured observation undertaken in 2025/26, indicates that approximately 67% of KS1 pupils are demonstrating age-appropriate oracy skills, compared with national benchmarks of around 70–75%. In particular, a small minority of pupils need support to speak confidently in full sentences, use a broad and precise vocabulary, or sustain talk in group discussions. Findings from using the Communication Supporting Classroom Observation Tool (CSCOT) further identify variable opportunities for extended pupil talk and inconsistent modelling of language across classrooms.

To ensure consistency and visibility, teachers must have the opportunity to explicitly highlight oracy opportunities within their planners and engage in TPL focused on developing oracy skills. Success will be measured by pupils' ability to communicate clearly and

**ANNEX A:
EXAMPLE – THIS IS NOT A PRESCRIBED TEMPLATE**

confidently, adapting their speech for audience and purpose, and by their capacity to listen and respond thoughtfully, demonstrating understanding and respect for different viewpoints.						
Impact on children / success criteria	Actions to bring about improvement	Staff/Lead	Timescales (milestones as appropriate)	Resource Allocations (People, resources, time, programmes)	Monitoring and Evaluation (What evidence, how often, by whom?)	Impact on pupil outcomes and learning experiences (How do we know if we have succeeded?)
<p>1. Communication-supporting strategies (e.g. modelling vocabulary, wait-time, structured talk) are consistently evident in all KS1 classrooms.</p> <p>2. Teacher assessment and structured observation indicates that at least 70% of pupils in Key Stage 1 demonstrate age-appropriate oracy skills.</p>	<p>Participate in Read Write Inc. Phonics research project to include three sessions of staff TPL.</p> <p>Time allocated during SDD 2 for reflection on impact.</p>	<p>All key stage 1 teachers engaging, overseen Mrs X (literacy coordinator)</p>	<p>By 30 June 2027</p> <p>Reported improvement by all teachers by end of term one</p>	<p>£9k from TPL fund allocated to Read, Write, Inc. Phonics.</p> <p>2 hours during SDD 2 (Jan 2027)</p>	<p>CSCOT re-observation by all teachers, outcome reviewed by Lead</p>	
Evaluation of Year 1:						