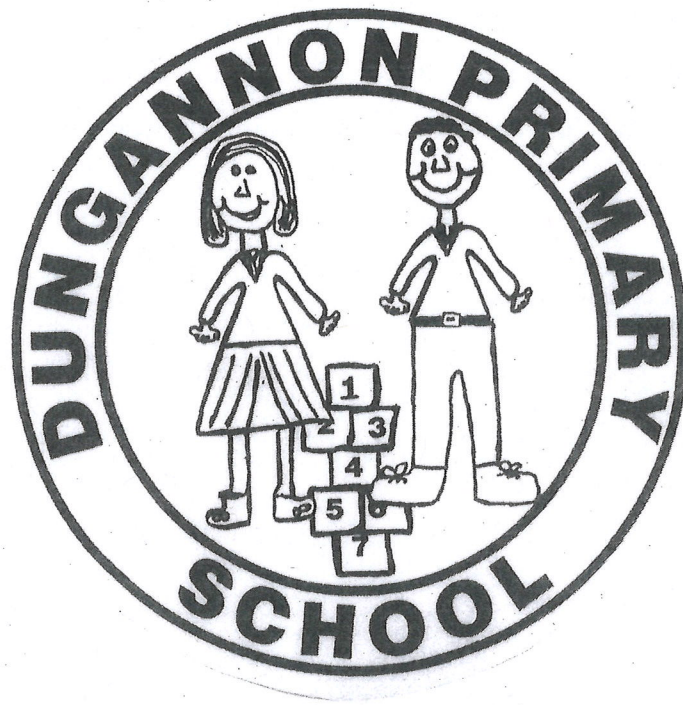
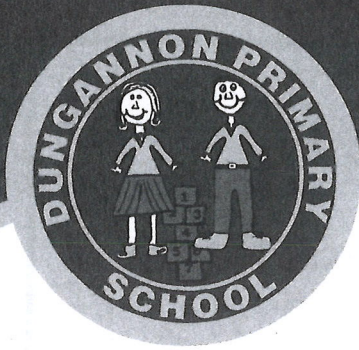


*Dungannon
Primary School*



**Board of Governors'
Annual Report
2023/24**



27 Circular Road, Dungannon, Co. Tyrone, BT71 6BE

T: 028 8772 2250

E: info@dungannonps.dungannon.ni.sch.uk

W: www.dungannonps.co.uk

Principal: Mr. D. L. Thompson

B.Ed. (Hons), Dip.A.S.Ed., P.Q.H.(NI)

10 October 2024

Dear Parent

I am pleased to have this opportunity to present to you the Governors' Annual Report on Dungannon Primary School for the 2023/2024 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.

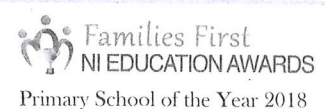
I commend this report for your consideration.

Yours sincerely

J Anderson

Mrs J Anderson
Chair – Board of Governors

"Preparing Children, Enriching our Community, Shaping Futures"



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:

Rev B. Martin
Mrs J. Anderson
Miss L. Leckey

Expiry Date of Office:

2024
2024
2024

Parent Representatives:

Mr P Kerr
Mrs D Santos

2024
2024

Education Authority Representatives:

Mr M. Carson
Mrs G. Leonard

2024
2024

Teacher's Representative:

Mrs S. Alexander

2024

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 2023 -2024

Teaching Staff

Mrs S. Moore	P1
Miss L. Leitch	P1
Miss R. Hall	P2
Mrs N. Hunter	P2/3
Miss V. Harte	P3
Mrs P. McKane	P4
Mrs C. Kennedy	P4/5
Ms J. Hull	P5
Mrs S Alexander	P6
Mr F. Kelly	P6/7
Mrs E. Bloomer	P7
Miss H. Wilson	Vice-Principal, Head of Key Stage 2 & SENCO Mainstream
Mrs L. Clayton	Learning Support Class – MLD (Mon. – Wed.)
Miss S. Wilson	Small Group Support & LSC/MLD (Thurs. & Fri.)
Mrs K. Millington	Learning Support Class - ASD
Miss L. Campbell	Learning Support Class – MLD
Miss L. Boyd	Learning Support Class - MLD
Mrs L. Holland	Learning Support Class – SLD
Mrs J. Wharton	Small Group
Mr D. Thompson	Principal & SENCO Learning Support

Non-Teaching Staff

Mrs J. Hagan	Executive Officer
Mrs E. Gallagher	Executive Officer
Mrs S. Abraham	Classroom Assistant (SEN)
Mrs M. Allam	Classroom Assistant
Ms A. Black	Classroom Assistant (SEN)
Mrs C. Bradley	Classroom Assistant (SEN)
Miss E. Bradley	Classroom Assistant (SEN)
Miss H. Davidson	Classroom Assistant (SEN)
Mrs J. Ewing	Classroom Assistant (SEN)
Miss J. Gasiorowska	Classroom Assistant
Mrs P. Gilpin	Classroom Assistant (SEN) & Librarian
Mrs T Hodgett	Classroom Assistant
Mrs G. Hall	Classroom Assistant (SEN)
Mrs J. Jardine	Classroom Assistant (SEN)
Mrs C. Kane	Classroom Assistant (Resigned 27 th October 2023)
Ms S. Leite	Classroom Assistant
Mrs F. McPhillips	Classroom Assistant (SEN)
Mrs L. Muldoon	Classroom Assistant
Miss A. Parks	Classroom Assistant
Miss C. Roberts	Classroom Assistant
Miss M. Stewart	Classroom Assistant (Resigned 30 th June 2024)
Miss P. Taylor	Classroom Assistant
Mrs J. Wade	Classroom Assistant
Mrs S. Williamson	Classroom Assistant (SEN)
Mrs C. Willis	Classroom Assistant (SEN)

Non-Teaching Staff

Mr P. Gallagher
Mrs A. Black
Ms D. Djalo
Mrs P. Donnelly
Ms S. Jeffers
Ms L Martins
Mrs C. Roberts

Mr P. Gallagher
Mrs J. Wade
Mr D. Thompson
Miss H. Wilson
Mrs P. Gilpin
Mrs J. Hagan
Mrs J. Dougan

Mrs N. McGrath
Mrs A. McGarrity
Mrs P Donnelly
Mrs M. Alves

Building Supervisor
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner
Cleaner

Lunch Time Supervisor
Lunch Time Supervisor
Lunch Time Supervisor
Lunch Time Supervisor
Lunch Time Supervisor
Lunch Time Supervisor
Crossing Patrol Officer

Senior Cook
Assistant Cook
Kitchen Assistant
Kitchen Assistant

Review of the 2023/24 School Year

We are pleased to report that we have had another very successful year at Dungannon Primary School with 320 pupils attending. This is the highest number of pupils attending in over 20 years and reflects the huge demand for places within the school. The school continues to facilitate a classroom for children diagnosed with severe learning difficulties. 8 pupils attended this class and they were supported by one full-time teacher and two full-time classroom assistants. The school maintained good links with Sperrinview Special School as this room was being established. The Principal is concerned that there currently exists no exit strategy for the pupils attending this class. There is no current provision for the children to move to when they reach Primary Four age. Mr Thompson approached EA to encourage them to provide an additional modular classroom - this proposal has been rejected based on the limited amount of space currently available.

Teachers continued to engage in industrial action short of strike. This had an impact on the day to day running of the school. Communication with staff remained good even though we only had one staff meeting per term. Weekly diary meetings continued at the request of teachers. Members of the Senior Leadership Team continued to meet each Tuesday afternoon and this was included within their time budget. Unfortunately, we were unable to offer after-school clubs to the children during the 2023/24 academic year. Only teachers continuing to progress up the pay scale engaged in PRSD. Teachers engaged in a half-day of strike action on 29th November 2023 and a full day of strike action on 18th January 2024.

The staff of Dungannon Primary continue to develop effective working links with Howard Primary, St. Patrick's Primary and Windmill Integrated schools through the Dungannon Area Learning Community Initiative. Working links will be further developed during the 2024/25 school year.

The Governor's made one permanent teacher appointment:

- Miss Sophie Wilson – Learning Support – ASC & Newcomer Support Teacher

Mrs Hagan is due to retire in December 2024. She reduced her working pattern to three days per week during the 2023/24 academic year. The Governors appointed Mrs Michaela Finnegan as the new Executive Officer. She began her role in August 2023 and resigned in January 2024 after accepting a new role in the Southern Trust. The post of Executive Officer will be advertised the Autumn Term of the 2024/25 School Year.

In May 2024, the school engaged with ETI in a pilot inspection. Key findings include:

- The leadership and staff are committed to the realisation of the school's vision: Preparing Children, Enriching our Community, Shaping Futures. They work tirelessly to ensure the children are supported, educated and cherished in a nurturing and inclusive environment, in line with the school's ethos. The successful outworking of the vision is visible in every aspect of school life.
- All of the learning and teaching observed was effective. The staff know the children very well and foster a positive and supportive learning environment for all children, built on caring and respectful relationships and well-embedded routines that empower the children to be independent learners. Where teaching was particularly effective, the staff follow the interests of the children and are highly creative in using active learning approaches and information and communication technology (ICT) to develop the children's language and promote exploration and problem-solving. The school has identified appropriately the need to develop further the long-term planning for progression, given the changing profile and

needs of the children post- pandemic. The classroom assistants are highly skilled in supporting the children with their learning and self-regulation.

- A key strength of the school's provision is the inclusive learning environment in which diversity is embraced and celebrated. The children have a clear respect and understanding of their rights and the rights of others and benefit from being part of a multi-cultural community of learning; this prepares them well for life. The children's behaviour during the inspection was exemplary.
- Across the school, including the specialist provision, the staff respond flexibly, creatively and compassionately to the children's diverse learning needs. The staff model acceptance of difference in their attitudes and interactions, which the children replicate. There is a caring and calm environment which enables the children to learn, develop and belong.
- The health and wellbeing of all and keeping everyone safe is given a high priority. The outdoor learning environment is of a high quality and is used to promote connections with the natural world, which benefits the children's emotional health, physical development and readiness to learn. The preventative curriculum is cohesive and addresses local and contemporary issues with sensitivity. There is a good range of targeted support and early interventions for children who are struggling with their emotions. These are equipping the children with strategies they can use to manage their feelings and build their resilience.
- Through continuous monitoring, evaluation and review, the school leadership has aligned closely planned professional development to whole school priorities. Staff professional learning impacts positively on the learning experiences, outcomes and wellbeing of the children.
- The school is proactive in forging highly effective links across education partners and the community, including the local theatre and businesses, which are enhancing the children's creativity, communication and digital skills, and raising awareness of career pathways.
- At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.

Areas for further consideration:

- To continue to develop further the long-term planning for progression and integration of more active and outdoor learning opportunities.
- To extend the opportunities for learner participation to include a wider range of children.

In June 2024, our P7 pupils participated in their outdoor Graduation event. This was an opportunity for pupils and staff to celebrate together and acknowledge the contributions they made to the life of Dungannon Primary School. This event was well supported by parents and we wish our P7 pupils continued success as they continue their educational journey as they move to their new Post-Primary School.

THE CURRICULUM

The Department of Education acknowledged that in 2023/24 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 because of the COVID19 pandemic. In light of this, The Governors had decided to prepare a transitional plan for 2023/24. A new 3 year School Development Plan was written in June 2024 for 2024 - 2027.

Literacy

Teachers report that the children in their classes know what is expected of them during guided reading. They have become more independent when completing tasks during a guided reading session.

P3 and P4 pupils reported that they enjoyed guided reading with their teacher and or classroom assistant. They also reported that during these groups the adults asked them questions about what they were reading.

Reading Recovery prompts are consistently being used in P1 and P3. They are clearly displayed in all the classrooms. Teachers who observed Mrs Millington's reading group reported that they are using these strategies within their class and found the session very beneficial.

Through focus groups pupils indicated they are familiar with the skills of prediction, summarising and questioning. Teachers reported that some children found it difficult to come with their own more open-ended questions and that more work would need to be completed on constructing more open-ended questions.

All staff and pupils questioned said that they really enjoyed reading to the children/listening to the teacher read. It allowed for good discussion and during Book week, teachers put up displays linked to the books they had read.

PTE assessment was carried out in May 2024 showed that all classes showed improvement from October assessments. P4 average increased from 91.7% to 101.2%, P5 91.5% to 104.7%, P6 98.6% to 99.5% and P7 from 97.1% to 97.1%. In all year groups from P4 – P7 the majority of children achieved stanine 5 – 9. In P4 'Phonic Knowledge and Skills 'showed a -6 difference, however, SWST scores showed an increase in % from October and this was the same across all year groups.

In P6 and P7 – Reading comprehension narrative was -4 and Reading Comprehension non-narrative was -5 and -8. Analysis by reading Comprehension showed that 'simple and complex inference 'was still an area for consideration, however the difference has decreased and shows improvement.

We have 4 classroom assistants who do 'Reading Partnership 'with individual pupils from P3 – 7. There are 3 withdrawal teachers, Miss S Wilson works with Newcomer pupils (Mon – Wed). Miss H Wilson and Mrs Wharton will be taking out groups/individuals from P1 – P7 for extra support.

The school has purchased 'Smartlab 'which is an online diagnostic assessment tool, which generates individual activities to gaps in the pupils learning. These will be used as a baseline for support.

Numeracy

Over the year the focus was to take Numeracy outdoors. A number of resources were purchased to be used outdoors and to create Numeracy focus areas. While most classes did take Numeracy outside, not all used the outdoor space that we have as a resource. Rather, it was being used as an extension of the classrooms. In the next academic year pupils will participate in an Outdoor Learning Week where Numeracy will be a particular focus.

A number of pupil focus groups were taken out to ask their thoughts on outdoor learning. Overall there was a mixed response to their preference, some favoured outside while others favoured inside.

Regarding the data collected May'24 from PTM there is a percentage improvement within the area of Shape and Space. There is no longer the percentage gap between the national average, which was sitting at -21% in May'22, it has closed to an overall -6 %. Within the area of Data-Handling in May'23 data showed an overall -7% which has increased in May'24 to +7%. Giving an overall improvement in the data.

World Around Us

Improvement Target 1: All pupils will participate in at least 4 practical active science lessons per half term differentiated across KS1 and KS2.

All staff attended training set up in two of the science labs at St Patrick's College Dungannon where Dr Joanne Brolly from The Royal Society of Chemistry delivered a course entitled 'Finding the Fun in Primary Chemistry' focussing on practical active science lessons differentiated across KS1 and KS2 on 20.08.23. This collaboration led to P6 STEM project facilitated by St Patrick's College lasting 6 weeks. All staff engaged in the twilight review session on 22.11.23 and showcased a scientific enquiry lesson that they had delivered to their class.

This excerpt from an email offered some useful feedback from Dr J Brolly:

The development of scientific enquiry skills and use of technology across the key stages within WAU, in Dungannon P.S. is outstanding. There was evidence of predictions, evaluations and learning happening between the hands-on practical activities. It was great to see individual pupils having a hands-on experience and not just observing as it can sometimes be in primary schools. The investigations were challenging, relevant and good fun. What was also brilliant to see was how your colleagues are making science inclusive for learners of all abilities and differentiating the science accordingly. Extra praise for the SEN teachers!!

All classes participated in our Science with Santa workshop on 6.12.23, when we had some specialist help from Dr J Brolly and Mrs A Thompson in the KS2 classrooms.

Ms Hull attended a 2 day course for WAU Coordinators at the University of Ulster in Coleraine entitled 'Sun, sea and stemistry' and spoke on day 2 about the delivery of our staff CPD event to the rest of the participants to showcase some of the lessons taught as a result of the staff training on the baker days. Ms Hull spoke to ETI representatives who particularly liked the pupil friendly version of our WAU action plan. Ms Hull established a link with Dr F Weldon from ALMAC and will be working on a collaborative project with ALMAC in this 24/25 academic year. Our recent ETI report commented on how our school takes a thematic approach to learning across the key stages and within the specialist provision, which stimulates the children's imagination and increases their engagement. The staff's individuality and creativity are apparent in the range of the themes. Examples include: Berries; the Tudors, arising from involvement with Ulster University; and those which the children suggest such as, the Blue Green Planet. The ETI also commented on opportunities for inclusion within the WAU subject area: There is a clear strategic focus on providing equitable learning opportunities across the school for the children within the specialist provision. The children's curriculum experience is broadened through their participation in mainstream classes, for example in art and science and technology.

Class discussions allowed the children to report and reflect on their own sense of achievement and success following high quality science enquiry based learning and self assessment. All of the pupils in P2 to P7 are now involved in self assessment and maintain a record of skills acquired during WAU

lessons or topics. As the year progresses the pupils can see clearly which of our key skills remain, as part of a working document.

Our class website pages and learning logs all show more children engaged in active, science learning, across all year groups. However, it was very difficult to monitor the impact of the training during industrial action and it emphasised the importance of protecting the time for curriculum development. Discussions with colleagues since coming off industrial action has indicated that not all staff continued with the same enthusiasm as evidenced in Term 1 which was very disappointing. In the 24/25 academic year Ms Hull will be out of class to focus on WAU, and in particular, Science development across the key stages in our school. Timetabling will allow her to showcase active teaching methods in all mainstream classes with the learning support classes being able to access materials and resources to deliver similar lessons. Mr Matchett and Mrs Millington's classes will avail of coordinator support too. All class teachers will then be observed delivering an active science lesson and feedback given to measure the impact of this provision.

Improvement Target 2 : All pupils at Dungannon PS access and enjoy high quality, sustainable, outdoor education and learning appropriate for their age, ability and experience.

Our recent ETI report highlighted the fact that our school has held an Eco-School Green Flag for a number of years and is proud to have gained recently the Silver: Rights Aware' level of the UNICEF's 'Rights Respecting School' award and also accreditation as a 'Forest School'. The health and wellbeing of all, and keeping everyone safe, is given a high priority. The outdoor learning environment is of a high quality and is used to promote connections with the natural world, which benefits the children's emotional health, physical development and their readiness to learn.

Our SLT was hopeful that forest school trained staff would utilise their NIFSA Award to deliver exciting and engaging outdoor lessons for all pupils at Dungannon Primary School. Eco committee meetings incorporated outdoor learning as an item on the agenda throughout the school year to ensure pupil voice is heard on the issue of outdoor learning. Our school trip to the seaside in June is testament to our commitment to promoting outdoor learning experiences. At the ECO meeting on 22nd May all the pupils reported that whilst they were all doing much more outdoor learning across all curriculum subject areas the staff are not delivering specific forest school lessons.

Throughout the school year a number of whole school events were planned to promote whole school community involvement in our outdoor learning activities.

Brian Poots from NIFSA visited school on 4.06.24 to talk about ways to develop forest school lessons and in the academic year 24/25 Ms Hull will deliver 5 forest school lessons to each class and their teacher at The Hill of the O'Neill park. The class teacher will then plan and deliver a forest school lesson for Ms Hull to observe. Hopefully this will have a major impact on staff readiness to plan and deliver a sustainable programme of outdoor education for each of our classes at Dungannon PS. Ms Hull will train two staff to become L3 Forest School leaders to acquire her L4 Forest School Manager. This will involve setting up an Intergenerational Forest School with a local residential home as well as selecting some pupils to become involved with Nurture Rangers – a forest school based nurture programme.

ICT

We engaged in a Shared Partnership ICT Programme with St. Patrick's P.S., Howard P.S. and Windmill Integrated P.S. facilitated by the Amma Centre last academic year. The project was based on the 'Computational Thinking and Coding' desirable feature. After carrying out an audit and

discussion with the staff it was agreed that due to staff turnover and teachers moving year groups, as well as everchanging technology, this desirable feature was a good focus for development.

The Co-ordinator received Coding training from the Amma Centre in September 2023 then disseminated information to staff in a twilight session. Term 1 was spent exploring Coding apps such as Coding Safari, Light Bot and Code Karts.

The digital leaders were picked and received a half day training from the Amma Centre then assisted Foundation, KS1 and Learning Support classes during ICT lessons. They were all super.

In Terms 2 and 3, the classes worked on completing a coding project using Scratch Junior connected to topics taught in class. Most teachers provided samples of ICT as evidence of work completed in Coding. With each sample of work, the coordinator could highlight the different aspects achieved within this Desirable Feature. It was clear from the samples of work that all targets were met and showing progression from P1-P7. The Co-ordinator highlighted on the action plan that the target was partially achieved as not 100% of teachers provided evidence.

The school invested in new coding equipment in February of last year including Lego Spike, Spheros and Arti Max. These are excellent resources through which the children's coding, computational thinking, team work and problem solving skills are all developed.

Being safe online continues to be a top priority. Teachers were encouraged to have online safety discussions throughout the year with their class. Safer Internet Day was promoted with a whole school assembly led by the Digital Leaders (2nd February) and associated discussions and activities in classrooms on 6th February. PSNI spoke to KS2 children on 10th April on being safe online.

FOUNDATION STAGE

- 1. Thinking skills and personal capabilities of all the children across all Key Stages will be supported and extended and will show progression throughout the school.**

This was completed and evidence was given by all teachers showing evidence of thinking skills and personal capabilities and a staff meeting was held and after consultation with Valerie Campbell at the end of Term 2 it was thought that we would now look at our resources outside in particular loose parts to serve the children better and enhance their outdoor experience. Teachers will continue to show progression in play through their curriculum without my input but ask for advice where necessary.

More activities were active across the school and thinking skills and personal capabilities were extended across the school in either outdoor play or outdoor learning.

- 2. Encouraging Parents to enjoy outdoor play with their child.**

Following on from our questionnaires we realised that children needed to become active learners to include risk taking both at home and at school.

Parents are now speaking more positively about their child learning outside as they see the benefits at home and encourage this outdoor play as we included outdoor homework on a weekly basis.

Observation and assessment methods would be needed to assess the progression of play skills. This evidence would then help with the 'why' of the activities being sent home to parents and show the value of play across the curriculum. We trialled out 'Evidence Me' as a resource to help with this and it was such a success in P1 that next year P2 could carry out observations using this resource.

- 3. Children will have access to a wider range of equipment across different areas in an attractive manner.**

Grit boxes were purchased for outside to enable equipment to be stored with easier access for the children and encourage good tidying up. Sand and mud boxes were replenished outside. Loose parts were also enhanced with pipes, tyres of different sizes and milk crates. The creative area outdoors was enhanced with easels and shelving. All foundation and learning support teachers worked together to label different areas and have important topic language displayed in different areas.

Children have been much more involved in their learning and very focused on tasks as a result of easier access to equipment and this has encouraged children to be independent in their learning as they bring out the equipment that they need. Children can access the equipment easily and activities are child-led which keeps motivation levels high.

Music & Dance

Our Junior & Senior Choirs performed once again at the Dungannon Music & Drama Festival in March 2024. Mr Kelly's class received tuition and performed with their Ukuleles at the Music Festival and end of year Prize Day events. Piping and Drumming sessions were also introduced to our Primary 3 and 4 pupils. It is intended to develop these sessions during the 2024/25 school year.

P.E.

The school continues to encourage pupils to take part in physical activities. Children continued to engage in the Daily Mile initiative. Our football team competed in a tournament held at Dungannon Swifts and performed very well. A new online PE resource was rolled out to the whole school in

September 2022. This resource was fully embedded during the 2023/24 school year. Our Senior Netball team participated in the local Tri-County Tournament and performed very well. More regular practice time will be allocated during the 2024/25 school year and ensure greater success.

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.

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.

The needs of our pupils are becoming increasingly complex. Children present with a wide variety of need. Staff are adapting their approach to ensure a more nurturing environment exists. It is generally accepted that an increasing number of children are not yet ready for a formal learning approach and this needs to be considered when planning to cater for their individual needs. Staff continue to work with children to develop their social skills and to provide opportunities for children to self-regulate their own behaviours within a calm and supportive environment.

One of our Learning Support Classes presented with challenging behavioural needs. As a result, we sought the advice and support from Mrs Faith Scroggie, Advisory Teacher. A number of strategies were implemented, planning approaches reviewed and a high level of success was achieved as a result.

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 2023/24 the school continued to implement the writing of PLPs (Personal Learning Plan) for every child on the SEN register. All teachers were involved in the writing of these plans. Two PLPs were written and reviewed during the year. Questionnaires were sent out to get the views of parents. The voice of the child was also sought through child friendly questionnaires. The SENCO continues to work with external agencies such as Psychology, Speech and Language, Behaviour Support Team, and Education and Welfare Office. 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 twelve pupils during this academic year. Primary 6 – 7 pupils worked with the REACH mentoring team on 4th June 2024 on a project entitled 'My Story in Colour'.

Children identified as underachieving in the areas of Literacy and or Numeracy were provided with small group withdrawal support throughout the year. These pupils were tested at the beginning to find a baseline and again at the end of the block of support.

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/RIGHTS RESPECTING SCHOOL

Shared Education

The Shared Vision between the two partnership schools of Dungannon Primary School and St. Patrick's Primary School is:

"Together we seek to enhance the quality of teaching and learning through meaningful shared opportunities for our schools and communities. This will be carried out within an environment of mutual understanding, respect and trust."

Throughout the 23/24 academic year, the shared vision was built upon further as each school within the partnership continued to reinforce further the Rights Respecting Schools Award combined with the OutRight campaign which aims to empower young people to speak out and learn more about their rights. All key stages participated within Shared Education last year. FS focused on Article 31, 'The Right to Play', whilst KS1 and KS2 completed lessons from the OutRight campaign during their sessions. Due to a reduction in funding last year, Shared Education sessions were limited to 3 so it made sense for teachers to complete the short programme linked to Outright which facilitated their ½ day planning which they were given. The teachers then came together at the end of each block of lessons to evaluate them.

Within the Foundation Stage, pupils were engaged in a series of lessons which explored various rights within the UNCRC, with an emphasis within the Foundation Stage on outdoor play as this was an area which both schools were developing. FS were able to split in two to make use of the outdoor facilities without overcrowding, with one class going to SPPS and one class staying here. This helped to ensure that children could get the most out of their sessions. Pupils were engaged and had the opportunity to explore new resources in a new setting. SPPS were building up their resources and used inspiration from our setting to enable this. FS pupils particularly enjoyed their water play area as this is something we have been developing here.

Through the OutRight programme, KS1 were able to focus on climate change with an emphasis on Polar Lands. Whilst teachers planned engaging lessons, teachers commented that pupils found the concept quite hard to understand and would have benefited from more sessions to develop this further. Therefore, moving forward this year, teachers will have more flexibility to link their Shared Education sessions to an area of interest which they feel would be beneficial to their particular class i.e., focusing on a World Around Us topic or an area of PDMU. This will be established between the teachers from DPS and SPPS.

Finally, Key Stage 2 explored the Outright campaign through making connections between their learning to life today. They enjoyed exploring their carbon footprint and making comparisons to their daily activities. They were able to link their learning to the articles contained within the UNCRC. Teachers noted that because of these lessons, KS2 pupils have a better understanding of climate change and the role which they can take to help. They explored their carbon footprint and the impact which their actions can have upon the environment and future actions they will take to reduce their carbon footprint.

The teachers have planned collaboratively a programme which shows high levels of engagement from pupils, with relevance to their daily life whilst also providing opportunities for the pupils to build relationships, improve educational outcomes for pupils and collate evidence throughout the

programme to support the impact on pupils. Evaluations took place within the programme through the pupil voice and other approaches to inform future planning such as observations and evidence of pupil work.

We are looking forward to having six sessions of Shared Education this year, which will provide teachers with the opportunity to explore aspects of the curriculum in more depth within a shared learning environment. We hope to commemorate Mother Language Day this year within our sessions, due to the similarities between both schools and their high levels of diversity and make more use of shared spaces within our community e.g. Hill of the O'Neill or the leisure centre.

RRSA

DPS achieved their Silver award within the RRS journey in June 2023, and we are aiming for our Gold assessment in Term 3 2025. The work that each key stage was involved in through Shared Education will contribute to our evidence pack which will be submitted as part of our application for Gold status. Our steering group were involved in leading assemblies throughout the year based on relevant articles within the UNCRC and holding house competitions whereby pupils were tested on their knowledge of rights. The Steering Group also helped to create our new school mural displayed outside the assembly hall which showcased all the different nationalities within our school and how we all fit together to complete the pieces within a jigsaw puzzle. The pupils came up with this idea and had to promote the idea to their class and model what they had to do as part of a homework. The steering group also led an assembly during our inspection in May and spoke with inspectors about their rights and their role within the steering group. Pupils did an excellent job during this discussion, speaking confidently about their rights and how school advocates for their rights.

Classes have been using the RRS lessons which are disseminated to staff monthly as discussion prompts and have completed interesting activities, reflecting on the differences between wants and needs, the role of children as rightsholders and adults as duty bearers to name a few. We had Fitness Freddie into school to deliver a fitness workshop to all classes and we took part in World Children's Day, whereby we celebrated children's rights and pupils gave £1 to UNICEF in exchange for wearing blue to school. All these initiatives have been linked to rights which pupils have explored in class and pupils have seen how their rights are implemented within their school life. Moving forward, the RRS steering group are scheduled to lead whole-school assemblies throughout the year, either to introduce an article or to summarise the work they have been doing. Classes will continue to explore the articles in class and use these to facilitate important discussions so that the pupil voice is heard. It is the hope that we will be able to celebrate international events in school, for example: Mother Language Day, World Water Day, World Book Day, Internet Safety Day etc and link these to the relevant rights so that pupils will be able to talk about their rights and how they are met during our assessment.

EDUCATIONAL VISITS

Our Primary 6 & 7 pupils had the opportunity to travel to London on a three-day residential. The children visited Harry Potter World and many of the main London attractions, travelled along the River Thames and watched the musical 'Matilda'. Before returning home, the pupils visited Legoland and the town of Windsor. Particular thanks must go to the staff who gave of their time to accompany the children on this residential.

In June 2024, all pupils and staff travelled to the North Coast for a day at the beach. Some classes visited the Giant's Causeway while others played in the new play park at Ramore Head before all meeting at the East Strand. Burgers, hotdogs and chips were provided, and the day was thoroughly enjoyed by all.

STAFF TRAINING

- Catheter Training – Mrs Wade & Miss Gasiorowska
- Coding Training with AmmA – Mrs Alexander
- Effective Inclusion of Pupils with SLD in Mainstream and Specialist Settings – Mrs Wharton
- Sounds-write Training – Ms Black, Miss Boyd, Mrs McPhillips, Mrs Williamson
- Principal Mentoring training – Mr Thompson
- Pathways to Leadership – Mr Kelly
- First Aid Training – Ms Hull
- Attention Autism Training – Miss S Wilson
- Manual Handling Training – Mrs Holland
- Verbal well-being Training – Miss Wilson
- Play Conference @ SWC – Mrs Moore
- Smart-lab training – Miss Wilson & Mr Thompson

SCHOOL EVENTS

This year we were able to hold more school events, with parents returning to watch their children taking part as the year progressed.

- Miss Rebecca Edwards visited DPS – 22nd September 2023
- Colin Tinsley – Hope for Youth Ministries – 9th – 12th October 2023
- PTFA Quiz Night – 24th October 2023
- Harvest Service @ St. Anne's Church – 27th October 2023
- Fitness Freddie – 17th November 2023
- PTFA Car Wash – 2nd December 2023
- Grandparents Christmas Dinner – 5th December 2023
- Staff Well-being afternoon – 8th December 2023
- Pantomime @ Drumglass High School – 11th December 2023
- Pantomime @ Bardic Theatre – 15th December 2023
- Christmas Performances – 12th – 14th December 2023
- PTFA School Disco – 8th February 2024
- Big Breakfast – 9th March 2024
- Kite Building Workshops – 19th & 20th March 2024
- DPS Performance of Mary Poppins – 16th – 18th April 2024
- RE Inspection – 17th May 2024
- ETI Inspection – 28th – 31st May 2024
- PTFA Fun Night – 13th June 2024
- Prize Day – 14th June 2024
- Sports Day – 21st June 2024
- P7 Graduation – 25th June 2024
- Whole school Trip to the North Coast – 27th June 2024

SCHOOL ACCOMMODATION AND GROUNDS

The school building continues to be maintained to a high standard by the Building Supervisor and his team of cleaners. 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 June 2025.

Work commenced in June to enhance our carpark facilities at the front and back of the school. The work was completed in October 2023. This work has greatly reduced the risk of injury to pupils, provided additional parking spaces and reduced the level of congestion during peak times of the day.

ATTENDANCE

The school annual yearly attendance for 2023/24 was 92%.

FINANCIAL REPORT 2023-2024

<u>Income</u>	£
Total Funds Available	1,447,586.00
Expenditure	1,205,568.00
Balance Forward	242,018.00
General Account Balance at 31 st August 2024	9,828.75
Trip Account Balance at 31 st August 2024	2,720.67