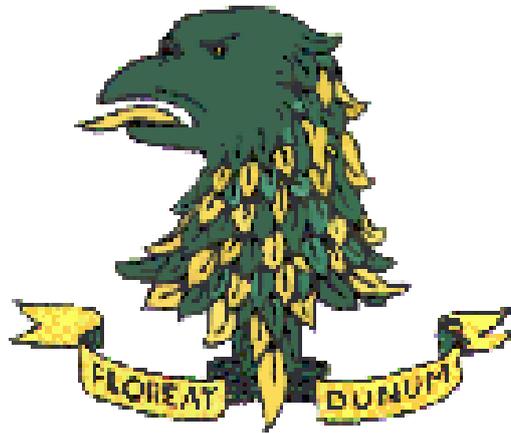


Down High School

School Development Plan



2022-25

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

At Down High School, we believe that through high aspirations, perseverance and commitment every pupil can enjoy school life as they fulfill 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 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.

The development of core values such as respect, kindness and responsibility are given equal importance at Down High. This personal growth empowers each student 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:

Responsibility we value doing the right thing

Effort we value trying our best

Success we value high achievement

Perseverance we value rising to a challenge

Equality we value our diversity

Community we value our positive relationships

Trust we value each other

A child-centred approach with many challenging goals and much personalised support 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.

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 as 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.

Survey responses from teachers in December 2021 indicated that 100% of teachers agree or strongly agree that the school has a clear vision for improvement and 92% of teachers agree or strongly agree that there is consultation with staff on the main priorities of the school. Surveys took place in 2017, 2019 and 2021 to identify priorities for improvement 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 annually alongside the School Development Plan.

Survey responses from pupils, parents and staff indicate that there is a strong commitment to the school's ethos. 93% of pupils and 96% of parents would recommend the school to friend. An extensive programme of 'learning to learn' activities is well established with a focus on 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. 94% of pupils agreed that teachers make sure everyone understands everything and 73% of pupils take part in extra-curricular activities at lunchtime or after school.

The school aims to maintain and develop its unique ethos but also seeks to incorporate new ideas from external sources. 100% of teachers agree or strongly agree that there has been a greater emphasis on developing positive pupil health and wellbeing over the life span of the previous three-year plan. 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. The pupils' educational experiences are also enriched through collaboration with other institutions including those in the Area Learning Community. Since January 2017 the school has been working collaboratively in Shared Education with St Patricks 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 made possible through the granting of additional places. 98% of parents agree or strongly agree that the school is well thought of in the community.

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. Effective feedback to inform progress and improvement was an important feature of the last three-year SDP, with particular emphasis on the value of Dedicated Improvement and Reflection Time (DIRT) as a way of making assessment pupil-centred by allowing opportunities for reflection, the removal of obstacles for learning, self-monitoring and the actioning of improvement strategies. The classroom and whole-school emphasis on encouraging pupils to adopt a growth mindset and to relish difficulties as learning opportunities has become embedded, with regular messaging in assemblies, parent presentations, self-evaluation days and in subject classes. The need to employ differentiated strategies (from task to questioning, feedback to group/paired work) has been a feature of recent action planning and staff training. The importance of Literacy, Numeracy and ICT across the curriculum has been reflected in whole school objectives during the lifespan of the 2017-20 SDP and the two subject transition plans during COVID. PRSD objectives, when not affected by the pandemic, have prioritised professional development in ICT. 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 offers the possibility of opportunities to share good classroom practice. This is an area we can develop further. The use of student focus groups to discuss learning has allowed the pupil voice to be articulated and shared during School Improvement Days. Before the cancellation of public examinations in 2020, outcomes at GCSE, AS and A-Level were very strong. In 2019, before the pandemic, 98.4% of pupils achieved at least 7 GCSE grades at A*-C including English and Mathematics. The percentage of students in our enlarged and comprehensive 6th Form gaining at least 3 grades at A*-C at A-Level was over three per cent above the Northern Ireland grammar school average. 2022 external examination results were outstanding with GCSE and AS well above the NI grammar school average and A-Levels in line with the NI grammar school average. Successful interventions have meant that the AS outcomes before the pandemic were improved on considerably, providing the opportunities for further gains at the end of Year 14 in addition to very high levels of retention at the end of Year 12 and Year 13.

Evaluation

Evidence from pupil/parent surveys and focus groups indicate that students enjoy their learning experiences and feel challenged by classroom activities. 99% of pupils agree that their teachers give them work that challenges them whilst 97% agreed that their teachers help them to do their best. Central to learning, teaching and assessment is the principle of self-evaluation, with teachers keen 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 as part of the process of developing effective and self-regulated learners.

Necessity is the mother of invention, and school closures in 2020-21, while being a less than positive experience for all, provided opportunities for teachers to develop a fuller repertoire of methodologies and resources using new learning platforms such as Google Classroom, which quickly replaced Fronter as the school's virtual learning tool. The distribution of iPad Pro devices across all of the teaching staff has resulted in a very significant shift in the preparation of resources, the delivery of lessons and in assessment. With a return to full classroom teaching, these changes and developments have been integrated into everyday practice and pupils are being encouraged to be more autonomous learners who can manage the information that they need to write, calculate, hypothesise and create successfully.

Strengths

- The diversity of classroom methodologies, including the use of ICT by pupils in class and at home through Google Classroom.
- 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.
- Self-evaluative practices amongst individuals and teams at all levels have developed a culture of self-improvement.
- Results in public examinations at GCSE and A-Level are excellent.

Areas for Development

1. To develop further pupil resilience, resourcefulness, and independence to equip them for further education and the world of work. The development of pupils as effective and self-regulated learners through a whole-school emphasis on metacognition. Early research among the Learning and Teaching Committee has already laid the foundation for this and also the use of thinking skills resources to allow pupils to practise higher level skills in terms of causality/sequencing, making connections, comparing and contrasting/synthesising etc.

2. To fuse the interlocking spheres of learning and teaching and ICT to produce a holistic approach that sees ICT as an integral part of classroom practice for teachers and learners.

3. Investment in Class Charts to support teachers with planning, preparation, formative assessment and feedback to challenge pupils to achieve the best possible outcomes.

4. To develop further the use of peer observation and the exchange of best practice across learning areas.

5. To monitor the recovery and progress of pupils in the post-pandemic period, especially in terms of transition stages and the recommencement of public examinations through close liaison between pastoral and curriculum colleagues.

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 (LSC), Assistant SENCo (LSC) and Senior Teacher manage all matters in relation to special educational needs. 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. Pupils requiring special education provision are placed on stages 1-3 of the SEN register and supported through the use of Individual Education Plans. Additional adults (classroom assistants) facilitate the inclusion of pupils with a Statement of Educational Need (Stage 3). Support strategies and training are disseminated as appropriate to staff to facilitate teaching and learning in the classroom. Staff are fully informed of pupils who are on the SEN register and directed to where additional support strategies can be found. Online and face-to-face training is provided where relevant, for example, ASD and Tourette's Syndrome training. Departments have also been provided with a dyslexia audit to ensure that teaching materials and resources are dyslexia friendly.

Ongoing training also ensures that the SENCo (LSC) and Assistant SENCo (LSC) keep up to date with current guidelines and relevant information is disseminated in school. The main focus over the last two years has been implementing the new SEND 2016 Act. External training opportunities are offered to classroom assistants where available. 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 SENCo (LSC) also acts as 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 psychometric tests as necessary to gather evidence for future applications for access arrangements. A Literacy Support Tutor is in place to offer assistance to a number of pupils as required (including Ukrainian pupils).

Evaluation

Down High is an inclusive post-primary school. Analysis of external examination data and internal tracking shows that attainment of pupils with SEND is in line with other pupils. Transition between key phases is facilitated well by the SENCo (LSC) and the pastoral team. Teachers use the targets set out on IEPs to regularly monitor the academic progress of pupils 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 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 monthly written feedback to the SEN team 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

- Excellent support for pupils with SEND at key transition phases.
- Tracking progress of all pupils, including those with SEND, as they move through the school.
- Sound outcomes for pupils with SEND.

- 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, Sensory Service, Careers Service and Autism Advisory and Intervention Service, Educational Psychology (EA).
- Full access of 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.

Areas for Development

1. To ensure that all processes and procedures reflect the 2016 SEND Act including consideration of pupil voice in the development and review of an IEP so that pupils can access the curriculum in a meaningful way and make adequate progress.
2. To evaluate and develop the effective use of additional adult assistance in the classroom.
3. To track the impact of the Whole School Provision map in order to inform the targeted support required to meet an individual pupil's needs through Special Educational Provision.

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 providing a safe and caring 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 Pastoral Vice-Principal. School Counsellors are also available and complement the work of the team. Extensive pastoral provision includes Personal Development, delivered through the LLW programme and timetabled lessons at Key Stage 5, and the use of assemblies and guest speakers to address relevant pastoral issues. A range of external agencies are also used to support the health and wellbeing of pupils. The Wellbeing Coordinator develops, implements and coordinates a programme of activities to promote the health and wellbeing of pupils. 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, in a December 2021 survey, 99% of pupils responded that they feel safe when at school.

We take great pride in the positive relationships which are evident throughout our whole school community, and believe this helps to create an inclusive, 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. We are a health-promoting school and pupils are provided with a wide range of extra-curricular activities which promote health and wellbeing. A full-time Medical Officer 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 excellent attendance. A successful reward system exists to recognise full attendance.

Evaluation

The 2017-20 School Development Plan focused on promoting positive pupil emotional health and wellbeing, including the creation of a Wellbeing Coordinator post to develop wellbeing activities. Transitional development plans as a result of the COVID pandemic have seen a continued focus on pupil wellbeing and resilience. Despite the impact of COVID, pupil attendance is very high and behaviour is very positive with a low rate of suspension. In a recent staff survey, 100% of staff strongly agreed or agreed that the pupils in the school are well behaved. 97% of pupils responded that the school encourages them to respect people from other backgrounds and to treat everyone equally. The pastoral team closely monitors pupil attendance and punctuality and analyses academic data to support and challenge pupils who are under-achieving. This information is used to identify pupils for interventions and also as an indication of the success of our pastoral policies. Funding through the Engage Programme has helped many pupils bridge the gap in their learning as a result of the disruption caused by the COVID pandemic. An additional school counsellor was employed to support the emotional needs of pupils who required counselling support and a range of external agencies such as Love for Life, Youth Initiatives and Action Mental Health were used to further support the health and wellbeing of pupils. 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 and an Annual Report to the Board of Governors. 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 informed the direction of our School Development Plan with a continued focus on promoting positive pupil emotional health and wellbeing and further developing the school culture of compassion, promoting pupils as compassionate global citizens. 95% of pupils responded that the school encourages them to look after their physical health (healthy eating and fitness), 91% responded that the school encourages them to look after their emotional and mental health.

Strengths

- Strong positive relationships between all members of the school community.
- A caring and compassionate pastoral team which supports the needs of pupils.
- Excellent support for pupils at key transition phases.
- 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.
- High level of pupil connectedness with school through extra-curricular activities.

Areas for Development

1. Further promote positive emotional health, resilience and wellbeing of pupils.
2. Cultivate the school culture of compassion, promoting pupils as compassionate global citizens.
3. Update the RSE and preventative curriculum to empower pupils to make informed choices and keep themselves safe in today's fast-paced world.
4. Continue to promote the school culture of 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 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, Learn Spark, Mindfulness NI, PiPS, ASCL, CEOP, PSNI, Cara Friend, Children in Crossfire 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 through the Education Authorities 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 committee 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 a survey carried out in December 2021 100% of the teaching staff indicated that they either agree or strongly agreed that they had benefited from staff development opportunities within the past three years. 100% of staff agreed or strongly agreed that Staff Development had been linked to priorities identified in the School Development Plan. 78% agreed or strongly agreed that Distributed leadership is encouraged throughout the school which presents an opportunity to harness enthusiasm and create development opportunity for colleagues. The support staff survey responses indicated that 79% of staff felt they had not benefited from professional development during the last three years. This represents an opportunity for further 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 continue to provide support staff with access to professional development opportunities
2. To provide additional opportunities for staff to support the work of new working groups
3. Middle leader training for HoD's and Pastoral Leaders
4. Fuller use of PRSD review meetings to identify training needs
5. To distribute leadership by creating development opportunity for colleagues

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

Current Practice

Staff attendance is managed in accordance with the Teacher Attendance Procedure as described in TNC 2008/2. Planned and unplanned absences are reported to the Cover Manager. In the case of planned absences relating to activities which take place each year, permission must have been sought from the relevant Senior Teacher who may consult with the Principal. Permission for new activities must have been granted by the Principal. The Cover Manager, in liaison with the Development Vice-Principal, will assess when substitute teachers should be brought in and make arrangements for classes to be covered. The Development Vice-Principal, assisted by the Cover Manager, manages the budget for temporary teaching staff. Due to the size of the school, return to work meetings are normally carried out by the Deputy Principal (for absences of more than 7 days) but 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 8 days in a rolling period to discuss welfare. The school seeks advice from Occupational Health as appropriate and will act on advice given.

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. Time is regularly set aside on School Development or Baker Days to facilitate a wide range of optional activities to promote staff wellbeing. The school Wellbeing Coordinator promotes staff wellbeing through a continuous programme of activities such as staff Pilates classes on school site to further cultivate the very strong collegial relations within the school. 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.

Evaluation

At Down High we greatly value our highly expert workforce. In a survey carried out in December 2021 96% of staff strongly agree or agree that management promote the welfare of all staff. Staff wellbeing is discussed regularly at Leadership Team meetings and strategies to promote positive wellbeing considered. Staff workload is considered by SLT when planning the whole school calendar and setting deadlines for staff submissions and reporting. Staff report that they are happy at work in the survey carried out in December 2021, 100% of staff say they enjoy working at the school. Attendance procedures are reviewed annually to ensure that staff are aware of their professional responsibility in 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 a fitness suite, and the availability of individual I-pads for all teachers.
- Successful introduction of staff activities to promote wellbeing

Areas for development

1. New state-of-the-art facilities will be provided for teaching staff through the new build.

2. Continued use of the School Development programme to promote staff wellbeing
3. 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, the school magazine, newsletters and the school website, Facebook and Twitter. Invitations are also issued to school exhibitions, sporting, music and other events. Further to this, strong relationships exist between the school and the local printed press, with weekly press releases allowing for a consistent flow of information about the school into the local community.

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. A number of local businesses have also provided sponsorship to support various aspects of school life.

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. Year 13 pupils took part in a Young Enterprise event in St Georges Market. 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, Downpatrick. The recent 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 Days.

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, who currently play a leading role in the delivery of post-16 BTEC courses in Engineering and Sports Studies.

The school enjoys very strong links with a number of local sporting clubs including Ballynahinch Rugby Club, Ballynahinch Hockey Club, Downpatrick Tennis Club, Downpatrick Cricket Club, Down Netball Club, East-Down Athletics Club, Lecale Swimming Club, Saintfield Cricket Club and Saintfield Hockey Club. These strong relationships allow for sharing of facilities, coaching support, and importantly, they offer clear exit routes for students who wish to embed physical activity and community connection into their lifestyle beyond school.

Evaluation

Parents are periodically surveyed and asked for their views in relation to various aspects of school life, the latest survey was carried out in December 2021. 95% of parents agree or strongly agree that they are informed regularly about the life and work of the school. Feedback from parents is also obtained through consultation meetings and the various events highlighted above. We work in very close partnership with SERC and participate in joint regular review meetings. Communication with other local schools is mainly through various meetings and events organised by the Lecale Area

Learning Community. Communication with local businesses is primarily through our Careers Department, school website and social media. With an imminent move to a new school site there is an urgent need for fundraising initiatives involving all stakeholders so that the school's ethos can be sustained.

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
- 6th form Community Action Programme
- Strong links with feeder schools (primary and post-primary)
- International links
- Strong links with local sporting clubs

Areas for Development

1. Focus on fundraising to support the move to the new building in spring 2025.
2. More departments to develop classroom-based links with businesses and external agencies
3. Capitalise on services offered by voluntary agencies.

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 enhanced its significant C2K ICT infrastructure over the course of the last 3 years. At present there are 5 dedicated ICT facilities. Every classroom is equipped with a desktop or laptop computer linked to a data projector and SIMS. Teachers also have an iPad and apple pencil to enable enhanced use of Google Classroom and a teaching learning repository, but more importantly as a mean to mark and return work during periods of COVID related lockdown.

Our leader of whole school ICT directs the development of ICT across the school. This is done in conjunction with our cross-curricular e-Learning and teaching committee. The committee and leader of whole school ICT have brought about significant change over the last number of years. Training has taken place in the last 18 months in programs such as Explain Everything, Zoom, Office 365 (with a focus on using Excel), Notability, using visualizers, use of One drive, Adobe packages, Screencastify, to name but a few. Training focused on all available learning and teaching devices and was not restricted to iPad Apps, but also the use of the programs readily available through C2k.

To meet the ongoing support needs of the staff, a dedicated Google Classroom has been established as a repository of training materials and as a forum for discussion. A well-established whole-school 'Bring Your Own Device Policy' enabling pupils to continue to access their learning wherever they are. We have also increased our moveable provision by supplementing the widely used iPad trolleys with two Chromebook trolleys.

With such an explosion in ICT, the well-established 'Whole School E-Safety Policy' is in line to be reviewed and updated. This will form part of this three-year development plan. With such a significant change in the culture of using ICT as a learning and teaching tool, this plan will see ICT subsumed as part of the learning and teaching strand.

Pupil access to ICT facilities is facilitated by dedicated ICT classes in Key Stage 3, and 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 can avail of a BYOD policy. School clubs in programming run for KS3, KS4 and Sixth Form pupils and include a coding club, the "ideas award" and gaming club.

A taught programme of e-safety education is delivered to students within the ICT curriculum at KS3 and enhanced through special assemblies.

Evaluation

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 several 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 2022-25 period giving rise to the need to consider introducing additional ICT capacity.

Staff led training has established some teachers as experts in using ICT as a learning tool. In order to continue the innovation, each member of the e-learning and teaching committee is given £100 to invest in a device or App and then to share the results of this development.

The introduction of the Chromebooks has allowed greater flexibility of access to devices and this has allowed further development in learning and teaching such as use of composition Apps in Music.

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

Strengths

- ICT provision has allowed greater access which has enhanced the learning & teaching.
- All departments using Google Classroom to streamline training and facilitate easier pupil access
- The purposeful use of ICT is signposted in all schemes of work across the curriculum.
- High quality ICT training has been delivered to and by a number of staff across a range of subject areas
- The integration of ICT into our everyday teaching is being championed and simplified by the e-learning and teaching committee.
- E-Safety education is delivered to all pupils at KS3 as part of the taught ICT curriculum.
- E-Safety education is delivered to all staff on a regular basis via training on SSD days and through email updates.

Areas for Development

1. Work closely with the planning team in preparation for the move to new build in 2025
2. Continue to offer a flexible menu of ICT courses for staff to be delivered in-house and externally
3. Continue to refresh ICT equipment so that current level of resources can be maintained until the move in 2025.
4. Work in tandem with the pastoral team to expand education in the area of cyber safety. To extend this training to ongoing communication with parents to ensure an up-to-date relevant information is quickly relayed to parents
5. Develop the use of class charts to put the information contained in SIMS into the hand of our teacher and to support the pastoral system

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

Down High School is a successful oversubscribed school. The finances of the school are well managed and efficient under every comparison measure (aside from spending on fuel due to the aged site). External factors beyond the control of the school, for example, increases in National Insurance employers' contribution, pay rises for staff and changes to the funding formulae, have put considerable strain on the budget making it impossible for the school to balance the budget in year.

At the end of the 2020-21 financial year Down High School had a deficit of circa 17% of its total budget. The Common Funding Formula (CFF) allocation is insufficient to meet the ever-increasing cost of staffing, alongside the inefficiencies of running an aged school building.

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. Increases beyond the control of the school

have pushed staffing costs to 86.1% of the total budget. Due to the high number of very experienced staff the school is likely to see several retirements in the next 3-5 years, which may result in a decrease to the staffing costs yet also presents a significant loss of expertise.

Over the last number of years, significant savings were made through a number of areas including increasing class sizes in practical subjects at KS3 and creating a new independent study area with the appointment of a study supervisor. However, EA guidance required that class sizes revert to a smaller size and Covid did not allow for mixing of classes for group cover. Covid also demanded additional cleaning, increased counselling and more subject support and mentoring much of which is school funded.

Diminished funding centrally has required the school to invest heavily in ICT infrastructure over the last 3 years in order to deliver the curriculum. Old PCs had to be replaced as they were unfit for purpose and unable to run windows 10. iPads were required to enable teachers to deliver lessons and mark homework during Covid. Over the years' new initiatives embraced by the school have ceased to be fully funded, for example, the Entitlement Framework allocation which supports the partnership of the school with SERC was historically fully funded but has reduced significantly over the last number of years with costs now being met by the school. Collaboration with SERC enables our 6th form to cater for the needs of a broader range of learners and has allowed us to provide a pathway for pupils in local 11-16 schools.

Without an increase in CFF allocation, the school's deficit is predicted to grow in a controlled manner over the next three years.

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:

- Continuous professional development of staff, particularly middle leadership
- Development of the school's study skills programme to change the emphasis on metacognition with a focus on using these techniques to support and enhance everyday classroom practice
- Mentoring/Support for pupils who have been identified as underachieving in comparison to baseline data combined with teacher assessment
- Mentoring and subject specific support to re-engage pupils post pandemic
- The provision for access to scripts to support Learning and Teaching
- Counselling to support the wellbeing of pupils

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. Through Shared Education and links with the British Council the school has been given opportunities to broaden pupils' experiences and access CPD opportunities 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 2017-20 School Development Plan and the two subsequent transitional plans that were implemented during the Covid-19 pandemic included actions to promote the continuation of improved results at GCSE and A-Level. The GCSE and A-Level examinations outcomes in 2022 were very strong. At GCSE, the percentage of pupils securing at least seven GCSEs at A*-C including English and Mathematics was 98.4%, which placed Down High School in the 95th percentile on this indicator. The recent emphasis on stressing the importance of strong AS performances as a springboard for A2 paid dividends. The percentage of Year 13 students achieving three A-C grades was 84.4%. The percentage of Year 14 students securing three A-Level grades at A*-C was 85.2%, virtually the median figure for grammar schools. This figure was achieved in the context of a very high retention rate from GCSE to AS and from AS to A-Level and also in the light of our expanded all-ability Sixth Form, whereby pupils from 11-16 schools have joined us for A-level study. More effective use was made of data such as CAT projections at whole school and departmental levels to support interventions and add value to the overall outcomes. Pupils' progress was tracked individually and additional support provided where necessary through regular meetings between the Senior Leadership Team and Heads of Year/Heads of School.

A culture of high expectations and self-evaluation continues to define the school's approach to learning and teaching. The need to sustain or improve results in particular areas led to support for individual departments, the mentoring of selected pupils and strategic pastoral interventions. The continued use of self-evaluation days to identify and support pupils who are under-achieving led to improved outcomes. These days have become particularly important in the context of the pandemic, with students developing their ability to verbalise their learning and the ways by which they can improve. For some pupils, translating this into practice remains a challenge and the focus on metacognition in the new 2022-25 School Development Plan will focus on pupils becoming more self-regulated and equipped with the tools for developing their efficacy as learners.

The Learning and Teaching Policy continues to set the expectations for senior leaders, departments, teachers and pupils. With the introduction of the new SDP, however, this policy will be revised to a considerable degree as we fuse together the Learning and Teaching and ICT plans, allowing the progress made during successive lockdowns and the roll-out of training to become embedded in everyday classroom practice. While some useful peer observation was conducted at whole-school

level and in departments during the 2017-20 Plan, the need for teachers to learn and develop by watching how pupils learn in other curricular contexts is something that we would like to develop under the new SDP. 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.

The Learning and Teaching Committee continued its work on developing pupils' use of effective revision and study skills. During the course of the 2017-20 Plan, pupils were exposed to a menu of revision strategies and students in Year 13 received guidance in study skills from Learn Spark. Parents of pupils in Year 8 were invited to information sessions on study skills in the run-up to the summer exams. The Covid pandemic meant that internal examinations (as well as external ones) were either cancelled (2020) or modified (internal assessments 2021). While the expectation was that pupils would be exposed to a range of learning and revision strategies in their subject-specific contexts, virtual seminars for pupils and parents were delivered for each year group in the spring term/early summer term of 2022.

Significant emphasis, both in terms of CPD and classroom practice, was placed on developing growth mindset approaches for students in all year groups. The notion that challenges are to be relished and not avoided will continue to be a work in progress, but there is clear evidence from pupil surveys that they feel encouraged to persevere with difficulties and value the rewards of hard work. For many pupils, however, the fear of being wrong and the need to be seen to be "bright" remains a defining characteristic and Self-Evaluation Days have been used to address and challenge this mindset. Differentiation and effective feedback were also significant parts of the 2017-20 SDP. A number of presentations and workshops on differentiation addressed not just task-led strategies, but also how targeted questioning, individual written/verbal feedback and effective group work planning can add value in the classroom. The recent pupil survey which informed the new SDP revealed that pupils and parents value the feedback they are given and also the time afforded to them to reflect upon this. To improve this further, it is important that we take the time for pupils to act effectively upon the feedback and, again, the emphasis on metacognition will help to develop this good practice among pupils.

The improvement focus on A*-B and gender outcomes is one that continues to be prioritised in terms of interventions and also self-evaluation, for example when the Governors, middle leaders and departments review their outcomes. With the return to public examinations in 2022, the school will continue to analyse performance and take steps to ensure that outcomes for pupils will be strong and enable them for the next stage of their educational and employment journey.

The impact of the pandemic on learning is something that was a defining feature of the transitional plans for 2020-21 and 2021-22. Facilitating the pupils' return to school and assisting those who struggled most with school closure (for example, through the Engage programme) has been a priority, and all departments have adjusted their schemes of work and assessment in order to boost confidence, ensure continuity of learning and prepare pupils for their next phase. The cancellation of the AQE Transfer test in 2020 resulted in a Year 8 intake that was based on different admissions criteria. Baseline testing has revealed a cohort that is, in fact, similar to previous years, but through careful academic and pastoral monitoring, the deployment of a range of methodologies, the promotion of greater self-efficacy and effective interventions, we are hopeful that significant achievement will define this particular year group. The school's position in relation to the pandemic and the resumption of full school activities is based on optimism and seeing opportunities rather than hurdles.

Recent events have accelerated the positive use of ICT as a learning and teaching tool. The provision of iPad Pro devices for all teachers allowed effective teaching and assessment to be carried out during protracted periods of school closure. The use of software such as Screencastify, Explain Everything and Notability are now used extensively in the classroom and as 'flipping the classroom' tools. In short, much was achieved during the previous SDP and later transitional plans, despite the unprecedented challenges faced. Down High School is ready to meet the challenges and opportunities of the next few years as we prepare our pupils for a fast-changing world.

ICT Evaluation

The previous 2017-20 School Development Plan and the two subsequent transitional plans that were implemented during the Covid-19 pandemic focused on developing the use of ICT tools to enhance learning and teaching, investment in ICT resources to support teaching and learning and keeping pupils safe while using ICT.

The 2017-20 School Development Plan was set in the context of a strong base position. Significant improvements in the use of ICT across the curriculum are being embedded. 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.

A thriving eLearning Committee is the driver of change and innovation across the school. Throughout 2017 – 22 time on School Development Days has been prioritised for staff training in Google classroom, Office 365, Excel, Adobe DC, Screencastify, Zoom, Explain Everything, etc. In a survey carried out in May 2017 95% of teachers agree or strongly agree that ICT is used effectively to support learning and teaching. This increased to 96% on the same survey in December 2021. An essential refresh of ICT provision has taken place with replacement of PC machines unable to update to windows 10. Google Classroom replaced Fronter as the school VLE when new iPads were purchased in the Autumn term of 2020 and deployed to staff with training in anticipation of a second lockdown which came in December 2020. Whilst Covid brought many challenges, the silver lining has been the rapid and sustained development in the use of ICT and the consequent upskilling of staff.

Dedicated ICT teaching time and a range of courses develop pupils' programming skills and support the development of pupils' coding skills at KS3, GCSE and Sixth Form. The learning of all students across all departments is now supported by Google Classroom. Learning is supported through provision of notes or delivery of homework with many Google Classrooms also enhancing learning with video lesson, or additional reading which enable independent learners to deepen their level of understanding and to access support in an ongoing manner. During the 2020-21 department action plans in each subject area included the use of Google Classroom for learning and teaching. During the 2020-21 year, Google Classroom training was provided to all pupils. This has been embedded into the Key Stage 3 ICT curriculum to maximise the impact on learning. ICT has also been effectively developed beyond the curriculum through provision of extra-curricular clubs such as Coding Club, Gaming Club and the Ideas Award which are delivered weekly during lunchtimes.

As learning moved online, and e-safety became even more important, dedicated KS3 ICT lessons on e-safety, staff awareness-raising sessions, school assemblies, PSNI/CEOP seminars for parents, and a visiting drama production have highlighted the importance of safe working online. Use of the Safer Schools NI with parents, staff and pupils has further addressed the challenge of working safely online.

This new SDP seeks to recognise the inextricable link between e-learning and effective learning and teaching. There is no longer a need for a standalone ICT Action Plan as our goal is to enhance the learning experience through the use of ICT across the curriculum with improvement plans woven through the Pastoral Action Plan and Learning and Teaching Action Plan. ICT will also be used to empower our staff with access to pupil information at their fingertips. A seating plan App will work seamlessly with SIMS to reduce teacher workload whilst providing ready access to pertinent information on all pupils.

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

The most significant challenge for Down High School during the lifetime of this school development plan will be to maintain the unique ethos of our highly successful school as we move to a new site. The move to a new site will finally materialise during the lifetime of this three-year plan with the

current move date set for spring 2025. The logistics of this fantastic opportunity will need to be planned carefully and costed fully. Issues around timetabling, removals, resources, exam venues and even the quality of the build will need to be considered. It will be essential to focus on building our sense of community and connectedness with school for pupils past and present. There is an opportunity for fundraising to place our own stamp on a building built by the EA handbook. Eleven years have passed since the Department of Education announced in January 2013 that Down High School would be prioritised for a new build. Many basic aspects of the current facilities, such as corridor flooring, and ancient mobile classrooms are deteriorating to such an extent that one of the principal challenges in the interim will be keeping our site safe.

Since 2017 we have seen consistent improvement in external examination results at all levels. 100% of pupils regularly achieve five A* to C including English and Maths. Our goal over the next three years will be to maintain these exceptional standards through a period of normalisation and reconnection post pandemic. Changing demographics have allowed us to cater for a wider range of abilities. Increasingly the focus for staff development has been on tracking pupils progress and sharing best practise 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 falls 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 and curriculum development as well as careers guidance. Our challenge will be to maintain high academic standards and continue to improve the wellbeing of pupils and staff in the current challenging financial climate.

In the past few years, we have responded to pastoral staff and surveys reports of a growth in mental health issues in pupils arising from the legacy of the pandemic in addition to the ongoing challenge of 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 2022 – 25 SDP facilitates the ongoing focus on staff wellbeing and allows us to explore further ways to develop pupils as resilient learners and to cultivate pupil wellbeing through the preventative curriculum and metacognition strategies in the classroom. It will also direct an exploration of our role as a compassionate school and the link between self-efficacy as a learner and enhanced wellbeing.

It is also important to 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 constraint prompts us to carry out our business in ways that ensure maximum value for money. Our strong links with St Patrick's Grammar through Shared Education and the British Council will provide cost effective CPD opportunities for staff. 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 21st century skills they need to compete internationally. A school whose motto 'nothing achieved without effort' is embodied in our pupils who are committed and resilient learners, who have a true passion for learning and a capacity for independent thinking, developed through giving their very best in and beyond the classroom.

Our priority at Down High School is to develop people and leadership capacity rather than just procedures and policies; to improve academic standards whilst maintaining the high quality of relationships which exist between pupils, teachers and parents and to help pupils, teachers and other staff work effectively and efficiently so that pupil and staff welfare is high 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 School 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 November 2019 and in December 2021. The governors contributed towards development using the *Inspection and Self-evaluation Framework* tool.

Surveys of parents and teaching staff were carried out in November 2019 and again in December 2021 and the results of these surveys influenced the development of consultation within the school development planning process.

During the pandemic, the Principal also consulted with teaching, support staff, parents and pupils in order to give her (and the Senior Leadership Team) a greater understanding of priorities for learning and wellbeing. Pupils' views were also gathered through whole school surveys in November 2019 and December 2021. Pupils' views are collected annually through Year 14 and Year 12 Exit Surveys. Pupils are listened to through a series of focus groups with the emphasis of these discussions on learning experiences and wellbeing. Pupils are also regularly consulted on a range of issues through a thriving and active school council.

In the autumn term of 2019 and again in 2021 members of staff were also asked to complete a consultation document to evaluate progress made through the previous SDP and the Transitional SDPs. 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* and *Together Towards Improvement and Inspection and Self-evaluation Framework*. The responses of governors, parents, pupils, teaching and support staff questionnaires helped to shape the agenda of SLT meetings in the third term of the year 2021-22. The outcomes of these surveys are contained in the Appendix of the new School Development Plan. School Development and Baker Days in the summer term 2022 were used to share priorities identified through these surveys and share the direction of travel for the next three years with staff.

Down High continues to be a thriving, self-evaluating school that enriches the lives of our young people both in and out of the classroom. The school continues to demonstrate a high level of capacity for sustained self-improvement in the interests of pupils.

| INDICATOR | DHS RESULTS | | DHS TARGET 21-22 | NI GRAMMAR SCHOOL DATA | | | | DHS TARGET 22-23 | DHS RESULT 21-22 |
|-----------------------------------|-------------|-------|------------------|----------------------------|------|------|----------------------|------------------|------------------|
| | 19-20 | 20-21 | | LQ | M | UQ | 95 th Pce | | |
| KS3 % ≥ level 5 Communication | NA | NA | 100 | | | | | 100 | NA |
| KS3 % ≥ level 5 Using Mathematics | NA | NA | 100 | | | | | 100 | NA |
| GCSE %7+ A*-C | 97.7 | 100 | 100 | 91.2 | 94.5 | 97.5 | 99.0 | 100 | 100 |
| GCSE %7+ A*-C (Inc. En and Ma) | 97.7 | 100 | 98.4 | 91.2 | 94.4 | 97.5 | 99.0 | 100 | 98.4 |
| GCSE %5+ A*-C | 97.7 | 100 | 100 | 96.8 | 98.0 | 99.4 | 100 | 100 | 100 |
| A-level: %3+ A*-C | 95 | 90.9 | 87 | 77.6 | 81.4 | 87.6 | 89.6 | 85 | 85.2 |
| INDICATOR | DHS RESULTS | | DHS TARGET 21-22 | NI GRAMMAR SCHOOL AVERAGES | | | | DHS TARGET 22-23 | DHS RESULT 21-22 |
| | 19-20 | 20-21 | | | | | | | |
| KS3 % ≥ level 5 Communications | N/A | N/A | 100 | Unavailable | | | | 100 | N/A |
| KS3 % ≥ level 5 Using Mathematics | N/A | N/A | 100 | Unavailable | | | | 100 | N/A |
| GCSE %5+ A*-C | 97.7 | 97.7 | 100 | 96.1 | | | | 100 | 100 |
| GCSE %5+ A*-G | 98.5 | 98.5 | 100 | 99.7 | | | | 100 | 100 |
| GCSE % WITH NO PASSES | 0 | 0 | 0 | 0.1 | | | | 0 | 0 |
| GCSE %5+ A*-C (inc. Eng and Ma) | 100 | 100 | 100 | 95.5 | | | | 100 | 100 |
| GCSE % achieving A*-C in English | 100 | 100 | 100 | 98.5 | | | | 100 | 100 |
| GCSE % achieving A*-G in English | 100 | 100 | 100 | 99.9 | | | | 100 | 100 |
| GCSE % achieving A*-C in Maths | 100 | 100 | 100 | 97.9 | | | | 100 | 100 |
| GCSE % achieving A*-G in Maths | 100 | 100 | 100 | 99.9 | | | | 100 | 100 |
| A-level % 3+ A*-C | 95 | 95 | 87 | 72.9 | | | | 84.8 | 85.2 |
| A-level % 2+ A*-E | 100 | 100 | 100 | 99 | | | | 100 | 100 |
| Attendance % | 95.6 | 95.6 | 97 | 95.5 | | | | 97 | 93.1 |

Three-Year Plan

Learning and Teaching

| Vision/Development Learning & Teaching | Year 1: 2022-23  | Year 2: 2023-24  | Year 3: 2024-25  |
|---|--|---|---|
| Pandemic recovery and outcomes in public examinations | Managing the return to full specification teaching and learning | Learning skills and the development of successful learners (see below) | Learning skills and the development of successful learners (see below) |
| | Introduction of Class Charts to support learning, teaching and effective differentiation in the classroom | Confident use of Class Charts to support learning, teaching and effective differentiation in the classroom | Embedding of use of Class Charts to support learning, teaching and effective differentiation in the classroom |
| | Supporting pupils during key transitions with targeted one-to-one support provided by teachers and senior students | GCSE results target (7x GCSEs at A*-C including English and Maths) in the upper quartile for NI grammar schools | GCSE results target (7x GCSEs at A*-C including English and Maths) in the upper quartile for NI grammar schools |
| | Learning skills and the development of successful learners (see below) | GCE results target (3x A-Levels or equivalent at A*-C) above the median for NI grammar schools | GCE results target (3x A-Levels or equivalent at A*-C) above the median for NI grammar schools |
| | GCSE results target (7x GCSEs at A*-C including English and Maths) in the upper quartile for NI grammar schools | | |
| | GCE results target (3x A-Levels or equivalent at A*-C) above the median for NI grammar schools | | |
| Merging of Learning and Teaching and E-Learning & Teaching priorities | Review the L&T Policy to include recent developments in ICT | The Learning and Teaching element of the SDP will incorporate classroom practice with ICT priorities | The Learning and Teaching element of the SDP will incorporate classroom practice with ICT priorities |
| | The Learning and Teaching element of the SDP will incorporate classroom practice with ICT priorities | | |

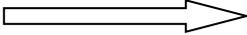
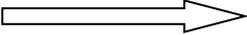
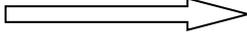
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| | VLE will be used effectively to support Learning and Teaching | | |
| | Review of most effective use of ICT within classes across departments, and sharing best practice | | |
| | | | |
| Middle Leadership | Traditional HoD meetings to include HoY, HoS and SENCo and to be called “Middle Leaders Meetings” | CPD opportunities for new middle leaders during directed time | CPD opportunities for new middle leaders during directed time |
| | CPD opportunities for new middle leaders during directed time | Inclusion of a <i>Sharing Good Practice</i> item in all Middle Leader meetings | Inclusion of a <i>Sharing Good Practice</i> item in all Middle Leader meetings |
| | Inclusion of a <i>Sharing Good Practice</i> item in all Middle Leader meetings | | |
| | | | |
| Metacognition and Self-Regulated Learning for Successful Learners | Whole-staff briefings/time during SDDs on metacognition to follow up Learn Spark training | Raising awareness of metacognition through homework diaries, classroom posters and assemblies | Raising awareness of metacognition through homework diaries, classroom posters and assemblies |
| | Raising awareness of metacognition through homework diaries, classroom posters and assemblies | Promoting metacognitive talk in the classroom to help pupils plan, monitor and review their work | Promoting metacognitive talk in the classroom to help pupils plan, monitor and review their work |
| | Trialling of metacognitive talk in the classroom (L&T Committee and other volunteers) during Y8 LLW lessons | Learning Skills seminars for Years 8-12 to include metacognition | Learning Skills seminars for Years 8-12 to include metacognition |
| | Learning Skills seminars for Years 8-12 to include metacognition | Events for parents to promote learning skills (revision) and metacognitive talk | Events for parents to promote learning skills (revision) and metacognitive talk |

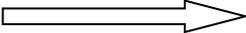
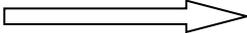
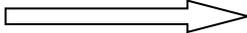
| | | | |
|--|---|---|---|
| | Events for parents to promote learning skills (revision) and metacognitive talk | | |
| Learning and Thinking Skills Development | Learning and Thinking Skills cross-curricular event on the theme of climate change | Demonstrable use of Thinking Skills templates in class and in private study | Embedding of Thinking Skills templates across all key stages |
| | Promotion of Thinking Skills templates for use in class and in private study (includes QR codes on classroom and corridor posters) | Student Council to evaluate the effectiveness of thinking skills templates as an aid to learning | |
| | Promotion of Thinking Skills templates for parents | Promotion of Thinking Skills templates for parents | |
| Review/update of Pedagogy | | | Development of a group to research, review and trial strategies from educationalists to enhance Learning. (E.g. Dylan Williams (re formative assessment), Doug Lemov (Teach like a champion), Roseinshine, etc. |
| Literacy and Numeracy | Raise the profile of whole-school Numeracy through common practice and participation in Numeracy tasks. Literacy focus on Writing, Reading and Speaking/presenting. Specific 1-year plans to develop vision and practice. | Raise the profile of whole-school Numeracy through common practice and participation in Numeracy tasks. Literacy focus on Writing, Reading and Speaking/presenting. Specific 1-year plans to develop vision and practice. | Raise the profile of whole-school Numeracy through common practice and participation in Numeracy tasks. Literacy focus on Writing, Reading and Speaking/presenting. Specific 1-year plans to develop vision and practice. |

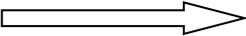
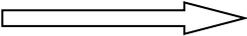
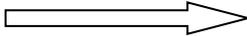
Three-Year Plan

Pastoral

“To promote positive pupil emotional health, wellbeing and resilience and develop the school culture of compassion, promoting pupil’s as compassionate global citizens”

| VIVISION Year 1: 2022- VISION | Year 1: 2022-23 Year 1: 2022 - 23  | Year 2: 2023-24 Year 2: 2023-24  | Year 3: 2024-25 Year 3: 2024-25  |
|--|---|--|--|
| Promote positive pupil emotional health, wellbeing and resilience | <p>Wellbeing survey to measure pupil emotional health, wellbeing and resilience following COVID and audit of current wellbeing activities in improving pupil wellbeing</p> <p>Audit and map Personal Development programme as part of LLW and preventative curriculum, including RSE, to evaluate how responsive it is to current pupil needs and identify staff training needs. Review of RSE policy in line with current DE guidance.</p> <p>Opportunities to develop links with external agencies to support positive pupil emotional health, wellbeing and resilience extend the range of pastoral support available throughout the school</p> <p>Safer Schools App adopted and E-Safety Policy updated and audit of E-Safety needs of pupils</p> | <p>Develop wellbeing programme to meet the emotional needs of pupils following COVID and promote resilience</p> <p>Develop Personal Development programme and preventative curriculum in response to changing pupil needs</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>Development of E-safety programme in response to changing pupil needs</p> | <p>Embed wellbeing programme to meet the emotional needs of pupils and promote resilience</p> <p>Embed updated Personal Development programme of LLW and preventative curriculum</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> <p>Embed developed E-safety programme in response to changing pupil needs</p> |

| <p style="text-align: center;">VISION</p> | <p style="text-align: center;">Year 1: 2022-23</p>  | <p style="text-align: center;">Year 2: 2023-24</p>  | <p style="text-align: center;">Year 3: 2024-25</p>  |
|--|--|---|--|
| <p>Promoting pupil's as compassionate global citizens</p> | <p>School will have completed the Compassionate School Bronze Award from Children in Crossfire</p> <p>Identify opportunities to promote pupil's as compassionate global citizens</p> <p>Diversity and Inclusion Policy adopted and fully implemented</p> | <p>School will have completed the Compassionate School Silver Award from Children in Crossfire</p> <p>Develop opportunities to promote pupil's as compassionate global citizens across the curriculum</p> <p>Develop opportunities to promote Diversity and Inclusion in school</p> | <p>School will have completed the Compassionate School Gold Award from Children in Crossfire</p> <p>Whole school opportunities to promote pupil's as compassionate global citizens</p> <p>Embed opportunities to promote Diversity and Inclusion in school</p> |

| <p style="text-align: center;">VISION</p> | <p style="text-align: center;">Year 1: 2022-23</p>  | <p style="text-align: center;">Year 2: 2023-24</p>  | <p style="text-align: center;">Year 3: 2024-25</p>  |
|--|---|--|---|
| <p>Develop the school culture of compassion</p> | <p>Develop the school culture of compassion through trauma-informed training for all staff</p> <p>Review of the reward and recognition system in school that best acknowledges pupil achievement and effort</p> | <p>Develop trauma informed practice throughout school meeting the needs of pupils who have experienced adverse childhood experiences</p> <p>Develop of the reward and recognition system in school that best acknowledges pupil achievement and effort</p> | <p>Embed trauma informed practice throughout school meeting the needs of pupils who have experienced adverse childhood experiences</p> <p>Embed the reward and recognition system in school that best acknowledges pupil achievement and effort</p> |

Learning & Teaching One-Year Plan 2022-23

TARGET: A return to teaching full specifications for the summer 2023 examination series and the provision of support for learners in key transition stages.

CURRENT POSITION: Public exams in 2022 saw some units eligible for omission. The school has been supporting pupils through a transitional development plan as they emerge from the disruption caused by the pandemic.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|---|-------------------------|---|--|--|
| Pupils will have been supported as they meet the challenges of the curriculum and the return to full specifications. | Return to full specifications in preparation for the assessment arrangements for Summer 2023 as set out by the Minister. | May 2023 | SLT Heads of Department Heads of Year | Support for subject leaders. | Monitored and evaluated in line with ministerial and CCEA guidance |
| | One-to-one support for pupils through staff mentoring and the use of 6 th Form mentors. | Sept 2022 | KD HH Mentors | Deployment of additional staff Funding for post-pandemic support | Reviews with student mentors, mentee, and parents when necessary. Regular feedback from teacher-mentors |
| | Training in and introduction of Class Charts as a tool to support learning and teaching. Constant access to pupils' CAT and other data will aid effective differentiation in the classroom and allow for specific and targeted interventions. | August 2022 and ongoing | AM RD EM All staff | Investment in Class Charts package for daily classroom use. Training for all staff in the effective use of Class Charts to aid learning and teaching. | Review of the effectiveness of Class Charts and investigating the full potential of the available software. Review of pupils' progress during monitoring meetings with Heads of Year. |
| | Pupil focus groups at different phases to gauge pandemic recovery and identify strategies that pupils feel would be of benefit. | Term 1 | Staff volunteers to conduct focus groups | Cover needed to enable volunteer staff to spend time with pupils and write up findings. | Outcomes of focus group meetings will – as before – be published for all staff. |
| | Early meetings with HoDs/Coordinators to review 2022 results and help shape action plans. | Sept 22 | MJP/KD/RD | Meetings during the school day with HoDs and Coordinators | Additional support for action planning Sept-Oct |
| | Sharing of information with HoDs following SLT/pastoral tracking meetings | January-June | MJP/KD/RD EM | Data to be generated and shared. | Ongoing monitoring of progress in the classroom. |
| | Third term meetings with HoDs/Coordinators to review 2022-23 action plans. | May-June 2023 | MJP/KD/RD | Meetings during the school day with HoDs and Coordinators | Review of the progress of action plans with reference to 2023-24 |

TARGET: To raise academic attainment at GCSE and A-Level through excellent teaching and developing pupils as resilient and self-regulated learners.
CURRENT POSITION: GCSE outcomes before the pandemic were in the upper quartile for NI grammar schools. Outcomes in the school's enlarged 6th Form were close to the NI grammar median. Staff surveying as part of the school's self-evaluation identified developing pupils' independence as a key priority for the new SDP.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|--|------------|---|--|---|
| GCSE outcomes (at least 7 GCSEs at A*-C including English and Maths) will have been in the upper quartile for NI grammar schools | Analysis of outcomes in 2022 to support learning and teaching. | Sept 2022 | SLT Heads of Department | Data Manager Fischer family Trust data CCEA and other AO Analytics | Focus on trends emerging from data. Interventions when required. |
| | Access to anonymised scripts to inform learning and teaching, with pupil permission received. | Sept 2022 | KD Heads of Department Exams Officer | Departmental costs of purchasing copies of scripts. | |
| | Use of staff and pupil mentors to support identified pupils and those pursuing 9 GCSEs. | Ongoing | Heads of School/Year Mentors | Additional resources will be targeted at pupils who require support | Academic monitoring Feedback from mentors and pupils being mentored. |
| | Shared Education sessions to support pupils in English and Maths (see Shared Education action plan). | Term 2 | KW English and maths across both schools | Shared Education funding | Pupil feedback |

| | | | | | |
|--|---|------------------|---|---|--|
| | Meetings with parents and pupils where significant concerns exist. | Term 2 | SLT | Meeting times | Share outcomes of discussions with subject teachers. |
| | Support for students in Learning/Revision skills. Paul Gray will lead sessions with Year 12. Meeting for parents to augment learning skills training (includes subject choices/careers briefing). | 13 Dec Dec 22 | Learn Spark CK SMK KD | Cost of training Evening opening/resources for parents | Feedback from pupils |
| | Targeted interventions during Self-Evaluation time and at other times | Ongoing | Heads of school Heads of Year SLT | Data compiled by Data Manager | Ongoing progress checks by pastoral staff. |
| | Re-sits for English (November 2022) and Summer 2023 | Nov 22 Feb 23 | Exams Officer | Cost covered by parents Admin time | Review of outcomes; interventions |

TARGET: The merging of the Learning and Teaching and E-Learning and Teaching strategies to reflect the new realities of the classroom.

CURRENT POSITION: Historically, the school has separated the priorities of learning and teaching and ICT in the SDP. The pandemic resulted in the greater and faster integration of digital technologies in the classroom.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|--|---------------|------------------------------------|--|--|
| The definition of learning and teaching in Down High School will have been augmented by the integration of ICT methodologies and practices into day-to-day classroom teaching. | The school's Learning and Teaching Policy will be reviewed and re-written to incorporate the significant gains made in ICT provision and use. | Sept-Oct 2022 | KD RD AM SLT | Working party to amend the policy. | Revised policy to be sent for consultation and agreed by the Board of Governors. |
| | The ICT strand of the School Development Plan will be incorporated into the Learning and Teaching Plan (except for the development of ICT resources or whole-school administrative functions). | Term 1 | KD RD AM SLT | SLT planning time | Reviewed at intervals and at the end of the year with the Whole School ICT Coordinator. |
| | Google Classroom will continue to be used to support pupils' learning and enhance their ability to access and use this repository to promote learning, research and revision. | Ongoing | All staff | Ongoing training on Google Classroom during SDDS and on the GC support classroom, which provides digital support for colleagues. | Staff and pupil surveys. School Council's ideas on what pupils find most helpful/unhelpful to be shared. |
| | The use of Class Charts software will support teachers in the classroom and help with differentiation, effective questioning, seating etc. | Ongoing | Whole-School ICT Coordinator RD | Time allocated during the Directed Time and SDD schedules. | Review of Class Charts and how it can be developed. |
| | Training in Class Charts and other software during Directed Time and SDDs. | Ongoing | Whole-School ICT Coordinator RD | SDD time Investment in Class Charts | Review of Class Charts and how it can be developed. |

TARGET: To support and empower middle leaders as the engines of change in school.

CURRENT POSITION: Heads of Department meetings have often focused on matters that fall within the remit of other middle leader colleagues.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|---|--|-----------|---|--|---|
| There will have been a redefinition of middle leadership so that the information disseminated at meetings is received and discussed by key pastoral staff as well as subject leaders. Sharing best practice presentations will have been cascaded across a larger number of colleagues. | Heads of Department meetings will continue to be held during Directed Time and will be known as Middle Leader meetings involving subject leaders, Head of Year, Heads of School and the SENCo. | Sept 2022 | SLT | Sharing good practice sessions and CPD opportunities to be created during Directed Time meetings. | Published minutes now circulated beyond the traditional HoD base. |
| | CPD opportunities during middle leader meetings to be prioritised, with at least one agenda item per meeting to focus on sharing best practice. | Sept 2022 | Middle Leaders to lead 10-15 minute sessions on the sharing of best practice. | Resources and materials for these sessions will come from a central budget. | Published minutes now circulated beyond the traditional HoD base. |
| | CPD opportunities to be created for Directed Time slots. These will prioritise new middle leaders. | Oct 2022 | KD RD GMcK | Development of materials to support new middle leaders. Will include sessions on creating a vision for a team; managing people; action planning; self-evaluation and the interpretation of data. | Feedback from new middle leaders. |
| | Middle Leader mentors to volunteer advice and support for new colleagues. | Sept 2022 | Volunteer mentors SLT | Short, informal chats between new middle leaders and volunteer mentors. | |

TARGET: To develop pupils' awareness of metacognition and help them to become self-regulated learners by motivating them to monitor and purposefully direct their learning.

CURRENT POSITION: Significant emphasis in recent years has been placed on supporting pupils with study skills, encouraging a growth mindset and providing opportunities during Self-Evaluation days for pupils to reflect upon their learning and suggest improvement strategies. Staff training in metacognition by Learn Spark in November 2021 was the start of a process of getting metacognitive talk into the classroom to encourage pupils to develop their study behaviours and regulate themselves in their learning.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|---|--|--------------------------|---|--|--|
| <p>Whole-staff awareness of metacognition will have been raised during SDDs and Directed Time sessions.</p> <p>Some awareness of metacognition and self-regulation will be directed at pupils, with pilot lessons for Y8 focused on metacognitive talk in the classroom having taken place.</p> | Baker Day briefing will re-introduce what is meant by metacognition and the ways in which pupils can be encouraged to be more self-regulated | August 2022 | KD RD | PowerPoint summary during August Baker Day | Tracking of data and outcomes |
| | Metacognition insertions in the Homework Diary to be discussed with pupils at the start of the year. | August 2022 Sept 2022 | KD | Form teachers to direct pupils to this section of the diary and explain what metacognition and self-regulation is. | Tracking of data and outcomes |
| | Assembly content on how pupils can monitor and direct their learning. | Ongoing | SLT and others | Presentations to be prepared | Tracking of data and outcomes |
| | Learning skills seminars, including Year 12-13 with Learn Spark, will include a focus on pupil metacognition. | Ongoing | Year 8 seminar in December/Y13 with Paul Gray in Nov and Year 12 with Paul Gray in Dec. KD | Copies of resources Learn Spark Volunteers to help run sessions. | Feedback from pupils and staff |
| | Parent events on learning skills will include discussion and resources on metacognitive talk in the home. | Ongoing | SLT | Resources Evening hours Catering | Parental feedback |
| | Trial of metacognitive talk in the classroom – working group of volunteers to pilot and report back on metacognition in the classroom. | Sept onwards | KD Working group | Some cover implications Resource costs | Working Group review |
| | Classroom poster displays to encourage pupils in their learning behaviours – e.g. what learning strategy will I use? – how will I know it has worked for me? | Sept 2022 | SLT | IED design and print cost for school-branded metacognition posters | Reference to posters in the classroom. |

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|--|--|-----------|-----|---|-------------------------------|
| | SPOT: Self/Peer/Other/Teacher | | | | |
| | Whole School PRSD priority set to promote metacognition strategies in the classroom. | Sept 2022 | SLT | Guidance and paperwork shared in STAFF folder | Through PRSD review paperwork |

TARGET: To develop the confident and widespread use of thinking skills resources to make learning, sequencing, hypothesising and critical thinking central to best classroom practice.

CURRENT POSITION: Thinking skills charts and diagrams have been used in the school for some years. The widespread and cross-curricular use of these tools can promote learning and critical thinking, preparing pupils for future study and the world of work. Charts were piloted and reported on to all staff in 2022.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|--|-----------|---|--|---|
| The use of Learn Spark graphic organisers/thinking skills charts will have been used to promote learning and critical thinking in all learning areas | A cross-curricular thinking skills morning on the topic of climate change will take place for Year 8 pupils in Term 1. | Dec 2022 | SLT Contributing departments Volunteer teachers | Production of resources for short sessions in a range of locations | Pupil survey |
| | Availability of Learn Spark resources will be promoted through generated posters with QR codes taking pupils directly to the Learn Spark site. | Sept 2022 | KD | Production of corridor and classroom posters | Review of pupils' learning and revision techniques before tests and internal assessments. |
| | Thinking Skills charts/graphic organisers will be used at Learning Skills events for pupils and parents. | Ongoing | SLT | Production of template graphic organisers | Parent feedback |
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PASTORAL ONE YEAR PLAN 22-23

TARGET: To promote positive pupil emotional health, wellbeing and resilience and develop the school culture of compassion, promoting pupil's as compassionate global citizens

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 |
|--|---|---------------|--------------------|--|-----------------------------------|
| Links with external agencies to support positive pupil emotional health, wellbeing and resilience will have been developed. | The EA REACH programme (Resilience Education Assisting Change to Happen) will deliver the 'Confidence and Self Esteem Group Work Programme' to individual Year 12 classes. | Terms 1 & 2 | EA, HMG, RA, SMK | Time within LLW | Pupil evaluation of the programme |
| | Youth Initiatives will have been employed for 10 hours per week this year to deliver a range of programmes to the following groups: Year 10 Overload Programme which explores emotions. Year 11 Relationship Building Year 9 Who Belongs-Exploring Citizenship | Terms 1,2 & 3 | HMG, RA, GMK | Cost to employ Youth Workers and time within LLW | Pupil evaluations of YI programme |
| Leadership opportunities will have been provided in supporting wellbeing and resilience. | Youth Initiatives will be available to provide support to young people in school during lunch | Terms 1,2 & 3 | HMG, GMK | Cost to employ Youth Workers | Pupil feedback |
| | The EA REACH programme will deliver a leadership "Champions" programme with Sixth Form wellbeing ambassadors. Wellbeing ambassadors will complete a project which will be | Terms 1 & 2 | HMG, HH | | Pupil evaluation |

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| | used to promote and support the wellbeing of younger pupils. | | | | |
| A wellbeing survey will have been created, carried out and evaluated to measure pupil emotional health, wellbeing, and resilience | Youth Initiatives will provide a 5-week enrichment programme for Year 13/14 pupils called “The Leader Within”. | Terms 1 & 2 | Youth Initiatives, HMG | Time within Enrichment Programme | Pupil evaluations |
| | All year groups will complete a wellbeing survey. Results of wellbeing survey will be evaluated and reviewed to inform the development of whole-school wellbeing strategy. | Term 1 | HMG, GMK | Cost to purchase the wellbeing survey | Survey results |
| A survey of pupils’ experiences of personal development and RSE will have been carried out to evaluate how responsive it is to current pupil needs and identify staff training needs | Survey created and completed by all year groups to find out about their experiences of Personal Development and RSE. Survey results used to assess how responsive PD/RSE is to the needs to young people. Results used to inform development of the PD/RSE curriculum and staff training needs. | Term 1& 2 | RA, GMK, SMK | | Survey results |
| The RSE policy will have been updated to include the whole school mapping of the personal development programme, including RSE, and the preventative curriculum. | RSE policy reviewed and updated in line with current DE guidance. Key stakeholders consulted, included the pupil voice via the School Council. Whole school mapping of PD/RSE completed and shared with staff. | Terms 1,2 & 3 | SKM, GMK, MJP, Working Group | Time during SDD | Feedback from school community on RSE Policy |

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|---|---|---------------|--------------------------|--------------------------------|------------------------|
| The school culture of compassion will have been developed to best support the needs of pupils who may have experiences adverse childhood experiences | Trauma Informed Practice training delivered to all staff. EA training programme will be used to deliver staff and form the basis of staff discussion about the impact of adverse childhood experiences on young people in school. | Term 1 | WB, HH, CFK, GMK | Time during SDD | Staff Feedback |
| | Pastoral staff to record pastoral information about potential ACEs in Private 5 and offer pastoral support to pupils who may have had ACEs. Information sought from primary schools as part the Year 8 transition process. | Terms 1,2 & 3 | Pastoral Staff | | Pastoral team Feedback |
| The school will have completed the Compassionate School Bronze Award from Children in Crossfire promoting pupil's as compassionate global citizens | Staff will receive training on the Compassionate School Award from Children in Crossfire and how the school will promote pupil's as compassionate global citizens. | Term 1 | HMG | Time during SDD | |
| | Pupils will learn about the work of Children in Crossfire from its founder Richard Moore during school assembly. | Term 1 | HMG | Time during assembly programme | |
| The Diversity and Inclusion Policy will have been adopted and fully implemented | Children in Crossfire programme will be delivered to pupils in Year 8 and Year 13. | Term 1&2 | HMG | Time during LLW | Pupil evaluation |
| | A Diversity and Inclusion Policy will be created in line with current EA guidance. Key stakeholders consulted, including the pupil voice via the School Council. | Term 1 | PJM, GMK, School Council | Time during SDD | Pupil feedback |

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|---|--|------------|------------------------------------|---|---|
| <p>The Safer Schools App will have been adopted and promoted across the school community.</p> <p>E-Safety policy will have been reviewed and updated.</p> <p>Recognition and reward system will have been developed that best acknowledges pupil effort and achievement.</p> | A Diversity and Inclusion welcome board will be designed and created for display in the two main entrances in school. | Term 1 | PJM, GMK, School Council | Cost to produce a Diversity and Inclusion welcome board | |
| | ICT coordinator will introduce the Safer Schools App to staff, pupils, and parents. | Term 1 | AM | Time during SDD | |
| | ICT coordinator will complete a review of the E-Safety Policy and update policy in line with current guidance. | Term 1 & 2 | AM | Time during SDD | Consultation of key stakeholders |
| | Review the current approaches taken at each year group level to recognise and reward effort and achievement in internal exams, including sampling of pupil opinion through focus groups. | Term 1 & 2 | CFK/Heads of Schools/Heads of Year | Time during SDD Time for pupil focus groups to meet | Output from focus groups Discussion at SLT |
| | Review departmental approaches to reward and recognition, including sampling of pupil opinion through focus groups, to allow best practice to be shared. | Term 2 & 3 | CFK/HODs | Time for pupil focus groups to meet Time during SDD | Output from focus groups Sharing of best practice at SDD |
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TARGET: To continue to develop the confident application of Numeracy across the curriculum and to further develop thinking skills and critical thinking to enable pupils to apply Mathematical thinking appropriately. Also, to continue to raise the profile of Numeracy across and beyond the curriculum.

CURRENT POSITION: For 15 years, the Numeracy committee has been baselining and directing development on Numeracy. The committee has reconstituted in recent years, and the focus of the group is to grow the cross-curricular development of Numeracy by using competitive puzzles, identifying cross-curricular links, and promoting learning and critical thinking which moves Numeracy beyond the Maths classroom and into the everyday, ordinary situations.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|--|----------|----------------------------------|---|--|
| To link the learning across the curriculum | To develop common approached across the departments – using WAVES. <ul style="list-style-type: none"> Working out is shown Common Approach used Pupils Verbalise their answer Estimate Effective use of Scientific Calculator | Jun 2023 | AD HoDs Numeracy committee | The Numeracy Google Classroom will continue to be developed to exemplify the common approach/methodology. Videos appropriate to each year group are accessible in the Numeracy Google Classroom, and these can be shared. | Exemplar material will be collated. |
| To raise the profile of Numeracy | To use Numeracy Puzzles which are linked to the House competition. | Jan 2022 | AD Form tutors | Numeracy Puzzles | Submission of answers and announcing which form classes won. |
| | Every 10 weeks each form class will continue to participate in Numeracy Ninjas, and certificates will be awarded for progression and improvement. | Ongoing | CD AD | Production of template graphic organisers | Evidence from Spreadsheet and certificates awarded, etc |
| | To use the Numeracy noticeboard to showcase exemplary work. | Ongoing | AD Numeracy Committee | Noticeboard which showcases work across and beyond the curriculum. | |
| | To identify where Numeracy is being developed across the curriculum by using a Numeracy logo | Ongoing | AD HoDs Numeracy committee | A Numeracy logo will signpost pupils to where Numeracy is being used, and encourage the pupils to avail of online resources, if necessary | Exemplar material will be collated which shows Numeracy across the curriculum, and this will be shared at a SDD. |

TARGET: To develop pupils' confidence in writing accurately, with relevant graphic organisers being used to support structured and persuasive writing tasks. Subject-specific vocabulary will be assessed during designated literacy time in English classes and reading partnerships will evolve to help Y8 pupils develop a love of reading for pleasure. Reading for pleasure is a target for other form groups on one occasion per week, during Registration.

CURRENT POSITION: Surveys of pupils (2022) and staff (2019) would indicate that there is a good awareness across the school of the COPS strategy across all subjects, with some subjects recognised as leaders in this approach. Pupils' writing skills are being promoted as part of the whole-school L&T Plan and a range of graphic organisers have been trialled. While some pupils said they undertook private reading during form time, the majority of pupils did not.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|---|--|-----------|--------------------------|--|--|
| The COPS strategy will have been embedded across departments | COPS to be a feature of assessment practice, with marks being awarded for good quality of written communication. | June 2023 | SC All teachers | Graphic charts for classwork books and for subject teacher reference/wall displays | Reminders and prompts across the year to help embed the focus on widespread use of COPS. |
| Writing frames and graphic organisers will have been used and evaluated to help pupils to develop extended written work skills. | Presentation to staff August 2022 – presentation uploaded to Staff folder. | Aug 22 | SC | Time claimed for Baker Day | |
| | The whole-school plan on the use of graphic organisers will be emphasised across all subjects as part of the literacy development, with pupils being exposed to ways in which to develop arguments, critical thinking and structured written work. | June 2023 | SC KD All teachers | Learn Spark website | Graphic organisers and their use to be a feature of focus group discussions. |
| | Graphic organisers and their role in developing pupils' literacy will continue to be a feature of parent briefings | Ongoing | KD/SC All staff | Time and resources for parent and pupil events | |
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| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|--|---------------|---------------------------------------|--|--|
| The ability of pupils to spell subject-specific vocabulary with accuracy will have been assessed regularly in English, with the transferable nature of this vocabulary being promoted. | Departments will submit key words for spelling tests conducted during English classes. | Sept 2022 | Subject leaders English Department | | Feedback to subjects in relation to spelling of subject-specific words |
| | Pupils encouraged to adopt learning techniques for spelling – look/say/cover/write/check | Ongoing | English Department | Allocation of a small amount of time in English KS3 classes. | Inter-departmental discussion to review practice and effectiveness. |
| Reading Partnerships will have been re-introduced to encourage the joy of reading and reading for pleasure will have become a weekly feature. | Reintroduction of Year 10/Year 8 Reading Partnerships to encourage confidence in and a love for reading. | Sept 2022 | English Department | | Departmental discussion and review. |
| | Training for reading mentors | Sept 22 | SC/HH | Training time, including Safeguarding. | Feedback from pupils on the scheme – mentors and mentees. |
| | Ten minutes per week during form time will be allocated to private reading | Ongoing | Form Teachers | Time allocated during Registration. | Review of practice at intervals. |
| Pupils in all year groups will have been encouraged to read aloud in all classes in order to develop oral skills and reading confidence. | Allocation of reading resources in form bases | Sept-Oct 2022 | English Department | Use of appropriate books and materials. | |
| | Teachers to seek opportunities to encourage pupils to read with confidence in class in order to improve confidence in language and presentation. | Ongoing | All teachers | Check IEPs to ensure that asking pupils to read is not advised against for pupils with a diagnosed need. | Review of practice during Middle Leader meetings. |

Environment Action Plan 22-23

1.TARGET: Action on Climate Change to improve school, community, and global perspective.

CURRENT POSITION: Introduction of Carbon literacy training. School focus on Climate change during COP26.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|---|--|--|--|--|
| Carbon literacy training will be completed successfully by more pupils and staff. | Initially Carbon literacy training will be offered to sixth form Eco Enrichment group and the Eco Committee. Staff will also be encouraged to complete training. | June 2023 | RW. Year 14 pupils with training. | Form teachers/ Head of section. Outside agencies. Eco Schools NI and KNIB. | Review termly. Evaluate findings by end of June. 2023. |
| A new OCNNI certification in Reducing Carbon Footprints through Environmental Action will be available for study from Sept 23. | OCNNI qualification and specification will be studied and the logistics of how to deliver and implement the course will be carried out. | April 23 | RW/KD | Geography Biology LLW HOD's Outside agencies. Eco Schools NI and KNIB and OCNNI | Meet with KD and Curriculum team during first term. Communicate with OCNNI coordinators. Decision on viability made by May 23. |
| Increased awareness of climate change issues within school at a local level and a global level. | Initiatives within school and with other schools in the Downpatrick area. Lobbying of Council to support local climate change initiatives and training. Lobbying local shops and businesses to improve sustainability and climate change accountability. Liaising with International school link on issues arising from climate change. Facilitating Innovative Green career options to Year 13/14 pupils | June 23 December 22 April 23 Oct 22 Jan 23 April 23 Oct 2022 | RW/KW Eco Committee Eco Enrichment RW and KW/HM | Newry, Mourne and Down District Council. Other Eco coordinators in Downpatrick schools. Local Businesses. International link school. British Council | Evidence of climate change events and initiatives within the Downpatrick area. Evidence of working with other schools, businesses and Council. Pupil feedback. Careers Dept feedback. |

2.TARGET: Focus on Transport. To encourage less reliance on petrol and diesel fuelled transport, sustainable thinking and the environment and healthy living.

CURRENT POSITION: Most pupils and staff use bus or car for travel. Base survey completed and trial one month focus completed on transport. Rising fuel costs.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|---|---|--------------------------------------|--------------------------------|---|---|
| There will be less cars used by staff , pupils and parents with more pupils and staff using the bus, carpooling, cycling or walking to work/school. | Feedback results of initial transport survey to staff and whole school. Procurement of safe cycle park. Development of safe walking routes. Establish pupil working group. Encourage Uptake of Cycle to work scheme by staff. | Oct 22. June 23 Oct 22 | RW RE CK ME RD | RW to work with CK and RE to facilitate cycle park and safe walking routes. Eco Committee. RD to coordinate cycle to work scheme? | Evaluation of figures each term, relating to modes of transport used by staff and pupils. Feedback opportunities from pupils in working group. Number of staff signed up to cycle to work scheme. |
| Increased awareness of the need and reason to reduce car journeys from a local and global perspective as well as from a health perspective. | Work with Eco committees in other local schools on transport initiatives. Lobby Local Council for new cycle routes into Downpatrick from Annacloy and Killyleagh. | April 23 | RW JC/JS Geography. | Eco Coordinators in other schools. Geography department. International link school. LLW. | Minutes from meetings. Finished project with link school. |
| Dialogue will be established between local schools and the Newry Mourne and Down District Council on cycle routes. | Link with a school in Europe to compare transport needs and problems. Young Enterprise creating a transport App | Oct 22 March 23 | JS Geog | Health and Social Care. JS/ SW/ME | Display of House projects. Production of working app and survey of pupil usage. |

4. TARGET: To continue to increase Biodiversity within the school grounds and to reduce school waste.

CURRENT POSITION: Planters, seed circle, eco garden and community tree planting are already well-established initiatives. Recycling and waste reduction is embedded within school.

| SUCCESS CRITERIA | ACTIONS | DUE | PEOPLE RESPONSIBLE | RESOURCES/STAFF DEVELOPMENT | MONITORING AND EVALUATION |
|--|---|-------------------------------|--|--|--|
| To see more pupil and staff engagement in the development and maintenance of the school Eco Garden and wildflower meadow. | <p>Give a year group specific responsibility for areas of the Eco Garden. Competition. Could involve parental help?</p> <p>Give a particular year group responsibility for the wildflower meadow. Could involve parental involvement.</p> | June 23 | RW Eco Committee | .Outside agencies. | <p>Visual evidence of activity to be monitored half termly.</p> <p>Visual evidence of preparation of wildflower meadow and successful flowering.</p> |
| To see more trees planted both within the school grounds and in the local community. | <p>To source sapling trees and to replant In Corona Coppice where needed.</p> <p>To work with local council/ landowners to identify new sites to plant.</p> <p>Shared education opportunity.</p> | <p>Nov 22</p> <p>March 23</p> | <p>RW</p> <p>Council</p> <p>Other Eco Coordinators</p> | <p>Outside agencies.</p> <p>CVI NI</p> <p>Woodland Trust</p> <p>Eco Schools NI</p> | Visual evidence of tree planting and pupil participation. |
| The growth of the seed circle initiative with increased staff involvement and more pupil interest. Working links with the HE Department and local food production. | <p>Advertise Seed circle earlier in the year amongst staff.</p> <p>Encourage staff to share photographic evidence of successes/failures.</p> <p>Decide on what seeds to purchase.</p> <p>Possible link with neighbouring school.</p> | <p>Sept 22</p> <p>Dec 22</p> | <p>RW</p> <p>Other interested staff.</p> | <p>Seeds</p> <p>Compost</p> <p>Growing space.</p> <p>Litter pickers</p> | Termly monitoring and staff feedback. |

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| <p>The reinstating of the year 9 litter legends.</p> <p>Continuing to reach recycling goals.</p> | <p>Distribute information and rotas to year 9 Form teachers.</p> <p>Remind staff and pupils of recycling procedures already in place and any new ones.</p> <p>Signage to alert Monday as new recycling day in school.</p> | <p>Sept 22</p> <p>August 22.</p> <p>Sept 22</p> | <p>RW Year 9 Form Teachers SG</p> <p>RW Senior Leadership team. RE</p> | <p>Tabards Bin Liners.</p> <p>Waste data.</p> | <p>House record of data collected during the term.</p> <p>Visual evidence of pupil participation.</p> <p>Written evidence of recycling in school policy.</p> <p>Visual evidence of recycling in action.</p> <p>Waste data from RE</p> |
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SHARED EDUCATION PLAN 2022-23

Mainstream Shared Education

Action Plan 2022-2023

| | |
|----------------------------|--|
| Partnership Schools | Down High School and St. Patrick's Grammar School, Downpatrick |
|----------------------------|--|

ETI Self-Evaluation Framework for Partnerships: Current Partnership Position

Please indicate your partnerships current position under the four main areas

| Learner Centred | High Quality Learning & Teaching | Effective Leadership | Community Connections |
|-----------------|----------------------------------|------------------------------|-----------------------|
| Expanding | Expanding | Expanding (new co-ordinator) | Embedding |

Programme 1

Learner Centred and High-Quality Teaching & Learning – Year 8 Programme

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| Programme Overview | <p>This programme focuses on bringing together two Year 8 Year Groups.</p> <p>Term 1:</p> <ul style="list-style-type: none"> Induction Day in December involving ice-breaker activities and learning workshops including Global Citizenship, Mindfulness and Young Enterprise. Prior connections will be made with a Tik-Tok Challenge (one minute vlog on 'my favourite pastime' in October.) This day will split the two Year 8 groups across two sites. <p>Term 2:</p> <ul style="list-style-type: none"> Pairing up form classes e.g., 8D in DHS pair up with 8D in SPGS etc. and identify a social action project to work towards drawing on the strengths and expertise of form teachers. <p>Term 3</p> <ul style="list-style-type: none"> Culture Day involving music, dance, sport, language, drama, and storytelling. |
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| Class/es Involved | Year 8 DHS Year 8 SPGS | How many composite classes? | 0 | Number of Children Engaged | 130 (DHS) and 97 + 6 SEN = 103(SPGS) | SEN Allowance required (please provide details) | 6 SPGS |
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| Cross Curricular Areas | Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input checked="" type="checkbox"/> | Language & Literacy / English <input type="checkbox"/> | World Around Us <input checked="" type="checkbox"/> | PDMU <input checked="" type="checkbox"/> | The Arts <input checked="" type="checkbox"/> |
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| | Numeracy / Maths <input type="checkbox"/> | LL&W <input type="checkbox"/> | ICT <input checked="" type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input checked="" type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input type="checkbox"/> |
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| Pupil Pathway Learning Outcomes | <ul style="list-style-type: none"> Examine and develop the qualities of positive relationships, including friendships and shared contexts. Identify and understand factors, including religious, cultural, and political, affecting individual and group identity in NI and beyond. Understand and respect that individuals and groups express their identity in different ways. Become better informed about relevant issues within the community, and how they can make a positive contribution to the local and wider community. | | | Actions to Bring About Improvement | | <p>Children will:</p> <ul style="list-style-type: none"> Participate in a ‘Get to know me’ vlogs Tik-Tok challenge. A collage of images and video clips shared with parents via FB. Participate in a ‘Get to know me in person’ Induction Day – including icebreakers, Global Citizenship workshop and Young Enterprise workshop. Pair form classes to work jointly towards a Social Action Project in the local community. Participate in a Culture Day in Term 3 involving music, dance, sport, language, drama, and storytelling. <p>Teachers will:</p> <ul style="list-style-type: none"> Plan collaboratively a programme which will engage pupils, build relationships, and improve educational outcomes for pupils Plan and work collaboratively with paired form teachers in their partner school. Collate evidence throughout the programme to support the impact on pupils Evaluate the programme through the pupil voice and other approaches to inform future planning | | | |

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| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
|------------------|---------------------------|-------------------------|------------------------------|---|
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| September - June | Tik tok challenge = on-line interaction = 2 hours | 2 hours on-line Tik Tok Challenge | Face to Face = 20 hrs Online = 2 hrs | 3 return journeys (Induction Day, Social Action Day and Culture Day)@ £165 = £495 |
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| | <p>3 days = Induction Day / Form Class Pairings / Culture Day</p> | <p>3 sessions x 6 = 18hr 15 min breaktime and 35 min lunch included</p> <p>Meeting Buddied-up form classes = 2 hours</p> <p>TOTAL: 20 hours</p> | | <p>5 return journeys for Yr 8s to meet their buddied-up Yr 8 form class partners and work on their social action project@ £165 per journey = £825</p> |
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Programme 2

Leadership, Learner Centred and High-Quality Teaching & Learning – Literacy and Numeracy

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| Programme Overview | This programme will target Year 12 students in both schools who may most benefit from interventionist strategies to develop their Literacy and Numeracy skills and improve their performance in their GCSE English Language and Maths exams |
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| Class/es Involved | Pupils will be identified through tracking data by the English and Maths departments. They will be invited to take part in a shared programme that will aim to bring about academic improvement. | How many composite classes? | | Number of Children Engaged | In the past this type of collaboration has worked with about 16 pupils from each school, 8 in English and 8 in Maths. | SEN Allowance required (please provide details) | It is not uncommon for several of the pupils from each school to have a SEN statement. |
|--------------------------|--|------------------------------------|--|-----------------------------------|---|--|--|

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| Cross Curricular Areas | Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input type="checkbox"/> | | Language & Literacy / English <input checked="" type="checkbox"/> | | World Around Us <input type="checkbox"/> | PDMU <input type="checkbox"/> | The Arts <input type="checkbox"/> |
| | Numeracy / Maths <input checked="" type="checkbox"/> | LL&W <input type="checkbox"/> | ICT <input type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input type="checkbox"/> |

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| Pupil Pathway Learning Outcomes | Have opportunities to develop and sustain friendships and positive relationships based on trust, respect and empathy. Consider factors that may cause a friendship to break down through shared activities in and beyond the classroom. | Actions to Bring About Improvement | Pupils will: <ul style="list-style-type: none"> Participate in an Icebreaker session to get to know one another inside the shared learning space. It is also important to build trust and self-confidence. |
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| | | | <ul style="list-style-type: none"> • Identify the areas of learning that they want to revisit and consolidate. This may be done together online. • Participate in 6 one-hour shared learning sessions. • Take part in a structured revision day. • Take part in a shared Reward event to acknowledge their commitment to improvement. <p>Teachers will:</p> <ul style="list-style-type: none"> • Agree to work collaboratively to bring about targeted improvement in learning and teachers for those pupils who agree to participate. • Survey the pupils and identify the areas of greatest need. • Draw up a programme of interventionist lessons to be shared between the 2 schools. • Organise some of the shared learning and support through Microsoft Teams or Google Classroom. • Plan and deliver a shared Easter revision session. • The Co-ordinators will organise a Reward event for the pupils who participate to celebrate their commitment to their learning. |
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| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
|-------------------|---------------------------|-------------------------|---|---|
| September - March | 20 | 1 hour | Face to Face = 15 Online = 5 | 10 return journeys at £165 per return journey. Total = £1,650. |

Programme 3

Leadership, Learner Centred and High-Quality Teaching & Learning – Pupil Voice

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| Programme Overview | Listening to the Pupil Voice – bringing the 2 School Councils together and forming a Shared Education sub-committee for further collaborative engagements. Also bring the 2 Student Leaderships Teams together with a couple of Student Leaders from each school working on the sub-committee. | | | | | | | | |
| Class/es Involved | Members of the School Council drawn from different Year Groups. | How many composite classes? | | Number of Children Engaged | 30 from the two School Councils and another 4 (from the 2 Student Leadership Teams) | SEN Allowance required (please provide details) | The School Council will be elected at the start of the next academic year. | | |
| Cross Curricular Areas | Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input checked="" type="checkbox"/> | | Language & Literacy / English <input type="checkbox"/> | | World Around Us <input checked="" type="checkbox"/> | PDMU <input type="checkbox"/> | The Arts <input type="checkbox"/> |
| | Numeracy / Maths <input type="checkbox"/> | LL&W <input checked="" type="checkbox"/> | ICT <input type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input checked="" type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input type="checkbox"/> |
| Pupil Pathway Learning Outcomes | Identify and exercise rights and social responsibilities in relation to local, national and global issue. Be aware of key democratic institutions and their role in promoting inclusion, justice and democracy in the local and wider community | | | Actions to Bring About Improvement | Children will: <ul style="list-style-type: none"> Attend a joint meeting of the 2 Student Councils at NMD District Council and share good practice on the role of the Student Council. Identify areas of mutual local concern, using a shared Google Classroom Elect a sub-committee to take part in further meetings between the 2 schools and include a couple of members of the Student Leadership Teams on the sub-committee. Take part in the annual Shared Education Street Collection for the Special Olympics. | | | | |

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| | | | <ul style="list-style-type: none"> • Take part in a shared Grocery Pack to raise money for Shared Education expenses in both schools. • Take part in a shared Litter-Pick in Downpatrick. • Visit Stormont together at the end of the year on an educational visit hosted by the Stormont Education Service and local MLAs. <p>Teachers will:</p> <ul style="list-style-type: none"> • Organise and lead the visits to NMD District Council and Stormont. • Help chair the Student Council and sub-committee meetings and lead the online collaboration. • Organise and supervise the Special Olympic collection, Grocery Pack and Litter-Pick |
|--|--|--|---|

| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
|------------------|---|--|---|---|
| October - June | 2 full-day sessions with NMD Council and Stormont. 3 community impact sessions – Special Olympics street collection, Grocery Pack and Litter-Pick Online exchange of ideas in Google Classroom. | Stormont (6 hours), NMD Council (6 hours), Special Olympics Collection (6 hours), online collaborations + sub-committee work (5 hours) | Face to Face = 18 hours Online = 5 hours | 3 coach journeys (NMD Council, Stormont and sub-committee / Student Leadership Team) at £165 per return visit. Total = £495 |

Programme 4

Leadership, Learner Centred and High-Quality Teaching & Learning – Politics in Action

Programme Overview

To bring together two Year 13 Politics classes for a variety of Shared Education collaborations, exploring sensitive and controversial political issues and delivering quality learning outcomes.

Class/es Involved

One Year 13 Politics class from each school

How many composite classes?

Number of Children Engaged

25

SEN Allowance required (please provide details)

Cross Curricular Areas

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|--|----------------------------------|---|----------------------------------|--|--|--|---|--------------------------------------|
| Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input type="checkbox"/> | | Language & Literacy / English <input type="checkbox"/> | | World Around Us <input checked="" type="checkbox"/> | PDMU <input checked="" type="checkbox"/> | The Arts <input type="checkbox"/> |
| Numeracy / Maths <input type="checkbox"/> | LL&W <input type="checkbox"/> | ICT <input type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input checked="" type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input type="checkbox"/> |

Pupil Pathway Learning Outcomes

- Be aware of key democratic institutions and their role in promoting inclusion, justice and democracy in the local and wider community.
- Identify and understand causes and consequences of conflict at local, national and global levels and how these could be resolved peacefully.
- Understand and respond to the specific controversial issues and opportunities that diversity and inclusion present in Northern Ireland and the wider world.

Actions to Bring About Improvement

Students will:

- Take part in a shared visit to Stormont to meet and question local MLAs and participate in a workshop.
- Work collaboratively online on a controversial topic within the Northern Ireland module.
- Take part in a visit to the Stephen Nolan Show.
- Participate in the Politics in Action group, with a possible visit to Dublin.
- Join together in several sessions of the Current Affairs Society.

Teachers will:

- Organise and supervise the various trips and meetings.

| | | | | <ul style="list-style-type: none"> • Lead students in the Politics in Action group. • Identify a controversial topic and lead the online forum discussion. • Bring students together for some meetings of the Current Affairs Society. |
|-------------------|--|--|--|---|
| | | | | |
| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
| September - March | Stormont Blackstaff Studios Current Affairs X 3 Politics in Action face-to-face X2 Politics-in-Action online X3 Online discussion forum | 6 hours 6 hours 4.5 hours 4 hours 3 hours 3 hours | Face to Face = 20.5 Online = 6 | Return coach to Stormont (£165) and Blackstaff Studio (£165). Total of 7 return coach journeys for Politics in Action and the Current Affairs Society + £1155. |
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Programme 5

Leadership, Learner Centred and High-Quality Teaching & Learning – Eco Ed 4 All

Programme Overview

Environment – EcoEd4All

Class/es Involved

2 groups of Eco-Council Representatives

How many composite classes?

Number of Children Engaged

40

SEN Allowance required (please provide details)

Tbc in September

Cross Curricular Areas

Outdoor Learning

Play

Personal Social & Emotional Development

Language & Literacy / English

World Around Us

PDMU

The Arts

Numeracy / Maths

LL&W

ICT

STEM

Environment & Society

Modern Languages

Science & Technology

Religious Studies

Other

Pupil Pathway Learning Outcomes

- Examine and develop the qualities of positive relationships, including friendships and shared contexts.
- Identify and understand factors, including religious, cultural and political, affecting individual and group identity in NI and beyond.
- Become better informed about relevant issues within the community, and how they can make a positive contribution to the local and wider community
- Identify and exercise rights and social responsibilities in relation to local, national and global issues.

Actions to Bring About Improvement

SPGS and DHS will continue with the EcoEd4All education on-line as they were in the original cluster group for this area.

- **September 2022** - Course delivery will begin and 2 Climate Captains will become representatives of their class and will receive leadership training. Training: e.g. Dublin, Sept. 16th – 1 teacher, 2 students and core staff attend in-person training that will cover how to use the Alison platform, course modules by the experts who created them, and leadership skills for students. In-person meeting with our shared partner schools in the south of Ireland. Teachers/students will work on plan of action/timeline with their cluster schools including agreeing on additional course module.

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| | | | <ul style="list-style-type: none">• Course Delivery: Begins September 19th – teachers will deliver mandatory course + one additional course agreed upon by cluster partners, through Enrichment classes/ Transition Year classes weekly.• Oct-Dec 2022 – Course Assessments/ Social Action Planning: Assessments: teachers deliver min. 2 courses. Students complete assessment on Alison by December 9th. Students will have achieved at least 65% on each module taken.<ul style="list-style-type: none">• Social Action Project begins: Teachers begin discussions on social action projects with students, beginning with an initial ‘pizza party’.• Jan-Feb 2022 – Social Action Phase Begins• Social Action Plans: Upon return from schools, climate captains will lead students in preparing a pitch for fellow cluster partners and participants.• Feb-March 2022 - AIS4CA Conference, February: Co-operation Ireland will host cross-border Climate Conference in Belfast. 10 students and 2 teachers from each school will join climate experts and peacebuilders to discuss the implications of climate change. Students will have the chance to meet with their partner students and engage in a “marketplace” where they can pitch their social action idea. Clusters will then decide how they will contribute to each other’s projects or choose a combined project.• Social Action Campaign: students will deliver their social action and send in photos/videos to be included in showcase video by Friday March 24th, 2023. |
|--|--|--|--|



| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
|-------------------|---|---|---|--|
| September - March | Visit to Dublin – training day 1 meet and plan pizza party Planning social action project Trip to True Harvest Seeds Meeting with local councillors to work with them on a joint rejuvenation idea re. the Quoile Social action project Conference (inc. travel time) Visit to one of the partner schools in the south | 10 hours (inc. travel time) 3 hours 3 hours 3 hours 3 hours 5 hours 7 hours | Face to Face = 34 hours Online = 5 hours | Transport for initial meeting (pizza party) with both schools to brainstorm social action project, e.g. examination of water and biodiversity along the Quoile = £165 Return journey to the Quoile to examine which section we are to target – brainstorm rejuvenation area = £165 Meet with local councillors to work with them on a joint rejuvenation idea re. the Quoile. Return trip = £165. Return trip to visit the True Harvest Seeds Centre in Kilclief = £165 Return trip to the Quoile to work on Social Action Project = £165 Transport to Dublin – September – training day £165 Transport to Belfast – Conference £165 Transport to visit one of the linked schools in the ROI £165 |

Programme 6

Leadership, Learner Centred and High-Quality Teaching & Learning – 6th Form Collaboration

Programme Overview

Targeted Sixth-Form interventions for some students involved in Widening Participation and some students involved in Oxbridge applications.

Class/es Involved

Small group of students drawn from a range of classes.

How many composite classes?

Number of Children Engaged

To be arranged – depends on number that apply to Oxbridge and succeed in gaining a place on a Widening Participation programme.

SEN Allowance required (please provide details)

Cross Curricular Areas

Outdoor Learning

Play

Personal Social & Emotional Development

Language & Literacy / English

World Around Us

PDMU

The Arts

Numeracy / Maths

LL&W

ICT

STEM

Environment & Society

Modern Languages

Science & Technology

Religious Studies

Other

Pupil Pathway Learning Outcomes

Consider the challenges and issues that can arise between friends and how they can be avoided, lessened or resolved, leading to better relationships.

Actions to Bring About Improvement

Students will:

- Participate in several face-to-face and several online Oxbridge preparation sessions.
- Students accepted onto the Queen’s Pathways Programme will meet together in bilinguals before the full meeting. They will work on publicising this

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| | | | <p>opportunity so that more students in the future will be aware of its benefits.</p> <ul style="list-style-type: none"> Widening Participation Students will take part in a Queen’s Residential later in the year. Oxbridge applicants may be able to visit Oxbridge together. This is a pilot year and in future years we would hope to organise a joint Oxbridge visit for some Year 13 students from both schools. <p>Teachers will:</p> <ul style="list-style-type: none"> Organise and supervise the meetings for Oxbridge and Widening Opportunities participants. Support any work to publicise the benefits of these meetings. Reflect on this pilot collaboration and explore a joint trip to Oxbridge next June for some students from both schools. A joint trip to Trinity may also be investigated. |
|--|--|--|--|



| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
|------------------|--|-------------------------|---|---|
| Sept – March | 5 sessions for Oxbridge students (including a residential which is more than 20 hours) 3 sessions with Widening Access applicants +residential at Queen’s | | Face to Face = 20+ Online = some assignments for Oxbridge applicants | 8 return taxi trips – £12 per return journey) 2 return minibus hire to Belfast - £330 |



Leadership, Learner Centred and High-Quality Teaching & Learning – Peer Mediation

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|--|---|---|--|-----------------------------------|--|---|--|---|---|
| Programme Overview | To deliver training to both SPGS and DHS 6 th form pupils in Peer Mediation Training with the view to both teams setting up and independently running the PM Scheme in their own schools for the remainder of the year. | | | | | | | | |
| Class/es Involved | 20 pupils from each school | How many composite classes? | | Number of Children Engaged | Approx. 40 | SEN Allowance required (please provide details) | tbc | | |
| Cross Curricular Areas | Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input checked="" type="checkbox"/> | | Language & Literacy / English <input type="checkbox"/> | | World Around Us <input type="checkbox"/> | PDMU <input checked="" type="checkbox"/> | The Arts <input checked="" type="checkbox"/> |
| | Numeracy / Maths <input type="checkbox"/> | LL&W <input checked="" type="checkbox"/> | ICT <input checked="" type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input checked="" type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input type="checkbox"/> |
| Pupil Pathway Learning Outcomes | <ul style="list-style-type: none"> Consider the challenges and issues that can arise between friends and how they can be avoided, lessened or resolved, leading to better relationships. Work towards developing a shared vision of an interdependent and fair society. Identify and understand causes and consequences of conflict at local, national and global levels and how these could be resolved peacefully. | | | | Actions to Bring About Improvement | <p>Children will: The initial trawl stage will be as a result of an introduction to the scheme (e.g. in Prefect training days, or a special assembly,) and an application form being submitted to the relevant co-ordinator (Microsoft Forms.) Students will receive training in conflict resolution strategies, listening and communication skills. Students will learn methods of identifying needs, brainstorming solutions to problems, evaluate options and create an agreement. All students will cover Child Protection and Safeguarding issues. Students will set up a rota ‘on call’ based on their availability, check if anyone has requested an appointment, respond to referrals from Form Teachers/Year Heads and be identified as a Peer Mediator by wearing a PM Badge.</p> <p>Teachers will:</p> | | | |

| | | | | <p>Deliver training in person, alternating training venues weekly.</p> <p>A volunteer teacher from DHS will be required to attend the training and oversee the Scheme in DHS for the remainder of the year (become the Peer Mediation Co-Ordinator as a point of contact for the Peer Mediators.) This would be an ideal 'Emerging Leaders' project.</p> |
|------------------|--|---|--|--|
| Timeframe | Number of Sessions | Session Duration | Total Number of hours | Transport Required Number of return journeys and cost (Max. £165 per return journey) |
| September - June | <p>1 Introduction session to 6th formers (application form available on-line afterwards)</p> <p>8 Training sessions (8X 1 hour) and prep on publicity (posters, PR campaign)</p> <p>2 x 1 hour introduction to the Peer Mediation Scheme via Special Assembly with Yr 8 (focus group) both schools</p> <p>Termly Check-in meet-ups and social coffee mornings</p> <p>1 trip to e.g. Peer Mediation Conference in Belfast, or similar activity with good community relations</p> | <p>1 hour</p> <p>8 hours</p> <p>2 hours</p> <p>3 hours</p> <p>6 hours</p> | <p>Face to Face = 20 hrs</p> <p>Online = regular on-line 'check-ins' or brainstorm activities.</p> | <p>10 return journeys @ £165 = £1320 (8 training days and 2 introductory assemblies)</p> <p>1 coach trip to conference = £165</p> |

groups/anti-bullying support
groups

TOTAL: 20 hours

Leadership, Learner Centred and High-Quality Teaching & Learning – Building Teacher Leadership Capacity

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| Programme Overview | To deliver in-person training to Emerging Leaders via Learn Spark’s ‘Moving into Leadership’ (Course for Aspiring Leaders.) To collaborate in after-school meetings with interdepartmental sharing of good practice. | | | | | | | | |
| Class/es Involved | Staff members | How many composite classes? | | Number of Children Engaged | | SEN Allowance required (please provide details) | | | |
| Cross Curricular Areas | Outdoor Learning <input type="checkbox"/> | Play <input type="checkbox"/> | Personal Social & Emotional Development <input checked="" type="checkbox"/> | | Language & Literacy / English <input type="checkbox"/> | | World Around Us <input type="checkbox"/> | PDMU <input type="checkbox"/> | The Arts <input type="checkbox"/> |
| | Numeracy / Maths <input type="checkbox"/> | LL&W <input type="checkbox"/> | ICT <input checked="" type="checkbox"/> | STEM <input type="checkbox"/> | Environment & Society <input type="checkbox"/> | Modern Languages <input type="checkbox"/> | Science & Technology <input type="checkbox"/> | Religious Studies <input type="checkbox"/> | Other <input checked="" type="checkbox"/> |
| Pupil Pathway Learning Outcomes | Work towards developing a shared vision of an interdependent and fair society. | | | Actions to Bring About Improvement | <p>Children will: be involved in activities that the emerging leader chooses to deliver as a project.</p> <p>Teachers will: learn about leadership roles and responsibilities with a view to taking on specific projects that will benefit their own, or both school communities (e.g., new Peer Mediator Co-ordinator in DHS / new Eco Representative that delivers the EcoEd4All on-line education.)</p> <p>Share good practice between shared department staff.</p> | | | | |
| Timeframe | Number of Sessions | Session Duration | Total Number of hours | | Transport Required Number of return journeys and cost (Max. £165 per return journey) | | | | |
| September - Dec | 1 session delivered in-person | 1 full day (Staff Improvement Day) | Face to Face = 5 hours (course) | | | | | | |

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| | | | Tbc inter-departmental meetings Online = | |
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Community Connections
Please indicate how you have met and are working through the Community Connections Framework

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| Objectives / Targets to bring about improvement | <ul style="list-style-type: none"> • Inform parents/carers regularly of emerging outcomes of shared education • Engage appropriately with external partners to support shared education practice and to build staff capacity • Share and celebrate regularly the outcomes of shared education with local community | Actions to bring about improvement | <ul style="list-style-type: none"> • Eco project biodiversity study working with NM+D District Council. • Working with cultural providers with regards to the Culture Day, e.g. Irish language, Tura Arutura, Ulster Scots • Special Olympics street collection. • Working with local MLAs and NMD Council to enhance the Pupil Voice. • Showcase events for wider community in the form of two Social Action Projects • Images and video clips shared with parents via FB • Parental involvement |
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| Additional Elements | |
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2022 – 2023 Funding
Please use Funding Model in SWAY to calculate funding available for your partnership

| Total children involved | Funding Band <i>(see SWAY for banding)</i> | Transport Required <i>(Max. £165 per journey)</i> | Planning and Evaluation Required <i>(2 days per programme max.)</i> | Composite Allowance Required (£472 <i>per composite class involved, max. 5 classes)</i> | Delivery of Shared Education Post Primary Only <i>(1 additional day per teacher involved max.)</i> | SEN Allowance Required <i>(Up to 1.5 days (£284) for mainstream and 3 days (£567) for special schools max.)</i> | Effective Leadership Allowance <i>Set amount of £2757 per partnership</i> | Total Funding Required £21, 074 |
|--------------------------------|--|---|---|---|--|---|---|--|
| 409 | 5 | 44 return coach journeys (£7260) + 8 minibus journeys X £12 = £96 | 9 collaborations (Literacy and Numeracy are separate) | | 2 Shared Ed Co-ordinators, 10 Form Teachers, 2 Student Council Teachers, 2 Heads of English, 2 Heads of Maths, 2 Politics teachers, 2 Eco teachers, 2 Heads of 6 th Form, 2 Pastoral for Peer Mediation = Total 26 additional days of sub cover | | | |
| | | Total Transport £7356 | Total Planning & Evaluation £3240 | Total Composite Allowance £ | Total Delivery of SE £4680 | Total SEN Allowance £284 | Total Effective leadership £2757 X 2 = £5514 | |

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)

From a financial perspective, Down High School, like many other schools, begins the 3-year School Development Plan in deficit. This has been exacerbated by the cost-of-living crisis, which has seen the cost of everyday consumables (e.g. paper) increase significantly and continually in price. Whilst we endeavour to get the best value for money, this 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 subject-specific support and mentoring, and pastoral interventions. There are other initiatives (e.g. Shared Education and the Entitlement Framework) which were previously centrally funded, and the ongoing support of these initiatives adds a further squeeze to a diminished pot of money.

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

Despite these financial constraints, we continue to develop our pupils and our staff and provide as many opportunities as possible.

