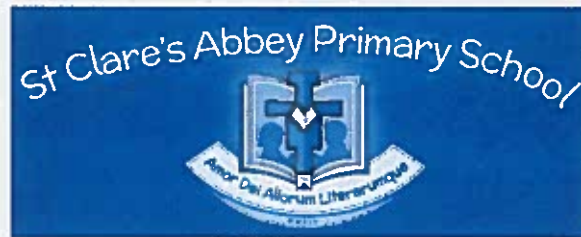


St Clare's Abbey Primary School



Annual Board of Governors' Report **2022 - 2023**

Approved by Governors: 29/02/24

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St Clare's Abbey Primary School Newry
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Governors' Report 2022/23

Dear Parents

I am pleased to have this opportunity to present to you the 2022/2023 Governors' Report for St Clare's Abbey Primary School. We view this report as a very important source of information for you. Thank you for taking the time to read it and for the interest and support you show to the school community of St Clare's Abbey. We are deeply committed to working closely with you, the parents, you are a crucial part of our school.

Yours sincerely

Canon Francis Brown

Chairman

St Clare's Abbey Primary School

Board of Governors: 2022/23

Trustees

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

SELB Representatives

Mrs Karen Mc Nally
Mr Brendan Keenan

Department Representative

Mr Shane Comer

Parent Representative

Mr Mark Doran

Teacher Representative

Miss Patricia McCoy

Principal

Mrs Michelle Monaghan

Co-opted member

Mrs Ciara Reilly

Secretary to the Board of Governors

Mrs Bridie Downey

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:

- Overseeing 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 2022/23

TEACHING STAFF

<u>NAME</u>	<u>POSITION</u>
Mrs Michelle Monaghan	Principal
Mrs Clare Donnelly	Vice Principal and P4 Teacher (2 days per week)
Mrs Toner	Member of School Leadership Team SENCO
Mrs Eimear Gallagher	Head of Nursery
Miss Blanaid O Shea	ECPD teacher (Education Centre for Physically Disabled Children.)
Mrs Caitriona Cribbin	Member of School Leadership Team, Head of Foundation Stage & Primary 1 Teacher
Mrs Ciara Kearney	Primary 1 Teacher
Miss Roisin Rocks	Primary 2 Teacher - Co-ordinator for Play
Miss Rosie Ferguson	Primary 2 Teacher
Mrs Geraldine Tierney	Primary 3 Teacher (3 days per week)
Mrs Emma McKeown	Primary 3 Teacher and SEN Support (3 days per week)
Miss Elayna Duffy	Primary 3 Teacher Coordinator for The Arts
Mr Mark Digney	Primary 3 Teacher and PDMU coordinator (left for VP post in another school mid year) (Miss Meabh McCaughey filled in as Sub-Teacher)
Mrs Katharine Doherty	Primary 4 Teacher- SLT
Miss Kerrie Fegan	Primary 4 Sub Teacher
Mr Michael Fitzpatrick	Primary 5 Sub Teacher
Mrs Aoife McParland	Primary 5 Teacher and Literacy Co-ordinator (off on Maternity – filled in by Ms Ciara Jones – Sub Teacher)
Mr Paul Hillen	Primary 5/6 Composite Class Teacher
Mrs Sonya McVeigh	Primary 6 Teacher and Coordinator for World Around Us
Mrs Mairead Browne	Primary 6 Teacher
Mrs Michelle McParland	Primary 7 Teacher and ICT Co-ordinator
Mr Aidan Clarke	Primary 7 Teacher, Temporary MLT and ICT Co-ordinator
Mrs Jayne Davey	Nursery (Mrs Gallagher on Maternity Leave) (Monday and Tuesday)
Mrs Helen McGoldrick	Nursery (Mrs Gallagher on Maternity Leave) (Wednesday, Thursday and Friday), Numeracy Co-ordinator
Mr Brendan Byrne	Nurture Class and Temporary MLT
Miss Patricia Mc Coy	Primary 3 Teacher (Thursday and Friday) Member of School Leadership Team Head of Key Stage 2

	Joint Numeracy Co-ordinator
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NON TEACHING STAFF

<u>NAME</u>	<u>POSITION</u>
Mrs Bridie Downey	Executive Officer
Mrs Marie McNeany	Clerical Officer
Mr Cormac Murphy	Building Supervisor
Mr Edmund Heaney	Building Supervisor
Mrs Louise Morgan	Classroom Assistant
Mrs Catherine McQuillan	Classroom Assistant & Website co-ordinator – Working From Home
Mrs Amanda Keenan	Classroom Assistant
Mrs Lorraine McCann	Classroom Assistant
Ms Martina Connolly	Classroom Assistant (Long Term Sick)
Mrs Deirdre Murtagh	Classroom Assistant
Mrs Therese Murphy	Classroom Assistant
Mrs Patricia Gray	Classroom Assistant
Ms Angela Campbell	Classroom Assistant (Nurture)
Mrs Nuala Rafferty	Classroom Assistant
Mrs Marie McCartan	Classroom Assistant
Mrs Fiona Mc Govern	Classroom Assistant
Mrs Maggie Rogalska	Classroom Assistant
Mrs Mona Mc Ardle	Classroom Assistant
Mrs Breege McAnulty	Classroom Assistant
Mrs Attracta Byrne	Classroom Assistant
Mrs Colette Lundy	Classroom Assistant
Dr Ewa Jadczyk	Classroom Assistant
Mrs Orla Mulholland	Classroom Assistant
Mrs Teresa Hollywood	Assistant- ECPD.
Mrs Yvonne Mc Mahon	Assistant - ECPD
Mrs Claire Mallon	Classroom Assistant
Ms Erin Grant	Classroom Assistant
Mrs Aggie Brazionyte	Classroom Assistant
Mrs Caroline Mc Greevy	Classroom Assistant

Miss Lauren Crilly	Classroom Assistant
Ms Rachel O'Hagan	Classroom Assistant
Mrs Michelle Sloan	Classroom Assistant
Ms Agge Brazionyte	Classroom Assistant
Miss Jenna O'Hanlon	Classroom Assistant
Mrs Roisin Lynch	Classroom Assistant
Mrs Ella Murphy	Classroom Assistant
Miss Courtenay Loye	Classroom Assistant
Mrs Sandra Dineen	Classroom Assistant
Mrs Charlene McKeown	Classroom Assistant
Mr Sean Bradley	Classroom Assistant
Ms Selina McIlroy	Classroom Assistant
Mrs Shona McKeivitt	Classroom Assistant
Mrs Edel McArdle	Assistant - ECPD

CLEANERS

<u>NAME</u>	<u>POSITION</u>
Mrs Winnie Mc Shane	Cleaning Supervisor
Mrs Roisin Doherty	Cleaner
Mrs Angela Mc Shane	Cleaner
Mrs Julie O'Hanlon	Cleaner
Mr Gerard Hutchinson	Cleaner
Ms Sinead McGrath	Cleaner

SUPERVISORS - DINING HALL/YARD

<u>NAME</u>	<u>POSITION</u>
Mrs Emily Kay	Senior Supervisory Assistant Dhall/Yard
Mrs Roisin Doherty	Dining/Yard Supervisory Assistant
Mrs Angela McShane	Dining/Yard Supervisory Assistant
Miss Betty Woods	Dhall/Yard Supervisory Assistant

STAFF IN DINING HALL/KITCHEN

<u>NAME</u>	<u>POSITION</u>
Mrs Elaine Murphy & canteen staff	School meals staff who have become such an integral part of our staff team.

SCHOOL CROSSING PATROL OFFICER

Mrs Sobala

EDUCATIONAL PSYCHOLOGIST

Mrs Caroline Flynn

SCHOOL CHAPLAINCY

Fr Alphonsus
 Sr Rosemary Lynchehaun
 School Counsellor- Mrs O Hare
 School Speech therapist- Mrs Mc Grath

STAFF NEWS

Substitute teachers

We thank the temporary teachers we had in school during 2021/22 for the effort they invested: Miss M Mc Caughey, Miss Rosie Ferguson, Miss Ciara Jones, Mr Michael Fitzpatrick, Mr Paul Hillen and Shauna Owens.

New Arrivals

We congratulate Mrs Eimear Gallagher and her husband Joe on the birth of their son Hugh . We congratulate Mr Brendan Byrne and his wife Christina on the birth of their daughter Moya. Such lovely news!

New Chapters

We congratulate our dear colleague Geraldine Tierney who retired from her teaching position. We also extend our warmest regards to our long standing classroom assistant Mrs Martina Connolly who retired from her classroom assistant position. We wish them every happiness for the next chapter in their lives.

We wish Mark Digney good luck in his new role of Vice Principal in St Mary's Primary School Mullaghbawn. He will be missed by us all, but we are very proud of him.

We are delighted that Paul Hillen became a permanent member of our teaching staff in May 2023.

2022/23 was Mrs Clare Donnelly's first year in post as Vice Principal. She made a wonderful contribution to life in St Clare's Abbey and we look forward to her long and happy tenure.

ENROLMENT

Our enrolment as recorded on DENI statistical return in October 2022 was 510 including 53 pupils in Nursery 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 2022/23

School Development Plan Progress:

We had extended the School Development Plan for 2019-22 by one additional year due to the impact that Covid and School Closure had had on our progress. 2022/23 was year 4. The plan comprised of 4 overarching targets and all areas of school life worked together to help achieve these. There was a strong synergy evident in our Senior and Middle Leadership Teams this year as each co-ordinator felt the power of a combined effort rather than a sense of isolation that can so easily arise when individual leaders feel that they are working in isolation to achieve their own objectives. This was a new way for our leadership teams to work and it was inspired by the ETI MLT training we had undertaken in 2021/22.

Our shared targets were to :

- Reduce the academic gap that had arisen between Pre and Post Covid Times. (Year 3 of working on this)
- Ensure that Learning and Teaching Promotes NIC Thinking Skills and Personal Capabilities
- Enhance social skills and aptitude for learning dispositions that staff considered to be diminished post covid closures.
- Build on parental engagement with their children's learning (a gain for many noted during Covid closure).

As a staff, each teacher had been provided with a Surface Pro device by DE and as part of our ICT development we used MS Teams to set up digital co-ordinator channels to establish continuity in how co-ordinators led and monitored progress in their work towards these 4 targets. Perusal of the sub files that exist in each Teams channel provide a rich overview of work done and more importantly the impact it had on our achievements re each target.

The overview provided below for selected areas of school life provides an insight into what was undertaken and achieved.

Assessment and Record Keeping:

We fine tuned procedures for Target setting across all year groups and finally worked out the best means of using technology to create meaningful pupil portfolio. These are created for sample pupils in each class representing each ability band and their purpose is to track development of pupil attainment across the child's primary career. They will be used by co-ordinators and senior leaders to track progression across the core curricular areas. They are stored on MS Teams in cohort bands and the fact that we record pupils and teachers talking about the contemporaneous learning renders it a very valuable resource against which we can discuss learning and teaching within our school- what it looks like and what it achieves. We have been working on these tentatively for 4 years but in 2022/23 we finally felt that the technology and our use of it had 'caught up' with our aims for portfolio.

Literacy & Numeracy attainment:

A programme of development within Literacy and Numeracy was implemented by co-ordinators - Miss McCoy, Mrs McGoldrick and Mrs A Mc Parland

The effect of year 3's 'Post Covid Recovery Work' on Literacy and Numeracy attainment:

Detailed analysis of post covid GL assessment outcomes, showed that attainment levels had declined in all year groups when compared with levels in June 2019 (pre-covid). June 2022 data showed that definite gains had been made across the 2021/2022 school year but that the deficit arising from 2 years of interrupted schooling has not yet been corrected. 2022/2023 was a year filled with hard work on the core subjects with the aim of attaining once more, levels in keeping with our pre covid position. The June 2023 table shows most sections to be in the green once more in terms of national comparisons. We were delighted to reach a predominantly green position again. At times we had wondered if we would ever regain our pre covid standards.

(Data for Oct 2020 and June 2019 is also included to show how adversely the attainment levels had been affected by Covid. These show how much we had to regain and can shine a light on why it took until June 23 to reach our goal)

June 2023 Assessment Outcomes in GL Standardised Tests

Re: Stanine attainment - pupils attaining stanine 5 or above:

As per GL Assessment statistics- the average school should have 60% pupils at stanine 5 or above.

Re: Undeachievement in relation to cognitive ability:

The new CAT combination report refers to pupils attaining at **Expected, Higher than Expected or Much Higher than Expected** levels in relation to their Cognitive ability. The formula used is complex, however, as a crude guide of 75% being the National Average of pupils attaining scores in these categories our performance can be shown below:

June 23	Achieving 60% at st 5 or above in Literacy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- in relation to CAT V 75% National Average.	Achieving 60% at st 5 or above in Numeracy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- in relation to CAT Q 75% National Average.
P3	77%	N/A	89%	N/A
P4	77%	90%	70%	89%
P5	62%	91%	66%	84%
P6	54%	76%	72%	85%
P7	61%	81%	58%	75%

Oct 20 Post 1st School Closure	Achieving 60% at st 5 or above in Literacy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- 75% National Average.	Achieving 60% at st 5 or above in Numeracy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- 75% National Average
P3	53%	Data not provided by GL	20%	Data not provided by GL
P4	51%	72%	39%	61%
P5	61%	69%	53%	74%
P6	67%	Data not available	52%	Data not available
P7	50%	Data not available	77%	Data not available

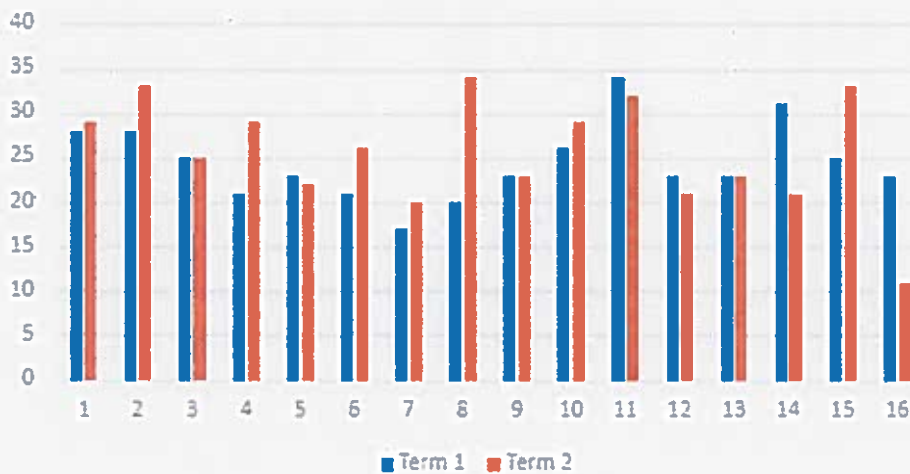
June 19 PRE COVID	Achieving 60% at st 5 or above in Literacy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- 75% National Average.	Achieving 60% at st 5 or above in Numeracy	% of pupils attaining scores in the Discrepancy Groupings of E/HE/MHE- 75% National Average
P3	63%	Data not provided by GL	62%	Data not provided by GL
P4	66%	93%	60%	90%
P5	67%	84%	70%	89%
P6	63%	83%	72%	84%
P7	66%	92%	65%	65%

Parental Engagement was promoted by all staff:

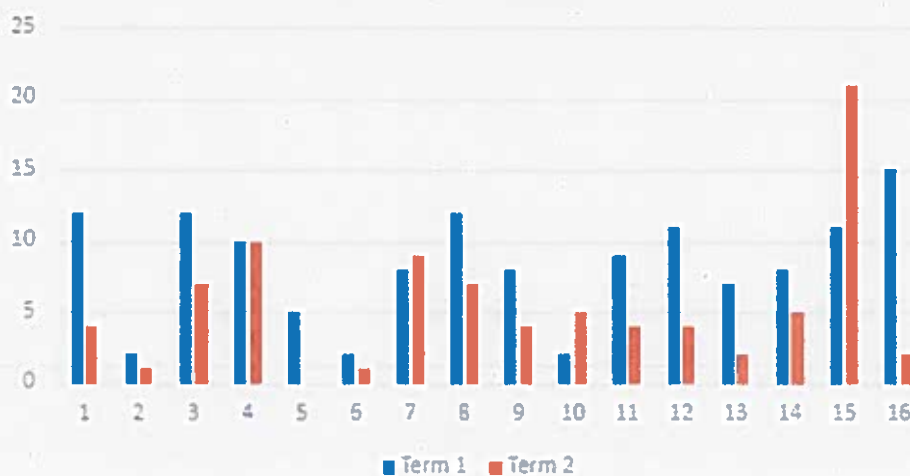
During this school year we were eager to use technology to give parents an indepth insight into their child's curricular work in school. We also wanted the parents to engage with teacher feedback in partnership with their child and to progress using teacher recommendation and translate these into an enhanced follow up piece of work. For too long, we had queried the impact of teacher feedback/ marking/assessment thinking that it was not viewed by pupils or parents which meant it was not leading to improved standards and was virtually ineffective. Therefore, we embarked on a year long 'campaign' to engage parents digitally in their children's work through SEESAW posts.

The diagrams below show the start that was made- both in terms of parents viewing and responding to their child's work. Staff will build on this in the 2023/2024 school year.

Literacy seen



Literacy Comments



A programme for ensuring that pupils and staff have opportunities to develop in terms of Play Based Learning was led by PBL co-ordinator- Miss Rocks

Miss Roisin Rocks became Play Based Learning Co-ordinator. She was awarded Level 3 Certificate in Outdoor Practice - Early Years - provided by Outdoor Thinking and accredited by AIM Qualifications and Assessment Group. This is a highly regarded qualification in the world of Early Years Education and was awarded on completion of a comprehensive training course comprising of 6 modules and associated assignments/academic study relating to outdoor play. As well as becoming highly skilled and knowledgeable herself, she cascaded her learning to all members of the Foundation Stage team. The outcome is that our pupils are being offered a high quality play based learning experience, which has been recognised as good practice in a variety of fora. One example, is that a case study on one of our Nursery projects re the 'thinking skills that can be developed using a simple ball of string' featured as a presentation at the centenary celebration of the UK Early Years foundation in May 2023. This was watched by Early Years practitioners across the UK and the positive feedback received was highly affirming for our staff.

In depth Risk Assessment work was undertaken by the co-ordinator and principal for specific areas of outdoor learning: The Forest/The Quarry/Construction & Mud Play. The format used for this was a Risk/Benefits assessment format and was a great tool for reflection among all staff involved in outdoor play, which by its nature does have elements of risk.

Miss Rocks led staff in a detailed analysis of the contribution that PBL has made to the enhancement of Language and social skills within Foundation Stage. It is a valuable piece of work and has compared practice and pupil attainment levels across a period of 6 years. The progress was tracked across the areas of : Role Play, Creative Classroom, Sand, Mud and Water, Construction Play and Play Plenary Sessions.

The outcome was that staff can confidently articulate and quantify what PBL has contributed to pupil attainment. This is an unusual and very credible piece of data to hold in Foundation Stage and speaks to the professionalism and high standards of our PBL coordinator and her team.

A programme for ensuring that pupils and staff have opportunities to develop in terms of pastoral care was led by Vice Principal – Mrs Donnelly and Mr Byrne - Nurture Teacher.

'Nurture Class'

We were awarded a DE funded Nurture Class. This has enabled us to create the 'Bloom Room.' Mr Brendan Byrne was the appointed teacher and Ms Angela Campbell was appointed as classroom assistant. (A reserve team of Mrs Caitriona Cribbin and Mrs Attracta Burns were also trained across the year). They received rigorous training from Nurture UK and what ensued was the creation of the most wonderful 'hub' at the centre of our school which provided us with a very unique setting to work within a small class setting with pupils who were finding life tough in terms of emotional regulation etc. A few sentences in this report could never describe how wonderful this provision has been for St Clare's Abbey. We have watched our children thrive, have rejoiced in the knowledge and skill that our team have developed and as a school we have all participated in the journey, undertaking whole school nurturing training.

Mr Byrne wrote our Nurture Policy and disseminated his work to staff, parents and Governors. We thank him and Miss Campbell for their dedication and commitment and acknowledge that we are very much a richer environment because of their work.

Whilst the 'Bloom Room' is currently housed in a temporary space we look forward to the arrival on site in the 2023/2024 school year of our new modular suite which will become its permanent home and will enable the number of pupils attending to be expanded.

Policy development and review relating to pastoral provision.

Mrs Clare Donnelly, our Vice Principal, was appointed as Designated Teacher for Safeguarding. She undertook a significant programme of policy review, leading the whole school community - staff, pupils, parents and Governors through a review of the pastoral care suite of policies. In particular, indepth work was invested into updating the Safeguarding, Anti Bullying and Promoting Positive Behaviour policies.

Additionally, she led us through the formulation of the RSE - Relationships and Sexuality Education Policy. She worked within the context of new guidelines issued by DE and aligned these with the sentiments expressed by the Catholic Trustees Foundation. Also, given that a lot of media attention was focussed on RSE content within schools, Mrs Donnelly engaged significantly with parental sub-groups to ensure that they were in agreement with our content and approach. This was a very important piece of work.

A programme for ensuring that pupils and staff have opportunities to develop their ICT skills was led by ICT co-ordinators – Mrs McParland & Mr Clarke

Our two ICT co-ordinators, Mrs Michelle McParland and Mr Aidan Clarke, were invited to be members of the Microsoft in Education working group. They attended regular meetings and Mrs McParland was a representative at the EDIS training event which was hosted by Microsoft in Dublin. As part of this, they led staff in a very focussed strategy for using our newly allocated Surface Pro devices to enhance School Leadership and Management. This really fine-tuned many practical elements of our leadership practice and co-ordinators are now using MS Teams to great effect to track progress in their area of responsibility. It also enables us to physically work in collaboration, which complements beautifully the fact that we are collectively working on achieving School Development Plan targets. This is a new way of working for us and the ICT developments mirror this and have reinforced the notion of collaboration and combined effort in pursuit of shared goals.

The co-ordinators led us shoulder to shoulder through this work over the course of the year and staff come to all meetings now with their Surface Pro Devices as their use of Microsoft has been fully integrated into their way of working. Diaries and pens are rapidly becoming defunct.

The shared school diary became a crucial part of school organisation in 2022/2023 and all staff are now using it to keep up to date with all that happens on a daily basis in our extremely busy school.

In terms of infrastructure: Wireless merus were updated to the 320 version. The allocation became 1 meru between 2 classes with P6 and P7 having 1 meru each. Wi-fi strength across the school was reported to have improved except for one P2 class - a solution for this will be sought. We had several older devices de-commissioned and several ipads are no longer able to take necessary updates. An inventory was completed and a spending/resourcing plan for 2023/2024 was devised.

Our Nursery Teachers adopted One Drive for storing their digital observations of pupils' learning journey. We also set up a MS Teams folder for World Around Us in which recordings of pupil work could be stored. Similarly as referenced earlier in this report MS Teams was decided upon as the best place to store Pupil Portfolio. We were glad to have all teachers adopt these as our arrangements for storing pupil work had previously been inconsistent, which had led to difficulties in monitoring and evaluating especially for co-ordinators and senior leaders.

The ICT coordinators worked throughout the year on creating an ICT evaluation tool to be used to track pupil attainment in P3-P7 across the 5 Es of Exchange, Evaluate, Express, Explore and Exhibit (ICT skills that the curriculum requires our children to develop). This was a difficult and lengthy piece of work but was eventually ready to be rolled out to pupils in term 3 via Microsoft Forms. It generated

fantastic information and the coordinators have used the insights gained to formulate their development work for the next school Development Planning period.

A programme for ensuring that pupils and staff have opportunities to develop their World Around Us and Eco skills was led by co-ordinators – Mrs Mc Veigh, assisted by Mr. Fitzpatrick

WAU Work: Mrs Sonya McVeigh, co-ordinator, led staff in the development of one component of WAU that previous auditing had shown needed enhancement - Local Studies. Staff development sessions were held in term 1 and each year group committed to a local study which, whilst being of interest because of Newry's historical and geographical significance, was also deemed to be an ideal context for developing our children's Thinking Skills and Personal Capabilities (as per our School Development Plan objectives). This has been an exciting piece of work and lots of the learning has not been of the traditional type that would have been recorded in a book and, as such, the use of MS Teams for capturing learning digitally became a focus.

Eco Work: Under the guidance of Mr Michael Fitzpatrick, we won the 'People's Choice' award at the UNESCO Young Environmentalists of The Year Competition. We attended the Finals in the Conference Centre in Dublin and our entry showing the work we had done to promote bio-diversity within our school grounds was showcased with a range of projects from fellow finalists' schools from across NI. It was a fitting recognition of the phenomenal work that was undertaken as we developed St Francis' Garden in our school forest. We had installed a pond, planted native bulbs and trees and the tree mounted cameras that we erected allowed us to record the many wildlife visitors that came to the school in response to these. The recordings were posted on the school website and teachers and children were able to watch these together within their classrooms.

A programme for ensuring that pupils and staff have opportunities to develop in the area of Special Educational Needs was led by SEN co-ordinators – Mrs Toner

Mrs Toner led all staff in a very labour intensive but high yield piece of work - that of Whole School and Special Educational Provision Mapping. This helped us to identify strengths and gaps in our staff capacity and to factor these into how we would make best provision for future pupils. We explored capacity in the areas of Cognition and learning/Social, Behavioural Emotional and Wellbeing/Speech Language and Communication Needs/Sensory- Hearing and Vision and Physical Needs. The aim was to address 'gaps' in a measured and long-ranging manner as far as possible rather than having to 'fire fight' and try to gain training in a stressed manner when a child with a new need presents. Equally, a second aim was to ensure that all staff had a more holistic understanding of individual pupil needs. A child with additional needs rarely presents with just one need, yet often staff understanding of the full range may be difficult to secure. This was a big priority for us and whilst a really good start was made, the outworkings will carry into the next school development planning period.

Drama and Music programme led by co-ordinator- Miss Duffy.

We rejoiced in being able to participate in Newry Feis once more. Pupils participated in Fireside singing, Choir, Creative music and individual poems.

Prizes won included:

Mary Murphy Irish Folk Songs Cup- Fireside singers

Mary Delargy Cup- Spirit of Newry Feis- Fireside Singers

1st Prize- Hymn Singing Competition- School Choir

1st Prize- Creative Music Competition- P2 class

WVHogg- Perpetual Challenge cup for choral speaking- P3

Billy Locke Cup- Primary 7play 'The Happy Prince' directed by Miss Duffy

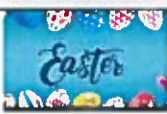
Kathleen Harrington cup for best actor/actress- Anna Eaton P7 pupil from Cast of Happy Prince. Individual children worked very hard at their solo poems and many prizes were won.

Other important information from 21/22 school year:

Attendance:

91.83% This has dropped slightly from last year as last year was significantly higher than usual due to coding guidance issued by DENI during school closure.

Charity DonationsCHARITY DONATIONS 2022 - 2023

Date	Event		Amount
21.09.22	Hospice Coffee Morning		£271.00 £12.00
28.10.22	Halloween Dress Up		£781.00
25.11.22	Pyjama Day		£563.00
21.12.22	Christmas Jumper Day		£195.91
13.01.22	Bring your toy to school		£394.50
10.02.23	Red Day		£423.80
16.03.23	Green Day Paid to Childline		£600.00
April 2023	Trocaire – box collection		£315.00 £27.00
04.04.23	Easter Raffle		£735.05
09.06.23	Sponsored Walk		£8,832.21
14.06.23	Sports Day Donations		£409.00

Sincerest thanks to parents for their generous contributions to each of the above funds.

Destination of School Leavers

Sacred Heart Grammar	16
St Colman's College	5
Abbey Grammar	6
St Mary's High School	22
St Joseph's High School	13
St Paul's High School	2
St Mark's High School	1
Newry High School	1
Rathore Special School	1
Ceara Special School	1

School Funds Account

Summary of Lodgement and Expenditure Account 2022-23 overleaf.

ST CLARE'S ABBEY PRIMARY SCHOOL



LODGEMENT ACCOUNT - 2022/2023

LS - Lodgement Slip BT - Bank Transfer SM- School Money

Date of Lodgement	Lodgement Slip No/SM	Amount	Drinks	Quits - Morning -	Afternoon	Uniform & Sports Quits	Tea/Money	School Fund Raising	School Trips	Music	Staff Purchases	Pupil Purchases	School/Class Purchases	0.00	Nursery, P1 & P2 SNAC	Fees/Competition	Gifts, Donations and Commission	Spa/Day	Comments	TOTAL
		146914.06		68725.25	19045.40	8285.80	1405.00	12923.33	7418.00	5040.00	1325.00	557.65			15860.50	205.50	355.21	767.42		146914.06

ST CLARE'S ABBEY PRIMARY SCHOOL



CHEQUE JOURNAL - 2022-2023

Date of Cheque	Cheque No	Payee	Amount	School Aged	Code	School Fund Raising	School Trips	Tea for Money	Sales and Sports	Staff Purchases	Pupil Purchases	School/Class Purchases	Purchases	Money	Fees / Competition	Gifts Donations and Commission	Subscriptions / Fees	School Meals	Adverts	Spa/Day	Comments	TOTAL
			201583.00	15150.00	0.00	0.00	3501.90	4833.75	945.00	320.00	1528.00	2991.33	0.00	0.00	357.00	1127.50	135.00	6875.00	0.00	5741.59	0.00	102931.00

LMS Budget Plan 2021/22

See overleaf

SCHOOL FINANCIAL PLAN 2022 - 2025



School: **St Clare's Abbey Primary**

Cost Centre: **21409**

EA Locality: **East**

Only complete cells in yellow

A Pupils and Teachers		YEAR 1 (2022-2023)	YEAR 2 (2023-2024)	YEAR 3 (2024-2025)
	October 2021	October 2022	October 2023	October 2024
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	463	471	466
2	Planned Teaching Complement	22.60	21.60	21.00
3	Planned Pupil/Teacher Ratio (September)	20.49	21.81	22.29
		21.19		
B Changes in Teaching Staff		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers			
5	Decrease in Teachers (enter as positive figure)		0.60	UPS3
C Planned Expenditure		YEAR 1 (2022-2023) £ %	YEAR 2* (2023-2024) £ %	YEAR 3* (2024-2025) £ %
Expenditure Summary				
Staff Costs				
6	- Teaching	1,332,819 71.5%	1,358,774 71.1%	1,380,824 71.1%
7	- Non Teaching	328,100 17.8%	335,107 17.5%	341,677 17.8%
8	- Other Costs	4,000 0.2%	4,040 0.2%	4,080 0.2%
9	Premises, Fixed Plant and Grounds	94,760 5.1%	96,594 5.1%	98,526 5.1%
10	Operating Costs	99,687 5.3%	101,680 5.3%	103,714 5.3%
11	Non Capital Purchases	14,000 0.7%	14,280 0.7%	14,566 0.7%
12	Capital Expenditure	22,000 1.2%		
13	Less Income (enter as negative figure)	-30,000		
14	Total Planned Expenditure	1,865,306	1,910,475	1,943,387
Estimated Savings (enter as a negative figure)				
15	Reduction in Teaching Staff (as per Variables)		-20,563	-35,251
16	Nurture Spend in Year 1 only		-14,000	-14,000
17	Please specify			
Estimated Additional Expenditure (enter as a positive figure)				
18	Increase in Teaching Staff (as per Variables)			
19	Please specify			
20	Please specify			
21	Total Planned Expenditure after Savings and Additional Expenditure	1,865,306	1,875,912	1,894,137
* Planning assumptions include Cost of Living Pay Award Estimate of 1% each year and estimated rate of inflation for Other Costs as 2% each year				
D Budget				
22	Common Formula Funding (CFF)	1,587,330	1,610,437	1,602,498
23	SEN	30,764	30,764	30,764
24	Nurture (+14k in yr 1 only)	84,000	70,000	70,000
25	Other funding - (Please specify)			
26	Total Budget	1,702,094	1,711,201	1,703,262
E In Year Movement				
27	In Year Underspend / (Overspend)	-163,212	-164,711	-190,875
Cumulative Surplus / Deficit				
28	Carry-over from previous year	432,195	268,983	104,272
29	In Year Underspend / (Overspend) of delegated resources	-163,212	-164,711	-190,875
30	Closing Cumulative Surplus/(Deficit) 31 March	268,983	104,272	-86,603
31	% Carry Over	12.6%	53%	-4.8%
G CATEGORY		Category 4		

Conclusion

Thank you for taking the time to peruse this report. The Board of Governors trusts that it gives a good insight into the steps taken, after two years of Covid Closure, to realign the school to its former practices. The Governors are in no doubt that pupils were significantly and adversely affected by the impact of the pandemic. 2021/2022 marked the first year of recovery and it continued to be a difficult time due to pupil and staff absences, but staff worked very hard to begin what will be a long process of narrowing the attainment gap between pre and post covid times.

The Governors recognise the huge contribution made by staff, parents, pupils and indeed the whole governance team. We are very proud of the efforts made by our school during this time and trust that you will continue to commit to the huge work needed to help reduce the gaps that have arisen following our pupils' Covid Closure experiences.

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

- o School Principal – Mrs Michelle Monaghan, or
- o Chairman of St Clare's Abbey Board of Governors – Canon Francis Brown.

