

St Clare's Abbey Primary School



Annual Board of Governors' Report **2015/16**

Approved by Governors: 17/01/17

<p>St Clare's Abbey Primary School, Newry</p>

Governors' Report 2015/16

Dear Parents

I am pleased to have this opportunity to present to you the 15/16 Governors' Report for St Clare's Abbey Primary School. 2015/16 was a truly momentous year for our school as we finally moved into our long awaited wonderful new home at 12 Courtenay Hill Newry. On behalf of the Board of Governors I wish to thank all those whose committed effort helped bring our dreams to reality.

It is our intention that you should be kept informed about the development of the life of our school and this report is one of a number of ways in which the information will be provided.

I thank you for taking the time to read this report and for the interest and support you show to the school community of St Clare's Abbey.

Yours sincerely
Canon Francis Brown

Rev Canon Francis Brown (Adm).
Chairman

St Clare's Abbey Primary School
Board of Governors: 2014 - 2018

Trustees:

Rev Canon Francis Brown (Chairperson)
Sr Julie Mc Goldrick
Mr Gerard Keenan (Vice - Chair)
Mrs Siobhan Gorman

SELB Representatives:

Mr Brendan Keenan
Mrs Karen Mc Nally

Department Representative:

Mrs Ciara Reilly

Parent Representative:

Mr Shane Comer

Teacher Representative:

Miss Patricia Mc Coy

Principal

Mrs Michelle Monaghan (Secretary to the Board of Governors)

What Are Their Main Responsibilities?

The Governors are ultimately responsible for the overall management of the school. They are required to meet a minimum of three times each year, but in practice may meet more often than this.

Some Of Their Duties Include:

- The oversight of the curriculum.
- The control of the budget.
- The provision of information to parents.
- The selection of staff.
- The maintenance of the premises (shared responsibility with SELB).
- The Admissions Policy.
- Fostering links with the local community and pursuing the objectives of Mutual Understanding.

Warmest thanks are extended to our governors who give so freely of their valuable time.

STAFFING COMPLEMENT 2014/15

NAME	POSITION
1. Mrs Michelle Monaghan	Principal
2. Mr Eddie Sweeney	Vice Principal
3. Mrs Catherine Bennett	Head of Nursery
4. Miss Blanaid O Shea	ECPD teacher (Education Centre for Physically Disabled Children.)
5. Mrs Caitriona Cribbin	Member of School Leadership Team, Head of Foundation Stage, Joint Literacy Co-ordinator & Primary 1 Teacher - Abbey site
6. Miss Eimear Mc Shane	Primary 1 Teacher
7. Mrs Jayne Davey	Primary 1 Teacher - On Maternity leave- Mrs Niamh Trotter - substitute teacher.
8. Mrs Toner	Member of School Leadership Team SENCO Primary 2 Teacher - working in a job share partnership with Mrs Emma Mc Keown.
9. Mrs Emma Mc Keown	Primary 2 Teacher- working in a job share partnership with Mrs Martina Toner.
10. Mrs Kathy Crozier	Primary 2 Teacher
11. Miss Monica Mallon	Primary 2 Teacher
12. Mrs Geraldine Tierney	Primary 3 teacher
13. Miss Roisin Rocks	Joint ICT co-ordinator Primary 3 Teacher
14. Mrs Charlene Sloan	Primary 3 Teacher
15. Miss Elayna Duffy	Coordinator of The Arts Primary 4 Teacher
16. Mr Brendan Byrne	Primary 4 Teacher
17. Mrs Helen Mc Goldrick	Primary 4 Teacher - on maternity leave- Miss Niamh Mc Nally = substitute teacher.

18. Mrs Katharine Doherty	Member of School Leadership Team Coordinator for Newcomer Provision, Religion and Pastoral Care. Primary 5 Teacher. -On maternity leave -Miss Niamh Mc Nally = substitute teacher.
19. Mr Mark Digney	Primary 5 Teacher - Abbey site
20. Mrs Sonya Crawley	Coordinator for World Around Us Primary 6 Teacher- Abbey site
21. Mrs Michelle Mc Parland	Joint ICT co-ordinator Primary 6 Teacher - St Clare's site
22. Mrs Clare Donnelly	Member of School Leadership Team Head of Key stage 1 Joint Literacy Co-ordinator Primary 7 Teacher
23. Miss Patricia Mc Coy	Member of School Leadership Team Head of Key Stage 2 Joint Numeracy Co-ordinator Primary 7 Teacher

AUXILIARY STAFF

NAME	POSITION
24. Mrs Anne Hayes	Senior Clerical Officer.
25. Mrs Bridie Downey	Senior Clerical Officer.
26. Mr Cormac Murphy	Building Supervisor.
27. Mr Edmond Heaney	Building Supervisor.
28. Miss Louise Vardy	Classroom Assistant.
29. Mrs. Catherine McQuillan	Classroom Assistant.
30. Mrs Amanda Keenan	Classroom Assistant.
31. Mrs Anne Doyle	Classroom Assistant.
32. Mrs Lorraine Mc Cann	Classroom Assistant.
33. Ms Martina Fearon	Classroom Assistant.
34. Mrs Deirdre Murtagh	Classroom Assistant. Absent on long term ill health, replaced temporarily by Mrs Colette Lundy.
35. Miss Therese Kelland	Classroom Assistant.
36. Mrs Patricia Gray	Classroom Assistant.
37. Mrs Nuala Rafferty	Classroom Assistant.

38. Miss Orla McDonald/(Mrs Mulholland Feb 15)	Classroom Assistant.
39. Mrs Marie McCartan	Classroom Assistant.
40. Mrs Aneta Palis	Classroom Assistant.
41. Mrs Mella Cunningham	Classroom Assistant.
42. Mrs Fiona Mc Govern	Classroom Assistant.
43. Mrs Maggie Rogalska	Classroom Assistant.
44. Miss Julie Hewitt	Classroom Assistant.
45. Mona Mc Ardle	Classroom Assistant.
46. Mrs Eilis Clarke	Classroom Assistant.
47. Miss Tara Hollywood	Classroom Assistant.
48. Mrs Breege Mc Anulty	Classroom Assistant.
49. Mrs Joanne Fallon	Assistant - ECPD.
50. Mrs Phyllis O Hare	Assistant - ECPD.
51. Mrs Teresa Hollywood	Assistant- ECPD.
52. Mrs Attracta Byrne	Assistant -ECPD temporary
53. Mrs Yvonne Mc Mahon	Assistant - temporary
54. Mrs Michelle Burke	Assistant - temporary
55. Ms Fiona Keeley	Assistant- temporary

CLEANERS

NAME	POSITION
56. Mrs McFee	Cleaner Supervisor- Retired December 15
57. Mrs Clarke	Cleaner - Retired September 15
58. Mrs Doherty	Cleaner -
59. Mrs Mc Shane	Cleaner Supervisor -
60. Mrs Gallagher	Cleaner-
61. Mrs Clarke	Cleaner -
62. Mrs Rooney	Cleaner-
63. Miss Mc Shane	Cleaner-

SUPERVISORS - DINING HALL /YARD

NAME	POSITION
64. Mrs. E Kay	Senior Supervisory Assistant Dhall/Yard
65. Mrs R Doherty	Dhall/Yard Supervisory Assistant
66. Ms J Grant	Dhall/Yard Supervisory Assistant
67. Miss Woods	Dhall/Yard Supervisory Assistant
68. Mrs Woods	Senior Supervisory Assistant Dhall/Yard
69. Ms Mc Shane	Dhall/Yard Supervisory Assistant

STAFF IN DINING HALL/KITCHEN

NAME	POSITION
Mrs Jacqui Graham & Her team	School cook

SCHOOL CROSSING PATROL OFFICER

Mr Andrzej Sobala

EDUCATIONAL PSYCHOLOGIST

Mrs Caroline Flynn

SCHOOL CHAPLAINCY

Fr Krzysztof & Sr Rosemary Lynchehaun

Staff news:

The Board of Governors was delighted that the staffing complement was able to be expanded by 3 permanent teachers in year 2 of the amalgamated school. The 3 year staffing plan has shown that this will be maintained for the next three years at least.

- We congratulate Miss Monica Mallon, Mrs Charlene Sloan and Mr Brendan Byrne who were appointed as permanent members of our school staff and took up post on 01/09/15. We are delighted to have them on board.
- We thank the temporary teachers we had in school during 2015/16 for the effort they invested into helping establish our early practices and procedures:
Miss Niamh Mc Nally- substitute teacher for Mrs Katharine Doherty
Miss Aoife O Hanlon - substitute teacher for Mrs Helen McGoldrick
Mrs Niamh Trotter - substitute teacher for Mrs Jayne Davey

- We congratulate Mrs Jayne Davey, Mrs Helen Mc Goldrick and Mrs Katharine Doherty and their husbands on the birth of their new babies: Joseph, Tess and Owen respectively.
- We congratulate Mrs Sonya Mc Veigh and her husband Kevin, Mr Brendan Byrne and his wife Christina, Miss Louise Vardy and her husband, Anthony, on their 2015/16 nuptials.

Enrolment:

Our enrolment as recorded on DENO statistical return in October 15 was 503 pupils and we thank our deeply committed staff for the tireless work they have undertaken throughout the year. Their dedication to our pupils is unwavering.

An overview of achievements of 2015/16:

The school year 2015/16, the second year of St Clare's Abbey's existence, has been a very successful one in which many noteworthy achievements were made in all aspects of school work and life. Some of these are listed below but once again are only a snapshot of the tremendous work done. It would be impossible for external observers to imagine the enormity of the work undertaken in stages 2 & 3 of establishing our new school.

Following on from stage 1 which lasted for the complete 2014/15 school year:

Stage 2 involved merging our pupils into mixed gender classes, and moving 50% of them to a new site for a 5 month period. The physical layout and facilities on each site could not facilitate separate Foundation stage/ KS1 site and Key stage 2 sites, rather we had to split the year groups across sites and this made teacher planning and year group communication and bonding very challenging. It was also a daunting time for staff as many had to pack up their classrooms and decamp to another site with the knowledge that they would be doing the same again a few months later when the new school would open. However in spite of these challenges a comprehensive audit with you, our parents, in term 1 assured us that you felt we had managed the transition in a very pastoral way which had helped your children to adjust very well. We were delighted with this. Stage 2 was an incredibly busy period as we continued with our curricular and pastoral planning to develop new shared practice in all aspects of school life for St Clare's Abbey, whilst simultaneously undertaking the huge physical task of preparing for the decamp from the two sites and undertaking the comprehensive archiving process necessary when vacating two such old buildings. The third labour intensive task at this time was requisitioning the new furniture and equipment for the new school. It was an unbelievably demanding period and the staff are to be congratulated sincerely for their commitment and hard work, they were all undoubtedly 'multi-jobbing' and determined that the pupils' education would not be compromised. They proved themselves to be an outstanding team.

Stage 3 was the relocation to our new school. This was fabulous and whilst very challenging moving mid-year, with hind sight it worked very well as it allowed term 3 for settling into the building with all staff and pupils starting the summer holidays well-adjusted to the new surroundings. Comments received from the parents following the week long orientation process were very affirming and confirmed that once again we had managed the transition in a child friendly way causing the minimum amount of disruption to the pupils' education and minimal stress to pupils and their families. We were extremely pleased as that was very important to us.

Key milestones in stages 2 & 3 of our amalgamation work:

- Term 1:

Throughout term1 the principal and vice principal liaised with EA & suppliers to spend IFE and Capital budgets effectively and efficiently within purchasing guidelines

September 15:

- We moved into mixed gender classes across each site
An audit undertaken with parents at the end of September showed emphatically that parents felt we had managed this complex stage of the amalgamation in a very child centred and pastoral way.
- Our new school uniform was adopted and worn beautifully by each child.

October 15:

- Each site hosted an open day and evening to allow past pupils to visit their old schools for the final time. They were extremely well attended and nostalgia was in abundance throughout.

Term 2:

The process of 'Packing up', Decamping and Populating' the new school, was deferred until 29th February- which required an amendment to the School closures in Term 2.

February 16:

- Each site hosted pupil celebrations to mark the last day in their old schools.
- Handover of the keys took place

March 16:

- Staff and groups of pupils spent three days 'moving into the new school' in the week of 29th February.
- Orientation visits for parents and their children were undertaken for each class. Two days within the relocation week were allocated to this.
- Pupils moved into school for 'business proper' on 7th March.
- Official 'ribbon cutting' ceremony took place at the request of DENI with the then Minister of Education, John O Dowd completing the task.

Term 3: We became accustomed to our new surroundings and continued with the rigorous curricular and pastoral planning started in year 1 of the amalgamation.

In spite of all the extraordinary happenings for St Clare's Abbey in 2015/16 SLT was determined that school development and improvement would not be compromised by the physical demands. This was of crucial importance to the development of the school and a synopsis of the various developmental programmes undertaken are provided below: We believe that our staff are remarkable to have achieved all that they did:

Development priorities addressed throughout 2015/16:

1. A programme for developing shared high quality teaching and learning within St Clare's Abbey was developed with staff:

2015/16 saw phase 2 of the intensive programme of curriculum development, started in the previous year, take place. The challenge remained the same: that staff in each year group would come together to share their expertise and develop really exciting teaching and learning opportunities. Given that year groups were split across two sites for the first 6 months of the year and given that there was little funding for non-contact time, this was very challenging. The fact that Term1 planners had been prepared in the previous term was beneficial as it allowed teachers to use some term 1 directed time to plan for terms 2 & 3 of 2015/16. However the reality was an incredible workload and by the end of the year approximately 20% of Literacy, Numeracy and World Around Us planners were still not written. However the dissemination of those that were showed that staff were certainly planning for very creative and engaging learning. Evaluations of these lessons also showed that pupils were gaining hugely from them. An evaluation undertaken with parents of P7 leavers and those pupils themselves showed emphatically that we have been successful to date in our aim of creating pupils who love learning. (See a selection of their quotes below)

'I have learnt so much and I love all the staff.'

'It is a very smart school and will help every child.'

'I really like St Clare's Abbey, I was only here for two years but the teachers taught me well!'

'It's easy to make friends here.'

'It's a brilliant school. It's not too easy and not too hard and it's full of fun.'

'This school has opened up so many opportunities for me and taught me so many things. We get to experience fun talks and presentations and we are taught to love God, learning and each other. In my opinion I don't think a parent could ask for anything more than this amazing, state of the art, loving learning school.'

'This school makes you work very hard.'

'The teachers are very kind.'

'They want you to have high expectations for the coming years.'

'It is overall a great school and I would highly recommend sending your child to this school where they can grow, learn, make friendships and become a sophisticated young adult once they reach P7.'

Specific work undertaken in Numeracy and Literacy to develop high quality teaching and learning.

The targets for Literacy and Numeracy for the year were two-fold:

(1) To ensure our teaching and learning is of a high quality to further our school aims of producing children who love learning.

(2) To help all our children achieve their potential

The Data management team worked meticulously to analyse scores and establish which children were not working at a level commensurate with their Verbal and Quantitative Scores in the Cognitive Ability Test (CAT). These children then become the target children for the class teacher, Literacy and Numeracy co-ordinators, SENCO and Newcomer Co-ordinator .

To achieve these targets we:

Within Literacy & Numeracy-

- Agreed on long term and medium term planners for each year group (Literacy & Numeracy)
- Developed meticulous planning for each primary which ensured appropriate differentiation, high expectation and active engaging lessons. Whilst Co-ordinators had worked shoulder to shoulder with all year bands in 14/15 year as they planned, this joint planning continued with Primary 4 and Primary 5 in 15/16 in an effort to target year bands which were felt to be most in need of support due to the myriad of need with the classes.
- Disseminated these planners to other year groups in order to share ideas and best practice.
- Informed parents, through explicitly designed homework grids and start of year parental information sessions, of the role we needed them to play in developing reading/spelling/comprehension/high frequency words for spelling and reading and maths competences especially in mental maths. at home through homework grids. Involved children in setting their own targets for improving in conjunction with teacher and parent.
- Developed, with whole school input, our Literacy and Numeracy policies.

Within Numeracy specifically-

- Developed a progressions document to detail the progression in each area of Maths in each term of every year.
- Developed a 'Language of Maths' document for use in teaching the four rules to provide consistency among all staff and between home and school.
- Introduced the use of a Core Competence Checklist in each primary which provided a weekly focus for Mental Maths Strategies. The inclusion of the week's strategy coupled with an example for parents provided a link between home and school and supported the work in the classroom
- Made highly effective use of the ALTA Maths programme in school and parents were invited to school to explain why and how ALTA can be used at home.

Within Literacy specifically-

- Created a document detailing the literacy arrangements pertaining to that year band. These documents have proven to be invaluable and are used by teachers to 'check' what the expectation is for the year band in relation to reading, phonics, homework, writing, book use, classroom practice etc. They have been an invaluable resource for student teachers and long term substitute teachers also.
- Developed high level comprehension work in class during guided reading sessions.
- Ensured that the wide range of reading schemes were being used as opposed to children become entrenched in a particular scheme.
- Implemented the 'Paired Reading' programme (Mrs Cribbin and Mrs Donnelly to lead) Specific parents were invited to attend.
- Used 'Lexia' & 'Alpha to Omega' language based support programmes with specific pupils..
- Set up monitoring/evaluating groups to allow coordinators to discuss literacy experience with different groups of pupils across the year.
- Deployed classroom assistants for withdrawal support for those children needing extra support in Literacy. The programmes used included:
Talking Partners
Paired Reading
Paired Reading
Accelerated Reader
Peer Paired Reading Programme

In Term 3 our pupils were tested using the GL Progress Test in Maths. (PTM) The strategies outlined above helped us to reduce underachievement among those pupils identified at the start of the academic year by 47 % in Literacy and by 36% in Numeracy by June 16. For those pupils who continue to underachieve the 'gap' between attainment levels and potential has been reduced significantly and this will continue to be addressed in 2016/17 at individual class level with our aim being that their underachievement will eventually be overcome. It is important to note that many complex factors can impact on pupil achievement and that these are often very difficult to redress. We are committed as a school to pursuing underachievement recognising that it is central to school improvement.

2.A programme for developing shared high quality pastoral practice within St Clare's Abbey was developed with all stakeholders:

A) Policy creation:

Following on from the very strong pastoral basis established in year 1 we worked collaboratively to develop a host of pastoral policies:

- Policy for Promoting Positive Behaviour
- Child Protection Policy
- Intimate Care Policy
- Safe Handling Policy
- Relationships and Sexuality Education Policy
- Health and Safety Policy
- First Aid Policy
- E safety Policy.

We spent a very long time on this portfolio of policies as we developed them collaboratively involving parents and pupils' working groups. The result was policies that truly reflected a wide range of opinions and that were meaningful to implement because of this. Throughout, we used our visionary framework inspired by the spirits of Blessed Edmund Rice, St Clare and St Francis as our guide. This was particularly true for 'Policy for Promoting Positive Behaviour' as so many of our procedures reflected the way Blessed Edmund Rice had insisted on pupils in his school being treated. He was an advocate for 'restorative justice' way before his time.

B) Developing pupil voice within St Clare's Abbey:

- The School Council was established and from September to February they met each Monday to work through their development plan for the year. Once we moved into our new school we set up a school council meeting place.
- The Pupil Leadership Team was created to enable P7 pupils to help with key aspects of school life.
- Digital leaders were appointed from P5 - P7 pupils to help share good iPad practice. They were trained by i-teach and attended a training session in the 'Apple Store'.
- The Eco council for 2015/16 was established and worked hard through all eco priorities for the year.

3. A programme for developing shared high quality ICT practice within St Clare's Abbey was developed:

A) Coordinators worked hard to improve the quality of Learning and Teaching with effective use of ICT: (NB the priorities for development were identified by the findings from a whole school audit undertaken in the latter part of 2014/15.)

1. Staff development was undertaken to develop appropriate progression of each of the 5 strands of ICT- Explore, Express, Exchange, Exhibit and Evaluate from Primary 1 to Primary 7.
2. We targeted the development of online communications - Fronter, Blackboard Collaborate and News Desk across the school and this was used to great effect especially during term 1 when year groups were split across two sites.
3. A whole school approach was used to develop an awareness of the issues surrounding all aspects of ESafety and digital citizenship. (The ESafety policy was developed collaboratively with the engagement of representatives from all stakeholders.)
4. We employed the services of ' iTeach' to train staff and pupils in more effective use of iPads.

B) ICT coordinators, Vice Principal and Principal worked extremely hard to ensure that the ICT infrastructure was of a very high quality in our new build. The resourcing was extremely complex because whilst we had a generous funding allocation, red tape left it very difficult to purchase the most up to date resources as authorisation from EA was based on stipulations from DENI building handbook, many of which were out of date. However we persisted and have an impressive ICT inventory:

Each class has:

- A computer area with seven C2K managed devices (PCs and laptops).
- An Activpanel (Like a giant iPad, wallmounted for whole class teaching. The height adjustable feature allows full integration for pupils who may be wheelchair users, which is essential in St Clare's Abbey)

- 4 iPads.
- Secure Wifi provided by the C2K network and iTeach wifi. We supplemented our C2k wifi with 'Classnet' wifi to facilitate effective use of all our ipads across the whole school and Nursery, as the C2k routers provided only limited coverage.
- Bee Bots and Bee Bot equipment (mats, cards etc)(P1-P4) and Probots and Probot equipment(P5-7) to facilitate the development of coding/programming skills.
- A range of ICT equipment/programmes used to help children with Additional Educational Needs or those underachieving e.g. Lexia, Accelerated Reader, Talking Tins, E Readers etc.

C) The coordinators used the Digital School Of Excellence scheme to evaluate St Clare's Abbey's ICT provision and inform strategic direction for future development.

This was a very valuable process and helped shape practice throughout the year. The verification visit is planned for the beginning of the 2016/17 school year and it is fully anticipated that we will become part of a tiny cohort of schools to receive this award across all of Ireland.

4.A programme for developing shared high quality SEN practice within St Clare's Abbey was developed:

A) We addressed a long standing problem re setting appropriate learning targets for pupils with special educational needs: Standardised tests are so beyond the attainment levels of pupils with SEN that it is impossible to use the information for them to inform future teaching. Therefore we devised a very specific personal tracker for these pupils and it has been incredibly successful in terms of informing learning targets. The table below shows an overview of the number of pupil achieving their end of year projected targets.

	Targets achieved	January	January 4	January 5	January 6	March
Literacy	0	1/16	0/17	0/12	1/10	0/10
	1	2/16	0/17	1/12 (this child had only two targets)	1/10	0/10
	2	5/16	3/17	0/12	1/10	0/10
	3	8/16	14/17	11/12	7/10	10/10
Numeracy	Achieved mental maths target	16/16	12/14	12/12	7/11	8/9
	Did not achieve mental maths competency	0/16	2/14	0/12	4/11	1/9

	target					
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B).A comprehensive programme for up-skilling classroom assistants in relation to the needs of pupils with SEN in their class was undertaken. This will be an on-going part of our school provision but this particular emphasis will be a two year development.

C). A huge priority has been to increase the involvement of pupils with SEN in their own learning. This is a complex and extremely difficult thing to do well but progress has been made although our work will undoubtedly carry through to 2016/17.

D) We worked hard to improve how we communicate with parents of pupils with SEN to give them a more concrete way for helping their child and to increase their understanding of our approaches. One parental comment reflects the views of parents from this group who were consulted at the end of the year's work:

'Yes the meetings throughout the year were informativeset expectations and allowed me to see a clear plan for first three months of the school year and each term thereafter.' P1
Parent

E) Links between school and external agencies were effectively developed with :

Education Authority Partners-

Language and Communication Team Teaching support- 2 children

SPLD service (Literacy support)-7 pupils

Behaviour Support Team - 6 pupils

ASD OT team- 1 child

Support from Hearing Impaired Service- 1 child

Support from Down Syndrome support service-1 child

Speech and language therapist CDC -1 child

Health & Social Care Trust-

ACE team- Physiotherapy (5 children), Occupational therapy (7children) and Speech therapy (1 child) sub teams and their 'Delivery of Whole Class attention and listening programme' to two P3 classes and 1 P4 class

Acorn Centre Autism Team- OT sub team

ADHD support nurse - 1 child

F) A range of in-house support interventions were provided including-

- Voluntary teaching/assistant support from: Mrs Quinn in Primary 4, Mrs Duffy in Primary 4 and Mrs Comer in Primary 6. *We extend our sincere gratitude to them for their generosity.*
- Specialist teaching support for one P3 pupil linked with a teacher's Masters study
- P2 Phonics group teaching by Mrs Toner with support of classroom assistants
- Sensory Motor Group currently availed of by approximately 50 children
- Speech and Language therapy with Mrs Rosaleen Mc Veigh in term 1
- LEXIA Core 5 assistive technology programme was used with 100 children
- Sessions in the Sunshine room/ relaxation room for children experiencing levels of emotional/ behavioural difficulties.

5.A programme for enhancing the quality of our Nursery provision was developed by Head of Nursery in conjunction with principal and Foundation Stage co-ordinator:

Nursery:

The priorities were to:

1. Improve the quality of transition from Nursery to Primary 1:

- The Head of Foundation undertook regular visits to the Nursery Class throughout the year to observe skills development, planning arrangements, parental involvement and the set-up of the learning environment. She used this insight to inform practice in all P1 classes.
- The Head of Foundation and her class have developed a great e-learning partnership with Head of Nursery and her classes by communicating regularly

via 'Collaborate' and Face time and Ipad movies, to share important Primary 1 routines with the Nursery children.

- Nursery children visited Primary 1 classrooms for play sessions and story-telling by Primary 1 teachers.

2. *Forge closer Cross Community links with other pre-school providers:*

- We liaised closely with our Cross Community Partner School- Ashgrove Nursery and enjoyed shared programmes from: *'Lights, Action, Camera Group'* & *The Gathering Drum / Joe Loughlin*.
- Our Head of Foundation stage and Head of Nursery devised an appropriate first plan for P1 class in September. Head of Foundation stage then brought this to other pre-school providers sending pupils to us to establish that it would be appropriate progression for their pupils also. The staff in each setting inputted into the plan.
- The Head of Nursery joined with other Nursery schools in our locality to create their own vehicle for disseminating good practice.

3. *Develop pupils' oral language:*

A speech therapist, Rosaleen Mc Veigh was employed by the school (Funded by Extended Schools and Neighbourhood Renewal funding)

The 'Wellcomm' screening programme was used as a diagnostic tool to identify children whose language was not age appropriate. Children who obtained Red and Amber scores received support and their parents were shown how to support their child. The final Wellcomm screening showed that 14 out of 15 children whose language had not been age appropriate, obtained a green age appropriate score by the end of the year.

4. *Strengthen Parental links :*

1. Although a small number of Parents attended the DELTA programme this year, (10% attendance) those who participated found the sessions informative and interesting. The sessions offered were:
 - Early Literacy and Early Mathematics
 - Healthy Lifestyle
 - Positive Parenting

Following this a consultation with parents has provided us with good ideas for enhancing parental participation next year.

2. Induction workshops for new intake were revised for the 2016/17 cohort following staff reflection on the 15/16 experience. These were implemented in June 2016-
 - Small groups of parents were introduced to the Nursery.
 - The parents visited the indoor play areas and the outdoor play areas.
 - Parents were made aware of the integral role they play in the settling in process and given some ideas on how to encourage their child to look forward to beginning Nursery.
 - Parents were encouraged to take photographs of the Nursery and indeed to photograph each other busy at Nursery activities.
 - Parents were given opportunities to discuss the potential learning from activities that were set out in the room.
 - Parents were made aware of the Pre School Curriculum and given a welcome pack.These sessions were very successful with every parent commenting positively about the relaxed and informal manner in which the information was imparted to them.

Some Parents' comments received were:

"Very informative - feeling less anxious"

"Many thanks for a very informative information session. The Nursery is very welcoming and lovely that all the Nursery staff had the opportunity to speak"

"I found the session very informative - good that it's in a smaller group to be shown every thing."

"This meeting is just great, it's so good to know what our child's day in Nursery will consist of. A beautiful room full of great activities. I'm excited myself and I'm sure my daughter will be too."

5. Creating a new Nursery environment - indoors and outdoors

- Play areas have been set up indoors - Building area, Role Play area, Sand and Water Play, Reading / Writing area, Table Top Play area
- Play areas have been set up outdoors on soft play surface - outdoor area still being developed, grass sown, additional boundary gates have been installed.
- An environmental area and growing area are currently being developed.

6.A programme for improving academic attainment among Newcomer pupils with limited language was developed:

Teachers have struggled to identify appropriate targets for our Newcomer pupils working at very low levels due to limited English. The assessment tools that we use with other pupils for identifying where they need to progress in their learning are not appropriate. Therefore we devised a tracking format which identified key areas of learning subdivided into small sub sections. Analysing pupil attainment against these and the Common European Framework for Language Acquisition (CEFR) meant that all teachers could pinpoint exactly where each child was in his/her learning. Consequently it was easier to identify achievable targets for the next steps. We have meticulously worked through this process and the data below shows how effective this has been.

In Literacy:

79 % pupils met all targets,

17 % met 1 or 2 targets

4% met no targets and are now being viewed as having SEN in addition to limited English.

In Numeracy:

94 % pupils achieved their Numeracy target

6% failed to achieve their target and are being viewed as having SEN in addition to limited English, which will allow them access to additional support measures.

The impact of this piece of work will pay great dividends as this important group of pupils move through the school. Teachers are delighted with progress made and feel very informed and equipped to help these pupils effectively.

7.A programme for ensuring that pupils have opportunities to develop their talents in Art, Drama and Music was led by Arts coordinator- Miss Duffy.

In addition to accessing these areas via the curriculum our pupils have had the following experiences:

Feis - Spring 2016

We were very active in the Feis this year and we not only participated but won many awards.

- Ensemble group came third in the Primary School String Ensemble.
- Mrs Sloan Primary 3 class came first in the Original Class Composition in Primary School.
- Mr Digney's and Miss McNally's Primary 5 Classes along with Miss O Shea's class won Fireside Singing. They won The Mary Murphy Challenge cup.
- Primary Four Unison Playing was won by Miss Duffy's class, Second place was Miss O Hanlon's class and third was Mr Byrnes class.
- Primary Five Unison Playing was won by Mr Digney's class and Miss McNally's class was highly commended.
- Primary Six and Seven Unison recorder Playing was won by Primary Six with Primary Seven coming second.
- Our choir came second in Hymn Singing Primary School section.
- Miss Duffy's Primary Seven Drama group came First in the One Act Play winning the Billy Locke Memorial Challenge cup, with Ciara Gorman winning the 'Best Actress' award.
- Mr Byrne and Miss O Hanlon came second in the Choral Speaking section for The Betty McElroy Perpetual Challenge cup.
- Miss Duffy's class came First in the Choral Speaking section, winning the W. V. Hogg cup.

Additional school choir activity:

- All children are encouraged to sing in the school choir for First Penance, First Holy Communion and Confirmation.
- Primary 4 sang in the Buttercrane to raise money for "Helped the Aged."
- Children sang carols in Newry Credit Union and in the local care homes.
- P5 and 6 sang and played music in the Bus Station on Wednesday 8th June, a rendition of melodies and well known songs to highlight family travel using Translink services.
- Primary 7 classes finished the year by composing their own school song. They all sang and performed together. They were accompanied on piano and guitar by staff and pupils. This was performed at their end of year mass.

Competition success:

We entered many community art competitions throughout the year and many pupils won prizes:

Liana Bacova, Dearbhla Flanagan, Dobrawa Galazka, Emily Flanagan

Developing display areas within our new school building:

Children showcased their art work through the many displays set up in term 3, these covered many aspects of school life including Maths projects, Anti- Bullying work, Celebration of Our Founders, E Safety, We are family theme, The Behaviour code and Our School Council.

We used the 'Erasmus' app with these and it allows us to show the process that went into each display as pupils are interviewed and able to share their understanding re each topic. This really made each display 'come to life' and also enabled us to reflect the diversity of our school by having pupils explain their work in a range of different languages.

8.A programme for developing World Around Us teaching and learning was undertaken by WAU coordinator- Ms Crawley

The priority in 2015¹⁶ was to develop progression and continuity. Prior to this and given that we had been two separate schools there had been a significant amount of 'overlap' between year groups. Ms Crawley worked systematically with staff to address this. The programme will continue in 2016/17 where progression in skills development will be further enhanced.

Our strategy for developing staff expertise in each of the programmes outlined above:

NB Most staff development undertaken in 15/16 was, as in the previous year, 'in-house' and tapped into the expertise existent within our staff. This was very important as it helped us appreciate how strong our team is becoming and helped us to further develop a culture of trust and set high expectations for ourselves. In particular, the subject coordinators in the core areas of Literacy, Numeracy, ICT and SEN have worked tirelessly with teachers and have inspired great trust and respect. They have proven themselves to be a highly skilled group of senior and middle leaders, all committed to our school aims.

We also continued to use insight into high quality practice gleaned from the Principal's work with ETINI as an Associate Assessor to ensure that we were developing at an appropriately high level. This has been a valuable resource for St Clare's Abbey.

9.A programme for developing Parental Engagement was undertaken by Parental Engagement coordinator, Miss O Shea and Principal and Vice principal.

In St Clare's Abbey we are committed to home and school working together to maximise pupil wellbeing and attainment. As such we offered lots of opportunities for our parents to participate. These included:

- Parental information sessions- school and community based,
- Development of the parents' section of the website,
- Monthly 'Home School family projects' and
- Homework overview grids with specific and practical suggestions to help parents support their child.

Additionally we adopted 3 significant approaches to promote parental engagement.

- We established a 'Parents working group' to input into the policies created this year. The group comprised of representatives from across each year group and

included mothers and fathers. Their contribution was extremely valuable and highly appreciated.

- Given the complexity of our unusual arrangements this year it was essential to have parental support at each stage. Therefore we invested heavily in seeking parents views as to how we might best organise the September changes and the February changes. We also sought their opinions after each stage to establish if there were any issues arising that required 'follow up'. Parental response to these questionnaires was of the highest level we have ever had. The parents clearly understood that we were embarking on very unique arrangements with potential for 'unsettling' pupils and they worked with us wholeheartedly to make the transitions at each stage as smooth as possible. We are very appreciative and know that home school partnership was genuinely at work this year.
- Miss O Shea and her team of school staff and community partners delivered the renowned Save The Children parenting programme 'FAST' which was evaluated and accredited by Middlesex University. It was delivered across eight weekly sessions for 2.5 hours per week to 21 families and its objectives were to:
 - A) Bring about improvement in children's performance,
 - B) Enhancement of Family functioning
 - C) Reduction of stress that families experience in family life.

The independently conducted evaluation showed that the programme had been very effective and had enjoyed success in each objective, particularly that of 'Enhancement of family functioning' where significant improvement in the quality of parent child relationships was observed. This was a wonderful experience for the community of St Clare's Abbey and we are very appreciative of the efforts of Miss O Shea and her team and all the families who participated.

10. A programme for developing strong community links was undertaken.

We engaged in a host of events and activities to promote community relationships and strong partnerships with our educational partners at primary, post primary and third level stages but five highlights were:

- St Clare's Abbey hosted the 'Blessed Edmund Rice Awards' in term 3. This afforded schools in the Edmund Rice community to come together and share the good news of all the community service work they had undertaken throughout the year.
- We worked hard to establish good relationships with our new neighbours. Whilst there were tensions about traffic management great efforts have been made by SLT to manage this satisfactorily. The neighbours were invited into school in term 3 and given a tour of the premises and offered refreshments. This was a lovely start to a new relationship.
- St Clare's Abbey hosted weekend masses in May and June whilst St Mary's chapel was closed for refurbishment.
- We worked with a selection of post primary partners to host American trainee teachers in term 3.
- The principal worked in the community education group to secure funding for community initiatives eg the shared 'Speech therapy funding' at primary level, the funding for school holiday activities for all pupils in the Newry community, the community based parenting programme offering parents sessions with Literacy and Numeracy advisors that they would normally have to pay for personally.

11. A programme for promoting enhanced pupil attendance was developed.

Average attendance was 93.7%. This was unsurprising but concerning. We have a lot of families who continue to take unauthorised holidays leading to prolonged periods of absence and many pupils who have very casual attendance. We, in particular our parental engagement coordinator, Miss O Shea, have worked with the EA Education Welfare Officer (EWO) to try to address this. The impact has been minimal but we will strive to increase parental appreciation of the difficulties inherent in this practice as a priority in 2016/17 strand of our School Development Plan.

Other important information from 15/16 school year.

1.Charities:£4441.05 was raised by School Council activities. Beneficiaries were:

- Southern Area Hospice
- Children in Need
- Children's Village Uganda
- St Patrick's Missionaries
- Sisters of St Clare El Salvador work
- Anaphylaxis Awareness
- Head Start

Sincerest thanks to parents for their generous contributions to each of the above funds and to the school council for firstly selecting the chosen charities for the year and secondly for co-ordinating the fundraising events each month.

2.Destination of school leavers:

School	Number of pupils
St Joseph's High School	12
St Colman's College	2
Abbey Grammar School	13
St Mary's High School	13
Sacred Heart Grammar School	14
Our Lady's Grammar School	0
St Mark's High School	6
St Paul's High School	1
St Louis' Grammar School	1
Newry High School	1

NB 42 Pupils sat the GL assessment. Of these 30 went to grammar schools and two pupils who gained A grade then decided to attend the local secondary school ie 76% of pupils sitting the GL obtained grammar school grade/placement.

3.LMS Budget plan:

The school budget was fully approved and therefore fully delegated for 3 years. However the governors are keenly aware that there was a lot of estimation within this plan. Running costs were impossible to predict due to the transition from two old sites to one brand new building. In spite of this the budget has remained in a strong position.

See following page

THE SOUTHERN EDUCATION AND LIBRARY BOARD
3 YEAR BUDGET PLAN : 2015 - 2018

(MM) **BP1**

School **St Clare's Abbey PS**
 Cost Centre: **0655**

Telephone: **30264909**

Fax: **30251542**

A ENROLMENTS/ENROLMENT PROJECTIONS:

Nursery	ft	pt
Act Oct 2014	0	0
Est Oct 2015	0	0
Est Oct 2016	0	0

For any significant changes to enrolment projections please amend in each year group. The total will amend accordingly.

October 14 is actual and cannot be amended.

Primary	Nurs ft	Nurs pt	Rec	P1	P2	P3	P4	P5	P6	P7	LSCs
Act Oct 2014	0	52	0	77	72	76	48	47	62	60	5
Est Oct 2015	0	52	0	67	78	73	77	50	48	63	5
Est Oct 2016	0	52	0	67	67	78	73	77	50	48	5

Post Primary	Year 8	Year 9	Year 10	Year 11	Year 12	Form 6	LSCs
Act Oct 2014	0	0	0	0	0	0	0
Est Oct 2015	0	0	0	0	0	0	0
Est Oct 2016	0	0	0	0	0	0	0

TOTAL ALL SECTORS

ENR (incl LSCs)	PTR (excl LSCs)
499	22.45
513	23.09
517	23.27

B TEACHING NUMBERS: (excludes teachers in LSCs)

Act Oct 14 census	22.00	October 2014 census teacher numbers used for three years of the plan Changes to teaching numbers can be made at section G overleaf.
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C FUNDING:

	ACTUAL 2015/16 £	ESTIMATES	
		2016/17 £	2017/18 £
Carry Over From Previous Year (EST at 1 May 15)	184,643	73,030	13,514
Est March balance as a % of funds available	16.69%	4.40%	0.86%
CFF Budget (based on October 14 census)	1,474,038	1,474,038	1,474,038
Transitional Amount for 2015/16 only (Primary)	0		
CFF Budget Including Transitional Amount	1,474,038	1,474,038	1,474,038
Budget Adjustments			
£ Adj for Increase/Decrease in enrolments v Oct 14		31,556	40,572
TOTAL AVAILABLE FUNDS	1,658,681	1,578,625	1,528,125
Net Enrolment Increase/decrease v Oct 14 census		14	18

D EXPENDITURE

Teaching Staff	1,076,725	1,063,842	1,078,262
Substitution (£1k per teacher per year)	22,000	21,600	21,600
Non-Teaching Staff Costs - Auxiliary	189,548	200,617	202,403
Non-Teaching Staff Costs - Ancillary	87,378	88,252	89,134
Running Costs	210,000	190,800	180,639
Income (-)	0	0	0
Capital (only individual items greater than £3k)	0	0	0
TOTAL ESTIMATED EXPENDITURE	1,585,651	1,565,110	1,572,038

E ESTIMATED FINANCIAL BALANCE AT YEAR END	73,030	13,514	-43,913
F ESTIMATED CLOSING BALANCE AT MARCH (%)	4.40%	0.86%	-2.87%

PLEASE SIGN OVERLEAF AND RETURN TO LMS AS SOON AS POSSIBLE BUT NOT LATER THAN 29 MAY 2015

IF YOU WANT TO MAKE CHANGES TO EXPENDITURE (D) PLEASE DO SO ON PAGE 2 AND THESE CHANGES WILL BE REFLECTED ON PAGE 1

YOUR CHANGES

TEACHING NUMBERS (Increases/Reductions)

G	Act Oct 14 census	22.00	Adjusted Teaching Nos:	Sep 15	21.60	Sep 16	21.60	Sep 17	21.60
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H	TEACHING SALARY Adjs <i>(Increases/Reductions/Increments*)</i>	Apr 15 to Mar 16	Apr 16 to Mar 17	Apr 17 to Mar 18
	Teaching Staff- as per projections - using 13.6% superann	1,021,725	1,031,942	1,042,262
	Increments	28,000	29,600	36,000
	Reduction of Mrs E McKeown to 0.6	-11,000	-7,700	
	Increase in substitution Apr - June 15	38,000	10,000	
	TOTAL FOR ADJUSTMENTS - TEACHING	1,076,725	1,063,842	1,078,262
	TOTAL FOR SUBSTITUTE TEACHING COSTS	22,000	21,600	21,600

**increments have been included for M1 to M6 for the 2015/16 year only*

I	NON TEACHING - Increases/Reductions (as per projections less extended schools)			
	Auxiliary (eg Classroom Assistants, Clerical etc)	176,848	178,617	180,403
	Additional Class & Gen Assis. 45 hours from Sept 15	12,700	22,000	22,000
	TOTAL FOR ADJUSTMENTS - AUXILIARY	189,548	200,617	202,403
	Ancillary (eg Cleaners, Caretakers, Supervisory Assts etc)	87,378	88,252	89,134
	TOTAL FOR ADJUSTMENTS - ANCILLARY	87,378	88,252	89,134

J	RUNNING COSTS (Yr2 of 14/17 plan plus 1.4% for 16/17 & 17/18)	200,000	202,800	205,639
		10,000	-12,000	-25,000
	TOTAL FOR ADJUSTMENTS - RUNNING COSTS	210,000	190,800	180,639

K	INCOME (-)			
	TOTAL FOR AJUSTMENTS - INCOME	0	0	0

L	CAPITAL (only individual items greater than £3k)			
	TOTAL FOR AJUSTMENTS - CAPITAL	0	0	0

	ESTIMATED FINANCIAL BALANCE AT YEAR END	73,030	13,514	-43,913
	ESTIMATED CLOSING BALANCE AT MARCH (%)	4.40%	0.86%	-2.87%

0655 St Clare's Abbey PS

Signed: Principal	Date:	
APPROVED by Board of Governors at meeting held on:		
Signed: Chairperson	Date:	

4.School funds accounts:

See following pages - Lodgement Account and Cheque Book Account

ST CLARE'S ABBEY PRIMARY SCHOOL

CHEQUE JOURNAL - 2015-2016

Date of Cheque	Cheque No	Payee	Amount	Cash School Agent	School Trips	Classroom Purchases	Staff Training	Music Exp	IT Website Exp	Sports Exp	Religious Exp	Nursery Exp	Adverts Publicity Notices	Purchases for Staff	Milk Payments	Donations Gifts Subscriptions	Jundry	Comments	Total
08.09.15	500080	Saints & Scholars	244.48	A														Uniforms for Reads	244.48
10.09.15	500081	St Mercedes Coen	12.00	A		12.00												Books	12.00
17.09.15	500082	O Mulholland-Agent	90.40	A	90.40														90.40
17.09.15	500083	Frontier Coach Hire	1,150.00	A	1,150.00														1,150.00
17.09.15	500084	Sheilbourne	21.00	A													21.00	Fair Trade	21.00
22.09.15	500085	Cumamim Na Nbuinscoil	30.00	A													30.00	Cheek	30.00
25.09.15	500146	Education Authority	343.53	B													343.53	School Meals	343.53
08.10.15	500086	M Digney	32.93	A														School Resources	32.93
08.10.15	500087	Info Commissioner	35.00	A													35.00	Data Protection Registration	35.00
08.10.15	500088	Central Florist	240.00	A														Gifts for past staff	240.00
08.10.15	500089	Cancelled		A															
13.10.15	500090	Daisy	327.15	A														New Uniforms	327.15
17.10.15	500091	Sheilbourne	33.90	A										33.90				Reads	33.90
17.10.15	500092	O Mulholland-Agent	275.00	A															275.00
19.10.15	500093	O'Neill Sports	1,100.00	A						1,100.00								Sports strip	1,100.00
21.10.15	500094	Aunt Sandras	186.00	A														Gift for pupils	186.00
27.10.15	500095	O Mulholland-Agent	198.12	A															198.12
28.10.15	500096	Grounded	50.00	A										50.00				For staff meeting	50.00
02.10.15	500147	Education Authority	35.00	B														School Meals	35.00
08.10.15	500148	Dell-Lites	88.00	B														Fast Project	88.00
12.10.15	500149	Dale Farm	149.00	B															149.00
16.10.15	500150	Education Authority	110.73	B														School Meals	110.73
09.11.15	500097	C Sloan	42.69	A		42.69												Dyslexia Equipment	42.69
13.11.15	500098	O Mulholland-Agent	99.85	A															99.85
13.11.15	500099	Education Authority	23.00	A				23.00										Use of instrument	23.00
13.11.15	500100	The Irish News	33.00	A									33.00						33.00
25.11.15	500201	O Mulholland-Agent	99.63	A														A Johnston-Accers NI	99.63
30.11.15	500202	Education Authority	33.00	A														School Meals	33.00
09.11.15	500151	Education Authority	350.00	B														School Meals	350.00
13.11.15	500152	Education Authority	211.46	B														School Meals	211.46
30.11.15	500133	NEMDC	29.70	B						29.70								Swimming - check	29.70
03.12.15	500203	O Mulholland-Agent	169.55	A															169.55
03.12.15	500204	O'Neill Sports	459.30	A						459.30								Staff Meal after meeting	459.30
07.12.15	500205	Brass Monkey	240.00	A														Staff Meal after meeting	240.00
21.12.15	500206	Canal Court	60.00	A														Staff Meal after meeting	60.00
16.12.15	500207	McLogan Catering	175.00	A															175.00
18.12.15	500208	O Mulholland-Agent	550.00	A														Christmas Gifts	550.00
21.12.15	500209	Veritas	54.67	A															54.67
22.12.15	500210	O Mulholland-Agent	150.00	A															150.00
22.12.15	500211	NEMDC	71.00	A															71.00
01.12.15	500154	Education Authority	265.44	B														School Meals	265.44
04.12.15	500155	Education Authority	198.99	B														School Meals	198.99
04.12.15	500156	Doreen Finnegan	50.00	B														First Confession	50.00
09.12.15	500157	Dale Farm	359.52	B															359.52
14.12.15	500158	Education Authority	400.74	B														School Meals	400.74

[illegible]

ST CLARE'S ABBEY PRIMARY SCHOOL

LODGEMENT ACCOUNT - 2015-2016

Date of Lodgement	Lodgement Slip No	Amount	Clubs	Tea Money	School Fund Raising	Music Tuition Fels	School Trips	Sports and PE	Staff Purchases	Pupil Purchases	Nursery	Religious	Donations and Commission	Book Fair	Sundry	Comments	Total
25.09.15	100112	500.00	A	500.00													500.00
25.09.15	100113	1,000.00	A										1,000.00			Cheque from Rafferty Sol	1,000.00
25.09.15	100029	800.00	B	525.00	170.00												800.00
16.10.15	100114	150.00	A	150.00													150.00
16.10.15	100115	270.00	A			270.00											270.00
25.10.15	100116	295.00	A	295.00													295.00
27.10.15	100117	170.00	A		170.00											Halloween Dress Up	170.00
27.10.15	100118	240.00	A			240.00											240.00
02.10.15	100030	118.00	B	78.00	40.00												118.00
14.10.15	100031	1,226.00	B	56.00		240.00									930.00		1,226.00
03.11.15	100119	60.00	A									60.00				Mission	60.00
03.11.15	100120	400.00	A	35.00	57.41	80.00	60.00	167.59									400.00
05.11.15	100121	105.00	A					105.00								Swimming	105.00
05.11.15	100122	220.00	A					220.00								GAA money	220.00
05.11.15	100123		A														
05.11.15	100124	137.00	A	33.09	72.11		31.80										137.00
10.11.15	100125	315.00	A					315.00									315.00
10.11.15	100126	200.00	A			200.00											200.00
13.11.15	100127	90.00	A					90.00									90.00
17.11.15	100128	352.00	A		192.10	60.00	69.90	3.50							26.50	Snack Money	352.00
02.11.15	100032	320.00	B	30.00	197.00	40.00	28.00										320.00
13.11.15	100033	621.00	B	62.00	30.00		3.00	526.00									621.00
27.11.15	100034	708.40	B		171.40		134.00		88.00						270.00		708.40
03.12.15	100129	280.00	A						280.00							Polo shirts	280.00
03.12.15	100130	95.00	A			80.00		15.00									95.00
08.12.15	100131	85.00	A				85.00										85.00
14.12.15	100132	150.00	A		150.00											Christmas Jumper Day	150.00
14.12.15	100133	265.00	A		183.15	40.00	20.65	15.60	5.60								265.00
22.12.15	100134	80.00	A												80.00	Tesco	80.00
03.12.16	100035	203.00	B		5.00		6.00		132.00								203.00
14.12.15	100036	159.00	B		127.00				22.00								159.00
11.01.15	100135	145.00	A		145.00											Bling a toy	145.00
11.01.16	100136	115.00	A	115.00													115.00
12.01.16	100137	90.00	A	90.00													90.00
21.01.16	100138	290.00	A	290.00													290.00
26.01.16	100139	80.00	A												80.00	Tesco	80.00

26.01.16	100140	85.00	A	60.00				25.00																85.00
08.01.16	100037	421.00	B		20.00	181.00				220.00														421.00
15.01.16	100038	531.00	B	382.00	40.00	52.00		52.00		5.00														531.00
29.01.16	100039	312.00	B	154.00	35.00			103.00		20.00														312.00
29.01.16	100040	130.00	B									130.00												130.00
08.02.16	100141	270.00	A	16.00		33.35		220.65																270.00
10.02.16	100142	200.00	A		200.00																			200.00
22.02.16	100143	64.00	A														64.00							64.00
18.02.16	100041	360.50	B	46.00	15.00			156.00	43.50															360.50
23.02.16	100144	199.00	A			60.40		8.89		29.76												99.95		199.00
25.02.16	100145	477.00	A			54.04		375.00														47.96		477.00
09.03.16	100251	75.00																				75.00		75.00
16.03.16	100252	1,337.00				1,337.00																		1,337.00
24.03.16	100253	-																						-
24.03.16	100254	720.00		104.00	25.00	15.00		361.00		75.00												140.00	Social fund paid in error	720.00
24.03.16	100255	780.00				780.00																		780.00
24.03.16	100256	30.00								30.00														30.00
04.04.16	100257	85.00		30.00						55.00														85.00
13.04.16	100258	929.00		649.00	195.00			80.00		5.00														929.00
13.04.16	100259	214.60		18.00		46.50		24.00		125.00							1.10							214.60
18.04.16	100260	10.25																						10.25
20.04.16	100261	77.50											77.50											77.50
25.04.16	100262	532.58		452.50	40.00			39.00									1.08							532.58
25.04.16	100263	-																						-
25.04.16	100264	431.00		101.00	40.00			40.00		15.00							235.00							431.00
29.04.16	100265	420.00		61.00													359.00							420.00
11.05.16	100266	991.40		38.00				80.00									110.60							991.40
11.05.16	100267	50.00																						50.00
13.05.16	100268	344.38		20.00		81.06				242.00								1.32						344.38
16.05.16	100269	368.30				86.30		40.00		242.00														368.30
20.05.16	100270	2,785.00				2,785.00																		2,785.00
25.05.16	100271	207.50															207.50							207.50
26.05.16	100272	1,458.63																				1,458.63		1,458.63
27.05.16	100273	2,542.77		10.00		1,059.87		40.00	1,302.90															2,542.77
27.05.16	100274	420.00				130.00			173.00															420.00
31.05.16	100275	508.50				64.50		40.00	314.00															508.50
03.06.16	100276	1,349.25		20.00	15.00	83.50		360.00	685.50	41.00							1.25							1,349.25
06.06.16	100277	491.00						40.00	257.00	194.00														491.00
07.06.16	100278	157.00															157.00							157.00
07.06.16	100279	50.00																						50.00
09.06.16	100280	562.70				37.00		80.00	212.00	200.20							33.50							562.70
10.06.16	100281	131.11						40.00	45.00	45.00							1.11							131.11
13.06.16	100282	125.00		10.00				40.00	25.00															125.00
14.06.16	100283	43.95							42.95	1.00														43.95
16.06.16	100284	26.00																						26.00
15.06.16	100285	64.00							64.00															64.00
17.06.16	100286	193.00							193.00															193.00

[illegible]

Conclusion:

Thank you for taking the time to peruse this report. The Board of Governors trusts that it gives a good insight into the successful and highly complex year that was the second year of St Clare's Abbey's existence and the year in which we finally relocated to our wonderful new building. Throughout it the Governors have recognised the huge contribution made by staff, parents, pupils and indeed the whole governance team. Relocating mid- year into a new school would be exhausting for any staff, but when one remembers that we had to manage the complex process of merging the boys and girls into mixed gender classes for the first time in September and move 50% of pupils and many staff to a new site, whilst undertaking all the planning and policy making inherent in creating a new school, heartiest congratulations are needed to all involved and in particular to the outstanding staff for their true dedication and commitment.

If you seek clarification on any of its contents please feel free to contact:

- School Principal – Mrs Michelle Monaghan

Or

Chairman of St Clare's Abbey Board of Governors – Rev. Canon Francis Brown (Adm.)