



Cookstown High School

SCHOOL DEVELOPMENT PLAN

2023 – 2026

Context

The School Development Plan for 2023-26 builds on the work completed in the SDP from 2019-23.

This plan was extended for one academic year to account for the disruption because of the Covid-19 pandemic. Plans were adjusted in response to the mitigating circumstances and where possible original plans were carried through. However, it must be stated that these years were not at all anticipated when the 2019-22 SDP was devised. Consequently, there are some plans and strategies that will be carried through into the new SDP, as these remain an important area of goal for the future of the school.

The context of the school can be scrutinised in the following ways:

Academic outcomes

The school has been supportive of pupils during the pandemic season and while working on Centre Determined Grades, focused on a process build on integrity, data and reason. The grades achieved by pupils at this time sit within a continuous curve of improvement over the past ten years, as a result of dedicated hard work from staff and pupils. Leavers have continued to access a range of high-level courses at the best institutions in the country including Oxbridge, with most achieving the grades to go to their first choice of course. Pupils in junior classes have benefitted from bespoke teaching and learning, designed for their ability and age by subject specialists. Intervention has been effective at closing the gap between girls and boys at Key Stage 4. As with all areas of school development, there continues to be much to do in the important aspect of school life, the continuous professional development feeds into the renewed focus and drive for staff to seek the best in their pedagogy and the learning of their pupils.

This remains an area for development on the new SDP.

Pastoral Care/Pupil Welfare

This aspect of school life continues to develop as the needs of the pupils shape the direction of the work. Following the times of lockdown, mental wellbeing of the pupils and staff was an area of concern and as need arose, strategies and support was put in place or offered. Help for parents was provided through links to outside agencies. Since returning to normal timetabled schooldays, the pastoral needs of the pupils have somewhat normalised, with a returned focus on achievement, positive behaviour management and pastoral connections in school through Form Tutors, Heads of Year and other senior members of staff.

This remains an area for development on the new SDP.

Learning and Teaching

During lockdown, learning and teaching moved a remote experience and both pupils and staff learned quickly how to make effective use of MS Teams and Google Classroom.

Learning and Teaching remains a focus, with regular input from Curriculum Leaders, staff with responsibility for explicit areas for the curriculum (Literacy, Numeracy, ICT, CEIAG), and with opportunities for professional growth and development through the ALC, Magenta, ELDP, Catalyst, and other outside bodies. Methodologies and pedagogy have developed to meet the needs of the pupils and to extend the teaching and learning of all. Coupled with learning and teaching is assessment. This seeks to measure the qualitative and quantitative experience of teachers and learners. The use of data from assessment remains an area for continued development. The necessary reflective practice of teachers will be an area for focus on the

new SDP. Identifying underachievers and providing suitable intervention also remains an area for development. Identifying gifted and talented pupils and ensuring their special educational needs are met will be a new focus point on the new SDP.

Use of ICT in classrooms and at home

The school has made it a deliberate point of action to facilitate as many classrooms as possible with up-to-date technology by installing CleverTouch boards. This has expanded the scope of teaching and learning beyond the original plans of the 2019-22 SDP, and training in how to use these boards effectively has become an important aspect of Staff Development.

Crucial in maintaining teaching and learning through times of lockdown was the drive to use MS Teams as a platform for resources, live teaching and assessment. Most of this work was brand new to staff and as embryonic ideas became second nature, pupils and staff alike became familiar with the new technology at home. Where pupils could not access online learning due to a lack of Wi-Fi or equipment, support was sourced from a range of places (Tesco, O2, EA). The use of MS Teams as a learning portal continues to extend learning outside the classroom, particularly with examination classes and during closure days that are not school holidays.

Opportunities for pupils

Pupils at Cookstown High School are served by a team of professional teachers, all of whom teach their specialism. Staff provide extra-curricular, co-curricular and super-curricular opportunities through clubs and societies, sports, dram and musical activities, academic challenges and competitions. This has expanded since the pandemic, with outside agencies and organisations eager to support schools and staff leading with their own initiative. Academic opportunities include intervention support, UCAS guidance and a fresh CEIAG approach.

Intake numbers

The school has consistently attracted a higher number of Year 8 pupils since 2020, with an average intake each year of 163 pupils (including SEN numbers). Additionally, numbers moving to Cookstown High School from other local schools for 6th Form have increased in comparison to years before 2019.

The School Development Plan for 2023-26 seeks to build on these successes and to move Cookstown High School towards a secure future.

Community links

There has been increased engagement with the PTFA and FPA as well as the wider community which has served to develop relationships and further opportunities from which our pupils' benefit.

2023 – 2024 Progress

This academic year has focused on securing the foundations as well as the development of key areas such as learning and teaching, standards, pastoral support and opportunities. The majority of actions have commenced and are well underway and continue to be developed next academic year alongside increasing our collective vision for the school. There will also be a review of systems and procedures with a back-to-basics emphasis.

Key Areas that have seen significant development include:

Future Ready Programme

This programme has provided support, guidance and opportunities for 41 students to positively engage with school. The impact of the work has increased attendance, improved pupil engagement with school and pupils self-regard. Activities have included opportunities to utilise skills such as woodwork, horticulture, fishing, contribution to the local community, enterprise and looking after the school environment amongst others. We have been able to secure a further £35,000 for the programme for the next academic year.

Pupil participation has increased with the broadening of leadership opportunities for pupils which have included: anti-bullying ambassadors, junior prefects and wellbeing ambassadors. The school council has continued to meet regularly and relay to SLT pupil experience in CHS. This is an area that continues to develop.

Collaboration is essential for any organisation which enables it to go from strength to strength. Cookstown High School has an integral role in developing the work of the ALC as well as embracing opportunities such as Catalyst, partnerships with universities, SLT links with other schools and other organisations which enhance professional growth and pupil opportunities. This is a strength of the school.

Development of CEAIG

The careers curriculum continues to develop and Peoplehawk has been central in the progress of Careers where pupils have a greater appreciation of the relevance of careers and now take a greater responsibility for their own career profile and benefit from the links provided within the programme. The development of the work experience module within Peoplehawk has enabled the efficiency of compliance and monitoring of placements. The scope of community involvement has increased with greater links with MEGA, local businesses and industry.

There have been additional careers opportunities including Year 12 and Year 14 interview skills days and continued work and expansion of the career ready programme which is now oversubscribed.

SEND

The work on implementing 2017 legislation has largely been implemented at school level. There are ongoing developments with EA and DE and the school will continue to refine provision accordingly.

Addressing Bullying

Significant work has been carried out to refine current processes and systems to address bullying. Staff update training will take place in August 2024 and the school will continue to develop this area to support all pupils.

Review of Target Setting

A thorough review of target setting has taken place this year with a working group. As a result, a procedure document has been written to ensure that all stakeholders are aware of the process.

Key Priorities for 2024-2025

Self-Evaluation is an integral part of school development. SLT reviewed mechanisms for whole school Self Evaluation to ensure that opportunities are utilised to continually move forward.

The **character development** of pupils is at the heart of the work at CHS. This year, the school is revisiting processes, systems, expectations, routines and opportunities to enable pupils to increase ownership of the school and their own learning.

With pending **curricular developments**, it is an opportune time to review the effectiveness of Key Stage 3 provision and its impact for pupils. All subjects will have the opportunity to review their current curriculum to assess relevancy, approaches, progression and opportunities for innovation as well as impact of the curriculum.

The Shared Education partnership with Holy Trinity has gone from strength to strength. There is a shared annual staff development day, and there are a range of curricular opportunities to enrich the curriculum including: Art, English, Maths, Business Studies, Careers, LLW and Biology as well as addressing issues around identity. This area remains a priority for the school.

Sound and projection system in the Miller Hall

Refurbishment of the PE corridor (front of house)

Challenges

The principal challenges continue to include:

- Financial considerations – a significant budget deficit has restricted the ability of the school to fund programmes and initiatives with the required resources to augment provision.
- Future intake numbers due to decrease in population
- Pupil mental health

Summary of Achievements

Child centred provision, care and welfare

Degree of achievement	<i>Not achieved</i>				<i>Fully</i>
	<i>achieved</i>				
	1	2	3	4	5
Notes	Pupil attendance 3 School rewards 3 Personal development 5		House system 3 School Council 4 Pupil Leadership 4		

Curriculum and Assessment

Degree of achievement	<i>Not achieved</i>				<i>Fully</i>
	<i>achieved</i>				
	1	2	3	4	5
Notes	Curriculum Review 5 Assessment Review 4 Literacy Development 3		Careers programme 4 Effective use of homework 2 Data Tracking development 5 Numeracy 3		

High Quality Learning and Teaching

Degree of achievement	<i>Not achieved</i>				<i>Fully</i>
	<i>achieved</i>				
	1	2	3	4	5
Notes	Sharing of best practice 4 Collaboration 5		Continued development of effective use of ICT 4		

Effective Leadership and Management

Degree of achievement	<i>Not achieved</i>				<i>Fully achieved</i>
	1	2	3	4	5
Notes	Governor's training 5 SLT strategic leadership 4 Developing capacity of middle leaders 4 Staff professional development and induction 3		Ongoing school refit 3 Refreshed PRSD programme 3 SLT shadowing 3		

School connected to its community

Degree of achievement	<i>Not achieved</i>				<i>Fully achieved</i>
	1	2	3	4	5
Notes	Increased funding raising opportunities 4 Re-establishment of school production 5		Development of community 4		

Overview of Examination Results

Summary of A2 Level Performance

	(% 2023)	(% 2022)	(% 2021)	(% 2020)	(% 2019)			(% 2018)			(% 2017)		
Category	CHS	CHS	CHS	CHS	CHS	Gram	Sec	CHS	Gram	Sec	CHS	Gram	Sec
3+ (A* - C)	76.5	88.4	85	77.5	84	79.7	58.8	71.4	78.1	57.2	68.1	78.1	55
3+ (A* - C) Boys	65	93	100	88.9	81			61			64		
3+ (A* - C) Girls	84	100	100	87.5	84			73			70		
2+ (A* - E)	100	98.5	96.6	100	100	99.6	96.4	98.4	99.5	96.4	83.3	99.7	98.7
2+ (A* - E) Boys	100	100	100	100	94			100			100		
2+ (A* - E) Girls	100	100	100	100	100			98			100		

Summary of GCSE Performance (Year 12)

	(% 2023)	(% 2022)	(% 2021)	(% 2020)	(2019)			(2018)			(2017)		
Category	School	School	School	School	School	Gram	Sec	School	Gram	Sec	School	Gram	Sec
5+ GCSE A* - C	89.9	88.5	88.4	88.5	79	96.1	79.4	82	96	77.3	80	96.5	74.4
5+ GCSE A* - C FSM	88	76	79	84	74			24			67		
5+ GCSE A* - C girls	95.6	89	88.1	86	86			83			76		
5+ GCSE A* - C boys	85.7	88	88.7	91	71			79			83		
5+ GCSE A* - C (Inc M & E)	76.	77.05	76.8	71	64.9	94.3	54.8	61.4	94	52.4	61	94.1	49.9
5+ GCSE A* - C (Inc M & E) FSM	64	55	67	59	58			16			33		
5+ GCSE A* - C (Inc M & E) girls	78.2	78	78	68	82			68			69		
5+ GCSE A* - C (Inc M & E) boys	74.6	76	63	74	54			54			52		
7+ GCSE A* - C	87.1	79.5	82.6	78.6	77	90.5	57.3	72.9	91.2	54	71.3	91.2	54
7+ GCSE A* - C FSM	88	55	70	69	74			20			60		
7+ GCSE A* - C girls	91.3	82	85	75	86			77			81		
7+ GCSE A* - C boys	84	78	81	83	69			68.5			63.5		
7+ GCSE A* - C (Inc M & E)	76.1	73.7	75.2	68.7	64.9	89.9	48.2	56.5	90.3	44.7	56.6	90.3	44.7

7+ GCSE A* - C (Inc M & E) FSM	64	45	61	56	58			15.5			33		
7+ GCSE A* - C (Inc M & E) girls	78.2	75	81	66	82			63			69.5		
7+ GCSE A* - C (Inc M & E) boys	74	73	69	72	54			49			46		

1. Evaluation (2023)

<i>The evidence upon which our evaluations are based:</i>	
<p>Teaching staff feedback using ISEF questions on SDD Support staff feedback using questionnaire. Survey of Board of Governors Survey of parents Meeting with School Council Kirkland Rowell Survey SLT annual self-evaluation Transition SDP 2020 – 2021 External examination analysis Primary School links</p>	
<i>We have identified the following strengths in our provision:</i>	<i>We intend to share the following strengths more widely across the school:</i>
<ul style="list-style-type: none"> • Strong School Ethos • Strong Pastoral care • Academic outcomes: consistent improvement over the past 10 years • Closing gap between boys and girls • Improved intake as a percentage of local demographic • Large body of expert staff • Entitlement Framework • Educational pathways for all types of learners • Strong governance, and Middle Leadership • Provision of wider learning opportunities for pupils • Development of ICT 	<ul style="list-style-type: none"> • Meeting the needs of the ‘missing middle’ • Identifying gifted and talented • Use of PASS data to improve pupil experience.
<i>We have identified the following areas for further development:</i>	
<ul style="list-style-type: none"> • Attendance • Achievements and rewards • Stretch and challenge • Pupil leadership 	

2. Development Priorities

Year 1	Year 2	Year 3
<p>Academic outcomes:</p> <ul style="list-style-type: none"> Ensuring pupils of all abilities achieve their target grades: more able, middle and lower ability Sharper focused intervention at departmental and whole school level. Review of bench marking and target setting Refinement of data analysis and training for middle leaders on analysis Development of literacy and numeracy across the school Effective use of classroom assistants 	<p>Academic outcomes:</p> <ul style="list-style-type: none"> Ensuring pupils of all abilities achieve their target grades: more able, middle and lower ability Sharper focused intervention at departmental and whole school level. Review of bench marking and target setting Refinement of data analysis and training for middle leaders on analysis Development of literacy and numeracy across the school Effective use of classroom assistants 	
<p>Learning and Teaching:</p> <ul style="list-style-type: none"> Pedagogical development Increased Collaboration with schools and organisations Developing and empowering middle leaders and senior leaders Review of homework Relaunch of PRSD and lesson observations Continued development of CEIAG Implementation of Coaching approach 	<p>Learning and Teaching:</p> <ul style="list-style-type: none"> Self-Evaluation KS3 Curriculum Review Shared Education Pedagogical development Developing and empowering middle leaders and senior leaders Review of homework Relaunch of PRSD and lesson observations Implementation of Coaching approach 	
<p>Wellbeing and Welfare:</p> <ul style="list-style-type: none"> Staff Wellbeing Implementation of Future Ready programme Ongoing implementation of SEND Improved Attendance Increased profile of Pupil Rewards Wider opportunities to develop Pupil leadership Relaunching positive behaviour Effective and efficient management of school resources and estate to provide high quality educational experience 	<p>Wellbeing and Welfare:</p> <ul style="list-style-type: none"> Staff Wellbeing Character Development Improved Attendance Increased profile of Pupil Rewards Wider opportunities to develop Pupil leadership Effective and efficient management of school resources and estate to provide high quality educational experience 	

3. Finances

The financial projections are both challenging and pessimistic. Over the last three years the school has increased its pupil numbers from 735 to almost 900, in addition, the school has secured additional funding to support specific programmes i.e. Teacher Professional Learning, Future Ready programme and support from the local community to finance specific projects such as the Millar Hall.

Current situation has placed considerable financial pressures being experienced including utilities costs, higher staff costs as well as increasing resources costs.

The school development plan has been created in a manner that does not lead to significant additional on-going costs and increasingly our focus during financial planning has become maintenance of existing academic and pastoral programme. The budget continues to be monitored closely by EA and Governors.

The following finances have been earmarked to support the development priorities in this SDP:

- i. Investment in tangible rewards
- ii. Encouraging new and innovative links with the local community (not only support of annual events, visiting speakers, volunteering, careers and work experience)

4. Links to other policies

<i>References to the school policies summarising our strategies for each of these key areas</i>	
<i>School Ethos</i>	Prospectus
<i>Learning, teaching and assessment</i>	Assessment and Homework Policy, Learning and Teaching Policy Curriculum Policy
<i>Effective use of ICT</i>	BYOD Policy Using ICT Policy
<i>Special Educational Needs</i>	SEN Policy
<i>Health and well-being - pupils</i>	Health and Well-being Policy Pastoral Care Policy Bereavement and Loss Policy RSE Policy First Aid Policy (Administering Medications Procedure)
<i>Health and well-being - staff</i>	Staff Welfare Policy
<i>Attendance – pupils</i>	Attendance and Punctuality Policy
<i>Attendance - staff</i>	Managing attendance at work policy
<i>Child Protection</i>	Safeguarding and Child Protection Policy e-Safety Policy ETI Safeguarding Proforma
<i>Promotion of positive behaviour</i>	Positive Behaviour Policy Anti-bullying Policy
<i>Professional development of staff</i>	Staff Development Policy

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
Target Setting						
Used to varying levels across the school <i>(Progression)</i>	Clear communication of targets to parents and pupils	Staff feedback and analysis of the current system against outcomes (stretch and challenge, and accuracy). Make changes, relaunch to raise profile of targets.	Understanding of targets and consistent integrated use in subjects by all staff.	August Baker Days/ Sept	AMC/CLs	Process overview for use of data CL meetings, Depts
Tracking						
Approaches are sought to ensure that all pupils across all abilities meet their potential. <i>(Standards attained)</i>	Effective use of targets in monitoring progress in lessons	Review benchmarking and target-setting procedures and use of data after each assessment to determine effectiveness. Improve use of data analysis with clear processes for middle leaders and teachers in the effective use of data to improve teaching and learning. Pupils supported and directed by teachers in setting target grades. Target grades used within tracking process to monitor progress.	A fully aligned time bound approach where arising issues are followed up promptly. Review targets and identify priorities/ approaches for next term. Data is used effectively by all staff.	August Baker Day Week allocated assembly/ form class to launch	AMC/CJ AMC/FG	Process for target setting Agenda item at CL meetings and Dept. meetings All issues followed up
Interventions						
Inconsistent approach regarding interventions across subject areas. <i>(Outcomes for learners)</i>	Sharper focused intervention	Intervention strategies are quick, effective, and appropriate. Strategies are at different levels within school: classroom, departmental, whole school to bridge gap in learning.	Interventions demonstrate a tangible impact for pupils thus enabling them to achieve their target grade. Timebound analysis informs pupils of next steps	September Staff meeting October/ Dec/Feb/ June	AMC/FG GC/AM	

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
Literacy, Numeracy and ICT						
Implementation of literacy, ICT and numeracy is not consistent across the curriculum. <i>(Wider skills and dispositions / capabilities; Outcomes for learners)</i>	To ensure the effective integration of literacy and numeracy across all subjects	Literacy/ numeracy/ ICT provision mapped across departments to review current integration. Identification of areas such as reading, writing, oracy, listening skills or numeracy skills by departments. Refresher training for all staff on numeracy and literacy.	Tangible literacy, ICT and numeracy outcomes based on identified targets.	Oct CL mtg/ Staff meeting/ training: Baker Days	LF/KD/RJ	Literacy, ICT and numeracy audit Literacy, ICT and numeracy training
Classroom Assistants						
Specific skills which are not being utilised <i>(Leadership and management)</i>	Effective utilisation and skilling up of classroom assistants	Identification of specific classroom assistant skills and effective deployment inside and outside the classroom. Additional training for teaching and classroom assistants, where appropriate.	Classroom assistants are used more effectively. Pupils are more confident, literate, numerate, competent and able to access curriculum. Pupils take pride in learning.	Training time – Baker Days	JC	Proposals re resources to be submitted Proposals for possible training
Curriculum and Assessment						
Review of KS 3 Curriculum	To ensure an appropriate and up to date KS3 curriculum	Review of KS3 Curriculum across all depts to ensure that it is up to date and reflects requirements including the big picture. Audit current provision: digital skills, green growth and RSE and identify areas for curriculum development and training needs Adjust curriculum accordingly, and if necessary, devise SOW, resources and assessments.	Ensure that KS3 curriculum is fresh and reflects requirements and current issues	Baker Days and Dept time	AM	Proposals re resources to be submitted Proposals for possible training

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Review of target setting procedure	August CL meeting	<ul style="list-style-type: none"> A range of interventions across departments provided after school and holidays. Target setting group have met on a number of occasions to review target setting. data analysis training is planned for August 2024. Literacy and numeracy developments are ongoing and were shared on the staff development day in May. L Forbes launched homework helpdesk in consultation with staff and curriculum leaders. CEIAG and development of Peoplehawk has enhanced the curriculum provision. 4 SLT members coaching training from EA Collaboration via ALC, Shared Education Partnership, Dromore High School, St Patrick's Academy, catalyst and many more.
Effective use of targets in monitoring progress in lessons	Ongoing Dept. meetings, self-evaluation after each tracking	
Consistent approach regarding interventions across all subject areas.	Ongoing following each tracking	
Literacy, numeracy and ICT	Launched in August Reviewed each term	
Effective utilisation of classroom assistants	Clear strategic plan integrating CAs in classes August training Reviewed half-termly Adjusted as necessary	
		<p>Areas for further development</p> <ul style="list-style-type: none"> Utilisation of classroom assistants across departments. Literacy and numeracy development Target setting procedures reviewed, and outcomes presented to SLT and staff Intervention process is tracked, and pupils monitored regarding impact <p>'New' issues for consideration</p> <ul style="list-style-type: none"> Review of Key Stage 3 curriculum

Monitoring strategies		Evaluation (How well did we do?)
Key Stage 3 curriculum and assessment review	Ongoing throughout the year. At the end of the academic year, VP will present overview to staff of findings and areas that have implemented, improved and outstanding matters.	

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
Learning and Teaching						
Departments have their own individual T&L development strategies. Currently there is no T&L group.	Develop a Teaching and Learning working group with key foci based upon school priorities. Plan/improve opportunities provided for teachers to develop their professional practice.	<p>Representative from each department to form part of group. The T&L group to meet once per half term. Findings to be shared at CL and Dept. meetings.</p> <p>Deliver CPD sessions in CL and staff meetings to address key aspects of T&L</p>	T&L group to present ideas to CLs and staff surrounding, stretch and challenge, AFL, Retrieval Practice, questioning and effective feedback. Develop a culture of collaboration with CPD focussed on areas identified by PRSD. Provision for pupils enables them to access curriculum and to make progress.	<p>One session per week</p> <p>Weekly meetings</p>	<p>AMC and representatives</p> <p>AMC/ FG/ CLs</p>	<p>Recent educational research</p> <p>Outside providers</p>
Boys' Achievement						
CPD has been delivered to improve Boys' achievement and this remains a priority.	Promote strategies for Raising Boys Achievement and wider achievement in general.	<p>Share UU Research with Teaching and Support Staff.</p> <p>Revisit Raising Achievement strategies that have been delivered previously. Strategies identified by departments to be showcased at CL and staff meetings. Raising Achievement to be added as an agenda item to Departmental meetings. Audit to identify where improvement is required.</p>	Boys Forum feedback improved. Increased engagement in lessons from boys. Learning conversations to identify increased motivation and quality of work in pupil's books. Improved results of underachieving boys.	Weekly meetings and development time.	AMC/ FG and CLs	Outside providers

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
AFL & Retrieval Practice						
AFL and retrieval practice are evident across departments but needs to be reflected in SOWs and day to day teaching.	Improve use of AFL, Retrieval Practice across departments.	AFL strategies to determine pupil learning during lessons and to take appropriate action Whole staff CPD to refresh AFL pedagogy	CPD for all staff on AFL strategies to be used during lessons to check students' learning and regulate pace and challenge in lessons.	Weekly meetings and meeting time.	AMC/FG and CLs	
Stretch & Challenge						
Inconsistent approach to stretch and challenge across departments.	Promote Stretch and Challenge across all Key Stages. Improve the quality of feedback.	Provide a range of 'Teach to the Top' strategies that stretch and challenge the most able. Encourage a culture of collaboration between departments and wider staff. Incorporate Magenta principles and retrieval practice to encourage all pupils to think hard and develop metacognition. Ensure pupils receive specific and useful feedback that promotes positive progress.	Work in pupil's books and assessments show challenge. A range of strategies are showcased. Book looks and learning conversations to discuss impact of feedback. Pupils are achieving their full potential – (targets)	Weekly meetings and meeting time. Regular scheduled Quality Assurance Scheduled reviews	AMC/CLs AMC/CLs	
Homework						
Homework review is required based on pupil engagement.	Review homework across the school and ensure that it is	Review quality of homework set. Homework augments, provides opportunity to reinforce learning and development of KUS with independency and fluency. Pupil and parent engagement.	Working party to review homework. Meaningful pupil engagement.	Department Time and CL time	AMC/CLs	

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
(cont'd)	effective and developmental	Homework policy reviewed. Provide training on various styles of strategy.	Evidence in pupil books of meaningful homework.			
PRSD						
Due to action short of strike the PRSD system has not functioned in the way it needs to support the development of staff.	Clarity of understanding regarding the rationale and the system. Clear and effective and developmental targets set for PRSD.	Staff training session on the value of professional reflection and development, and outline of the PRSD process. An updated menu of PRSD developmental targets and training and based on school and departmental priorities. Annual year review of the effectiveness of the PRSD system at departmental and school level. High quality T&L, expert delivery of subjects	Professional investment in staff which enables CPD and supports all pupils learning and development	Course dependent	AMC/GE	Course dependent
Coaching						
Coaching approach has been adopted in a number of departments	Develop coaching approach across all departmental areas.	Select areas across the school where coaching will be implemented; provide training; review impact across departmental area. Roll out across the school over the course of 3 years.	Coaching culture embedded in as most departments.	Staff training time, time for implementation in depts	RJ	Training costs
Learning & Teaching						
Currently Trusted Colleague Network is available to colleagues but only used to a small degree across teaching	Develop Triads as an approach for colleagues to work together, setting personal targets and learning in a	To introduce Triads as a method of setting personal targets for improvement in Learning and teaching, in collaboration with two other colleagues. Begin with a pilot group and launch programme in 2024-25. Collaborative work	Triads become a preferred way of learning professionally together, with bespoke targets and opportunities to observe each other's practice.	Time required to meet together and to observe each other. Feedback time required.	FG/LF	Programme outline, resources for feedback and evaluation.

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
staff. Triads are a viable option that can bring colleagues together across disciplines, levels of experience and roles, and work and grow together professionally.	supportive, trusted environment	Community provide opportunities for CHS to meet with colleagues from other schools				
Shared Education						
Shared Education is an area that continues to develop as both schools find benefit in shared CPD, experiences, learning and opportunities.	To continually strengthen opportunities to work together across schools	<p>Explore the possibility of a residential for both schools, present proposal and implement if approved.</p> <p>Identify opportunities to engage with external organisations to highlight the success of the shared education programme and impact on pupils.</p> <p>Organically identify new areas to work together (as they present themselves)</p> <p>Grow professional opportunities for staff to work together in areas of expertise and cascade benefits/ learning to others</p>	Stronger embedded relationships with Holy Trinity College.	Meeting time	AM	Costs to be presented when projects are explored and costed
Self-Evaluation						
Continual self-evaluation has been a feature of the school	To provide a strong self-evaluation approach	Review and assess effectiveness of current mechanisms.	Strong agile impactful mechanisms in place which quickly inform school leadership of	Meeting time	LF (FG)	

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
for many years and it is an opportune time to review the mechanisms in place to ensure reflective practice.	which informs school priorities	<p>Identify and implement appropriate layers, methods and approaches across the school community.</p> <p>Collate information in a central repository to analyse and inform areas for future development.</p> <p>Review on an annual basis effectiveness of mechanisms.</p>	areas of strength and for development.			

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Develop L & T group	September 2023	<ul style="list-style-type: none"> Teaching and learning group is established and is focusing on key areas from pupil surveys including learning intentions, learning and teaching and feedback. TPL opportunities shared with staff in the form of external and internal opportunities, including EA, Learnspark, Catalyst, ALC. Boys' achievement training provided. Boys' forum and a focus on gender gaps internal and external examinations. AFL launched in August and pupils surveyed in February 2024. Issues in marking and feedback identified and focused upon in May 2024 staff training. L Forbes has reviewed homework and launched a Homework helpdesk. <p>Areas for further development</p> <ul style="list-style-type: none"> Embed learning and Teaching developments Relaunch of PRSD Coaching cascaded with middle leaders <p>'New' issues for consideration</p> <ul style="list-style-type: none"> School Self-Evaluation framework Broaden Shared Education opportunities, where appropriate
Expand opportunities for TPL	August plan which has a plan throughout the year	
Boys' achievement	As above	
Consistent whole school approach to AFL and retrieval practice	August 2023 launch and throughout the year	
Ensure stretch and challenge across the ability range	August launch and throughout the year	
Ensure regular high-quality homework provision	September review and half termly checks	
Increased collaboration with schools and organisations	September 2023 and throughout the year	
Relaunch of PRSD and lesson observations	Review September	
Continued development of CEAIG	Ongoing throughout the academic year	
Develop coaching culture across the school	August/ September launch 2023	
Shared Education development	Ongoing throughout the year	

Monitoring strategies		Evaluation (How well did we do?)
Strong self-evaluation framework which informs school priorities	Ongoing throughout the year	

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
Wellbeing & Welfare						
Ongoing development of staff wellbeing and welfare	Increased profile and opportunities for staff	Raise profile of EA Health and Wellbeing Hub and sign posting e.g. brochures Staff sessions/ workshops (financial wellbeing/ Mental Health/ Employee schemes and benefits) Consider Wellbeing working group – team events, opportunities, to encourage positive relationships.	Increased sign posting and support for staff. Events organised	Staff meetings	GE/ CA	August staff training
Communication						
Implementation of electronic communication improvements e.g. InTouch parents messaging system re attendance	All parents to access electronic messages	Information relayed to parents at admission – update of contact details possible from parent/carer device. Canvass parent views on ways in which communication can be improved. Fire Evacuations to be completed in ‘real time’ using surface pro to take registers; full utilisation SG world sign in system.	Parent Handbook available online. Electronic system is fully operational and efficiently and effectively accounts for everyone in the school	Ongoing Immediately	CA CA	
Pupil Leadership						
Cohesive Senior Prefect Team		Prefect leadership opportunities to be maximised to enable greater scope of remit and more personal reward from the role. Junior Prefects in Year 12 to be appointed – acknowledgement of those excellent pupils who may not remain in school until 6 th form.	Increased pupil confidence, independence and leadership. Delegate responsibility to Yr12 pupils to recognise school loyalty and	September and termly	CA/ LJ/HOY CA/ HoYs	Training organisations and time allocation for pupils

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
		Catalyst training for pupil leaders.	trustworthiness		CA	
Positive Behaviour						
Culture in place	Ongoing development of culture of Positive Behaviour	PASS baseline survey for Yr8 pupils PASS baseline survey for Yr11 pupils Agencies identified OR signposted to parents to assist and support pupils – making interventions as early as possible in the school career. Character education & development based upon on school ethos and values. Jubilee centre – character education.	Charter measure – potential for formal accreditation	September September & throughout year	HoYs CA/ HoYs	PASS costs Associated costs with character education development
Rewards						
All ability school with emphasis on inclusivity. Recognition of top and bottom performers BUT proactively identify the missing middle	Profile of rewards is increased and valued by pupils. Identify for the pupils who are the 'middle children'.	Increased public recognition of pupils and rewards. All staff looking for the good - 'spot the good'. Celebration assemblies	Rewards Board House points on display Improved visibility of pupil rewards and pupil achievements thus increasing pupil confidence and encouragement.	September	CA/ HoYs/FTs	Proposal for rewards – potential costs
Character Development						
Pupil engagement and character is a strong feature of the school. It is an area that is continually	To provide opportunities for pupils to develop character	Reiteration of school ethos and values as well as expectations of good character including manners and respect and strong work ethic via assemblies and overt lessons in form time.	Pupils who recognise the strengths of their individual character and align to school values.	Meeting time	CA	Time

Baseline	Target	Actions	Success criteria	Time	Staff	Resources
refined to draw out the best aspects of pupil character.		Good character to be recognised in a public way. Working group to finalise proposals and present to SLT prior to implementation.				
Pastoral Care						
Pastoral care is a strength - from well-structured and quality HOY and FT teams	Form Time to be more efficient and effective Improved implementation of Addressing Bullying Policy	Form time resources to be provided in digital format for use by Form Tutors – Key Stage & Year Group Specific resources Participation in 'Addressing bullying in schools' intervention team EA support and development.	Form Time providing impact for pupils and allowing for school ethos and values to be delivered. Raised awareness of bullying vs antisocial behaviour and pupils feel safe and know who to go to for support.	August and ongoing throughout year	CA/ HoYs/FTs	Staff training time

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Staff Wellbeing	August training sessions and ongoing	<ul style="list-style-type: none"> • Future ready programme has had a very positive impact for pupils and continues. • Reach mentoring - ethos is compatible with pastoral support. • Efficiency and impact of SENCo as well as effective come in leadership of CA team. • Wellbeing and anti-bullying ambassadors are in place. • Increased pupil participation and renewed focus at school council and senior prefect team. <p>Areas for further development</p> <ul style="list-style-type: none"> • Improved access to and use of PASS survey data • Communication of pastoral initiatives to colleagues and pupils • Increase profile of pupil rewards • Develop opportunities for middle ability pupils <p>'New' issues for consideration</p> <ul style="list-style-type: none"> • Character curriculum which is delivered during Form Time.
Launch of Future Ready programme	Programme launched and ongoing development throughout the year	
Continued implementation of SEND legislation	Implementation has commenced, training in place for SENCo and Principal. August staff training	
Support for ASD pupils	August staff training and at pastoral/staff meetings	
Continued development of parental communication	Review on a half term basis	
Increased pupil participation	September and monthly review	
Pupil rewards profile increased	September and monthly review	
Developing opportunities for the 'middle children'	September and reviewed on a half term basis	
Effective and efficient use of form time	September and monthly review	

Monitoring strategies		Evaluation (How well did we do?)
Character development programme implemented	Ongoing throughout the year	



Key Performance Indicators for Cookstown High School 2023 – 2026

Academic Headline measures

GCSE

	2024	2025	2026
5A* - C grades	89%	89.3%	89.5%
5A* - C grades inc En & Ma	78%	78.3%	78.5%
A* & A grades	35.5%	36%	36.3%

A Level

	2024	2025	2026
3A* - C grades	89%	90%	90.5%
3A* - E grades	100%	100%	100%
3A* & A grades	54.5%	56%	58%
3A* & B grades	75%	77%	78.5%

Attendance

	2024	2025	2026
Attendance	92%	94%	95%
Unauthorised Absences	2%	1.5%	1%
Persistent Absentees	20% (10 pupils)	15% (5 pupils)	10% (2 pupils)