

ESaGS

School Development Planning Schedule Requirements



Summary document
Cookstown High School
2019 - 2022

ESaGS Characteristics	SDP requirements
All four areas of ESaGS	1
Child Centred Provision	2b; 2c
High Quality Teaching and Learning	2a 4
Effective Leadership	2d; 2e; 2g 3a; 3b 5 6 7
School Connected to its Local Community	2f
School Development Plan	7a; 7b; 7c; 7d; 7e

SDP Requirement 1: A statement and evaluation of ethos

Statement	Evaluation	Sources of evidence
<p>Ethos of Cookstown High School</p> <p>Cookstown High School is a controlled, co-educational, combined 11- 18 Grammar and Secondary school. The school was founded in 1806 and was known as Cookstown Academy. Shortly after this a 'Ladies Boarding School' was established. The two schools co-existed until 1924 when they amalgamated to form a coeducational school which took the name Cookstown College. The school relocated to Coolnafranky Demesne in 1955 due to growing numbers of pupils; the school had become a Controlled Grammar school called Cookstown High School. The school welcomes children with a broad range of aptitudes and abilities from all backgrounds. The catchment area stretches beyond the town into rural communities towards Dungannon and Magherafelt.</p> <p>By 1977 a decision was taken to merge the Secondary school with the Grammar school thereby creating a combined Grammar and Secondary school retaining the name of Cookstown High School providing grammar and secondary education in a single institution.</p> <p>The motto of the school '<i>Virtus Cum Scientia</i>': Character through Knowledge underpins that each individual is unique imbued with gifts and talents with a responsibility to develop them, thus achieving their personal best. The ethos of the school encourages everyone to serve their community, to show compassion for those in need, and to take responsibility for their words and actions.</p> <p>The development of pupil's character is of enduring value and therefore we seek to be intentional about character education, our aim being that our pupils will, in the future, become servant-hearted leaders. We seek to develop a love for learning and encourage a joy that comes through learning (including its difficulties). Cookstown High School is committed to realising high quality academic, personal, social and spiritual development of young people and '<i>to provide and promote Excellence, Opportunity and Support</i>' (the school's mission statement). The school will endeavour to provide an educational environment where</p>	<p>A parental, staff and pupil survey 2019 endorses the school aims and ethos. The aims and ethos statement represents the school and is faithful to its Christian origins, traditions, character and values and pupils/ parents report that they are well settled in the school.</p> <p>Staff support for the school is very encouraging and ongoing staff involvement in large numbers across a range of co-curricular activities. This I recognised by pupils and parents as a strength of the school in the recent inspection survey and discussions: developing confidence</p>	<p>Future Action Areas for development</p> <p>Increase opportunities for pupils to develop their leadership skills</p> <p>Enhance parental and community involvement</p> <p>Develop Teaching and Learning approaches and pupil progress tracking methods</p>

<p>all can strive to meet their potential.</p> <p>Aims of the School</p> <ol style="list-style-type: none"> 1. Develop individual character: self-discipline, self-respect, compassion, integrity, humility, reflective, curiosity, tolerance, ambition. 2. Develop the full potential of pupils holistically: academically and vocationally, and equipped with skills for life and employment in the modern world. aesthetic 3. Develop pupil appreciation of each aspect of their learning: arts, literature, sciences, aesthetic physical and intellectual pursuits 4. Develop pupil contribution to the local, national and international community through servant-hearted leadership 5. Provide high quality, deep, stimulating learning, and teaching opportunities and experiences alongside academic rigour which enables pupils to flourish <p>Strategic Intent</p> <p>Provide a safe, caring, secure, supportive environment where all pupils can thrive regardless of ability</p> <p>Promote a collegial, professional school environment where expert staff are recognised for their significant role in contributing to a climate of scholarship</p> <p>Promote co-dependent learning</p> <p>Promote engaging, challenging, tailored learning where pupils recognise the joy of learning for its own sake and address any learning gaps</p> <p>Promote continual self-evaluation and consistency at all levels within the school</p> <p>Maximise all worthwhile opportunities within the community to contribute and support endeavours as well as develop pupils holistically</p> <p>Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and</p>	<p>and skill.</p> <p>The values and ethos of the school are clearly articulated in all school literature, digitally and school events. Pupils are encouraged to able and support one another and to participate in school life with many involved in extra-curricular and house activities.</p> <p>There is a strong pastoral care system where pupils are valued as individuals, supported and guided. A preventative approach is evidenced in key areas such as bullying, mental health and well-being and digital/online safety.</p> <p>The daily classroom experience encourages the stretch and challenge of all pupils regardless of background or ability with schemes differentiated to meet individual need. Pupils achieve high levels of</p>	
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<p>aspirations of the pupils within the school.</p> <p>A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.</p> <p>A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.</p> <p>Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.</p> <p>There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.</p> <p>A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, FE College or other provider.</p> <p>The highest standards of pastoral care and child protection are in place.</p> <p>Leadership</p> <p>An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.</p> <p>Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.</p> <p>School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.</p> <p>Teachers are given the opportunity to share in the leadership of the school.</p> <p>The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management, and working relationships.</p> <p>School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.</p>	<p>success at GCSE and A level examinations and there is a culture of high expectations.</p>	
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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

Summary	Evaluation	Sources of evidence
<p>2 (a) School strategies for: -Teaching and support staff work continually to create and maintain a supportive and motivating atmosphere for learning. A broad and relevant curriculum is provided for the pupils, including through the Entitlement Framework for pupils. An emphasis on literacy and numeracy is evident across the curriculum. Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning. Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom. Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement. Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement. Teachers reflect on their own work and the outcomes of individual pupils.</p> <p>Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools. Routine classroom practices involve a balance of teaching approaches including whole class, group, paired and individual activities. Classroom strategies include the use</p>	<p>Learning and Teaching</p> <p>Departments evaluate examination results at GCSE and A Level using a detailed proforma, reflecting comparison with previous performance over 6 years, CAT predictions, target grades and attainment of boys/girls</p> <p>Following analysis departments set targets and incorporate areas for improvement into action planning</p> <p>In depth review meetings held between CL and VP and Principal</p> <p>CAT data used in conjunction with tracking marks to gauge performance, colours on tracking/reports generated based on performance relative to CAT, this is shared with parents.</p>	<p>Whole School and departmental results and analysis and predicted target grades.</p> <p>Action plans and targets</p> <p>CAT data and tracking marks</p> <p>Departmental minutes</p> <p>Entitlement framework audit</p> <p>Learning and Teaching policy</p> <p>Assessment policy</p> <p>CPD resources</p> <p>Raising boys' achievement resources</p> <p>Boys' Forum minutes</p> <p>Learning and Teaching research pilot documentation</p> <p>Google Classroom staff area</p> <p>Future Actions:</p> <p>Continue to develop classroom strategies to include active</p>

<p>of all 5 strands of AFL: sharing learning intentions, sharing and negotiating success criteria, effective questioning, formative feedback and self/peer assessment.</p> <p>Teachers maintain realistically high expectations for all pupils and they co-operate effectively with all support staff in order to maximise the learning opportunities for all pupils. Learning and teaching approaches adopted are such that pupils achieve suitably high standards. There has been a range of staff training sessions on for example, Google Classroom, MS Teams, Clevertouch boards, use of ICT in the classroom and classroom management.</p> <p>Effective intervention and support are in place to meet the additional educational needs of pupils to enable them overcome barriers to learning.</p> <p>Recent whole school PRSD objectives have focused on learning and teaching to reflect the priorities of the school.</p> <p>Teachers and curriculum leaders are encouraged to participate in peer observations of lessons, PRSD observations, learning conversations and CPD opportunities.</p> <p>School leaders monitor and evaluate policies, departmental minutes, academic outcomes and progress of the school development plan while each subject Department set their objectives in line with the school development plan.</p> <p>Formal internal assessments of pupils occur 4 times during the school year and all parents receive reports and regular communication about their child's performance</p>	<p>A new learning and teaching policy introduced, based on the ISEF format.</p> <p>PRSD (for staff not involved in industrial action) operates via a menu system</p> <p>A significant number of staff participate in a learning and teaching research project in collaboration with EA.</p> <p>CPD programme was successful and offered staff training in six key areas; this needs to be further developed</p> <p>SIMS App in place and usage is expanding; further promotion, awareness raising and usage is needed</p> <p>Introduction of Clevertouch boards has proven very popular with staff and pupils, strategies to fund further investment are being pursued</p> <p>Assessment</p> <p>Tracking results for all 4 tests now shared with parents, further work to do in ensuring they access data and understand the CAT</p>	<p>learning and pupil engagement.</p> <p>Continue to improve academic outcomes for middle to lower ability pupils – D to C grades.</p> <p>Develop pupils speaking and listening skills in ways that promote confidence and engagement to develop strategies to promote sharing of good classroom practice then</p> <p>Review the effective use of data for intervention strategies and student support which is a strong focus at classroom and departmental level</p> <p>Develop pupils' ability to retain working memory/ knowledge retention, research good practice, strategies and pilot scheme.</p> <p>Further develop assessment and feedback: e.g. marking for improvement and peer to peer work, setting own personal targets which are realistic and ambitious.</p> <p>Introduction of FFT to CLs and a revision of results analysis proforma to utilise this data</p> <p>Further work on increasing the use of the SIMS parent app and ensuring uptake and understanding of data shared</p> <p>Simplifying CAT comparison by exploring groupings as opposed to cohorts</p> <p>Continued exploration of subject offerings at GCSE and particularly A level to attract a wider number of pupils</p> <p>Further work on use of ISEF as a means of departmental, individual and whole school self-evaluation</p> <p>Completion and reflection on learning resulting from learning</p>
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<p>including a detailed written report.</p> <p>Curriculum provision at Cookstown High school follows the Northern Ireland Curriculum at Key Stages 3 and 4 thus providing a long-term overview of the curriculum and guides teacher's day to day work in the classroom, including of assessment for learning and active learning strategies.</p> <p>The curriculum is further supported with a discreet provision for ICT, thinking skills and personal capabilities, citizenship, employability and personal development in the curriculum plan.</p> <p>At present the school is offering 17 GCSE courses with 9 of them currently designated as applied courses as well as VEP. At key stage 5 the school offers 25 subjects in collaboration with Holy Trinity college.</p> <p>The curriculum plans support the widest possible student choices for optional subjects. The curriculum plan, the organisation of classes and timetables for each academic year are created based upon the relevant cohorts' preferences. All pupils have equal access to the full range of the curriculum which is broad and balanced.</p> <p>Learning and Teaching Developments</p> <p>Rigorous evaluation and analysis of examination results.</p> <p>Departmental action planning and target setting</p> <p>Departmental review meetings</p> <p>CAT Data used to baseline pupils at Years 8 and 10 (for</p>	<p>comparison</p> <p>Many departments have availed of modular option at GCSE. Year 11 results were promising, evaluation of overall GCSE results to be carried out. Mocks and study leave issues to be considered</p> <p>Resources in place to support raising boys' achievement and this is now a focus of results analysis; boys' forum is proving effective.</p> <p>Curriculum Development</p> <p>Wide range of courses on offer at GCSE and A Level, examination of numbers of CHS pupils availing of opportunities at HTC required due to impact on out timetabling</p> <p>Some departments need to complete the revision of their schemes of work</p> <p>LTP programme now offered to CHS pupils on site and exclusively.</p> <p>Raising Standards</p> <p>Procedures for analysis of results continue to develop, use of FFT was explored this year</p>	<p>and teaching pilot, practice to be shared with other staff at SDD, CI meetings and dept level</p> <p>Development of CPD 2 to continue the progress made in offering in house staff development with a focus on T & L.</p> <p>Evaluation of Clevertouch boards and work on securing funding for further resources</p> <p>Thorough evaluation of impact of increased use of modules at GCSE, consideration of alternative means of mocks and study arrangements for Year 11 pupils</p> <p>Revisit and remind staff of resources and strategies for raising boys' achievement</p> <p>Revision of schemes of work to be completed by all departments</p> <p>Continued work on development of Google Classroom resources</p> <p>Cascade training on Office 365 and explore potential of MS Teams thus streamlining channels.</p> <p>Literacy audit outcomes which enables more effective interventions and in turn higher outcomes in English/ literacy based subjects.</p> <p>Evidence of use of Google Classroom by staff and pupils.</p> <p>Further work to be carried out in use of ISEF document by staff as a means of self-evaluation at different levels</p>
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<p>the start of KS4)</p> <p>Revised Learning and Teaching Policy</p> <p>PRSD</p> <p>Learning and Teaching Action Research pilot</p> <p>Internal CPD programme for staff development</p> <p>Dedicated member of SLT supporting NQT and EPD staff</p> <p>Curriculum at KS3, 4 and 5 tailored to ability of pupils with varying pathways offered.</p> <p>Banding of pupils by ability with opportunity for movement</p> <p>Use of IEPs, specific targets and review of progress</p> <p>Pupil progress shared with parents via SIMS App</p> <p>Pupils engage in reflection and feedback with teachers and form tutor following each assessment</p> <p>Intervention meetings involving pupils and parents</p> <p>Mentoring scheme</p> <p>Pastoral structures to support learning and address barriers to learning</p> <p>Wide range of extra and co-curricular activities to support learning and teaching</p> <p>Use of ICT to support learning and teaching</p>	<p>Departments below NI average are required to address this in their action planning</p> <p>Parent participation in intervention meetings is positive</p> <p>Whole school summary of results has further evolved to provide an effective means of comparing trends and identifying underperformance</p> <p>Communication Further embedding of literacy strategies into departmental practice.</p> <p>Mathematics Allocation of staff development time to address numeracy strategies identified in ALC document.</p> <p>ICT Further development of the use of Google Classroom is required with a focus on introducing to pupils and using it as a means to improve home/school learning.</p>	
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<p>Introduction of Clevertouch boards</p> <p>Assessment</p> <p>Use of 4 tracking marks, results shared with parents via SIMS App</p> <p>CAT data used to baseline and as a comparison for results.</p> <p>Pupils reflect on progress during tracking and feedback mornings</p> <p>BTEC courses provide ongoing assessment options for pupils at GCSE and A Level</p> <p>Achievement recognised and celebrated by Principal with pupils</p> <p>Focus on raising boys' attainment</p> <p>Curriculum Development</p> <p>Curriculum offer exceeds the entitlement framework guidance, reflecting the ability range of pupils</p> <p>Curriculum at Key Stage 3 adapted for bands and alternate pathways offered at KS4 and 5</p> <p>Revision of schemes of work by all departments</p> <p>Curriculum offer enhanced via collaboration with Holy Trinity College and SWC.</p> <p>Use of modules expanded at GCSE</p> <p>Use of Options software to tailor subject offering to pupil</p>		
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<p>aspirations</p> <p>Evolution of Learning Together Programme</p> <p>Raising Standards</p> <p>Robust evaluation and analysis of results by each department and across the school</p> <p>Departmental review meetings and subsequent action planning and target setting</p> <p>Use of tracking data and CAT data to assess progress and identify underachievement</p> <p>Intervention and mentoring schemes</p> <p>Focus on raising boys' achievement</p> <p>Use of ISEF document by SLT and CL's</p> <p>Summary of results at whole school level shared with Governors, SL, CL's and staff</p> <p>Communication</p> <p>Literacy coordinator in place and audit carried out</p> <p>Literacy support classes provided</p> <p>Mathematics</p> <p>Numeracy policy and strategies</p> <p>ICT</p> <p>Discrete ICT provided in Years 8 and 9 and focused on</p>		
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developing creative ICT skills.

Use of ICT across the curriculum

Increased use of Google Classroom and MS Teams by staff

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	Evaluation	Sources of evidence
<p>The school has 807 pupils enrolled between the ages of 11 and 19. It has a sixth form of 136 pupils. There are 148 on the SEN register and 53 have statements of SEN.</p> <p>The staff, who have particular responsibility for pupils with SEND needs include the SENCO, classroom assistants and the pastoral team. IEPs are provided for pupils, and they are customised by feedback received from subject teachers to address the needs of each pupil. The IEPs are tailored to the pupil's individual needs and are devised in collaboration with parents and the pupil.</p> <p>CHS has a moderate learning difficulties unit called the Learning Support Centre with its own specialist teaching and support staff with a Curriculum Leader managing the provision. There is a much higher staff to pupil ratio and specific moderate learning difficulties and pupils with statements of special need are catered for.</p> <p>The SENCO works in close liaison with the Educational Psychologist, Behaviour Support Team, parents and appropriate outside agencies and regularly attends meetings to update SLT on good practice and specific school needs or developments.</p> <p>There are positive relationships between pupils with SEN, parents and the SEN team and staff.</p>	<p>All staff have attended updated SEN information August 2019</p> <p>Staff training for SEN and Behavioural as appropriate to needs teaching and non-teaching</p> <p>Training on conditions such as ASD, Dyslexia, and serious medical conditions, such as Epilepsy, Diabetes and Anaphylaxis takes place on an annual basis</p> <p>Whole staff SEN training scheduled for May 2019</p> <p>SEN policy in process of being updated</p> <p>IEPs in place for all pupils, stage 2-5 with evaluations twice yearly</p> <p>Support strategies and other relevant documentation is updated throughout the year.</p> <p>Use of assistive technology in place (Read Write Gold, laptops, iPads and trialling of exams online for 8S</p> <p>Comprehensive identification and implementation of access arrangements</p> <p>Availability of Chill-out Room</p>	<p>Staff Training PowerPoints and handouts</p> <p>Correspondence from SENCo and CL to parents</p> <p>Training resources provided by EA evaluated accordingly</p> <p>IEPs</p> <p>Targets dated and signed when achieved</p> <p>Future Action</p> <ul style="list-style-type: none"> • Implementation of new SEND legislation and SEN policy in line with new legislation • Future training and use of assistive technologies and SEN needs as appropriate to pupil needs • Increased communication between classroom assistants and SENCo • Effective communication between classroom assistants and teachers • To develop more rigorous monitoring of pupils

<p>At the High School part of the provision for special, additional or individual needs of the pupils is a variety of extra-curricular activities. Staff are encouraged to participate in extra-curricular activities, which in turns support pupils in their pastoral care, improves a sense of community, contributes to the holistic development of pupils and promotes positive behaviour.</p>		<p>with special needs academic progress</p> <ul style="list-style-type: none"> • Training and support for associated complex SEN and behavioural needs for all staff • Development of chillout room: increased staffing and increased use by pupils.
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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	Evaluation	Sources of evidence
<p>Positive behaviour throughout the school is based on good relationships between teachers and pupils and is founded on the principle of mutual respect. The school strives to create an atmosphere which promotes the well-being of the pupil whilst allowing them to develop in an environment which sets the standards and parameters of behaviour and responsibility as they transition toward adulthood. There are clear, well established policies for dealing with behaviour. Clear standards of behaviour are provided and explained to all pupils at the beginning of each academic year and reinforced by Form Tutors and Heads of Year.</p> <p>Pastoral care is the responsibility of all staff. Pastoral advice forms an important part of the disciplinary framework for the school. Much of such advice is of an informal nature and subject teachers have an important role to play as those given a specific pastoral role as Form Tutors. Each registration group has a Form Tutor whom they meet with each morning and for a LLW period once per week during which a personal and social development programme is delivered.</p> <p>Form tutors directly address a great number of issues that arise, for example, attendance, punctuality, behaviour, causes for concern. If an issue is recurring, unresolved etc., then it is passed on to the Head of Year. The Head of Year and VP (Pastoral) will deal with serious misbehaviour.</p>	<p>Policies reviewed for Safeguarding, Visitor Protocol, Health and Safety, Fire Evacuation, Attendance, Anti-bullying and Positive Behaviour</p> <p>Policy written for Intimate Care</p> <p>ETI proforma completed for safeguarding</p> <p>Effective safeguarding team in place who meet on a monthly basis, or more frequently if required.</p> <p>Staff training for safeguarding (as per EA guidance), promoting positive behaviour and dealing with complex behaviour.</p> <p>Effective relationship between school and support agencies (Social Services, EWO, behavioural support, PSNI,</p>	<p>TTI indicators 4.1 and 4.2</p> <p><u>Future Actions</u></p> <ul style="list-style-type: none"> • Review of Addressing Bullying policy and procedures on yearly basis • Improve attendance of pupils from 92% to 96% • Review of PD programme and preventative curriculum to ensure currency with evolving pupil needs • Consistent application of positive discipline procedures in place for within and across departments. • Revisit reward system for pupils (including further development of honours and house system) • Increased awareness of stakeholders re: importance of attendance at school • Development of healthy eating

<p>The School counselling service, facilitated by Family Works counselling service is available to support pupils. The school also facilitates regular vaccinations.</p> <p>Anti- Bullying</p> <p>There is great importance placed on the prevention of bullying. In keeping with its ethos, Cookstown High 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. Anti-bullying matters are addressed in personal development classes, assemblies, in Love for Life presentations and through Anti-Bullying Week. Bullying incidents are dealt with in accordance with the school's Anti-Bullying Policy and Procedures.</p> <p>The House system</p> <p>There is a house system which allows for the enhancement of community, pupil voice and positivity across the school. Each of the four houses is led by a staff House Leader, assistant House Leader and two pupil House leaders. There is an embedded system of rewards for pupils. There is an active School Council which discusses pertinent pupil issues and meets regularly with senior staff.</p> <p>Health and Well Being</p> <p>The High school is committed to the promotion of healthy lifestyle and nutritional guidelines for school meals are fully implemented.</p> <p>Attendance</p> <p>The management of attendance is a priority. The school has an attendance officer to support and promote high levels of punctuality and attendance. Parents are telephoned daily if a child is absent;</p>	<p>school nurses)</p> <p>Staff training on promoting resilience</p> <p>Effective preventative curriculum and PD programme in place</p> <p>Addressing Bullying and training for BoG and staff</p> <p>Recording bullying incidents (SIMS) training for all staff.</p> <p>Promotion of Miss School, Miss Out and other measures to promote attendance.</p> <p>Strategies to promote healthy lifestyle, especially through food choices in canteen.</p> <p>Extensive extra-curricular programme in place</p> <p>Opportunities for leadership (pupils), School Council and House System</p> <p>Robust positive discipline procedures in place for whole school; however, consistency across departments needs addressed.</p>	<p>opportunities in canteen.</p> <ul style="list-style-type: none"> • Opportunities to promote staff wellbeing and relations
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<p>parents are required to provide a reason for lateness and absence. Text alerts are also sent to parents.</p> <p>Peer mentoring scheme</p> <p>Junior pupils are supported by a team of sixth form peer mentors. Upper sixth pupils have been selected and have received external training for their role, including child protection. Peer mentors build a relationship with pupils providing emotional as well as practical support.</p> <p>Child Protection</p> <p>The school follows department of Education procedures for child protection. There is a designated teacher and six deputy designated teachers who have specific responsibility for child protection concerns.</p> <p>All members of staff have been trained and are aware of their responsibilities in this area. There is a designated safeguarding governor and safeguarding is a standing item on the governors' agenda. Child protection notice boards are prominent in each building. All members of staff receive updated training. Child protection procedures are presented to pupils in assembly and Form Class time.</p> <p>Good Behaviour and Discipline of pupils</p> <p>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.</p> <p>In the first instance, the school aims to promote positive behaviour</p>	<p>Uniform standards and Appearance have improved but require a constant and consistent approach by all staff.</p>	
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<p>by good teaching, by setting out clear expectations and fostering positive relationships between pupils and staff. Underpinning this is the school's positive behaviour policy, which provides guidance on the standards expected and the sanctions available. These sanctions range from verbal reprimand through to giving extra work, detention or special detention, time in pupil support and, in serious cases, suspension.</p> <p>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 and inviting parents into school to take responsibility for their own child during lessons, break and/or lunchtime.</p> <p>In very serious cases an interview with the Board of Governors Positive Behaviour Committee may be required and, if there is not a resolution of the problem, permanent exclusion will be considered.</p> <p>The Pastoral Vice Principal 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.</p>		
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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	Evaluation	Sources of evidence
<p>The High School believes that people are our greatest and most valuable resource and therefore staff development is a priority. In order to continually improve, it is essential that self-evaluation is central and to consider performance at all levels.</p> <p>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 to ensure they contribute to school improvement. Where appropriate, members of staff are informed of professional development courses in the area of the curriculum they deliver or in other areas for which they hold responsibility.</p> <p>Training on matters relating to the professional development of the entire staff takes place during the school during school development days and Baker days, and the sharing of good practice within departments and at middle management level. For the most part the school development days in any year relate directly to the school's main priorities for that year as outlined in the school development plan and then departmental action plans.</p> <p>Departmental action planning provides extensive opportunities for delegation and professional development within departments and helps instil a sense of distributed leadership across the teaching staff. There is a designated CPD notice board and colleagues are supported through applications for studying including professional qualifications.</p>	<p>Departmental action planning places a strong focus on the CPD of teaching staff and the improvement of classroom practice</p> <p>Staff access a wide range of externally provided CPD opportunities which strengthens the delivery and operation of the school</p> <p>Effective use made of Baker days and school development days has led to the embedding of classroom practice</p> <p>CPD resources made available to all staff via Google Classroom. This practice needs to be expanded so that all training resources are available in this format. The platform could also be further used to continue and stimulate staff debate on a range of issues outside of dedicated SDDs</p> <p>CPD scheme needs to be offered to staff again covering further areas</p>	<p>Staff training / INSET feedback</p> <p>Departmental minutes</p> <p>SDD – agendas, presentations</p> <p>Programme for CPD and resources used</p> <p>Learning and teaching action research project documentation</p> <p>Future Action</p> <p>Review new staff induction programme</p> <p>CPD 2 to be planned and delivered</p> <p>Action Research pilot to be completed and evaluated with practice shared with wider staff</p> <p>PRSD menu to be revised reflecting new SDP priorities</p> <p>Further work on embedding Google Classroom into classroom practice.</p> <p>Training for staff on Office 365 and MS teams after exploration by SLT</p>

<p>SEN, Child Protection, Health and Safety and other training is provided on a periodic basis by external providers such as EA. Increasingly, the high school staff are accessing training and development opportunities by external providers including PSNI and school retool and sector competent agencies E.g. health and safety.</p> <p>Beginning teachers and those in the early professional development phase of their career are supported by their head of Department and the departmental link.</p> <p>Many staff support the work of CCEA examining and moderation teams at GCSE and A level. are examiners and this is encouraged in order to broaden the subject experience of teachers, enhance capacity in Department and improve the preparation for pupils of the examination of pupils.</p> <p>Internal CPD training delivered covering areas – School Vision, Leadership, Managing Behaviour, Managing difficult conversations,</p> <p>Coaching and the school budget</p> <p>Ongoing whole staff training via SDD's, topics based on priorities identified in SDP.</p> <p>PRSD (impacted by ongoing industrial action) provides staff with choices for the area of development based on SDP</p> <p>Learning and Teaching action research project established in conjunction with EA</p> <p>Staff informed and facilitated in attending professional development courses in their curriculum area or area of responsibility</p> <p>Participation in shared education 'TPL' modules and opportunities for professional development with colleagues from HTC offered</p>	<p>of relevance: this could have a focus of learning and teaching</p> <p>Outcomes of the learning and teaching action research should be shared with all members of the group and the wider staff to disseminate practice and lessons learned</p>	<p>TPL module opportunities to be shared with staff.</p>
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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	Evaluation	Sources of evidence
<p>Strategies for managing staff attendance and promotion of staff health and well-being (Teaching and Support Staff)</p> <p>The Board of Governors and the Principal value the while being of staff and aim to promote a supportive approach to staff health and welfare for all.</p> <p>Staff attendance is managed in accordance with the teacher attendance procedure as described in TNC (2008/2). Planned and unplanned absences are reported to the Cover Manager. In the case of planned absences relating to activities which take place each year, permission must have been given or have been sought from the Vice Principal who may consult with the Principal. Permission for new activities must have been granted by the Principal. The Cover Manager, under direction of the Vice Principal, will assess when substitute cover should be brought in and make arrangements for classes to be covered. The Vice Principal assisted by the Cover Manager manages the budget for temporary teaching staff. Return to work meetings are normally carried out by the Principal for absences of more than 7 days. The Vice Principal reviews staff attendance procedures annually and ensures staff are aware of their professional responsibility in respect to attendance. The Principal reports to the governors on staff attendance issues</p>	<p>Staff attendance is generally very good</p> <p>Referrals made as appropriate to OH</p> <p>Return to work meetings</p> <p>SLT open door policy</p> <p>Staff being a standing item on SLT agenda</p> <p>Continuous improvement to the staff working environment</p>	<p>Evidence</p> <p>Managing attendance at work policy</p> <p>Staff Development Day dedicated to staff wellbeing</p> <p>Improved facilities</p> <p>Future action</p> <p>Continued renovation and refurbishment of facilities for teaching staff to promote a positive and motivating work environment</p> <p>Continued use of the school development programme to promote staff well-being its</p> <p>Continued monitoring of attendance at work</p>

<p>and welfare and attendance matters are discussed with the chair of governors.</p> <p>Attempts are made to give sufficient time for staff to work in departments on staff development days in a manner consistent with meeting the overall priorities of the school.</p> <p>An attempt to give some time for marking is built into the invigilation timetable for the internal examinations. Staff well-being is an agenda item at each leadership meeting. The senior leadership team operates an open-door policy to facilitate staff in bringing issues.</p> <p>Staff concerns regarding workload are considered by SLT when setting deadlines for staff submissions and reporting.</p> <p>There is a spacious staff room and kitchen. The staff make use of the fitness suite outside teaching hours. The school provides access to 'inspire' if required by staff.</p> <p>This school has a staff room committee to build on the very strong collegial relations within the school. This committee organises a range of activities which allies the staff the opportunity to socialise beyond the formal school day, further contributing to staff well-being.</p> <p>The school also values staff well-being through a continuous programme of renovation of facilities and the availability of teaching resources for staff.</p>		
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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*

<p>Summary</p> <p>Cookstown High school strives to work collaboratively with parents and carers, as well as the wider community in the educational partnership to ensure the highest quality educational provision for pupils and to encourage the development of community.</p> <p>The High School fosters close links with parents through a programme of parents' consultation meetings for all year groups and through a wide range of information evenings. The latter addresses issues such as Year 8 Induction, subject choices and the University application process.</p> <p>Cookstown High School appreciates the tradition of partnership and support for the work of the school through the years. Communication with parents has been developed through letters home, the school magazine, the school website, Facebook, Twitter, homework diary, reports and other evenings. Parents may contact the school at any time on any matter of concern to them.</p> <p>Links with the local community have been enhanced through sixth form community enhancement work. There are a significant number of 6th form students who volunteer and support the work of nursing homes, churches, charities and other voluntary organisations. A number of departments have established effective links with local businesses. A number of staff from the high</p>	<p>Evaluation</p> <p>PTFA has had an increased role and impact in school improvement, both as a forum and also as an important source of funding for school improvement projects. The Former Pupils Association is now an important element of our school community providing a forum for former pupils, parents, teachers and friends of the school to support and share the success of current and past pupils.</p> <p>Induction / Information evenings are now established and important for information flow to parents / pupils.</p> <p>Promotion of Parental Engagement</p> <p>Through promotion of parent meetings, format restructuring and follow-ups (by Heads of Year) we have seen an increase in overall parental attendance.</p> <p>The SIMS Parents App has been introduced and promoted throughout the school year with a steady increase in parental uptake to gain access to interim and full reports along with attendance information.</p> <p>The CHS School App has provided a central focus for school dates and events along with showcasing successes throughout the school year.</p> <p>Individual meetings in June with all new intake parents was valuable to establish school expectations, gain insight into our new intake and provide an opportunity establish working relationships with new intake parents.</p>	<p>Evidence</p> <p>Minutes of PTFA / FPA Meetings Parental parent evening attendance statistics (CA) SIMS App School App</p> <p>Future action</p> <p>To develop a marketing strategy Increased involvement in PTFA and FPA in fund generation and school improvement support. Formalised arrangements of follow-up to non-attendance at parent's meetings. Streamlined support and integration of the SIMS Parents App as part of information flow to parents. Development of the range of information shared via the SIMS Parent App. Development of the SIMS App as a tool to send messages to individual parents. Formalise Year 8 intake meetings with individual parents as a part of procedure for 2020, continuing forward</p> <p>Local Community</p> <p>Development of school facilities through partnerships with local community groups. Development of Sea Cadets and enhancement of facilities, pupil and staff opportunities through grant support. (PE Corridor plans)</p>
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<p>school have undertaken work with CCEA and EA.</p> <p>The work of the Careers Department through enhanced opportunities, employers, work experience programme and the wide network of contacts is invaluable.</p> <p>Such contacts have supported the interview skills day, as well as sponsoring a variety of school activities.</p> <p>Links with feeder primary schools are sustained through a programme of visits and open days: January open evening and transition days. There are strong relationships through Shared Education with Holy Trinity College, SWC, ALC, ALC subcommittees, and with other schools in the development of curriculum and shared practice.</p> <p>Summary of community links</p> <p>Parents</p> <ul style="list-style-type: none"> • PTFA • FPA • Induction / Information Evenings <p>Promotion of Parental Engagement</p> <ul style="list-style-type: none"> • Engagement analysis at parents' meetings • Follow up with parents who did not attend • SIMS Parents App • CHS School App • Individual meetings with all 2019 y8 Intake parents <p>Local Community</p> <ul style="list-style-type: none"> • Relationships with Hockey Club and RBL • Organisations using Fitness Suite facilities 	<p>Local Community:</p> <p>There are increased opportunities for the local community to avail of our school facilities including the Hockey Club use of our new Fitness Suite and RBL in use of football pitches. We have established relationships with the Ulster Scots Agency with Pipe Band competitions using our grounds. Cookstown Acorns running club have also availed of our Fitness Suite facilities. East Tyrone Cycling Club use our grounds for Junior training.</p> <p>Ballinderry Pipe Band support the development of young pipers in our community through use of school grounds and facilities.</p> <p>Sea Cadets has been developed and expanded including celebration of success of members in a school-based celebration event.</p> <p>Other Schools- Primary</p> <p>A transfer forum to discuss the use of data at transfer has not been established, but refinements have been made to procedures by Head of Year 8 and the pastoral VP in the process.</p> <p>Principal has discussed areas of support that would be valued with primary schools, but support mechanism has not yet been established.</p> <p>ICT co-operation has been developed through a funded outreach project to develop P6 pupil computational skills through coding (funded by Cookstown Enterprise Centre)</p> <p>Other Schools- Shared Education Partnership</p> <ul style="list-style-type: none"> • Through regular meeting and planning a largely successful partnership has been established providing a series of very positive outcomes for our learners in literacy and numeracy. The structuring of shared events: Public speaking, History events, CEIAG – Interview skills days, Careers Convention, Year 11 Skills 	<p>Other Schools- Primary</p> <p>A transfer forum</p> <p>Expansion of primary school support</p> <p>Other Schools- Shared Education Partnership</p> <p>Formalised structures for projects / workshops</p> <p>Other Schools- Learning Together Partnership with HTC & EA</p> <p>Refinement of LTP project delivery mechanism</p> <p>Business Community:</p> <p>Formation of a Business Education Forum with local business representatives to partner in projects and school support opportunities</p> <p>Voluntary and Statutory Bodies:</p> <p>Work towards SOFT 2</p>
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<ul style="list-style-type: none"> • Sea Cadet development • Ulster Scots Agency Pipe Band competition <p>Other schools</p> <ul style="list-style-type: none"> • Transfer forum • Primary school support • ICT Primary school outreach project • Shared education partnership. Interview skills days using local business and community support. <p>Other Schools- Shared Education Partnership</p> <ul style="list-style-type: none"> • Development of Literacy and Numeracy <p>Other Schools- Learning Together Partnership with HTC & EA</p> <ul style="list-style-type: none"> • Development of LTP delivery mechanism <p>Business Community</p> <ul style="list-style-type: none"> • CEIAG use of local business • Principal meetings with local business leaders to establish shared goals and opportunities for financial sponsorship support. • Sponsorship support for ICT Primary School Outreach project 2018/2019 <p>Voluntary and Statutory Bodies</p> <ul style="list-style-type: none"> • SOFT Project 	<p>event, English revision day, Mathematics revision day, Art workshops, Mentor training, leadership training: prefects and school council.</p> <p>Other Schools- Learning Together Partnership with HTC & EA (Personal success and Wellbeing OCN)</p> <p>LTP programmes is delivered in-house using a joint delivery model with Youth Services.</p> <p>Business Community:</p> <p>Increased use of Local Business representatives within CEIAG events has served to promote the school in the community and support development of and opportunities for our pupils.</p> <p>Principal has met with business leaders in relation to funding support opportunities and partnerships.</p> <p>RJ secured 2018/2019 funding for primary school outreach support for ICT, this provided 18 workshops to local feeder primaries. Business and feeder primaries were very pleased with outcomes.</p> <p>Voluntary and Statutory Bodies:</p> <p>Relationships with the SOFT project have been developed and enhanced facilitating support to a range of parents and pupils from within the school and parents of potential intake pupils in feeder primaries.</p>	
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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*

<p>Summary Teaching staff regularly use a range of ICT resources in their daily teaching and learning activities either in their own classroom or through dedicated ICT facilities. At present the facilities are insufficient for an increasing curricular and assessment demand, nevertheless pupils and staff maximise opportunities to develop and utilise the available resource is.</p> <p>Most departments have created, developed and shared resources on Google Classroom, MS Teams or Fronter.</p> <p>Supporting Teaching and Learning</p> <ul style="list-style-type: none"> • Development of VLEs with Departments • Development of wireless connectivity <p>Leadership and Management</p> <ul style="list-style-type: none"> • Development of CHS App • Launch of new School Website <p>Staff Development</p> <ul style="list-style-type: none"> • Showcase of best practice 	<p>Evaluation</p> <p>Supporting Teaching and Learning VLE development was showcased in August 2018 through examples of best practice from colleagues from Biology, Chemistry and Modern Languages. Follow up support workshop were made available. (Showcasing Office 365, Google Sites and Google Classroom).</p> <p>VLE development included on PRSD menu and promoted for Department Action plan inclusion. Time provided on staff days for development work.</p> <p>Comprehensive Online Training videos developed by ICT Coordinator and engaged with by all staff.</p> <p>All departments have VLE resource material available for a selection of years / topics.</p> <p>BYOD device policy updated and ratified. Promoted with sixth form and enhanced uptake.</p>	<p>Sources of evidence</p> <ul style="list-style-type: none"> -Staff day outline and presentation -VLE training materials -VLE engagement responses -Department VLE materials -BYOD policy and sixth form uptake (CJ) <p>Future Action Department review of VLE use. Enhancement and development through all year groups.</p> <p>BYOD promoted through KS4 and Sixth Form.</p> <p>Office 365 used by SLT to showcase collaborative potential.</p> <p>Promotion of Collaborative working through VLE Technology. (Schemes, department action plans and resources).</p> <p>Urgent extension of ICT facilities and cabling to meet curricular and external assessment needs. There is a heavy demand which is ever increasing especially in 21st century education.</p> <p>Urgent enhancement of learning and teaching, Lecture Theatre, and administrative ICT.</p>
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<ul style="list-style-type: none"> • Support workshops for Office 365 / Google Classroom/ MS Teams/ Clevertouch interactive boards. • Online training materials by VLE • SLT training in Office 365 	<p>Leadership and Management</p> <p>A CHS App was developed and launched with a centralised school calendar of activities for staff/parents. The App showcases materials from our school website and provides a central hub for information.</p> <p>Launch of new School Website linked to App.</p> <p>Office 365 training was made available to all SLT by C2K, (90min workshop).</p> <p>Staff Development</p> <p>Showcase of Best practice at staff day</p> <p>Support workshops for Office 365/Google Classroom/ MS Teams/ Clevertouch</p> <p>Online Video Tutorials developed and engaged with by all staff</p> <p>SLT training in Office 365 and MS Teams</p> <p>Enhanced use of VLE technology by SLT for Staff development and training materials for staff days and optional Staff Development Workshops.</p>	
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SDP Requirement 3a: An assessment of the school's current financial position and the use made of its financial and other resources

Projected Budget 2019 – 2022

	YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)
Expenditure Summary	£	£	£
Staff Costs			
- Teaching	2,933,510	3,021,592	3,083,040
- Non Teaching	414,502	418,646	422,791
- Other Costs	4,540	4,631	4,723
Premises, Fixed Plant and Grounds	209,440	213,629	217,901
Operating Costs	298,492	304,462	310,551
Non Capital Purchases	23,300	23,766	24,241
Capital Expenditure			
<i>Less Income (enter as negative figure)</i>	-9,500		
Total Planned Expenditure	3,874,284	3,986,726	4,063,247
EA Budget	3,444,073	3,585,022	3,533,193
Opening Cumulative Balance - 1st April	-1,058,813	-1,489,024	-1,890,727
In year Underspend/Overspend	-430,211	-401,703	-530,054
Closing Cumulative Balance	-1,489,024	-1,890,727	-2,420,781

Current financial position

Teaching staff costs: £2,859,875

Non- teaching staff costs: £414,502

Substitute teacher costs: £57,414

Running costs: £535,772

Total expenditure: £3,858,063

Balance August 2019: -£1,058,813

Assessment

- The school is operating a deficit of £1,058,813
- The increase in staffing salaries costs due to pension increase, potential salary increases, staff moving up the pay spine and through the threshold
- The rising costs of running costs
- There has been a reduction in staffing, curriculum and increased class sizes

The Board of Governors and SLT have managed the current situation with regular finance sub-committee meetings and in liaison with the Education Authority. The commitment of staff (Teaching and Non-Teaching) to working within a restrictive budget context is commendable. The Education Authority recognise the lengths and efforts that the school has gone to make savings.

It is essential that the school continues to provide a high standard of education within an environment that is safe and secure, any further savings will undoubtedly impact the integrity and strength of provision at the High School

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

Governors have analysed school expenditure and income and identified ways to reduce costs as well as suggestions for generating additional income: Former Pupils' Association; Parent, Teachers and Friends Association. The school has also managed to receive funding to support the development of learning and teaching. Whilst the allocation is not huge nevertheless it has enabled significant development for colleagues to develop their classroom practice. The school has managed to receive support from EA to address significant maintenance issues as a result of an aged building; progress has been made albeit slow. The school has submitted a number of minor works requests including the urgent need to address DDA requirements at reception, toilets, lecture theatre, entrance.

The school will also have an external review of efficiencies of curriculum and resourcing Term 1 of the academic year 2019 – 2020.

The school's ICT infrastructure requirements significant investment especially as C2K formula for renewal of hardware needs to be updated.

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

- I. **The effective classroom, AFL:** difficult to evaluate progress due to industrial action.
- II. **Development of learning and teaching policy:** Completed and implemented.
- III. **Developing Trusted Colleague Network:** 'Tweak to transform' work has been successful and has received endorsement from Governors, EA, Permanent Secretary, CEO regarding impact and the difference made. This model has been adopted by other localities and a local school; a second cohort will run next academic year. School Retool model has also been introduced and this will be implemented too.
- IV. **Development of ICT and VLE:** Significant time has been devoted during staff development days to Google Classroom and developing resources. In addition, Clevertouch boards, MS Teams and CHS app have been introduced and had significant impact in collaboration, planning and learning and teaching.
- V. **Development and implementation of literacy strategy:** Literacy work is woven in to Form Time complementing curriculum focus. Teacher Librarian appointed. Pupils focussed library activities in place.
- VI. **Development and implementation of numeracy strategy:** Numeracy policy has been completed in conjunction with other schools across the ALC.
- VII. **The Effective Department:** schemes of work, review of Key Stage 3 Cross-Curricular Skills. Key Stage 3 schemes of work have been submitted and are currently being reviewed by VP (Curricular). Key Stage 4 schemes of work require similar approach.

Child-centred provision

- I. **Actions to improve pupil outcomes:** Significant attention to this at Baker days, CL meetings, and department analysis review meetings. There has been a focus on boys' attainment across departments, feature of examination reviews, and a boys' forum established.
- II. **CEIAG development:** Considerable CEIAG presence on social media, high profile throughout the year, collaborative activities undertaken with HTC.
- III. **Minor works application especially DDA compliance:** Application has been submitted, but no work as yet has taken place for remodelling of the Morrison Building reception, toilet area.
- IV. **School enhancement programme:** Pupils have attended activities such as Queen's Academy, Living Law.
- V. **Aspiration agenda:** Expanded involvement with QUB at Year 9 and Year 13. Extended CEIAG activities.
- VI. **Developing of pupil engagement:** Boys' forum created and evaluated. Honours/ colours system requires further development. Sea Cadet Unit launched.
- VII. **Developing SEN provision:** new SENCo in place, audit to take place in 2019/2020. Assistant SENCO appointed. New Chill-out room opened.

Effective leadership and management

- I. **Measures to improve evaluation by use of external tools:** Due to the expense of the Investors in People award, Governors preferred not to develop this at the moment.
- II. **Developing strategy groups:** The programme has taken place and has been extended into the next academic year.
- III. **Developing capacity in staff.** Difficulty in filling posts this year for assistant SLT member. Concern about singular roles: exams officer, data manager.
- IV. **Coaching for improvement.** Whilst there has been some training in this area, it will be developed in Term 3 of the current academic year.
- V. **Revision of timetable and curriculum provision:** Detailed results analysis booklet produced and department reviews in place. Review of curriculum subjects at governor level.
- VI. **Change to the status of the school:** This has been pursued at education and political level and is still ongoing.

School connected to its community

- I. **Develop academic and non-academic collaborative arrangements with post primary and primary schools:** Excellent collaborative arrangements now in place, transition excellent with individual meetings with all parents, enhancement opportunities for primary schools very positive. Principal has built positive relationships with schools.
- II. **Shared education partnership:** A huge strength of the school. Expansion of Shared Education across other subjects. TPL modules has been promoted by SE co-ordinator. Events positively impact learning and teaching. Successful ETI inspection.
- III. **Promoting parental engagement:** Attendance at parent teacher interviews has improved significantly. Inclusion of parents is positive especially through the launch of Parent App sharing all tracking marks and reports. PTFA has engaged some parents. Disappointing uptake from the Kirkland Rowell parent survey.
- IV. **SOFT project:** SLT joined the Management committee. Positive impact with Primary pupils and now developing with Year 8 pupils.
- V. **Learning together partnership with HTC and EA:** LTP programmes is delivered in house using a joint delivery model with Youth Services.

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

The school will continue to take account and plan for the following challenges and capitalise on opportunities:

Area	Assessment
Challenges and Opportunities	Being a genuine all ability school is its own challenge. Teachers are simultaneously faced with meeting the highest of expectations and the lowest of motivations. As pupils do not sit a transfer test to come to the school, many lack a sense of achievement or pride in school on their arrival. Dealing with this can be a challenge and clearly a priority.
Leadership	In addition, the changing demographics of the area and development plans from other schools have combined to create challenges. In addition to the financial challenges, financial constraints have put the school under immeasurable strain and the school has endeavoured to manage this situation admirably over the last few years.
Curriculum	
Learning and Teaching	As numbers decline and budgets suffer corresponding shrinkage, it is more difficult to ensure that a curriculum which meets the needs of pupils across the academic spectrum can be provided, as greater variety is required than in a similarly sized school of children of a more homogeneous academic ability. Additionally, as demographic decline impacts on schools around us an increasing number of parents from feeder primary schools on our hinterland choose to send their children to traditional grammar schools. The current situation means that pupils can obtain transport assistance to travel from Cookstown to attend a traditional grammar school in the nearby towns, even though we have grammar provision. This has resulted in a decline in the number of academically more able pupils enrolling. Our enrolment is below what it should be, and the situation is not helped by the fact that most of the school estate is now 60 years old and there is significant need for refurbishment. All our competitor schools have had recent building work or are in line for such.
Pastoral Care	
Staff Development	
Community	
Finance and Resources	
	There are numerous opportunities ahead and we are generally optimistic about change. The school will continue to work with partner institutions to extend provision and build curricular links to ensure the best possible provision for pupils and facility at the maximum retention of pupils into Sixth Form.

Summary of Challenges

New SEND legislation. The increasing breakdown of family and support structures in society
Integrate and maximise community support organisations
Sixth form curriculum offer with few pupils
Lack of teaching allowance funding to appoint leaders
Maintaining consistency of high academic and pastoral standards
Review rewards system
Succession planning
Developing and encouraging further opportunities for the community to support and enhance the education of pupils
Challenge of insufficient funding and ongoing cuts to budget
Upgrading of ICT equipment
Maintenance of buildings and environment
Application for funding for the development of school infrastructure. Actively sourcing funding from other areas
Ongoing Industrial action.

Summary of Opportunities

Strength of a newly re-constituted board of governors who bring experience and a wealth of expertise
Developing expertise of staff in school and sharing good practice
Developing a more evaluative approach through refining the integration of data in all key areas
Maximising digital communication technology for home school links

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

Stakeholder	Arrangements
Consultation with Pupils	<p>Student council meet annually with governors and report on important school matters</p> <p>Kirkland Rowell surveys were completed by parents, staff and pupils</p> <p>Bi-weekly meetings with pupils on different issues including curriculum, pastoral support</p> <p>Informal information gathered through Form Tutors and subject teacher discussions on a regular basis</p>
Consultation with Parents	<p>Kirkland Rowell survey carried out</p> <p>Opinions of parents are regularly gathered through pastoral consultations, subject feedback and option evenings.</p>
Consultation with Staff	<p>Kirkland Rowell survey carried out</p> <p>Staff training</p> <p>Reference to external/comparative data</p>
Consultation with any other relevant personnel and external bodies	<p>Governors and responses to consultations and discussions.</p> <p>Relevant current educational initiatives and statutory requirements</p>
Future Actions	<i>Key targets and priorities are shared with pupils in line with SDP key areas.</i>

The School Development Plan SDP Requirements	Evaluation
<p>7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include:</p> <p>(a) the school's key priorities for the period of the plan, based on the Department's priorities for education;</p> <p>(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT;</p> <p>(c) the actions to be taken to achieve these planned outcomes and final dates for completion;</p>	<p>TTI Indicators used:</p> <p>1.1 – Action to promote improvement</p>

<p>(d) the financial and other resources available to the school to be used in support of these actions;</p> <p>(e) <i>the arrangements for</i> the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.</p>	
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SDP Requirement		Documentation
7a	Identification of key areas for development, informed by the school's self evaluation, including the school's key priorities for the period of the plan, based on DE priorities for education	See the 3 year overview – Appendix 1
7b	planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT	See targets for KS3/4 and KS 5 – Appendix 2
7c	actions to be taken to achieve these outcomes, with final dates for completion	<p>See action plans for coming year – Appendices 3, 4, 5</p> <p>The Principal reports to the Board of Governors each term in writing at the Governors' meeting. SDP items feature regularly on the agenda and are carefully scrutinised with Governors providing insightful analysis and suggestions. An annual review of the SDP is presented to the Governors.</p> <p>The SLT and staff work closely together throughout the year to deliver the SDP. Generally, SDP action plans are usually delivered in full but there may be refinement of plans through the self-evaluation process.</p> <p>The School Council agendas reflect both pupil matters and relevant items from the SDP.</p> <p>The use of the recent survey by Kirkland Rowell for parents, staff and pupils has been helpful in affirming many areas of strength and highlighting some areas where things can be improved.</p>
7d	the financial and other resources available to be used in support of these actions to achieve the planned outcomes	
7e	the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan	

Appendices

Priorities	2019-2020	2020-2021	2021-2022
Child Centred Provision <ul style="list-style-type: none"> <i>Pastoral care</i> <i>Child protection</i> <i>SEN- interventions/support</i> <i>Inclusion/diversity</i> <i>Pupil involvement</i> <i>Healthy school</i> 	<ul style="list-style-type: none"> Development of the house system Development of pupil voice Improved pupil attendance Anti- bullying policy implementation and application Improve SEN systems 	<ul style="list-style-type: none"> To promote positive pupil emotional health and wellbeing, cultivating young people who manage situations in a positive and wholesome way Develop pupil leadership Whole school rewards and recognition consistently embedded across all key stages Effective application of positive discipline process Ensure high quality SEN provision Effective tailored planning for SEN pupils 	<ul style="list-style-type: none"> External review of entire pastoral provision to ensure that all pupil needs are met
High Quality Teaching and Learning <ul style="list-style-type: none"> <i>Curriculum provision</i> <i>Literacy and Numeracy</i> <i>Learning and Teaching strategies</i> <i>Assessment/data analysis/use</i> <i>Self-evaluation – teacher/whole school</i> 	<ul style="list-style-type: none"> To provide opportunities for professional dialogue, sharing of good practice and development of understanding To ensure that the school has effective planning for all curriculum areas which allows for effective learning To increase pupil responsibility for their learning Classroom practice is 	<ul style="list-style-type: none"> To provide opportunities for professional dialogue, sharing of good practice and development of understanding Review of CEIAG programme Robust and accurate data information and effective tracking system in place Identify areas for marginal gains at GCSE Effective use of homework Effective feedback to inform 	<ul style="list-style-type: none"> Review of previous year's goals to ensure that they are embedded and consistently developed and applied effectively

	<p>engaging, purposeful and challenging inspiring pupils</p> <ul style="list-style-type: none"> • Stimulating and engaging learning environments which complements learning and teaching approaches • Ensure curriculum offer post 16 meets pupil needs • Key Stage 3 Curriculum provides opportunities for varied learning experiences and prepares for the world of work • Robust and accurate data information and effective tracking system in place • To improve GCSE /Equivalent 5-10 A*-C outcomes 80% including English & Mathematics 75% by reviewing and tracking at Department and whole school • To improve GCE 3-4 outcomes to 85% at A*-C by reviewing and tracking at Department and whole school level 	<p>planning and augment learning</p> <ul style="list-style-type: none"> • To develop speaking and listening skills to promote confidence and engagement • Target procedures and Assessment processes are consistent and ensure raising of school performance • Learning is tailored to meet the needs of all pupils including appropriate stretch and challenge 	
<p>Effective Leadership</p> <ul style="list-style-type: none"> • <i>Effective school development plan</i> • <i>Continuing Professional Development</i> • <i>Curriculum leadership</i> • <i>Financial management, including accommodation</i> 	<ul style="list-style-type: none"> • Newly reconstituted Board of Governors understands their accountability, responsibility and provides strategic leadership, support and challenge to take the school forward 	<ul style="list-style-type: none"> • To develop professional staff induction and staff development • Promotion of staff health and wellbeing • Continue to develop school VLE 	<ul style="list-style-type: none"> • Review of strategic approach at Governance and SLT level and the tangible impact upon standards academically, pastorally, learning and teaching, wider community experiences

	<ul style="list-style-type: none"> • Senior Leadership Team provides strategic leadership to set high expectations and standards • Provision of an environment which contributes to effective learning and teaching • Review areas raised in Kirkland Rowell Survey • Develop Health and Safety procedures and practice • Continue to develop school VLE • Use of MS Teams internally and in collaboration with other professionals 	<ul style="list-style-type: none"> • Use of ICT to support learning 	<ul style="list-style-type: none"> • Review of ICT provision and impact upon learning • Full integration of Clevertouch Boards to enhance learning and teaching
School Connected to the Local Community <ul style="list-style-type: none"> • <i>Communication/relationships/projects</i> • <i>Links with educational agencies</i> 	<ul style="list-style-type: none"> • Encourage greater engagement amongst stake holders 	<ul style="list-style-type: none"> • Encourage greater engagement amongst stake holders • Implement marketing strategy • Developing collaborative work with all partner to strengthen provision for pupils and community 	<ul style="list-style-type: none"> • Review of stakeholder engagement and impact on pupil experiences and learning

Total number of pupils in 2019/20 year 12 group

136

<u>GCSE</u> (Yr 12 pupils)	Achieved 2018/19		Target 2019/20	
% of all Yr 12 pupils achieving 5+ A* - C	78%		80%	
% of all Yr 12 pupils achieving 5+ A* - C, including English and Maths	68%		75%	
	Number of pupils	% achieving 5+ A*-C incl. English & Maths	Number of pupils	% achieving 5+ A*-C incl. English & Maths
% of Yr 12 pupils with FSME	21	57%	28	60%

Total number of pupils in 2019/20 year 14 group

76

<u>GCE A level</u> (Yr 14 pupils)	Achieved 2018/19	Target 2019/20
% of Yr 14 pupils achieving 2+ A* - E	92%	90%
% of Yr 14 pupils achieving 3+ A* - C	81%	90%
% of Yr 14 pupils with FSME achieving 2+ A* - E	80% (8 pupils)	90%
% of Yr 14 pupils with FSME achieving 3+ A* - C	60% (6 pupils)	90%

Target:**Effective strategic Leadership and Management in raising standards and achievement**

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
To ensure a newly reconstituted Board of Governors understands their accountability, responsibility and provides strategic leadership, support and challenge to take the school forward	<ol style="list-style-type: none"> 1. Establish responsibilities, sub-committees with key priorities for the year 2. Ensure that all governors attend appropriate EA training according to role and responsibility 3. Governors effectively monitoring and evaluation to fully support and challenge the school 4. Introduce governors' monitoring summary 5. Ensure that Board meetings includes reports from specific strategic areas from the Development Plan 6. Communication between governors, staff, pupils and parents is clear and open 	<p>Governors provide strategic leadership to the school which is evidenced through effective challenge and the development of school standards and achievements as evidenced through minutes of governors' meetings</p> <p>Completed governor training record</p> <p>Dissemination of training to governors where appropriate</p> <p>Governors monitor and evaluate the progress of the school development plan</p> <p>Governor confidence in specific areas of governance</p> <p>Positive feedback from stakeholders and attendance at events</p>	Principal Chair of Governors	2019 - 2021	<p>EA training</p> <p>Board of Governors' meetings</p> <p>Subcommittee meetings</p> <p>Training</p>

Target: **Effective strategic Leadership and Management in raising standards and achievement**

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
To ensure the Senior Leadership Team provides strategic leadership to set high expectations and standards	<ol style="list-style-type: none"> 1. Clarity of direction for all staff regarding culture of high expectations and standards with consistent application 2. SLT training to develop and enhance strategic leadership including effective self-evaluation, communication and decision making 3. Members of SLT present updated progress reports to governors 4. Effective time bound and follow up communication to all stakeholders 	<p>SLT roles and responsibilities focused on raising standards across responsibilities</p> <p>An effective culture of self-evaluation of learning and teaching, academic standards and wider enhanced provision</p> <p>Fluency with school improvement process</p> <p>Action plans focused on pupil learning and achievement</p> <p>Increased staff confidence in SLT</p>	SL	Ongoing	Training
To develop and support further the capacity of middle leaders to effectively lead school improvement in their area of responsibility	<ol style="list-style-type: none"> 1. Effective line management through regular meetings with SLT 2. Develop middle leadership training which builds and develops leadership skills and capacity e.g. decision making, effective department evaluation, 	<p>Regular meetings with SLT</p> <p>Middle leaders training programme</p>	SLT	ongoing	

To develop professional staff induction and staff development	<ol style="list-style-type: none"> 1. Refine current staff induction which ensures that staff are confident with ethos, culture, expectations which contributes to whole school improvement 2. Provide opportunities for staff to shadow SLT 3. Create opportunities to allow staff to lead training/model good practice 4. Continue to link staff professional development to school improvement priorities 5. Departments to inform of professional development needs 6. Develop and deliver a CPD programme for teaching and support staff that meets identified needs and improves pupils learning experiences 7. Implement a refreshed PRSD programme 	<p>New staff Induction programme</p> <p>SDD days focused on specific professional development needs</p>	SLT	September 2020	Potential cover implications
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Target:

Quality of planning, teaching and assessment in order to develop the impact of learning

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
To provide opportunities for professional dialogue, sharing of good practice and development of understanding	<ol style="list-style-type: none"> Curriculum Leaders' meeting sharing of good practice and refocus on the school's learning and teaching policy Staff training on the components and evaluation of effective learning and teaching 	<p>Shared understanding and commitment to high quality planning, teaching and assessment</p> <p>Engaging and challenging lessons allow for progress in learning</p>	VP Curriculum	2019 - 2021	Time and External support
To ensure that the school has effective planning for all curriculum areas which allows for effective learning	<ol style="list-style-type: none"> Curriculum areas schemes of work are located in a central area Schemes of work and planning includes the continuity and learning progression; a range of engaging strategies which encourages pupil thinking, oracy and progress and contributes to increased academic outcomes SLT to meet to review and discuss with Curriculum Leaders to review and evaluate planning Staff training to focus specifically on the development of pupils' skill acquisitions and mastery Review assessment processes: classroom, department and whole school to ensure all through consistent approach regarding progress tracking and effective appropriate interventions deployed 	<p>Schemes of work in place and reflected in classroom practice</p> <p>System of continuous assessment is place which is monitored by CLs and VP</p> <p>Assessment practice informs planning and interventions</p>	<p>Curriculum leaders</p> <p>VP Curriculum</p>	<p>December 2019</p> <p>June 2020</p>	EA

	6. Manageable arrangements in place for record keeping which tracks and provides accountability measures 7. Review current practice of identifying underachievement and strategies to redress, communication to pupil and parents, monitoring impact of appropriate intervention for improvement	Record keeping in place Pupil and dept targets met			
To ensure that learning is tailored to meet the needs of all pupils so that there is appropriate stretch and challenge as well as support	1. Curriculum Leaders to review current classroom planning and differentiation strategies, and to provide next steps for the department to refine practice 2. Staff training focus on SEN and differentiation	Learning needs of all pupils are met Pupils meet their target grade including all sub groups – gender, FSM, SEN etc.	VP Curriculum Curriculum Leaders	June 2020	External trainer
To increase pupil responsibility for their learning	1. Communicate to pupils the outcomes of Kirkland Rowell pupil survey via assembly 2. Discuss findings with school council and draw up an action plan (including focus on pupil responsibility) which is communicated to staff and pupils 3. Implement agreed recommendations and monitor progress and impact of changes communicating regularly via assembly 4. Information analysed and used to inform classroom practice	Action plan in place and communicated Pupils present action plan to governors Staff lead reports impact to Governors in annual report	VP Pastoral and senior teacher	December 2019	Meeting time
Classroom practice is engaging, purposeful and challenging inspiring pupils	1. Develop action research model 'Tweak to transform' to develop and integrate effective practice 2. School Retool programme strand to be launched and integrated in to the school.	All lessons are purposeful and engaging Action research projects promote self-evaluation and peer support and evaluation of learning and teaching	Learning and Teaching group Curriculum Leaders and departments SLT	June 2020	Cover Staff training

Stimulating and engaging learning environments which complements learning and teaching approaches	<ol style="list-style-type: none"> 1. Continue with refurbishment programme to enhance learning environment 2. Source and develop the effective use of ICT in the classroom 3. Integration of effective interactive learning techniques 	Pupil learning and progress advances	Principal VP Curriculum	June 2020	Finance for classroom refurbishment and clever touch boards and other associated technology
Feedback is used effectively to inform planning and augment learning	<ol style="list-style-type: none"> 1. Introduce learning conversations with pupils: reviewing learning and progress of individuals 2. Staff training on effective assessment and feedback 	Pupils articulate their learning and also the impact of teacher feedback which enables progress	EA VP Curriculum	September 2020	Staff training
Develop speaking and listening skills to promote confidence and engagement	<ol style="list-style-type: none"> 1. All departments intentional about developing oracy opportunities e.g. planning, activities 2. Guide developed for staff and pupils regarding good listening and speaking skills 3. Pupil participation in internal and external events which develop oracy skills 4. Development of Lamda peri lessons 	<p>Oracy opportunities are skilfully woven within and outside the curriculum</p> <p>Wider participation especially at KS3 in external/ internal oracy activities</p>	Literacy Co-ordinator	September 2020	Possible finance for activities
Target setting and Assessment processes are consistent and ensure the raising of school performance	<ol style="list-style-type: none"> 1. Review of school's current target setting procedures and assessment policy and embed reviewed policy 2. Consistent and judicious approach within departments to track progress and integration of information in planning 3. Develop a range of focused strategies which informs and engages pupils in their learning, enabling the monitoring of their progress, and provides constructive feedback to help pupils reflect on and improve their learning 4. Review progress information provided to parents 	Targets are met and appropriate and effective strategies are deployed to address underachievement	VP Curriculum	March 2020	<p>Middle leaders training</p> <p>SLT support</p>

Effective use of homework	In conjunction with the homework, review the consistent setting of homework at all key stages	Consistent approach where purposeful homework is set and contributes to academic development and progress of each pupil	VP Curriculum CLs	December 2020	Meeting time
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Target: Curriculum and Careers which meets the needs of learners

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Ensure curriculum offer post 16 meets pupil needs	<ol style="list-style-type: none"> 1. Review current provision to investigate the extended range of academic and vocational courses that meet needs, abilities and aspirations 2. Meet with Holy Trinity School to review impact current collaboration especially upon timetabling, offer, and opportunity 3. Provide 3-year plan for courses (which has assessed need re timetable, staffing and budget implications) 	<p>Pupils have a greater degree of flexibility to post 16 provision</p> <p>Greater uptake of pupils returning to sixth form</p>	VP Curriculum	2019 - 2020	External advisors e.g. CCEA, EA, ALC, Holy Trinity
Key Stage 3 Curriculum provides opportunities for varied learning experiences and prepares for the world of work	<ol style="list-style-type: none"> 1. Key Stage 3 Schemes of work incorporates and prepares pupils for the future work requirements e.g. soft skills, oracy, application of skills 2. Key Stage 4 demands e.g. skills, and progression 	Revised schemes of work in place for all departments which are informed by key areas for improvement	VP Curriculum	2019 - 2020	Time allocation
Review of Careers programme	<ol style="list-style-type: none"> 1. Review Careers programme from KS3 – 5 2. Audit pupil voice regarding current provision and further possibilities of inclusion 3. Review options materials, programmes and processes 	Full careers programme which allows all pupils to make informed choices	CEIAG Co-ordinator	2020 - 2021	Time Allocation

Target:**Pastoral standards**

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
To promote positive pupil emotional health and wellbeing, cultivating young people who manage situations in a positive and wholesome way	<ol style="list-style-type: none"> 1. Audit and Review of PD programme – impact in meeting needs of pupils 2. Evaluate impact of Growth mind-set programme and Form Tutor time 3. Evaluate pupil participation in school's co-curricular programme 4. Develop break and lunch time programme of activities for pupils with the help of the community 5. Develop 'cloak areas' for pupils – redesign. seating area and activities 	<p>Refreshed and informed PD programme</p> <p>Impact of Growth Mind-set programme has tangible impact</p> <p>Co-curricular opportunities maximised</p>	VP Pastoral	September 2020	Financial cost for break and lunch time programme, and redevelopment of the cloak areas TBC
Develop pupil leadership	<ol style="list-style-type: none"> 1. Identify opportunities for pupil leadership and action agreed suggestions 2. Ensure effective integration and impact of School Council on school life 	Increased opportunities to take responsibility and grow confidence	VP Pastoral	December 2020	Potential leadership training costs TBC
Whole school rewards and recognition consistently embedded across all key stages	<ol style="list-style-type: none"> 1. Audit current position with school rewards 2. Improvement proposals for consideration presented to SLT 3. Implementation of rewards 	Pupils rewards system operational and has value amongst all stakeholders	VP Pastoral	September 2020	Rewards and recognition costs TBC

Development of the house system	<ol style="list-style-type: none"> 1. Audit impact of current house system with house leaders 2. Evaluate good practice in other schools identifying areas for development at CHS 3. Increased house promotion opportunities 4. Approved proposals implemented 	<p>Higher profile of the house system</p> <p>Pupil engagement improved</p>	VP Pastoral House leaders	June 2020	Costs for pupil activities TBC
Improved pupil attendance	<ol style="list-style-type: none"> 1. Review current attendance policy 2. Develop role of the attendance officer and follow up system for absences 3. Develop accountability mechanisms which enable a prompt and effective follow up 4. Develop effective working with external agencies in supporting absence management process 	<p>Effective administrative and time bound monitoring and evaluation / accountability processes in place</p> <p>Pupil attendance improved</p>	VP Pastoral and Attendance Officer	June 2020	Time and possible training costs for Attendance Officer
Effective application of positive discipline process	<ol style="list-style-type: none"> 1. Clearly outlined and communicated positive discipline process 2. Consistent reinforcement of positive discipline process 3. Regular communication of standards and expectations 	<p>Consistent application of discipline process</p> <p>Pupils clearly understand expectations</p> <p>Overall, behaviour issues decrease</p>	VP Pastoral	January 2020	Time
Anti-bullying	<ol style="list-style-type: none"> 1. Review anti-bullying policy 2. Staff training on new anti-bullying requirements 3. Raise profile through awareness in pupil assemblies 4. Raise profile through Anti-bullying week 	Anti-bullying policy in place	VP Pastoral	December 2019	Time

Target:

Special Educational Needs

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Ensure high quality SEN provision	<ol style="list-style-type: none"> 1. Review effectiveness of IEPs for individual pupils and action next steps 2. Review effective use of classroom assistants in lessons 3. Explore possibility of designated expert CAs e.g. dyslexia, autism 4. Evaluate data for SEN pupils at the end of internal external examinations to ensure specific tracking of pupils and benchmark against NI averages for external examinations 5. Audit of SEN 	<p>Pupils are more confident in their ability to succeed and have greater clarity of their personal expectations for learning</p> <p>Increased communication between assistants and classroom teachers.</p> <p>Pupils achieved target grades</p>	<p>SENCO</p> <p>CLs</p> <p>CAs</p>	January 2021	<p>Finance for Audit</p> <p>CA training (potential financial cost)</p>
Effective tailored planning for SEN pupils	<ol style="list-style-type: none"> 1. Department review of learning provision for pupils with specific education needs e.g. differentiation 2. Departments to identify specific training needs re SEN pupils which informs planning and delivery in lessons 3. Whole staff SEN training 	Tailored lessons which allow pupils to accelerate learning and positively impact academic outcomes	<p>SENCO</p> <p>VP (Pastoral and Curriculum)</p>	December 2020	Staff training time

Target: Raising standards achieved by pupils in both progress and attainment

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Robust and accurate data information and effective tracking system in place	<ol style="list-style-type: none"> 1. Refine data provision and analysis so that grade predictions are provided at Year 8, and progress points each year thereafter: <ul style="list-style-type: none"> • Individual pupil level • Individual staff level • Department level 2. Implement system for amending target grades (if necessary) centrally 3. Staff training as to how to use data effectively 4. Refine data tracking systems and processes to identify pupils who failing to meet their target grade. Informed programme of individual pupil follow up to be in place including Form Tutor, Head of Year, Curriculum Leaders and senior staff 5. VP (Curriculum) identifies priorities and risks from data analysis and provide required support and training as required 	<p>Whole school data is used to establish baseline and set realistic targets, monitored and tracking at whole school level and individual pupils at the end of assessments and public examinations for the next 3 years leading to improved performance at all levels which compares favourably with Grammar schools</p> <p>Tracking data is consistent, reliable and complete for all year groups</p>	<p>VP Curriculum</p> <p>Data Manager</p> <p>CJ</p> <p>CLs</p>	<p>2019 – 2021</p> <p>September 2020</p> <p>December 2020</p>	External support

	6. Reporting mechanism in place so that accurate and robust data is provided for a range of stakeholders: governors, middle and senior management, pupils	Information provided accurately identifies strengths and areas for development, follow up and next steps			
	7. Collaborative approach within department in closing the gap regarding variations in performance e.g. underperformance, professional development, monitoring progress and interventions monitored and impact reviewed 8. Mentoring programme review and agreed proposals implemented	Colleagues effectively analyse data to identify gaps across all ability levels and skilfully allocates appropriate intervention to close the gaps	VP Curriculum Senior Teacher	Dec 2019 April 2021	SLT link guidance meetings Internal sharing of best practice External support where appropriate
Identify marginal gains at GCSE	1. Monthly meeting CLs for Mathematics and English to secure both subjects for pupils 2. Audit performance in controlled assessments, practical's and coursework to ensure marks are maximised	Pupils pass both subjects. Maximum marks achieved in CAs, Coursework, Practical's	VP Curriculum	Sept 2019 and ongoing	Meeting time
To improve GCSE /Equivalent 5-10 A*-C outcomes 80% including English & Mathematics 75% by reviewing and tracking at Department and whole school	1. Each September the SLT will set whole school targets for Years 11, 12, 13 and 14 students using DENI Benchmarking Data for whole school using NI grammar and non-grammar targets for subjects 2. Improved Departmental and Form Team use of intervention strategies ongoing and formal intervention after Oct, Dec and Mar assessments, diagnostic marking, learning conversations 3. Home/school communication and follow up controlled assessment 4. Subject teachers will have liaised closely with the	Outcomes for pupils at GCSE and A level exceed NI grammar school targets. Interventions and communication in place to follow up underperformance	VP Curriculum	June 2020	Meeting time

To improve GCE 3-4 outcomes to 85% at A*-C by reviewing and tracking at Department and whole school level	Year team to implement early interventions for underperforming students	issues.			
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Target:

Sustainable community links to enhance educational provision for pupils

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Encourage greater engagement amongst stake holders	<ol style="list-style-type: none"> 1. Develop effective communication through consistent and well communicated approach through communication guidance 2. Review and develop current communication 3. Calendared events: PTFA and FPA to encourage greater involvement and also an opportunity to fund raise 4. Reintroduce drama/ musical production 	Greater sense of commitment, ownership and belonging to CHS.	Principal VPs Staff with music/drama expertise	ongoing	
Implement marketing strategy	<ol style="list-style-type: none"> 1. Review investigate how to engage parents further in the school community 2. Introduce Business Breakfast and Employers' Forum 3. Explore opportunities for use of premises to enhance links with community 	<p>Marketing strategy in place and operational</p> <p>Successful business meetings which have impact e.g. forum established - informing curriculum and supporting specific projects requiring financial input</p>	Principal	2020-2021	
Develop collaborative work with all partners to strengthen provision for pupils and community	Compile current links and potential links and opportunities		Principal	January 2021	

Target:**Health and wellbeing of staff**

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Provision of an environment which contributes to effective learning and teaching	<ol style="list-style-type: none"> 1. Continued renovation and refurbishment of facilities for teaching staff including appropriate comfort facilities 2. Secure funding for ICT resources to enhance the quality of learning and teaching 	<p>Facilities conducive to support and enhance learning and teaching</p> <p>ICT resources adequate to meet curriculum and external assessment demands as well as enhance the quality of learning and teaching</p>	Principal	2019 - 2021	Financial investment
Review areas raised in Kirkland Rowell Survey	<ol style="list-style-type: none"> 1. Working group following staff survey to ascertain next steps/ proposals 2. Presentation of proposals to SLT 3. Specific suggestions actioned 	Issues raised from staff survey	VP (Pastoral) Governors	2019 - 2020	Finance to support specific considerations. To be confirmed.
Promotion of staff health and wellbeing	Research further support for staff re work life balance/ staff wellbeing: staff development day, external opportunities etc	Strong staff resilience and well-being in the work place	Principal	2020-2021	Cost for training costs/ programmes. To be confirmed
Develop Health and Safety procedures and	Review and update health and safety policies and procedures, risk assessments, practice and building	Compliant procedures and practice operational on a consistent basis	Principal Governors' Health and	2019 - 2020	Staff training time

practice	Establishment of Health and Safety governors' subcommittee Appointment of Health and Safety Co-ordinator Staff training: whole staff, fire evacuation, wardens and critical incident		Safety sub-committee		
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Target:

ICT development and integration

Objectives to bring about improvement	Actions to bring about improvement	Success Criteria	Staff lead	Time scale	Resources
Continue to develop school VLE	Continue to develop Teams and Google classroom in key areas: curricular, pastoral, L & T etc.	VLE resources support and develop learning	VP Curriculum	Ongoing	Time
Use of MS Teams internally and in collaboration with other professionals	Continued promotion of MS Teams where appropriate to encourage effective collaboration.	Effective communication and collaboration	VP Curriculum	2019 - 2020	Time
Integration of Clevertouch Boards to enhance learning and teaching	<p>Purchase of clever touch or their equivalent in classrooms including 10 classrooms where there are blackboards in use.</p> <p>Seek financial support and help from EA and external funding.</p>	Enhanced learning and teaching	<p>Staff fund raising committee</p> <p>Principal</p>	Completion by 2022	<p>1 clever touch board costs £3,000</p> <p>Staff training time</p>
Use of ICT to support learning	<p>Purchase of lap tops, cabling and new computer suite</p> <p>Integration of ICT to support independent learning and respond to Key Stage 4 and 5 curriculum and assessment requirements and demands.</p>	Full provision for pupil curricular and assessment needs	Principal	2021	<p>£60,000</p> <p>(conservative estimate)</p>

School Action Plan – Priority Two

School Action Plan – Priority Three