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CEDAR INTEGRATED PRIMARY SCHOOL & NURSERY UNIT

SCHOOL DEVELOPMENT PLAN

2026 – 2029

Approved by the Board of Governors: 15th June 2026

‘Together, Learning, Caring’

Introduction

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

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

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

Ethos and Vision – ‘Together, learning, caring’

Cedar Integrated Primary School operates a child-centred and inclusive school, to educate children of all backgrounds together in an environment where religion, race and cultural identity are respected. As an integrated school, we foster strong relationships with all stakeholders and the local community, respect and collaboration, creating a safe and supportive environment where children and young people are encouraged to be curious, creative, resilient and confident. Through reflective practice, shared leadership and partnership with families and the wider community, we strive for continuous improvement and positive outcomes for all.

Our vision is to be a: ‘A caring, safe, integrated and inclusive school where every child is precious and unique, learning with, from and about each other through high impact teaching in line with the NI curriculum, inclusion and improvements in standards for all learners and strong partnerships with all stakeholders and the local community’. Over the coming year, with new leadership in place we want to work with stakeholders, NICIE and others to develop a clear shared vision as a school.

*Our current mission statement is that our children will be **Compassionate, Everyone Equal, Determined, Aspirational, Responsible, Individuals, Parents, Society, #Ready to take on the digital world.***

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

Our context

Cedar Integrated Primary School has been providing inclusive education and nurture to pupils in Years 1-7 across the Crossgar area since 1995. Our school origins lay in the vision and determination of a group of local parents who wanted their children to be educated in an atmosphere where, irrespective of religion, race or cultural identity, children would learn and grow together as friends and equals, drawing pupils from our nursery, and local pre-school provisions, including Friends Day Nursery. Our school has an approved enrolment of 196 pupils across seven classes, with 26 places for enrolment in the Nursery class. We have a current, steady and healthy enrolment of 190 pupils. With a full class of 26 in the school nursery. We also have a waiting list for places for the new academic year for Nursery, P1 and some other classes. 12 pupils are on stages 1 and 8 pupils are on Stage 2 of the SEN register and a further 15 pupils have statements of SEN. 9% of pupils have registered their entitlement to free school meals. Alongside our 7 classrooms, ICT suite, Hall, Library, sensory room, art room, Break-out room and Nursery unit, we have a large outdoor learning area on our grounds. Our 7 acre green field site has been extensively planted to include a willow walk, friendship garden, pond, outdoor classroom and sports field, all to enhance learning in a safe and stimulating rural setting.

Self-evaluation

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

To further inform this plan, we also engaged with all pupils, parents and our Board of Governors. Feedback was wholly positive in respect of the school's two-way engagement with the school community, with nurture, inclusion and child-centred aspects being highlighted however there were areas identified through the constructive engagement which we consider can be developed to further partnership with parents.

The planned TPL funding (year 1 only released by DE) will be core to our outcomes of our new SDP. This first year the total spend will amount to £5170. PM Benchmarking kits have already been purchased last year and the Literacy leader has been trained in their use. The intention is to improve the teaching of reading using phonics and to develop a three-pronged approach on decoding, fluency and expression and comprehension/vocabulary. To ensure time is provided for the development of research-based teaching and learning in Foundation Stage, the Nursery, P1 and P2 teaching team will attend the NAHT early years conference. Alongside this we will also purchase resources (and EA support and training from the nurture team) to support our assistants in the implementation of good quality nurture sessions for pupils. Finally, after much

research and feedback, the school will purchase a year subscription of the Innerdrive online CPD academy to develop high quality teaching and learning across the school.

Our GL standardised data tells us that our whole school average in mathematics across the school, is 102.26. With male pupils scoring at 103.8 and female pupils 101.2. our FSM pupils are scoring an average of 96.4 and our SEN pupils an average of 97.9. However, shape and space (-5.6 below national average) and fluency in recall of facts both need improvement (-3.8 below national average) and these areas will be a focus over the next 3 years. Consistency in teaching Numeracy across the school using research-informed practice needs development.

Overall PTE Literacy analysis shows a broadly positive profile across P3–P6, with most whole-school direct categories above national: Grammar and Punctuation 56.4% compared with 53.1% nationally (+3.2%), Authorial Technique 46.1% compared with 44.0% (+2.1%), Retrieval 50.8% compared with 46.1% (+4.7%), Simple Inference 57.9% compared with 57.5% (+0.5%) and Complex Inference 49.3% compared with 48.7% (+0.7%). Strengths are particularly evident in P4 and P6 reading, where pupils perform above national across key comprehension areas. The main area for improvement is spelling, which is below national overall at 46.4% compared with 51.3% (-4.9%), and this should be addressed through consistent whole-school teaching of spelling patterns, morphology, dictation and proofreading. P5 is the priority cohort, with outcomes below national across spelling, grammar and punctuation, narrative and non-narrative reading, authorial technique, retrieval and inference; targeted support and close monitoring will therefore form part of the SDP literacy actions. However, due to the need to research the teaching of spelling further and the time needed for whole school implementation, with possible ASOS looming, as a school, the reading will provide a better overall focus and will feed into the spelling focus development as well.

Analysis of PASS (Pupil Attitudes to Self and School) data across P3-P7 identified a number of pupils who would benefit from targeted nurture and emotional wellbeing support. Common themes emerging across year groups included low learner confidence, reduced self-regard, difficulties with preparedness for learning, and lower engagement with aspects of the curriculum. The data also highlighted a group of pupils whose needs may be less visible in the classroom but who demonstrate low perceptions of their own ability and readiness to learn. In response, Cedar IPSNU has established targeted nurture groups and support programmes focused on developing emotional regulation, resilience, positive relationships, self-esteem, and readiness for learning. PASS outcomes will be monitored throughout the year to evaluate the impact of interventions and to inform ongoing pastoral and wellbeing provision.

Areas distilled from the engagement process: Where are we now?

Quick wins	Projects
• More RE / Christian assembly (email against Christian singing 30.4.26) • Flexibility on uniform – policy DE – questionnaire from parents April 2026 • Fun events/activities – singing session, world book day, celebrations – year planner in advance for 2026-27 • SEAG preparations-WB weekly tutor sessions • Sharing daily life of the school – facebook • Extracurricular timetable, activities and procedures • Activity club stay and play until 3pm ? • Formation of parents forum ? – DRAFT terms of reference	• PE – teaching / competing (RAISE programme application for 10 weekly sessions on this 2026/27) • Careers and future employment – young Enterprise , careers fair ? • Creative arts development – choir, events ? • Shared education links
Areas to develop	Non-priorities
• Vision and values • Communication • Partnership with parents -policy • EHWB – appreciation – use of PASS data to provide support • Behaviour/SEN behaviour • Roles/ responsibilities/leadership • Guided reading / reading assessment • Learning and teaching • Pupils setting targets, AFL, peer learning	• Wraparound care – contract with Friends • Irish language teaching

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

	Actions in Year 1 2026/27 Establish & clarify	Actions in Year 2 2027/28 Embed & strengthen	Actions in Year 3 2028/29 Sustain & demonstrate impact
Outcome 1: Staff, pupils and families understand and support the school's shared vision			
Objective 1A: All stakeholders support our clear shared school vision	Co-construct and review the school vision with stakeholders (staff, pupils, parents, governors) Clearly communicate the vision, values and expectations across all settings Audit current understanding of vision and alignment in practice	Embed shared vision in curriculum planning, teaching and school routines Strengthen staff understanding of accountability structures through leadership processes	Demonstrate sustained alignment of vision across all aspects of school life Evidence strong shared understanding among staff, pupils and families
Objective 1B: Roles, responsibilities and accountability are clearly defined, communicated and understood	Define and clarify roles, responsibilities and accountability structures across the school Ensure communication systems for leadership, staff and parents are consistent and accessible	Monitor consistency of communication and stakeholder understanding Use feedback from stakeholders to refine messaging and practice Develop pupil voice initiatives linked to school vision and values	Review and evaluate effectiveness of leadership, communication and accountability systems Showcase impact of shared vision on pupil outcomes, behaviour and culture
Outcome 2: A high-quality learning and teaching environment is established with data used effectively to raise achievement			
Objective 2A: Staff implement a shared, structured literacy approach to the teaching of reading	Introduce and implement a consistent structured literacy approach to reading	Embed structured literacy approach consistently across all classes	Sustain consistently high-quality teaching across the school

	Audit current teaching practice and identify development priorities		Demonstrate measurable impact of structured literacy on reading outcomes
Objective 2B: Research-informed methods are engaged with and implemented consistently by all staff to support to improve teaching & learning	Establish agreed whole-school approach to assessment and data use Introduce research-informed teaching strategies and professional learning Develop shared expectations for high-quality teaching and learning	Strengthen staff confidence in using assessment data to inform planning and intervention Develop coaching, collaboration and peer observation focused on research-informed practice Monitor impact of teaching approaches on pupil progress Refine curriculum planning based on evidence and data analysis	Use data confidently at all levels to raise attainment and close gaps Evidence strong, consistent use of research-informed practice across all classrooms Evaluate overall impact on achievement and curriculum effectiveness
Outcome 3: A culture of well-being, safety and mutual respect is experienced by staff, pupils and parents across the school community			
Objective 3A: Whole school nurture principles underpin school culture and practice and are consistently implemented	Embed whole-school nurture principles across policies and practice Review wellbeing provision and pastoral systems Establish clear expectations for respectful behaviour and relationships	Consistently apply nurture principles across all year groups Strengthen pastoral support systems and early intervention processes Develop staff wellbeing initiatives and support structures	Demonstrate a sustained positive culture of wellbeing and inclusion Evidence improved relationships and reduced incidents of concern
Objective 3B: Communication with all stakeholders in clear, timely and effective	Strengthen communication systems with all stakeholders Develop baseline data on wellbeing and school climate	Improve consistency and timeliness of communication with stakeholders	Show strong stakeholder satisfaction with communication and support Evaluate impact of nurture approach on behaviour, attendance and engagement

		Promote pupil voice and participation in wellbeing initiatives	
Outcome 4: Our school actively engages with families and the local community to support learning and wider development			
Objective 4: Families engage meaningfully in school life	Establish a clear framework for parental engagement and communication Develop a structured shared education programme with partner schools Audit current family and community involvement Create opportunities for parent participation in school life Strengthen communication channels with families	Increase meaningful parental engagement in learning and school events Develop targeted initiatives to support harder-to-reach families Strengthen partnerships with local community organisations Monitor participation and engagement data	Show increased parental involvement across school life Evaluate effectiveness of community partnerships in supporting outcomes

Monitoring and review

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

The Board of Governors plays a strategic oversight role by discussing and approving the initial plan, reviewing progress and supporting the implementation of key actions. Their involvement ensures that the plan remains aligned with the school's vision, statutory requirements, and long-term improvement goals.

