The Royal School, Armagh

School Development Plan

2019-2022

'For the Encrease of Learning and Good Manners'

(Letter Patent of Charles I, December 1627)

Statement	Evaluation
The Royal School, Armagh is an historic school; it is coeducational, academically selective, socially inclusive, welcoming and caters for day and boarding pupils from the age of 3 to 19. It seeks to facilitate learning for all and encourage all pupils to realise their potential and develop their character. It is proud of its grammar school heritage and believes in academic excellence for staff and pupils alike. True to its Christian foundation it encourages a spirit of respect and cooperation and seeks to support those who are less fortunate, locally and internationally. Pupils are encouraged to contribute to school and community life. Flowing from and contributing to the school ethos are the Mission Statement and the Letters Patent* of Charles I. To promote its ethos and mission, the school has identified eight core aims. These various statements are set before parents, pupils, staff and the wider community at school events, on the website and in school publicity. The Mission Statement is displayed prominently in the school where visitors and pupils can see it regularly. The school's ethos is focussed on the needs of each child, promoting high quality learning and teaching, developing effective leadership within school and engaging the school as a society stakeholder with the wider community. Staff are familiar with the moral purpose promoted by the GTCNI Competences which are used in evaluative practice and at School Development Days. In keeping with the school's ethos the Senior Leadership Team seeks to operate an open door policy enabling routine access for staff, parents and pupils. **Royal School, Armagh: Mission Statement** *"The Royal School Armagh aims to provide its pupils with an education which in its wholeness will enable them to achieve their full potential in academic, social, moral and spiritual terms. The values of the School, both implicitly and explicitly, reflect and are informed by the reformed tradition of the Christian faith. The School warmly welcomes the presence of pupils and staff of other Christian traditions, other world faiths and those with no religious convictions".*	• Assemblies (whole school on Monday, Thursday & Friday, weekly Year Assemblies and regular House Assemblies) • Pupil Voice – through School Council • Open door policy for parents and pupils • School Mission statement and related values visible to pupils, parents and visitors • Pastoral care structures are regarded as strong • Kirkland Rowell Survey engaged a range of stakeholders • Results from Key Stage 3 used to guide pupil pathways at GCSE • Benchmarking at KS3 to ensure appropriate pathways are chosen by pupils • Tracking at KS3, 4 and 5 used to monitor and support progress • Supportive SEN provision • Recognition of success using social media /assemblies • Induction for Years 8 and & 13 • Peer Mentoring in place • Learning and Teaching Policy in place which reflects ethos • Charity Prefects & other school charity endeavours (ASHA) • Choir and carol service in local church

*Letters Patent are a type of legal instrument in the form of a published written order issued by the monarch, or other head of state, generally granting an office, right, monopoly, title, or status to a person or corporation.	• Extensive Support classes after school • Extensive extra curricular menu • Development of induction Year groups/ study skills emphasis • Personal Development (PD) unit to promote school values with pupils • History unit explores history of school and the links with the school • History & art departments visit Church of Ireland Cathedral as part of curricular activity **Possible Future action** • Develop induction processes for pupils & staff • Develop further pupil opportunities & capacity building • Work for International School Status • Promote Growth mindset • Ensure 'unrelenting support' for underperforming pupils • Look at developing rewards systems

Summary	Evaluation
At Key Stage 3 pupils study a broad and balanced curriculum consisting of: Art and Design, Biology, Chemistry, Citizenship, Drama, Employability, English, French, Games, Geography, History, Home Economics, Information Technology, Mathematics, Music, Personal Development, Physical Education, Physics, Religious Studies, Spanish and Technology and Design.	• Positive 2014 ETI report & successful SSI in 2017
	• % Departments above NI average at GCSE
At Key Stage 4 the great majority of pupils presently study nine GCSE subjects. Pupils entering Key Stage 4 have the opportunity, with their parent/guardian, to consider their preferred subject choices and pathway with careers staff in the Spring of Year 10.	• CAT data used to baseline pupils in Years 8 and 11.
Based on pupil attainment data some pupils have an option to study 8 GCSE subjects. In this option more time is allocated to core skills of Literacy and Numeracy. Some pupils may be facilitated in studying more than 9 subjects depending on ability and motivation.	• Entitlement Framework (EF) audit evidences courses
	• Free School Meals is a live issue for pastoral team(FSM) engagement and performance data
The following subjects are offered at present to GCSE Level: Additional Mathematics, Agriculture and Land Use, Art and Design, Biology, Business Studies, Chemistry, Digital Technology, English Language, English Literature, Food and Nutrition, French, Further Mathematics, Geography, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Spanish, Technology and Design.	• Use of Performance Review & Staff Development (PRSD) menu with outcomes to identify training needs and evidence from lesson observations
	• Use of Inspection & Self Evaluation Framework (ISEF) for ongoing whole school evaluation
	• Use of School Development Days (SDDs) & Teacher Professional Learning (TPL) to promote the priorities of the School Development Plan SDP
A broadly based Advanced Level GCE (or equivalent) programme is offered in Sixth Form with the aim of preparing students for entry to the Universities and courses of their choice. Pupils of outstanding ability relative to their peers are encouraged to make Oxbridge applications and supported through this process. The school has recently revised its post 16 admissions process and continues to look at post 16 provision in order to provide pathways for the maximum number of pupils. Examination subjects presently offered at GCE AS and A2 Levels include:	• Assessment for Learning (AfL) strategies in use
	• Senior staff member role for Beginning Teachers (BT) & Early Professional Development (EPD) induction & support
	• Pupil Mentoring/Paired reading (Sixth Form pupils trained for these roles)
	• Departmental Action Plans based on pupil outcomes in examinations

Agriculture (BTEC), Art and Design, Chemistry, Construction & the Built Environment (BTEC), Digital Technology, Drama and Theatre Studies, Engineering (BTEC), English Literature, French, Further Mathematics, Geography, Government and Politics, Health and Social Care (Applied), History, Information Technology, Mathematics, Moving Image Art, Music, Nutrition and Food Science, Physics, Professional Business Services, Religious Studies, Spanish, Sociology, Software Systems Development, Sports Science and the Active Leisure Industry, Technology and Design, Travel and Tourism.

Year 13 pupils may study up to four, and occasionally five, AS Levels selected from those available and they can also access non-examination Physical Education and Careers Education.

Pupils sit external AS Level examinations at the end of Year 13 and in Year 14 pupils continue to study at least three subjects at A2 Level.

At present the school follows specifications offered mainly by the Awarding Body, CCEA at GCSE and Advanced Level GCE. BTec qualifications are awarded by Pearson. The specifications are regularly reviewed with the aim of maximising the grades achieved by pupils. The review of the appropriateness of exam boards is ongoing in light of the growing disparity between the character of examinations in Northern Ireland and Great Britain.

GCSE Attainment (Target for the year)

	12/13	13/14	14/15	15/16	16/17	17/18	18/19
7+ GCSE (A*-C)	91.82	85.0	86.17	95.92	90.4	94.2	89.6 (90)
7+ GCSE (A*-C) Eng. & Maths	90.91	85.0	86.17	95.92	89.5	94.2	88.6 (90)

- Pupil support system 6th Form/ underachievement intervention strategies – pupils assigned to named member of senior staff

- SENCO / Individual Education Plans (IEPs)

- Educational visits are encouraged

- Visiting speakers to school

- Coordinators for Numeracy, literacy & ICT have opportunity to show leadership to staff

- Engagement in Shared Education Partnership

Possible Future action

- Introduction of Tracking Intervention Mornings

- Development of strategies to promote independent learning

- Investigation of most appropriate pathways at KS5

- Refinement of support process for underachieving pupils

- More creative opportunities for development

A Level attainment (Target for the year)

	12/13	13/14	14/15	15/16	16/17	17/18	18/19
3+ A-C	83.0	75.27	72.28	80.0	71.88	73.58	77.55 (77)
2+ A-E	100	98.92	100.0	100.0	100.0	98.11	100.0 (100)

Summary

Children with additional needs and those with statements of Special Educational Need (SEN) are catered for through the work of the Special Educational Needs Coordinator (SENCo), specialist classroom and general assistants, and the engagement of all teachers through the provision of Individual Education Plans (IEPs).

The school has a well trained SENCo located in an accessible, private, office. The SENCo works closely with staff in establishing and implementing IEPs. The SENCo also works in close liaison with the Educational Psychologist, Behaviour Support Team (BST), parents and appropriate outside agencies and is a member of the SLT, enabling her to update them on good practice and specific school needs or developments. The SENCo provides training for staff on at least an annual basis and works with staff in identifying and meeting training needs. Further information about the special needs provision and the school's SEN Policy is available upon contacting the SENCo. The school constantly reviews and evaluates the range of accreditation opportunities for special educational needs pupils, in order to improve the options and pathways available to them on leaving school. The majority of pupils with SEN progress to Sixth Form and thereafter onto their chosen university pathway.

The SENCo is leading staff in preparing for the introduction of new SEN legislation.

In the Royal School a significant part of our provision for the special, additional or individual needs of the pupils is a varied stable of extra curricular activities. Staff are encouraged to participate in extra curricular activities as it helps pastoral care, improves the sense of community, contributes to the holistic development of pupils and promotes positive behaviour.

Evaluation

- Purchase of assistive technologies

- Separate office accommodation for SENCo

- Increase in testing by SENCo

- Correspondence from SENCo

- SENCo input to staff briefing

- Training records of SENCo and other staff

- SENCo and headmaster attend training preparing for new legislation

- Engagement in activities for Gifted & Talented pupils

- Development of new IEP structure

- Facilitating elite sports people to attend events

- Use of SEN Audit tool

Possible Future action

- Developing more G&T provision

- Explore new ways of honouring or recognising conspicuous achievement by pupils

- Develop provision for Oxbridge aspirants

SEN Code of Practice (Learning) by Stage

Stage	Number of Pupils
1	7
2	17
3	7
4	0
5	7

SEN Code of Practice (Learning) by Year Group

Year Group	Number of pupils
8	5
9	5
10	4
11	5
12	4
13	10
14	6

SEN Pupils by Category	
Cognitive and Learning	21
Social, Emotional and Behavioural	3
Communication and Interaction	7
Sensory	0
Physical	0
Medical Conditions/Syndromes	13
Other	1
TOTAL*	45

*figures in these tables do not tally as some pupils have more than one category of special need.

Summary	Evaluation
Pastoral Care The Royal School believes that effective learning can only happen when a young person is in a supportive, caring environment where he/she feels happy and secure. There is therefore a well-established pastoral care system and Personal Development programme in the school run by experienced, caring staff under the direction of a Vice-Principal Pastoral. The school also makes use of a professional Counsellor, presently contracted from Links Counselling. Each Year group has its own Head of Year and each class has a Form Tutor. Heads of Year and form tutors take a very close personal interest in all the pupils in their care and will respond to all concerns expressed by pupils or parents. The Head of Year will always make time to meet with parents and pupils (please refer to The Parents' Handbook). Form classes have pastoral time with their form tutors and each Year Group has its own assembly on a regular basis. Parents are encouraged to familiarize themselves with our Pastoral Care Policy and other related policies. The Pastoral Team meets regularly and the VP (Pastoral) meets weekly with the headmaster to discuss concerns and provide updates on progress. The Pastoral Care of pupils in the boarding department is a key concern. Pastoral information is shared as appropriate with boarding staff and regular and close contact maintained with boarding parents throughout the year. The Head of boarding meets weekly with the headmaster to discuss matters pertaining to boarding. The Head of Boarding also meets regularly with the Designated Teacher and VP Pastoral. **Safeguarding & Child Protection** The school follows Department of Education procedures for safeguarding and child protection. There is a Designated Teacher and two Deputy Designated Teachers who have special responsibility for dealing with Safeguarding concerns. All members of staff have been trained and are aware of their responsibilities in this area. The school's Safeguarding and Child Protection Policy can be located	Minutes of meetings Counselling service Heads of Year have allocated (protected cover) time to deal with issues Use of external agencies (PSNI, Amazing Brains, Love for Life) First Aid training for staff Extensive range of extra curricular activities Attendance & punctuality encouraged through assemblies etc. Use of SIMS (Lesson monitor) Healthy eating policy/ Anti bullying policy / Anti bullying Ambassador training Pupil assemblies Child Protection (CP) Training Prefect duties Pastoral Team meetings Safeguarding reports to BoG by Head of Safeguarding Access Control system in Boarding and Preparatory Department Pupil Related Matters is standing item on SLT Agenda

on the School's Website. Together with the headmaster and a nominated member of the Board of Governors the Designated and Deputy Designated teachers comprise the Safeguarding Team. All members of staff, teaching and non-teaching are made aware that safeguarding is the responsibility of everyone. Safeguarding and Child Protection notice boards are prominent in each building. Safeguarding and Child Protection procedures and the availability of the School Counsellor are presented to pupils in assembly and Form Class time. Safeguarding procedures are available on the website and through printed material given to families.

Safeguarding & Child Protection statistics 2019/20

Category	Number of pupils
Looked After Child (LAC)	1
Family Support	6
CP Register	3

Anti-Bullying
In keeping with its ethos the Royal School is opposed to bullying and will not tolerate it. All members of the school community have the right to work in a secure and caring environment. They equally bear the responsibility of contributing to the protection and maintenance of such an environment. Complaints about bullying type behaviour are dealt with firmly, fairly and promptly and in accordance with the Northern Ireland Anti Bullying Forum (NIABF) guidelines, whose agreed definition of bullying we use. The relevant school policies and the proactive nature of our pastoral care system are designed to minimise the occurrence of bullying. Pupils and parents are encouraged to familiarise themselves with the school's Anti-Bullying Policy. Should a pupil or parent have any concern about a bullying issue it is imperative that they inform the appropriate member of staff immediately.

Personal Development
In the Royal School we believe in the development of sound character and take a holistic approach to the development of our young people. We believe it is important to help each pupil develop in all five dimensions of life – physically, intellectually, emotionally, socially and spiritually. This is promoted through the Personal Development programme.

Personal Development provides the means for our young people to clarify their values and attitudes. It assists young people in the development of personal skills which in turn leads them to an acceptance of responsibility for themselves and for their actions. Personal Development is firmly rooted in the school ethos

Development of Rewards / Honours System

Use of Pastoral (and safeguarding) Audit

Relationships & Sexuality Education (RSE) training

Adoption of NIABF standards & guidelines

Staff are emailed if register has not been marked

Introduction of RSA app to improve parental engagement

Introduction on new Anti Bullying Policy

Possible Future Action

Engagement with Diana Award

Use of Form Tutor Pupil Interview proforma

Work to develop Growth Mindset

Further roll out of new Anti Bullying Policy

Development of Round Square philosophy

Gradual expansion of Access Control System

and the belief that all people have value in their own right, and that their feelings, opinions and actions are important, regardless of whether or not these correlate with those of others. Related to this the school emphasises the importance of tolerance of and respect for those with whom we disagree or differ.

Within the delivery of Personal Development certain sensitive issues may require consideration, including relationships and sexuality.

Relationships and sexuality is an important issue for many young people. In the delivery of the Relationships and Sexuality Education curriculum the school will advocate abstinence as the acceptable option for our young people.
It is our aim to help our young people to develop an understanding of and a healthy attitude towards human sexuality and relationships, develop values and establish behaviour within a moral, spiritual and social framework.
(Please refer to the RSE Policy)

Misuse of Substances
The Royal School is a caring, health promoting school which will not tolerate the use of illegal substances on its premises. The school recognises that drug misuse affects many communities in Northern Ireland, and therefore supports a pro-active programme to support pupils in making safe choices.

The school endeavours to educate and inform young people about the risks, and to promote self-respect, self-reliance and self-discipline. This is done within our Personal Development programme and as part of the preventative curriculum by involving appropriate external agencies specialising in this field. The programme is matched to the age and maturity of the pupils involved. Where this fails, misuse will be handled firmly and in line with the relevant policies and Code of Conduct.

Positive Behaviour and Discipline
The school aspires to create a community of good citizens who respect one another and where effective learning and teaching can occur. Inappropriate behaviour is therefore not accepted in school, on the way to school, during school outings or other activities.

In the first instance, the school aims to promote positive behaviour by good teaching, by setting out clear expectations, role modelling good behaviour and fostering positive relationships between pupils and staff. Underpinning this is the Positive Behaviour Policy, which provides detailed guidance on the standards expected, and the sanctions available. These sanctions range from verbal reprimand through to giving extra work, various detentions, pupil support

arrangements and, in the most serious cases, suspension.

Persistent misbehaviour may result in a range of strategies being applied. Examples of strategies employed could include the pupil being placed on the Special Needs Code of Practice, the setting up of an Individual Behaviour Plan, involvement of the Education Authority Behaviour Management Team.

In very serious cases permanent exclusion will be considered.

The Vice-Principal Pastoral, along with the heads of year, regularly monitor behaviour and the school makes every attempt to treat all pupils fairly within a policy which sets very high standards for everyone.

Attendance

The school promotes high levels of punctuality and attendance. Parents are requested to encourage their children to attend school regularly and on time and are required to provide a reason for lateness and absence.

Text alerts will be sent to parents to inform them of persistent lateness and requesting a reason for absence.

Attendance (target for year)

13/14	14/15	15/16	16/17	17/18	18/19
94	94	95	95	94	94(95)

Citizenship

Since its foundation the school has encouraged good citizenship both in school and in the wider community. There is a well-established School Council with representatives from all Year groups. All pupils are encouraged to bring ideas and concerns to the School Council through their elected representatives. The Council members make representations to the Senior Leadership Team and consult with pupils. Good citizenship and hard work are rewarded through the School Reward System.

Uniform

The school adheres strictly to its uniform policy (please see the Appearance Code). Uniform lists are issued to the parents of new pupils and are available from the School or on the school website. In choosing the Royal School it is expected that parents are fully aware of and fully support the high standards set for pupils in all aspects of school life including uniform.

It is expected that any pupil who chooses to attend The Royal School will follow the uniform policy properly and in its entirety. There can be no

exceptions to this.

The school uniform and the PE uniform is available in the School Shop; however, many requisites of the school uniform can be purchased on the high street such as socks, trousers and shirts.

Summary	Evaluation
All members of staff are encouraged to avail of professional development opportunities and to indicate training needs arising out of their own reflection on the PRSD process. PRSD targets are linked to areas in the School Development Plan in order to ensure they contribute to school improvement. Where appropriate, members of staff are informed of professional development opportunities in the area of the curriculum they deliver or in other areas for which they hold responsibility. (The outcome of such training is then shared with relevant colleagues).	• Evidence from SDDs – photographs/ evaluations /agenda/ presentations
	• PRSD menu
	• INSET attended by staff & fed back to colleagues at CL / Head of Year & departmental meetings
	• Developed staff response form after attending INSET
	• SIMS Staff records
Training on matters relating to the professional development of the entire staff takes place in school during Baker Days (August) and School Development Days (SDDs). For the most part the School Development Days in any school year relate directly to the school's main priorities for that year, as outlined in the School Development Plan and in Departmental Action Plans. Colleagues are supported through applications for further study including the opportunities provided by the Education Authority.	**Possible Future action** • Continue with training on SDDs • Use colleagues with 'special interests' to deliver training • Develop resources for RSA 'in house' Staff Development Course
Many staff are examiners and this is encouraged in order to broaden the subject experience of teachers, enhance capacity in departments and improve the preparation for examinations of pupils.	

Summary

On a day to day basis the school leadership attempts a preventative approach to staff stress. Early intervention to support staff encountering difficulties in dealing with underachievement are vital. Supportive accountability and the ethos of a 'no blame culture' are central to this.

Staff attendance is managed under the terms of the Teacher Attendance Procedure. The headmaster and Vice Principal (Curriculum) meet each day to review staff attendance that day and reasons for absence. The headmaster and bursar and the Executive Management Team (EMT) regularly discuss staff matters.

Attempts are made to give sufficient time for staff work in departments on Staff Development Days in a manner consistent with meeting the overall priorities of the school.

An attempt to give some time for marking is built into the invigilation timetable for the internal examinations. Care is taken to ensure that reporting deadlines are reasonable.

Staff wellbeing is now an agenda item at each meeting of the Senior Leadership Team to ensure that issues can be raised as a matter of course and discussed. The Senior Leadership Team operates an 'open door policy' to facilitate staff in bringing issues.

Evaluation

- Referrals made to OH as appropriate

- Staff committee considers wellbeing of staff

- End of term events for staff (brunch etc.)

- Return to work meetings

- Open door policy to access headmaster & VPs

- Staff wellbeing is standing item on SLT agenda

- VP Curriculum and headmaster discuss staff absence daily

Possible Future action

- Creation of Staff Wellbeing Group separate from Staffroom Committee

- Focus group with newly/ recently appointed staff to consider induction strategies

- Figures for staff absence made available to staff

- Reports on attendance to BoG

SDP Requirement 2f: **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *promoting links with parents of pupils at the school and the local community including, other schools, the business community and voluntary and statutory bodies*

Summary

The Royal School strives to work collaboratively with parents/guardians and the wider community in the educational partnership. Improvement of communication between parents/guardians, the wider community and the school is always important.

Parents/guardians who have any concern about any aspect of their child's education are invited to make contact with the school through the channels stated in the Parent Handbook. The complaints procedure is outlined on the school website.

From time to time Heads of Year or Heads of Department may also contact parents/guardians about matters or concerns related to the individual child.

At the end of each term parents receive information from the school in respect of events planned for the following term etc. The School's website also provides information for parents including 'latest news' items and School Policies and Procedures.

A text service is employed for urgent communication and/ or reminders of important school events. A school app is being rolled out to reduce postage costs, ensure efficient delivery and improve the quality of school – home communication. Information is also placed on the school Facebook page or tweeted.

The school has links with several organisations in the voluntary sector. There are strong and developing links with local sports teams, local government and other schools in the Area Learning Community. Local entrepreneurs are invited in to school and links developed for work experience.

The School works within the Armagh Area Learning Community (AALC) and particularly strong collaborative arrangements exist with St Patrick's Grammar School, St Catherine's College, the City of Armagh High School.

Evaluation

- Amazing Brains Parents' Seminar

- Development of Induction/ information evenings

- Interviews with parents about pupil underachievement

- Open door policy operates for VPs & headmaster

- Headmaster makes himself available to meet with parents as appropriate

- Regular meetings of Heads of Year

- Outreach meetings with Primary Schools

- Use of texting system

- School buildings and/or grounds used extensively by 'outside' groups & wider community

- Links with local hockey and rugby clubs

Future action

- Development of RSA app communication with parents

- Evaluate success of app

- Follow up parental non attendance at Parents' Meetings

There are numerous sponsorship arrangements with local businesses throughout the year in various areas of school life including sport and art.

SDP Requirement 2g: **A summary and evaluation**, including through the use of performance and other data, of the school's strategies for *promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development* and *school leadership and management*

<u>**Summary**</u>

Promoting the effective use of ICT

ICT is promoted as a Learning and Teaching tool being integrated into lessons whenever appropriate. Skills in the use of ICT are essential criteria in each recruitment process. Subject departments have developed a presence on the Virtual Learning Environment (VLE), this will be taken forward during the life of this plan.

The body of the plan provides detail about the development of ICT by and for pupils always in a manner which has been consulted upon and which is consistent with promoting high quality Learning and Teaching.

Some staff have received further training in Coding and a very successful App development team has been formed which has received the full support of school.

ICT is also used as a management tool in processing pupil data to identify achievement, promote individual improvement, and the effective deployment of resources, including staff.

ICT is used where appropriate for communication. Staff training has been offered on email etiquette and protecting professional identity.

<u>**Evaluation**</u>

- Use of SIMS

- Creation of ICT Core Group

- ICT coordinator regularly discuses ICT needs at SLT

- Significant investment in equipment

- Development of use of VLE

- Development of coding/ computing as extracurricular activity

- Greater use of SIMS for behaviour management & lesson monitor

<u>**Future action**</u>

- Each department develops its VLE presence

- Emphasis on use of technology in teaching

- Granting of open access to pupils

- Promotion of BYOD among Sixth Form

SDP Requirement 3a: **An assessment of** the school's current financial position and the use made of its financial and other resources

Assessment

Financial Projection for 2018/9	**£**
Budget Share	3,143,644
Balance from previous year	

Expenditure	**£**
Teaching staff	**2,273,956**
Auxiliary Staff	464,421
Cleaning Staff/Maintenance and Grounds	200,991
Running costs	612,106
	£
	3,551,474
Balance	**£(407,830)**

Assessment

The following pages contain the main body of the School Development Plan which demonstrates how opportunities will be developed, challenges responded to and school improvement attained.

These priorities have been identified through a process which begins with review of the outgoing development plan with members of the SLT and other stakeholders. A thorough self-evaluation process using TTI Quality Indicators and more recently ISAEF has been undertaken, led by the SLT involving key stakeholders. The feedback from numerous 'stand alone' evaluations or surveys conducted throughout the year is also considered.

Specifically, the school has four key motivations throughout this Development Plan:
1. **Securing the best possible educational outcomes for each pupil**
2. **Ensuring the best possible learning and teaching opportunities for each pupil**
3. **Providing the best possible advice, care, support and guidance for each pupil**
4. **Engaging creatively with the communities our pupils come from**

The areas of focus are categorised under the four headings from the department's publication Every School a Good School:
1. Child-Centred Provision
2. High Quality Teaching and Learning
3. Effective Leadership
4. A School Connected to its Local Community

We are a moderately large school with 46 teachers and 20 support staff (not including cleaning, catering and boarding colleagues). Members of staff are well-qualified and experienced in the area of the curriculum which they deliver or support.

The N I curriculum is delivered at Key Stage 3 and, at both Key Stage 4 and post-16, an extensive curriculum comprises academic and increasingly vocational qualifications which satisfy the needs of all children in our school. We continue to review the timetable structure and curriculum offering to ensure it is and remains, appropriate.

It should be noted that what follows is a working document and, as such, may be subject to modification. It is imperative to maintain this level of flexibility as there may be a requirement to respond to change from within or out with the school and to new initiatives imposed from outside.

3 Year Financial Projection

	2019/20	2020/21	2021/22
	£	£	£
Budget Share	3,318,383	3,546,137	3,633,335
Balance from previous year			
Expenditure	**£**	**£**	**£**
Teaching staff	2,618,830	2,856,377	2,884,941
Auxiliary Staff	484,909	561,651	565,091
Ancillary Staff			
Cleaning Staff	212,369	217,678	222,031
Running costs	803,769	646,081	659,003
	£4,119,877	**4,281,787**	**4,331,066**
Balance	**£(801,494)**	**£(735,650)**	**£(697,731)**

High Quality Teaching and Learning 2018/19

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
Embed new Learning & Teaching Policy	Staff will be familiar with the new policy and it will inform classroom practise	Introduce at SDD Discuss at HoD meetings Evaluate levels of penetration / engagement of staff	There was moderate progress here. The policy is comprehensive but in conversations many staff did not profess a sense of ownership of it A disconnect was identified between the policy and classroom practise Evidence suggests it is not guiding what teachers do day to day
Continued use of ETI Lesson Observation sheet & embed lesson planning template	HoDs etc. will make regular use of ETI pro forma. There will be a common lesson planning template used across the school by teaching staff This will help promote minimum standards	HoDs use them when observing colleagues Headmaster uses it when observing newly appointed colleagues and others Discussion of it at HoD meetings and in departmental meetings	The headmaster made good use of the ETI pro forma and used it for feedback in observations with recently appointed teachers It was also used in observations for teachers in BT or EPD. They got copies to include in their files No progress was made on embedding the lesson planning template. In observations it was noted there was no consistency of approach in this regard A clear lead from SLT is required with respect to this Industrial Action short of Strike (ASOS) reduced the opportunities for HoDs to use this
Develop literacy & numeracy	All staff aware of the relevant policies and pursue a numeracy & literacy focus	Introduced at Baker Days Updates provided at SDDs Arrangements put in place to evaluate engagement at departmental level	Good progress here. A revised policy was produced and introduced to staff. Updates on the implementation of the policy were provided to SLT and on SDDs. Necessary to conduct an audit of departmental engagement.

Develop VLE	More departments will create VLE areas and pupils will become familiar with their use

This will be used to develop the concept of a flipped classroom | Introduced at Baker Day

Time given at SDDs to develop resources

Rolled out in departments

Good practice shared by colleagues at SDDs | There was moderate progress here. Increasingly departments are developing VLEs but there is a range of formats and levels of engagement

It is clear that time needs to be devoted to this via staff training on SDDs

This needs to be carried into the next SDP |
| Create mobile Technology Group | Staff group will consider the current use of these technologies in school and make recommendations as to what should be used and how

Pupils will become more acquainted with the use of mobile devices in learning | Introduce at SDD

Create group and hold meetings

Conduct research

Prepare proposals

Share good practice at HoD meetings

Share good practice at SDDs | There was no progress here

No one led on promoting this priority

This needs to be included as part of the next SDP (possibly as part of the work of a more wide ranging L&T group) |
| Introduce results analysis meetings | All HoDs will meet with the headmaster to review results

This will promote accountability and improvement | Schedule individual meetings with HoDs, headmaster and VP curriculum

Discuss results in external examinations

Offer opportunity to discuss any other issue in the department – staffing, resources etc. | There was good progress here

Meetings arranged for the headmaster and VP Curriculum to meet with each HoD. They made a presentation on their results, identifying and talking about strengths and weaknesses in pupil performance within their department

There was also an opportunity to discuss wider issue and to agree specific targets which the departments could pursue

Worked well but need developed with a standard pro forma for HoDs to improve accountability |

Effective Leadership & Management 2018/19

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
Review timetable, rooming and resource allocation	There will be a more efficient use of school resources. The timetable will more appropriately meet the needs of pupils	Discuss at EMT & SLT AMA to lead review with PWA Prepare proposals for EMT & SLT SLT reaches consensus on way forward	Some limited progress here. Much more needs to be done There is an enhanced awareness among SLT that there is a need to more adequately steer provision, including the requirements of pupils at A Level Retain for next SDP
Results analysis meetings for new subjects	The leaders of new subjects will meet with SLT to discuss progress and outcomes This will identify issues for development	Ensure leaders of new subjects are aware of all requirements Ensure leaders of new subjects have regular access to SLT Hold regular meetings – discuss openly issues, potential problems and possible routes forward	There was good progress here. Those leading the 'new' subjects met with the headmaster and VP Curriculum There were ongoing meetings between the VP and relevant staff throughout the year Issues which arose were dealt with quickly and collaboratively and consequently the pupil outcomes were good
Conduct departmental evaluations	Departments have more autonomy in evaluating practice & development needs	Introduce at SDD Produce departmental Evaluation pro forma Provide time for departments to collaboratively complete evaluation and discuss results Process results for SLT	This did not happen This should remain a medium term objective
Appoint BTec coordinator	It will be clear that RSA is committed to BTec subjects BTec subjects will have someone to	Agree criteria & Job Description Advertise post Interview & appoint	There was good progress here. Open recruitment resulted in the appointment of someone suitably qualified There have been ongoing meetings between the VP Curriculum & BTec coordinator to anticipate issues and plan for success

	support their development and champion them with pupils and staff.	Ensure regular meetings between VP Curriculum and BTec coordinator to ensure progress in 'bedding in' new BTec subjects.	
Develop system of rewards & behaviour points	Positive behaviour will be rewarded and pupil engagement will develop as pupils see a sense of fairness	Introduce to staff at SDD

Identify the range of positive behaviours to be rewarded

Look for good practice in other schools

Pilot system

Evaluate pilot | There was moderate progress here

The issue was discussed at Pastoral Team meetings. A sharing good practice visit was held to Cookstown High School, Co. Tyrone by the VP Pastoral and a member of the SLT

In the final term a pilot was rolled out to staff for a new model of recording and rewarding positive behaviour |
| Implement GDPR | All staff will be aware of GDPR regulations and act in compliance | Bursar to lead training with all staff

Produce relevant policy & procedures

Ensure all staff are trained & aware of policies

Look for ways to conduct an evaluation of effectiveness | Good progress here. All staff have been trained. GDPR is talked about frequently indicating a good awareness

Staff are aware of the importance of peoples' data

This issue needs to be constantly brought before staff, particularly as new colleagues arrive |

Child Centred Provision 2018/19

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
Examination of gender bias	The gap in attainment between boys and girls attainment will continue to diminish	Analysis of GCSE & A Level results Identification of 'issues' affecting attainment Use of pupil voice to assess boy's opinions Identify results disparity at departmental level Suggestions of strategies shared with departments	There was some progress here – the gender gap in examination outcomes narrowed Groups of pupils were consulted The results analysis meetings with HoDs did not specifically look at gender disparity The pro forma for results analysis needs to look at gender outcomes
Introduce new courses at KS5	As part of our strategy to broaden access to and attainment in sixth form new courses and pathways will be created	Revise points entry tariff for Sixth Form Identify new courses Ensure outreach to local 11-16 schools so they know of provision Monitor new intake to ensure they settle well and integrate Hold occasional consultation meetings to gauge their opinion on induction	There was good progress here A number of new courses were introduced and a new Sixth Form pathway introduced to facilitate pupils from local schools which did not have sixth form provision A special open afternoon was arranged for a wide range of pupils from other schools A bespoke parents' information evening was held for pupils new to school in Sixth Form Success in these courses needs to be carefully evaluated to ensure effectiveness Need to ensure that pupils are entered on appropriate pathways complimentary to GCSE attainment
Develop provision for EAL pupils	Pupils whose English is weak are identified early and they access appropriate support course to help them access general	Identify pupils with weaker English at the interview stage Pass information to English department Ensure pupils are tested early in the year Provide support courses through evening	There was a good level of progress here Pupils were identified at the interview stage and the information passed on to the English department Information was passed to the boarding department and appropriate provision sought

	school curriculum	classes in boarding	Mrs O'Hare was engaged to teach an EAL class
		Enable pupils to work towards a meaningful EAL qualification	This can be improved upon by better choice of qualification to make it more meaningful
			Interview documentation should refer specifically to quality of English so it becomes a key consideration in admitting boarders
Review tracking & reporting	The system will be revised to ensure it is more responsive to pupil needs and helps improve pupil outcomes	Discuss at SLT Establish priorities for tracking – what is working well and what could be improved Consult pupils on processes Consult staff Revise processes and relaunch with pupils & staff	This did not happen Developing tracking is an important aspect of the school's plans for pupil improvement and will be a continuing feature of the SDP
Monitoring learning logs	Learning logs will be more effectively used to promote meta cognitive skills and help pupils achieve their potential	Discuss at SLT Establish priorities for learning logs – what is working well and what could be improved Consult pupils on processes Consult staff Revise processes and relaunch with pupils & staff	This did not happen. Developing the school's approach to meta cognition is an important aspect of the school's plans for pupil improvement and will be a continuing feature of the SDP
Promote Growth Mindset	Pupils & staff will be familiar with Carol Dweck's work and approach and will increasingly adopt a Growth mindset approach	Introduce at SDD Ensure staff are familiar with concept Incorporate in assemblies	This was marginally developed throughout the year through engagement with Amazing Brains Developing a Growth Mindset remains very important as a strategy to help pupils achieve their potential and will be included in a future SDP

Develop CEIAG provision	Careers provision will be enhanced, with increased depth of engagement by pupils in KS4 & 5	Review Y14 engagement with mock interview process and encourage greater participation Ensure parents are aware of what is offered Promote access to the new university prospectus library Increase the number of Year 12, 13 & 14 students engaging in a beneficial work placement	There was reasonable progress here More pupils engaged in interview evening Excellent input from Old Armachians and parents to mock interviews Information was shared about prospectus library More pupils engaged in work experience in Y13 and 14 There needs to be more focus on developing this among year 12 pupils
Introduce right of appeal in Controlled Assessment	Staff, pupils and parents will understand this procedure which is part of the awarding bodies provisions for centre assessed material	Prepare policy document in line with CCEA regulations Ensure HoDs are aware of it Advise pupils as appropriate	There was good progress here Every department was made aware of it There was widespread consultation at HoD level Parents and pupils were advised of the new procedure A policy was produced and implemented as appropriate
Develop SEN provision		Introduce at Baker Day SENCo to attend training throughout the year Provide relevant training for staff at SDDs Training on assistive technology delivered to HODs to be rolled out to all staff SENCo and classroom assistants to investigate models for improving the format of IEPS	There was good progress here particularly with regard to new format for IEPs The legislation re. new provisions did not progress into law due to the suspension of the legislative assembly Greater focus may need to be given to the assistive technologies in future

School Connected to its Community 2018/19

Planned Outcomes	Success Criteria	Actions	Evaluation of Progress
Develop Shared Education Partnership	Relations with partner schools will develop. There will be good reconciliation outcomes and also educational outcomes.	SEP Coordinator to prepare Action Plan to be agreed by headmaster SEP Coordinator submits Action Plans to DE Participate in base line inspections as required Regular meetings with shared Ed Coordinators of partner schools Regular meetings of principals of partner schools Attendance at relevant training & info. seminars	Very good progress There has been very positive engagement by the coordinators and the school principals who have a very close working relationship Pupil feedback has been positive A number of high profile events have taken place and community feedback has been positive Outside agencies have been well engaged and supportive of the partnership's activities
Changes to reports to reflect new grading	Reports reflect new GCSE grading. Parents etc. will be familiar with new grading. Pupils will be better equipped to work towards target grades with a better indication of their attainment.	Change report format to reflect changed grading Ensure that parents & other stakeholders are aware of changes to grading – through written communication and at parents meetings etc.	Good progress here Pupils and parents were advised of the changes Report format was changed
Comprehensive evaluation of school via Kirkland Rowell survey	Stakeholders will have an opportunity to comment and we will have a good source of evaluative material.	Agree process at SLT Establish sub group to bring forward proposals for questions Roll out to stakeholders via school media Arrange for pupils to complete the survey	This was excellent The material generated was positive but gave a number of areas which we can prioritise for future action Outcomes were shared with staff and governors Detailed discussion at SLT – created 'space' for 'big issues' in 19/20

General note on Requirement 4: The SDP contained multiple priorities for 2018/19 some of which were largely administrative and less strategic. They were not categorised into the ESAGS headings as above. This is a distillation and rationalisation of the 'Strategic Goals' document for 2019/19. Future SDPs will endeavour to contain fewer and more strategic priorities in the interests of learners.

Assessment

Challenges and Opportunities facing the school

In most regards challenges and opportunities are closely related. The financial climate in which schools work is challenging; financial constraints increase the difficulty in ensuring that staff are able to go out of school to access high quality CPD. Actions in the Development Plan to widen the input to CPD are intended to meet this challenge. Shrinking budget share also creates difficulties in providing a good range of extra and co-curricular opportunities and ensuring that we can maintain a broad and appropriate range of post 16 courses. Campaigns for the creation of Sixth Form provision at schools which hitherto had no sixth forms have created a negative climate and threaten the viability of provision more generally.

Ensuring that we can provide a curriculum which meets the needs of pupils across the academic spectrum remains a priority.

Demand for places in the Boarding Department remains healthy and the school will continue to develop accommodation and seek to explore opportunities as appropriate.

Relationships with the local community and other schools in the ALC are strong and strengthening.

The school remains oversubscribed and the academic ability of pupils is good. It is essential to ensure that these pupils are stimulated and challenged appropriately.

The school will continue pay regard to the Northern Ireland Skills Barometer and community opinion and work with partner institutions in the AALC and beyond to extend provision and build curricular links to ensure the best possible provision for our pupils and facilitate the maximum retention of pupils into Sixth Form.

Arrangements

Consultations have been held with parents, pupils, staff and governors through the Kirkland Rowell Survey in March 2019. Another survey will be held in the final year of this plan. This plan was extensively consulted on through stakeholder meetings throughout May and June 2019. A draft version is placed on the school website and a text alert sent to parents advising them of its availability for consultation. A draft version of the plan is brought to the School Council for consultation.

There are structures in place for reviewing and evaluating progress in the School Development Plan, and Departmental Action Plans throughout the year. Members of the Leadership Team take responsibility for leadership in different areas of the plan. The Vice Principals and senior teachers work closely with staff in implementing priorities and ensuring accountability.   All members of staff are expected to contribute to achieving the priorities and the planning of Heads of Department is central to the process.

A half yearly review of progress will be held by the Leadership Team (January 2017) after which a report on interim progress will be made to staff. Members of the SLT will liaise regularly with Curriculum Leaders to review progress. Targets in pupil attainment are reviewed annually in September. The plan will be reviewed at the end of the year at an all-day SLT Review and Planning Meeting in late May or early June.

Evaluation

- Meetings with stakeholders

- Kirkland Rowell Survey of pupils, parents & staff

- Members of staff are often engaged in community activities or at events in the community. This is a good way to hear the community perspective

- Most governors, as members of the local community, are very accessible to parents

Possible Future action

- More formal role for the School Council throughout the year

High Quality Learning & Teaching

Priority	Lead Person(s)	2019/20	2020/21	2021/22
Development of ICT: Developing Coding Skills in a high level programming language at KS3	PWA/ AMA/ LF	Develop Python fundamentals with years 8-10

Develop cross curricular programming tasks with pilot group of departments | Develop use of Raspberry Pi (including Python programming with years 8-10)

Sharing of good practice on cross curricular programming tasks with wider group of departments | Pupils develop own programmes in Year 10

Evaluation of cross curricular programming provision at KS3 |
| Development of ICT: Developing use of G Suite to support learning & teaching | PWA/ AMA | Training for all staff on Google cloud

Creation of Core Team to explore provision | Use of G Suite to support assessment at KS3, 4 & 5. Use of Google forms & Gradebook

Sharing of experiences etc. by Core Team

Development of use of subject specific apps & flipped classroom where appropriate | Teachers make use of mobile technology to support pupil collaboration in class where appropriate |
| The effective classroom: Developing Trusted Colleague Networking | AMA/ SWC | Pilot group to trial TCN | Pilot group share experiences, refine good practice and upskill wider group | TCN used by most/ all departments

Evaluation of engagement to refine development |
| The effective classroom: Developing effective use of TSPC at KS3 to ensure a vibrant, exciting and relevant curriculum delivery

Effective use of retrieval practice at KS4. | AMA | Audit coverage of TSPC at KS3 – identify good practice and areas for development
L&T Group develop proposals

Raise staff awareness of use and benefits of retrieval practice in a classroom context at KS4 | Revision of KS3 schemes to ensure common format and engaging lessons

Focus on AfL or other area identified in Year 1/3

Evaluation of Year 1/3 experiences and developing of | Sharing of good practice in TSPC

Learner evaluation to inform next stage of development

Deployment of whole school strategy & terminal evaluation |

			whole school strategy.	
Development of Literacy & Numeracy provision	GLM/ SWC	Introduce improved pupil referral process for teachers Identify and exemplify improved learning and teaching strategies with a numeracy and/or literacy focus Add literacy & numeracy related materials to G Suite	Facilitate literacy & numeracy workshop at SDD Add literacy & numeracy developments to PRSD menu Gather examples of good practice from other schools	Audit, evaluate & revise processes & policies as appropriate

Pupil Centred Provision

Priority	Lead Person (s)	2019/20	2020/21	2021/22
Development of CEIAG provision	DRC	Develop pupil interview skills at KS 4 & 5 Work experience pilot opportunities at KS4 Enhanced awareness for pupils of transferable skills developed in specific subjects	Development of a careers related lesson in each subject at KS3 Evaluate and develop Work Experience opportunities at KS4	Development of careers focussed lesson for each year group in each subject at KS3 Standardise work Experience opportunities at KS4
Developing pupil opportunities: the international dimension	ADM	Explore potential for RSA to become a 'round square school' Audit suitability to pursue British council International Schools Award	Work with departments etc. towards these awards	Develop the provision and quality of experiences from these awards.
Tracking for improvement: Improving Outcomes development of pupil meta cognitive skills & Growth Mindset	AMA	Renewed emphasis on utility of tracking & pupil self evaluation Pupil learning support for pupils with grade E or below at AS Promotion of concept of Growth Mindset with pupils & staff	Evaluation & changes to learning logs & attendant processes Monitor and evaluate pupil support arrangements	Evaluation of effectiveness of all arrangements & amendments to processes as necessary
Developing SEN Provision	GLM	Raise staff awareness of new SEN legislation. Review effectiveness of new IEP format on SIMS Audit & evaluate provision for G&T pupils	Ensure appropriate training has been availed of Implement new measures Prepare appropriate policy framework for G&T pupils	Conduct audit to assess effectiveness of new SEN measures Evaluate G&T strategy
Promoting pupil care and support	KJH/ form tutors/ HoYs	Introduction of new Positive Behaviour Policy & approach Introduction of new Anti Bullying Policy & approach	Monitor & Evaluate effectiveness of policy Monitor & Evaluate effectiveness of policy	Amend as necessary and implement revised policy Amend as necessary and implement revised policy

		Revised support processes In Form Class to ensure consistency for pupils	Monitor & Evaluate effectiveness arrangements	Amend as necessary and implement revised processes

Effective Leadership & Management

Priority	Lead Person (s)	2019/20	2020/21	2021/22
Development of ICT: Development & use of G Suite to support departmental administration	PDA/ AMA	Development of Core Team Training for staff on the use of G Suite for planning & evaluation, supported by HoDs	Use of G suite to support assessment at KS3, 4, & 5 Use of Google forms & Gradebook	Teachers make use of mobile technology to support in class pupil collaboration
Development of Distributed leadership	AMA/ KJH/ SLT	Development of Core Teams: ICT L & T Staff wellbeing & induction	Identification of other areas for Core Teams Wider range of staff involved in leading CPD	Evaluation of use of teams
Coaching for improvement	GM/ SLT	Raise awareness and develop capacity for coaching in school via a core group.	Sharing of coaching skills with middle managers Colleagues involved in peer to peer coaching Develop resources for RSA 'in house' CPD course (possibly with ALC dimension)	Coaching is practiced widely throughout school peer to peer and with pupils Deliver RSA 'in house' CPD course.
Development of Self evaluative practice	GM/ SLT	Raise staff & governor awareness of ISEF Develop common departmental Action Planning template Develop common departmental results analysis pro forma	Regularly use ISEF at SDDs and in departmental evaluation Use common departmental action planning template Use common departmental results analysis template	Evaluation and revision of documentation in line with ISEF & good practice

School connected to its community

Priority	Lead Person(s)	2019/20	2020/21	2021/22
Developing community relationships: Engagement with Mullinure Lands Consultative Forum	GM/ SMc	Participate in meetings of forum to discuss developments in Armagh & strategic development of RSA facilities.	Collaboratively develop facilities at RSA in an integrated way with stakeholders Secure access to wider facilities in Armagh	Evaluate progress on Mullinure Lands Consultative Forum
Shared Education Partnership	GB/ AMA	Participate with partner schools in Shared Education Partnership across a range of areas in the interests of pupil improvement & reconciliation outcomes	Continued participation with partner schools in Shared Education Partnership across a range of areas in the interests of pupil improvement & reconciliation outcomes	Continued participation with partner schools in Shared Education Partnership across a range of areas in the interests of pupil improvement & reconciliation outcomes
Developing ICT: engagement with mtech.academy	LF/ PDA	Affiliation with m.tech.academy, programme of study to align with CEIAG & ICT priorities	Evaluation of progress in year 1/3 to define objectives for Year 2/3	Evaluation of progress in Year 2/3 to define objectives for Year 3/3
Develop relationships with feeder primary schools in the interests of learners	GM/ SLT	Establish consultative forum with local primary principals to discuss areas of common L&T interest	Collaborate on science and sports curriculum areas	Examine literacy & numeracy links & strategies
Enhancing parental engagement	GM/ SMcC	Development of School App Strategic approach to media presence	Evaluate utility of App and appropriateness of media strategy	Revise processes as necessary

High Quality Teaching and Learning 2019/20

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring & Evaluating
Development of ICT: Developing Coding Skills in a high level programming language at KS3	Develop Python fundamentals with years 8-10

Develop cross curricular programming tasks with pilot group of departments | Discuss with ICT department

Adaptation of KS3 ICT schemes of work

Recruit pilot group of departments to work on this

Group meets to discuss options

Departments amend schemes of work | PWA/ AMA/ LF | Sept - June | Staff time for training

Some possible cost of resources for ICT department or departments in pilot group | Minutes of ICT department meetings

ICT schemes of work

Membership of pilot group and minutes/ action points of meetings

Amended departmental schemes of work

Pupil evaluations |
| Development of ICT:

Developing use of G Suite to support learning & teaching | Training for all staff on Google cloud

Creation of Core Team to explore provision | Introduce at Baker Day

Provide periodical training for all staff at SDDs

Recruit Core Team

Core Team undertake further training | PWA/ AMA | Sept - June | Time for training

Incidental expenses associated with resources | Agenda of Baker Days & SDDs

Discussions with VP Curriculum

Feedback from staff re skills etc.

Google classrooms for each department |
| The effective classroom: Developing Trusted Colleague Networking | Pilot group to trial TCN | Introduce at Baker Days

Produce & distribute information & pro forma

Place on PRSD menu

Sharing of good practice at SDDs

Discussion on ways forward with colleagues involved | AMA/ SWC | Sept - June | Limited expense of producing information

Some staff cover may be required occasionally | Completed PRSD

Agendas from SDDs

Departmental records and/or completed TCN paperwork

Meetings with colleagues involved |

The effective classroom: Developing effective use of TSPC at KS3 to ensure a vibrant, exciting and relevant curriculum delivery Effective use of retrieval practice at KS4.	Audit coverage of TSPC at KS3 – identify good practice and areas for development L&T Group develop proposals Raise staff awareness of use and benefits of retrieval practice in a classroom context at KS4.	Introduce at Baker Days Produce audit material Include on PRSD menu Recruit L&T Core Group L&T group discuss audit and prepare proposals Discuss at SDDs Share proposals with all staff Sharing of good practice	AMA	Sept - June	Time for at SDDs for Core Group to meet	Agenda of Baker Days Completed PRSD Departmental action plans Proposals of Core Group Pupil surveys/ discussion groups Minutes of departmental meetings
Development of Literacy & Numeracy provision	Introduce improved pupil referral process for teachers Identify and exemplify improved learning and teaching strategies with a numeracy and/or literacy focus Add literacy & numeracy related materials to G Suite	Introduce new referral process at Baker Days & revisit at SDDs Coordinators identify strategies Share strategies with staff at SDDs Coordinators place resources/ideas into G Suite	GLM/ SWC	Sept - June	Time at Baker Days and SDDs to ensure material is covered Incidental departmental expenses for any resources required for L&T	Agendas of Baker Days & SDDs New referral process in place Material relating to new strategies with numeracy/ literacy focus Creation of numeracy/ literacy Google classroom and materials placed there

Effective Leadership & Management 2019/20

Planned Outcome	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Development of ICT: Development & use of G Suite to support departmental administration	Development of Core Team Training for staff on the use of G Suite for planning & evaluation, supported by HoDs	Introduce to staff at Baker Day Creation of Core Team to explore provision and potential Training for all staff on Google capabilities	PDA/ AMA	Sept - June	Time for training Incidental expenses associated with resources	Agenda of Baker Days & SDDs Discussions in departments Feedback from staff re skills etc. Developed use of G suite for each department's administration to replace Whole School TV
Development of Distributed leadership	Development of Core Teams: ICT L & T Staff wellbeing & induction	Introduce to staff at Baker Days Remit established for each group and volunteers sought Groups meet at intervals Produce proposals for development of areas	AMA/ KJH/ SLT	Sept - June	Time for Core Teams to meet on SDDs Other incidental expenses which might arise out of their proposals	Agenda of Baker Days & SDDs Memberships of Core Teams Notes/ minutes of meetings of Core Teams Proposals from Core Teams
Coaching for improvement	Raise awareness and develop capacity for coaching in school via a core group	Planning meetings to set out scope of work with Fairhead Coaching Identify most appropriate staff for phase 1 Organise whole day coaching introduction Facilitate further days and 1-1 coaching throughout the year	GM/ SLT	Sept - June	This will involve considerable expense and is a major investment in staff development	Discussions with P Logan of Fairhead Coaching Individual participant evaluations
Development of Self evaluative practice	Raise staff & governor awareness of ISEF and its vocabulary	Presentation to staff on Baker Day Presentation to BoG Opportunity for staff to work collaboratively on aspects of ISEF at SDDs Ensure the language of ISEF is used in training	GM/ SLT	Sept - June	Photocopying & printing costs	Agendas form Baker Days & SDDs Handouts from presentation to BoG Material staff work on at SDDs Increased awareness of language of ISEF in professional discourse

	Develop common departmental results analysis pro forma	Prepare pro forma Departments work collaboratively on data HoDs meet with VP Curriculum and headmaster to discuss results & performance			Time to work on these issues on Baker Days and SDDs throughout year	Results analysis pro formas completed by HoDs Notes from discussions with HoDs
	Develop common departmental Action Planning template	Develop template, introduce to HoDs Meet with HoDs to discuss action plans Ensure action plans link to evidence from data and SDP/ PRSD				Action Planning templates completed Notes from discussions with HoDs

Child Centred Provision 2019/20

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring and Evaluation
Development of CEIAG provision	Develop pupil interview skills at KS 4 & 5 Enhanced awareness for pupils of transferable skills developed in specific subjects	Outlined at Baker Day Interviews provided for pupils who are called for interviews at UCAS stage Place on PRSD menu Departments develop specific career linked lessons	DRC	Sept-June	Time at Baker Day Time to facilitate interview skills development	Agenda of Baker Day Lists of pupils who attend for interviews Completed PRSD
Developing pupil opportunities: the international dimension	Explore potential for RSA to become a 'round square school' Audit suitability to pursue British council International Schools Award.	Discussions with round square organisation Conduct audit to assess potential application Make application Meet with ADM to discuss proposal Conduct audit to establish action required Implement audit findings & make application	ADM	Sept-June	Expense involved in application to Round Square Limited expense in application for International Schools award	Email exchange with Round Square Audit outcomes Application form etc. Completed audit Specific actions required by ISA
Tracking for improvement: Improving Outcomes development of pupil meta cognitive skills & Growth Mindset	Renewed emphasis on utility of tracking & pupil self evaluation Pupil learning support for pupils with grade E or below at AS Promotion of concept of Growth Mindset with pupils & staff	Discussion at SLT Evaluation of effectiveness of tracking process Outlined at Baker Day Process established (unrelenting support) and agreed at SLT Process implemented & success evaluated Introduced to staff at Baker Day	AMA	Jan - June	Time at Baker Days & SDDs Expense in purchase of posters and frames for walls	Minutes of SLT discussions Evaluations Re-launch materials Materials for 'unrelenting support' Evaluation of outcomes for pupils supported Materials from SDDs Growth Mindset materials

					Time for assemblies	General pupil awareness of concept
		Training of staff at SDDs Promotion through assemblies Promotion through wall posters etc.			Time for assemblies	General pupil awareness of concept
Developing SEN Provision	Raise staff awareness of new SEN legislation. Review effectiveness of new IEP format on SIMS	Presentation at Baker Days & SDDs New process & paperwork produced SENCo avails of relevant training Processed implemented Terminal evaluation in summer term	GLM	Sept-June	Time for discussion at Baker Day & SDDs Time for SENCo to attend training	SENCo Presentation materials Training materials Formative evaluation through parental engagement Discussions with staff (particularly CAs)
Promoting pupil care and support	Introduction of new Positive Behaviour Policy & approach Introduction of new Anti Bullying Policy & approach Revised support processes in Form Class to ensure consistency for pupils	Visit to glean good practice in other schools Draft policy prepared & consulted on Policy revised and brought to BoG for adoption Discussions at Pastoral Team Proposals presented & implemented Evaluation of revised process Consultations with NI Anti Bullying Forum Draft policy prepared & consulted on Policy revised and brought to BoG for adoption Discussion to establish the kind of support required Form Tutor handbook revised	KJH/ form tutors/ HoYs	Sept-June	Time required for various meetings Possible financial commitment for resources for Form class	Discussions at Pastoral Team New Positive Behaviour Policy Minutes of Pastoral Team Drafts of Anti Bullying Policy Final version of policy Form Tutor Handbook

| | | Material for use in form time sourced | | | | Material for use in form time |
| | | Evaluation of effectiveness of materials | | | | Results of evaluation |

School Connected to its Community 2019/20

Planned Outcomes	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Shared Education Partnership	Relations with partner schools will develop. There will be good reconciliation outcomes and also educational outcomes.	SEP Coordinator to prepare Action Plan to be agreed by headmaster SEP Coordinator submits Action Plans to DE Participate in base line inspections as required Regular meetings with shared Ed Coordinators of partner schools Regular meetings of principals of partner schools Attendance at relevant training & info. seminars	GB/ AMA	Sept-June	SEP Budget will cover cost of TA and other associated costs Time for coordinator to attend meetings/ training as required	Positive engagement by the coordinators and the school principals who have a very close working relationship Positive pupil feedback A number of high profile events take place Community feedback Outside agencies are engaged and supportive of the partnership's activities.
Developing community relationships: Engagement with Mullinure Lands Consultative Forum	Participate in meetings of forum to discuss developments in Armagh & strategic development of RSA facilities.	Attend & participate in meetings as scheduled Host meetings as part of schedule Make reports of progress and issues arising as part of the Armagh shared city process Report on meetings to the Management committee of the BoG	GM/ SMc	Sept - June	Time to attend meetings Costs associated with hospitality at meetings hosted at RSA	Minutes of meetings Reports to Management committee of BoG
Developing ICT: engagement with mtech.academy	Affiliation with m.tech.academy, programme of study to align with CEIAG & ICT priorities	Register with academy Facilitate teachers in attending seminars Identify middle leaders for involvement Head of Careers attends training Headmaster to attend training days Middle leaders collaboratively implement	LF/ PDA	Jan-June	Costs associated with registration Considerable time for staff to attend required training	Materials produced following training Schemes of work as amended Action points arising from meetings in school Photographs etc. from in school pupil events

		programme in school				Pupil evaluations
Develop relationships with feeder primary schools in the interests of learners	Establish consultative forum with local primary principals to discuss areas of common L&T interest	Visit as many feeder primary schools as practical Invite primary principals to tour of school and lunch time presentation by senior pupils Follow up invitation to discussion forum May need to hold two lunchtime events – depending on response	GM/ SLT	Feb-June	Costs of lunch will depend on attendance c£2:50 per head.	Attendee list for lunch PowerPoint presentation Action points/ notes from discussions
Enhancing parental engagement	Development of School App Most paper based communication moves to app Strategic approach to media presence – greater use of social media	School app goes live Launched to Management Committee (BoG) and parents Letters sent to parents with one-time log in details Movement of reports, letters and announcements to app Advertise for teacher to manage external communication (coupled with other role) Interview & appoint teacher Teacher produces media strategy Media strategy is agreed and implemented	GM/ SMcC	Sept - June	Cost of letters to parents about app Cost of app will be approximately £ Appointment of teacher to manage outside communication is half of 1TA	Parental uptake of app Successful appointment of staff member to undertake external communications Movement of most communication to 'non paper' Positive community feedback on social media presence Meetings with teacher in charge of external communication to gauge progress