



BALLYCARRICKMADDY

PRIMARY  SCHOOL

Learning for Life

BOARD OF GOVERNORS'

ANNUAL REPORT

2024/25

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1. MESSAGE FROM THE CHAIRPERSON

On behalf of the Board of Governors, I am pleased to present our Annual Report for the 2024/25 academic year. This report reflects the dedication, resilience, and collaborative spirit of our entire school community. Despite ongoing challenges in education, Ballycarrickmaddy Primary School continues to thrive — delivering high-quality teaching, nurturing pastoral care, and a vibrant learning environment.

I would like to thank our Principal, Mr Coulter, the teaching and non-teaching staff, parents, and pupils for their unwavering commitment to our school's vision: *Learning for Life*. I also extend my gratitude to my fellow governors for their support and leadership throughout the year.

We look forward to continuing our journey of improvement and innovation in the year ahead.

Mrs Norma Parker

Chairperson, Board of Governors

Governors (2024–2028)

- **Norma Parker** – Transferor Representative
Chairperson
Committees: Staffing, Finance
- **Angus McCullough** – Transferor Representative
Committee: Appeals
- **Madeline McCoy** – Transferor Representative
Designated Governor for Child Protection
Committee: Appeals
- **Roberta Tuft** – Transferor Representative
Designated Governor for Health & Wellbeing
Committee: Staffing
- **Suzi Bacon** – EA Representative
Vice-Chairperson, PRSD Reviewer
Committee: Staffing
- **Robert Henry** – EA Representative
PRSD Reviewer
Committees: Appeals, Finance
- **Kyle Matchett** – Parent Representative
Committee: Staffing
- **Elaine Crawford** – Parent Representative
Committee: Appeals
- **Peter Dunbar** – Teacher Representative

2. GOVERNANCE AND LEADERSHIP

Board of Governors Overview

The Board of Governors for the 2024–2028 term was reconstituted in November 2024. Governors bring a wide range of experience and expertise to the school, supporting strategic planning, safeguarding, staffing, finance, and curriculum development.

Governors met regularly throughout the academic year, with formal meetings held monthly and additional committee meetings convened as required. The Board has maintained a strong focus on school improvement, safeguarding, and financial oversight.

Governor Roles and Committees

- **Chairperson:** Norma Parker
- **Vice-Chairperson:** Suzi Bacon
- **Designated Governor for Child Protection:** Madeline McCoy
- **Designated Governor for Health & Wellbeing:** Roberta Tuft
- **PRSD Reviewers:** Suzi Bacon and Robert Henry

Committees:

- **Staffing:** Norma Parker, Suzi Bacon, Kyle Matchett, Roberta Tuft
- **Finance:** Norma Parker, Robert Henry
- **Appeals:** Angus McCullough, Madeline McCoy, Robert Henry, Elaine Crawford

Responsibilities of our Governors

- The appointment and overseeing of staff.
- The admissions policy.
- The overseeing of the curriculum.
- The fostering of links with the community and the furthering of the objectives of mutual understanding.
- The maintenance of the premises.
- The control of the delegated budget.

Duties of our Governors

The Board met regularly throughout the year in person. Sub-Committees met as and when necessary. The Finance Committee meet as and when necessary.

At each regular meeting of the Board consideration is given to finance and the Principal reports on all aspects of the work of the school. The Board also responds to documents prepared by the Department of Education and the Education Authority and conducts interviews for staff teaching and Non-Teaching vacancies when required.

The Safeguarding Team meet termly during the school year. In this team are the Designated and Deputy Designated Teachers for Child Protection and the Principal, who liaise with the Designated Governor for Child Protection.

An Appointments Committee may make non-teaching appointments, if required, on behalf of the Board of Governors.

There were no claims made by Governors for expenses.

3. STAFFING OVERVIEW

Principal: Mr R Coulter BEd (Hons) MEd (Hons)
Vice Principal: Mr P Dunbar BS (Hons) MSc PGCE PQH (NI)

Teaching Staff (2024/25)

Primary 1: Mrs J Dougherty
Primary 2: Mrs C Anderson and Mrs O McKillop (SENCo)
Primary 3: Ms A Robinson
Primary 4: Mrs J Snape and Mr R Coulter
Primary 5: Miss C Noble
Primary 6: Ms M McKane and Mrs B Dark
Primary 7: Mr P Dunbar

Classroom Assistants

Mrs W Scott, Miss L Bothwell McCalmont, Mrs S Graham, Miss F Mitchell, Mrs R Willis, Mrs R Bann, Miss L Allen, Ms G Klinga, Mrs N Brooks, Miss E Hudson, Mrs L Skelton

Non-Teaching Staff

Secretary: Mrs J McCourt
Building Supervisor: Mr G White
Catering Staff: Ms C Cushnahan, Mrs S Mitchell
Cleaning Staff: Mrs J Bannister
Lunchtime Supervisors: Mrs D Moore, Mrs W Scott, Ms G Klinga, Mrs L Collins, Miss L Allen, Mrs R Willis
Breakfast Club: Mrs S Brennan, Mrs R Bann

Staffing Changes and Updates

- Christine Faulkner retired from her teaching role in Primary 5.
- Chloe Noble was appointed as a permanent teacher, working in Primary 5.
- Olivia McKillop temporarily reduced to a 4-day working week. Two days in Primary 2, two days as SENCo and Learning Support Coordinator.
- Olivia McKillop was absent from school from Monday 5th May due to a significant car accident. Polly Boyd was appointed for long-term substitution cover in Primary 2.
- PRSD reviews were postponed due to Action Short of Strike during 2024/25, although we hope for a return during 2025/26. The Principal's PRSD review was completed by the governors, who were supported by an external advisor.

4. SCHOOL DEVELOPMENT PLANNING

The 2024/25 academic year marked **Year 1** of the **School Development Plan (SDP) 2024–2027**. The Principal Ross Coulter led the school through a year of strategic development, supported by the Board of Governors and external advisors.

Key Leadership Actions

Participation in the **CSSC Ethos and Leadership Programme**, **EA Planning for Improvement**, and **ETI Empowering Improvement Programme**.

- Oversight of four **Priority Action Plans**: Vision & Values, Literacy, Numeracy, and UICT.
- Re-establishment of the School Council to co-create school values.
- Development and launch of a **Vision & Values Booklet**.
- Use of stakeholder surveys to inform ethos and planning.
- Implementation of a **Red/Amber/Green tracking system** for monitoring progress.
- Regular updates to governors via presentations and reports.

Governors were actively involved in reviewing the SDP, attending training sessions, and supporting the Principal in strategic decision-making. The SDP was monitored throughout the year, reviewed annually and will continue to guide the school's improvement journey.

The Governors commended the Principal for his leadership and commitment to continuous improvement. The Board has demonstrated a strong commitment to maintaining high standards of governance and leadership.

BALLYCARRICKMADDY
PRIMARY SCHOOL

DEVELOPMENT PLAN
2024-2027



5. CURRICULUM DEVELOPMENT

Based on the most recent requirements of the Northern Ireland Revised Curriculum, the teaching staff continuously revise and update schemes of work for all year groups in the following subjects:

Language and Literacy, Mathematics and Numeracy, Using ICT, The World Around Us (encompassing History, Geography and Science), The Arts (encompassing Art, Drama and Music), Personal Development and Mutual Understanding, Physical Education, Religious Education and Play-Based/Activity-Based Learning.

Curriculum development at Ballycarrickmaddy Primary School during 2024/25 focused on improving Literacy, Numeracy, and Using ICT, while embedding the school's Ethos and Values across all learning areas.

The curriculum development work was closely aligned with the School Development Plan and supported by staff development sessions, cluster collaboration, and strategic leadership.

Literacy

- **Identified Need:** PTE data highlighted spelling as a key area for improvement, alongside increased dyslexia diagnoses.
- **Actions Taken:**
 - Audit and improvement of the school's spelling scheme.
 - Embedding proofreading and editing strategies across key stages.
 - Replenishment of Accelerated Reader libraries.
 - Creation of a dyslexia-friendly library space.
- **Staff Development:** Literacy cluster meetings and targeted training sessions supported implementation.

Numeracy

- **Identified Need:** PTM data showed weaknesses in fluency and mathematical reasoning.
- **Actions Taken:**
 - Staff training in reasoning strategies and real-life contextualised maths tasks.
 - Revision of the homework policy to support numeracy development.
 - Parent workshops to strengthen home-school links in maths learning.
- **Monitoring:** Progress tracked through standardised assessments and internal evaluations.

UICT (Using ICT)

- **Identified Need:** Staff required support with updated CCEA guidance and digital tools.
- **Actions Taken:**
 - Training in publishing tools such as Adobe Express and Just2Easy.
 - Use of TextHelp to support SEN pupils.
 - Integration of Google Forms for pupil tasks and administrative processes.
 - Hardware audits and cluster networking to improve digital infrastructure.

Ethos and Values Integration

Curriculum planning was aligned with the school's Vision & Values booklet.

- Thematic assemblies and classroom activities explored values such as kindness, respect, and honesty.
- Pupil recognition and rewards were linked to values-based achievements.

The established curriculum schemes of work remain operational and are subject to ongoing amendment in the light of classroom experience. Our school also participated in trials for the new standardised tests being developed by the Council for Curriculum Examination & Assessment (CCEA). A strong emphasis on pastoral care underpins all areas of our teaching and learning.

Shared Education

This year, the Shared Education partnership between Ballycarrickmaddy and St Patrick's Primary Schools was extended to include Primary 5 pupils, alongside the traditional involvement of Primary 7. The programme was delivered over the course of a term and focused on fostering collaboration, mutual respect, and cross-community learning.

Pupils explored cultural similarities and differences through activities in language, sport, music, and digital literacy. Themed days provided shared learning experiences in Spanish, PE (cricket and hurling), and art. The programme concluded with a joint celebration trip to Airtastic.

Shared Education remains a key element of our curriculum, supporting social development and inclusive learning.

6. EXTRA-CURRICULAR ACTIVITIES

The following clubs were offered after school over the course of the academic year:

Robotics, Hockey, Tag Rugby, Cricket, Performing Arts, Dance, Board Games, Football, Netball, Good News Club, Multi Sports, Dodgeball and Knitting Club.

In addition, a wide range of extra-curricular activities were arranged during school hours that enriched pupils' experiences by supporting holistic development and pupil engagement:

Drumming Workshop, iRock Concert, Author Visit, Young Enterprise (P4), Forest School, Horticulture Workshops, Egyptian Day (P5), Lantern Parade, Shared Education trips

Our sports teams participated in various inter-school competitions and achieved success in Football, Netball, Hockey, Cricket and the Lisburn Swimming Gala. We also competed in Meadow Bridge's annual inter-school table quiz.

The Governors also wish to acknowledge their appreciation of the music/drama endeavours of the school during 2024/25.

The Foundation and Key Stage 1 Christmas Productions, together with our Senior Carol Service were outstanding in every way and so well supported by the school community. Our Music in May Concert show-cased our many outstanding singers and musicians and the year ended with an outstanding production of 'Eureka! Eureka!' by the P7s.

Individual music tuition was provided in guitar, piano, violin, flute and singing. Pupils were entered for ABRSM exams.

7. ASSESSMENT AND RESULTS

The school continues to implement a robust assessment framework to monitor pupil progress and inform strategic planning. This includes use of the following standardised assessments: **CAT4 (Cognitive Abilities Test), PTE (Progress Test in English), PTM (Progress Test in Maths).**

These assessments enable the school to identify discrepancies between potential and performance, allowing for targeted interventions and curriculum adjustments. Underachievers were identified using CAT4 vs PTM/PTE comparisons, with targeted action plans developed. Booster groups and SEN support were also deployed to address low achievement.

Whole School Performance Overview

- **Mean CAT4 Standard Age Score (SAS):** 103
- **Mean PTM Score (Maths Performance):** 103.5
- **Mean PTE Score (English Performance):** 101
- **Mean CAT Quantitative (Maths Potential):** 103.5
- **Mean CAT Verbal (English Potential):** 101.9

The school remains focused on data-informed teaching and learning strategies, with ongoing efforts to reduce underachievement and support pupils in reaching their academic potential.

Key Stage Assessment

Due to Industrial Action, it was not possible to ascertain End of Key Stage 1 and Key Stage 2 results for this academic year. In normal circumstances we would have recorded the percentage of Ballycarrickmaddy Primary School pupils working within Levels 2 and 3 at the end of Key Stage 1 and within Levels 4 and 5 at the end of Key Stage 2 in the areas of Communication, Using Mathematics, and Using ICT.

Transfer to Post-Primary Schools

Ballycarrickmaddy Primary School enjoys an excellent working relationship with post-primary schools throughout Lisburn, Greater Belfast and beyond. In June 2025 pupils of transfer age transitioned to the following schools:

Friends' School Lisburn	4
Wallace High School	3
Hunterhouse College	5
The Royal Belfast Academical Institution	1
Methodist College	1
Antrim Grammar	1
Laurelhill Community College	7
Lisnagarvey High School	6
Fort Hill Integrated College	1
Lurgan Junior High School	1

1st choice placements	-	24
2nd choice placements	-	3
3rd choice placements	-	3

8. SPECIAL EDUCATIONAL NEEDS PROVISION

Ballycarrickmaddy Primary School continued to embed the new SEN and Inclusion Framework, seeking to provide high-quality support for pupils with Special Educational Needs (SEN).

PLPs (IEPs) were reviewed and written for all pupils and shared with parents. Annual Reviews were carried out for all Statemented pupils by the SENCO/Principal, ensuring inclusive education and targeted interventions.

SEN Overview

- In the 2024/25 academic year, **25% of pupils** were on the SEN Code of Practice.
- SEN provision included classroom-based support, withdrawal sessions, booster groups, and external agency involvement.

Learning Support & SEN Staff

- **SENCo:** Olivia McKillop
- **Learning Support:** SEN and underachiever support was provided through withdrawal sessions, booster groups, and external services such as RISE NI, the EA Literacy Support Service and volunteers who come in from the local community to support learners.

Provision and Interventions

- **Booster Groups:** Delivered in Literacy and Numeracy, monitored regularly with feedback to teachers and parents.
- **Withdrawal Support:** Pupils received one-to-one or small group teaching based on assessed needs.
- **Personal Learning Plans (PLPs):** Evaluated termly and used to set individual targets.
- **Annual Reviews:** Conducted for pupils with statements of SEN.

External Support

- **RISE NI:** Delivered a 4-week 'Breathe' workshop for P7 pupils to support transition anxiety.
- **Educational Psychologist:** Consulted on multiple pupils across P2, P5, and P6; formal assessments and recommendations followed.
- **EA Literacy Support Service:** Continued outreach support for identified pupils.

Statutory Assessment

- One pupil received a statement and 12.5 hours of adult assistance.

Strategic Planning

- SEN provision mapping was reviewed in line with the School Development Plan.
- Governors agreed to maintain **2 days per week SEN release time** for the SENCO, despite funding pressures.
- Accessibility audits were conducted and submitted to EA for potential funding.

SEND Governance

- **Designated SEND Governor:** Elaine Crawford.

All Governors were regularly updated on SEN developments and involved in strategic decisions regarding provision and funding.

9. SAFEGUARDING AND PASTORAL CARE

Safeguarding remained a top priority at Ballycarrickmaddy Primary School. The safeguarding and welfare of our children is paramount over: any other benefit the school may offer our children, or indeed the privacy of the individuals and the reputation and good name of our school. On a day-to-day basis, the Principal is responsible for Safeguarding, ably supported by a Safeguarding Team led by Mrs Olivia McKillop, who is Designated Teacher for Child Protection.

Designated Safeguarding Roles

- **Designated Teacher for Child Protection:** Olivia McKillop
- **Deputy Designated Teacher:** Peter Dunbar
- **Designated Governor for Child Protection:** Madeline McCoy

Governors received regular updates on safeguarding matters and reviewed the school's safeguarding policy, which was refreshed and ratified during the year. The school continues to uphold robust procedures to ensure the safety and wellbeing of all pupils.

Training and Procedures

- All staff and regular volunteers are Access NI checked
- All staff received updated **Child Protection training** in August 2024.
- RC completed a safeguarding audit using the ETI proforma template in September 2024.
- Any safeguarding or bullying concerns were reported and recorded in line with procedures outlined in the school's Child Protection Policy.

While we attempt to be as thorough as possible, we also respect the privacy of our children and their families and information relating to ongoing safeguarding matters is kept on a need-to-know basis. The private life of our families is just that, private, although again the safeguarding and welfare of our children takes paramountcy over even the privacy of a family involved.

Pastoral Care

Ballycarrickmaddy continued to foster a caring and inclusive environment:

- Pupils are encouraged to speak openly about concerns through assemblies, Circle Time, and the "Problem Solver" box.
- The school promotes values such as kindness, respect, and honesty through its Vision & Values programme.
- Staff model positive behaviour and maintain strong relationships with pupils.
- The school's ethos is embedded in daily routines, displays, and pupil recognition systems.

External Support and Programmes

The school worked with external agencies including **NSPCC** – delivered the 'Keeping Safe' programme, **PSNI** – supported internet safety education and **Love for Life** – contributed to personal development sessions.

The Board of Governors commends the staff for their continued commitment to safeguarding and pastoral care, ensuring that Ballycarrickmaddy remains a safe and nurturing place for all children.

10. ENROLMENT AND ADMISSIONS

Enrolment

Enrolment Number for 2024/25: 193

Average Attendance for 2024/25: 96.2%

Admissions

The following criteria were applied in the order set down, 1 to 4, by the Board of Governors of Ballycarrickmaddy Primary School in selecting children for admission to Y1 in September 2025.

1. Children who have a sibling¹, half-sibling, step-sibling in attendance at Ballycarrickmaddy Primary School.
2. The eldest² eligible child of the family¹.
3. Children whose parents/guardians are employed in the school.
4. Children who live closest to the school, as the 'crow flies' from the centre of their home to the front gate of the school as measured by the online OSNI Map Shop "Linear Distance Measurement Tool" will be given priority.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LIST POLICY

Should a vacancy arise after 9 April 2025 all applications for Admission to Year 1 which were initially refused, priority will be given to those children of parents who made application prior to the closing date before any Admissions criteria for entry September 2025 Updated November 2024 www.eani.org.uk/admissions new or later applications. If a vacancy is still available, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 31st August 2025.

The school will contact you in writing if your child gains a place in the school by this method. Your child's name will be automatically added to the list. Please contact the school if you wish for your child's name to be removed from the list.

ADMISSION TO P2 – P7

Waiting list policy for Year 2-7 is available from the school.

APPLICATIONS AND ADMISSIONS TO PRIMARY 1		
Year	Total Applications	Total Admissions
2023/24	32	30
2024/25	24	24
2025/26	27	27

11. FINANCIAL REPORT

Delegated Budget and Financial Planning

Under the Local Management of Schools (LMS) framework, the Board of Governors is responsible for overseeing the school's delegated budget. The financial year 2024/25 presented several challenges, including increased staffing costs due to pay rises and back pay.

The amount of money allocated to the Governors to run the school (formula funding) depends largely on the number of pupils on rolls, with other factors such as the internal area of the school premises and the number of Newcomer pupils, pupils with Special Educational Needs, and those entitled to Free School Meals, also being considered.

Under the common formula for funding LMS all children do not attract the same per capita amount. Due to the nature of the school's catchment, Ballycarrickmaddy Primary School pupils in 2024/25 attracted significantly less per child than the EA (South Eastern Region) average. This meant that the Governors had to be constantly vigilant in their financial management.

Despite these pressures, the school maintained essential services and staffing levels, including SEN provision and principal release time. Governors monitored expenditure closely using Oracle and received termly financial reports from the Principal.

Income and Expenditure

- **Total Income:** £718,659
- **Total Expenditure:** £770,469

The school's financial strategy focused on maintaining quality provision while exploring new income streams. Governors remain committed to financial transparency and sustainability and will continue to monitor budgetary performance closely in the year ahead.

School Fund and Other Income

In addition to the delegated budget from the Education Authority, the school also has a 'School Fund' account, which consists of money donated by parents. The school is very appreciative of the financial support given to the school by parents.

- **School Fund Income:** £3670
- **School Fund Expenditure:** £3341.68
- **School Fund Balance:** £328.32

Alongside this, the school generates 'Other Income' through the After School Clubs and the sale of merchandise etc.

- **Other Income:** £8720.52
- **Other Income Expenditure:** £7738.57
- **Other Income Balance:** £981.95

The money in these accounts is used to refurbish playgrounds and classrooms within the school, make donations to charities, provide trophies and prizes, subsidise class trips, purchase equipment, provide additional books for our libraries and meet general classroom expenditure above and beyond the limitations of the LMS Budget above. These accounts are externally audited, and a certificate is awarded and presented to our Board of Governors each year to verify this. Accounts are available on request to view in school.

12. COMMUNITY ENGAGEMENT

Ballycarrickmaddy Primary School continues to serve as a hub for the local community, offering a range of programmes and events that strengthen relationships between pupils, families, and the wider community.

Assemblies

This year during assemblies we had visiting speakers from a range of local churches and organisations including: Ballinderry Church of Ireland, Stoneyford Church of Ireland, Magheragall Presbyterian, Emmanuel Baptist Church, the Amazing Journey and W5.

Shared Education

Partnership with **St Patrick's Primary School** in Lurgan focused on PE, PDMU and Digital Learning. Shared Education activities included joint trips, collaborative projects, and cultural exchange. The Shared Education partnership was extended to P5 and P7 this year.

School Events

- **Little Learners** sessions for pre-school aged children
- **Music in May** concert
- **Twilight Lantern Parade** (P6)
- **PTFA Autumn and February Disco**
- **Wear Yellow for Shine Day**
- **FS and KS1 Christmas Productions**
- **KS2 Carol Service** – held in Ballinderry Church of Ireland
- **PTFA Tractor Run and Sports Night**
- **Holiday Bible Club**
- **P7 Leavers' Service and Production: "Eureka! Eureka!"**

Educational Visits

All classes undertook at least one day visit during the school year as part of their curriculum, with year groups visiting Laganvale Farm, Greenmount, Ulster Museum, W5, Bessvale Farm, Belfast Activity Centre, Residential Trip, Airtastic and the Mac Theatre

During 2024/25 the Primary 7 class also made an enjoyable and beneficial residential visit to Delamont Country Park, County Down.

Volunteers

Volunteers from the local community came in to support teaching and learning by doing small group and individual withdrawal sessions.

External Use of School Facilities

- Play for All After-School Service
- Breakfast Club
- Community workshops and training sessions
- Church prayer group meetings

The school continues to welcome community groups and external agencies, reinforcing its role as a community-focused institution.

13. PARENTAL INVOLVEMENT

The Governors continue to value a high degree of parental involvement in the education of pupils and, through the Principal, do all in their power to facilitate the open-door policy which exists within the school.

Parents were actively engaged through:

- **Parent Teacher Interviews**
- **School Concerts, Services and Productions**
- **Parental Surveys and Focus Groups**
- **Maths Information Evening**
- **P6 Transfer Information Meeting**
- **PTFA AGM and Events**
- **School Council and Ethos Development**

During the school year 2024/25 Information Presentations were delivered online for all year groups in September. Two sets of Parent/Teacher Interviews were offered to all parents via face-to-face or telephone. Primary 1 Induction was held in the school assembly hall in June. The Primary 6 Transfer meeting also took place and a written end-of-year report per pupil was sent to parents. Primary 7 parents were invited for individual meetings with Mr Coulter to discuss transition.

Communication was maintained via newsletters, social media, the school website and through formal and informal meetings.

On a monthly basis the Praying Parents Group met in the Staff Room.

PTFA Contributions

The Governors wish to pay particular tribute to the **Parent Teachers' and Friends Association (PTFA)** for all their endeavours on behalf of the school throughout the year. The PTFA Committee organised a series of social and fund-raising events and through their efforts were able to contribute generously to the resources of the school. **Total PTFA Funds Raised: £73,345**

Key Contributions:

- Funding for Literacy resources
- Purchase of ICT equipment
- Support for Forest School development
- Contributions to musical instruments and classroom upgrades

Events organised by the PTFA included:

- Autumn Disco
- Coffee Mornings
- Dads' Events
- Tractor Run
- Christmas and Spring fundraising activities

The Governors extend sincere thanks to the PTFA for their dedication and generosity, which significantly enhance the educational experience of all pupils.

14. SECURITY

The school is surrounded by fencing on all sides and the entire building has been fitted with an electronic alarm system. CCTV is operational.

Pupils are always supervised by adults at playtime and exit gates from the playground are monitored.

All visitors and contractors are signed in, given a visitor pass and briefed by our office staff, caretakers or Principal.

Except for collecting pupils at going home times no adults, including parents, are permitted to loiter within the school grounds. The school is part of the PSNI School Alert Scheme.

15. BUILDINGS AND MAINTENANCE

The school building remains safe and well-maintained, with ongoing improvements planned. This year the governors reviewed their role in site risk assessments and remain committed to keeping policies under review.

The governors would like to thank Mr White, our Building Supervisor and our Principal for their efforts in maintaining our school building to the highest standards through the following actions:

- Regular health and safety checks conducted by Building Supervisor
- Liaison with EA regarding accessibility improvements and maintenance

16. CONCLUSION

The Board of Governors wishes to thank the Principal, staff, parents, and pupils for their dedication and contributions throughout the 2024/25 academic year. Despite financial pressures and sector-wide challenges, Ballycarrickmaddy Primary School continues to deliver high-quality education in a caring and inclusive environment.

We look forward to building on this year's successes and continuing our journey of improvement in 2025/26.

Mrs Norma Parker

Chairperson, Board of Governors