

*Dungannon
Primary School*



**Board of Governors'
Annual Report
2020/21**

Education Authority – Southern Region

Dungannon Primary School

Principal: Mr D L Thompson, B.Ed (Hons), Dip.A.S.Ed., P.Q.H.(NI)

Tel: 028 8772 2250

Fax: 028 8772 9383

E-mail Address: info@dungannonps.dungannon.ni.sch.uk

Website: www.dungannonps.co.uk



27 Circular Road
DUNGANNON
Co. Tyrone
BT71 6BE

September 2021

Dear Parent

I am pleased to have this opportunity to present to you the Governors' Annual Report on Dungannon Primary School for the 2020/2021 school year. It is our intention that you should be kept informed about your child's progress at school and this report is one of a number of ways in which the information will be provided.

I commend this report for your consideration.

Yours sincerely

J Anderson

Mrs J Anderson
Chair – Board of Governors

BOARD OF GOVERNORS

Chairperson : Mrs J Anderson **Address :** c/o Dungannon Primary School.
27 Circular Road
DUNGANNON
BT71 6BE

Secretary : Mr D L Thompson **Address :** Dungannon Primary School.
27 Circular Road
DUNGANNON
BT71 6BE

Transferors:

Expiry Date of Office:

Rev B. Martin (Appointed May 2021)	2023
Mrs J. Anderson	2023
Mrs S. McKee	2023
Ms V. Leckey	2023

Parent Representatives:

Mr P Kerr	2023
Mrs D Santos	2023

Education Authority Representatives:

Mr M. Carson	2023
Mrs G. Leonard	2023

Teacher's Representative:

Mr A. Young	2023
-------------	------

Principal:

Mr D L Thompson	Non-voting Member
-----------------	-------------------

What are the main responsibilities of the Board of Governors?

- 1 The oversight of the curriculum.
- 2 The control of the budget.
- 3 The provision of information to parents.
- 4 The selection of Staff.
- 5 The maintenance of the premises (shared responsibility with EA – Southern Region).
- 6 The Admissions Policy.
- 7 Fostering links with the local community and pursuing the objectives of Mutual Understanding.

STAFFING COMPLEMENT 2020 -2021

Teaching Staff

Mrs S. Moore	P1
Miss L. Leitch	P1
Miss J. Coll (Resigned March 21)	P2
Mrs J. Atkins	P2
Mrs N. Hunter	P3
Miss C. Morton	P3
Mrs P. McKane	P4
Mrs C. Kennedy	P4
Mrs S. Alexander	P5
Mrs E. Bloomer	P5 (Monday – Wednesday)
Mrs H. Nesbitt	P5 (Thursday & Friday)
Miss R. Hall	P6
Miss H. Wilson	P7 (Vice-Principal & Head of Key Stage 2)
Mr A. Young	P7
Mrs L. Clayton/Mrs R. Kelly	Learning Support Class - MLD
Mrs K. Millington	Learning Support Class - ASD
Mrs J. Wharton	Learning Support Class – MLD
Miss M. Dickson	Learning Support Class – MLD
Miss M. Reid	Engage Teacher
Mr D. Thompson	Principal

Non-Teaching Staff

Mrs J. Hagan	Executive Officer
Mrs P. Gilpin	Clerical Officer
Mrs E. Gallagher	Classroom Assistant (SEN) & Librarian
Mrs G. Hall	Classroom Assistant (SEN)
Miss T. Green	Classroom Assistant
Mrs C. Kane	Classroom Assistant
Miss J. Gasiorowska	Classroom Assistant
Mrs L. Muldoon	Classroom Assistant
Mrs S McKay	Classroom Assistant (SEN)
Mrs J. Jardine	Classroom Assistant (SEN)
Mrs C. Willis	Classroom Assistant (SEN)
Mrs L. Black	Classroom Assistant (SEN - Mon – Thurs)
Mrs M. Allam	Classroom Assistant
Mrs J. Ewing	Classroom Assistant (SEN)
Mrs J. Wade	Classroom Assistant
Ms S. Leite	Classroom Assistant
Miss K. Stewart	Classroom Assistant (Mon, Wed & Thurs)
Miss P. Taylor	Classroom Assistant
Miss C. Roberts	Classroom Assistant

Non-Teaching Staff

Mr P. Gallagher
Mrs C. Roberts
Mrs P. Donnelly
Mrs E. Bartley
Mrs L. Riberio
Ms A. Souchora

Building Supervisor
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner

Mrs E. Farrell
Mr P. Gallagher
Mrs J. Wade
Mr D. Thompson
Mrs P. Gilpin
Mrs J. Hagan
Mrs J. Dougan

Lunch Time Supervisor
Crossing Patrol Officer

Mrs S. Kerr
Mrs K. Wylie
Mrs T. Fox
Ms A Souchora
Mrs P Donnelly
Ms L. O'Neill
Mrs M. Alves

Senior Cook
Assistant Cook
Kitchen Assistant
Kitchen Assistant
Kitchen Assistant
Kitchen Assistant
Kitchen Assistant

Review of the 2020/21 School Year

We are pleased to report that we have had another very successful year at Dungannon Primary School. Many measures were put in place to prevent the spread of COVID-19 within our school environment. Signage, hand sanitiser dispensers, ULV Fogger Sprayer and additional cleaning resources were purchased. Additional teachers were employed to reduce the number of children within an individual bubble. All entrance points of the school were utilised to prevent large numbers of parents congregating at any one area. All staff were required to wear a face covering when on the school premises. School closed at 2:00pm for all pupils and those who were entitled to stay until 3:00pm completed online activities. As a result of the COVID-19 pandemic the school was forced to close its doors to pupils from January – April 2021. It was decided that remote learning was not serving the best interests of children who attend our Learning Support Centre. Therefore, our Learning Support Centre remained open. All teachers and classroom assistants prepared the online activities in school and engaged with the children in their class daily. All staff members were available to provide childcare support for Keyworkers' children at the school. Since lockdown in January the great majority of pupils continued their learning via Google Classroom. Teachers maintained regular contact with their pupils, uploaded daily activities, assessed completed work and provided constructive written feedback. Pupil participation was monitored on a weekly basis and we are pleased to report that participation increased weekly with 95% of all pupils completing work online.

On Wednesday 23rd September 2020 staff and pupils welcomed both the First and Education Ministers to the school. Mr Weir was announcing a new funding package to enable all schools to provide additional teaching support for pupils, particularly those from disadvantaged backgrounds. Mr Weir and Mrs Foster both took time to visit a number of classrooms and were able to witness the significant changes that have been put in place to ensure staff and pupils at the school are safe and are working hard to mitigate the spread of COVID-19. Both Ministers were asked several challenging questions by our Primary 7 pupils and the pupils enjoyed finding out some interesting facts about the roles and responsibilities of being a public representative.

School assemblies continued online and local Ministers and Youth Workers contributed to these. Both parents and pupils appreciated these online assemblies. Pupils reported how much they looked forward to the weekly assemblies. Feedback from parents was very positive with many thanking the teachers for their high level of support. Teachers continued to meet via Zoom. Regular meetings were organised to ensure teachers were providing a consistent level of support for their pupils. Board of Governor meetings also continued via Zoom. This platform ensured vital business could be completed. All children returned to school during the summer term and all of the COVID-19 mitigations remained in place. It was agreed that school would return to a full timetable with P3 – P7 children staying in school until 3:00pm. Our Primary Seven pupils were given a very special send-off in June 2021. Mr Thompson and Miss Wilson worked with Mr Jim McKeown and produced an open-air Graduation Event. The weather wasn't in our favour, but the children enjoyed their picnic and watching the large digital screen as they celebrated their time and journey at Dungannon Primary School.

The teachers deserve huge congratulations on their efforts to ensure teaching and learning continued during this difficult end to the academic year. Classroom Assistants worked effectively to support the teachers and the learning and teaching experiences are greatly enhanced as a result of this support and high level of professionalism. Pupils and parents must also be congratulated for their perseverance, dedication and hard work.

THE CURRICULUM

Due to the COVID-19 pandemic we were unable to complete the third year of our three-year School Development Plan. The Department of Education acknowledged that in 2021/22 schools will need to develop a school development plan which addresses the specific challenges and whole-school priorities that will be faced in the next academic year as a result of the COVID19 pandemic, in particular both the impact of the recent extended period of remote learning and contingency plans for remote learning as required. In light of this, The Governors have decided to prepare a transitional plan for 2021/22.

Literacy

Exciting Sentences: These were trialled in KS2 last year and the feedback from teachers and pupils was positive. There was evidence of the inclusion of sentence types in pieces of genre writing and it was agreed that using the sentences could help raise the level of writing in relation to general quality and CCEA levels, so a more structured approach to their use should be developed from P4 to P7. Teachers agreed that generally raising the standard of writing through a specific strategy would benefit the learning experiences of the children and address some teacher observations that writing was at times the weaker area in end of Key Stage levelling. Regular discussions took place with all teachers and the Literacy Co-ordinator. All classes chose exciting sentences as a focus and guidance was given on using Alan Peat's teaching book to P3/4. Lesson observations took place with reference to Exciting Sentences in P5 in January 2020. The Co-ordinator collated written evidence from P3/4 to P7. He reports that in pupils' work there was pleasing evidence of a number of classes incorporating sentence types into larger pieces of writing. P7 completed a news report, P6 completed story writing activities all of which embedded exciting sentence types. Feedback from the children was that they liked the sentence names and it helped them remember to include them. The Co-ordinator goes on to report that teachers gained confidence with the approach as the year progressed. P7 in particular developed and incorporated the sentences in Term 1 as did P6. P5 made excellent progress in Term 2. In the observation of P5 the teacher confidently modelled a 2 pairs sentence type with very good engagement and end of lesson results. It is intended further work within this area of learning will continue during the 2020/21 academic year.

Language acquisition and using words in relation to answering questions: Wellcomm Assessments have highlighted the need for improving children's ability to answer questions both orally and in writing. Concerns were also raised by teachers relating to the oral answers provided by children and errors with High frequency words and prepositions. In P1 a multi-sensory literacy lesson was observed and it was clear that differentiation was taking place and questions and language were being modelled.

The Literacy Co-ordinator spoke with children and he reports that they understood how to use the prepositions that were being focused on for the lesson in different stations around the classroom. The Primary 1 Teacher worked with a rotation of less able children specifically focusing on Wellcomm targets. The Literacy Co-ordinator reports that he observed effective teaching and learning taking place with clear reference to a display, which showed Wellcomm Targets. Children were responding with prepositional words and groups were differentiated with effective use of the Classroom Assistant. Feedback from P1 teachers was that it was much more beneficial discussing targets openly and having literacy targets more specifically written for them.

All staff were trained to deliver the Sounds-Write Programme. Louise McMullan continued to work with the staff to ensure a consistent approach was adopted by all staff. Teachers continued to deliver Sounds-Write via Google Classroom during the period of lockdown. Staff have reported that children are responding positively to this revised approach to the teaching of phonics and spelling.

Numeracy

After discussion with staff it came to light that there was an inconsistency with the way we introduced the teaching of times tables. Advice was sought from Stranmillis College and reference was made to 'Mathematics Explained for Teachers'. The common message from this advice was that it didn't matter which way you taught times tables but a consistent approach needs to be adopted. At a staff meeting it was agreed that teachers would use the following language – 8×3 was 8 groups/sets of 3. We also introduced a script for teaching tables using a counting stick. This was implemented from P4 to P7. During Lockdown, teachers put up videos demonstrating the method.

Due to COVID, our Maths week was not able to take place. Teachers continued to concentrate on Number bonds and facts in Foundation Stage and KS1 and table facts in KS2.

10 minute Maths and Schofield and Sims Mental Maths books were used from P2 to P7 for classwork and Homework. These were purchased by the PTFA.

World Around Us

Due to remote learning in Term Two a lot of our work in WAU was accessed by our pupils through Google Classroom tasks and activities. The Co-ordinator carried out a number of Book scoops and forwarded written feedback to seven members of staff.

The Co-ordinator believes that the school is making progress within this area and that our classwork books can be used as a portfolio of the work our staff are presenting to the children in each year group. Further work is required in terms of planning with the children, self-assessment by the pupils and awareness of the impact on Science, history and geography on everyday life and work.

Evidence contained within the children's classwork books demonstrate that:

- The pupils contribute to the planning and get to make choices and ask questions at the start of each new topic.
- More of the tasks for each year group are 'hands on' and contain 'learning by doing'.
- The children are given opportunities to use their Literacy, Numeracy and ICT skills at an appropriate level and examples of work are displayed throughout their topic work.
- Some year groups have been provided with investigative tasks where the children have had to negotiate and take responsibility for their own decisions and actions. The Co-ordinator hopes to see this expanded in the future when more team-work tasks could be provided on a regular basis within all of our classrooms.
- There is appropriate levels of challenge for all of the children, including the most able demonstrated in their books.

As part of the ENGAGE programme, Miss Reid worked with KS2 in Term One to provide high quality scientific enquiry experiences within our KS2 classes. This provision had to move online for KS1 and Foundation Stage due to remote learning in Term Two.

The WAU display board was used effectively to share ideas and showcase investigative work in Term 1 but again was impacted adversely by remote learning in Term Two.

The Co-ordinator visited both P7 classes in May and gained quite an insight into the children's take on the WAU provision within our school. Some of the children were clearly enthused by WAU and spoke animatedly about experiences they enjoyed and some of the children thought they could do a lot more scientific enquiry in their topic work. The Co-ordinator believes that the children could do with more information on how their learning could lead to STEM based career choices so as a school this could be an area for development in the future.

Our School website is maintained and updated regularly by our Principal and provides visitors with a snapshot of some of the activities completed by pupils as well as important information and documents for parents. The school app continues to serve as the main vehicle for communication between school and home. All permission forms are issued through the app and parents have the facility to comment on school policies and submit absence notes. The facility to submit homework via the app has now been included and will continue to be used during the next academic year. Teachers have engaged in coding activities and the Co-ordinator worked with staff to ensure progression existed throughout the school.

Within our school our Newcomer population continues to grow. 66% of the current school population are Newcomer. We believe we can cater for the needs of all our children most effectively. We were able to provide additional teacher hours, which were used to offer intensive support to pupils who had no, or limited English. All teachers have become more confident when using the CEFR (Common European Framework of Reference) tracking system and were able to select specific strategies to support individual children thus ensuring all children were achieving their full potential.

Within the school there exists effective means of assessment at individual, class, year group, whole schools and national level. In September 2020 all Primary One and Two pupils completed baseline Wellcomm assessments. The staff continue to believe that this assessment reflects more accurately the needs of individual pupils. Teachers were able to generate targets for pupils who were on the SEN register from the data retrieved as a result of the completion of this baseline assessment. P3 – P7 pupils completed the PTE & PTM assessments in September 2020. It was agreed that these assessments would now be completed at the beginning of each academic year. Individual pupil tracking will commence from September 2021. In January 2020, Primary Four and Primary Six pupils completed CATS4 assessments.

Children continue to engage in RE activities on a weekly basis, unless instructed not to do so by parents. During the full academic year assemblies were provided online. Local Ministers and Youth Workers contributed to these and Mrs Catherine Donaldson was employed to prepare children who wished to receive their First Holy Communion and complete their act of Confirmation. The confirmation service took place on Saturday 15th May and First Communion took place on Saturday 19th June. Both services took place in St. Patrick's Church, Dungannon. Each week the school is privileged to welcome local clergy to share the Christian faith to the pupils during weekly on-line assemblies.

SPECIAL EDUCATIONAL NEEDS

The school continues to cater for the individual needs of all the children. The Learning Support Centre provides an excellent environment for the children to learn in a small group setting and to plan for the individual needs of each child. Unfortunately, due to COVID-19 pupils were unable to integrate with children in the mainstream setting. A fourth LSC was established and this class primarily caters for children in KS2 with a diagnosis of Autism. This provision will be reviewed by Special Education on an annual basis.

Within our Learning Support Classes the teachers continue to ensure all pupils are offered the opportunity to engage effectively with the mainstream classes. Numerous opportunities were provided throughout the year for parents to meet with LSC staff and discuss the progress of their child.

There is growing concern that our infant LSC is becoming a holding centre for children who should be attending a Special School but are unable to do so as there are no spaces available. A growing number of children are presenting with severe learning and behavioural needs. The Governors have expressed concern that the needs of these children cannot be met as the school does not have the adequate resources or space and staff do not have the adequate training. Governors and the Principal will continue to review and address this urgent concern.

Children with Special Educational Needs in mainstream are also well provided for by the diligence and hard work of the class teachers and the classroom assistants. During the 2020/21 school year the teachers continued to gather relevant evidence to support the successful achievement of individual targets. Teachers uploaded evidence and samples of pupils' work onto a new Benchmarking online platform. This ensures all documentation is now readily available for all teachers to refer to when required. The SENCO continues to work with external agencies such as Psychology, Speech and Language, Behaviour Support Team, and Education and Welfare Office.

REACH mentoring service continued to work with six pupils during this academic year. During the period of lockdown, mentors were able to maintain contact with the children via Google Classroom. Primary 5 – 7 pupils worked with the REACH mentoring team on 16th June on a project entitled 'My Story in Colour'.

A number of children were identified as underperforming within the area of reading. Four Classroom Assistants have been trained to deliver Reading Partnership and all children who engaged in this intervention strategy made significant progress with their reading ability.

SHARED EDUCATION

Unfortunately, due to COVID-19, Shared Education Projects did not take place during the 2020/21 academic year.

EDUCATIONAL VISITS

Unfortunately, due to COVID-19, pupils were unable to participate in any educational visits.

STAFF TRAINING

- Mrs L Black & Miss J Gasiorowska completed their Sounds-Write training.
- Miss C Morton completed her Induction. Her Teacher Tutor was Mr Thompson.
- Miss L Leitch completed her EPD 1. Her Teacher Tutor was Mr Thompson.
- 12th November – First Aid training – Mrs Atkins.
- 20th April – Leadership Matters – Mr Thompson. Beginning of 1 year course.
- Understanding Expressive and Receptive Language – Mrs Moore.

SCHOOL EVENTS

All school events were curtailed this academic year as a result of COVID-19. Many of our annual events took place online.

- 16th October 20 – Online Harvest Service. A generous donation of food items was forward to Lite-Bite.
- 15th December 20 – Foundation & Key Stage One Online Christmas Performance. Christmas Cards from DPS.
- 16th December 20 – Key Stage Two Online Christmas Performance. Follow that Star.
- 4th January 21 – Online Open Day.
- February 21 – 5000-mile walk challenge.
- June 21 – Primary 7 Graduation Event.
- August 21 – DPS Summer Scheme.

SPORTS

The school continues to encourage pupils to take part in physical activities. Children engaged in the Daily Mile initiative. A large number of pupils participated in the 5000-mile walk challenge. Unfortunately, due to COVID-19, participation in team games activities could not occur. Our sports hall was out of use during this academic year as this space was utilised and used as two temporary classrooms.

AFTER SCHOOL ACTIVITIES

No after-school activities were offered to children during the 2020/21 academic year. It is anticipated that these will be offered during the 2021/22 academic year.

SCHOOL ACCOMMODATION AND GROUNDS

The school building continues to be maintained to a high standard by the Building Supervisor and his team of cleaners. Additional cleaning hours were provided to mitigate the spread of COVID-19 within our school environment. The grounds are maintained throughout the year by the Southern Region Grounds Maintenance Department. Dungannon Primary School is part of the SEP2 project. Steering group meetings took place during the year and plans have been agreed by Governors and EA. Final preparations are on-going to create a Business Case for the proposed work. It is anticipated that work will not commence until July 2023. An access control system was fitted to

external doors in July 2020. Unfortunately, a number of doors were left open and it was necessary to install alarms on each external door. These alarms will sound if a door is left open.

Initial plans have been drawn to address some of the issues relating to our car parks. These plans have been forwarded to the Planning Service for approval. It is anticipated that the work will begin on the back car park in during the 2022 Easter holidays. The majority of work, to improve the car park at the front of the school, will be completed during the 2022 Summer holidays.

Due to COVID-19 it has been necessary to purchase the following:

- Hand sanitizer dispensers (Located outside each classroom and front door of the school)
- Wall and floor signage to ensure social distancing guidelines are being adhered to
- 75 additional single desks
- 10 mobile folding table seating units for the school dining hall
- 1 electric ULV Fogger Sprayer

It was also necessary for us to convert the assembly hall into two classrooms and to create another classroom in the dining room. The majority of pupils were served their dinner in their classroom. The temporary stud walls were dismantled in July 2021.

ATTENDANCE

The school annual yearly attendance for 2020/21 was 93.8%

FINANCIAL REPORT 2020-2021

<u>Income</u>	£
Total Funds Available	1,258,459
Expenditure	1,181,432
Balance Forward	77,027
General Account Balance at 31 st August 2021	2,930.97
Trip Account Balance at 31 st August 2021	1,725.60
Trust Fund Balance at 31 st August 2021	10,707.43