

Watch
your
children
grow...



Earlview
Primary School
and Nursery

Board of Governor's Annual Report for the 2024/2025



Contents

Welcome and Introduction	2
Role of the Board of Governors	3
Meetings and Key Decisions	5
Safeguarding and Child Protection	6
Special Educational Needs Provision	7
Security and Safety Arrangements	7
Attendance	8
Curriculum and Subject Reports	8
Nursery Report	14
Fundraising and Charities	16
Financial Report	13
Budget	17
Charges and Remissions Policy	18
Educational Visits	18
Admissions and Enrolment	19
Looking Ahead	20

Foreword

As Chair of the Board of Governors, it is my privilege to commend this report to you and offer a few brief reflections.

One of the great benefits of a report like this is that it allows us to take a “wide lens” view of school life at Earlview. So often, we are rightly focused on our own children’s experiences which means we don’t always get to see the wonderful things happening right across the school community. This report gives us that wider perspective and, in doing so, provides many reasons to celebrate.

It highlights that Earlview is a place where pupils are encouraged to learn, grow and thrive as individuals. It is especially encouraging to read about the achievements and progress of our fantastic pupils. One of the main reasons I count it a privilege to be part of Earlview is because of our pupils. I often find myself telling others that the pupils are a credit to the school, to themselves, and to their families. They are enthusiastic, hard-working, kind, welcoming and eager to learn — and that shines through in so many ways.

We are also deeply grateful for the dedication and commitment of our staff team. From the Principal and teaching staff, to classroom assistants, administrative and ancillary staff — every member of the team puts the children first and works together for the good of the whole school community. In the 2024–2025 school year, we have also been delighted to welcome a number of new members of staff. We look forward to all that they will contribute to the life and work of Earlview.

Lastly, on behalf of the Board of Governors, I want to thank you for your continued support for the school and for all that you do as parents and carers. We refer to Earlview as a family because we recognise that everyone’s input is essential for the benefit of the children. The partnership between home and school is a vital part of what makes Earlview such a special place. Your encouragement, involvement and support play a significant role in helping our children flourish — both academically and personally. As governors, we remain committed to ensuring that the school continues to provide the best possible education and opportunities for all our children.

Rev. G. Keaveney

Chairperson of the Board of Governors for Earlview Primary School and Nursery

Introduction

The Board of Governors is delighted to present our Annual Report for the 2024/2025 school year. This report reflects the vibrant life of our school, the achievements and progress of our pupils and the way in which we have fulfilled our responsibilities.

We would like to extend our sincere thanks to all parents and guardians for their continued support. The progress made this year has been remarkable and the enthusiasm with which our children come to school each day is a testament to the strong partnership between home and school. When we

work together, our children truly thrive and this past year has been a clear example of that shared commitment.

Our appreciation also goes to our dedicated staff team, whose professionalism and creativity ensure the highest standards across the curriculum. From our teachers to classroom assistants, administrative and ancillary staff, everyone plays a vital role in creating a caring, nurturing environment where children feel safe, happy, and ready to learn.

Role of the Board of Governors

We as Governors have overall responsibility for the management and control of the school in accordance with the Scheme of Management prepared by the Education Authority and approved by the Department of Education.

- The functions of the Governors include:
- The appointment of teaching and non-teaching staff
- The arrangements for the admission of pupils, including drawing up admissions criteria
- The application of admissions and enrolment numbers
- The determination of Curriculum Policy and of the Curriculum
- Assisting the Principal to enable him to control the internal organisation, management and discipline of the school
- The preparation of an Annual Report
- The use of school premises and the inspection of premises and equipment
- The approval and management of the annual budget proposals
- We are responsible for the school's security policy and arrangements for the SEN and SENDO
- We are also responsible for other money received by the school, such as hiring of facilities, which is added to our school budget

The Board of Governors was reconstituted in the middle of the 2024 2025 school year. The details of which are on the following page.

Roles for the Period of Office 15th August 2018 – 31st December 2024

The Board of Governors comprises nine voting members and one non-voting member (the school principal). The voting members consist of four transferor representatives, two EA representatives, two parent representatives and one teacher representative. This term of office was extended, across all schools in Northern Ireland, beyond the usual four years a term lasts and the current Board of Governors would like to express their thanks to their predecessors for their hard work and dedication.

Transferor Representatives:	Education Authority Rep:	Parents' Representatives:	Teachers' Representative:
Rev. P. Jones	Mr. T. Godfrey	Miss. A. Campbell	Ms. J. Shannon
Rev. L. Bowes (from 12 th May 22)	Mr. T. McCready (from 17 th Sep 23)	Mr. R. Moffett	
Mr. M. Welsh			
Rev. G. Keaveney (from 12 th May 22)			

Office Bearers

Chairperson: Rev. P. Jones

Vice Chairperson: Mr. R. Moffett

Secretary: Mrs. L. Shaw (September 2024 -Jan 2025)

Roles for the Period of Office 1st January 2025

The Board of Governors comprises nine voting members and one non-voting member (the school principal). The voting members consist of four transferor representatives, two EA representatives, two parent representatives and one teacher representative.

Transferor Representatives:	Education Authority Rep:	Parents' Representatives:	Teachers' Representative:
Rev. P. Jones	Mr. T. Godfrey	Mrs. L. McConnell	Ms. J. Shannon
Rev. L. Bowes	Mr. T. McCready	Mrs. E. Trimmings	
Mr. M. Welsh			
Rev. G. Keaveney			

Office Bearers

Chairperson: Rev. G. Keaveney

Vice Chairperson: Mrs. L. McConnell

Secretary: Mr. P. Smith

Meetings of the Board of Governors September 2024 – June 2025

During the school year 2024/2025 the full Board of Governors met formally on eight occasions.

1. 17th September 2024
2. 12th November 2024
3. 10th December 2024
4. 14th January 2025
5. 11th March 2025
6. 14th April 2025
7. 15th May 2025
8. 17th June 2025

In addition to these meetings the staffing committee met on six occasions. The governors completed our recruitment and selection processes including, advertising, shortlisting, interviewing and Preemployment Checks.

A number of new and updated school policies were reviewed and agreed over the year and time was spent reviewing our school admissions criteria.

Some of the main issues dealt with at the Governors' meetings during 2024/2025 are noted below:

- L.M.S. Financial Procedures and their operation
- Annual Report to Parents
- Open Enrolment Procedures and Admissions Criteria
- Staff Appointments
- School Development Planning and Target Setting
- Monitoring and Evaluation of Targets and School Performance
- Safeguarding and Child Protection
- Maintenance of the School
- Numerous school policies
- Creation of two SPiM units

Safeguarding and Child Protection

Report written by Ms. Shannon

Our Safeguarding Team for the academic year 2024–2025 consisted of: Mr. Paul Smith (Principal), Rev. Gareth Keaveney (Board of Governors Child Protection Officer), Mrs. Laura Shaw (Designated Teacher), Ms. Janice Shannon (Deputy Designated Teacher), Mrs. Rachel Dennison (Deputy Designated Teacher), and Miss Demi Ritchie (Deputy Designated Teacher).

Under the leadership of our Designated Teacher for Child Protection, and with oversight from Rev. Gareth Keaveney, the Board of Governors Child Protection Officer, the school ensured that all child protection policies and practices fully complied with the relevant guidance documents:

- DENI 1999 Pastoral Care in Schools - Child Protection.
- DHSSPS 2003 Co-operating to Safeguard (Health).
- 2005 Area Child Protection Committee's Regional Policy and Procedures.

Whole school training in Child Protection and Safeguarding was delivered inhouse to all staff by The Safeguarding Team in August 2024. The members of our Board of Governors continue to be appropriately trained. New members of staff and volunteers were trained upon induction to the school throughout the year. Child Protection procedures continue to be fully reviewed and implemented, and criminal background checks are carried out on all newly appointed staff and volunteers. Child Protection Records continue to be stored in a digital format and all records are stored electronically in private, restricted access, folders.

Our Child Protection and Safeguarding Policy was updated by Mrs. Shaw and formally ratified by the Board of Governors in September 2024. The policy is available on our school website, and hard copies are provided to parents upon request. Additionally, a short video presentation explaining the role of our Safeguarding Team is available on the school website. This resource ensures that all visitors, including those with language or literacy barriers, can access essential safeguarding information.

A designated Child Protection and Safeguarding notice board is located in the school corridor, clearly reminding and directing children to the trusted adults they can approach for help and support. To reinforce this message, child-friendly posters featuring photographs of our Safeguarding Team are displayed in every classroom, on the parents' noticeboard, on the main safeguarding board, and on all exit doors. These visual prompts help ensure that children know what to do if they feel worried, unsafe, or unhappy.

Children are regularly reminded of the Safeguarding Team and the caring adults in school through PDMU lessons, assemblies, Circle Time, and other pastoral activities. These sessions reinforce the procedures in place to help pupils feel safe, supported, and happy both inside and outside of school.

Special Educational Needs Provision

Report written by Mrs Dennison

Earlview Primary School and Nursery are highly committed to catering for all children with Special Educational Needs. Mrs Dennison is the Special Educational Needs Coordinator known as either the SENCo or the Learning Support Co-ordinator. We were delighted to continue to receive the SEND Implementation funding provided to all schools to implement the new SEN framework. This has allowed Mrs Dennison one day cover per week to fulfil her duties and work on the school readiness checklist for the new SEN framework. This has also allowed Mrs Dennison time to continue building good communication and support with parents and provide continued support and guidance to our class teachers and classroom assistants.

Earlview Primary School and Nursery provide reasonable adjustments for all children in each class. When little or no progress is identified from these adjustments children who require Special Educational provision will be placed on our Learning Support register and the class teacher will create a Personal Learning Plan (PLP). PLP's are written for all children who are placed between 1SpEP – 3 SpEP of the new Code of Practice. The progress of children on a PLP is monitored regularly and 'SMARTE' targets are set by the teacher twice a year, which are agreed with parents/carers. In June 2025, 58 children were recorded on our Learning Support Register. 7 children received External SEN support from outside agencies including RISE NI, Education Authority Literacy Support Service, Language and Communication Service, AAIS or Primary Behaviour Support. 20 children had a Statement of Special Educational Needs. 8 children were consulted on with Educational Psychology and 7 children were assessed by Educational Psychology. 2 children transferred to Specialist provision from our School and Nursery.

During the year, the Board of Governors were not required to make arrangements or adaptations to the school building to facilitate any child with special educational needs or disabilities. Furthermore, no changes or additions were required to be made to the admission arrangements.

Arrangements Made for the Security of Pupils, Staff and School Premises

The Board of Governors take the safety and security of pupils, staff and school premises very seriously and undertake this responsibility in a thorough and professional manner. All aspects of security conform to guidelines and advice as received from EA Health and Safety Guidance. The Board of Governors have in place procedures and protocols for the following specific issues:

- Door and entry access control.
- Premises / site video recording.
- Fire and Evacuation Procedures.
- Portable Appliance Testing.

- Child Protection Training for all staff.
- Child Protection Training for Chairperson of the BOG, Designated Teacher and Deputy Designated Teacher.
- Criminal Record Checks completed for all volunteers and staff.

Attendance

The overall attendance rate for pupils at the school during the 2024/2025 academic year was:

- Whole School Attendance (Nursery – Primary 7): 90.06%
- Statutory Attendance (Primary 1 – Primary 7): 91.17%

This reflects a steady year-on-year improvement in statutory attendance, which has increased from 89.90% to 91.17% over the past four years.

School-led strategies, including regular phone calls home and the introduction of attendance awards, appear to be having a positive impact in encouraging consistent pupil attendance.

Subject coordinators' statements

Literacy

Report written by Miss. Richmond and Miss. Ritchie

During the 2024/25 academic year, we completed an audit of the Essential Spelling Programme and decided to update it to a current and fully researched spelling programme (Grammarsaurus Place Value of Spelling). This programme follows the most current research that shows the teaching of spelling through exploring morphology, orthography and etymology enables learners to become confident spellers who can make links and identify patterns. By teaching spellings through exploring these three key areas, it also supports those learners with specific difficulties with spelling (dyslexia) to make progress and become confident spellers. This programme began in P3- P5 in November and has been successfully implemented. The P6 & P7 elements of the programme have now been released and are currently being implemented. In these two year groups, we used the previous Grammarsaurus spelling programme which followed similar techniques. Through the end of year testing, we have started to see a slight improvement in spelling results. As this programme becomes imbedded, we should see more rapid progress across the school.

We also carried out pupil voice which enabled us to see a growth in the confidence of the learners when talking about spelling, what they have been learning and their confidence within this curriculum area. In Foundation Stage and Key Stage 1, we have developed the four key elements to the teaching of phonics (review, teach, practise and apply) in order to ensure that learning is being consolidated.

ICT

Report written by Miss. Richmond and Miss. Ritchie

During the 2024/25 academic year, we updated the ICT policy and began updating the ICT curriculum. We completed an audit of ICT resources, purchasing new charging leads, iPads cases and 10 new iPads. We have also begun to update apps on the iPads (this will be an ongoing process as each iPad must be updated individually unless we purchase an app to enable us to do this in one go). By the end of the 2025/26 academic year, the ICT curriculum and resources should be fully up-to-date and will fully support the provision of high quality learning throughout the school.



Numeracy

Report written by Miss. Richmond and Miss. Ritchie

During the 2024/25 academic year, we focused on developing mental maths skills throughout the school. The Curriculum Team, Miss Ritchie and Miss Richmond, carried out pupil voice sessions which allowed us to gather information regarding learners understanding of mental maths strategies.

As a team, we delivered staff with training which provided staff with up to date pedagogical approaches to support the teaching of mental maths in foundation stage, key stage one and key stage two. There was also a focus on using the correct terminology. It was evident that this was a success as when conducting another pupil voice session, learners were then using the correct terminology.

We also demonstrated many ways in which practical resources, such as numicon, can be used in a variety of ways to support the teaching of numeracy concepts. When conducting lesson observations and through pupil voice, it was evident that these resources were beginning to be used with greater effect through Numeracy lessons.



The Arts

Report written by Mrs Marsden

Music

This year, Earlview pupils had the exciting opportunity to attend the Pantomime at the Grand Opera House in Belfast. The children thoroughly enjoyed the experience of seeing the actors perform, hearing the music, and getting to join in.

Throughout the year, Primary 4–7 pupils participated in our after-school Choir club, which continues to grow each year. One of the highlights was being invited to perform at the local Christmas tree light switch-on, which was a truly special event where our talented singers were able to shine. We're excited about more opportunities ahead to share our singing talents with the wider community.



Art

Art plays a vital role in our school, providing all pupils from Nursery to Primary 7 with the opportunity to express themselves creatively and develop their imagination. Whether it's experimenting with colour in the early years, creating themed projects linked to class topics, or taking part in whole-school displays and competitions, our pupils consistently demonstrate enthusiasm, originality, and a growing set of artistic skills.

Art has not only been a way to enhance learning across the curriculum, but also a powerful outlet for self-expression and joy. We are proud of the creativity shown by our learners and the pride they take in their work. It's clear that art continues to inspire, engage, and bring our school community together in meaningful ways.



Drama

Children from Primary 3 to 7 enthusiastically planned and delivered their own class assemblies on important themes such as anti-bullying, friendship, and resilience. These were all delivered with thoughtfulness and creativity.

Our whole-school Christmas nativity was a standout moment in the school calendar. It brought together every class, from Nursery to Primary 7, to create a memorable and heartwarming retelling of the Christmas story. The children's exceptional singing and acting were repeatedly highlighted in the feedback we received, with many commenting on how confidently and effectively they portrayed their roles. Their performance was a wonderful reflection of their talent, hard work, and the supportive school community. We are really looking forward to next year's performances!

Play Based Learning

Report written by Ms Shannon



The Academic Year 2024-2025 allowed for a tremendous transformation in both our indoor and outdoor Play Based Learning environment. Foundation Stage pupils play and rotate through 5 zones which are 1. Creative Classroom/Table Top/ICT 2. Role Play/Construction 3. Water/ Loose Parts/Sound 4. Physical Play/ Sand/ Visual Arts 5. Den Building/Mud/Small World.

Our ETI Inspector, Mr Keown, observed our new play pedagogy in action in March 2025. He was delighted in the progress we have made so far in transforming our play practice and was pleased with how staff were deployed and utilised in each zone of learning. Mr Keown appreciated the rationale behind these changes and noted that this was a much-improved play experience compared to visits in 2021, with a greater focus on independence, creativity, and pupil voice. He was particularly impressed with the language opportunities play presented and supported the shift from structured plastic toys to wooden materials, recognising the benefit for the learner's regulation, focus and concentration.

As a school, we are excited to transfer our new play scheme to Key Stage One and further develop the children's experiences in rich ABL opportunities. Nursery will benefit from further investment in their outdoor environment and equipment to continue the development of our play pedagogy. Watch this space for some fantastic resources.

Physical Education

Report written by Miss Tonkin

This year in PE we reintroduced player of the week in class which focusses on elements such as sportsmanship, skill and behaviour. This has been celebrated through a display in the hall showing the child from each class for all to see.

We have also seen a new and successful format for our sports day which included the usual running race for each class as well as 8 different activities for the children to rotate around within the house teams. We also can't forget the P7 water running race as a celebration of the children's last sports day in Primary school. Feedback from parents, children and staff was very positive and it was felt it was inclusive of all children and their different needs. Fun was also had at the picnic after with lots of families staying on to share food, fun and laughter.

Nursery

Report written by Mrs Dennison and Miss Tonkin

What a busy and exciting year it has been in our Nursery Unit! We began in September with 27 enthusiastic children and a dedicated team including Miss Tonkin, Mrs Dennison, Miss Robinson, and Mrs Dylan. In March, we were delighted to welcome Mrs McGee to our team.

With the support of Clare Delvin, our Nursery underwent a transformation in planning, assessment, play opportunities, and the learning environment. Staff attended multiple training sessions and successfully implemented a new planning and assessment system, alongside a complete revamp of our indoor classroom.

Throughout the year, we hosted a variety of events that brought children and families together, including the Big Bedtime Read, Friendly Friday, Christmas Stay and Play, Nursery Disco, and our cherished Nursery Graduation. Parents shared that they felt deeply included in the life of our Nursery, and many meaningful connections were formed. Photos and highlights from these events were shared via Seesaw and social media to showcase all the wonderful things happening in our Nursery.

Our Getting Ready to Learn programme continued to thrive. From November, all children participated in The Big Bedtime Read, taking home book bags with five books each week to enjoy with a grown-up. Parents received helpful resources via Seesaw to support daily reading routines.

Feedback from returned questionnaires was overwhelmingly positive, with all parents agreeing the programme had a beneficial impact on their child.



A major highlight was our Nursery Graduation, where families gathered in the assembly hall to celebrate the children's achievements. The children sang beautifully, enjoyed breakfast with their families, and received their end-of-year Nursery booklets to look back on their journey.

We wrapped up the year with a well-deserved trip to MiniVille Play in Carrickfergus, where the children delighted in various role-play activities and the excitement of the bus journey.

This year, 10 children transitioned to Primary One at Earlview Primary School, and one child moved to specialised provision.

The Nursery Team would like to extend heartfelt thanks to everyone who supported us throughout the year. We look forward to continuing to grow and develop our Nursery Unit and to another successful year ahead!

Fundraising and Charities

Throughout the year our children supported the following charities:

Christmas Jumper Day 2024

Save The Children

Donations

£168.00

Halloween Dress-Up/ Non-Uniform Day

Sandi Donation

£164.00

Royal British Legion 2024

Poppy Appeal

£217.94

The children also participated in the Remembrance Day Parade

Community

Earview continues to strengthen its ties with the local community through a range of meaningful initiatives. We are proud to support the New Mossley Football Team by providing access to our school grounds for their training sessions and matches. This year, we launched a new Parents and Toddler Group, offering a welcoming space for families to connect and engage. At Christmas, the school distributed food parcels to local families in need of support, helping to ease seasonal pressures. We also take part in the community's Christmas tree light switch-on, where our pupils contribute to the festive spirit with carol singing. In addition, the school ran a number of fun events for the children, including a Disney themed quiz night and a vibrant Christmas Fair, both of which were enjoyed by pupils and families alike.

Performance Data

Due to the ongoing Action Short of Strike during the 2024–2025 academic year, schools were unable to collect and submit official end-of-key-stage assessment data. As a result, no formal statutory performance figures for literacy, numeracy, or other curriculum areas are available for this reporting period.

However, Earview Primary School and Nursery continued to monitor pupil progress internally using a range of robust assessment tools. Progressive Testing in English and Maths was implemented across year groups to track attainment and progress. Additionally, GL Cognitive Ability Tests (CAT) were used to establish baseline assessments for pupils, providing valuable insights into individual learning profiles. To support ongoing literacy development, Accelerated Reader was employed throughout the year to monitor reading progress and engagement.

These measures ensured that, despite the absence of formal key-stage data, teachers were able to identify strengths, address gaps, and maintain high standards of teaching and learning.

Budget

The school's government allocated budget was spent as follows:

Budget Analysis

	£
Initial Budget	867,346
Additional Allocations	29,418
C/Over 2023-2024	<u>139,584</u>
Total Allocation	<u>1,036,348</u>

Expenditure	£
Staff Costs	855,486
Non-Staff Costs	94,355
Income (money raised is shown as negatives)	<u>-18,970</u>
Total Expenditure	<u>930,871</u>
Carry Over March 2025	<u><u>105,474</u></u>

In addition to our government funding our school hold private school funds have been audited and are available for parents to view on request. These are independently audited by an external accountant.

Charges and Remissions

We provide a free education for all pupils at Earlview Primary School and Nursery under the Education Reform Order 1989.

There are just a few exceptions and these are detailed below;

- All board, lodging and travel costs on residential trips (except where statutory/remissions apply)
- Costs associated with optional extras, for example, visits to the theatre or extra-curricular activities
- Tuition in a musical instrument/swimming lessons
- Break-time snack for nursery children.
- Break-time toast
- School meal
- Before and after school childcare

The school may occasionally ask for voluntary donations but it is stressed that no child will be disadvantaged in any way if the parents choose not to make a contribution. However, Governors reserve the right to cancel any event or activity if parents are reluctant to support.

For full details, please ask at the school office for a copy of the Charges Policy.

Educational Visits

The Board of Governors extends sincere thanks to all parents and community members who generously volunteered their time and expertise. Your support in coaching pupils, assisting with transport to sporting and other events, and supervising school trips has been invaluable.

Throughout the year, a variety of engaging trips and events were organised to enrich pupils' learning experiences. These activities were designed to deepen practical understanding of the curriculum while providing enjoyable educational and social opportunities.

With the approval of the Board of Governors, teachers arranged the following educational visits:

P6 Viking Trip – Jun 2025

MiniVille Play in Carrickfergus –Jun 2025

Sentry Hill – Primary 1 & Primary 2 –Jun 2025

P5 Ulster Museum Workshop on Animal Environments –Jun 2025

Belfast Zoo – Primary 3 & Primary 4 –May 2025

Peter Pan Pantomime

School Admission Numbers

The maximum enrolment for our school is 221 plus children with a statement of special educational needs.

Admissions to the school were:

Nursery

56 Applicants in January 2025 of which there were 27 Admissions

49 Applicants in January 2024 of which there were 27 Admissions

52 Applicants in January 2023 of which there were 27 Admissions

Primary 1

9 Applicants in January 2025 of which there were 9 Admissions

18 Applicants in January 2024 of which there were 21 Admissions

20 Applicants in January 2023 of which there were 21 Admissions

Transfer to Post-Primary School

Report written by Miss. Ritchie

Our Primary 7 pupils celebrated with lots of brilliant events at the end of the year. They planned and produced a P7 Leavers' video which was premiered at their P7 Leavers' Assembly and shared via Facebook, Seesaw and our school YouTube for public viewing. Primary 7 were also celebrated with a Leavers Assembly and a P7 Prom. During their Leavers' assembly, Primary 7 performed in front of their parents and recited a poem written by a Primary 7 pupil.

This year our children worked extremely hard throughout the SEAG process and made progress in their own abilities. 38% of the P7 year group opted to complete the test. All Primary 7 children received a place in their first choice school with pupils gaining places in Belfast High School, Ballyclare Secondary School, Integrated College Glengormley, Abbey Community College, Hazelwood Integrated College and Edmund Rice College.

Information for this School Year September 2024 – June 2025

Chronological Draft Events List

AUGUST 2025

22 Aug – Pupils Return

28 Aug – Group Parental Class Meetings

SEPTEMBER 2025

8 Sep (week of): Parental Questionnaires issued

9 Sep – Board of Governors Meeting

16 Sep – School Photographs

17 Sep – NSPCC Pants Day

19 Sep – SEAG Registration Closes

22–28 Sep – Recycle Week

OCTOBER 2025

19 Oct – Flu Vaccines

20–23 Oct – Parent/Teacher Interviews

23 Oct – Flu Vaccine Mop-up

NOVEMBER 2025

10–14 Nov – Anti-Bullying Week

11 Nov – Board of Governors Meeting

15 Nov – SEAG Assessment Paper 1

22 Nov – SEAG Assessment Paper 2

DECEMBER 2025

16–17 Dec – Nativity/Christmas Play

19 Dec – Pantomime

JANUARY 2026

7 Jan – Provisional Open Day

13 Jan – Board of Governors Meeting

24 Jan – SEAG Results Issued

FEBRUARY 2026

23–27 Feb – Parent/Teacher Interviews

23 Feb – Book Fair

MARCH 2026

9–15 Mar – British Science Week

31 Mar – End of Term

APRIL 2026

14 Apr – Board of Governors Meeting

MAY 2026

6–8 May – Ganaway Residential Trip

22 May – Sports Day

JUNE 2026

9 Jun – Board of Governors Meeting
17 Jun – Nursery Graduation;
18 Jun – P7 Leavers’ Assembly, Prize Day, Prom
25 Jun – Meet New Teacher

Our School Day (2024 – 2025)

0800	Breakfast Club starts
0845	School begins Nursery - Primary 7
1030	Morning break
1130	Lunchtime for Nursery
1215	Lunchtime Primary 1 - Primary 7
1315	End of session for Nursery
1400	End of lessons for Primary 1- Primary 2 (and Primary 3 Wednesday - Friday)
1500	End of lessons for Primary 3 (Monday and Tuesday) and Primary 4 - Primary 7 (Monday - Thursday)

The school day ends at 1400 for all children on Friday.

After School Clubs

We offer a vibrant and enriching range of after-school activities operating Monday to Friday from 1315 to 1700. These sessions provide children with opportunities to explore interests beyond the classroom, develop new skills, and build friendships in a safe and supportive environment.

In addition to our fixed clubs, we also introduce additional termly clubs that begin after 1500, offering even more variety and choice for pupils. For our younger learners in Foundation Stage and Key Stage One, tailored clubs begin from 1400, ensuring age-appropriate engagement and participation.

Benefits of Our Programme:

- **Extended Learning Opportunities:** Children can deepen their understanding in areas such as arts, sports, science, and languages.
- **Social Development:** Activities encourage teamwork, communication, and confidence-building.
- **Routine and Structure:** A consistent schedule supports working families and helps children transition smoothly from school to home.
- **Age-Appropriate Options:** Younger pupils benefit from earlier start times and specially designed activities suited to their developmental stage.

- **Termly Variety:** New clubs each term keep the programme fresh and exciting, allowing children to try something new regularly.

Future Plans

The new School Development Plan for 2025–2028 is currently being drafted and will outline the strategic priorities for the next three years. A key focus will be on strengthening the foundations of learning through a renewed emphasis on phonics, ensuring that every child develops secure early reading and writing skills essential for success across the curriculum.

Another major development priority will be the creation of four SPiM classes over the next three years, with the aim of having two classes operational by the end of Term One in the 2025–2026 academic year. This initiative will provide enhanced provision and support for pupils with specific needs, ensuring inclusive and high-quality learning environments.

To support these priorities, the school will invest in resources and professional development for staff, alongside continued innovation in teaching and learning. Parental consultation will be launched as soon as the Board of Governors has agreed the plan in Term One of 2025–2026, ensuring families have the opportunity to contribute to shaping the future direction of the school.

The leadership team and Governors remain committed to working in partnership with parents and the wider community to deliver these goals and provide the best possible outcomes for all pupils.