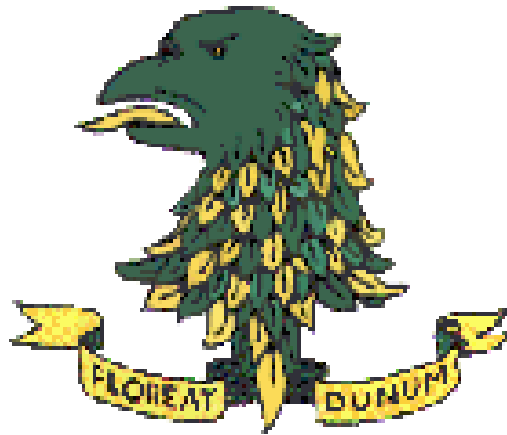


# **Down High School**

## **School Development Plan**



**2017-20**

## 1. A Statement and Evaluation of the Ethos of the School

The warm, friendly and caring atmosphere of Down High School arises from the high value placed on relationships between pupils, staff and parents. Pupils have a very positive attitude towards school life, particularly appreciating their friendships as well as the support they receive from teachers who know and treat them as individuals. There is a tradition of high academic achievement in the school. Teachers have high expectations of pupils academically but also in terms of their social and moral development. This generates a culture of tolerance within which the spiritual life of pupils can thrive. There is a wide range of extra-curricular activities which offer opportunities to support the physical, intellectual and cultural development of the pupils. A child-centred approach is made possible by the wise and compassionate pastoral care. Positive discipline based on a high trust philosophy means that when sanctions are necessary they are used in a manner which seeks to repair and develop relationships.

In the Spring Term of 2017 the Leadership Team revised the aims of the school following a consultation with staff and pupils. The aims and values below reflect the outcomes of the consultation. At Down High School, we believe that through high aspirations, perseverance and commitment every pupil can enjoy school life as they fulfil their potential.

We aim to:

- Promote wellbeing by providing a safe, caring and supportive environment for every member of our school community
- Nurture life-long friendships and positive relationships through respect for diversity and sensitivity towards others
- Foster our core values of kindness, trust, optimism and respect
- Develop leadership, independence, confidence and resilience in every pupil
- Encourage curiosity, creativity and resourcefulness in pupils who, as fully engaged learners, embrace the knowledge and skills required for a changing world
- Inspire participation and excellence in the rich extra-curricular life of the school
- Raise pupils' awareness of the world around them and their wider responsibilities as members of society
- Celebrate the strong partnerships within the Down High School community

The development of our core value of **respect** is given particular importance at Down High. Personal growth and character education empowers each pupil to be the very best that they can be, attaining the highest possible academic standards as happy, well rounded young people ready to make a positive contribution to our global community. We encourage our students to care for others and to take every opportunity to participate in making the world a better place.

At Down High School our core value of RESPECT means:

<b>Responsibility</b>	we value doing the right thing
<b>Effort</b>	we value trying our best
<b>Success</b>	we value high achievement
<b>Perseverance</b>	we value rising to a challenge
<b>Equality</b>	we value our diversity
<b>Community</b>	we value our positive relationships
<b>Trust</b>	we value each other

We expect our students to be committed and resilient learners, to give their best in the classroom, as well as discover genuine interests that extend beyond the classroom. Through developing a true passion for learning and a capacity for independent thinking the habits of success and sound character are realised at Down High. Students are encouraged to learn from their mistakes and to believe in their potential since intelligence and ability are not regarded as fixed qualities. Reflected in our motto *Absque Labore Nihil* ('Nothing Achieved Without Effort') is our belief that there is no limit to what can be accomplished through hard work. Learning is a lifelong activity that allows dreams to be fulfilled.

Among staff at all levels there is a professional dialogue, which is characterised by trust and openness and focuses on how continuous improvement can be achieved, particularly with respect to learning and teaching. The views of staff, pupils and parents are sought to help identify priorities and shape school development. It is recognised that improvement is always possible and that sustained improvement in learning and teaching is primarily brought about by the actions of classroom teachers and through the leadership of Heads of Department. Consequently, Departmental Development Plans are created alongside the School Development Plan.

To ensure that every child reaches his or her full potential, there operates at individual teacher, departmental and whole school levels a culture of self-evaluation which is informed by objective data and focuses on the pupils as learners. There is a commitment to understanding and communicating how pupils can learn in an efficient as well as effective manner so that they have the time to engage in extra-curricular and social activities. An extensive programme of 'learning to learn' activities is now well established.

The vast majority of responses from pupils, parents and staff in surveys and focus groups indicate that there is a strong commitment to the school's ethos which makes it a reality rather than an aspiration. The school aims to maintain and develop its unique ethos but also seeks to incorporate new ideas from external sources. The school has become increasingly outward-looking with staff linking with professionals in education and schools as far away as Canada and China as well as many parts of Europe. Each summer pupils travel to India to teach in Indian schools. The pupils' educational experiences are also enriched through collaboration with other institutions, including those in the Area Learning Community. In January 2017 the school successfully bid for funding through the Shared Education Signature Project to carry out collaborative work with St Patrick's Grammar School in Downpatrick. The plans for this positive partnership are outlined in an attached action plan. The school is held in high regard in the district and our engagement with this community has been enriched significantly through the expansion and increased inclusiveness of the Sixth Form.

In seeking academic excellence, a balanced approach is taken – a balance between supporting pupils to learn how to learn (thus enabling them to obtain the highest possible grades) against the

expectation of involvement in extra-curricular activities. Pupils are educated around wellbeing and encouraged to adopt a healthy lifestyle and staff are supported in the establishment of a sound work-life balance. Nevertheless, staff consistently set high expectations of themselves and of their pupils which leads to educational outcomes, including results in external examinations, which are in line with the high ability of the school's intake.

## **2 (a) Learning, teaching and assessment, and promoting the raising of standards of attainment among all the pupils, in particular in Communication, Using Mathematics and Using Information and Communications Technologies (ICT)**

### **Current Practice**

At Key Stage 3 the Northern Ireland Curriculum combines the acquisition of subject knowledge with the development of sophisticated skills that assist pupils to become contributors to society, the economy and environment. Assessment for Learning strategies, including self and peer assessment, enhance lessons and place an emphasis on pupils' learning and improvement. Summative assessment takes place on a regular basis. Given that effective feedback is considered one of the most significant agents of improvement in pupil performance, all departments embedded Marking for Improvement Policies during the 2015-16 academic year. The importance of Literacy, Numeracy and ICT across the curriculum have been reflected in whole school objectives during the past three years, including PRSD. Staff at all levels use and respond to CAT and internally generated data to maintain high expectations and inform Learning and Teaching. The promotion of "learning to learn" throughout the school has seen a transformation in approaches to revision and study skills, while a focus on diversifying teaching methodologies has seen an increase in opportunities to share good classroom practice. This is an area we will focus on to develop further. The use of student focus groups, pupil pursuits and book-looks has allowed effective practice to be observed by peers, and shared during School Improvement Days. The PRSD target for 2017-18 will facilitate further sharing of good practice through peer observations which focus on pupil learning.

### **Evaluation**

A full inspection report by the Education and Training Inspectorate in October 2012 acknowledged significant strengths, with the best lessons being well structured, connected to previous learning and containing challenging tasks which reflect the high expectations of teachers. It was, however, considered that one-fifth of lessons required improvement and this was an area prioritised during the lifespan of the 2014-17 plan. A Sustaining Improvement Inspection in 2016 identified significant strengths in ICT and learning & teaching, with priorities in ICT being addressed by the acquisition of hardware, the recruitment of a whole-school ICT leader and the development of a training programme for all staff. With the expansion of the 6<sup>th</sup> Form, the curriculum has been widened to allow students to achieve highly in traditional A-Levels, Applied A-Levels and BTEC courses. Evidence from pupil/parent surveys, book-looks, pupil pursuits and focus groups indicates that students enjoy their learning experiences and feel challenged by classroom activities. Central to learning, teaching and assessment is the principle of self-evaluation, with teachers being challenged to reflect upon methodologies, identify areas for development and seek ways to share and receive models of best practice. Pupils are also challenged to diagnose strengths and areas for development during self-evaluation days.

### **Strengths**

1. The increasing diversity of classroom methodologies, including the use of ICT, by pupils in class and at home through Fronter.
2. Pupils are well motivated and positive in their approaches to learning. This is enabled by the

strength of relationships that exist between pupils and teachers.

3. Self-evaluative practices amongst individuals and teams at all levels have developed a culture of self-improvement.

4. Results in public examinations at GCSE are excellent. A-Level results have continued to be strong at a time when the 6<sup>th</sup> Form has become larger and more diverse.

### **Areas for Development**

1. Increased use of data to inform learning and teaching in all Key Stages in order to improve academic outcomes and challenge pupils to achieve the best possible outcomes.

2. To develop further the range of methodologies deployed in the classroom and to facilitate the observation and exchange of best practice across learning areas.

3. To develop differentiation strategies to allow pupils of all abilities to be challenged appropriately.

4. To develop levels of pupil resilience, resourcefulness and independence to equip them for further education and the world of work.

## **2(b) providing for the special, additional or other individual educational needs of pupils**

### **Current Practice**

Pupils with a special, additional or other educational need are given every opportunity to access all areas of the curriculum and extra-curricular life of Down High School. An effective SEN team comprising the SENCo, Assistant SENCo and Senior Teacher exists to manage all matters in relation to special educational needs and classroom assistants facilitate the inclusion of pupils with a Statement of Educational Need. A process of identification of need has been put in place to ensure that pupils are supported in the realisation of their personal, social and academic development. Through the record of concern referral system, teachers are encouraged to identify issues, and appropriate strategies are employed in line with the individual pupil's need and the school's ability to respond. In the classroom, pupils on stages 2-5 on the SEN register are supported through the use of general and subject-specific Individual Education Plans and where deemed necessary, an Action Plan is put in place for pupils at SEN Stage 1, which results in closer monitoring and discussions around progress. Teachers are provided with support and information on a range of useful strategies to assist pupils in their learning. Annual training takes place to ensure staff are fully informed of pupils who have a special educational need, and in May 2017 specific training was delivered to staff on ASD. Departments have also been provided with a dyslexia audit to ensure that teaching materials and resources are dyslexia friendly.

A Literacy support tutor is in place to offer literacy support to a number of pupils as required. External training opportunities are offered to classroom assistants where available. Ongoing training also ensures that the SENCo and Assistant SENCo keep up to date with current guidelines and relevant information is disseminated in school. Parents are also encouraged to maintain close contact with the school and communicate any issues relating to their child's academic progress and/or wellbeing.

The current Acting SENCo has also been appointed as an access arrangements assessor and has successfully completed the Certificate of Confidence in Educational Testing (CCET) and supplementary Access Arrangements Course (AAC) as required by JCQ. The assessor monitors pupils in Years 8-10, and may conduct literacy tests as necessary to gather evidence for future applications for access arrangements.

## **Evaluation**

Teachers use the targets set out on IEPs to regularly monitor the academic progress of pupils on stages 2-5 on the SEN register. A formal review of these targets takes place twice a year, following exams, where evidence is drawn from classwork and homework as well as exam results. Meetings then take place between the pupil and a member of the SEN team to discuss the child's progress. Annual Reviews for statemented pupils occur in the Spring Term each year, allowing the opportunity for pupils, parents, school and external agencies to evaluate progress and discuss the way forward. Classroom assistants also provide weekly written feedback to the SENCo regarding the pupils they support, which highlights any concerns, as well as positive progress in relation to their targets. CAT data is also used by pastoral staff and the SEN team as a basis for self-evaluation discussions, to identify strengths and areas for improvement.

## **Strengths**

- Positive relationships between pupils with educational needs, parents, staff and the SEN team as well as strong relationships between the School and outside agencies such as Transitions, VIU, Careers Service, ASD Service, and Educational Psychology (EA)
- Full access of all pupils with educational needs to the curricular and extra-curricular life of the school who are well supported by the SEN team and their teachers in ensuring that their needs are met
- Appointment of an Access Arrangement's Assessor who holds CCET (Certificate of Competence in Educational Testing) and AAC (Access Arrangement Course)

## **Areas for Development**

1. Develop the effective use of the IEP in the classroom to assist pupils in individual subject areas and provide meaningful reviews and the monitoring of the outcomes of strategies used
2. Additional training within the SEN team on Access arrangements and conducting and analysing educational tests
3. Increase the links between SEN and the Careers Department and Pastoral Teams
4. Development of a link teacher in each department to share best practice and to ensure resource materials are dyslexia-friendly
5. Development of strategies to ensure classrooms are ASD-friendly

## **2(c) Promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils**

### **Current Practice**

High quality pastoral care sits at the heart of all our work at Down High School and we are committed to promoting wellbeing by providing a safe, caring and supportive environment for all pupils. The Pastoral Care team is strong and ready to respond to the changing pressures of modern society and minimise the impact these have on our young people. Pupils' wellbeing is supported by an effective pastoral structure comprising of Form Teachers, Year Heads, Heads of School and Senior Teacher, under the leadership of the newly-appointed Pastoral Vice-Principal. A School Counsellor is also available and complements the work of the team. Extensive pastoral provision includes PD through the LLW programme and at Key Stage 5, and the use of assemblies and guest speakers to address relevant pastoral issues. A Safeguarding team is in place for effective management of safeguarding and child protection concerns and coordination of all child

protection matters including the development of a preventative curriculum. The Designated Teachers are trained on a regular basis and are responsible for providing Child Protection training for all teachers, support staff and volunteers within the school community. Pupil surveys confirm that pupils feel safe and cared for.

We take great pride in the positive relationships which are evident throughout our whole school community, and believe this helps to create a high trust culture which allows positive behaviour to prevail. We promote and sustain this by celebrating and rewarding good behaviour and, if necessary, challenging and sanctioning unacceptable behaviour. This culture of mutual respect is reflected in the aims of our Positive Behaviour Policy and our core school values which are displayed in key areas around the school.

Pupil voice surveys show that they are keen to be well informed around strategies to care for and promote their emotional and physical wellbeing. The Healthy Eating Policy and effective PE curriculum underpin Down High as a health-promoting school and pupils are provided with a wide range of extra-curricular activities which promote health and wellbeing. A full-time school nurse also plays an important role in supporting pupils with specific health needs and raising awareness amongst pupils of significant medical issues which can affect young people.

Whilst our attendance rate is above the NI grammar average, the management of attendance remains a priority and our current policy sets out clear guidelines on monitoring and promoting good attendance. A successful reward system exists to recognise full attendance.

### **Evaluation**

In November 2016 all pupils were consulted on the ethos and values of the school and invited to highlight priorities for development. Pupils and staff unanimously agreed that the value RESPECT is central to the life and work of the school. Pupil attendance is very high and behaviour is very positive with a low rate of suspension. In an ETI style survey carried out in May 2017, 100% of staff strongly agreed or agreed that the pupils in the school are well behaved. The Pastoral team closely monitor pupil attendance and punctuality, progress cards, detention and suspension statistics and effort grades on reports. This information is used to identify pupils for interventions and also as an indication of the success of our Pastoral Policies. Regular Pastoral Team meetings take place to discuss relevant pastoral issues and concerns, and to disseminate important pastoral and safeguarding information. The Designated Teacher provides a regular Child Protection update, an Annual Report to the Board of Governors and updates provided to Governors at their meetings. An annual report is provided by the School Counsellor, outlining major pastoral trends. The pupil voice through the School Council is also a useful platform for consultation on a range of school policies relevant to young people. Pupil surveys, including a Year 14 Exit Survey in May 2017, informed the direction of our School Development Plan to promote positive pupil emotional health and wellbeing, cultivate pupils as confident, independent and resilient learners and develop the school culture of promoting positive behaviour.

### **Strengths**

- Strong positive relationships between all members of the school community.
- A caring and compassionate Pastoral Team which supports the needs of pupils.
- Parents who are happy to contact the school where a concern occurs.
- Pupils who are positive about their school and value the high trust culture which is promoted at all levels.

### **Areas for Development**

1. Promote positive pupil emotional health and wellbeing.
2. The creation of a Wellbeing Coordinator post to develop and implement a programme of activities to promote the wellbeing of pupils.
3. Cultivate pupils as confident, independent and resilient learners through pupil connectedness with the school and development of leadership opportunities.
4. Further develop the school culture of promoting positive behaviour.

## **2 (d) Providing for the professional development of staff**

### **Current Practice**

Down High School places significant emphasis on providing opportunities for the continued professional development of its staff. The training and development of teaching staff is ongoing and facilitated in part through Baker Days, School Improvement Days and the sharing of good practice within departments and at middle management level. Beginning teachers and those in the Early Professional Development phase of their career are supported by their Head of Department and a Senior Teacher who acts as teacher tutor. Teaching staff continue to attend support and exemplification of standards events organised by CCEA and other awarding bodies, as appropriate. A number of Down High School staff support the work of CCEA examining and moderation teams at GCSE and A Level.

Health and Safety, SEN, and Safeguarding and Child Protection training is provided on an annual basis. A number of teachers have participated in professional development opportunities provided by the Lecale Area Learning Community and through the Shared Education Signature Project. Further opportunities, including travelling abroad to link with schools in Canada and China have been provided through links with the British Council.

As lifelong learners Down High School staff are committed to continuous professional development and access training and development opportunities provided by a wide range of external providers including the EA School Development Service, C2K, LearnSpark, Mindfulness NI, PiPS, ASCL, CEOP, PSNI, Cara Friend and other organisations that offer training in an area prioritised for development through the SDP. Staff continue to avail of the professional development opportunities provided the Education Authority's Leadership Programmes.

Year on year the PRSD process seeks to reflect the priorities in the School Development Plan and focuses on the continued development of effective classroom practice. A range of committees and working groups have provided opportunities for staff to contribute to whole-school priorities. Departmental action planning provides extensive opportunities for delegation and professional development within departments and helps instil a sense of distributed leadership across the teaching staff.

### **Evaluation**

Staff are involved in periodic consultation exercises which provide opportunities for them to comment on whole school priorities and development. These take the form of surveys, small group meetings with the Principal and discussion forums scheduled during Baker Days and School Improvement Days. The professional development of staff is also monitored through the PRSD process, departmental meetings and minutes and through the school designed evaluation pro-forma, which teaching staff complete on their return from any externally facilitated CPD course.



In an ETI style survey carried out in May 2017, 93% of the teaching staff indicated that they either agreed or strongly agreed that they had benefited from staff development opportunities within the past three years. 98% of staff agreed or strongly agreed that Staff Development had been linked to priorities identified in the School Development Plan. The support staff survey responses indicated that 47% of staff felt they had not benefited from professional development during the last three years. This represents an opportunity for training needs to be facilitated.

### **Strengths**

- Effective use made of Baker Days and School Improvement Days
- Departmental Action Planning and PRSD continue to place a strong focus on the CPD of teaching staff and the improvement of classroom practice
- The variety of professional development offered to staff internally through their membership of committees and working groups
- Access to a wide range of externally provided CPD opportunities shared with staff

### **Areas for Development**

1. To provide support staff with access to more professional development opportunities
2. To provide additional opportunities for staff to support the work of new working groups e.g. in relation to differentiation/high performing pupils etc.
3. Middle leader training for HoDs and Pastoral Leaders
4. Fuller use of PRSD review meetings to identify training needs

## **2 (e) Managing the attendance and promoting the health and wellbeing of staff**

### **Current Practice**

The Board of Governors and the Principal value the wellbeing of staff and aim to promote a supportive approach to staff health and welfare. The Principal reports regularly to the Governors on staff attendance, and welfare matters are discussed at Board of Governor meetings. The Staffroom Committee organise a range of activities that give staff the opportunity to socialise beyond the formal school day such as cinema trips and meals out, further contributing to staff wellbeing. The school also promotes staff wellbeing through a continuous programme of renovation of facilities and availability of teaching resources for the staff. Activities such as staff Pilates classes and Friday Football on school site further cultivate the very strong collegial relations within the school.

Staff attendance is managed in accordance with the Teacher Attendance Procedure as described in TNC 2008/2. If staff are absent through illness for more than seven days, due to the size of the school, return to work meetings are normally carried out by line managers however if a teacher wishes to speak to the Principal this can be arranged through the Principal's Personal Assistant. The Principal holds attendance meetings with staff who are absent for more than six days in a rolling period to discuss welfare. The school seeks advice from occupational health as appropriate and will act on advice given. All planned and unplanned absences are reported to the Cover Manager. Permission for any new activities should be granted through the Principal. In the case of planned absences relating to activities which take place each year, permission should be sought from the relevant Senior Teacher who may consult with the Principal. The Cover Manager, in liaison with the senior teacher in charge of the School Diary, will assess when substitute teachers should be brought in and make arrangements for classes to be covered. The Resources and Development Vice-Principal, assisted by the Cover Manager, manages the budget for temporary teaching staff.

### **Evaluation**

At Down High we greatly value our highly expert workforce. Staff report that they are happy at work and, in the ETI-style survey carried out in May 2017, 100% of staff say they enjoy working at the school. In this survey, 91% of staff strongly agreed or agreed that management promote the welfare of all staff. Staff wellbeing is discussed regularly at Leadership Team meetings and strategies to promote positive wellbeing are considered. Staff workload is considered by SLT when planning the whole school calendar and setting deadlines for staff submissions and reporting. Attendance procedures are reviewed annually to ensure that staff are aware of their professional responsibility with respect to attendance and absence. Attendance data, generated through SIMS, is used to monitor staff attendance and discussed at Board of Governors meetings, allowing the school to evaluate its strategies for managing the welfare of staff.

### **Strengths**

- Staff report that they enjoy working in the school
- Staff attendance is very good
- Continuous improvement to the staff working environment, including the creation of a fitness suite, installation of interactive whiteboards in many rooms and the availability of departmental I-pads.
- Successful introduction of staff activities to promote wellbeing

### **Areas for development**

1. Continued use of the School Development programme to promote staff wellbeing
2. Continue to workload assess any planned changes and assess the impact of calendared events

## **2 (f) Promoting links with the parents of pupils at the school and the local community, including other schools, the business community and voluntary and statutory bodies**

### **Current Practice**

Down High School fosters close links with parents through a programme of parents' consultation meetings for all year groups and through a wide range of information evenings. The latter address issues such as Year 8 induction, study skills, e-safety, school trips and expeditions, subject choices and the university application process. The school uses Schoolcomms Gateway to promote parental engagement and communicates a weekly diary as well as regular messages and letters via email. The school also communicates regularly through reports, an annual report from the Board of Governors, the school magazine, Schoolcomms messages and the school website, Facebook and Twitter. Invitations are also issued to school exhibitions, sporting, drama, music and other events.

Links with the local community have been enhanced through the creation of the 6th Form Community Action Programme. This has allowed a significant number of 6th form students to volunteer and support the work of a wide range of local primary schools, nurseries, nursing homes, churches, charities, environmental groups and other voluntary organisations. A number of departments have established effective links with local businesses. The latter have facilitated educational visits and periodically provided visiting speakers.

The school cultivates international links through the British Council and has links with schools in Europe, China and Canada. These links enrich the learning of pupils and provide opportunities for staff development.

The Down High Careers Department, through its Year 13 Work Experience Programme, has established a wide network of contacts in the local business community. Many of these support the annual 6th form Interview Skills Evening and some sponsor school teams and events. The school hosts a programme of Young Enterprise Events which involve most year groups. Down High

School has active 'Charity Support' and 'Making a Difference' groups which have supported the work of a number of local and international charities.

Through the Shared Education Signature Project funding, Down High has been able to develop effective curricular, extra-curricular and staff development and wellbeing links with St Patrick's Grammar School. The expansion of our 6th form has also strengthened our links with a number of 11-16 post-primary schools in the area. Our close links with feeder primary schools are sustained through an extensive programme of school visits in January and June and other school events such as P6 Day and Open Night.

The school works closely with the network of schools in the Lecale ALC and enjoys a particularly close relationship with the South Eastern Regional College, which currently plays a leading role in the delivery of post-16 BTEC courses in Engineering, ICT, and Sports Studies.

The school is closely supported by the Friends of Down High and organisation of past pupils (The Old Dunumians' Association) parents (including the Sporting Patrons), staff and other supporters of the school.

### **Evaluation**

We greatly value our partnership with parents and encourage and collate regular feedback in relation to various aspects of school life in order to inform future planning. Regular communication with parents has been strengthened significantly through the introduction of the SchoolComms Gateway and the latest ETI style survey carried out in May 2017 showed a high level of satisfaction. 98% of parents would recommend the school to others and feel that their child is safe and well at school. 95% feel that their child is making good progress and 99.5% say the school is well respected in the community. Work carried out with St Patrick's Grammar School through Shared Education has strengthened our community links and enhanced the quality of learning and teaching in both schools. Working with SERC, local businesses and the Lecale Learning Community - as well as our international links through the British Council - enhances the employability skills of our pupils and prepares them well to contribute to our global economy.

### **Strengths**

- Strong and effective partnership with parents as confirmed by a number of surveys
- Collaborative arrangements with SERC
- A pro-active Careers Department that develops business links
- 6<sup>th</sup> form Community Action Programme
- Strong links with feeder schools (primary and post-primary)
- Effective local links through Shared Education and International links through the British Council

### **Areas for Development**

1. Further links with businesses and external agencies developed at departmental level
2. Capitalise on services offered by voluntary agencies
3. International links developed further

## **2(g) Promoting the effective use of ICT, including its use to support learning and teaching, CPD and school leadership and management.**

### **Current Practice**

Down High School has a significant C2K ICT infrastructure. Teaching staff regularly use a range of ICT resources in their daily teaching and learning activities, either in their own classroom or through dedicated ICT facilities. Use of ICT is signposted through schemes of work and staff training in the use of ICT has been a focus during School Development Days since 2013 as the whole school ICT leader led the development of ICT across the school by introducing various

policies such as the ICT Technical Support policy, Bring Your Own Device Policy, E-Safety Policy and a policy enabling staff use of online video in the classroom. Staff from a range of departments across the curriculum have also led training in ICT applications, VLE and iPad use. Classrooms have interactive whiteboards and staff are equipped with iPads for use in departments and Apple TV systems. iPad Trolleys are available to departments in addition to bookable specialist ICT rooms.

Pupils' access to ICT facilities is facilitated by dedicated ICT classes in Years 8-10, through subject departments booking into ICT rooms within the normal timetable and at break, lunch time and after school. In the Sixth Form, there is dedicated ICT provision in the private study facilities. Sixth Form students are able to avail of a BYOD policy. A taught programme of e-safety education is delivered to students within the ICT curriculum at KS3 and enhanced through special assemblies.

ICT is used effectively as an administrative tool. Regular updates to SIMS training are provided through C2K and the dissemination of training materials, booklets and guides to staff. A dedicated C2K co-ordinator manages the day to day operations of the C2K service.

### **Evaluation**

The development of ICT as a learning and teaching tool was one of the main priorities of the 2014-17 School Development Plan, an evaluation of which is discussed in Section 4. The extension of core ICT facilities to all classrooms has enhanced the learning, teaching and administrative facilities available to staff and pupils. With increased demand for ICT services from a number of subject areas, access to ICT facilities continues to be challenging. With an increase of taught ICT/Computing/Programming the management of finite ICT resources will continue to be a significant issue during the 2017-20 period, giving rise to the need to consider introducing additional ICT capacity. The cost of updated hardware will be challenging in the current financial climate. A focus on PRSD on use of iPads in the classroom during 2015-16 increased significantly staff confidence and competence in use of mobile ICT devices. A number of mobile iPad trolleys were introduced to improve access to ICT within the classroom.

The work of reviewing and developing the use of ICT within subject departments and within the taught ICT curriculum is ongoing and needs to continue to develop. Staff training for curriculum and administrative purposes has been well received and will continue to be a priority.

### **Strengths**

- Clear planning for the use of ICT at whole-school and individual department levels
- Significant investment leading to improved access to ICT facilities
- Staff confidence and competence in the use of mobile ICT devices
- Developments in ICT have had a positive impact on learning and teaching including the development of pupil's higher level thinking skills
- The efficient use of ICT resources including the use of the VLE to support Learning and Teaching

### **Areas for Development**

1. Investigate the use of ICT to as a tool for teachers e.g. google classroom, seating planner /online homework apps
2. Continue to offer a flexible menu of ICT courses for staff to be delivered in-house and externally.
3. Develop the use of SIMS to support the pastoral system
4. Prepare for the move to new build in 2020
5. Promote the use of Schoolcomms Gateway as a tool e.g. to facilitate payment for school meals on line, online booking system for parent's evenings
6. Work in tandem with the pastoral team to expand education in the area of cyber safety
7. Invest in ICT over the course of this three-year plan to ensure resources remain up to date

### **3 (a) The school's current position and the use made of its financial and other resources**

At the end of the 2016-17 financial year Down High School had a surplus of just over 6% of its total budget. This is primarily the result of sustained efforts to obtain value for money in procurement, the increase in budget resulting from the reduction in the size of the Senior Leadership Team, a reduction in staffing costs following the retirement of experienced staff and the continued popularity of the 6<sup>th</sup> form which continues to attract pupils externally.

Through prudent financial management the staffing costs are 78.8% of the total budget however with a decreasing budget this is set to increase to 82% over the next three years. Over the last three years' costs and contracts with a number of suppliers have been continually renegotiated. Collaboration with SERC has continued, which allows our post-16 curriculum offer to include five BTEC courses. This collaboration has enabled our 6<sup>th</sup> form to cater for the needs of a broader range of learners as well as triggering funding through the Entitlement Framework.

The considerable financial pressures being experienced by all post-primary schools are aggravated by the high staffing costs associated with experienced staff and the school's current facilities with consequent additional heating and maintenance costs.

The school's surplus is predicted to decrease in a controlled manner over the next three years. In 2017 the 1% increase in teaching staff costs, 1% increase in non-teaching staff costs and 3% inflationary increase alongside growing staffing costs (through an increase in the national insurance employers' contribution) has put considerable strain on the budget. This, alongside staff progression through pay scales, reduced external intake into the 6<sup>th</sup> Form (due to a falling demographic) and decreased EF funding for a school which has embraced collaboration, will also add to the school's financial pressures. Collectively all these factors pose a significant challenge to the school's current healthy financial position.

Savings have been made through a number of areas including the restructuring of the Senior Leadership Team, increasing class sizes in practical subjects at KS3 and creating a new independent study area with the appointment of a study supervisor. In addition, a review of the timetable structure, a staff skills audit and review of Teacher Responsibility Points will avoid redundancies.

### **3 (b) 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**

The advancement of our core business - to develop Learning and Teaching and improve outcomes for all our pupils in a supportive and inclusive atmosphere - will be the focus of spending over the next three years. Despite the pessimistic financial outlook, areas where funding will provide best value for money and have the most impact have been identified. These include;

- Embracing the new specifications and supporting departments by facilitating attendance at revision events, and also to provide additional spending for new courses.
- The provision for access to scripts to support Learning and Teaching
- Development of the school's study skills programme to facilitate a 6<sup>th</sup> Form Seminar to help pupils doing BTECs and/or Applied A-Levels manage their time and meet deadlines.
- Mentoring/Support for pupils who have been identified by baseline data combined with teacher assessment.
- Continuous professional development of staff, particularly middle-leadership
- Development of the rewards system
- Development of a new wellbeing coordinator role

As well as budgeting for the above areas, the school will use the enormous talent available through the expertise of staff to share best practice. Links with the British Council and the Shared Education Signature Project have also given the school the opportunity to broaden our pupils' experiences and access CPD opportunities for staff to drive improvement.

**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.**

**Learning and Teaching Evaluation**

The Learning and Teaching component of the 2014-17 School Development Plan included actions to promote the continuation of improved results at GCSE and A-Level. The improvement in Year 14 outcomes since the summer of 2009 has been significant, with ambitious targets being set and the curriculum being adjusted to take cognisance of the changing nature of our 6<sup>th</sup> Form intake, whereby a significant number of additional places in the 6<sup>th</sup> Form were being filled. The targets for 2014-17 were revised to reflect the enlarged Sixth Form and more diverse post-16 intake. More effective use was made of data such as CAT projections at whole school and departmental levels to support interventions and assess added value. Pupils' progress was tracked and additional support provided where necessary.

At the commencement of the 2014-17 School Development Plan, the GCSE results in the school were at or just above the median. Achieving results in the Upper Quartile was a target for the new three-year plan, with an emphasis placed on using projection data to set high expectations for pupils at the start of Year 11. The need to improve results in particular areas led to support for individual departments, the mentoring of selected pupils and strategic pastoral interventions that have transformed the GCSE results, allowing Down High School to reach the upper quartile in terms of the % of pupils achieving at least 7 GCSEs at A\*-C including English and Mathematics. The continued use of self-evaluation days to identify and support pupils who are under-achieving led to improved outcomes. The need for pupils at GCSE and A-Level to complete coursework components earlier allowed them to concentrate on theory papers. By the last year of the three-year plan, however, there was some slippage in this and there is a need for the 2017-20 SDP to focus on pupils' ability to manage their time and meet submission deadlines, especially in the BTEC Level 3 courses and applied A-Levels.

The Learning and Teaching Policy was reviewed by the Learning & Teaching Committee through the use of departmental audits. While some useful peer observation was conducted at whole-school level and in departments, the need for teachers to learn and develop by watching how pupils learn in other curricular contexts is something that we will develop under the new SDP through the PRSD whole-school objective in Year 1. In the last plan, pupils' learning experiences were observed through booklooks conducted by the Learning & Teaching Committee and pupil pursuits carried out by pastoral staff. Pupil focus groups were set up to promote a discussion about how pupils learned most effectively and what quality teaching and learning was for them. In all of these cases, reports of best practice were compiled, discussed and disseminated to staff during School Improvement Days. A working party was established to explore the levels of boys' engagement in the classroom. Evidence and research included the use of focus groups, professional dialogue among colleagues and a session during a SID to report findings and identify strategies that can be used to promote boys' engagement and outcomes.

The 2014-17 plan stressed the need for opportunities to be created for pupils to develop their speaking and listening skills in the classroom, with strategies to promote pupil confidence being part of individual departmental plans. The Learning and Teaching Committee continued its work on developing pupils' use of effective revision and study skills. During the course of the 2014-17 plan, pupils were exposed to a menu of revision strategies and new students in Year 13 (from 2014) received guidance in study skills in late September. Parents of pupils in Year 8 were invited to information sessions on study skills in the run-up to the summer exams. The development of the pupil self-evaluation days, with their emphasis on students setting objectives and actions that stress high achievement and the employment of effective revision techniques, has encouraged the pupils to verbalise how they learn and how behaviours can be adjusted to bring about

improvement. All departments created Marking for Improvement policies to identify pupils' strengths and point out areas for development. The importance of verbal and written feedback was prioritised.

A Sustaining Improvement Inspection by the ETI in April 2016 confirmed the "Very Good" classification achieved in 2012. The Inspectors recognised the significant improvements in ICT provision and the use of ICT as a learning and teaching tool, as well as the continued high level of capacity for sustained self-improvement in the interests of pupils.

### **ICT Evaluation**

Under the previous SDP the school prioritised movement from Moodle VLE to Fronter in light of the technical and user difficulties experienced with the Moodle environment and the fact that Fronter was available free from C2K and offered a wider range of more accessible online learning tools. In 2014 this move took place successfully. During SIDs in the 2014-15 year, staff were trained in the use of Fronter, including creating Fronter rooms, adding pupils to rooms and adding resources to rooms. Department action plans were developed to include the use of Fronter VLE in learning and teaching in each subject area. An adverse weather room was created and staff briefed on its use as a means of distributing work to students in the event of a second day of school closure. During the 2015-16 year, Fronter training was provided to include the use of discussion forums and hand-in folders to extend the use of the interactive components of the VLE. During the 2016-17 year, Fronter training was provided to new staff and support continued for existing staff. During this period pupil were also taught in KS3 ICT classes about how to access and use Fronter.

All departments in the school now use Fronter to provide a range of online learning course materials across all Key Stages providing learning resources, links to useful learning sites, discussion forums and hand-in folders for homework. Department evaluations of the Fronter VLE indicate that it was easier to learn and use compared to Moodle; Fronter provides a wider range of facilities and more flexibility in making course materials available to pupils from home. The Home Economics department has used Fronter hand-in folders extensively to manage coursework. A number of departments have used Fronter successfully to host online discussion forums (e.g. History, Business Studies, Science). The Inspectorate witnessed and reported positively on the use of Fronter VLE as part of learning and teaching during its visit in March 2016.

The SDP also prioritised the use of ICT in subject departments and integration of taught ICT with other subjects. Extensive ICT training has been provided for staff in relation to use of the VLE, IWBs, iPads, SIMS, e-safety and MS Office applications. This has been through a combination of Baker Days, School Improvement Days, externally provided training and in-school staff training sessions scheduled during the summer term. Through Heads of Department meetings and the School Improvement Days devoted to sharing good practice, some departments have also presented their most effective practice in using ICT to enhance learning and teaching.

The whole-school PRSD objective on use of iPads in the classroom during 2015-16 increased significantly staff confidence and competence in the use of mobile ICT devices. A range of iPad training initiatives have been undertaken including face to face training, the provision of online resources and colleagues from a range of subjects leading staff training in specific apps to encourage wider staff to use iPads to enhance learning and teaching. A dedicated iPad room has been established to support ICT use for teachers in mobile classrooms. Periodic staff training on the wider use of SIMS, including Assessment Manager, has also been provided for all teaching staff.

Dedicated KS3 ICT lessons on e-safety, staff awareness-raising sessions, school assemblies, PSNI/CEOP seminars for parents, and a visiting drama production have all been used to help address ongoing e-safety challenges and concerns.

During the 2014-17 period significant time and effort went into preparing for the statutory reporting on ICT levels of progression. The school registered for the Voluntary ICT Accreditation Scheme and a number of KS3 ICT assessment tasks were submitted and approved by CCEA. In 2017 the school submitted KS3 ICT Levels.

The provision of dedicated ICT teaching time was highlighted for development, and a range of courses that develop pupils' programming skills and support the development of pupils' coding skills now exist at KS3, GCSE and Sixth Form. Down High School has effectively developed the curriculum, the staff, the resources and the policy framework to more effectively support ICT across the curriculum.

A Sustaining Improvement Inspection visit in March 2016 (report issued April 2016) confirmed significant improvements in the use of ICT across the curriculum. The report highlighted the clear planning for the use of ICT at whole-school and individual department levels and the positive impact ICT developments were having on learning and teaching. The development of pupil's higher level thinking skills and the efficient use of ICT resources, including the school VLE to support learning and teaching, was also commended.

## **5. An Assessment of the Challenges & Opportunities Facing the School**

The most significant challenges for Down High School during the life-time of this school development plan will be to continue to raise academic standards and maintain and improve the wellbeing of pupils and staff in the current challenging financial climate.

Historically, the greatest need for improved results has been amongst the lowest achieving pupils at GCSE. However, in our latest set of results 100% of pupils achieved five A\* to C including English and Maths. Our goal over the next three years will be to raise this to 100% achieving 7 A\* - C including English and Maths at GCSE. In the light of changing demographics which allow us to cater for a wider range of abilities, the focus for staff development will increasingly be on tracking pupils' progress and sharing best practice in the classroom, particularly around strategies to stretch our high performers. It will be important to continue to develop the curriculum to capitalise on the strengths of our pupils as well as reflect the changing labour market and harness the rapidly changing face of information technology. In Sixth Form we now have significantly more pupils whose GCSE profiles average below a B grade and consequently we face a number of very worthwhile challenges regarding not only academic outcomes but also new career routes which will include apprenticeships and college diplomas. This will influence our curriculum development as well as careers guidance.

Pastoral staff and surveys report a growth in mental health issues in pupils arising from the pace and pressures in modern society, including misuse of social media. At the same time as addressing the issue of pupils' wellbeing, we need to be attentive to the pressures being experienced by staff. Maintaining a healthy working environment for everyone at the school is of vital importance and the commitment of many staff and pupils to improving the school with respect to environmental and health issues presents a great opportunity for the school. Our 2017–20 SDP allows us to explore ways to develop pupils as resilient learners and cultivate pupil wellbeing through the preventative curriculum. It will also allow us to promote staff wellbeing by workload assessing developments, examining the impact of the whole school calendar of events as well as prioritising access to high quality CPD for staff.

The Department of Education announced in January 2013 that Down High School would be prioritised for a new build. The progress towards this outcome has been slow however we feel confident that during the lifetime of this three year plan the move to a new site will be complete. The current move date is set for summer 2020 and the logistics of this fantastic opportunity will need to be planned carefully and costed fully. Many basic aspects of the current facilities, such as corridor flooring, are deteriorating to such an extent that one of the principal challenges over the three years of the development plan will be keeping our site safe. It is also important for us to keep our current site ecologically friendly so that pupils can be educated in a safe and appropriate manner. Our new SDP plans to incorporate further habitat areas within the school grounds, promote biodiversity to offer aesthetic and educational opportunities as well as staff/pupil involvement in community issues such as sustainability. We will continue with the successful waste reduction initiatives already in place and pursue new areas of focus such as energy, food and resource wastage.



Financial constraints prompt us to carry out our business in ways that ensure maximum value for money. In the last six months we have forged strong links with St Patrick's Grammar through the Shared Education Signature Project and also capitalised on CPD opportunities through the British Council. We have carried out a review of roles and structures within the school and exploited avenues to generate income.

As we move into the next three year phase we will endeavour to retain our unique ethos: a school small enough to enable strong personal relationships yet large enough to offer a broad and balanced curriculum equipping our pupils with the 21<sup>st</sup> century skills they need to compete globally; a school whose motto 'nothing achieved without effort' is embodied in our pupils who are committed and resilient learners, and who have both a true passion for learning and a capacity for independent thinking, developed through giving their very best in and beyond the classroom. Our goal at Down High School is to develop people and leadership capacity rather than just procedures and policies and to improve academic standards whilst maintaining the high quality of relationships which exist between pupils, teachers and parents. We aim to help pupils, teachers and other staff work effectively and efficiently so that pupil and staff welfare is a priority and everyone enjoys a suitable life-work balance.

## **6. The arrangements made by the Board of Governors to consult and take into account the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.**

The Board of Governors delegated responsibility for the compilation of the SDP to the Senior Leadership Team, although the Governors were apprised of the main features of the document and completed an online survey to identify new priorities for the school in May 2017.

In the autumn term of 2016-17, the Principal held meetings with teaching and support staff, in order to give her (and the Senior Leadership Team) a greater understanding of teachers' priorities. Discussions with senior colleagues in other schools offered insights on aspects of strategic planning in areas such as the use of baseline data and the evaluation and exchange of good classroom practice. Pupils' views were also gathered through whole school survey in November 2016 and a Year 14 Exit Survey in April 2017. The pupil voice was heard during a series of focus groups, with the emphasis being focused on learning experiences.

Surveys of parents and teaching staff, similar to those used in a general inspection, were carried out in May 2017 and the results of these surveys influenced the development of consultation within the school development planning process.

In May 2017 members of staff were also asked to complete a consultation document to evaluate progress made through the previous SDP. The outcomes were analysed by SLT alongside the results of the surveys and priorities shared with staff so that the identified issues could be addressed within the overall context of *Every School a Good School, Together Towards Improvement* and the *Inspection and Self-evaluation Framework*. The responses of governors, parents, pupils, teaching and support staff in a series of questionnaires helped to shape the agenda of SLT meetings in the third term of the year 2016-17. The outcomes of a staff survey designed to review the progress of the 2014-17 Plan is contained in the Appendix of the new School Development Plan. School Development and Baker Days in the summer term 2017 were used to share priorities identified through these surveys and share the direction of travel for the next three years with staff.

An ETI Sustained Improvement Inspection confirmed that the school continues to be a thriving, self-evaluating school that enriches the lives of our young people both in and out of the classroom. In a previous full inspection in 2012 the school was classed as "Very Good", the areas for improvement identified in the report have been successfully addressed and continue as a focus for further improvement.

INDICATOR	DHS RESULTS		DHS TARGET 16-17	NI GRAMMAR SCHOOL DATA				DHS TARGET 17-20	DHS TARGET 17-18	DHS RESULT 16-17
	14-15	15-16		LQ	M	UQ	95 <sup>th</sup> Pce			
KS3 % ≥ level 5 Communication	100	100	100					100	100	100
KS3 % ≥ level 5 Using Mathematics	100	100	100					100	100	100
GCSE %7+ A*-C	98.5	96.9	97	89.1	96.8	98.9	100	98.4	97.6	98.4
GCSE %7+ A*-C (inc. En and Ma)	97.7	96.9	97	93	94.6	97.6	98.1	98.4	97.6	98.4
GCSE %5+ A*-C	99.2	99.2	100	97.4	98.1	99.5	100	100	100	100
A-level: %3+ A-C	72.3	73	81	71.1	72.3	81.2	89	73.4	72.3	75.7
INDICATOR	DHS RESULTS		DHS TARGET 17-18	NI GRAMMAR SCHOOL AVERAGES				DHS TARGET 17-20	DHS TARGET 17-18	DHS RESULT 16-17
	14-15	15-16								
KS3 % ≥ level 5 Communications	100	100	100	Unavailable				100	100	100
KS3 % ≥ level 5 Using Mathematics	100	100	100	Unavailable				100	100	100
GCSE %5+ A*-C	99.2	99.2	100	97.8				100	100	100
GCSE %5+ A*-G	100	100	100	99.8				100	100	100
GCSE % NO PASSES	0	0	0	0				0	0	0
GCSE %5+ A*-C (inc. Eng and Ma)	98.5	98.4	100	95				100	100	100
GCSE % achieving A*-C in English	99.2	100	100	96.7				100	100	100
GCSE % achieving A*-G in English	100	100	100	100				100	100	100
GCSE % achieving A*-C in Maths	99.2	100	100	95.7				100	100	100
GCSE % achieving A*-G in Maths	100	100	100	100				100	100	100
A-level % 3+ A*-C	72.3	73	72.3	77				73.4	72.3	75
A-level % 2+ A-E	100	100	100	99.6				100	100	100
Attendance %	95.7	96.1	96.4	95.6				97	97	96.4

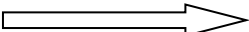
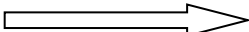
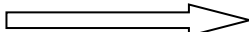
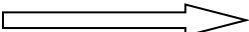
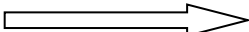
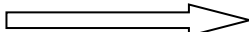
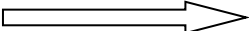
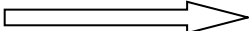
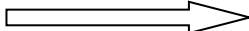
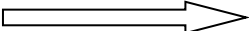
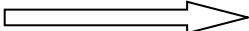
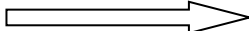
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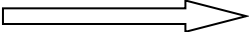
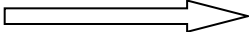
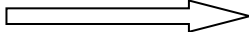
*Identification  
of areas for  
development:*

*Down High  
School's  
priorities,  
actions and  
planned  
outcomes  
2017-20*

# **LEARNING AND TEACHING**

## **Three Year Plan 2017-20**

<b>Vision/Development Raising Attainment</b>	<b>Year 1: 2017-18</b> 	<b>Year 2: 2018-19</b> 	<b>Year 3: 2019-20</b> 
			
Raising attainment across Key Stages 3-5	Assessment Manager to be trialled and reviewed across all year groups, with three assessment opportunities	Assessment Manager roll-out to four assessment opportunities (inc. internal examinations)	Assessment Manager fully embedded, used by class teachers and pastoral staff and evaluated at senior leadership level.
Raise attainment at GCSE level to the UQ NI Grammar figure (7GCSEs inc. Maths and English)	Implementation of new GCSE specifications; new content and schemes of assessment.	Implementation of new GCSE specifications; new content and schemes of assessment.	
	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE.	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE.	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE.
	Support for subject areas in improving results	Support for subject areas in improving results	Support for subject areas in improving results
Raise attainment at A-Level to above the Median NI Grammar figure	Consolidation and review of new A-Level specifications. Review of Key Stage 5 curriculum.	Implementation of KS5 curriculum review.	
	Early and regular support for pupils deemed to be at risk of falling below a C in AS and A-Level.	Early and regular support for pupils deemed to be at risk of falling below a C in AS and A-Level.	Early and regular support for pupils deemed to be at risk of falling below a C in AS and A-Level.
<b>Vision/Development Classroom Practice</b>	<b>Year 1: 2017-18</b> 	<b>Year 2: 2018-19</b> 	<b>Year 3: 2019-20</b> 
			
Develop classroom practice to support pupils' learning	SID to disseminate good practice in classroom methodology, including effective plenaries.	SID time to include focus on good classroom practice, including ICT	SID time to include focus on good classroom practice, including ICT
	Opportunities for peer observation within the school – PRSD objective 2017-18.	Opportunities for peer observation within the school	Opportunities for peer observation within the school

	Research of effective approaches to differentiation and application to a Down High School context.	Piloting of activities and resources in departments with feedback	Embedding of differentiation through departments to support the pace of pupils' learning.
	Research into stretch and challenge opportunities for pupils across all key stages	Piloting of activities and resources in departments with feedback	Embedding of extension tasks through departments.
<b>Vision/Development Learner Development</b>	<b>Year 1: 2017-18</b> 	<b>Year 2: 2018-19</b> 	<b>Year 3: 2019-20</b> 
Developing pupils as learners	Review of Marking for Improvement. Pupil surveys on what feedback they find useful and the actions they take to improve.	Pupil surveys/focus groups on what feedback they find useful and the actions they take to improve.	Pupil surveys/focus groups on what feedback they find useful and the actions they take to improve.
	Staff training on resilience and growth mindsets. Raising awareness among pupils of the importance of developing a growth mindset.	Roll out of language, questioning and other strategies to promote pupils' adoption of growth mindsets.	Roll out of language, questioning and other strategies to promote pupils' adoption of growth mindsets.
	Focus on task-management through mindfulness and support programmes to help manage timescales and deadlines.	Focus on task-management through mindfulness and support programmes to help manage timescales and deadlines.	Focus on task-management through mindfulness and support programmes to help manage timescales and deadlines.
	Middle leadership training with focus on independent learning and methodology.	Departments to focus on trialling and evaluating independent learning tasks, with sharing good practice sessions at HoD meetings.	Departments to focus on trialling and evaluating independent learning tasks, with sharing good practice sessions at HoD meetings.

	Audit of KS3 provision to enable a learning map to be created to facilitate cross-curricular cooperation and the shared education programme.	Joint learning and teaching opportunities between Down High School and St Patrick's Grammar.	Joint learning and teaching opportunities between Down High School and St Patrick's Grammar.
	Initial shared education links to support identified KS4 pupils in Literacy and Numeracy.	Shared Education resources to improve Literacy and Numeracy among identified pupils.	Shared Education resources to improve Literacy and Numeracy among identified pupils.

# Learning and Teaching

## Action Plan 2017-18

<b>TARGET:</b> To raise attainment across all key stages, develop classroom practice and develop pupils as learners. <b>CURRENT POSITION:</b> Academic outcomes at GCSE are currently in the upper quartile for NI grammar schools. A-Level performance in the expanded 6 <sup>th</sup> Form is below the median figure for NI grammar schools.					
SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Pupils' learning across all key stages will have been assessed, recorded and shared to promote improvement in effort and outcomes.  GCSE outcomes (7 A*-C including English and Mathematics) will have been at the top end of the Upper Quartile.	Staff training in Assessment Manager; Distribution of data on CAT; CAG and pupil performance inc. gender	August 2017	C2k RD SLT DGD	Use time during start of year Baker Days to build confidence in the use of Assessment Manager Prize Day INSET	
	CAT tests moved to early September	Sept 2017	KD, RD		
	Retrospective analysis of baseline tests versus external exam outcomes to inform Assessment Manager planning.		SLT HoY	Use of generated data to assess value added	
	Teachers will enter assessment outcomes in Assessment Manager at three points during the academic year.		All staff		
	Pupils requiring support and challenge will be identified for subject specific and pastoral intervention.		Subject teachers and Pastoral staff	Time during Self-evaluation Days	Self-Evaluation Days will be used to challenge and support pupils who are underachieving.
	Support for the new specifications at GCSE			Staff attendance at Revision events	
	Use of CAT, internal data and Assessment manager to identify pupils requiring support.			Briefing for all staff on CAT and its use as a tool for monitoring pupils' achievement/underachievement	Analysis of Assessment Manager data Self-Evaluation Days will be used to challenge and support pupils who are underachieving.
	Use Shared Education funding to provide support for identified pupils in Literacy/Numeracy.	Terms 2-3	English and Maths	Shared Education funding.	Pupil outcomes.



**TARGET:** To raise attainment across all key stages, develop classroom practice and develop pupils as learners.

**CURRENT POSITION:** Academic outcomes at GCSE are currently in the upper quartile for NI grammar schools. A-Level performance in the expanded 6<sup>th</sup> Form is below the median figure for NI grammar schools.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
A-Level outcomes will be above the median figure for NI grammar schools.	Analysis of retrospective external exams to inform support for departments.	Term 1	RD DGD SLT	Departments will receive analysis of GCSE results against pupils' CAT projections.	HoD meetings with MJP/KD
	Consultation on GCSE options	Term 1	KD, SLT Careers Dept Staff, Parents	HoD Meeting and departmental responses Parental survey	Review of consultation by SLT to inform decision-making.
	Support for the new specifications at A2.	Term 1		Staff attendance at Revision events; New course fund to provide support.	
	Departments will secure permission to access scripts to support L&T.	Term 1	HoDs Finance Office	School to release money for departments to purchase 6 AS scripts.	Departments to monitor and use anonymised scripts in class.
	Use of internal data and Assessment Manager to identify pupils requiring support.	Terms 1-3	SLT	Departments to submit pupil progress indicators during data drops.	Analysis of Assessment Manager data Self-Evaluation Days will be used to challenge and support pupils who are underachieving.
	Shared Education funding for A-Level Easter Revision classes in areas where DHS/SPG pursue same options.	Term 3	SLT Volunteer staff	Shared Education funding.	Student evaluation of scheme.
	Parents of pupils underachieving to meet with SLT.	Term 1 Term 3	SLT	Discussions after self-evaluation days.	Progress levels discussed with subject areas.

**TARGET:** To raise attainment across all key stages, develop classroom practice and develop pupils as learners.

**CURRENT POSITION:** Academic outcomes at GCSE are currently in the upper quartile for NI grammar schools. A-Level performance in the expanded 6<sup>th</sup> Form is below the median figure for NI grammar schools.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
<p>Pupils will have been challenged to respond to effective feedback (verbal and written) in order to develop their resilience and ability to seek improvement</p> <p>Pupils will have been challenged to develop independent learning strategies.</p>	Departments will review their policies on Marking for Improvement	Term 2	HoDs		Classroom follow-up to assessed work
	Discussions with pupils on feedback in Key Stage 5, with an emphasis on how pupils respond to feedback.	Term 2	Learning and Teaching Committee	Time to meet with the pupil to ask how they respond to feedback.	Audit how pupils' learning behaviour is informed by the feedback they receive.
	Focus groups to address the issue of pupil resilience and how they respond to setbacks/challenges	Terms 1-3	KD GMcK WB HMcG/RA	Time allocated for staff to compile remit and hold meetings.	Report back to staff in Term 3
	Training for HoDs on approaches to and strategies for the promotion of independent learning; strategies to be deployed in the classroom	Term 3	KD; SLT	Facilitator First day of summer exams to save on cover costs	HoDs to respond to evaluation questionnaire.
	Departments to share good practice on developing independent learning inside and outside the classroom – using established methodologies and Fronter	Terms 1-3	MJP/KD HoDs	SID June (P6 Day)	Departments to contribute to a whole-school toolkit of independent learning strategies to be used with pupils.
	6 <sup>th</sup> Form Seminar to help pupils doing BTECs and/or Applied A-Levels manage their time and meet deadlines.	Term 1	KD HH HoY	Time off timetable Facilitator fee	Student evaluation at point of contact and later in the year. Wednesday afternoon PS facility for Y13-14 coursework catch-up

**TARGET:** To raise attainment across all key stages, develop classroom practice and develop pupils as learners.

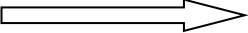
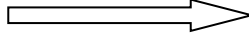
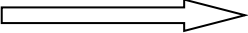
**CURRENT POSITION:** Academic outcomes at GCSE are currently in the upper quartile for NI grammar schools. A-Level performance in the expanded 6<sup>th</sup> Form is below the median figure for NI grammar schools.

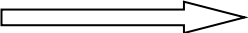
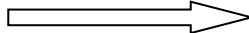
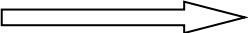
SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
<p>A variety of classroom methodologies will have been identified, shared and observed</p> <p>Differentiated strategies will have been researched and piloted in order to meet the challenges of a changing intake and to stretch the highest achieving pupils</p>	<p>School Improvement Day session to allow subject areas to share best practice in:</p> <ul style="list-style-type: none"> <li>• Active learning</li> <li>• ICT</li> <li>• Effective plenaries</li> <li>• Effective questioning</li> </ul>	Term 1	SLT HoDs Staff	Photocopying costs SID time	
	Establish research group to look at differentiated strategies.	Term 1	KD	Photocopying	Review of materials and resources
	Visits to other schools will be arranged to see effective practice.	Term 2	Research group 1	Cover costs	Disseminate findings
	Strategies will be identified, piloted and evaluated.	Terms 2-3	Research group 1	Classroom time for piloted tasks	Evaluation and dissemination of research and pilot during SID time and during HoD meetings.
	Highest performing pupils in each year group will be identified with reference to previous attainment, CAT profile and effort	Term 1	DGD KD Research group 2		
	High achieving cohorts will be published. Ideas and strategies materials to be disseminated. Classroom practice should stretch and challenge highest achieving in group tasks and questioning	Terms 1-3	Research group 2 All staff Teaching Assistants	A bank of suggestions and strategies will be devised, published and circulated to all teachers and classroom assistants.	Harvest responses from departments

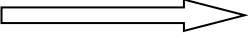
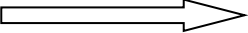
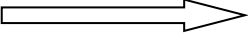
<b>TARGET:</b> To raise attainment across all key stages, develop classroom practice and develop pupils as learners. <b>CURRENT POSITION:</b> Academic outcomes at GCSE are currently in the upper quartile for NI grammar schools. A-Level performance in the expanded 6 <sup>th</sup> Form is below the median figure for NI grammar schools.					
SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Differentiated strategies will have been researched and piloted in order to meet the challenges of a changing intake and to stretch the highest achieving pupils	Schoolcomms group to be created for 'highest achieving' cohort	Sept 2017	Admin staff Research group 2		Group to be updated in line with pupils' progress
	Parents to be informed of events such as exhibitions, concerts, lectures, theatre performances, quality TV programmes.	Ongoing	KD/KC Research group 2		
	School-organised events/visits to broaden pupils' experiences and boost personal profiles for top end universities.	Ongoing			

# **Three-Year Plan**

## **Pastoral**

VISION	Year 1: 2017-18 	Year 2: 2018-19 	Year 3: 2019-20 
<b>To promote positive pupil emotional health and wellbeing</b>	<p>Wellbeing coordinator to develop a programme of activities for Y13 and Y14 to promote positive emotional health and wellbeing</p> <p>Review Personal Development programme of LLW to evaluate how responsive it is to current pupil needs</p> <p>Key members of staff trained in specific programmes to support positive mental health in the school setting. Programmes delivered to Y9 and Y14</p> <p>Update school policies which support the preventative curriculum in line with DE guidelines</p> <p>Opportunities to develop links with external agencies to extend the range of pastoral support available throughout the school</p>	<p>Extended programme of activities for other year groups to promote positive emotional health and wellbeing</p> <p>Develop Personal Development programme of LLW in response to changing pupil needs</p> <p>Positive mental health programmes delivered to other year groups</p> <p>Implement school policies which support the preventative curriculum in line with DE guidelines</p> <p>Raise awareness of the issues facing young people through staff training and an enhanced pastoral programme e.g. extended assemblies, drama workshops, work through external speakers and agencies</p>	<p>Programme of activities for all year groups to promote positive emotional health and wellbeing</p> <p>Embed updated Personal Development programme of LLW</p> <p>Positive mental health programmes delivered to all year groups</p> <p>Effective and relevant school policies which support the preventative curriculum embedded within the school</p> <p>Continued awareness of the issues facing young people through staff training and an enhanced pastoral programme e.g. extended assemblies, drama workshops, work through external speakers and agencies</p>

VISION	Year 1: 2017-18 	Year 2: 2018-19 	Year 3: 2019-20 
<b>Developing pupils as confident, independent and resilient learners</b>	<p>Cultivate pupils as confident, independent and resilient learners through high expectations, a growth mindset and a focus on key character strengths</p> <p>Promote connectedness with school at KS3 through form time activities that focus on key personal strengths and opportunities for active engagement for all pupils</p> <p>Investigate and develop opportunities for student leadership</p>	<p>Cultivate pupils as confident, independent and resilient learners through high expectations, a growth mindset and a focus on key character strengths</p> <p>Promote connectedness with school at KS4 through form time activities that focus on key personal strengths and opportunities for active engagement for all pupils</p> <p>Implement and expand opportunities for student leadership such as Peer Mentoring, Peer Tuition, involvement in leading extra-curricular activities</p>	<p>Cultivate pupils as confident, independent and resilient learners through high expectations, a growth mindset and a focus on key character strengths</p> <p>Promote connectedness with school at KS5 through form time activities that focus on key personal strengths and opportunities for active engagement for all pupils</p> <p>Embed opportunities for student leadership such as Peer Mentoring, Peer Tuition, involvement in leading extra-curricular activities</p>

VISION	Year 1: 2017-18 	Year 2: 2018-19 	Year 3: 2019-20 
<b>Develop the school culture of promoting positive behaviour</b>	<p>Evaluate current whole school rewards and recognition system and investigate a rewards and recognition system that best acknowledges pupil effort and achievement across curricular and extra-curricular activities</p> <p>Share best practice with regard to celebrating effort and recognising achievement at department level</p> <p>Year Heads trained in the use of SIMs Behaviour Management Module to track behaviour across their year group</p>	<p>Agree and implement a consistent rewards and recognition system at Key Stage 3</p> <p>Training for classroom teachers to use SIMs Behaviour Management Module to record classroom based incidents and for Form Teachers to configure and monitor SIMs Homepage</p>	<p>Agree and implement a consistent rewards and recognition system at Key Stage 4 and 5</p> <p>Effective Monitoring and early intervention strategies in place for pupils causing concern</p>



# Pastoral

## Action Plan 2017-18

**TARGET:** To promote positive pupil emotional health and wellbeing, cultivate pupils as confident, independent and resilient learners and develop the school culture of promoting positive behaviour

**CURRENT POSITION:** High quality pastoral care is at the heart of our work at Down High School. The Pastoral Care Team is strong and ready to respond to the changing pressures of modern society and minimise the impact these have on our young people.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Positive pupil emotional health and wellbeing will be promoted	Appointment of a Wellbeing Coordinator to develop and implement a programme of activities to promote the wellbeing of pupils in Y13/14	Term 1	SLT BOG HMG	Cost of Development Post	Review of wellbeing programme
Responsiveness of the Personal Development programme of LLW will have been reviewed and current needs of pupils identified	Focus groups and surveys to review responsiveness of current PD programme and to prioritise current pastoral needs of pupils in all Key Stages	Term 2	GMK WB RA HMG	Time with pupils	Audit of pupil and staff responses
	Review of PD programme to address current pupils needs, audit of resources and effective mapping of PD across all Key Stages	Term 3	GMK RA HMG Pastoral Staff	Time during SID	Updated PD programme
Key members of staff will have been trained in the PiPs resilience programme and a programme of activities developed to promote positive emotional health and wellbeing	Two members of staff will have been trained in the PiPs resilience programme (Healthy Minds and Resilience Skills)	Term 1	GMK RA HMG	Funding for course through ALC and staff time to attend courses	Staff evaluation of training and capacity to implement it in school
	Programme of activities delivered to Y9 (Healthy Minds) and Y14 (Resilience Skills)	Term 1&2	HMG RA	Time during PD programme	Pupil feedback collated
School Policies which	Safeguarding and Child Protection Policy to be updated to	Aug 17	GMK WB MJP BOG	ETI Audit Tool	Outcomes of ETI Audit Tool

support the preventative curriculum will have been updated in line with DE guidelines	reflect new DE Guidelines and approved by governors				
	ETI audit tool used to evaluate CP policy & procedures	Aug17	GMK WB		
	Whole staff training to take place during SID	Sept 17	GMK WB	SID Time	Staff acknowledgement of CP training collated and filed
	Policy to be available to parents via website	Oct 17	GMK KD		
Links with external agencies will have been investigated with the aim of extending the range of pastoral support available throughout the school	Youth services in the local area will have been identified and a temporary youth worker employed to offer youth counselling in school in an informal context	Term 2	GMK WB	Cost to employ temporary part-time youth worker	Pupil feedback

**TARGET:** To promote positive pupil emotional health and wellbeing, cultivate pupils as confident, independent and resilient learners and develop the school culture of promoting positive behaviour

**CURRENT POSITION:** Pupils are aware that pace of change in society today is rapid and they are keen to be well informed about their emotional wellbeing. Pupils at Down High have the capacity to develop greater independence and resilience through their connectedness with the school.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
High expectations and a growth mindset will have been promoted through the assembly programme and redrafted aims of the school	Staff training and pupil assemblies on growth mindset and character education	Terms 1-3	SLT Pastoral Team	Time during SDD	Staff feedback
	Growth mindset language displays in key areas, including form rooms	Term 2	SLT	Cost of display boards	Boards displayed around school
School values focusing on key character strengths and the ability to cultivate and develop them will be promoted through assembly and across the school	School's values identified through staff and pupil survey	Sept 17	SLT		Staff and pupil feedback from surveys
	Key value shared with staff and pupils and visibly displayed around the school	Oct 17	MJP	Cost of display boards Time during Baker Days	Boards displayed around school
Connectedness with school and positive relationships will have been strengthened through form time activities that focus on key personal strengths and opportunities for active engagement for all pupils	Meetings with pastoral staff to review the role of the Form Teacher	Term 1&2	GMK Pastoral Team Form Teachers	Time during pastoral meetings	Feedback from pastoral meetings
	KS3 Form Teacher training promoting growth mindset and connectedness with school through from time activities	Term 3	GMK Pastoral Team	Time during SID, resources published for KS3 form teachers	Staff and pupil feedback
Leadership opportunities for the Senior Prefects and Y14 pupils will have been	Meetings with Senior Prefects and Y14 pupils to promote the advantages of leadership	Sept 17	HH CW HMG		Monitoring of pupil participation

developed	opportunities and the range of opportunities available to them				
Opportunities for student leadership will have been investigated	Pastoral Team will have discussed opportunities for pupil leadership in Y8-13	Term 2	GMK Pastoral Team	Time during pastoral meetings	Outcomes of Pastoral Team discussions

**TARGET:** To promote positive pupil emotional health and wellbeing, cultivate pupils as confident, independent and resilient learners and develop the school culture of promoting positive behaviour

**CURRENT POSITION:** Very positive relationships exist throughout the whole school community, embedded in a culture of promoting and rewarding positive behaviour

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
<p>The whole school rewards and recognition system will have been reviewed and investigated to identify a system that best acknowledges pupil effort and achievement across curricular and extra-curricular activities</p> <p>Year Heads will have received training in the use of SIMs Behaviour Management Module</p>	The Promoting Positive Behaviour policy will be updated and presented to staff. Pupils, staff and parents will be consulted and the policy available on the school website	Oct 17	GMK Pastoral Staff	Time during SID	Staff, pupil and parental feedback
	Year Heads to discuss system that best recognises effort and achievement following internal examinations. System to be implemented for Summer internal examinations for Y8-10	Term 1& 3	GMK CFK Pastoral Staff	Time during pastoral meetings	Recognition system implemented
	School Council to discuss the whole school rewards system and identify ways to improve recognition across curricular and extra-curricular activities	Term 1	GMK CFK		Feedback from School Council
	Year Heads and Heads of Section will receive SIMs Behaviour Management training and will use this to monitor pupil behaviour across their year group	Sept 17	GMK C2K	Staff training in SIMs behaviour module	Use of SIMs Behaviour Management system by Year Heads

# Whole-School ICT Action Plan 2017-18

<b>TARGET:</b>		<b><u>Whole School ICT Development – Support the continued use and development of ICT across the curriculum</u></b>				
<b><u>CURRENT POSITION:</u></b>		<b>A wide range of ICT training, advice and support has been provided to staff during past three year SDP</b>				
SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION	
<b>New Developments:</b> staff and students will have opportunities to explore and develop the use of a wide range of ICT tools to enhance learning and teaching.	Audit staff training needs	Oct 2017- June 2018	GN	Time for training sessions with staff in use of Google classroom required Follow up training sessions as needed	Feedback from staff on training	
	Training in use of Google classroom for staff		DGD/SMG		Feedback on use of Google classroom with pupils	
	Training in Fronter for new and existing staff				Feedback from staff	
	Facilitate staff to disseminate best practice in use of ICT tools across the curriculum		GN		Set up a forum for staff to share best practice across departments	Feedback from staff
	Provide subject specific training in use of ICT in line with Departmental Action plans		GN		Training sessions for staff during departmental meetings	Feedback from staff
	Support training in administrative systems as required		GN		Training sessions for staff	
<b>Resources:</b> Down High school will continue to invest in and maintain a range of ICT resources to support teaching and learning and efficient administration	iPads issued to all staff	Oct 2017- June 2018	GN/JM/SMG	Purchase of additional iPads	Monitoring of iPad allocations to staff	
	Manage and support the Embedded devices project – using iPads and mini laptops in the classroom			Deployment of iPad Trolleys and mini laptop	Weekly checks on ICT equipment and responding to maintenance issues.	
	Manage the existing ICT			Funding as available from	Monthly monitoring of ICT	



	<p>infrastructure and plan for renewal/updating.</p> <p>Work with the planning team on ICT-related new build issues</p> <p>Pilot the use of ICT tools to support efficient administration</p>		<p>GMK/GN</p> <p>GMK/RD/GN</p>	<p>school budget</p> <p>Meetings with New Build Team</p> <p>Finance for new initiatives e.g online booking system for parents evening, epayment facility for meals and trips</p>	<p>resource budget</p> <p>New technology</p>
<p><b>Being Safe:</b> pupils, staff and parents will be able to demonstrate a high level of e-safety awareness in relation to personal and device safety.</p>	<p>Provide refresher e-safety training to all pupils at KS3 as part of taught KS3 ICT course.</p> <p>Deliver updated e-safety training to all staff</p> <p>Provide e-safety training to parents</p> <p>Work with pastoral team to develop e-safety education</p>	<p>June 2018</p>	<p>GN/SMG</p>	<p>KS3 ICT Resources – PowerPoint, Video and Curriculum activities</p> <p>Training materials for staff e-safety sessions.</p> <p>Training materials for parent e-safety sessions – training provided by PSNI</p> <p>Planning meetings with Pastoral team</p>	<p>In-Class activity assessments</p> <p>Feedback from staff</p> <p>Feedback from parents</p> <p>Feedback from staff</p>

# Environment

## Action Plan 2017-18

**TARGET:** To continue with successful waste reduction initiatives within school and introduce new food waste strategies.

**CURRENT POSITION:** Successful waste reductions schemes already in place re. landfill, water and energy. No food waste provision yet.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Canteen waste will no longer end up in landfill but will be utilised by the council	Canteen will have Brown food waste bins.	Sept 2017	DF	Provision of brown Bins	Termly monitoring and collection of data from provider.
	Pupils will have provision in canteen for clearing plates of food waste.	Sept 2017	DF	Enrichment grp to monitor and work with duty prefects.	Weekly monitoring by duty prefects and enrichment group
	Pupils will be informed by assemblies and through form teachers as to the proper treatment of all food waste when in canteen.	Ongoing	RW and enrichment group. Form teachers.		Pupil and Form teacher feedback.
Composting will continue and help to supplement school planting.	Organic vegetable matter will be composted on a daily basis from the Staff room and HE rooms. Advice from council. Waste bus onsite education day.  The compost will be turned in compost barrel and mixed to create our own planting compost.	Daily	S.McK	Green compost caddies	Monitored and evaluated throughout the term.
		Winter term	S.McK	Waste Bus. Council	At Departmental level. Pupil feedback.
		Autumn Spring & summer	RW and enrichment group.	Compost turner	
The Home Economics Department will have incorporated food waste issues into GCSE and Year 14 schemes of work.	GCSE and Year 14 schemes of work will be updated and associated teaching material updated.	May 18	S. McK	Updated schemes CCEA fact files on food waste	S.McK to monitor. Pupil feedback.
		Nov 17	S. McK	Lucinda Scott	

	Lucinda Scott, Assistant Education Officer from the Council, will have visited Year 14 Nutrition and Food Science class to do a talk on Food Waste in our area.				
There will continue to be a visible reduction of litter within school buildings and in school grounds.	Pupil led initiatives and actions. House points to continue. Continue to enforce and facilitate eating in designated eating areas such as assembly hall and canteen.	June 2018	RW Senior prefects. Enrichment class. Form teachers	Form teachers/ Head of section. Outside agencies. Tidy NI. . Have litter pickers and tabbards.	Review termly and evaluate findings. Termly House competition. Junior, middle and senior. Review half-termly
Positive feedback from best Kept schools awards.	Provision of replacement classroom recycling bins, additional bins outside and new recycling bins for the sixth form common rooms. Enter school for Best-kept schools award. SEELB. Include all of the above.	Jan 2018	Senior leadership team  RW to enter upon approval from SLT.	Purchase of new bins. Approx. £400 from tendered source.  Entry form and fee.	Evaluate upon purchase. Success and school grounds looking cleaner and brighter
There will be a continued effort to maintain 0% school waste going to landfill.	Continue to work with Robert Ellis and McNabbs to monitor monthly volumes of landfill and recycled waste.	ongoing	RW with RE and enrichment group		Keep quantitative record and display visually as running graph on eco board and on Eco Hub VLE.
There will be a reduction in school photocopying.	Awareness initiatives to reduce photocopying and alternatives discussed.	June 2018	RW HOD's EK		Monitoring of photocopying usage on a monthly basis to determine patterns.

**TARGET:** To increase pupil and staff involvement in community issues re. Sustainability.

**CURRENT POSITION:** Lots of initiatives within school but limited community involvement.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
To successfully organise a cross community tree planting event in Downpatrick.	<p>Invite interest form ALL schools in Downpatrick re tree planting event.</p> <p>Engage with Council re. feasibility of tree planting event and location.</p> <p>Engage with outside agencies such as Woodland trust and CVNI to supply trees and tools.</p>	<p>Green flag to proceed and site secured</p> <p>April 2018</p>	RW and Enrichment group	Trees, suitable site and council support	The completion of the tree planting.
The Eco Committee will meet and work with the Eco committee at St Patrick's Grammar on shared initiatives	Get the two Eco committees to meet and discuss shared projects such as the tree planting one.	Dec 2017	<p>RW and Eco committee.</p> <p>Michelle Clancy Red High.</p>	Venue for joint meeting	On going feedback between schools.
Successfully organise a community litter pick on The Mound Of Down as part of 'Adopt a Spot' council initiative.	<p>Organise two events per year to do litter pick around Mound of Down.</p> <p>Invite involvement from Parents, staff and pupils.</p>	Jan 2018 and may 2018	<p>RW</p> <p>Enrichment group</p> <p>Local council</p>	<p>Litter pickers,</p> <p>Fluorescent tabards</p> <p>Bin liners</p> <p>Gloves.</p>	Photo shoot of litter collected

Successful lobbying campaign for reduction in dog fouling in area directly adjacent to school.	Pupils to make contact with relevant person in the council re dog fouling issue. Pupils to carry out dog fouling survey. Pupils to gather pupil support for the instalment of more dog bins in the vicinity.	Oct 2017	RW and enrichment group	Clip boards Pupil survey	Feedback and evaluation each month through Enrichment group.
DHS will successfully twin 5 toilet blocks with 5 school toilet blocks in Guatemala or Bangladesh as an international initiative.	A House competition will be organised to encourage pupils to raise money for the Toilet Twinning initiative. National Toilet day event will be held to raise final monies for twinning	Oct 2017	RW, SG, House Captains and Enrichment group.	Assembly material. Collection buckets.	Feedback and discussion with House Captains and pupil feedback.
The return of metal cutlery instead of plastic cutlery in the canteen.	Pupils will engage with D. Fryer to put forward their argument for a return to metal cutlery. Pupils will have to devise information campaign to encourage whole school participation and proper usage. Re. sustainability.	Nov 19 <sup>th</sup> 2017 Jan 2018	RW, DF and enrichment group	Posters	Pupil feedback Possible survey opportunity

**TARGET:** Incorporate further habitat areas within the school grounds and increase Biodiversity.

**CURRENT POSITION:** The School Eco garden has been partially extended as part of the Pollination project, additional planters have been purchased and filled but further work is needed.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
The continued successful integration and delivery of the Polli:nation project within DHS.	<p>The dissemination of information relating to the importance of pollinators, both in terms of sustaining biodiversity and for food security. Assemblies, competitions, workshops with link schools and outside agencies.</p> <p>Fieldwork monitoring by pupils on a regular basis. Uploading of data onto national database.</p> <p>The establishment of a wildflower meadow on playing field site.</p> <p>The further removal of old and non-pollinator plants from the eco garden, raising of flowerbed borders and infilling with compost and soil.</p> <p>Re planting with pollinator plants.</p>	June 2018	RW/Polli:nation project officer, RE and groundsmen.	<p>Fieldwork equipment and survey materials. Either supplied by Bio Dept or supplied by Polli:nation officer.</p> <p>Form Teachers, Biology, Geography and HE Departments.</p>	Evaluation of assemblies and initiatives.
<p>A successful tree planting area will be established beyond the hockey pitches.</p> <p>School planting will continue to add aesthetic</p>	<p>Measure out area to plant and calculate area for Woodland trust application.</p> <p>Liaise with Woodland trust as a potential source of free trees.</p> <p>Liaise with CVNI for the use of spades.</p> <p>Continuation of growing on plants and planting school planters at</p>	<p>Sept 2017</p> <p>Oct 2017</p> <p>Nov 2017</p> <p>Oct 2017</p>	<p>Enrichment group</p> <p>RW and Enrichment group</p> <p>RW and Eco group.</p>	<p>Trees</p> <p>Spades</p> <p>Pupil power.</p> <p>Plants, Compost</p>	<p>Evaluate before, during and after planting.</p> <p>Termly evaluation.</p>

value to the school environment.	regular intervals.	March 2018	Staff	Bulbs	Staff feedback
	Roll out the Adopt a pot staff initiative over the summer	June 2018	Staff		
	More areas will be planted up with bulbs.	Nov 2018	RW, Eco group and Staff	Weed killing and rotovation.	Termly evaluation.
	The wildflower area will be rotovated and prepared for early spring planting	Nov 2018	RW and Groundsmen.		
		Feb 2018	Liaise via RE		
		March 2018			



# Shared Education

## Action Plan 2017-18

**Position at end of 2016/17:**

The Down High School/St Patrick's Grammar School shared education programme was applied for and granted during the 2016-7 academic year. The appointment of Shared Education Coordinators took place in late March 2017 in the former and late April 2017 in the latter. As a result of the timing of these appointments the Action plan for Yr1 of the programme was revised. The revised plan to the end of June 2016 has:-

- Provided shared educational experiences for pupils.
- Helped pupils to develop relationships with pupils from their partner school including trust, respect, friendship and an acceptance and understanding of each other.
- Supported staff from both schools to develop relationships which will help the programme to develop and grow next year.
- Delivered improved educational outcomes which will be demonstrated via lesson plans and evaluations.

A series of meetings have taken place and a broad range of activities prioritised for the 2016-17 year. Our Action plan for Yr2 seeks to build upon the excellent start that has been made.

Objectives / Targets to bring about improvement	Success Criteria (Qualitative & Quantitative)	Actions to bring about improvement	Lead Responsibility / External Support	Time/ Resources/ Staff Development	Cost (£/month)	Timescale (Month)
<b>Learner Centred</b>						
<b>1. Making Shared Education inclusive amongst pupils and teachers in both schools.</b>	All KS3 pupils across both schools will have participated in at least one shared education experience during 2017-18; and strategically targeted shared education experiences for KS4 and KS5 pupils will have continued.	- All Year 8, Year 9 and Year 10 pupils will participate in shared education Young Enterprise workshops. (LLW / Employability). Each Year 8, 9 and 10 pupil will be involved in 2 Young Enterprise sessions of 2 hours per session. The focus will be on collaborative group work and problem solving. Follow-up opportunities will be explored to share good practice between LLW and Business Studies departments in both schools.	Careers Staff and Business Studies	Two shared sessions per pupil per Year group – Years 8–10	£1000 (to pay for the Young Enterprise facilitators who will run the shared workshop sessions) plus FD cover cost (£168 X 9 = £1512)	Terms 2 and 3
		- Year 10 pupils from 2 form classes will participate in shared education activities with a Personal Development focus to be delivered by some LLW teachers in both schools. Opportunities will also be explored	Pastoral Leaders/LLW Coordinators	FD cover + KJ cover	FD cover (£168 X 4 = £672)	Term 2

		<p>to share ideas and resources in relation to LLW for this important transition age group.</p> <ul style="list-style-type: none"> <li>- All Year 14 students will participate in 3 Shared Education sessions with an Employability and Mental Health focus. These shared sessions will include workshops and presentations where pupils will collaborate in small mixed groups. (PD and Employability); and opportunities will be explored to share ideas to improve the wellbeing of Year 14 students (as outlined in the section on wellbeing below).</li> <li>- Opportunities to support collaborative learning at KS4 will be actively investigated.</li> <li>- Gifted and talented students - actively investigate collaboration in some careers events and careers support systems, e.g. shared workshops for Oxbridge students from both schools (4 sessions). Encourage mutually beneficial networking amongst students who are pursuing Oxbridge or very vocational career pathways. Interventionist strategies to work with a shared class of Gifted and Talented students from both schools – 4 shared lessons.</li> </ul>	Shared Education Coordinators, Pastoral and Careers Staff.		<p>We will need to use a facilitator from Sentinus NI and some specialists on Mental Health Awareness.</p> <p>£500 (To pay for the facilitator costs.) FD cover X 3 = £504</p> <p>Facilitator costs for some specialist intervention to help gifted and talented students from both schools with their Oxbridge and Trinity applications - £500. No FD cover required due to smaller numbers and age group involved.</p>	
<b>2. Raising standards at GCSE and A-Level in English.</b>	A shared literacy support programme will have been developed to help GCSE students who are finding it	<ul style="list-style-type: none"> <li>- Additional Literacy Support sessions for pupils in Year 12 who are struggling to achieve a grade C in English Language. This is</li> </ul>	Heads of English and some English teachers from	Regular shared classroom support	£2,520 (This will pay for a sub to facilitate shared literacy support	Terms 1-2

	challenging to achieve a C grade in English language.	very much tied to the Development Plans within both schools. This will be spread over 32 weeks and will support pupils from both schools who require literacy intervention support. Integral to this process will be a number of shared sessions involving pupils from both schools and the creation of capacity within the 2 English departments to develop an interventionist skills base and share good practice.	both schools		over 15 weeks and release some teachers to work with pupils from both schools. The literacy support sessions will bring together pupils from the 2 schools who require additional intervention strategies. Opportunities will be actively explored to help some English teachers in both schools to develop shared literacy support skills.	
<b>3. Raising standards in Mathematics and Financial Management</b>	Shared Maths activities will have been developed to reinforce numeracy skills and increase awareness of employability pathways	<ul style="list-style-type: none"> <li>- Additional Numeracy Support for pupils in Year 13-14 in both schools who are finding particular difficulties in the transition to A-level and also students who have to retake their GCSE Maths. This will support the School Development Plans within both schools.</li> <li>- This will be spread over 32 weeks and will support pupils from both schools who require numeracy intervention support. Integral to</li> </ul>	Heads of Mathematics and some Maths teachers from both schools.	Regular shared classroom support	£2,520 (This will pay for a sub to facilitate shared numeracy support over 15 weeks and release some teachers from both schools to work with pupils across the 2 schools. The	Terms 1-2

		<p>this project will be a number of shared sessions involving pupils from both schools and the creation of capacity within the 2 Maths departments to develop an interventionist skills base and share good practice.</p> <ul style="list-style-type: none"> <li>- Collaboration in Maths Challenges.</li> <li>- A joint educational visit to the Queen's School of Business (for Year 13 Maths students) to investigate career pathways and degree courses linked to Maths. These students will be encouraged to stay in contact, especially the students from both schools who are pursuing similar third level pathways.</li> <li>- Shared collaboration <i>with My Maths</i></li> </ul>			<p>numeracy support sessions will bring together pupils from the 2 schools who require additional intervention strategies. Opportunities will be actively explored to help some Maths teachers in both schools to develop shared numeracy support skills.</p> <p>Maths + Careers – shared visit to Queen's Business School. £300 for bus hire and FD cover £168 X 4 = £672</p>	
<b>High Quality Learning &amp; Teaching</b>	.					
<b>1. Developing the curriculum</b>	The two schools will have researched the creation of shared twilight classes for highest performing students who would like to achieve an eleventh GCSE certificate.	<ul style="list-style-type: none"> <li>- The SLT in both schools to meet to review curriculum options with the possibility of a pilot course in 2018-19</li> </ul>	SLT from both schools		KJ cover	Term 1
<b>2. Mental health and wellbeing</b>	A Shared Mindfulness and Wellbeing programme for	<ul style="list-style-type: none"> <li>- Good practice shared to help teachers who wish to incorporate</li> </ul>	Wellbeing / Mindfulness		KJ cover	Ongoing

	<p>pupils and staff in both schools will have been developed and implemented.</p> <p>Some additional staff to be trained in delivering Mindfulness to assist teachers from each school who currently deliver.</p>	<p>some Mindfulness activities into some of their lessons.</p> <ul style="list-style-type: none"> <li>- 5 staff identified in each school for joint training in delivering Mindfulness. Both schools have identified Mindfulness as one of their priority areas.</li> <li>- Introduce a shared pilates and yoga course for teachers in both schools to encourage effective relationships and staff wellbeing.</li> <li>- Joint walk/activity at end of this course</li> </ul>	<p>Coordinators</p> <p>DS/KW</p> <p>Yoga / Pilates Facilitator</p>	<p>Twilight courses</p> <p>10 sessions of 1 hour</p>	<p>£250 X 4 to cover some of the facilitator costs.</p> <p>£100 X 10 to offset some of the costs of the programme. Teachers will pay themselves for the rest of the costs. This is an incentive to bring teachers together from both schools in the sessions – a big time commit.</p>	<p>Term 1</p> <p>Term 1</p>
<b>3. Learning for Life and Work and Mutual Understanding</b>	Both schools will have collaborated on Personal Development and Citizenship programmes.	<p>LLW – share good practice and encourage collaboration in relation to resources. Investigate collaboration opportunities in some areas of Personal Development and Citizenship. Religious Education – investigate a collaborative topic, e.g. the shared legacy of Saint Patrick. A selection of junior school pupils from both schools to meet up for a couple of twilight session to reflect on Saint Patrick and his legacy.</p> <p>Geography – Ethnic Diversity Tour in Belfast, Titanic Regeneration Tour in</p>	<p>LLW Coordinators + Form Teachers</p> <p>RS Teachers</p> <p>Geography Teachers</p>	<p>Shared LLW resources</p> <p>Pilot Shared PD and Citizenship RE and Geography classes</p> <p>Creation of shared resources and shared</p>	<p>KJ cover</p> <p>KJ cover for planning + facilitator costs X 4 sessions</p>	<p>Couple of meetings per term</p> <p>Term 2</p> <p>TBA</p>

		<p>Belfast and Fair Trade Week. A selection of pupils from both schools will meet in a twilight session to discuss ethnic diversity and fair trade.</p>		classroom opportunities.	(£1000) + coach costs (£500)	
		<p>History – Joint GCSE Troubles Tour to Belfast (Year 12) and investigate a Year 10 educational visit. A couple of twilight session to carry out some follow-up work to discuss the impact of The Troubles and the competing historical narratives. We will also look at a collaborative project on 1916 – the Rising and the Somme.</p>	History Teachers	Facilitate shared History classes – 2 shared sessions + shared fieldwork visit	KJ planning + coach (£300) + FD cover X4 (£672)	Term 2
		<p>Modern Languages Language week – the Onatti Theatre Company to perform to a joint group of French and Spanish students; and investigate an Irish language collaboration between both schools. Introduce taster session new language (Mandarin/German)</p>	French and Spanish Teachers  Irish Teacher	Visiting Theatre Company and 2 shared sessions.	KJ cover + FD cover X3 (£504) + 2 facilitators (£500)	Term 1
		<p>Shared Year 13 Politics Trip to Stormont (including a meeting with local MLAs and an exploration of other sources of financing). The students who take part in this will get together before the event to engage in icebreaker activities and a discussion of the NI peace process and outstanding legacy issues. Further meetings will be arranged and invitations given to saint Pat's pupils to attend some meetings of the Down High Current Affairs Society.</p>	Politics Teachers	Stormont Education Resources  Shared Current Affairs Society meetings during the course of the year + shared	Coach (£300 + FD cover X 2 (£336)	

				educational visit to Stormont		
<b>Effective Leadership</b>						
<b>1. Promoting collaboration in Learning and Teaching</b>	Effective collaboration in learning and teaching across a range of departments will have been planned, implemented and evaluated departments.	Home Economics – collaborate in relation to Cookery Competitions and specialist speakers (Junior School pupils). Also explore sharing good practice and pupil input in Home Economics via Fronter / Google Drive.	Home Economics Teachers	Cookery Demonstrations (2 shared sessions) + shared cookery competition work	KJ planning cover + FD cover X6 (£1008)	Throughout year
		Drama – Investigate collaboration in relation to short plays involving GCSE students performed in front of parents from both schools + Joint GCSE workshops with the Down Arts Centre.	Drama Teachers + Theatre facilitators	Hire of equipment Shared Drama Classes	KJ planning + Theatre workshops (£500) + FD cover X4 (£672)	Term 1
		Business Studies – investigate and organise a shared educational visit to a company, e.g. Google Ireland. This will involve Year 13 students from both schools.	Business Studies Teachers	Shared Business Studies classes X 2 sessions	Coach (£500) + FD cover X4 (£672)	Term 1
		Biology – continue to investigate collaboration around educational visits and the sharing of good practice + Year 10 Joint STEM visit to W5. This will include some shared Biology lessons.	Biology Teachers	Resources 4 shared Biology lessons	Coach (£300) + FD cover X6 (£1008) + W5 (£1000)  KJ cover	Term 2



<b>2. Shared Education within and across the school communities</b>	<p>The vision and implementation of the Shared Education programme will have been embedded within and across the school communities.</p>	<p>Pupil Voice – continue to forge an effective relationship between the 2 School Councils and listen to the Pupil Voice in relation to fostering effective pupil relationships and developing shared activities.</p> <p>Parents – investigate opportunities to involve and inform parents – website, newspapers and Twitter.</p> <p>Teachers – continue to encourage collaborative exchanges, shared planning meetings and the sharing of good practice.</p> <p>Support Staff – provide an opportunity to include support staff and investigate ways to share good practice in relation to supporting classroom assistants.</p> <p>Governors – actively investigate opportunities to involve some Governors in some shared activities</p>	<p>School Council Coordinators</p> <p>Shared Ed Coordinators + School Publications Staff</p> <p>Teachers</p> <p>Support Staff + Pastoral Staff</p> <p>Shared Ed Coordinators + SLT + Governors</p>	<p>Visit to local council Shared Student Council Meetings</p> <p>Websites and School Magazines + Local Press</p> <p>Shared Training for classroom assistants</p> <p>A Governor to champion Shared Education appointed in each School</p> <p>Pupil presentation to governors</p>	<p>KJ cover + FD cover X 4 (£672)</p> <p>KJ cover</p> <p>KJ cover (see above)</p>	<p>Once a term</p> <p>Througho ut year</p> <p>Througho ut year</p> <p>Term 2</p>
<b>3. Promoting Shared Education</b>	<p>The ethos and vision of Shared Education will have been shared across the school and wider community</p>	<ul style="list-style-type: none"> <li>- Inform staff of the progress to date and the broad objectives and procedures in relation to effective collaboration.</li> <li>- Encourage more staff to participate in Shared Education</li> </ul>	<p>Shared Ed Coordinators</p> <p>Shared Ed Coordinators</p>	<p>Staff Development Day</p> <p>Participation in</p>	<p>KJ planning cover</p>	<p>Term 1</p> <p>Througho ut year</p>

		<p>CPD opportunities.</p> <ul style="list-style-type: none"> <li>- Promote our partnership through the local press, school publications and school websites / Facebook etc.</li> <li>- Coordinators to meet up with some local MLAs and discuss our vision, our progress and support systems that are available.</li> </ul>	<p>Shared Ed Coordinators</p> <p>Shared Ed Coordinators</p>	<p>TPL university Courses</p>	<p>KJ cover</p>	<p>Througho ut year</p> <p>Term 3</p>
<b>Community Connections</b>						
<p><b>1. Promote collaboration in sport at school and community level</b></p>	<p>Elements of the sporting vibrancy of both schools will be shared for the mutual benefit of learners and teachers</p>	<ul style="list-style-type: none"> <li>- PE teacher exchanges to facilitate teaching a new sport to one Year group in some lesson swaps.</li> <li>- Annual Charity Rugby/Gaelic match.</li> <li>- Collaboration between GAA and Rugby to boost the performance of our elite Schools Cup/McLarnon teams – Strength and Conditioning and Sports Psychology.</li> <li>- Visit to Croke Park and the Aviva Stadium.</li> <li>- Opportunities will be identified to share the strength and conditioning equipment that was purchased using the shared resources budget.</li> </ul>	<p>PE staff</p> <p>Strength and Conditioning and Sports Psychology coaches</p>	<p>Majority of collaboration and Shared PE classes facilitated by existing Teachers</p>	<p>4 facilitator sessions X 4 (£1000)</p> <p>Coach (£500)</p>	
<p><b>2. Identify and develop collaboration in charity fundraising, community projects and the Saphara Programme</b></p>	<p>Elements of the concern for others that is so valued in both schools will be shared and developed.</p>	<ul style="list-style-type: none"> <li>- Identify a joint fundraising event</li> <li>- Investigate some collaboration in the Sixth-Form Enrichment programme</li> <li>- Continue to actively support and develop the existing partnership around the Saphara Project</li> </ul>	<p>Saphara Teacher Volunteers</p>		<p>FD cover X 4 (£672)</p>	

<b>3. Promote shared activities in music and culture that will reach out to the local community</b>	Elements of the cultural richness of both schools will be shared and developed.	<ul style="list-style-type: none"> <li>- Joint choir at Christmas to perform in some local nursing homes</li> <li>- Joint guitar lessons with performance at end.</li> <li>- Joint cultural drums lessons – different drum beats - and performance for parents.</li> <li>- Opportunities will be identified to use the pipes and harp that were purchased using the shared resources budget.</li> </ul>	Music Teachers  Guitar/Drum Instruction		FD cover X 6 (£1008)  Facilitator X 2 sessions £500	
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**Strategies to Monitor and Evaluate:**

All staff involved in above objectives to provide Co-ordinators with minutes of planning meetings, Shared activity lesson plans/schemes.

Staff/ pupils surveyed to monitor attitudinal change and impact on Teaching and Learning.

SESP monitoring spread sheet updated

**Evaluation:**

**Evaluations of each Shared activity/lesson carried out after completion.**

**Respective SLTs to evaluate impact of overall programme on both schools.**

**7 (d) The financial and other resources available to the school to be used in support of the actions identified in 7(c) to achieve the outcomes identified at 7(b)**

The potentially very challenging financial context at the time when the original version of this School Development Plan was being finalised in September 2017 (and for much of the 12 month period during which it was researched, planned and consulted upon) has significantly reduced our ability to plan for school improvement through increased expenditure. Some elements of the action plans require a moderate amount of financial outlay. These include the provision of literacy support and mentoring, the replacement of ICT hardware and CAT Testing.

Other aspects of the Action Plans are more dependent on allocation of staff time than on direct, additional expenditure. These include staff development sessions during School Improvement Days.

**7 (e) The arrangements for the Board Of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the School Development Plan**

In order to prioritise the monitoring, and evaluation of the School Development Plan, the Senior Leadership Team will meet weekly, either as a single unit or in smaller groups, to review the progress being made in each of the key areas identified for improvement. The Principal and, where appropriate, other senior leaders make reports to the Board of Governors on implementation outcomes and development needs. The Board of Governors will review and evaluate the School Development Plan and annual action plans and ask the SLT to make alterations to the Plan where necessary. The Senior Leadership Team will develop a broad range of strategies by which the School Development Plan can be reviewed and evaluated. These strategies, combined with the extensive use of surveys during the preparation stage of the 2017-20 Plan, will inform the processes by which future school development plans are created.

The Inspection of 2012 and the subsequent Sustaining Improvement Inspection of 2016 assisted the SLT with the process of developing self-evaluation strategies as part of the school development planning process. The Senior Leadership Team was heartened by ETI's endorsement of the steps being taken to bring about improvement.

Departments will continue to monitor progress against action plans that mirror the priorities of the School Development Plan. Heads of Department will be assisted in this process by the Principal and Learning & Teaching Vice-Principal.

# **APPENDIX**

**From the 2014-17 School Development Plan to the New Plan for 2017-20**

**Outcomes of Staff Surveys 2014 and 2017**

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>1. The school has a clear vision for improvement.</i>	44	62	56	38		0		0
<i>2. There is effective communication between all members of staff.</i>	6	19	50	72	36	7	6	2
<i>3. There is consultation with staff on the main priorities for the school.</i>	15	34	54	62	31	4		0
<i>4. All staff contribute to School Development Planning to identify and achieve the school's priorities.</i>	10	21	51	64	37	15		0
<i>5. Down High School is led and managed effectively by staff and governors.</i>	28	48	67	50	3	2		0
<i>6. All staff ensure that the pastoral care, health and educational needs of all children are met effectively.</i>	50	46	50	48		6		0
<i>7. I am aware of the school's procedures relating to Child Protection.</i>	86	74	14	26		0		0

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>8. I am aware of the key policies within the school.</i>	63	32	32	66	3	2		0
<i>9. Teachers with responsibilities are aware of their role in bringing about improvement.</i>	49	50	37	46	6	4		0
<i>10. Distributed leadership is encouraged throughout the school.</i>	19	39	40	50	33	9	6	2
<i>11. Self-evaluation is promoted throughout the school.</i>	44	41	53	57	3	2		0
<i>12. I have benefited from staff development in the past 3 years.</i>	36	42	47	51	14	8		0
<i>13. Staff development has been linked to priorities identified in the School Development Plan.</i>	36	40	58	58	3	2	3	0
<i>14. School Improvement Days are used effectively throughout the year</i>	17	25	54	64	26	11	3	0
<i>15. The school works closely with parents.</i>	34	36	54	60	12	4		0



<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>16. Down High School is valued and respected in the local community.</i>	58	72	31	28		0		0
<i>17. The school respects diversity and welcomes members from all communities.</i>	72	67	25	29	3	4		0
<i>18. The school premises are well maintained.</i>	18	21	80	68		9	2	2
<i>19. The management promotes the welfare of all staff</i>	17	24	56	67	25	7	2	2
<i>20. The children in the school are well behaved.</i>	39	45	58	55	3	0		0
<i>21. Inappropriate behaviour is dealt with effectively.</i>	11	25	63	61	23	13	3	2
<i>22. Attendance rate of children is high</i>	19	29	65	67	8	4		0
<i>23. The school provides a safe and stimulating environment.</i>	31	59	64	39	5	2		0
<i>24. The Principal provides effective leadership.</i>	25	80	69	20	6	0		0

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>25. Finance is managed effectively to ensure provision is high quality and cost effective.</i>	16	70	66	30	2	0	2	0
<i>26. The Board of Governors has a clear understanding of its role in supporting the Principal and staff in the governance of the school.</i>	20	20	56	74	6	6		0
<i>27. The school is well resourced for learning and teaching.</i>	16	15	65	65	16	17	3	2
<i>28. I feel valued and respected in this school.</i>	31	52	56	40	13	6		2
<i>29. I enjoy working in this school.</i>	61	75	39	25		0		0
<i>30. The quality of teaching in this school is good or better.</i>	53	60	47	40		0		0
<i>31. Teachers have realistic, high expectations for all children.</i>	42	46	56	54	2	0		0

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>32. Children are offered a broad and balanced curriculum throughout the school.</i>	53	62	47	37		2		0
<i>33. All areas of the curriculum are planned for to ensure continuity and progression.</i>	31	33	57	61	2	6		0
<i>34. The school supports children who have a Special Educational Need.</i>	47	58	53	40		2		0
<i>35. Teachers provide an environment that supports, challenges and stimulates learning.</i>	39	44	59	56	2	0		0
<i>36. The learning experiences are of a high quality.</i>	36	37	59	63	5	0		0
<i>37. Teachers provide an interesting range of out-of-classroom experiences to support the Curriculum e.g. trips.</i>	58	73	38	23	4	4		0

Percentage 2014 compared to 2017	Strongly Agree 2014	Strongly agree 2017	Agree 2014	Agree 2017	Disagree 2014	Disagree 2017	Strongly Disagree 2014	Strongly Disagree 2017
<i>38. Children are given the opportunity to develop their personal, social and emotional skills.</i>	48	47	50	45	2	8		0
<i>39. Down High School is a health promoting school.</i>	25	40	64	52	9	8		0
<i>40. Children are given the opportunity to make a positive contribution to both the school community and the wider community.</i>	37	46	54	44	9	7		2
<i>41. Children are encouraged to develop their thinking skills and personal capabilities.</i>	39	29	56	65	5	6		0
<i>42. Children are given the opportunity to work independently in the classroom.</i>	46	29	54	67		4		0
<i>43. Children are given the opportunity to work in pairs or in groups in the classroom.</i>	42	50	58	50		0		0

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>44. ICT is used effectively to support learning and teaching.</i>	28	33	69	56		12	3	0
<i>45. Relationships between teachers and pupils are good in Down High School.</i>	67	83	33	17		0		0
<i>46. Relationships between colleagues are good in Down High School.</i>	61	67	39	33		0		0
<i>47. I am aware of how well the school is performing compared to similar schools.</i>	36	24	58	71	3	6		0
<i>48. Data is analysed rigorously by all members of staff in order to support improvement.</i>	26	19	35	50	24	29	6	2
<i>49. The children in this school attain good standards in Literacy across the curriculum.</i>	16	24	50	63	17	14		0
<i>50. The children in this school attain good standards in Numeracy across the curriculum.</i>	25	37	61	56	3	8		0

Percentage 2014 compared to 2017	Strongly Agree 2014	Strongly agree 2017	Agree 2014	Agree 2017	Disagree 2014	Disagree 2017	Strongly Disagree 2014	Strongly Disagree 2017
<i>51. The children in this school attain good standards in the use of ICT across the curriculum.</i>	14	22	66	75	3	4	17	0
<i>52. Teachers work together to monitor and evaluate pupils' attainment.</i>	35	29	60	67	5	4		0
<i>53. I am aware of the actions I can take to raise standards within the school.</i>	51	37	46	62	3	2		0
<i>54. Children's work is marked regularly.</i>	51	40	47	58		2		0
<i>55. Children receive feedback on how to improve their written work.</i>	47	49	47	49		2		0
<i>56. Opportunities are provided for children to plan, review and evaluate their learning.</i>	37	32	60	64	3	4		0
<i>57. Children understand how their learning can be transferred and applied to everyday situations.</i>	14	52	50	46	33	2		0

<b>Percentage 2014 compared to 2017</b>	<b>Strongly Agree 2014</b>	<b>Strongly agree 2017</b>	<b>Agree 2014</b>	<b>Agree 2017</b>	<b>Disagree 2014</b>	<b>Disagree 2017</b>	<b>Strongly Disagree 2014</b>	<b>Strongly Disagree 2017</b>
<i>58. Children are made aware of how well they are performing and how they can improve.</i>	36	19	59	63	5	17		0
<i>59. Parents are kept informed of how well their child/children are performing.</i>	28	40	64	54	8	6		0
<i>60. All children are encouraged to reach their full potential regardless of gender, social, ethnic, linguistic and educational background.</i>	56	75	44	25		0		0