

The Royal School, Armagh

School Development Plan

2023-2026

'For the Encrease of Learning and Good Manners'

(Letter Patent of Charles I, December 1627)

SDP Requirement 1: A statement and evaluation of ethos

Statement

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".

Evaluation

- Assemblies (whole school on Tuesday and Thursday, weekly Year Assemblies and regular House Assemblies)
- A Senior Prefect takes assembly on a Thursday and a member of staff on Tuesday
- An 'assemblies log' is maintained of themes covered
- Pupil Voice is strong through L&T and Pastoral focus groups and year group focus groups.
- School Council has been relaunched with SLT liaison included
- Open door policy for parents and pupils
- School Mission statement and related values visible to pupils, parents and visitors
- Kirkland Rowell reported that 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
- Broadened pathways at GCSE & disapplication of modern languages
- Benchmarking at KS3 to ensure appropriate pathways are chosen by pupils
- Tracking used with all pupils to monitor and support progress
- Supportive SEN provision

*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.

- Recognition of success using social media /assemblies
- Induction for Years 8 and & 13
- Peer Mentoring in place
- Significant school charity endeavours (ASHA)
- Carol service in local cathedral
- Extensive support classes after school in numerous subjects
- Extensive extra curricular menu. This is very attractive for parents but increasingly hard to maintain.
- Development of induction for year groups/ study skills emphasis (use of amazing Brains)
- Personal Development being updated in light of new legislation for RSE
- History unit explores history of school and the links with the town
- History & art departments visit Church of Ireland Cathedral as part of curricular activity
- Induction processes for pupils & staff have been developed with a New Colleague Forum created.
- Learning and Teaching Policy is being updated to capture a new sense of ownership for staff
- Growth Mindset is increasingly being promoted.
- Leadership opportunities for senior pupils being developed (use of army)

Possible Future action

- Develop further pupil opportunities & capacity building
- Work for International School Status

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| | <ul style="list-style-type: none">• Ensure 'unrelenting support' for underperforming pupils• Look at developing rewards systems• Explore further opportunities to promote Growth Mindset |
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SDP Requirement 2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT

Summary

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.

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.

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.

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.

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, apprenticeships, or training 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:

Evaluation

- Positive 2014 ETI report & successful SI in 2017 (further inspections have been interrupted by the pandemic & ASOS)
- % Departments above NI average at GCSE (see results analysis folder)
- CAT data used to baseline pupils in Years 8 and 11
- Entitlement Framework (EF) audit evidences courses
- Free School Meals is a live issue for pastoral team(FSM) engagement and performance data (see team meeting minutes)
- Use of Performance Review & Staff Development (PRSD) menu with outcomes to identify training needs and evidence from lesson observations (PRSD has been interrupted by the pandemic & ASOS)
- Use of Inspection & Self Evaluation Framework (ISEF) for ongoing whole school evaluation (see agendas of SDDs)
- ISEF used at departmental & SLT level
- Use of School Development Days (SDDs) & Teacher Professional Learning (TPL) to promote the priorities of the School Development Plan SDP (SDDs have been impacted by ASOS)
- Senior staff member role for Beginning Teachers (BT) & Early Professional Development (EPD) induction & support

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, Sociology follows an AQA specification. 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 year)

	13/14	14/15	15/16	16/17	17/18	18/19	2022/23*
7+ GCSE (A*-C)	85.0	86.17	95.92	90.48	94.29	89.62	96
7+ GCSE (A*-C) Eng. & Maths	85.0	86.17	95.92	89.52	94.29	88.68	96

- Pupil Mentoring/ Paired reading (Sixth Form pupils trained for these roles)
- Development of Tracking Intervention Mornings
- Results analysis meetings with headmaster & VP Curriculum
- Departmental Action Plans based on pupil outcomes in examinations with a specific emphasis on Learning & Teaching
- Pupil support system 6th Form/ underachievement intervention strategies – pupils assigned to named member of senior staff
- LSCo avails of additional training / Personal Learning Education Plans (PLPs)
- Educational visits are encouraged as a way to develop pupils capacity & understanding (see social media & trips file)
- Visiting speakers to school as part of preventative curriculum
- Coordinators for Numeracy, literacy & ICT have opportunity to show leadership to staff (see Baker Day & SDD agendas)
- Engagement in Shared Education Partnership – this has been severely curtailed as funding has been withdrawn by EA
- Development of strategies to promote independent learning - Festival of Learning
- Curriculum review is now regular – changes to KS3 science offer and discontinuation on sociology

Possible Future action

- development of RSA learning style/ standard
- Work to ensure classes are lively & engaging
- Continued development of pathways at GCSE
- Refinement of support process for underachieving pupils

A Level attainment

	13/14	14/15	15/16	16/17	17/18	18/19	2022/23*
3+ A-C	75.27	72.28	80.0	71.88	73.58	77.55	79
2+ A-E	98.92	100.0	100.0	100.0	98.11	100.0	100.0

*20/21, 21/22, 22/23 are excluded from this table as the results were obtained during differing conditions necessitated by the pandemic and are not useful for comparison purposes.

SDP Requirement 2b: A summary and evaluation, including through the use of performance and other data, of the school's strategies for *providing for the special, additional or other individual educational needs of pupils*

Summary

Children with additional needs and those with statements of Special Educational Need (SEN) are catered for through the work of the Learning support Coordinator (LSC), specialist classroom and general assistants, and the engagement of all teachers through the provision of Personal Learning Plans (PLPs).

The school has a well trained LSC located in an accessible, private, office. The LSC works closely with staff in establishing and implementing IEPs. The LSC 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 LSC 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 LSC. The majority of pupils with SEN progress to Sixth Form and thereafter onto their chosen university pathway.

The LSC is leading staff in preparing for the successful implementation of the '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
- Learning Support Coordinator (LSC) has received training on new legislation
- Separate office accommodation for LSC
- Increase in testing being carried out by LSC
- Correspondence from LSCo
- LSC input to staff briefing (see briefing minutes)
- Training records of LSC and other staff
- Engagement in activities for Gifted & Talented pupils – Mock Trial Competition & Oxbridge programme
- Bespoke provision for Oxbridge aspirants
- Development of new PLP structure
- Facilitating elite sports people to attend events
- Use of SEN Audit tool
- Significant DDA works undertaken in 2022/23

SEN Code of Practice (Learning) by Stage	
Stage	Number of Pupils
1	30
2	4
3	11

SEN Code of Practice (Learning) by Year Group	
Year Group	Number of pupils
8	8
9	4
10	6
11	2
12	6
13	9
14	9

SEN Pupils by Category	
Cognitive and Learning	16
Social, Emotional and Behavioural	15
Communication and Interaction	0
Sensory	2
Physical	8
Medical Conditions/Syndromes	5
Other	0
TOTAL*	

- Possible Future action**
- Developing more G&T provision
 - Evaluate and refocus the STAR Group
 - Explore new ways of honouring or recognising conspicuous achievement by pupils – relaunch the Headmaster’s Award

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

SDP Requirement 2c: A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting the health and well being, child protection, attendance, good behaviour and discipline of pupils

Summary

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 content 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 and Safeguarding Team 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

Evaluation

‘Assemblies log’

Minutes of pastoral 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 (see prospectus)

Attendance & punctuality encouraged through assemblies etc.

Use of SIMS (Lesson Monitor) & text home facility

Healthy eating policy/ Anti bullying policy / Anti Bullying Ambassador training

Mental Health Ambassadors

Child Protection (CP) Training

Prefect duties

Pastoral Team meetings

Safeguarding reports to BoG by Head of Safeguarding

Access Control system in Boarding and increasingly in other parts of the building

this area. The school's Safeguarding and Child Protection Policy can be located 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)	
Family Support	
CP Register	

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

Pupil Related Matters is standing item on SLT Agenda

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

Continued expansion of Access Control System

and for their actions. Personal Development is firmly rooted in the school ethos 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 aims to be 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 are 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	22/23
94	94	95	95	94	94(95)	95 (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.

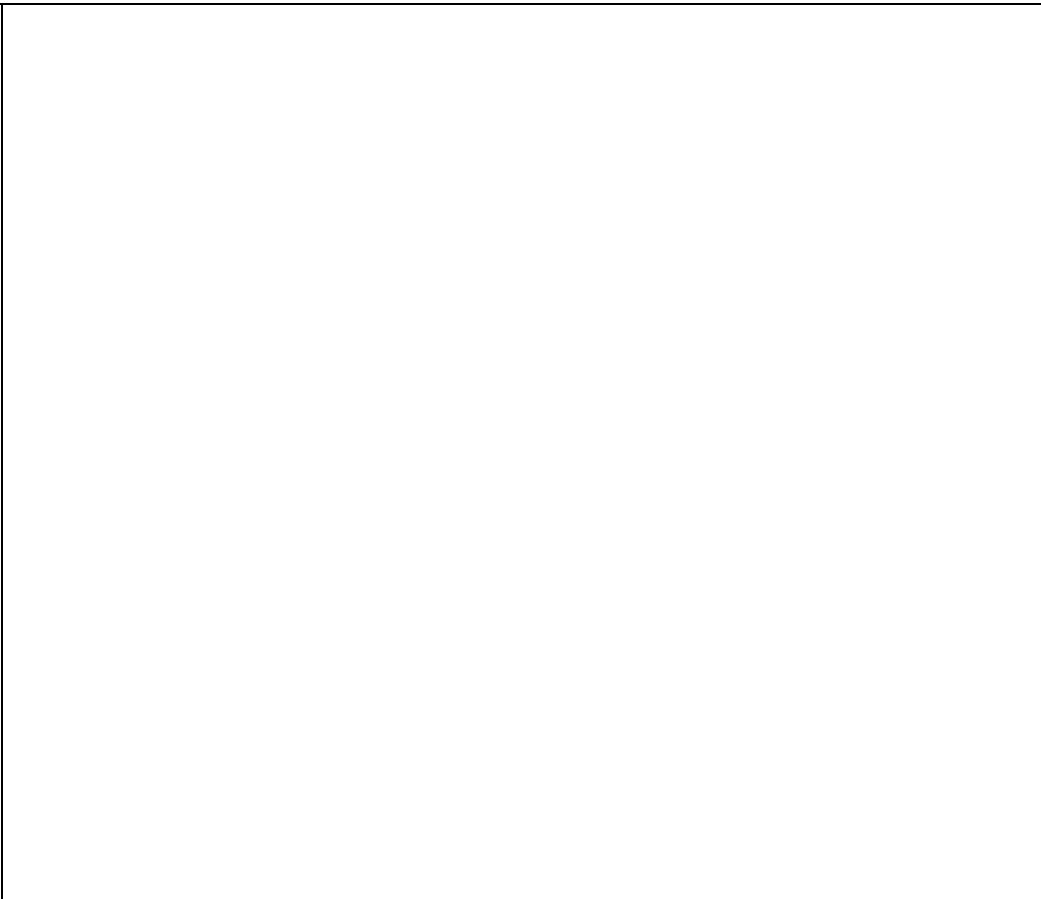
Uniform

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 are 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.



SDP Requirement 2d: A summary and evaluation, including through the use of performance and other data, of the school's strategies for *providing for the professional development of staff*

Summary

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).

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.

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.

Evaluation

- Evidence from SDDs – photographs/ evaluations /agenda/ presentations
- PRSD menu (PRSD has been interrupted due to ASOS)
- INSET attended by staff & fed back to colleagues at HoD/ Head of Year & departmental meetings
- Developed staff response form after attending INSET
- SIMS Staff records
- Increased use of distributed leadership at staff training (Magenta Principles, AI)

Possible Future action

- Continue with training on SDDs
- Continue to use colleagues with 'special interests' to deliver training
- Develop resources for RSA 'in house' Staff Development Course
- Create RSA TPL electronic resource

SDP Requirement 2e: A summary and evaluation, including through the use of performance and other data, of the school's strategies for *managing the attendance and promoting the health and well being of staff*

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.

A significant amount of time for marking will be built into the invigilation timetable for the internal examinations in 2024. Care is taken to ensure that reporting deadlines are reasonable and these can be amended dynamically.

Information from the EA wellbeing hub is regularly shared with colleagues. Staff who require time off to attend family events and appointments are supported as much as is consistent with effective delivery of the curriculum. There is a recently appointed teacher focus group with considers induction strategies and staff wellbeing.

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 – committee has stalled in 2023 and needs reconstituted
- Staff wellbeing Group created
- 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

- 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 concerns about any aspect of their child's education are invited to make contact with the school through the channels stated in the Parent Handbook and on the website. 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 headmaster 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. There is a vibrant school social media.

A text service is employed for urgent communication and/ or reminders of important school events. A school app has been 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 Armagh Area Learning Community (AALC). Local entrepreneurs are invited in to school and links developed for work experience.

Evaluation

- Amazing Brains Parents' Seminars for pupils & parents
- Continued 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
- Development of RSA SIMS app communication with parents as some parents continue to have 'log in' issues

Future action

- Evaluate success of app
- Follow up parental non attendance at Parents' Meetings

The School works within the AALC and particularly strong collaborative arrangements exist with St Patrick's Grammar School, St Catherine's College, the City of Armagh High School and increasingly with St Patrick's High School, Keady.

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

Summary

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.

The SLT is keen to understand and embrace effectively the opportunities provided by AI. Accordingly an AI Core Group has been established and the VP (Curriculum) is attending conferences and preparing discussion papers for SLT.

Evaluation

- Use of SIMS
- Creation of ICT Core Group
- Development of school position on effective use of AI & establishment of AI Core Group (see AI information & SLT minutes)
- ICT coordinator regularly discusses ICT needs at SLT (the ICT Coordinator is currently boycotting SLT due to ASOS)
- Significant investment in equipment
- Development of use of VLE - Google Classroom
- Each department has a significant VLE presence
- Development of coding/ computing as extracurricular activity – particular success with Cyberfirst Competition for Year 9 girls
- Greater use of SIMS for behaviour management & lesson monitor
- Increasing use of mobile devices in L&T

Future action

- Granting of open access to pupils
- Promotion of BYOD among Sixth Form
- Evaluation of the effectiveness of Google classroom

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

	2022-23	
INCOME:		
Department of Education Grants	4,212,277	
Tuition Fees	151,140	
Consolidated Charge	147,993	
Letting of Premises	200	
VAT reclaimed	110,928	
DDA Grant	37,564	
Other Income	66,025	4,726,127
EXPENDITURE:		
Staff Costs: Teaching	2,961,859	
Non - Teaching	848,820	
Other Operating Costs (note3.9)	1,127,511	4,938,190
OPERATING SURPLUS (DEFICIT)		(212,063)

SDP Requirement 3b: An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards.

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 NI 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.

The funding situation for schools in Northern Ireland is in distress and most industry bodies now accept that the system is in a funding crisis. Accordingly, the priorities adopted in this plan are designed not to significantly increase operating costs.

SDP Requirement 4: *An assessment of* the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises

High Quality Teaching and Learning 2022/23

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
<p>Development of ICT:</p> <p>Use of SAMR model across all departments</p> <p>Developing use of G Suite to support departmental administration to improve classroom practice</p> <p>Development of SIMS Discover for academic & pastoral data</p> <p>(9f)</p>	<p>All staff are aware of SAMR model</p> <p>Departments apply the SAMR model to their use of ICT</p> <p>Departments feel that G Suite helps them with their work</p> <p>Staff are empowered through use of data to make appropriate decisions for pupil improvement</p>	<p>Introduce model at Baker Day</p> <p>Departments audit their use of ICT against SAMR model</p> <p>Provide periodical training for all staff at SDDs</p> <p>Core Team discuss progress, undertake & lead further training as required</p> <p>Pastoral Team received training on SIMS Discover</p> <p>Link engagement to PRSD menu</p>	<p>No progress</p> <p>It was introduced at Baker Day but nothing was developed with departments</p> <p>Departments made good progress in this area as the benefits of Google Suite became apparent to them. This was reflected in some departmental action plans and in many PRSD objectives.</p> <p>There was some progress with SIMS discover. Training was given but no uptake with this through PRSD. SIMS is not an intuitive platform. A significant number of parents experienced issues with the app. This will have to be retained in future SDPs.</p>

<p>Developing Learning & Teaching</p> <p>Continued use of the Magenta Principles</p> <p>Continued use of Retrieval Practice</p> <p>Development of TPL Google Classrooms (Pastoral & Inclusion and Learning & Teaching)</p> <p>(9b)</p>	<p>Teachers develop their understanding of how they can enhance their teaching to improve the learning experience</p> <p>Pupils experience better teaching and more effective learning</p> <p>Staff can readily access high quality resources & these impact on what they do in the classroom</p>	<p>Core L&T Team continues with training started in 2019/20</p> <p>Reinforcement of Magenta Principles to staff at Baker Day. Presentation of good practice at HoD meetings.</p> <p>Core Team continues to engage in MP training with Mike Hughes</p> <p>Core Team engages in professional dialogue – developing pools of expertise</p> <p>Core Team members implement their training and develop evidence base for further development with whole staff</p> <p>Resource area introduced to staff at SDD Resources placed there.</p> <p>Staff directed to resources at SDDs</p> <p>Link engagement to PRSD</p>	<p>There was good progress with the Magenta Principles and Retrieval Practice as evidenced through departmental action plans, PRSD and in lesson observations by the headmaster. Staff led training and gave feedback at SDDs.</p> <p>The core group of staff attended further training on magenta Principles throughout the year.</p> <p>There was little progress with this. Members of SLT sourced a large number of articles etc related to their areas of leadership but the Google Classroom has not yet been launched. This will require significant staff time by admin staff.</p> <p>The urgency lessened when ASOS led to disruption to SDDs and many staff stopped engaging with PRSD.</p> <p>This will need to be carried forward into the next SDP.</p>
<p>Develop literacy & numeracy</p>	<p>Teachers know and utilise appropriate strategies to improve experience and outcomes for pupils.</p> <p>New referral system introduced</p> <p>Development of literacy & numeracy focus for peer tutors</p>	<p>Presentation at SDD</p> <p>Referral system launched with staff</p> <p>Literacy & numeracy resource area developed</p> <p>Specific literacy & numeracy development plans prepared</p> <p>Training for peer tutors</p> <p>Engagement linked to PRSD menu</p>	<p>Moderate progress here. It was presented on at an SDD and the referral system launched.</p> <p>Internal restructuring led to the appointment of new literacy and numeracy lead staff.</p> <p>Training for peer tutors happened and they engaged well.</p> <p>ASOS led to fewer staff engaging in development areas although referrals continued to be made.</p>

Effective Leadership & Management 2022/23

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
<p>Development of Self evaluative practice</p> <p>Increased use of ISEF at SLT & departmental level</p> <p>Kirkland Rowell survey to lay baseline for next SDP</p> <p>(9f)</p>	<p>Staff become more comfortable with the concept of self evaluation as the driver of school improvement</p> <p>What is the impact and how do we know? become key questions for staff</p>	<p>Ensure continued & enhanced staff awareness of ISEF</p> <p>Meetings with staff to include references to ISEF</p> <p>Continued promotion of evaluative vocabulary at staff training and with SLT</p> <p>Regular evaluations with pupils, staff, and parents to identify priorities for improvement</p> <p>ISEF influences regular discussions at departmental level and at HoD meetings</p>	<p>There was moderate to good progress here. Staff are much more familiar with key elements of ISEF and can talk about it in an informed way.</p> <p>It has been used extensively at SLT level – although not yet at departmental level. ASOS impacted negatively upon departmental meetings and effected this priority.</p> <p>Regular evaluations have taken place with pupils – through the pupil focus groups for instance although this needs developed further.</p>
<p>Development of Distributed Leadership</p> <p>Supporting staff doing ‘Steps into Leadership’</p> <p>Continued promotion of Staff Wellbeing</p> <p>(9a)</p>	<p>Staff become more influential in the decision making in school</p> <p>Staff feel valued and that their wellbeing is prioritised</p> <p>Staff use their professional initiative in identifying areas for development and the actions to promote improvement</p>	<p>Greater use of a wider range of staff to deliver aspects of staff training/ share good practice</p> <p>Regular meetings of the Wellbeing & Induction Core Group(s)</p> <p>Ideas are shared with EMT/SLT</p> <p>Viable suggestions are implemented</p> <p>Staff wellbeing activities held</p> <p>Evaluations conducted and action points developed</p> <p>Training undertaken</p>	<p>There was good progress here. Staff engaged in sharing good practice and delivering feedback at SDDs and HoD meetings (see agendas and minutes of HoD Meetings)</p> <p>Three colleagues embarked on ‘Steps into Leadership’ and they were encouraged and supported.</p> <p>There was good engagement with distributed leadership and the New Teachers Forum and staff wellbeing group were impactful. The wellbeing group held a well supported lunch to which most colleagues contributed.</p>

<p>Promoting high quality learning & teaching through high quality HoD & departmental meetings</p>	<p>HoD meetings move from an operational/ administrative focus to become the dynamic centre of learning & teaching</p> <p>Consensus on RSA Lesson Plan template to promote high quality lessons</p>	<p>Consultations with stakeholders</p> <p>Launched with HoDs at Baker Day</p> <p>Staff identified to offer examples of good practice at HoD meetings</p> <p>HoD meeting agendas contain segment for sharing of good practice by an HoD</p> <p>Advice of agendas for departmental meetings to include pupil progress, sharing of good practice and self evaluative questions</p> <p>Discussion among HoDs and in departments about content for a Lesson Plan template</p> <p>Format agreed at HoD level and brought to SLT</p>	<p>There was moderate progress at developing the HoD meetings with more sharing of good practice by colleagues. Meetings were impacted negatively by ASOS. The meetings are still very administrative and there is continued need to refocus them towards learning and teaching.</p> <p>There was some discussion about the content of a lesson plan template. This will continue to be developed.</p> <p>There was no progress on developing departmental meetings. These were negatively impacted by ASOS. This will be carried forward into a future SDP.</p>
<p>New schedule for induction & NTF</p>	<p>All newly appointed teachers feel supported in RSA and contribute to devising process</p>	<p>Introduced to staff at Baker Days</p> <p>New Teacher Forum (NTF) created. Scheduled meetings held to deal with specific school events (e.g. exams/ tracking)</p> <p>Induction Booklet produced</p> <p>Evaluated & reviewed at end of year</p>	<p>There was good progress here.</p> <p>A new schedule for induction and EPD was launched which included an element of community engagement with tours of the cathedral and Robinson library.</p>

Child Centred Provision 2022/23

Planned Outcome	Success Criteria	Actions	Evaluation of Progress
<p>Tracking for improvement: Improving Outcomes</p> <p>Development of pupil meta cognitive skills & Growth Mindset</p> <p>(9d)</p>	<p>Relaunch of tracking with renewed emphasis on utility of tracking & pupil self-evaluation</p> <p>Learning support for pupils with low grades at AS</p> <p>Promotion of concept of Growth Mindset with pupils & staff</p> <p>Staff and pupils use the language of growth mindset</p>	<p>Evaluation of effectiveness of tracking process</p> <p>Promotion of 'Learning conversations' and learning literacy</p> <p>Process established (unrelenting support) and agreed at SLT</p> <p>Process implemented & success evaluated</p> <p>Training of staff at SDDs</p> <p>Promotion through assemblies</p> <p>Ethos developed through wall posters etc.</p>	<p>There was good progress here. Tracking was relaunched with the staff core group working well and leading in the staff training and the assemblies to explain tracking to pupils.</p> <p>There was little progress with this. There was some reference to it in assemblies but no concerted effort.</p> <p>This will be carried forward into a future SDP.</p>
<p>Developing SEN provision</p> <p>(9c, e)</p>	<p>SEN pupils can more readily access the curriculum & achieve their potential</p> <p>Implementation of revised SEN framework & procedures</p> <p>High level of staff awareness of SEN procedures</p> <p>Actions to assist SEN pupils with return to school after remote learning</p>	<p>Staff awareness raised at Baker Days</p> <p>Updates at SDDs</p> <p>Staff attend training as it is available e.g., autism training</p> <p>Regular meetings of classroom assistants with SENCo to discuss strategies for individuals</p> <p>More frequent liaison with staff to identify concerns as SEN pupils reintegrate to school life</p> <p>Close liaison with families on a regular basis by CAs and SENCo as SEN pupils</p>	<p>There was good progress here. The SENCo was redesignated as a LSC and received and gave appropriate training on the new legislative framework.</p> <p>A significant number of staff engaged in online autism training (the LSC has the records).</p> <p>Staff awareness of SEN procedures is high with frequent liaison with each other and the LSC.</p> <p>An 'SEN room' has been identified but has had limited impact. This will be addressed in the next SDP.</p>

<p>Promoting pupil wellbeing (9a)</p>	<p>Pupils feel valued and that their wellbeing is prioritised</p> <p>Becoming an Operation Encompass School</p> <p>Promotion of Unconditional Regard for Pupils</p> <p>Mental Health Ambassadors operate in school</p>	<p>Regular item at SLT & Pastoral Meetings</p> <p>Activities identified, planned, and held</p> <p>Linked to pupil Pastoral Focus Group</p> <p>Launched to staff at Baker Day</p> <p>Operation Encompass policy & procedures written and shared with staff</p> <p>Introduced at SDD – what does it mean, how would it work for us, what would the challenges be?</p> <p>Evaluations conducted</p> <p>Meetings of pupil mental health ambassadors held</p> <p>Promoted through assemblies etc.</p>	<p>There was good progress here. The school joined Operation Encompass, this was explained to staff and governors and liaison throughout the year was good.</p> <p>There was no progress here.</p> <p>There was good progress here. Mental Health Ambassadors were identified, met regularly and were active in promoting good mental health.</p>
<p>Provision for skills deficit resulting from Lockdown</p>		<p>Audit key departments to establish skills levels</p> <p>Analyse PTE and PTM data to establish baseline</p> <p>Prepare action plan based on audit</p> <p>Discuss at SLT</p>	<p>There was some progress here. English and mathematics identified areas for development using the PTE & PTM data.</p> <p>There was no generalised action plan or audit.</p> <p>The matter was discussed several times at SLT and throughout the year by key staff. There was a strong feeling that in many departments only general skills weakness were identifiable.</p>
<p>Continued curriculum development</p>	<p>Comprehensive Timetable review conducted</p> <p>Timetable model ensures maximum pupil choice, flexibility, and staff optimisation</p>	<p>Look at good practice in other similar schools</p> <p>VP Curriculum attends timetabling training</p> <p>Discussions at SLT & with stakeholders</p> <p>Interim report to BoG</p> <p>Discussions with pupil focus groups</p> <p>Final report to BoG</p>	<p>There was some progress here.</p> <p>The VP Curriculum attended training on timetabling and there were discussions at SLT and with stakeholders- such as the heads of the sciences.</p> <p>The timetabler reported that he had difficulty accommodating changes around reform of the science offer and progress stalled.</p> <p>This will be brought forward in a future SDP.</p>

School Connected to its Community 2022/23

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.	<p>SEP Coordinator to prepare Action Plan to be agreed by headmaster</p> <p>SEP Coordinator submits Action Plans to DE</p> <p>Participate in base line inspections as required</p> <p>Regular meetings with shared Ed Coordinators of partner schools</p> <p>Regular meetings of principals of partner schools</p> <p>Attendance at relevant training & info. seminars</p>	<p>Very good progress</p> <p>There has been very positive engagement by the coordinators and the school principals who have a very close working relationship</p> <p>Pupil feedback has been positive</p> <p>A number of high profile events have taken place and community feedback has been positive</p> <p>Outside agencies have been well engaged and supportive of the partnership's activities</p>
Development of 'community voice' – Kirkland Rowell survey	Extensive engagement with community and stakeholders over key aspects of school development to inform next SDP	<p>Discussion at SLT on methodology</p> <p>Establishment of survey groups & in person groups</p> <p>Staff briefed at SDD</p> <p>Engagement with Kirkland Rowell</p> <p>Training to staff as required</p> <p>Feedback brought to SLT</p> <p>Focus of survey agreed</p> <p>Report produced</p> <p>Action points prepared</p>	<p>Very good progress.</p> <p>SLT discussed the rationale and methodology and agreed the questions. Staff were briefed on the role of the KR survey as were governors</p> <p>The survey was conducted with good pupil engagement but a poor parental engagement. Some anecdotal feedback suggested that the message was not clearly enough communicated to parents. The issue of effective communication through the app will be explored further</p> <p>Reports were brought back to SLT (See KR file). Report was made to the BoG. Results were presented to staff at a Baker Day</p> <p>Action points have been developed from the survey for the next SDP</p>
Collaboration with ALC to build capacity across individual schools	The school and its staff develop their capacity to offer a vibrant and varied curriculum at KS4 & 5. Schools pool their resources to share good practice and develop learning and teaching.	<p>Action Plan agreed by ALC</p> <p>Shared ALC training event at Baker Day</p> <p>Engagement in sub groups</p> <p>Attend and/or host scheduled ALC meetings</p> <p>Establish physical library of TPL literature</p>	<p>Some progress here.</p> <p>The agreed training event did not take place. A number of sub groups were established and met throughout the year.</p> <p>Some TPL resources were shared among schools.</p>

SDP Requirement 5: An assessment of the challenges and opportunities facing the school

Challenges and Opportunities facing the school

In most regards challenges and opportunities are closely related. The financial climate in which schools work is now critical and shows little sign of improvement; financial constraints increase the difficulty in ensuring that staff are able to go out of school to access high quality TPL. Actions in the Development Plan to widen the input to TPL are intended to meet this challenge. Priorities generally in the SDP are designed to minimise the additional financial pressure on school. The current industrial action short of strike action (ASOS) has had a crippling effect on school improvement and development. Some teaching staff are refusing to engage with the SDP or PRSD while others refuse to attend meetings (including Parent Teacher Meetings) outside teaching hours.

Ensuring that we can provide a curriculum which meets the needs of pupils across the spectrum of academic ability remains a priority. Shrinking budget share also creates difficulties in maintaining a good range of extra and co-curricular opportunities and ensuring that we can maintain a broad and appropriate range of post 16 courses.

Demand for places in the Boarding Department remains strong 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 end of the campaign for Sixth Form provision in some 11-16 schools, the widening of our post 16 curriculum and intake and changes in leadership attitudes have facilitated more constructive relationships and collaboration between local schools.

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.

SDP Requirement 6: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others persons or bodies in the preparation of the plan

Arrangements

Consultations have been held with parents, pupils, staff and governors through the Kirkland Rowell Survey in March 2023. 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 2023. 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/February 2024) 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 – council needs relaunched

SDP Requirement 7: Identification of the areas for development, which shall be informed by the school's self evaluation.

High Quality Learning & Teaching

Priority	Lead Person(s)	2023/24	2024/25	2025/26
Development of ICT: Effective use of educational technology Effective use of AI	EM/PWA	Conduct departmental audit using SAMR model. Upskill SLT in AI. Create AI Core Group – agree school approach to AI.	Incentivise innovation in ICT. Develop AI Core Group training. Develop suite of policies (e.g. Academic Honesty) around use of AI.	Continued development of AI. Monitor use of SAMR model at departmental level.
Development of Literacy & Numeracy provision	ND/RM/GLM/SWC	Audit departments to establish practice. Create literacy resource area.	Produce Key Terms booklet. Introduce half termly competitions. Pilot form time reading.	Launch Key Terms booklet. Continue with competitions. Look at use of assessment resources to develop literacy in KS3.
Promoting L&T through developing effective classrooms: Formative assessment TS&PC	EM	Unpack formative assessment with staff. Develop TSPC in lessons.	Choose an aspect of formative assessment to develop in departments. Include in action plans. Sharing good practice in FA at HoD meetings.	Develop another aspect of formative Assessment – feedback.
Promoting L&T through developing effective departments	EM	Consult on & develop L&T policy. Develop more dynamic meetings which are more about L&T/ less about admin. Create RSA Lesson Plan Template.	Departments to work on setting their vision. Sharing of good practice in Formative Assessment at departmental level. Roll out RSA Lesson Plan template.	Evaluate L&T policy. Departments to work on ISEF/ self evaluative questions throughout the year.

Effective Leadership & Management

Priority	Lead Person (s)	2023/24	2024/25	2025/26
Promoting pupil care and support: Introduction & development of CPOMS	SWC/KJH	Investigate potential of CPOMS – observe best practice in other schools. Purchase & get key staff trained.	Roll out CPOMS to all pastoral staff.	Evaluate the impact of CPOMS.
Continued development of self evaluation practice	GM/EM	Raise awareness & use of self evaluation questions at departmental level.	Embed self evaluative practice through use at SDDs and in departmental meetings.	Departments work through a number of self evaluative questions throughout the year.
In-house staff development course	GM/ADM	Create & run 6 session in house course looking at vision, difficult conversations, data etc.	Evaluate course & revise structure.	Run course with interested staff. Evaluate effectiveness and scope for changed themes.
Staff development: Development of coaching Development of TPL library	GM	Develop SLT coaching skills through training with Fairhead Coaching.	Expand coaching knowledge & skills to middle management.	Introduce coaching principles and practice to all staff.
Developing distributed leadership: Core groups Shadow roles	SLT	Create core groups to explore developments in key areas. Create shadow roles for key posts to develop staff capacity.	Evaluate and develop shadow role implementation.	Evaluate work of core groups. Reconfigure and reconstitute groups.

Pupil Centred Provision

Priority	Lead Person (s)	2023/24	2024/25	2025/26
Effective approaches to bullying: Policy, education awareness	KJH	Revise anti bullying policy with input from NIABF. Raise pupil awareness.	Training for key staff. Revise & update policy. Promote anti bullying week. Promote work of anti bullying ambassadors.	
Curriculum & timetable review	EM/PWA	Consider curriculum offering at KS4 & KS5. Examine effectiveness of timetable.	Present findings to staff & governors. Assess viability of changes. Visit other schools to assess good practice.	Implement & monitor changes.
Promotion of Growth Mindset	EM/KJH	Raise profile through assemblies. Ensure it is a central focus in Festival of Learning.	Develop and refine Festival of Learning.	
Developing Pupil Voice	KJH/GM	Relaunch School council. Develop pupil focus groups.	Raise profile of School council. Develop method of election. Enhance role of School council e.g. policy consultation. Consult with pupils on values.	Pupil evaluation of CEIAG provision. Kirkland Rowell Survey.
Effective use of pupil data: Building on tracking – use of PASS	EM	Create tracking Group to revise procedures.	Revise procedures for tracking & post tracking conversations.	Monitor, evaluate and refine.
Promoting good emotional & mental health	KJH/GLM	Develop Anti Bullying Ambassadors. Develop Mental Health Ambassadors. Introduce concept of unconditional regard to staff.	Develop concept of relational learning with staff. Revise Positive Behaviour Policy & code of conduct. Consult on values with pupils & staff.	Lead with values over rules. Implementation of relational learning and values based system.
Developing CEIAG provision	DRC	Investigate potential of Unifrog & get key staff trained.	Roll out Unifrog. Revise interview prep for senior pupils.	Embed and evaluate Unifrog. Maximise Year 14 engagement with interview process. Create CEIAG 'space'.

School connected to its Community

Priority	Lead Person(s)	2023/24	2024/25	2025/26
<p>Developing governance: Effective sub committees Governor training</p>	GM/SMcC	<p>Encourage BoG to create a committee system & engage with EA governor training hub. School to join Association of Governing Bodies in Independent Schools.</p>	<p>Develop work of BoG committee. Avail of EA and AGBIS training.</p>	<p>Continue with committee and training. Audit level of training undertaken. Reconstitution of BoG.</p>
<p>Continued engagement with ALC</p>	GM/EM	<p>Engage with ALC colleagues and meetings. Sub Groups meet and report back. Educate pupils through consortium arrangements.</p>	<p>Shared ALC training day with focus on Learning & Teaching.</p>	<p>Continue with consortium delivery. Evaluate impact of 'common block' on our timetable.</p>
<p>Shared Education Provision</p>	GM/KJH	<p>Examine approaches to SEP work in Armagh in light of funding reduction and loss of coordinators.</p>	<p>Examine approaches to SEP work in Armagh in light of funding reduction and loss of coordinators.</p>	<p>Examine approaches to SEP work in Armagh in light of funding reduction and loss of coordinators.</p>

High Quality Teaching and Learning 2023/24

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring & Evaluating
Development of ICT:	Departments will be familiar with SAMR model. AI Core group will meet, upskills and prepare proposals. There will be a clear RSA approach to the use and development of AI	Conduct departmental audit using SAMR model. Upskill SLT in AI. Create AI Core Group – agree school approach to AI.	EM PWA	Sept- June	Staff time for training Some possible cost of resources for ICT department or departments in pilot group	audits are completed. Minutes of AI Core Group. Minutes of SLT. Details of courses/ conferences attended by staff. RSA AI approach is agreed and understood among colleagues.
Development of Literacy & Numeracy provision	Departments will each have a fuller understanding of their role in developing these areas.	Audit departments to establish practice. Create literacy resource area.	GLM/ RM	Sept - June	Time to complete the audits. ICT facilities for the resource area.	Audits are completed. Resource area is created.
Development of effective classrooms:		Formative assessment is explored at Baker Days & SDDs. Development of TS&PC	EM	Sept - June	Time at Baker Days and SDDs	

Effective Leadership & Management 2023/24

Planned Outcome	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Introduction & development of CPOMS	Introduction of improved method for communicating and storing pastoral information.	<p>Desk top research.</p> <p>Visit to other schools to assess utility & viability of CPOMS</p> <p>Make recommendation to SLT & make decision about purchase.</p> <p>Introduce to pastoral team.</p> <p>Train core pastoral team</p>	KJH/ SWC	Sept - June	<p>Time for training</p> <p>Expense associated with purchase of package</p>	<p>CPOMS record keeping</p> <p>Staff feedback</p> <p>Improved communication of pastoral issues</p> <p>Improved accessibility of pastoral information.</p>
Continued development of self evaluation practice	Departments are more aware of self evaluation questions and their usefulness	<p>Introduce at Baker Days</p> <p>Bring limited number of questions to HoD meetings</p> <p>Encourage discussion among HoDs</p>	EM/ GM	Sept - June	<p>Incidental costs of photocopying</p>	<p>Feedback from HoDs.</p> <p>Minutes of HoD meetings.</p> <p>Minutes etc from departmental meetings</p>
In-house staff development course	Staff have access to in house course to develop key competences	<p>Introduce at Beker Day</p> <p>Prepare course content in outline</p> <p>Discuss at SLT 7 invite senior leaders to agree to take a session</p> <p>Launch to staff</p>	GM & SLT	Jan - June	<p>Incidental costs of photocopying</p> <p>Time for SLT to prepare</p>	<p>Session materials</p> <p>SLT minutes</p> <p>Course programme</p> <p>Attendance information</p>
Staff development: coaching, TPL resource library Coaching for improvement	Raise awareness and develop capacity for coaching in school via a core group	<p>Discuss material to be covered with Paul Logan of Fairhead coaching.</p> <p>Establish dates for training.</p> <p>Attend training with Fairhead coaching.</p>	GM/ SLT	Sept - June	<p>This will involve considerable expense and is a major investment in staff development</p>	<p>Discussions with P Logan of Fairhead Coaching</p> <p>Individual participant evaluations</p>

<p>Progressive distributed leadership: core groups, shadow roles</p>	<p>A range of core Groups are created with staff participation.</p> <p>Recommendations form Core Groups are implemented – developing a sense of staff ownership.</p> <p>Shadow roles develop staff competence and knowledge and provide for succession planning.</p>	<p>Launch at SDD</p> <p>Invite participation from staff</p> <p>Create groups & have meetings</p> <p>Invite expressions of interest</p> <p>Interview interested staff if necessary</p> <p>Invite staff to indicate what they hope to get from the shadow experience</p> <p>Enrol staff on appropriate training etc.</p>	<p>GM/ SLT</p>	<p>Sept - June</p>	<p>Time for members of groups to attend meetings</p> <p>Possible cost of training for shadow roles</p>	<p>Minutes etc from core Group meetings</p> <p>Presentations at SDDs</p> <p>Recommended actions by Core Groups</p> <p>Evaluation of experience by successful staff.</p>
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Child Centred Provision 2023/24

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring and Evaluation
Effective approaches to bullying: policy, education, awareness	Revised policy produced reflecting good practice. Pupil awareness of issue is raised.	Meet with NIABF to evaluate our policy & discuss current good practice Discuss good practice with Pastoral Team Develop new policy Consult on new policy with pupils Speak to assemblies about policy & definition of bullying	KJH	Sept-June	Time for training Incidental costs relating to photocopying	Training materials Advice from NIABF. Revised policy.
Curriculum & timetable review: audit → revise → implement → review	The suitability of our curriculum offer and the timetable model are evaluated.	Present at Baker Day Invite team to consider issue Consider examples of other schools Prepare recommendations	EM	Sept-June	Time for meetings	Notes from meetings Discussions at SLT Minutes of SLT
Promotion of Growth Mindset	Concept of Growth mindset is promoted. Features prominently in Festival of Learning.	Promote constantly through assemblies Engage senior prefects in designing Festival of Learning with Growth mindset as a central feature Hold the Festival of Learning	EM/KJH	Jan - June	Negligible costs involved Purchase of visual material/posters etc	Material from assemblies. Publicity etc from Festival of Learning. Pupil feedback from Festival of Learning.
Developing Pupil Voice	The School Council has a higher profile. Pupils feel a sense of ownership of aspects of school life.	Relaunch of School council. More structured meetings with SLT representation. Feedback to SLT. Presentation of findings at SDDs.	KJH/GM	Sept-June	Limited resources required	Material relating to School Council. Feedback from pupil councillors. Notes from meetings of pupil focus groups. Slides from SDDs.
Effective use of	Tracking	Present at Baker Day	EM	Sept -	Costs associated	Minutes of tracking group.

<p>pupil data: building on tracking & PASS</p>	<p>arrangements are considered and revised to ensure they are fit for purpose.</p>	<p>Invite team to consider issue</p> <p>Consider examples of other schools</p> <p>Prepare recommendations</p> <p>Identify pupils for PASS tests</p>		<p>June</p>	<p>with purchase of pass tests</p>	<p>Presentation at SDD.</p> <p>Outcomes of PASS tests and feedback from pastoral staff.</p>
<p>Developing CEIAG</p>	<p>Information and guidance available to pupils is of a high quality and easily accessible.</p>	<p>Meet with Unifrog representatives</p> <p>Discuss at SLT</p> <p>Agree viability of the technology</p>	<p>DRC</p>	<p>Sept - June</p>	<p>Possible cost of purchase of Unifrog</p>	<p>Evaluation form pupils & staff.</p> <p>Use of Unifrog.</p>

School Connected to its Community 2023/24

Planned Outcomes	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Developing governance: sub committees, training	<p>BoG considers its structures.</p> <p>Governors have an enhanced understanding of what constitutes good governance.</p> <p>Governors avail of training.</p>	<p>Raise importance of this with governors at September meeting.</p> <p>Ensure governors receive regular updates of the training available.</p> <p>Invite governors to develop committee structure.</p>	GM/ SMcC	Sept - June	<p>Photocopying of materials for BoG</p> <p>Governor time for attending training.</p>	<p>Audit of governor training attended.</p> <p>Sub committees are crated.</p> <p>Minutes of sub committees.</p>
Continued engagement with ALC	<p>Engage with ALC colleagues and meetings.</p> <p>Sub Groups meet and report back.</p> <p>Educate pupils through consortium arrangements.</p>	<p>Attend regular meetings of ALC principals.</p> <p>Agree ALC Action Plan.</p> <p>Agree meetings of sub groups.</p> <p>Facilitate consortium pupils through timetabling arrangements & transport.</p>	GM	Sept- June	<p>Notional costs</p> <p>Sub cover for attending sub groups is met through ALC budget</p> <p>Impact on timetable of 'common block'</p>	<p>Minutes of ALC meetings.</p> <p>ALC action plan & evaluation.</p>
Shared Education Provision: Examine approaches to SEP work in Armagh in light of funding reduction and loss of coordinators.	<p>We are able to continue to provide SEP in Armagh.</p>	<p>Meet with SEP partner schools' headteachers.</p> <p>Agree viability of continuation with SEP activities.</p>	GM & SEP principals	Sept - June	<p>Impact of funding reduction means SEP will likely function at a loss.</p>	<p>SEP activities.</p> <p>SEP evaluations.</p>