

Cookstown High School



School Development Plan

2016-2019

Character through Knowledge

SDP Requirement 1: A statement and evaluation of ethos

Summary

Cookstown High School is an all ability school; as such it seeks to facilitate learning for all and encourage all pupils to realise their potential. It is proud of its grammar school heritage and believes in academic excellence for staff and pupils alike. Pupils are admitted to the school's grammar provision on the basis of their academic ability as evidenced through standardised tests in primary school. Pupils on the secondary pathway are able to avail of a wide range of academic and vocational courses. True to its Christian principles it encourages a spirit of respect and cooperation and seeks to support those less fortunate, locally and internationally. In keeping with the school's ethos the Senior Leadership Team operates an open door policy enabling routine access for staff, parents and pupils. Pupils are encouraged to contribute to school and community life. To promote its ethos the school has established nine core aims. These aims are set before parents, pupils, staff and the wider community at school events, on the website and in the pupil diary / handbook. The aims are displayed prominently in the school where visitors and pupils can see them regularly. These aims and the school's ethos are focussed on the needs of each child, promoting high quality learning and teaching, developing effective leadership within school and engaging the school as a society stakeholder with the wider community. Staff are familiar with the moral purpose promoted by the GTCNI Competences which are used in evaluative practice and at Staff Development Days.

Cookstown High School: Statement of Ethos

As a school founded upon Christian principles, we believe in and celebrate the uniqueness of each individual and encourage all members of our community to show respect for all.

We seek the development of Character through Knowledge believing each individual has a duty to build a community, to strive to do their best, to show compassion for those in need, and to take responsibility for their own words and actions.

Cookstown High Schools seeks to develop young people who are independent learners and active citizens.

To support its ethos and aims the school has adopted a short mission statement encapsulating its purpose 'To provide and promote Excellence, Opportunity and Support.'

Evaluation

- Assemblies (whole school on Monday & Friday & fortnightly Year Assemblies)
- Pupil Voice – through School Council
- Open door policy for parents and pupils
- School aims & ethos visible to pupils, parents and visitors
- Pastoral care structures – praised by Education & Training Inspectorate in 2011
- Pastoral care audit to be carried out in June 2014.
- Survey of staff – Ethos evaluated Sept 2012 data processed and reported back to staff in Jan 2013. Engaged all staff members.
- Results from Key Stage 3 forms a pathway in year 10
- Benchmarking at KS3 to ensure appropriate pathways are chosen by pupils
- Tracking at KS3 & GCSE used to monitor progress
- Learning Support Centre (LSC) provides support for pupils with Moderate Learning Difficulties (MLD)
- Recognition of success using social media /rewards system
- Induction for Years 8 and & 13
- Peer Mentoring in place
- Learning and Teaching Policy in place which reflects ethos
- Charity Committee & other school charity endeavours (School Aid Romania)
- Year 13 enrichment programme – care home liaison & work with feeder primary schools

- Choir and carol service in local church
- Local clergy involved in Friday assemblies
- ECO School status
- Support classes after school
- Extensive extra curricular menu
- Development of induction Year groups/ study skills emphasis
- Personal Development unit to promote school values with pupils
- Parent Teachers & Friends Association & Former Pupils Association developed
- Presentation of school book mark to every pupil in school

Future action

- Develop links with East Tyrone cycling Club
- Create pupil team to assist with use of technology in assembly
- Develop Assembly Policy

SDP Requirement 2a: A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT

Summary

At Key Stage 3 pupils study a broad and balanced curriculum consisting of: Art and Design, Biology, Chemistry, Citizenship, Drama, Employability, English, French, Games, Geography, History, Home Economics, Information Technology, Mathematics, Music, Personal Development, Physical Education, Physics, Religious Studies, Spanish and Technology and Design.

At Key Stage 4 the great majority of pupils presently study nine GCSE subjects. Pupils entering Key Stage 4 have the opportunity, with their parent/guardian, to consider their preferred subject choices and pathway with careers staff in the Spring of Year 10.

Some pupils study a reduced number of GCSE subjects. In this option more time is allocated to core skills of Literacy and Numeracy.

The following subjects are offered at present to GCSE Level: Additional Mathematics, Applied Engineering (BTEC), Art and Design, Biology, Business Studies, Chemistry, English, English Literature, French, German, Geography, Health and Social Care (BTEC), History, Home Economics, Information and Communication Technology, Mathematics, Music, Physical Education, Physics, Religious Studies, Spanish, Technology and Design.

The school offers an additional modified curriculum to some (VEP) pupils in the Vocational Education Partnership. These pupils currently attend Occupational Studies courses in Years 11 and 12 one day per week at South West Regional College, Dungannon. While in school, a modified curriculum develops Literacy, Numeracy and ICT skills and offers opportunities to sit a reduced number of GCSE examinations. These pupils also have the opportunity to participate in the 'Learning Together Partnership' delivered by teaching staff and the EA Youth Service. The same pupils also attend work experience placements one day per week in Years 11 and 12. Significant numbers from this group gain full-time employment and training opportunities from their work experience. Senior Leadership Team looks to other schools for examples of good practice in curriculum design and delivery to pupils of all abilities at KS3

Evaluation

- 2011 ETI report
- % Departments above NI average at GCSE
- CAT data used to baseline pupils in Years 8 and 11.
- Entitlement Framework a (EF) audit evidences courses
- Free School Meals (FSM) engagement and performance data
- Learning and Teaching policy has been reviewed
- Use of Performance Review & Staff Development (PRSD) menu with outcomes to identify training needs and evidence from lesson observations
- Use of Together Towards Improvement (TTI) Quality Indicators (QI) for annual whole school evaluation
- Use of School Development Days (SDDs) & Continual Professional Development (CPD) to promote the priorities of the School Development Plan SDP
- Increase in Connected Learning: STEM projects involved several departments
- Assessment policy reviewed
- Assessment for Learning (AfL) strategies in use
- Senior Teacher role for Beginning Teachers (BT) & Early Professional Development (EPD) induction & support
- Pupil Mentoring/ Paired reading/(Sixth Form pupils trained for these roles)

and KS4.

A broadly based Advanced Level GCE programme is offered in Sixth Form with the aim of preparing students for entry to the Universities and courses of their choice. Children of outstanding ability relative to their peers are encouraged to make Oxbridge applications and supported through this process.

Examination subjects presently offered at GCE AS and A2 Levels include: Art and Design, Biology, Business Studies, Chemistry, English Literature, French, Further Mathematics, German, Geography, History, Home Economics, Information Technology, Mathematics, Music, Physical Education, Physics, Religious Studies, Spanish and Technology and Design. At National Certificate Level (two A Level equivalent): Health and Social Care.

Subjects offered at A Level and in collaboration with the Area Learning Community (ALC): Media Studies, Psychology.

Those offered at National Award Level (one A Level equivalent) and in collaboration with the Area Learning Community: Construction, Land Use, Moving Image Arts, Performing Arts and Travel and Tourism, Health & Social Care.

The school is continually investigating additional vocational courses to increase and enhance the current post-16 provision.

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

An Enrichment Programme is available for Year 13 pupils. Beyond their academic studies these students may participate in paired reading, drama and support work in Primary Schools or residential homes or the production of a school newsletter.

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

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

- Introduction of Tracking Intervention Mornings
- Departmental Action Plans based on pupil outcomes in examinations
- Pupil support system 6th Form/ underachievement intervention strategies – pupils assigned to named member of senior staff
- SENCO / Individual Education Plans (IEPs)
- Educational visits and encouraged
- SLT fact finding visit to Strabane Academy
- Primary school Links through transfer forum to help improve uptake of subjects post transfer
- Visiting speakers to school
- Coordinators for Numeracy & ICT have opportunity to show leadership to staff
- Improved outcomes through the OFMDFM Signature Project
- Engagement in Shared Education Partnership
- Literacy coordinator appointed

Future action

- Renewed focus on Literacy & Numeracy across the curriculum
- Greater English as an Additional Language (EAL) support
- Development of strategies to promote independent learning
- Investigation of more appropriate pathways
- Review of period length and period allocation to subjects
- Refinement of support process for underachieving pupils

GCSE Attainment (target for year)

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
5+ GCSE (A*-C)	63.8	72.4	65.2	66.9	64.9	60 (68)	67	68.6 (70)
5+ GCSE (A*-C) Eng & Maths	51.3	55.9	52.2	45.4	53.6	46 (57)	61	48 (60)

A Level attainment

	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
3+ A-C	69.4	68.9	61.8	45.3	61.2	62	70.5	64.7 (65)
2+ A-E	93.1	98.6	96.6	80	97	97	98	100 (90)

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

Learning Support Centre / Special Educational Needs

Children with moderate learning difficulties and many children with statements of special need are catered for within the Learning Support Centre where there is a family atmosphere with a much higher staff to pupil ratio. The curriculum is also varied to more appropriately meet the learning needs of these young people. The Learning Support Centre has its own specialist teaching and support staff with a Head of Department managing the provision.

Most pupils with specific learning difficulties are catered for within the mainstream as far as available resources permit. The school has a well trained SENCo (Special Education Needs Co-ordinator) relocated in a private, modern office. The SENCo works closely with staff in establishing and implementing IEPs. The SENCo also works in close liaison with the Educational Psychologist, Behaviour Support Team (BST), parents and appropriate outside agencies and regularly attends meetings of the SLT to update them on good practice and specific school needs or developments. The SENCo provides training for staff on at least an annual basis and works with staff in identifying and meeting training needs. Further information about the special needs provision and the school's SEN Policy is available upon contacting the SENCo. The school constantly reviews and evaluates the range of accreditation opportunities for special educational needs pupils, including LSC pupils, in order to improve the options and pathways available to them on leaving school.

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

SEN Code of Practice (Learning) by Stage

Stage	Number of Pupils
1	52
2	48
3	31
4	1
5	18

Evaluation

- Purchase of assistive technologies
- specialist office accommodation for SENCo
- Increase in testing by SENCo
- Appointment of Assistant SENCo
- Correspondence from SENCo
- SENCo input to briefings
- Training records of SENCo and other staff
- Engagement in activities for Gifted & Talented pupils
- Development of new IEP structure in collaboration with ALC
- Subsidy to elite sports people to attend events
- Use of SEN Audit tool

Future action

- Developing more G&T provision
- Appointment of Shadow/Assistant SENCo
- Explore new ways of honouring or recognising conspicuous achievement by pupils
- Develop provision for Oxbridge aspirants

SEN Code of Practice (Learning) by Year Group

Year Group	Number of pupils
8	21
9	38
10	27
11	39
12	17
13	3
14	5

SEN Pupils by Category	
Cognitive and Learning	129
Social, Emotional and Behavioural	9
Communication and Interaction	11
Sensory	2
Physical	0
Medical Conditions/Syndromes	11
Other	0
TOTAL*	162

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

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

Summary

Pastoral Care

The High School believes that effective learning can only happen when a young person is in a supportive, caring environment where he/she feels happy and secure. There is therefore a well-established pastoral care system and Personal Development programme in the High School run by experienced, caring staff under the direction of a Vice-Principal. The school also makes use of a professional Counsellor, presently contracted from Family works counselling.

Each Year group has its own Head of Year and team of Form Tutors. Heads of Year and Form Tutors take a very close personal interest in all the pupils in their care and will respond to all concerns expressed by pupils or parents. The Head of Year will always make time to meet with parents and pupils (Please refer to 'Contacting the School' in the school diary and handbook). Form classes have pastoral time with their Form Tutors and Year groups have their own assemblies on a regular basis. Parents are encouraged to familiarize themselves with our Pastoral Care Policy and other related policies.

Safeguarding & Child Protection

The school follows Department of Education procedures for child protection. There is a Designated Teacher and five Deputy Designated Teachers who have special responsibility for dealing with Child Protection concerns.

All members of staff have been trained and are aware of their responsibilities in this area. The school's Safeguarding and Child Protection Policy can be located on the School's Website. Together with the Headmaster and a nominated member of the Board of Governors the Designated and Deputy Designated teachers comprise the Safeguarding Team. All members of staff, teaching and non-teaching are made aware that safeguarding is the responsibility of everyone. Child Protection notice boards are prominent in each building. Child Protection procedures and the School Counselor are presented to pupils in assembly and Form Class time. Safeguarding procedures are available on the website and in the form of a trifold brochure from the school.

Evaluation

Minutes of meetings

Accommodation in Coolnafranky House (Pupil Support and Old Study)

Counselling service

Heads of Year have allocated time to deal with issues

Use of external agencies (PSNI, Amazing Brains, Love for Life)

Pupil evaluation of PD programme available using Google Forms

First Aid training for staff

Extensive range of extra curricular activities

Attendance & punctuality encouraged through assemblies etc.

Use of SIMS (Lesson monitor) & Sims Learning Gateway (SLG)

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

Enhanced profile of behaviour management training

Pupil assemblies

Learning for Life & Work events

Child Protection (CP) Training

Prefect duties

Safeguarding Team meetings

Safeguarding reports to BoG by VP Pastoral

Safeguarding & Child Protection statistics 2016/17

Category	Number of pupils
Looked After Child (LAC)	1
Family Support	11
CP Register	0

SEN Code of Practice (Learning) by Stage

Stage	Number of Pupils
1	52
2	48
3	31
4	1
5	18

SEN Code of Practice (Learning) by Year Group

Year Group	Number of pupils
8	21
9	38
10	27
11	39
12	17
13	3
14	5

Anti-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. Complaints about bullying are dealt with firmly, fairly and promptly and in accordance with the Northern Ireland Anti Bullying Forum (NIABF) guidelines, whose agreed definition of bullying we use. The relevant school policies and the proactive nature of our pastoral care system are designed to minimize the occurrence of bullying. Pupils and parents are encouraged to familiarize themselves with the school's Anti-Bullying Policy. Should a pupil or parent have any concern about a bullying issue it is imperative that they inform the appropriate member of staff immediately.

Access Control system

Pupil Related Matters is standing item on SLT Agenda

Use of P/T member of staff to work on behaviour issues

Development of Rewards System

Introduction of New Pupil Profile

Use of Form tutor Pupil Interview proforma

Development of new extra curricular activities

Development of nurture/ chill out room

Use of Pastoral (and safeguarding) Audit

Relationships & Sexuality Education (RSE) training

Adoption of NIABF standards & guidelines

Anchor School for Cycle Against Suicide

Work to develop pupil resilience

Staff are emailed each period if register has not been marked

Introduction of SLG to improve parental engagement

Future Action

Continued development of extra curricular activities menu

Further development of 'nurture rom'

Fresh engagement with Diana Award

New Healthy Eating Policy and strategy developed

Review of preventative curriculum

Exploration of issues related to developing Character Education

Personal Development

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

Personal Development provides the means for our young people to clarify their values and attitudes. It assists young people in the development of personal skills which in turn leads them to an acceptance of responsibility for themselves and for their actions. Personal Development is firmly rooted in the school ethos and the belief that all people have value in their own right, and that their feelings, opinions and actions are important, regardless of whether or not these correlate with those of others.

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

Relationships and sexuality is a major issue for our young people. In the delivery of the Relationships and Sexuality Education curriculum the school will advocate abstinence as the acceptable option for our young people.

It is our aim to help our young people to develop an understanding of and a healthy attitude towards human sexuality and relationships, develop values and establish behaviour within a moral, spiritual and social framework.

(Please refer to the RSE Policy)

Misuse of Substances

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

The school endeavours to educate and inform young people about the risks, and to promote self-respect, self-reliance and self-discipline. This is done within our Personal Development programme and by involving appropriate external agencies specialising in this field. The programme is matched to the age and maturity of the pupils involved. Where this fails, misuse will be firmly handled as part of our behaviour management procedures. Please see our Misuse of Substance Policy.

Positive Behaviour and Discipline

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

In the first instance, the school aims to promote positive behaviour by good teaching, by setting out clear expectations and fostering positive relationships between pupils and staff.

Underpinning this is the School Positive Behaviour Policy, which provides detailed guidance on the standards expected, and the sanctions available. These sanctions range from verbal reprimand through to giving extra work, detention or special detention, time in Pupil Support

and, in serious cases, suspension.

Persistent misbehaviour may result in a range of strategies being applied. Examples of strategies employed could include the pupil being placed on the Special Needs Code of Practice, the setting up of an Individual Behaviour Plan, involvement of the Education Authority Behaviour Management Team and inviting parents into school to take responsibility for their own child during lessons, break and/or lunchtime.

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.

The Pastoral and Behaviour 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.

SEN Code of Practice (Behaviour) by Stage

Stage	Number of pupils
1	10
2	11
3	7
4	N/A
5	N/A

SEN Code of Practice (Behaviour) by Year Group

Year Group	Number of pupils
8	1
9	3
10	10
11	3
12	11
13	0
14	0

Attendance

The school has developed the role of an Attendance Officer to support and promote high levels of punctuality and attendance. Parents are requested to encourage their children to attend school regularly and on time and are required to provide a reason for lateness and absence. Text alerts will be sent to parents to inform them of persistent lateness and requesting a reason for absence.

Attendance (target for year)

08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
90.9	91.1	90.0	90.5	91.1	92.3 (92)	92.6 (93.5)	93.5 (94)

Citizenship

The school encourages good citizenship both in school and in the wider community. There is a well-established School Council with representatives from all Year groups. All pupils are encouraged to bring ideas and concerns to the School Council through their elected representatives. The Council members make representations to the Senior Leadership Team and consult with pupils.

The Council involves itself in issues such as improving the school environment, healthy eating campaigns, charity fund raising and anti-bullying initiatives.

The School Council has received the “Diana Anti-Bullying Award” in recognition of the work the members have done in this area.

Good citizenship and hard work are rewarded through the School Reward System. Reward vouchers earned in this way may be saved and cashed-in for prizes throughout the year.

Uniform

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

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

The official supplier for the school uniform and the PE uniform is: **W. J. Kee & Son**. Many requisites of the school uniform can be purchased on the high street such as socks, trousers and shirts. The P. E. uniform can also be purchased at through the school website.

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

Summary

All members of staff are encouraged to avail of professional development opportunities and to indicate training needs arising out of their own reflection on the PRSD process. PRSD targets are linked to areas in the School Development Plan in order to ensure they contribute to school improvement. Where appropriate, members of staff are informed of professional development courses in the area of the curriculum they deliver or in other areas for which they hold responsibility. (The outcome of such training is then shared with relevant colleagues).

Training on matters relating to the professional development of the entire staff takes place in school during School Development Days (SDDs). For the most part the School Development Days in any school year relate directly to the school's main priorities for that year, as outlined in the School Development Plan and in Departmental Action Plans. There is a designated CPD notice board and colleagues are supported through applications for further study including the Professional Qualification for Headship (NI) (PQH NI) process.

Many staff are examiners and this is encouraged in order to broaden the subject experience of teachers, enhance capacity in departments and improve the preparation for examinations of pupils.

Evaluation

- Evidence from SDDs – photographs/ evaluations /agenda/ presentations
- PRSD menu
- INSET attended by staff & fed back to colleagues at CL / Head of Year & departmental meetings
- Developed staff response form after attending INSET
- Middle managers who are not Year heads or CLs have been able to avail of middle management training
- Creation of 'shadow posts' to develop professional capacity

Future action

- Continue with training on SDDs
- Use colleagues with 'special interests' to deliver training
- Develop resources for CHS Staff Development Course

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

Summary

On a day to day basis the school leadership attempts a preventative approach to staff stress. Early intervention to support staff encountering uncooperative pupils and support in dealing with underachievement are vital. Staff attendance is managed under the terms of the Teacher Attendance Procedure. The Headmaster and Cover Manager meet each morning to review staff attendance that day and reasons for absence.

The school participated in an ALC SDD event on staff welfare. Attempts are made to give sufficient time for staff work in departments on Staff Development Days in a manner consistent with meeting the overall priorities of the school. Refreshments for staff and parents are served at parents' meetings and an attempt to give some time for marking is built into the invigilation timetable for the internal examinations. Care is taken to ensure that reporting deadlines are reasonable. Staff wellbeing is now an agenda item at each meeting of the Senior Leadership Team to ensure that issues can be raised as a matter of course and discussed. The Senior Leadership Team operates an 'open door policy' to facilitate staff in bringing issues.

Evaluation

- Staff room is an new excellent shared facility
- Referrals made as appropriate to OH
- Staff committee considers wellbeing of staff
- Staff lunches and coffee mornings
- End of term staff events
- Critical incident team operates in school
- Return to work meetings
- Open door policy to access headmaster & VPs
- Figures for staff absence
- Staff wellbeing is standing item on SLT agenda
- Regular reports on attendance to BoG
- Cover manager meets with headmaster daily to discuss staff absence

Future action

- Creation of Staff Wellbeing Group separate from Staffroom Committee

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

Summary

Cookstown High School strives to work collaboratively with parents/guardians and the wider community in the educational partnership and as indicated in the main body of the School Development Plan, improvement of communication between parents/guardians, the wider community and the school is currently a focus.

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

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

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

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

The school has links with several organisations in the voluntary sector. There are strong and developing links with local sports teams, the Leisure Centre, golf club and District Council. Local entrepreneurs are invited in to school and links developed for work experience and the Vocational Education Programme. This area will be further developed in the body of the SDP.

The School works within the Cookstown and Dungannon Area Learning Community (ALC) and strong collaborative arrangements exist with Holy Trinity College (HTC). Meetings with principals of feeder primary schools and invitations to primary pupils to attend school performances and events enhance the quality of relationships with this phase for the benefit of pupils.

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

Evaluation

- PTA created
- FPA created
- Amazing Brains Parent's Seminar
- Development of Induction/ information evenings
- Interviews with parents about pupil underachievement
- Open door policy operates for VPs & headmaster
- Headmaster makes himself available to meet with parents as appropriate
- Regular meetings of Heads of Year
- Outreach meetings with Primary Schools
- Introduction of SLG
- Use of texting system
- Grant from Ulster Scots Agency
- School grounds used for pipe band contest
- Links with hockey club for Fitness Suite & equipment

Future action

- Development of email communication with parents
- Evaluate success of SLG
- Follow up parental non attendance at Parents' Meetings

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

Summary

Promoting the effective use of ICT

ICT is promoted as a Learning and Teaching tool being integrated into lessons whenever appropriate. Skills in the use of ICT are essential criteria in each recruitment process. The recent availability of YouTube in class has opened access to a great additional store of material. Subject departments have developed a presence on the Virtual Learning Environment (VLE), this will be taken forward during the life of this plan. A Bring Your Own Device (BYOD) Policy is in place and being rolled out throughout the pupil body.

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

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

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

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

Evaluation

- Department Development Plans reference the use of ICT
- Use of SIMS
- Creation of AMMA (ipad working) Group
- Regular network update meetings with ICT coordinator and SLT
- Significant investment in equipment
- Development of use of Fronter
- Development of coding/ computing as extracurricular activity
- Greater use of SIMS for behaviour management & lesson monitor

Future action

- Consideration of how computing can be given curricular space
- Each department develops its VLE room
- Emphasis on use of ipads in teaching
- Granting of open access to pupils
- Promotion of BYOD among all year groups

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

Assessment

Financial Projection for 2016/17

£

Budget Share	3,254,982
Balance from previous year	-1,834
	<hr/>
	£3,253,148

Expenditure

£

Teaching staff	2,763,255
Auxiliary Staff	284,641
Ancillary Staff	88,391
Cleaning Staff	129,634
Running costs	349,377
	<hr/>
	£3,615,298

Balance

£-362,150

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

Assessment

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

These priorities have been identified through a process which begins with review of the outgoing development plan at an SLT Review & Planning Day. A thorough self-evaluation process using TTI Quality Indicators as a tool is undertaken, led by the SLT involving key stakeholders. At the conclusion of the 2013-16 SDP the headmaster held stakeholder meetings with heads of year and heads of department. Issues raised at Curriculum Leader (CL) or Head of Year meetings or referred by parents throughout the year are also considered as are the feedback from numerous stand alone evaluations or surveys conducted throughout the year.

Specifically the school has four key motivations throughout this Development Plan:

- 1. Securing the best possible educational outcomes for each pupil**
- 2. Ensuring the best possible learning and teaching opportunities for each pupil**
- 3. Providing the best possible advice, care, support and guidance for each pupil**
- 4. Engaging creatively with the communities our pupils come from**

The areas of focus are categorised under the four headings from the department's publication Every School a Good School:

- 1. Child-Centred Provision**
- 2. High Quality Teaching and Learning**
- 3. Effective Leadership**
- 4. A School Connected to its Local Community**

We remain a large school with **52 teachers and over 20 support** staff. Members of staff are well-qualified and experienced in the area of the curriculum which they deliver or support.

In addition, teachers in Cookstown High School have had the opportunity to acquire and develop the range of skills needed to teach children from across the full range of abilities. The N I curriculum is delivered at Key Stage 3 and, at both Key Stage 4 and post-16, an extensive curriculum comprises academic and more vocational qualifications which satisfy the needs of all children in our school. We continue to review the timetable structure and curriculum offering to ensure it is and remains appropriate. An appropriate curriculum has been researched and is delivered to Learning Support Centre pupils.

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

3 Year Financial Projection

	2016/17	2017/18	2018/19
	£	£	£
Budget Share	3,254,982	3,251,800	3,256,443
Balance from previous year	-1,834	-362,150	-772,658
	£3,253,148	£2,889,650	2,483,785
<u>Expenditure</u>	£	£	£
Teaching staff	2,763,255	2,793,594	2,860,120
Auxiliary Staff	284,641	276,732	279,734
Ancillary Staff	88,391	103,282	104,305
Cleaning Staff	129,634	132,227	134,872
Running costs	349,377	356,472	363,709
	£3,615,298	3,662,307	3,742,740
<u>Balance</u>	£-362,150	£-772,658	£-1,258,955

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 2015/16

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Progress to Date
Development of ICT: CHS VLE, GCSEPod, use of iPads by departments to enhance independent learning	Each department will have engaged with at least one of the ICT platforms – Fronter, GCSE Pod, iPads Departments will be able to signpost their ICT related work	Introduce to staff at SDD Link specific ICT development tasks to PRSD menu Source appropriate training for SDDs Staff are facilitated in developing ICT through training sessions Department representatives are facilitated in sharing what they have done/ their experiences with colleagues at CL meetings etc	VP Curr ICT Co CLs	Sept - June	Included in several SDDs. Reflected in departmental minutes and evidenced through some PRSD and in Departmental Action Plans. Depth of engagement inventory through stakeholder meetings. Uneven engagement. GCSE Pod has not been a success for many departments. Many departments are well engaged with VLE but want more time to develop it. Many departments use ipads but further training is needed to optimise benefits. Discussions at SLT. Some good feedback/ sharing of good practice at CL meetings. Need to extend this for 2016-19 SDP.
Development & implementation of literacy & numeracy strategies	Literacy & numeracy policy is in place Departments are all engaged in an activity to promote literacy /numeracy Literacy time in Form time Uptake of Accelerated Reader	Inclusion of literacy objective on PRSD menu Meetings of CHS/ HTC literacy coordinators Literacy advice produced by coordinator & disseminated to staff Introduction of literacy time to form class. Roll out of Accelerated Reader & training of appropriate staff	VP Curr Lit Co & Num Co	Sept - June	Progress was reflected in departmental minutes. This was a feature of SDDs, at CL meetings and also in PRSD. There was specialist training for a number of staff. Literacy time introduced to Tuesday morning Form Class and discrete periods to Years 8 & 10. Accelerated Reader introduced and training received. Some good progress in all areas. Need to extend this for 2016-19 SDP.
Sharing of good practice.		Core group of departments identified for sharing good practice, through self selection & results	CA	Nov -	Frequent discussion at CL meetings.

Development of RLS.		<p>analysis meetings</p> <p>Sharing of good practice throughout year by observation</p> <p>CLs share good practice on identified areas at CL meetings</p> <p>Preparation of departments for Research Lesson Study in 2016/17</p>		June	<p>Some very good examples of sharing at CL meetings eg of VLE & MfL.</p> <p>RLS not developed.</p> <p>This will continue to be a feature of work in school.</p>
Development of H/W policy & H/W timetable	Homework Policy & Homework Timetable are in place and being utilised	<p>Introduced to staff at SDD</p> <p>Working group to develop policy</p> <p>Consultation with stakeholders</p> <p>Presentation on policy at SDD/ other appropriate meeting</p> <p>Policy approved by Board of Governors</p>	<p>PD</p> <p>FG</p>	Jan - June	<p>There was discussion of this at CL meetings and at SLT.</p> <p>Decision taken not to proceed with H/W timetable but advice on setting h/w issued.</p> <p>Assessment policy produced & consulted on.</p> <p>Policy needs final revisions and brought to BoG for approval.</p>
Linking of Learning & Teaching to behaviour management & pastoral care	<p>Use of SLG and other platforms to integrate L&T and behaviour management</p> <p>Enhanced parental engagement</p> <p>Introduction of revised Behaviour Policy</p>	<p>Introduced to staff at SDD</p> <p>Presentation to Board of Governors</p> <p>Joint meetings of CLs and HoYs to discuss common concerns and approaches</p> <p>Inclusion of more departmental action re behaviour</p> <p>Consensus developed about action to be taken</p> <p>Launched to parents at parents' meetings etc</p>	<p>WB</p> <p>PD</p>	Sept - June	<p>Frequent operational discussions at SLT.</p> <p>Behaviour management featured on several SDD agenda.</p> <p>Good progress with SLG which was rolled out to parents at information evenings.</p> <p>VP Curriculum attended Head of Year meetings and joint meetings of HoY and CLs were held.</p> <p>New Behaviour Policy extensively consulted on, revised and approved.</p>

Effective Leadership 2015/16

Planned Outcome	Success Criteria	Actions	Lead person	Time Scale	Progress to Date
Review of existing timetable & structure of school day	<p>Arrangements are examined and proposals made to shorten the length of periods.</p> <p>Consultation with staff over structure of school day.</p>	<p>Introduced to staff at SDD</p> <p>Consultation with timetabler and other key staff</p> <p>Liaison with Holy Trinity college</p> <p>Discussion of proposals at SLT</p> <p>Presentation of proposals to board of governors</p>	<p>GM</p> <p>PD</p>	Nov - Feb	<p>Remit and objectives produced for group.</p> <p>Reports of core group meetings made to SLT.</p> <p>Email exchange and discussions at SLT</p> <p>Report on progress made to BoG.</p> <p>Outline proposals produced but not progressed to BoG due to timing & implication for staffing and curriculum provision.</p> <p>Refinements to be made at start of 2016/17 and coordinated with work of BoG curriculum committee.</p>
International School Award (ISA) Intermediate Award application	Successful application for ISA Intermediate Award.	<p>Prepare table of actions required to meet threshold for application</p> <p>Timetable actions, identify key staff and progress application</p> <p>Introduction of Global Education</p> <p>Establish & develop links with partner schools</p> <p>Application for ISA</p>	CA	Sept - June	<p>Regular updates and discussions at SLT.</p> <p>Report made to BoG</p> <p>Involvement by some staff in Global Education work and school achieved Free Trade Aware status.</p> <p>Application submitted in summer term and Award achieved.</p>
<p>Distributed leadership developed: Working Groups Phase 3 (Timetable/ Assessment / Honours)</p> <p>Use of wider range of colleagues to help provide CPD</p>	<p>Capacity within school is enhanced in key areas</p> <p>Consensuses reached over revisions to timetable</p> <p>Newer colleagues provide leadership in some key areas</p>	<p>Outlined to staff at August SDD</p> <p>Remit for WGs issued & recruitment undertaken in Christmas term</p> <p>Meetings & evidence gathering throughout year</p> <p>Presentation of reports to SLT in spring term</p> <p>Presentation of proposals to BoG and staff in summer term</p> <p>Talent management - colleagues to assist at SDDs</p>	PD/WB	Sept - June	<p>The groups met and developed greater distributed and shared leadership. Presentations were made by members of various groups.</p> <p>A wider range of staff were engaged in giving leadership in some areas.</p> <p>There were discussions at SLT and updates on progress.</p> <p>Good preparatory work by timetable group but not brought to BoG.</p>

Child Centred Provision 2015/16

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Progress to Date
Measures to raise aspiration and ambition among pupils	Tangible sense of aspiration among pupils – awareness of opportunities available to them.	Disseminate recommendation of chief Inspectors report to SLT Identify role models/ speakers for pupils (link to CEIAG) Invite past pupil to speak at Prize Day Make successful former pupils a subject of assemblies Ensure aspiration & ambition are regular themes in assemblies & activities Link to development of new Learning log	RJ	Nov - June	There was discussion of measures at SLT. Former pupils were engaged to speak at Prize Day and a number of assemblies have focussed on the achievements of former pupils. Started work on developing a notable alumni board to be displayed. The CEIAG link was not developed sufficiently. Need to continue this theme through an Assembly Policy.
Development of Tracking & intervention	System of tracking & intervention is embedded in school culture Closer links between L&T and pastoral action System is increasingly understood by parents & pupils Enhanced parental engagement	Evaluation of success of the introduction on tracking & intervention Work on developing new Learning Log Discuss at SLT Consultations with CLs & HoYs Agree booklets Introduce to staff Introduce to pupils at special assemblies	FG	Sept - June	Discussions at SLT, with CLs and HoY. New learning log was developed based on feedback separate from the Pupil Handbook. Tracking intervention has been explained to Form Tutors, parents and pupils and is an established feature of school calendar. Tracking is a feature of conversations with parents.
CEIAG development	Development of CEIAG lessons by each department Contribution to the 'aspire agenda' Preparation of document detailing all CEIAG provision	Introduce idea at SDD Discuss Audit at SLT Identify areas of strength to share good practice Identify areas for development Support departments in developing lesson material Bring all together into one CEIAG document	CW	Sept - June	The audit was conducted and the findings presented at SLT. There were discussions at CL meetings and it was a feature of PRSD Further work on this area is needed in the 2016-19 SDP

Participation in shared Education Partnership	Improved reconciliation and pupil attainment outcomes through participation in the OFMDFM Signature Project.	Attendance at meeting with DENI Meetings with HTC Consensus reached at SLT on involvement Present to BoG – get support Make application in collaboration with HTC Joint SLT meetings with SLT Joint training on coaching via RTU Implement SEP Action Plans if successful Conduct evaluations among all stakeholders	PD	Sept - June	Application accepted – some issues regarding levels and industrial action. A positive Baseline Inspection was conducted by ETi. Regular updates to SLT and enthusiastic support from BoG. Positive meetings with HTC reps and shared coaching training for SLT of each school with EA facilitators. Record of training received has been retained. Good progress with successful events (Y8 Public Speaking competition, Poetry workshop, literacy development)
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School Connected to its Community 2015/16

Planned Outcomes	Success Criteria	Actions	Lead person	Time Scale	Progress to Date
Continued involvement in Learning together Programme (Year 2)	Pupils continue to benefit from the programme and attain the Certificate of Personal Effectiveness & Wellbeing	Fulfilment of Year 2 of SLA Member of staff identified to teach the programme from CHS Staff trained Member of staff attends weekly and delivers the material Regular liaison with Resource Centre and HTC via EF Coordinator	PD CW	Sept - June	Pupils attend Resource Centre weekly. Regular updates to SLT. There has been regular contact from Resource Centre staff. Pupil relationships and behaviour are very good. Pupil outcomes in the qualification have been good.
Partner in SOFT Project	SOFT application is successful Improved outcomes and engagement for families in our school and partner schools	Initial meetings with potential partners Work on application Meetings with consultants etc (as appropriate) Submission of initial application / revisions as required Facilitate meetings on premises Commit to our contribution to cost of family worker	WB	Sept - June	Meetings were held with funders & others. Approval of application by BoG and regular updates thereafter. Also updates to SLT. The Family Support Worker was retained at CHS expense. Work was evaluated positively by staff. SOFT Application approved. Project moved into Coolnafranky House which received significant refurbishment. Daily cooperation with Project staff on buildings management. Project started work in summer 2016.
Involvement with HTC in shared Education Partnership	Improved reconciliation and pupil attainment outcomes through participation in the OFMDFM Signature Project.	Attendance at meeting with DENI Meetings with HTC Consensus reached at SLT on involvement Present to BoG – get support Make application in collaboration with HTC Appoint shared Education Co Joint SLT meetings with SLT of CHS & HTC	PD	Sept - June	Application accepted – some issues regarding levels and industrial action. A positive Baseline Inspection was conducted by ETi. Regular updates to SLT and enthusiastic support from BoG.

		<p>Joint training on coaching via RTU</p> <p>Implement SEP Action Plans if successful</p> <p>Conduct evaluations among all stakeholders</p>			<p>Positive meetings with HTC reps and shared coaching training for SLT of each school with EA facilitators.</p> <p>Record of training received has been retained.</p> <p>Good progress with successful events (Y8 Public Speaking competition, Poetry workshop, literacy development)</p>
<p>Actions to change the status of the school to Bi Lateral</p>	<p>School status is changed from Controlled Secondary to Controlled Bilateral</p>	<p>Present idea to SLT – reach consensus</p> <p>Present idea to BoG for approval</p> <p>Present idea to staff at SDD</p> <p>Prepare case & write to EA</p> <p>Attend meetings with EA/ DENI (as appropriate)</p> <p>Regularly update SLT/ BoG/ staff on progress</p>	GM	Sept - June	<p>Little progress overall.</p> <p>Discussions at SLT and updates to BoG. Staff very supportive. Active engagement with local politicians.</p> <p>Slow engagement from the EA with numerous reasons why it could not be progressed. EA official sent to work with GM on Case for Change had never seen the rationale for the proposal. Case for Change not progressed by EA by agreed date (mid August).</p> <p>This will continue to feature in the 2016/17 plan with further meetings planned.</p>
<p>Development of SIMS Learning Gateway (SLG)</p>	<p>Use of SLG and other platforms to integrate L&T and behaviour management</p> <p>Enhanced parental engagement</p>	<p>Introduced to staff at SDD</p> <p>Presentation to Board of Governors</p> <p>Joint meetings of CLs and HoYs to discuss common concerns</p> <p>Inclusion of more departmental action re behaviour</p> <p>Launched to parents at parents' meetings etc.</p>	WB/PD	Sept - June	<p>Regular operational discussions at SLT and information to BoG.</p> <p>Successfully introduced to staff and rolled out to parents. A number of joint CL – HoY meetings were held which produced suggestions re. behaviour management.</p> <p>Good level of progress which will remain under constant review.</p>

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

Assessment

Challenges and Opportunities facing the school

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 school many lack a sense of achievement or pride in school on their arrival. Dealing with this is a challenge and a priority. Through extensive consultations for the 2013-16 SDP staff identified a decline in the culture of learning in school. Actions continue to be identified to re-engage sections of the pupil body. Many parents, particularly those of less academic children are disengaged from school and this is a significant challenge.

The continued decline in pupil numbers due to population demographics and the economic situation have combined to create a serious financial challenge. Although in an area of considerable social deprivation many of our pupils do not claim for Free School Meals. An emphasis on this as a measure of social disadvantage linked to funding would therefore place us at a considerable disadvantage. Financial constraints increase the difficulty in ensuring staff are able to go out of school to access high quality CPD. Actions in the Development Plan to widen the input to CPD are intended to meet this challenge.

As numbers decline and budgets suffer corresponding shrinkage it is more difficult to ensure that we can provide a curriculum which meets the needs of pupils across the academic spectrum 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 are able to obtain transport assistance to travel from Cookstown to attend a traditional grammar school in a nearby town even though we have grammar provision. This has resulted in a decline in the number of academically most able pupils enrolling. The situation is now such that our enrolment is approximately 100 below what the SELB Area Plan indicated it should be. This situation is not helped by the fact that the majority of the school estate is now sixty years old and there has been no significant refurbishment in those decades. All of our competitor schools have had recent building work or are in line for such.

There are numerous opportunities ahead; in year one of this plan a new Vice Principal will join the team while the Senior Teachers have only recently been appointed. Our staff members are generally optimistic about change. Unlike many schools we do not fear for our future viability in terms of forced merger or change of status, and this gives us a secure future. The school will continue to work with partner institutions to extend provision and build curricular links to ensure the best possible provision for our pupils and facilitate the maximum retention of pupils into Sixth Form. An increase of newcomer children into the catchment area of the school provides an opportunity for us to develop our EAL provision and the diversity of our school community.

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

Arrangements

Consultations have been held with parents, pupils, staff and governors through the Kirkland Rowell Survey. Another survey will be held in the final year of this plan. This plan was extensively consulted on through stakeholder meetings throughout May and June 2016. A draft version is placed on the school website and a text alert sent to parents advising them of its availability for consultation. A draft version of the plan is brought to the School Council for consultation.

There are structures in place for reviewing and evaluating progress in the School Development Plan, and Departmental Action Plans throughout the year. Members of the Leadership Team take responsibility for leadership in different areas of the plan. The Vice Principals and Senior Teachers work closely with staff in implementing priorities and ensuring accountability. Each member is assigned to liaise with a number of departments and assist them in preparing Action Plans. All members of staff are expected to contribute to achieving the priorities and the planning of Curriculum Leaders is central to the process.

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

Evaluation

- Meetings with stakeholders

Future action

- More formalised attendance at school events with identification badges
- BoG meetings with CLs / key post holders to develop understanding of school
- More formal role for the School Council throughout the year

SDP Requirement 7

High Quality Learning & Teaching

Priority	Lead Person(s)	2016/17	2017/18	2018/19
The effective classroom: AfL Development of Learning & Teaching Policy Developing Trusted Colleague Networking	PD SLT liaison FG	Evaluation of current practice & proposals produced Introduction of 'book scoops' Collaborative work to agree and produce policy Teachers enter into this voluntarily	Sharing good practice & evaluation effectiveness Implement policy Pairing of departments	Implementation of new agreed processes TCN is practiced throughout school
Development of ICT: Development of mobile technologies in Learning & Teaching Development of VLE Developing capacity in KS3 ICT	PD RJ RJ RJ	Each department is regularly using mobile technologies as a teaching tool Remaining departments have presence on VLE Audit existing practice. Pilot group to examine standards	Pupil evaluation of experience with mobile technologies Use of VLE by each department in each year group Sharing best practice explore opportunities to enhance ICT skills delivery	Sharing of good practice among areas of study Evaluate impact of VLE on pupil learning Evaluate impact on pupil Learning and recommend Next steps
Development & implementation of Literacy strategy	PD LF (Lit Co)	Preparation of new Literacy & Numeracy Policy Appointment of permanent Literacy Coordinator Development of Lit Web/VLE room Actions in department	Implement policy Launch of Lit web/VLE room Evaluate departmental engagement	Evaluate and make recommendations for next steps Manage & update Lit web/VLE room. Evaluate use & effectiveness
Development & implementation of Numeracy strategy	PD KD (Num Co)	Preparation of new Literacy & Numeracy Policy Raise profile of numeracy at whole school level Measures to assist with KS2/3 transition Pupils record of use of maths in other subjects	Implement policy Develop interdisciplinary thinking skills class Focus on pupil misconceptions When using maths in other subjects Extend focus to include Ys 8 & 9 Develop common approach to drawing & interpreting graphs in relevant subjects	Evaluate and make recommendations for next steps Focus on area of non comprehension of mathematical concepts in science and other subjects Extend focus to all KS3
The effective department: Schemes of Work Review of KS3 Cross curricular skills Whole School TV	CA RJ GM & PD	Work on agreeing what a SoW should contain Evaluation of role of CC Skills Investigation of potential for whole School TV	Trial agreed SoW Pilot departments move materials to whole School TV	Review, evaluate and amend as necessary All departments move to Whole School TV

Effective Leadership & Management

Priority	Lead Person(s)	2016/17	2017/18	2018/19
Measures to improve evaluation by use of external tools & accreditation.	GM SLT	Investigation of potential for Investors in People Award Proposals brought forward	If agreed implement measures to work for Investors in People Award	If agreed achieve Investors in People Award
Developing Strategy Groups	GM SLT	Phase 1 Directed time Parental engagement Gifted & Talented	Phase 2	Evaluation and identification of areas for Phase 3
Developing Capacity in staff (CPD)	GM RJ	Shadow roles in SLT Support for colleagues on SLP & PQH Roll out of Action Planning to middle managers	Development of resources for CHS Leadership CPD course	CHS Leadership CPD course
Coaching for improvement	PD GM SLT	Raise awareness & develop capacity for coaching in school (compliments TCN)	Colleagues involved in peer to peer coaching	Coaching is practiced throughout School Evaluate & revise as necessary
Revision of timetable & curriculum provision	PD	Working Group brings forward proposals to SLT for revision to period length and subject allocation. BoG Curriculum committee to consider curriculum offering	Implementation of recommendations	

School Connected to its Community

Priority	Lead Person(s)	2016/17	2017/18	2018/19
Develop academic & non academic collaborative arrangements with Post Primary & Primary Schools	GM ST PD SLT	Collaborate on science curriculum & sports links Outreach meetings as necessary	Examine literacy & numeracy links Outreach meetings as necessary	Evaluate with Primary Schools to establish how they want to move forward
Shared Education Partnership	CA SA (Shared Ed Co)	Participation with HTC in the Shared Education Partnership to develop literacy in the two schools	Participation with HTC in the Shared Education Partnership to develop literacy in the two schools	Participation with HTC in the Shared Education Partnership to develop literacy in the two schools
Promoting parental engagement	CA	Creation of strategy group to audit situation and investigate best practice and make recommendations	Implement recommendations of strategy group	Evaluate outcomes & prepare Recommendations for next steps
SOFT Project	ST CH (Head of Y8) GM	Engagement with SOFT Project Assistance with establishment of offices in COH	Engagement with SOFT Project	Engagement with SOFT Project
Learning together Partnership with HTC & EA	CW (EF Co)	VEP pupils engage with Certificate of Personal Wellbeing. Staffing shared with HTC	VEP pupils engage with Certificate of Personal Wellbeing. Staffing shared with HTC	VEP pupils engage with Certificate of Personal Wellbeing. Staffing shared with HTC

Child Centred Provision

Priority	Lead Person(s)	2016/17	2017/18	2018/19
Actions to improve pupil outcomes	PD ST FG	Develop EAL Provision Revise processes for underachieving pupils	Evaluate and modify Evaluate processes against outcome data	Evaluate and revise processes Implement changes as necessary
CEIAG development	PD CW	Implementation of recommendations of CEIAG Audit Introduce a work related activity into schemes of work for each subject at each Key stage	CEIAG presence on Fronter & School website Review of & revisions to Work Experience for Y13 Explore the viability to work experience opportunities for year 11 pupils	
School Enhancement Programme application	GM SLT	Identify need & make application	Work with EA & Department on application	SEP work carried out
Aspiration Agenda: Focus on FSME Cohort attainment Encouraging ambition	ST FG	Create 'task force' to look at school involvement, attainment and barriers to learning. Establish best practice Involvement in QUB widening Participation Programme	Implement recommendations of group Involvement in QUB widening Participation Programme	Evaluate against benchmarking data and revise processes as necessary Involvement in QUB widening Participation Programme Evaluation of impact
Developing of pupil engagement	ST CA	Develop pupil voice Review arrangements for celebrating achievement Develop proposals for honours system Investigation of elements of character Education	Evaluate impact of pupil voice Implement changes Introduce honours system Possible introduction of aspects of character education as an element of PD curriculum	Evaluate and revise arrangements Evaluate system & implement changes Evaluation and revision as necessary
Developing SEN Provision	ST VPD (SENCo) GM FG	Conduct Audit of SEN provision and create new SEN Policy Appoint Assistant SENCo Explore provision for G&T pupils	Implement the Audit recommendations Implement new G&T strategy	Complete implementation, evaluate and revise provision

High Quality Teaching and Learning 2016/17

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring & Evaluating
<p>The effective classroom: AfL</p> <p>Development of Learning & Teaching Policy</p> <p>Developing Trusted Colleague Networking</p>	<p>Adoption of best practice in AfL</p> <p>Creation of an up to date Learning & Teaching Policy</p> <p>Staff openly discuss strategies to improve pupil learning & attainment</p>	<p>Introduce at SDD 1</p> <p>Discuss at CL meetings – share ideas from departments</p> <p>Establish current good practice elsewhere</p> <p>Opportunity taken for cluster work at CLs to agree core elements</p> <p>Staff collect books & jointly review MfL starting once per term – focus on consistent presentation, effective feedback etc.</p> <p>Departments give feedback at CL meetings</p> <p>'Book Scoops' become a more regular feature of departmental practice</p> <p>Linked initially to MfL- small group of departments identified to begin looking at books- discuss basic requirements</p> <p>Departments identify other area of L&T they would like to explore</p> <p>Planning and discussion of objectives of lesson</p> <p>Lesson is taught and observed</p> <p>Discussion of lesson on the 'better if' principles</p> <p>Rolled out to other aspects of L&T to eventually include more staff</p>	<p>FG</p> <p>PD</p> <p>PD</p>	<p>Sept- June</p>	<p>Photocopying costs</p> <p>Time at meetings</p> <p>Occasional class cover by colleagues</p>	<p>Minutes of CL meetings</p> <p>Document AfL Monitoring & Evaluation produced by PD at CL meeting</p> <p>Minutes of SLT</p> <p>Observations/ write ups from meetings to look at books</p>
<p>Development of ICT: Development of mobile technologies in Learning & Teaching</p> <p>Development of VLE</p> <p>Developing capacity in KS3 ICT</p>	<p>More pupils experiencing use of mobile technologies in the classroom</p> <p>VLE becomes a standard feature of learning & Teaching</p> <p>Pupils experience high quality ICT across subjects</p>	<p>Introduce idea SDD 1</p> <p>Place on PRSD menu</p> <p>Departments identify tasks/lessons to develop – place on their SoW</p> <p>Departments which have no VLE presence agree area/ topic etc. for development</p> <p>Introduced to staff at SDD</p> <p>ICT Coordinator audits existing practice</p> <p>Training offered</p> <p>Group of departments work with ICT co to examine</p>	<p>RJ</p> <p>RJ</p> <p>RJ</p>	<p>Sept - June</p>	<p>Time at meetings</p> <p>Associated costs of photocopying</p>	<p>Departmental Schemes of work</p> <p>PRSD observations</p> <p>Depth of engagement inventory</p> <p>Actual VLE rooms</p> <p>Departmental Schemes of Work</p> <p>Audit of coverage</p> <p>Departmental minutes</p> <p>Records of training given</p> <p>Agenda of SDDs</p>

		how they can improve pupil ICT skills through their subject				Departmental Schemes of Work
Development & implementation of Literacy strategy	Improvement in literacy standards Improved teacher awareness of literacy issues	Introduce at SDD Place on PRSD Menu Literacy Coordinator produces literacy strategy Meets with teachers to discuss how they can promote literacy in their subject	PD LF (Lit Co)	Sept-June	Photocopying costs Occasional limited costs associated with purchase of resources	Literacy Strategy PRSD Departmental Schemes of Work
Development & implementation of Numeracy strategy	Improvement in Numeracy standards Improved teacher awareness of Numeracy issues	Introduce at SDD Place on PRSD Menu Numeracy Coordinator meets with teachers to discuss how they can promote numeracy in their subject	PD KD (Num Co)	Sept-June	Photocopying costs Occasional limited costs associated with purchase of resources	PRSD Evidence from pupil notebooks
The effective department: Schemes of Work Review of KS3 Cross Curricular Skills Whole School TV	Common basis for SoW to secure improved pupil outcomes Ensure skills are meaningful & developmental for pupils Central location for materials to improve standards, transparency and accountability	Establish rationale at CL meeting Discussion at CL meetings on basis for SoW Agree desired structure, content and layout Audit existing position – identify areas for development Collaborative work at CL meeting to agree future approach Time at SDD to focus on necessary improvements Research on use in other schools Produce paper for SLT on advantages & disadvantages Make decision for Year 2	CA RJ GM & PD	Sept-June	Time at meetings Costs of associated photocopying Time to attend training Time on SDD Costs to be ascertained as part of process in year 1	Minutes of CL Meetings Departmental Schemes of Work Audit of Cross Curricular Skills provision Minutes of CL meetings Agenda of SDDs Paper for SLT

Effective Leadership & Management 2016/17

Planned Outcome	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Measures to improve evaluation by use of external tools & accreditation.	Work towards Investor in People award	<p>Establish components & requirements of Award</p> <p>Investigate other schools with award and investigate benefits against cost</p> <p>Produce discussion paper</p> <p>Discuss with SLT</p> <p>Meet with team of governors to consider work which would be required</p> <p>Make recommendations to BoG</p>	GM	Nov-June	<p>Financial cost to be ascertained in Year 1</p> <p>Time at meetings</p>	<p>Notes from discussions with governors</p> <p>Paper for SLT</p> <p>Minutes of SLT</p> <p>Minutes of BoG</p>
Developing Strategy Groups	Staff ownership of key areas of change school	<p>Introduce at SDD</p> <p>Identify Strategy Groups – produce remit and appoint convenor for each group</p> <p>Provide groups with resources - provide time to meet</p> <p>Produce report</p> <p>Present to SLT and then to staff at late SDD</p>	SLT	Nov-June	<p>Time on SDD</p> <p>Photocopying costs</p>	<p>Remit and composition of strategy groups</p> <p>Minutes of group meetings</p> <p>Recommendations</p> <p>Minutes of SLT</p>
Developing Capacity (Professional Development)	Staff will be professionally developed in key areas	<p>Introduce at SDD</p> <p>Create pro forma, remit and criteria</p> <p>Interview applicants – agree School Improvement Work (SIW) for successful applicants</p> <p>Successful applicants serve as member of SLT – complete SIW and learning review</p> <p>Promote external CPD opportunities with staff</p> <p>Headmaster to meet with staff interested in School Development Service courses (SDS). Assistance offered with application forms etc.</p> <p>Meet with middle managers not engaged in Action Plans to explain the procedure</p> <p>Staff produce action plan based on work or date as appropriate, implement and evaluate</p>	GM RJ	Jan-June	<p>Time at attend training</p> <p>Time at meetings</p> <p>Time for interviews</p> <p>Associated photocopying costs</p> <p>Possibly some staff cover</p>	<p>Pro forms application for SLT</p> <p>Record of interviews</p> <p>Minutes of SLT</p> <p>School Improvement Work</p> <p>Records from SDS</p> <p>Middle Management Action Plans</p> <p>Evaluations as appropriate</p>

Coaching for improvement	A climate of cooperation and coaching will be developed in school. This will assist with the management of change and promote distributed leadership.	<p>Small number of staff trained through RTU/SDS</p> <p>Agree a coaching strategy for CHS – how it will be used and with whom</p> <p>Implemented with group of underachieving pupils and through the Trusted Colleague Networking initiative</p> <p>Review and write end of year evaluation</p>	PD	Sept-June	<p>Time to attend training</p> <p>Cost of training (met from SEP budget)</p> <p>Occasional staff cover</p>	<p>Records of training</p> <p>CHS coaching strategy</p> <p>Records of implementation</p> <p>Minutes of SLT</p> <p>End of Year evaluation</p>
Revision of timetable & curriculum provision	Pupil attainment is improved through new structures for school day. More realistic period allocation for subjects. Refined pathways and curriculum offering.	<p>Meet with timetable & curriculum group to scope options. Further meetings as necessary</p> <p>Introduce at SDD</p> <p>Conduct staffing Audit</p> <p>Establish good practice elsewhere in the sector</p> <p>Consult with staff</p> <p>Prepare options & meet with BoG Curriculum Committee</p> <p>Bring proposals to CLs for discussion</p> <p>Curriculum Committee makes recommendation to BoG</p> <p>Begin implementation of changes</p>	PD	Sept-June	<p>Time at meetings</p> <p>Possible costs associated with curriculum change</p>	<p>Records, emails etc from timetable & curriculum group</p> <p>Staffing Audit</p> <p>Recommendations of group</p> <p>Minutes of BoG Education committee</p> <p>Minutes of CL meetings</p> <p>Minutes of BoG</p>
Change to status of school	Status changed to Bi lateral	<p>Meet with EA as appropriate</p> <p>Work on Case for Change document for submission to EA</p> <p>Lobby local politicians</p> <p>Meet with Minister of Education</p> <p>If approved by EA engage in consultation process – meet with feeder primary schools & other stakeholders</p> <p>SLT & BoG to consider management of intake in cooperation with EA</p>	GM SLT	Sept-June	Time	<p>Records of meetings with EA officials</p> <p>Minutes of SLT</p> <p>Minutes of BoG</p> <p>Case for Change Document</p> <p>Consultation documents</p> <p>Ministerial decisions</p>

Child Centred Provision 2016/17

Planned Outcome	Success Criteria	Actions	Lead Person	Time Scale	Resources	Monitoring and Evaluation
Actions to improve pupil outcomes	Increased % of pupils achieving 5+ GCSE including English & mathematics	<p>Meetings to review strategy in 2015/16 & evaluate impact</p> <p>Creation of strategy group</p> <p>Research to establish good practice elsewhere</p> <p>Produce strategy – ‘lean and sharp’ by February half term</p> <p>Implement strategy throughout rest of year</p> <p>Evaluate after issue of results</p>	FG	Nov-June	<p>Photocopying costs</p> <p>Time for interviews etc.</p>	<p>Interim & annual written reports</p> <p>Progress in tracking tests</p> <p>Feedback from parents</p> <p>Review of pupil participation</p> <p>Evaluation by staff involved</p> <p>Evaluation using hard date after the issue of results</p>
<p>CEIAG development:</p> <p>Implementation of recommendations of CEIAG Audit</p> <p>Introduce a work related activity into schemes of work for each subject at each Key stage</p>	Pupils are empowered to make better decisions.	<p>Recommendations of Audit shared with staff</p> <p>Advice given to staff on how to prepare work related activity for each Key Stage</p>	PD CW	Sept-June	<p>Possible costs of staff cover associated with CEIAG Training</p> <p>Photocopying costs</p>	<p>Audit</p> <p>Departmental Schemes of Work</p>
School Enhancement Programme application	Quality of learning environment is improved for pupils	<p>Consult buildings Handbook to see what accommodation should be</p> <p>Consult with staff and governors on school needs</p> <p>Discuss at SLT</p> <p>Submit application</p> <p>Provide EA with supplementary information as required</p> <p>Work with EA/DENI on development if approved</p>	GM	Oct-June	Time	<p>Application</p> <p>Feedback from EA & DENI</p>
Focus on FSME Cohort attainment	Improved attainment among pupils on FSM	<p>Establish ‘Task Force’ with clear remit</p> <p>Investigate good practice elsewhere</p> <p>Produce initial report by Christmas 2016</p> <p>Bring to SLT for approval & amendment as necessary</p> <p>Introduce strategy to staff at SDD</p> <p>Implement recommendations</p>	FG	Nov-June	<p>Time</p> <p>Associated costs of photocopying</p>	<p>Interim & annual written reports</p> <p>Progress in tracking tests</p> <p>Feedback from parents</p> <p>Feedback from pupils</p> <p>End of year evaluation of impact on pupils</p>

Aspiration Agenda	Pupils are encouraged to better see the opportunities available to them	<p>Application to join QUB widening Participation Programme</p> <p>Involve appropriate Heads of Year in identifying eligible pupils</p> <p>Communicate with home</p> <p>Convey information to pupils</p> <p>Evaluate pupil perception of engagement</p>	GM	Sept-June	Time	<p>Feedback from pupils</p> <p>Discussion at SLT</p> <p>Reports from WP unit</p>
Development of pupil engagement	Increased participation in school life and school loyalty from pupils	<p>Survey among randomly selected group of pupils about impact of council on their school experience</p> <p>School Council meets to review its work and set itself targets/objectives</p> <p>More regular meetings of School Council</p> <p>End of year evaluation of successes</p> <p>Honours Working Group looks at criteria for and method of awarding honours</p> <p>Honours Working Group reviews celebration of achievement generally – the purpose, the methods and timing of such events</p> <p>Explore basis of Character Education and costs benefits</p> <p>Consider examples in GB</p> <p>Present paper to SLT for decision.</p>	ST CA ST	Sept-June	<p>Costs of photocopying</p> <p>Time for meetings of School Council</p> <p>Associated costs of new honours</p>	<p>Survey</p> <p>Minute of School Council Meetings</p> <p>Council Council Objectives</p> <p>End of Year evaluation</p> <p>Minutes of honours working Group</p> <p>Reports to SLT</p> <p>Recommendations</p> <p>Information on Character Education</p> <p>Paper to SLT</p>
Developing SEN Provision	Development of best practice in SEN	<p>Conduct audit of SEN provision</p> <p>Findings presented to SLT -agree areas for development</p> <p>Discuss with SEN Designated Governor</p> <p>Produce strategy document to work towards audit recommendations</p> <p>Bring strategy document to SLT for approval</p>	ST VPD (SENCo)	Jan-June	<p>Time for meetings</p> <p>Photocopying costs</p> <p>Associated costs of new strategy</p>	<p>SEN Audit</p> <p>Minutes of SLT</p> <p>Minutes of BoG</p> <p>Strategy document</p>

School Connected to its Community 2016/17

Planned Outcomes	Success Criteria	Actions	Lead person	Time Scale	Resources	Monitoring & Evaluation
Develop academic & non academic collaborative arrangements with Post Primary & Primary Schools	Improved relationships and resources with Primary Schools in the interests of learners	Hockey training ICT cooperation Literacy competition (poetry or creative writing) Rugby Skills Development Audit Primary Schools on areas they would like to see developed eg Science curriculum Hold business breakfast to engage local businesses to encourage sponsorship	GM RJ	Sept-June	Time Resources required for events Staff cover to facilitate curriculum support	Feedback from PS principals Intake from feeder schools
Shared Education Partnership	Community reconciliation outcomes and improved educational outcomes through the development of literacy & numeracy capacity	Regular meetings with Shared Ed Coordinators of HTC and CHS Attend training as necessary Attend information seminars as necessary Implement Action Plan approved by DE for development of literacy, study and interview skills	PD SA (SEd Co)	Sept-June	Time for meetings Staff cover for training 1TA for shared ED Co Expenses funded by DE	.Reports from SEP coordinators Joint meetings with HTC Feedback from ETI Evaluation
Promoting parental engagement	Increased parental input and involvement with their children's learning	Place a response form with information about parents meetings Contact by text families which have not attended parents meetings Write specifically requesting a meeting with those who have not attended by Year 10 (Jan/Feb)	GM	Sept-June	Costs of letters/postage Time for meetings	Attendances at parents meetings Engagement with SLG Reports to SLT Letters which are posted to parents
SOFT Project	Support provided to build capacity in families at times of need	Attend meetings with Manager and Case Workers as necessary Liaise with project on accommodation issues Make requests for support as necessary	ST CH (HoY 8)	Sept-June	Initial outlay to decorate/refresh Coolnafranky House Rental income Attendance by HoY at meetings	Attending meetings with SOFT Project Monthly report Referrals & monitoring pupil impact Report to BoG
Learning together Partnership with HTC & EA	Pupils develop community relationships and achieve meaningful qualifications	Attend meetings at start of year to set up programme Sign the SLA Assign member of staff to deliver part of content Make occasional visits to observe pupils in class and complete evaluations as required	PD CW	Sept-June	Member of staff to attend youth Services on one afternoon Costs of qualifications	Visits to Youth Service Reports from Youth Service Pupil outcomes Discussion at SLT