



**Saint Bride's Primary School
Board of Governors
Annual Report to Parents
2020-2021**

*Attainment for all within a happy, safe, caring
Catholic environment*

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Vision Statement

Attainment for all within a happy, safe, caring Catholic environment.

St. Bride's Primary School promotes the highest possible achievement and learning for life so that each child may

- acquire fundamental Catholic values and beliefs
- appreciate their own culture and gain a respect and understanding of other cultures, religions and traditions
- gain a reasoned set of moral values
- achieve academic knowledge and skills appropriate to their age and ability
- have high self-esteem, respecting themselves, others, property and the environment
- obtain appropriate technological skills
- be able to work independently and collaboratively
- gain aesthetic skills and an appreciation of the work of others in the expressive arts
- be flexible and adaptable for the demands of the modern world
- acquire social skills and attitudes such as tolerance, co-operation and independence
- reach an understanding of how their choices affect their health and life-style

We believe that each child will succeed as we aim to:

- provide a caring environment in which the children have an opportunity to develop spiritually, intellectually, physically, morally, socially and emotionally through the promotion of individual self-worth
- promote fundamental Catholic values and beliefs
- create a happy, secure and stimulating learning environment where, through achieving personal success and establishing positive relationships, children can develop self-confidence and growing independence
- equip children with the necessary skills and knowledge to develop to their full potential
- establish positive home-school relationships which promote the involvement of parents in their child's education
- promote positive attitudes of self-respect and respect for others, their property and the environment
- create a pastoral care system which caters for the wellbeing of all the children
- establish a positive educational partnership between the school and the wider community, providing an enriching programme of educational experiences

Board of Governors

Trustee Nominees	Very Rev. Fr. O'Donnell Mr P Coll Ms P Crossin (Chair) Mr P Dolan
EA Representatives	Mrs R Flanagan Mrs C Agnew
DE Representative	Mrs L Fee
Parent Representative	Mrs R Spollen
Teacher representative	Miss O Joyce
Co-opted member	Mrs E Mooney (Finance Committee)
Principal	Mrs M R Quinn Secretary to the Board of Governors

The term of office for each of the Governors expires in 2022.

The Board of Governors wishes to acknowledge the leadership of the principal, Mrs Quinn, the Vice principals, Miss Joyce and Mrs Granleese and the Senior Leadership Team. We are most grateful to them and to all the teaching and non-teaching staff for their commitment and dedication to all aspects of the life of the school for the benefit of the children in the school, in particular throughout the Covid-19 pandemic. The Board also appreciates the support which parents provide to the work of the school.

1. Duties of the Board of Governors

The following is a brief summary of the duties of the Governors.

1 Governors are responsible for the effective management of the school and use of the funds allocated to it by the EA.

2 They are also responsible for ensuring that the teachers in the school have the facilities necessary to provide a curriculum which meets the requirements of the NI Revised Curriculum and for producing a policy in relation to the curriculum.

3 Governors are required to ensure that appropriate arrangements are put in place for the admission of pupils to the school and for drawing up criteria which will be used to select pupils should it happen that the number of pupils seeking to be enrolled exceeds the number of places available.

4 The complement of staff in the school, both teaching and non-teaching, is controlled by the Governors and arrangements for dealing with issues involving industrial relations within the school also fall within their remit.

The Governors attended regular Board meetings, twice a term and extra, special meetings that were required to deal with urgent business as it arose. They showed an interest in all school activities and kept themselves informed about education in general. Governors also attended a range of training provided by the Education Authority. Link Governors for Literacy, Numeracy, ICT, Special Needs, World Around Us, Religion, Ethos, Nursery and Child Protection met with relevant coordinators.

The day-to-day running of the school was delegated to the Principal of the school.

The Education and Training Inspectorate (ETI) in their most recent visit (May 2017) commented "*Based on the evidence available at the time of the inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The governors are very supportive of the school and are committed to developing further their capacity and role in the school improvement process.*"

2. Management & Organisation

The Principal was assisted in her duties by a Senior Management Team of two Vice-Principals and co-ordinators for the following areas:

Foundation/Key Stage 1	Religion
Key Stage 2	Special Educational Needs
Head of Nursery Unit	Newcomer
Mathematics & Numeracy KS1	Health & Well Being
Mathematics & Numeracy KS2	PDMU
Language and Literacy FS/KS1	ICT
Language and Literacy FS/KS2	Music
Teacher Tutor/Staff Development	School Council
Physical Education KS1	Assessment
Physical Education KS2	
Links in the Community & the School's Public Relations	

The Vice Principals and coordinators had specific responsibilities relating to their areas and ensured that the curriculum was delivered to your child in as meaningful a context as possible during periods of 'lockdown', while at the same time attended to pastoral, administrative and managerial duties. These responsibilities were continually reviewed in light of changing circumstances during the pandemic.

The ETI (2017) reported *"Leadership & management have a clear vision for the holistic development of every child and for maintaining the highest possible standards for all. The senior leadership team is committed to building the capacity of all staff through a well-planned programme for staff development. The middle managers have a good understanding of their role within the school improvement process."*

3. Pastoral Care & Safeguarding

Time was allocated to staff training to update & remind all staff of procedures for safeguarding and Pastoral Care. Parents were provided with the Safeguarding 'How to raise a Concern' flow diagram, with new parents being advised where to get a full copy of the Pastoral Care & Positive Behaviour Policy. This policy incorporates the Safeguarding, Child protection and Anti-Bullying Policy. Governors attended online training, delivered by the EA, in relation to the new Anti-Bullying legislation and staff began reviewing the Anti-Bullying section of the Pastoral Care & Behaviour Policy. It is intended to consult parents and pupils in relation to their input into the Policy in September 2021. The current Policy is available to download from the school website www.stbridesps.org.uk or a copy can be requested from the school office and the updated Policy will be made available once it has been approved by the Board of Governors.

The Safeguarding Team met with the Board of Governor responsible for Safeguarding to discuss policy & procedures. Child Protection is an item of business at each Board of Governors Meeting. Mrs Quinn attended refresher Safeguarding training for Principals. The ETI (2017) reported *"Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The inclusive ethos supports the children's learning and develops well their personal and social skills."*

4. The Curriculum

The Governors of all Catholic maintained schools have a responsibility to deliver the Northern Ireland Curriculum and to teach Religious Education. The school followed guidance from the Department of Education in relation to the Curriculum to be delivered during the pandemic. (DE Circulars 2020/05 and Circular 2020/06).

In normal circumstances, the Curriculum is delivered through opportunities for learning, including those planned by our staff, outside agencies and those gained from our school ethos and environment. These opportunities were severely restricted due to the pandemic:

- **The daily activities with the class teacher**
- **Remote Learning during 'lockdown'**
- **Supervised Learning for children of Key Workers during 'lockdown'**
- **School assemblies (not possible)**
- **Art/Music/Drama activities (with restrictions)**
- **Sporting Activities (not possible)**
- **School trips (not possible)**
- **Extra-Curricular Activities (not possible)**

The day-to-day organisation of the curriculum was the responsibility of the Principal with the support from the Vice Principals and subject coordinators, who have the responsibility for their area of the Curriculum.

The structure of the Revised Curriculum

The Foundation Stage: Years 1 and 2

Key Stage 1: Years 3 and 4

Key Stage 2: Years 5, 6 and 7

The curriculum for the three key stages is set out in six Areas of Learning.

The six Areas are:

Language and Literacy (including Talking and Listening, Reading and Writing);

Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum);

The Arts (including Art and Design, Drama and Music);

The World Around Us (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);

Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community);

Physical Education/Physical Movement (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for life-long learning and for operating effectively in society. Through opportunities to engage in active learning, children in St Bride's progressively develop:

Cross-Curricular skills:

- Communication
- Using Mathematics
- Using information & Communication Technology

Thinking Skills & Personal Capabilities

- Thinking, Problem-solving and Decision Making
- Self-Management
- Working with Others
- Managing Information
- Being Creative

All schools are legally required to formulate a School Development Plan (SDP) which details the school's priorities for a three-year period. Following consultation with Governors, staff, parents and children a three-year plan is in place (2019 - 2022).

Due to the restrictions imposed by the Coronavirus, Covid-19, aspects of the 2020 - 2021 Strategic Plan will be carried into the Strategic Plan for 2021 - 2022.

It was not possible to hold Curriculum Meetings for parents at the beginning of the academic year. Power Points and Material to outline the curriculum for each year group were provided on online learning platforms (Seesaw, Dojo & Teams) and parents were offered advice on how best to help their children during the year. It was not possible to hold individual Parent Teacher meetings in November. Instead, staff outlined pupils'

progress either by providing a shortened written Pupil Update or via phone consultation. Socially distanced Parent Teacher meetings were arranged when requested by either the class teacher or parent for Target Setting Meetings for individual children (years 2 - 7) and Individual Education Plan (IEP) meetings as appropriate. Curriculum Newsletters for each year group were provided twice a Term. Links between school and home are important and these Curriculum newsletters provide parents with an overview of the Curriculum and useful links and tips to support their children's learning.

During periods of Lockdown, staff provided supervised learning for children of key workers, on average, this was 240 children daily. Staff also continued to provide home learning via online platforms of Class Dojo, Teams and the Home Learning Zone on the school website. Packs of work were prepared and sent home with the children at the beginning of the school closures. Some of this work was then uploaded to the relevant online platform in pupil portfolios/Assignments to be reviewed by teachers.

Children were able to either communicate with each other on a Chat channel on Teams or were able to see videos or photos of their classmates on Dojo/Seesaw. At different times throughout the school closure, teachers prepared hard copies of work for their children, which parents could call at a designated time to collect. This was to help those families facing the challenges of parents working from home, access to computers, printers and Wi-Fi.

5. Literacy & Numeracy

Curriculum Development was limited due to restrictions.

The Numeracy Coordinators reviewed the Mental Maths Planners for Years 1 - 7 which are now Termly, not 6 weekly blocks. However due to Covid restrictions coordinators were unable to disseminate the updated planners to staff.

Subscription to Mangahigh was renewed and the resource was well utilised due to the nature of online learning

In the absence of Workshops for parents of children in Year 1, the Power Point and information was uploaded on to the home learning platform, Dojo.

The Literacy policy was reviewed and updated by Literacy coordinators, however due to Covid restrictions coordinators were unable to disseminate the updated policy to staff. Coordinators procured Collins Big Cat eLibrary online learning platform and pupils received levelled reading texts throughout lockdown. Staff training on Collins Big Cat eLibrary was delivered through Microsoft Teams and relevant user guides and instructions were created for staff. A range of Collins Big Cat fiction and non-fiction texts were ordered for both key stages and resources created for all texts. Whole class novel sets were ordered for years 3 to 7 and an extensive range of differentiated resources were created to enable teachers to implement and deliver whole class reading. Reading books lost during the two lockdowns were replaced for all classes. The Key Stage 1 Literacy Coordinator reviewed and updated the Primary One Literacy Workshop so that in future, parents who are unable to attend or perhaps due to Covid restrictions, can view the presentation on the school website. The presentation features audio and videos to assist parents supporting their child's Literacy development in Primary one.

The ETI (2017) reported *"high standards in literacy & numeracy. Across the curriculum, they speak with confidence and maturity using an appropriate vocabulary. From the foundation stage, the children write with increasing accuracy and independence; and, by*

the end of Key Stage 2, they produce an extensive range of writing that is of a very high quality and in a variety of forms. In mathematics, the children work independently and with others to acquire core mathematical concepts and skills which they apply successfully across the curriculum. In the Foundation stage, the children engage enthusiastically with practical tasks involving number bonds, shape and space, and measures, to work quickly and accurately in problem solving. By end of Key Stage 2, the most-able children are very flexible in mental calculations, and they are confident and competent in using their mathematical knowledge and thinking skills when attempting unfamiliar problems and investigations"

6. The World Around Us (WAU)

WAU was maintained during the year, with staff in each year considering changes to Topics and/or incorporating outdoor Activity Based Learning activities in the Foundation Stage and Key Stage 1.

7. Religion/RSE

The programme for Religious Education is based on the Grow in Love Series. Through this programme we prepared the children for the Sacraments of First Penance (Year 4), Holy Communion (Year 4) and Confirmation (Year 7). As it was not possible to hold meetings to support this preparation, parents were provided with Power Points and information via online learning platforms. Fr O'Donnell and other parish groups assisted in encouraging and developing the spiritual growth of the pupils and for this we are very grateful. The sacraments were celebrated in smaller groups with individual classes making the sacraments at one time. It was agreed by parents and staff that these services were very special and more intimate.

8. Special Educational Needs & Additional learning Support Provision

As an inclusive school, we ensure our school's curriculum is accessible for all children.

Identification of children with special educational needs was carried out by the class teacher in the first instance. If appropriate, the Special Educational Needs Co-ordinator (SENCO) offered advice and guidance to the teacher and arranged additional learning support for the child if necessary. Children identified as having Special Educational Needs received additional support in line with the Code of Practice. Additional learning support was offered by a team of three full time teachers. This support involved both withdrawal support (1:1 or small group) and in-class support with differentiated activities being provided. These children had Individual Education Plans (IEPs) which helped to address their needs. Parents were consulted for each of these IEPs twice during the year.

During the year, the school prioritised children they felt required Educational Psychologist assessment and these children were referred to the Psychology Department of the Education Authority (EA). When schools reopened, a number of children were assessed using the psychology time allocated to the school by the EA. Advice and support was sought for other children from a range of external agencies, such as Children's Inter-Disciplinary (CIDs) Team, Autism Advisory and Intervention Service (AAIS), Harberton Support, Peripatetic support.

There were 25 children with a Statement of Educational Needs, each of whom have been allocated access to additional adult support.

The progress of all children who were in receipt of additional support was reviewed by the class teacher, the SENCO and in consultation with the child's parents at regular intervals. This close liaison was vital if progress was to be made with individual children and the school appreciated the support shown by parents.

Additional support was available to Newcomer children through the class teacher by utilising resources available specifically for Newcomer children. Teachers also provided differentiated work for pupils and in-class reading skills support was provided by the additional learning support teachers.

The EA approached the Principal to request permission for the school SENCO to participate in the EA PLP pilot programme, contributing to the development and evaluation of the new PLP. This commenced in January 2020 and participation is ongoing.

Whole staff received training in a number of areas including SEN procedures, 'How Teachers can support the transition back to school for pupils with SEND'. Individual classroom assistants attended training covering the areas of Social Skills training, Hearing Impaired Training, 5 Week Autism Training for Classroom Assistants. The SENCO attended Personal Learning Plan (PLP) training, Developing Resilience Skills and Suicide Prevention Training. Some individual teachers availed of additional training to support children with a Hearing Impairment.

Additional resources were developed by staff working from home. These included Double and triple consonant blends, Consonant digraphs and Middle sounds.

Year 7 pupils had Meditation & Relaxation sessions in the weeks prior to the Transfer Tests.

9. The Arts (Music & Drama)

Music and Drama activities were severely restricted due to the pandemic with the orchestra, choir and individual tuition being stopped due to the pandemic.

10. Health & Wellbeing

The health & wellbeing of staff and pupils continues to be a priority. Preventative curriculum was delivered to all classes through PDMU and included Anti-Bullying lessons, online safety lessons, Internet Safety awareness. Anti-Bullying week was recognised and teachers incorporated Anti-Bullying themes into their lesson plans and assemblies. Anti-Bullying themes varied from year group to year group and always encompassed the related theme in the early years. P.E. was promoted throughout the school adhering to all restrictions. Children continued to have a Healthy Break as part of the Health Promoting Schools Initiative and parents were supportive in this by ensuring children had water and fruit for break, with no fizzy drinks or sweet treats at this time.

11. Personal Development & Mutual Understanding

PDMU is about self-respect, respect for others and the improvement of relationships between people of differing cultural traditions.

Our aims for PDMU should enable pupils, as an integral part of their education:

- to learn to respect and value themselves and others
- to appreciate the interdependence of people within society
- to know about and understand what is shared as well as what is different about their respective cultural traditions
- to appreciate how conflict may be handled in non-violent ways

PDMU is not only concerned with external relationships but also with relationships in our own school. The Governors are pleased to note the caring emphasis that is at the heart of school life and the respect which the children are encouraged to develop for themselves, other pupils and adults.

The ETI (2017) reported *"based on the evidence available, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The inclusive ethos supports the children's learning and develops well their personal and social skills"*.

12. Sport

PE/ sport is of paramount importance but unfortunately due to restrictions the PE curriculum was severely disrupted. PE was not allowed for the majority of the academic year and it was not possible to run afterschool clubs.

13. Educational Visits & Learning Beyond the Classroom

In St Bride's we recognise the importance of first hand experiences which help bring the curriculum to life. It is usually the case that a wide number of educational visits, designed to enhance the children's learning, are organised each year and which provide both enjoyment and valuable learning opportunities. For Example:

Year 1 - Streamvale Farm

Year 2 - Ulster Museum to visit 'Stuffie' (Ourselves) (unable to attend due to lockdown)

Year 3 - Ulster Folk & Transport Museum, Cultra (unable to attend due to lockdown)

Year 4 - WW2 Museum & Castleward (unable to attend due to lockdown)

Year 5 - Water Treatment Works (unable to attend due to lockdown)

Year 6 - Viking Workshop (Ulster Museum) (unable to attend due to lockdown)

Year 7 - Rain Forest Workshop

Further examples of these can be found on the school web site www.stbridesps.org.uk

Unfortunately, due to the pandemic, our Educational visits were severely disrupted and for another year our Year 7 children missed the opportunity to visit the Share Centre.

14. After Schools Activities

It was not possible to run After School Activities due to restrictions.

15. Assessment and Reporting

Assessment is an integral part of teaching and learning. When school reopened, in the absence of Standardised Tests from the end of the previous academic year, staff in years 3 - 6 carried out a baseline assessment in Literacy & Numeracy to determine any gaps in learning brought about by school closures.

Standardised Tests were carried out in May 2021 and scores were shared with parents alongside the Annual Report.

On-going assessment of teaching & learning is an integral part of St Bride's approach and children are encouraged to evaluate and reflect on their own learning. Varieties of approaches recommended by Assessment for Learning are used throughout the school, encouraging self and peer assessment.

CCEA formal assessment arrangements were cancelled and End of Key Stage Results were not reported.

Year 7 pupils were issued with Records of Achievement folders celebrating their achievements throughout their years at St Bride's.

16. Attendance

The percentage attendance for pupils for the school year 2020 -2021 was 98%. Attendance was monitored regularly by the Principal and Vice Principal, Miss Joyce, who met remotely with the officer from the Education Welfare Service. The Education Welfare Officer (EWO) supported the school in maintaining and improving attendance.

17. Links with the Community

St Bride's endeavours to build links with its local community and we have strong relationships with Queen's University, St Mary's University College, Stranmillis College and Belfast Metropolitan College which are mutually beneficial. Students from the colleges were provided with valuable experience working in St Bride's. The school also hosted Medical Students in Primary Schools (M.I.P.S.) and Erasmus students.

In addition, the following approaches were used to keep the school community involved and informed:

- Newsletters
- Curriculum Newsletters
- School website
- School Magazine
- Twitter account
- Homework Diaries
- Display Boards
- Prospectus
- Individual Education Plans

18. Links with Post Primary Schools

St Bride's would normally provide opportunities for post primary schools & college students to participate in work placements and we regularly welcome back many past pupils. Due to Coronavirus this did not happen.

19. LMS Budget Report

The Board of Governors administered a delegated budget of £2,577,163. The School's financial position over the last number of years has been within the tolerance level set by the EA for sound financial planning and was deemed a Category 5 school. This 3-Year Financial Plan, based upon the current LMS funding scheme, met fully the requirements to remain within budget while at the same time maintaining the challenging targets of high performance within the school, without affecting any child's educational development.

Below is a copy of the School Financial Plan 2020 - 2023 which outlines the Budget & Expenditure for 2020-2021.

SCHOOL FINANCIAL PLAN 2020 - 2023

		School: <u>St Bride's Primary</u>		Cost Centre: <u>21113</u>	
		EA Office: <u>Belfast</u>			
Only complete calls in yellow					
A Pupils and Teachers		YEAR 1 (2020-2021)	YEAR 2 (2021-2022)	YEAR 3 (2022-2023)	
		October 2020	October 2021	October 2022	
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	880	872	873	875
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	32.20	33.80	33.80	33.80
3	Planned Pupil/Teacher Ratio (September)	27.33	25.80	25.83	25.89
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)				
C Planned Expenditure		YEAR 1 (2020-2021)	YEAR 2* (2021-2022)	YEAR 3* (2022-2023)	
Expenditure Summary		£ %	£ %	£ %	
Staff Costs					
6	- Teaching	1,971,087 78.6%	2,024,364 79.2%	align="right">2,031,134 79.0%	
7	- Non Teaching	389,878 15.5%	387,796 15.2%	align="right">391,635 15.2%	
8	- Other Costs	380 0.0%	384 0.0%	align="right">388 0.0%	
9	Premises, Fixed Plant and Grounds	63,580 2.5%	64,852 2.5%	align="right">66,149 2.6%	
10	Operating Costs	86,603 3.5%	88,335 3.6%	align="right">90,102 3.5%	
11	Non Capital Purchases	1,500 0.1%	1,530 0.1%	align="right">1,561 0.1%	
12	Capital Expenditure	5,000 0.2%	5,000 0.0%	align="right">5,000 0.0%	
13	Less Income (enter as negative figure)	-10,000	-10,000	align="right">-10,000	
14	Total Planned Expenditure	2,508,028	2,557,260	align="right"> 2,570,968	
Estimated Savings (enter as a negative figure)					
15	Reduction in Teaching Staff (as per Variables)				
16	Please specify				
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	2,508,028	2,557,260	align="right"> 2,570,968	
<small>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</small>					
D Budget					
22	Common Formula Funding (CFF)	2,577,163	2,556,811	align="right">2,559,280	
23	Other funding - (Please specify)				
24	Other funding - (Please specify)				
25	Other funding - (Please specify)				
26	Total Budget	2,577,163	2,556,811	align="right"> 2,559,280	
E In Year Movement					
27	In Year Underspend / (Overspend)	69,135	-450	align="right">-11,688	
Cumulative Surplus / Deficit					
28	Carry-over from previous year	136,427	205,562	align="right">205,112	
29	In Year Underspend / (Overspend) of delegated resources	69,135	-450	align="right">-11,688	
30	Closing Cumulative Surplus/(Deficit) 31 March	205,562	205,112	align="right"> 193,424	
31	% Carry Over	7.6%	7.4%	align="right">7.0%	
6	CATEGORY	Category 5			

20. Enrolment & Admissions

The enrolment figure for 2020- 2021 was 809 and the Admission figure was 116. A total of 117 children transferred to post primary schools. These included:

Rathmore - 23	St Dominic's - 5
Aquinas - 17	St Malachy's College - 5
Methodist College - 18	Malone Integrated College - 2
Victoria College - 21	Friends College - 1
St Joseph's College - 3	RBAI - 2
Our Lady & St Patrick's College - 17	Blessed Trinity College - 1
3 children were initially unplaced (they did not include a non-Grammar school)	

21. Building and Site

There has been a significant amount of work carried out under the Minors Works Programme. DDA works has seen the replacement of internal doors on the Derryvolgie Site, new entrances, doors & ramps, on both sites, new flooring on the Derryvolgie site, front foyer, a lift on the Ashleigh site, a loop system installed on the Derryvolgie site and both sites have been painted. A new plumbing system has been installed in the Ashleigh site. Hard playground surfaces have been resurfaced on both sites.

The School Enhancement Programme is progressing with Plans being submitted to the DE for approval. These include the construction of a new 8 classroom block on the Ashleigh site and the refurbishment of 2 classrooms and the construction of a number of multi-purpose rooms & storerooms/resource areas/outside play area on the Derryvolgie site.

22. St Bride's Parent Teacher Association

The Board of Governors wishes to extend their thanks to the members of the PTA for their continuing interest and support for the school. Whilst it was not possible to organise events they supported the school by financing additional resources for the children and by organising party bags for children after Confirmation, Holy Communion and Leavers' Mass. During 2020-2021 the PTA helped to fund medals for sports day, sports equipment, the insurance and running of the school mini bus.