



MARKETHILL HIGH SCHOOL



SCHOOL DEVELOPMENT PLAN 2015-2018

1: Introduction

Mission Statement and Ethos of Markethill High School

It is the purpose of this school to provide an educational environment suited to all of the pupils entrusted to its care. The school will seek to promote a caring, supportive environment within a well-ordered school community, where staff and pupils can work in an atmosphere of mutual respect, so that each and every pupil should achieve the highest level of intellectual, personal, physical and social development of which he or she is capable.

We know that schools have a strong and lasting effect on those they serve: it is not only what we teach but how we teach that influences our pupils. We have the responsibility of creating within each individual an awareness of civic responsibilities and respect for authority, thus assisting pupils to become well-integrated, disciplined personalities, capable of assuming an independent role in an ever-changing society.

All pupils need to feel that they have gained something worthwhile from school. We must, therefore, achieve an atmosphere where all our pupils can enjoy their learning within a secure and stimulating environment.

To this end Markethill High School aims to:

- help each pupil achieve the highest level of academic, personal, physical, moral and social development of which he or she is capable;
- provide a suitably caring, supportive environment within a well-ordered and disciplined school community;
- enter into partnership of mutual benefit with parents regarding the development and behaviour of their children;
- provide pupils with experiences which will assist them in building self-esteem, thereby creating an awareness of civic responsibilities in order that they should make a positive contribution to society on completion of their secondary education.

Evaluation

In May and June 2015, Markethill High undertook a wide-ranging and comprehensive questionnaire (Kirkland Rowell) with pupils and parents. Results were analysed by GL Assessment in England and feedback given to the School against ESAGS and TTI quality indicators. This was undertaken to assist with the evaluation of the previous 3 years' School Development Plan as well as to help set priority targets in the new School Development Plan 2015-2018.

An executive summary of results is as follows:

PARENT QUESTIONNAIRE

- 135 responses were received;
- There is a very high level of satisfaction with the School, described as 'excellent' – 89.4% overall satisfaction level;
- The School has been deemed as 'Outstanding' in almost every single criteria by parents;
- 34% think school has improved over the past year. A further 62% feel it has stayed the same;
- Of Year 8 parents, 40% say the school has exceeded expectations, a further 56% say that it has lived up to expectations.
- School discipline, developing moral values and communication are the strongest satisfaction levels with parents.
- School performs less well in facilities, computer access and happiness of child, although these are still judged as 'Outstanding' by parents.
- Parents also show strong satisfaction with levels of homework.

See Tables 1 and 2 on following pages.

Table 1: Parent Feedback: Non-academic Criteria:

| Non-academic criteria | This survey (%) | Previous survey (%) | % Change |
|------------------------------|------------------------|----------------------------|-----------------|
| School discipline | 89.0 | | |
| Developing moral values | 88.2 | | |
| School communication | 87.9 | | |
| Levels of homework | 85.3 | | |
| Developing potential | 85.3 | | |
| Careers advice | 84.7 | | |
| School security | 84.5 | | |
| Developing confidence | 83.6 | | |
| Community spirit | 82.8 | | |
| Availability of resources | 82.7 | | |
| Caring teachers | 82.4 | | |
| Choice of subjects | 82.4 | | |
| Control of bullying | 82.4 | | |
| Teaching quality | 82.3 | | |
| Truancy control | 81.9 | | |
| Exam results | 81.4 | | |
| Social health education | 80.4 | | |
| Happiness of child | 80.0 | | |
| Computer access | 76.6 | | |
| School facilities | 76.5 | | |

Orange-coding represents 'Outstanding'.

A Full Copy of the Parent Questionnaire Feedback is available on the school website in the Parent Zone. www.markethillhighschool.net

Table 2: Parent Feedback: Additional Criteria:

| Additional criteria | This survey (%) | Previous survey (%) | % Change |
|---|-----------------|---------------------|----------|
| Encouraging and listening to parents' views | 88.8 | | |
| Explaining to parents how to help their child | 88.3 | | |
| Written reports | 86.2 | | |
| Parent evenings | 86.1 | | |
| Ensuring pupils do their best/make good progress | 83.9 | | |
| Out of school activities/clubs | 83.3 | | |
| Pupil targets* | 83.3 | | |
| Quality of school management | 82.8 | | |
| Tailoring child's work to their needs and ability | 81.1 | | |
| Pupils' attitudes to learning* | 80.0 | | |
| Encouraging and listening to pupils' views | 79.3 | | |
| Treating all pupils fairly/equally | 78.7 | | |
| Quality of feedback on pupils' work | 78.1 | | |
| Promoting racial harmony | 76.4 | | |
| Appropriate level of challenge in homework* | 76.3 | | |
| Teaching pupils with special needs | 75.7 | | |
| Pupil response to feedback* | 72.9 | | |
| Use of feedback on pupils' work* | 70.6 | | |

Orange-coding represents 'Outstanding'.

Green-coding represents 'Good'.

A Full Copy of the Parent Questionnaire Feedback is available on the school website in the Parent Zone. www.markethillhighschool.net

PUPIL QUESTIONNAIRE

- 304 Responses were received;
- There is a high level of satisfaction amongst pupils, described as ‘excellent’ – 75.8% overall satisfaction level;
- 49% of pupils think the School has improved over the past year – a further 37% think it has remained the same;
- Community Spirit, PSHE and Careers Education attain the strongest satisfaction levels amongst pupils;
- Pupils show least satisfaction with levels of homework.

Table 3: Pupil Feedback: Non-academic Criteria:

| Non-academic criteria | This survey (%) | Previous survey (%) | % Change |
|------------------------------|------------------------|----------------------------|-----------------|
| Community spirit | 92.7 | | |
| Social health education | 92.2 | | |
| Careers advice | 89.9 | | |
| School facilities | 86.8 | | |
| School discipline | 86.2 | | |
| Truancy control | 85.1 | | |
| Developing confidence | 84.2 | | |
| Choice of subjects | 83.1 | | |
| Control of bullying | 82.9 | | |
| School communication | 81.0 | | |
| Developing moral values | 80.5 | | |
| Availability of resources | 78.9 | | |
| School security | 78.8 | | |
| Caring teachers | 78.6 | | |
| Exam results | 77.6 | | |
| Developing potential | 76.6 | | |
| Computer access | 72.3 | | |
| Teaching quality | 72.0 | | |
| Happiness of child | 71.7 | | |
| Levels of homework | 52.3 | | |

Orange-coding represents ‘Outstanding’.

Green-coding represents ‘Good’.

Red-coding represents ‘Attention Advised’.

A Full Copy of the Pupil Questionnaire Feedback is available on the school website in the Parent Zone. www.markethillhighschool.net

Table 4: Pupil Feedback: Additional Criteria:

| Additional criteria | This survey (%) | Previous survey (%) | % Change |
|--|-----------------|---------------------|----------|
| Encouraging and listening to parents' views | 86.3 | | |
| Treating all pupils fairly and equally | 84.3 | | |
| Encouraging and listening to pupils' views | 83.5 | | |
| Pupil response to feedback* | 82.8 | | |
| Quality of school management | 82.4 | | |
| Out of school activities/clubs | 81.5 | | |
| Written reports | 79.2 | | |
| Pupils' attitudes to learning | 78.3 | | |
| Parent evenings | 77.0 | | |
| Teaching pupils with special needs | 76.7 | | |
| Explaining to parents how to help their child | 75.7 | | |
| Promoting racial harmony | 75.4 | | |
| Ensuring all pupils do their best and make good progress | 74.8 | | |
| Quality of feedback on pupils' work | 73.4 | | |
| Pupil targets* | 72.5 | | |
| Tailoring work to child's needs and ability | 70.3 | | |
| Appropriate level of challenge in homework | 70.3 | | |
| Use of feedback on pupils' work* | 56.5 | | |

Orange-coding represents 'Outstanding'.

Green-coding represents 'Good'.

Red-coding represents 'Attention Advised'.

A Full Copy of the Pupil Questionnaire Feedback is available on the school website in the Parent Zone. www.markethillhighschool.net

Further Evaluation

Statutory requirements of the Northern Ireland curriculum are fully met. Very Good and continuing progress has been made towards the implementation of the Entitlement Framework at Key Stage 4.

“There is a clear vision and a very strong commitment to the effective implementation of the Entitlement Framework, which is integral to the school’s pupil-centred ethos. As a strategic priority, the school collaborates effectively with other education providers. A high degree of commitment, flexibility and creativity in the design of a suitably broad and balanced curriculum which meets the ability and career aspirations of all of the pupils is an important feature of the provision at all key stages.”

(ETI Inspection Report – October 2013)

Within the constraints of an exam-driven system, the School places a clear emphasis on fulfilling each individual’s potential through the promotion of high-quality learning and teaching, the fostering of strong independent learning skills, developing thinking skills and personal capabilities required for successful learning, the use of individual target setting, an embedding merit and positive reward system as well as a burgeoning mentoring process aimed at assisting the fusion of academic and pastoral aspects of school life.

“All of the pupils are well-disposed towards learning, displaying high levels of confidence and maturity. Almost all manage their own learning well, set targets for themselves and are developing as independent learners. They engage well in the learning opportunities presented to them and talk about their work with enthusiasm; they respond with high levels of engagement, enjoyment and deep learning. The pupils are proud of their school, very welcoming to visitors, confident and courteous; their behaviour both in and out of class is exemplary.”

(ETI Inspection Report – October 2013)

In a Form Teacher survey undertaken in June 2015, 19 out of 20 Form Teachers stated that they ‘strongly agreed’ or ‘agreed’ that there were ‘sufficient reward systems in place in order to encourage good behaviour and practices amongst pupils.’ This compares very favourably with a similar survey undertaken in May 2013, in which only 5 out of 21 Form Teachers ‘strongly agreed’ or ‘agreed’ that there were sufficient reward systems in place. (surveys available in Appendix). The School believes that this strong improvement in perceptions is a consequence of a range of factors:

- feedback from the School Inspection in October 2013 advising greater promotion of positive behaviours and the embedding of a merit system;
- the writing of a new section on Positive Behaviour Strategies in the school's Behaviour Management Policy;
- the promotion of the school's Positive Behaviour Strategies on posters, noticeboards, Assemblies, and in school publications such as the annual Prospectus and School website;
- the introduction of a Merit System in 2014-2015 via the recording of set achievements in SIMS;
- the introduction of 2 very powerful Merit Assemblies in January and June 2015, where pupils with the most achievements received awards;
- the strengthening of the House System, which is now linked to the achievements' structures in SIMS.

The extensive range of extra-curricular activities available at lunch time, after school and on certain evenings allows each pupil the opportunity to excel in sporting, musical, academic and cultural fields.

In a staff survey from June 2015, 32 out of 34 staff (94.12%) felt that the School provided an appropriately wide range of non-formal and extra-curricular enrichment activities to meet the curricular and pastoral needs of all pupils.

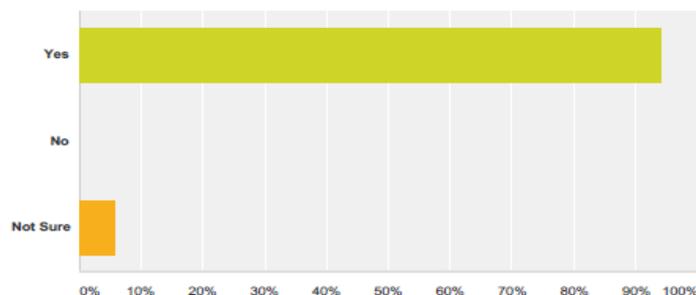
Table 5: Staff Survey: Enrichment Opportunities

School Development Plan Staff Consultation 2015-2018

SurveyMonkey

Q15 Does the school provide an appropriately wide range of non-formal and extra-curricular enrichment activities to meet the curricular and pastoral needs of all pupils?

Answered: 34 Skipped: 0



| Answer Choices | Responses |
|----------------|-----------|
| Yes | 94.12% 32 |
| No | 0.00% 0 |
| Not Sure | 5.88% 2 |
| Total | 34 |

“The pastoral care within the school is of a very high quality. There is a very strong sense of community and of mutually respectful relationships between pupils and staff. As the pupils progress through the school, their learning benefits from the extensive range of extra-curricular activities which encourages them to develop their talents as well as raising their confidence and self-esteem.”

(ETI Inspection Report – October 2013)

Respect for religious and moral values are encouraged through the academic curriculum, led by the Religious Education Department, the PSHE programme, the Learning for Life and Work (LLW) schemes of work as well as school assemblies and cultural trips. The behaviour management structure and achievement system reinforce those values. ‘Developing Moral Values’ attains the second highest parent satisfaction level, as evidenced in Table 1. ‘Developing Moral Values’, ‘Community Spirit’ and ‘Social Health Education’ are identified as ‘Outstanding’ by pupils in Table 3.

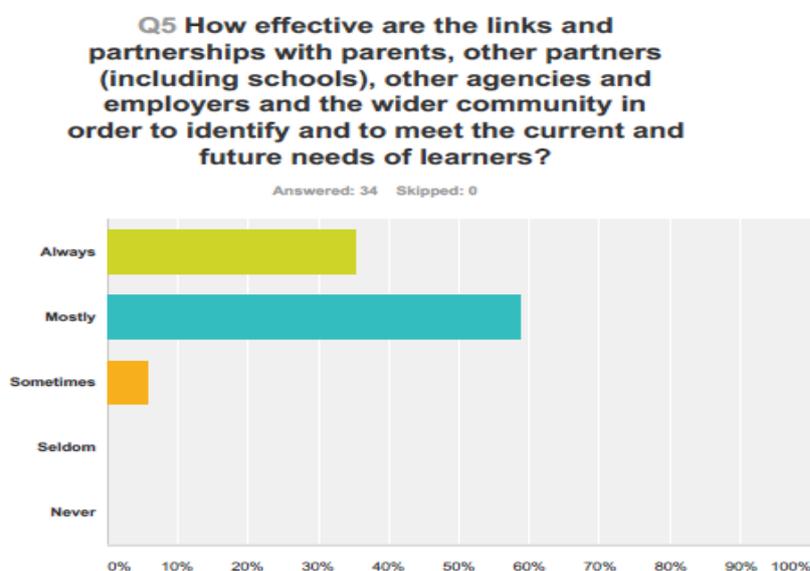
Feedback from pupils, parents, staff and governors stresses the priority given to a caring environment both inside and outside the classroom. As well as the staff, the School also avails of the services of a counsellor and other outside agencies. Appropriate emphasis is placed on the full and comprehensive implementation of Child Protection procedures.

“On the basis of evidence available at the time of inspection the school has comprehensive arrangements in place for safeguarding children which reflect the guidance of the Department of Education. The children report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and well-being.”

(ETI Inspection Report – October 2013)

Examples of effective links between the School and home and the wider community are evidenced by parent / teacher consultations, information evenings for parents, study skills sessions for the community, various forms of written and text communications, work experience and conferences. The Armagh Learning Community (ALC) has further enhanced these links. In the Staff survey from June 2015, 94.11% of staff believe that the links with external agencies, the partnerships with other institutions and the relationships with parents and the wider community are ‘always’ or ‘mostly’ effective.

Table 6: Staff Survey: Partnerships



| Answer Choices | Responses | Count |
|----------------|-----------|-----------|
| Always | 35.29% | 12 |
| Mostly | 58.82% | 20 |
| Sometimes | 5.88% | 2 |
| Seldom | 0.00% | 0 |
| Never | 0.00% | 0 |
| Total | | 34 |

As well as fostering important attitudes and values through its curricular provision, the School promotes participation in collaborative projects such as Community Service, STEM initiatives, primary / post-primary curricular initiatives and the Armagh Learning Community (ALC).

2(A): A summary and evaluation of the School’s strategies for learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in Communication, Using Mathematics and Information and Communication Technologies (ICT)

Effective learning and teaching lies at the heart of any successful school. Teachers at Markethill High School seek to create an appetite for learning that endures beyond school and into adult life, and which is characterised by curiosity and creativity. The list on the next page, taken from our teaching and learning handbook, outlines what we consider to be the main features of effective learning and teaching:

- high expectations of pupils;
- the development of literacy, numeracy and ICT skills;
- the intellectual and creative stimulation of pupils;
- knowledgeable, stimulating and perceptive teaching;
- clearly explained instructions;
- well-structured lessons;
- the use of a variety of methods to appeal to different learning styles;
- purposeful and focused group work and active learning;
- the use of challenging questions;
- the imaginative use of resources, including for the purpose of differentiation;
- a pleasant and positive classroom atmosphere;
- the use of praise and encouragement;
- well-established routines;
- pupils who are keen to learn;
- the very good progress by pupils;
- feedback given on attainment and progress;
- the regular assessment of pupils' work;
- excellent home-school links and communication.

Another major focus continues to be the sharing of good practice in Learning and Teaching and the promotion of greater consistency of pupil learning experiences.

Assessment strategies in Markethill High School seek to:

- measure pupil progress and achievement;
- identify pupil strengths/weaknesses and seek to build on / remedy these;
- enable pupils to evaluate their own work and identify ways in which they can improve;
- assist curriculum planning within the school;
- provide information for pupils and parents;
- provide information which will aid suitable placement of pupils within the school or on transfer to another school;
- build up a profile of pupils' achievement for career or further education purposes.

Assessment should be an integral part of the learning and teaching process. All schemes of work and related units of work should set out clearly the learning and teaching objectives and the means by which they are to be assessed. Schemes of

work allow for different forms of assessment to be employed so that weaknesses / strengths in pupils' learning can be identified and improvements achieved.

Pupil progress is monitored continuously by affording pupils the opportunity to demonstrate what they know, understand and can do.

Formative assessment is achieved in the following ways:

- formally - by regular testing at the end of units; end of modules and end of term
- informally - as part of the normal learning and teaching activities, through planned use of external assessment resources for example Key Stage tests, as well as through pupil self-assessment.

Formative assessment enables staff to identify pupils' strengths and weaknesses and to evaluate progress through the Programme of Study. It allows problems to be diagnosed and remedial action to be taken to remedy these. Formative assessment can also assist teachers to evaluate teaching strategies and to amend these where necessary. Teachers should, therefore, be in a position to monitor progress on the national scale and to make informed judgements regarding the placing of pupils in suitable tiers in external examinations.

Differentiation in assessment enables all pupils to accomplish tasks with some measure of success, to learn from experience and to show that they know, understand and can do. In order to cater for all ranges of pupil abilities, tasks are designed to allow for the varying needs of significant changes in performance. The assessment tasks which cater for the cross-curricular skills at Key Stage 3 are flexible in order to ensure that challenge is introduced for each and every pupil.

In each subject there is agreement on the objectives to be assessed and methods of assessment to be used, including externally-produced resources. There is a shared interpretation of the standard of pupils' work required to satisfy the Programme of Study in the subject. Within departments there is a consistent approach to marking and agreement on the records to be kept and exemplars of pupils' work to be retained. This assists progression between classes or transfer to another school.

Performance targets are set for all examination classes and a range of strategies developed to meet these targets. Strategies are included in action plans elsewhere in this document (Section 4). They have contributed to the significant upward trend in pupil attainment at 5+ A* - C grades at GCSE level including English and Maths

(now over 60% for the previous 2 years, 2014 and 2015, the first time the school has hit over 60% in its history). Robust evaluation is undertaken after each exam cycle, with an analysis of GCSE subject results against Northern Ireland averages, value-added against CATS predictions, and MIS residuals. This evaluation feeds into Departmental Development Plans.

Table 7: A comparison of Markethill High School's results 2014 against its FSM Band and all non-grammar Schools in Northern Ireland (2015 figures not available at time of print)

| | 5+ A*-C % | 5+ A*-C inc English and Maths % | 5+ A*-G % | 7+ A*-C inc English and Maths % | FSME 5+ A*-C inc English and Maths % |
|--------------------------------|-----------|---------------------------------|-----------|---------------------------------|--------------------------------------|
| Markethill High School | 77.4 | 63.4 | 98.9 | 59.1 | 43 |
| 0%-19.99% FSM Band | 69.9 | 45.6 | 96.9 | 42.2 | - |
| All non-Grammar Schools | 67.2 | 37.7 | 96.2 | 34.5 | 23.8 |

As a result of its 5+ A*-C including English and Maths percentage of 63.4%, Markethill High was listed as the 3rd top non-selective Controlled School in Northern Ireland in 2014 for this statistic.

Table 8: Markethill High School's positioning 2014 against its FSM Band (0-19.99%)

| | 5+ A*-C % | 5+ A*-C inc English and Maths % |
|------------------------------------|-----------|---------------------------------|
| Markethill High School | 77.4 | 63.4 |
| 0%-19.99% FSM Band Position | Median | Upper Quartile |

5+ A*- C: Median = 71.3 Upper Quartile = 80.3
 5+ A*- C including English and Maths: Upper Quartile = 53.6 95th Percentile = 69.6

Table 9: Percentage Gender breakdown between 2012 and 2014:

| | 2012 | | 2013 | | 2014 | |
|---------------------------------|------|-------|------|-------|------|-------|
| | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| 5+ A*-C % | 82 | 94 | 74.1 | 78.6 | 70 | 86.05 |
| 5+ A*-C inc English and Maths % | 38.1 | 64.2 | 31 | 49.1 | 58 | 69.77 |
| 7+ A*-C inc English and Maths % | 26.2 | 64.1 | 30.1 | 43.9 | 56 | 62.79 |

The table indicates significant improvement in the performance of boys, in particular, between 2012 and 2014, both in relation to 5+ and 7+ A*-C including English and Maths. The table also highlights an overall narrowing in the gap between the 5+ A-C and the 5+ A*-C including English and Maths, as well as a narrowing between the 5+ A*-C including English and Maths and the 7+ A*-C including English and Maths.

Table 10: Overall Achievements and Standards at GCSE 2012-2014:

| | 2012 | 2013 | 2014 |
|---------------------------------|-------|------|------|
| 5+ A*-C % | 89 | 76.7 | 77.4 |
| 5+ A*-C inc English and Maths % | 50.55 | 40.4 | 63.4 |
| 7+ A*-C inc English and Maths % | 47.4 | 37.2 | 59.1 |

There has been staff training for Communication, Using Mathematics and ICT, and relevant co-ordinators and other staff have attended external courses on the new cross-curricular skills. Forums have been established between the Primary School co-ordinators from feeder schools and School staff in order to discuss the implications of the new assessment procedures, to develop new approaches to joint staff development using Research Lesson Study as the tool, and to ensure a smooth transition between P6 and Year 8 through the introduction of transition Schemes of Work. Targets continue to be set for Using Mathematics and Communication. Reporting on Cross-Curricular Skills is undertaken on all Key Stage 3 reports in the summer, and Levels of Achievement are allocated on Year 10 reports.

For evaluation see Section 4.

2(B): A summary and evaluation of the School's strategies for providing for the special, additional or other individual needs of pupils

It is the view of Markethill High School that each child in the school is unique. Every effort is made to help pupils enjoy and partake in the learning process, to achieve success, to develop confidence and to encourage the development of critical thinking and problem-solving skills.

As per our Mission Statement, the School will seek to promote a caring, supportive environment within a well-ordered school community where staff and pupils can work in an atmosphere of mutual respect so that each and every pupil should achieve the highest level of intellectual, personal, physical and social development of which he or she is capable.

It is also the aim of the School to enter into partnership(s) of mutual benefit with parents regarding the development and behaviour of their children.

The building of pupils' self-esteem through school experiences should create an awareness of civic responsibilities encouraging them in turn to make a positive contribution to society on completion of their secondary education.

The SENCO works closely with all her colleagues, in particular the Classroom Assistants, Form Teachers, Year Heads and the Senior Leadership Team.

She:

- oversees the day-to-day operation of the school's SEN policy;
- liaises with and advises fellow teachers;
- co-ordinates provision for each child with identified special or additional needs;
- maintains the school's SEN register and oversees the records on all pupils with Special Educational Needs, including IEPs;
- liaises with parents of these named pupils;
- contributes to In-Service Training of staff and liaises with SEN Advisory Staff;
- liaises with external agencies including psychologists, Education Welfare Officers, speech therapists, occupational therapists, peripatetic staff and exam boards;
- co-ordinates assessment procedures and disseminates testing and record keeping of named pupils;

- reviews procedures in Education Plans with parents and external agencies where necessary;
- arranges for implementation of examination arrangements and / or concession / consideration where appropriate.

Pupils with additional learning needs are often placed in smaller class groups where the curriculum is designed to meet their needs. Efficient lines of communication between staff exist through staff briefings, staff meetings, pro-formas illustrating concerns, results of Reading Age, Comprehension Age and Mathematical Testing.

There are facilities for withdrawal - learning support;

The admission arrangements for those pupils with Special Needs but without a statement are the same as those for all pupils.

Pupils with a statement are placed by the SELB who make every effort to comply with parent and pupil preference in accordance with admission procedures.

At the present moment departments are allocated money, the formulae is based on the number of pupils doing that subject. Current practice is that SEN materials are allocated through departmental budgets according to need. The allocation also facilitates the use of classroom assistants supporting children.

The school's arrangements for identifying pupils with SEN have regard to procedures recommended in the Code of Practice and follow the 5 Stage Model. Assessment of pupils' learning needs take into account:

- information from Primary School, Key Stage 2 Assessments and parents;
- baseline tests in our own School.

Pupils may move either way between the stages, remain at a particular stage or show sufficient improvement to be removed from the SEN register.

Throughout the stages, pupils are monitored and reviewed according to the nature of the concerns and targets are set within their Education Plan. Cross-reference and links are made to the Discipline Policy and Pastoral Care Policy, especially with regard to behaviour. Every effort is made to ensure that IEPs and associated targets reflect the interests, needs and personality of the child in question.

In 2011-2012 CATS tests were introduced, and these continue to be used for the purposes of benchmarking pupils' literacy and numeracy ability, predicting GCSE results and analysing value-added and subject residuals at GCSE level.

In October 2013, ETI concluded:

“Those pupils who require additional support for their learning make very good progress and most attain standards at GCSE or equivalent in line with their ability or above expectation.”

(ETI Inspection Report – October 2013)

In 2014, the SENCo and the Principal undertook the beneficial task of mapping current SEN provision to the Together Towards Improvement (TTI) SEN quality indicators. This process allowed for the identification of key strengths as well as areas for development. Many strengths were identified, including the excellent work of Classroom Assistants, the development of resources and communication within school on SEN matters. Areas for development included:

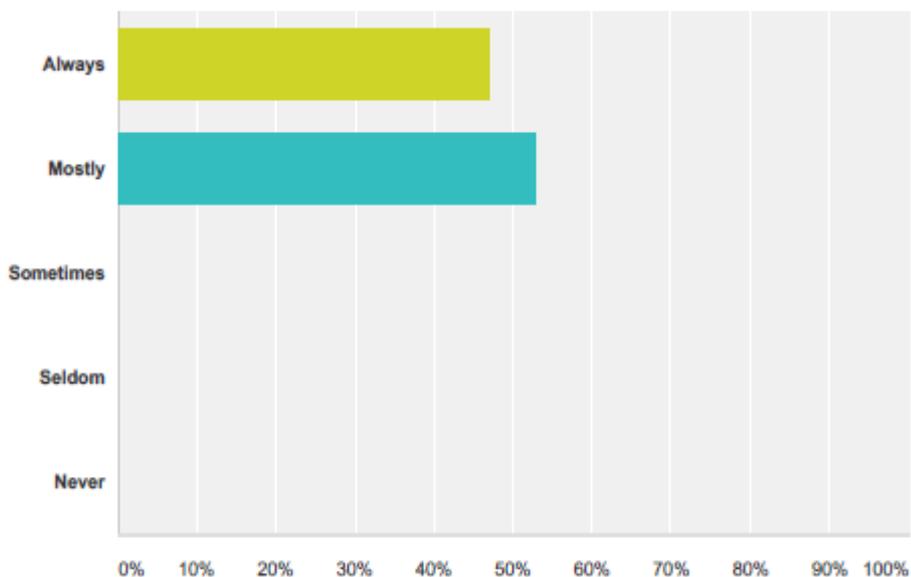
- greater consultation with SENCo on Development Planning;
- more opportunities for SENCo to feed back to SLT;
- the use of SIMS tracking with SEN pupils;
- the development of a PRSD scheme for Classroom Assistants;
- the development of a 'nurture room';
- clearer advice on caring for EAL pupils;
- liaison between SENCo and the new Pupil Progress Manager regarding use of data and benchmarking;
- more training opportunities throughout the year.

In a comprehensive staff survey from June 2015, 100% of all teaching and non-teaching staff agreed that the special educational needs of individual pupils were 'always' or 'mostly' identified, and that the aforementioned pupils were well cared for, guided and supported.

Table 11: Staff Survey: Special Educational Needs

Q18 Does the school accurately identify and determine the special educational needs of individual pupils, and does it maintain effective links with parents, other professionals and support agencies in this regard?

Answered: 34 Skipped: 0



| Answer Choices | Responses |
|----------------|-----------|
| Always | 47.06% 16 |
| Mostly | 52.94% 18 |
| Sometimes | 0.00% 0 |
| Seldom | 0.00% 0 |
| Never | 0.00% 0 |
| Total | 34 |

2(C): A summary and evaluation of the School's strategies for promoting the health and wellbeing, child protection, attendance, good behaviour and discipline of pupils

Staff at all levels continue to ensure that Markethill High School makes a strong contribution to promoting healthy lifestyles.

The staff are committed to the development of the whole person and believe that personal and social achievement enhances academic achievement. The pastoral dimension supports the pupils' spiritual, moral, physical, emotional, intellectual and social development during adolescence, and a carefully structured curricular programme also helps prepare them for adult life.

Markethill High School accepts fully the principles in the statement below:

'As well as their statutory responsibilities in relation to pupils' learning, Schools have a pastoral responsibility towards their pupils and should recognise that the children and young people in their charge have a fundamental right to be protected from harm. In particular, Schools are expected to do whatever is reasonable, in all circumstances of the case, to safeguard or promote pupil safety and wellbeing'. (Pastoral Care in Schools – DENI 1999).

In October 2013 the ETI reported that

"The pastoral care within the school is of a very high quality. There is a very strong sense of community and of mutually respectful relationships between pupils and staff.

On the basis of evidence available at the time of inspection the school has comprehensive arrangements in place for safeguarding children which reflect the guidance of the Department of Education. The children report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and well-being."

In September 2013 Markethill High introduced a new pastoral period into the curriculum for Key Stage 3 pupils, complemented with a comprehensive PSHE Programme which is evaluated and reviewed on an annual basis by the Pastoral Team, SENCo and the LLW Co-Ordinator at Key Stage 3. To accommodate this, PSHE was taken out of the LLW curriculum, allowing for greater scope for teaching of Employability, particularly in Year 10 where there had been previously a gap in Employability. The LLW Co-ordinators at Key Stage 3 and Key Stage 4 worked to ensure adequate and effective provision in Employability teaching between the two Key Stages. It is also hoped that these pastoral periods help to strengthen the role of Form Teachers.

All stakeholders are kept informed of the School's Child Protection procedures and are supplied with regular updates. Child Protection training for teaching and non-teaching staff takes place on an annual basis. Parents receive a pamphlet on Child Protection procedures, and relevant posters displaying the picture of the designated Child Protection Officer and deputy designated Officers are displayed around School. All new Year 8 parents sign for a copy of the school's Child Protection Policy. The School's Safeguarding Team comprising of Principal and (Deputy) Designated Child Protection Officers meets on a regular basis. The School attends Case Conferences when necessary and continues to build up extensive leads with external agencies. In 2014-2015 the Principal undertook the role of Chair of the Armagh Learning Community, and during this period it was agreed that the ALC should instigate a forum with the aim of sharing good practice in safeguarding procedures.

Parents and the broader public also have access to an annual Board of Governors' Report which details the curricular and extra-curricular achievements of the School, amongst other statutory notifications. Parents are given regular reports on the progress of their child which include:

- two progress reports (January and June);
- parent / Teacher consultations;
- target-setting consultations with Year 12 pupils and parents in August before commencement of Year 12 studies;
- meetings with members of the pastoral team as and when appropriate or requested.

The clarification and reinforcement of behaviour management structures remains a focus through the consolidation of line management structures.

Pupils and parents have access to the School Behaviour Management Policy.

In 2014 Markethill High School introduced a SNAG Group (School Nutritional Action Group) which has been tasked with promoting healthier approaches to eating in School. As a result, the tuck shop has become a more healthy environment, selling on 4 days per week only water, baked crisps and cereal bars.

A new School Attendance Policy was devised in 2013 and reviewed in early 2015. Currently School 'expresses an interest' if pupil attendance falls below 90%, and the Education Welfare Officer is contacted should attendance fall below 85%. The school attendance average for 2014-2015 was %.

Table 12: Attendance Levels of Pupils (2012-2015) in %

| Year Group | 2012-2013 % | 2013-2014 % | 2014-2015 % |
|--------------|-------------|-------------|-------------|
| 8 | 95.5 | 96.4 | 96.2 |
| 9 | 95.2 | 95.8 | 95.4 |
| 10 | 94.5 | 94.6 | 94.2 |
| 11 | 92.5 | 94.0 | 94.0 |
| 12 | 94.7 | 94.6 | 94.7 |
| Whole School | 94.4 | 95.1 | 94.9 |

For evaluation see Section 4.

2(D): A summary and evaluation of the School's strategies for providing for the professional development of staff

PRSD targets have consistently been in line with the whole-school Development Plan and an increasing percentage of in-service training has been led by the teaching staff of the School. The inclusion of research-based collaborative mechanisms to measure the effectiveness of learning and teaching in improving the learning experiences of the pupils, such as Research Lesson Study, will continue to be a priority in the new School Development Plan. This will include new training opportunities for support staff.

The school has trialled RLS (Research Lesson Study) as a tool for professional development in 2012-2015. Two members of the Maths Department undertook a Study on assessment tasks with a P7 teacher from Markethill Primary School, Three Science teachers undertook a literacy Study with teachers from St Patrick's High School, Keady, and three Learning for Life and Work teachers undertook a Study into most effective group work.

Emerging needs and ongoing challenges such as literacy and numeracy, SEN, ICT, assessment, curriculum change, specification change and the introduction of new

qualifications were taken into account in planning staff development in line with the priorities identified in the School Development Plan.

Literacy has remained at the heart of staff development over the previous 3 years, and PRSD Objective 3 allows staff to focus on an aspect of learning and teaching or broader educational interest tailed to their own context and professional needs / aspirations.

For evaluation see Section 4.

2(E): A summary and evaluation of the School’s strategies for managing the attendance and promoting the health and wellbeing of staff

Markethill High School fully subscribes to the SELB Teacher Attendance Procedures from 2008. The School aims:

- to promote a supportive approach to teacher health and welfare;
- to maximise teacher attendance;
- to inform teachers and Governors of the policy for managing teacher attendance;
- to ensure confidentiality of information and facilitate a consistent approach to teacher attendance in School;
- to ensure that teachers are treated fairly, consistently and sensitively when ill;
- to raise awareness of welfare support services.

Table 13: Teaching Staff Absence Levels 2011-2015

| | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|-------------------------------|---------|---------|---------|---------|
| Markethill High School | 2.7 | 2.3 | 2.8 | 3.3 |
| NI Schools Average | 7.2 | 7.8 | 8.2 | 8.4 |

Evaluation

A summary report on teacher attendance is produced for the Board of Governors and this is an agenda item on a frequent basis. A start has been made to address the health and wellbeing of staff through discussion and consultation on the new School Development Plan.

Various initiatives have been undertaken in the past 3 years to enhance the working environment for staff. These include:

- a refurbishment of the staff room;
- greater access to computers during free periods through new computer workstations in the staff room;
- refurbishment of staff female toilets;
- the re-introduction of high-speed desktops to replace laptops in classrooms;
- greater access to ICT facilities with classes through the installation of high-speed desktops in the school Library.

The health and wellbeing of staff was identified as a priority area from the staff questionnaire feedback. The development of strategies which help promote the health and wellbeing of staff will be a priority in the School Development Plan 2015-2018, including the instigation of a staff wellbeing committee and possible exploration of quality external indicators linked to wellbeing.

2(F): A summary and evaluation of the School's strategies for promoting links with the parents of pupils at the School and with the local community, including other schools, the business community and voluntary and statutory bodies

Links are promoted with parents through regular communication, parent / teacher consultations, information evenings, study skills sessions, letters, newsletters, the School website, text messages, target-setting meetings and reports. A new PTA was promoted and formed in 2015. The School enjoys strong links with other schools and the local community at all levels (business / voluntary / /statutory bodies).

Evaluation

Links with the local community, local schools and the business community are fostered through:

- Strong Links with local Churches – Ministers visit school on a Friday for Assembly
- Armagh Learning Community (including Southern Regional College)
- Young Enterprise
- Sentinus
- STEM Centre, Dungannon
- W5
- The Schools' Partnership Programme

- Work Experience
- Sports Fixtures
- British Academy Award for the Best Mainstream School in Northern Ireland for Modern Languages
- Cross-Curricular Skills' Forum Groups with feeder Primary Schools
- Markethill Recreation Centre
- Markethill Business Centre
- Ulster Farmers' Union
- Harper Adams University
- Stranmillis College
- Queen's University, Belfast
- University of Ulster
- Local Charities
- Army Cadets Force of Northern Ireland
- External Services such as the Northern Ireland Careers Service

The School has been committed to ensuring that the community has access to the School's facilities. In this regard, a new Fitness Suite costing more than £35,000 was opened in June 2011, funded by school fundraising and a sponsorship from SportNI. The School entered into a dual-access partnership with Armagh City and District Council, who come into the school in the evening and open the Fitness Suite and Sports hall for community use. This ran as a pilot in the 2010-2011 school year, and in June 2011 an independent review and evaluation of the pilot was undertaken by the Venturei Network on behalf of Armagh City and District Council. The pilot was deemed to have been very successful, and the report indicated that the project should be evolved and extended. At a meeting on 14th August 2012 between the School and Armagh City and District Council, the following was agreed in order to extend the pilot:

- Introduce holiday schemes at half-terms, at Easter and in the summer for young people in the local area;
- Review and revamp the sporting and leisure programmes for youth in the area through the scheme;
- Establish a management committee in September 2012 comprising of councillors, governors, trustees and other interested parties from the locality in order to explore the potential for a much-needed embedding and extension of leisure and sporting provision in the mid-Armagh area in line with the

potential future development of the Markethill High School building on the Mowhan Road in Markethill.

The Management Committee has now been running for 2.5 years. In June 2015, a further independent report was undertaken due to the amalgamation of Armagh Council into the ABC 'super' Council. The report concluded that the Recreation Centre should be continued and developed over the next years.

In 2015 the School took ownership of a brand new, international standard 2G hockey pitch to replace its old shale pitch.

In May 2012, Markethill High School won the Best Mainstream School in Northern Ireland for Modern Languages, based on its innovative links with Primary Schools for teaching French and Spanish to primary children. This involved establishing an e-book and language website for Primary School pupils. Markethill High School has just won the British Academy Award for the Best Mainstream School in Northern Ireland for Modern Languages. The award from the British Academy followed a detailed application and video sent by the School to the Academy in February. Representatives from the School travelled to London to collect the Award and £4000.

The letter received by the school from the British Academy outlines why it won.

We have had a very high number of applications and judges found it difficult to select winners as the quality of many applications was excellent. Many projects were shortlisted and discussed by the judging panel, most demonstrating excellent practice but yours scored amongst the highest and was favoured by our judges. This year, judges looked specifically for innovation and sustainability aspects that went beyond merely demonstrating good practice and the panel was satisfied that your project was one of the best at demonstrating creativity and motivation in language learning and teaching.

Between 2013-2015 the School has been working on fulfilling the criteria for the Full International School Award, cementing the strong position of Modern languages as a discipline within school and as part of the broader school curriculum inside and outside of the classroom.

In 2012, 2013 and 2014, Markethill High School has secured funding totalling £10,800 to develop STEM (Science, Technology, Engineering and Mathematics). The awarding of this funding followed detailed applications to the Department of Education by the school for exciting, cross-curricular projects based on the Titanic,

energy renewal and on the creation, marketing and pitching of a soap product. These projects included a new link with the STEM Centre in Dungannon. In 2013, All Year 8 pupils received the Bronze CREST Award following an innovative collaborative project on energy with Year 8 pupils from St Patrick's High School, Keady. In 2013 and 2014, P6 pupils from feeder Primary Schools have enjoyed a 'Titanic-themed' learning day in School, including how to use Morse Code. In 2015, pupils from Kingsmills Primary and Hardy Memorial Primary School enjoyed a soap challenge with the help of Key Stage 3 mentors from Markethill High School.

Markethill High School has also developed closer links with Primary feeder schools through the introduction of new focus groups to look at transition between P7 and Year 8 as well as cross-curricular skills.

Markethill High School also has close links with:

- ABC Council
- ETI
- EA
- GTCNI
- ASCL
- RTU
- QUB
- UU
- SRC

and keeps abreast of educational developments and new policies through regular communication with CCEA, attendance at meetings and staff participation in INSET.

For evaluation see Section 4.

2(G): A summary and evaluation of the School's strategies for promoting the effective use of ICT including its use to support learning and teaching, continuing professional development and school leadership and management

Roles and remits in relation to ICT were reviewed and re-defined in 2012 in order to eradicate duplication. A Senior Teacher now oversees the enhanced use of SIMS as a Management tool. The ICT co-ordinator in School now has a remit which reflects how ICT can be developed as a tool for learning.

The School's Virtual Learning Environment, Moodle, was launched in 2012 and has become an established instrument for the promotion of independent learning and the dissemination of course and other information. Between 2012 and 2015 there has been an extensive upgrade in a range of ICT hardware used to support learning and teaching.

The School's Acceptable Use Policy is updated on an annual basis.

A cross-curricular ICT Steering Group was introduced in 2013.

In 2013 a new Mac Suite was built, consisting of 19 Apple Mac machines. This room assists the teaching of the Arts, as well as other subjects, including a brand new GCSE in Moving Image Arts.

In 2014 the Library was refurbished, and 24 new desktop machines were allocated into the Library to support learning and teaching.

A significant number of staff laptops in rooms were replaced with high-speed desktops in 2013.

A suite of 25 Kindles were bought in 2013 to support and promote literacy.

Staff have undertaken in-house training on the use of SIMS (including the recording of Behaviour and Achievement points), the Virtual learning Environment, portable assessment devices (including Qwizdom) and Hot Potatoes Activity Creator.

The Key Stage 3 Scheme of Work has been radically revised in 2015 to include coding, programming and Raspberry PI circuit boards. This reflects the school's growing desire to incorporate labour market skill needs as early as possible into the curriculum.

3(A): An assessment of the School's current financial position and the use made of its financial and other resources

Projected Income and Expenditure 2015-2016

The budget for the current financial year (2015-2016) is projecting a surplus of 1.3% which is summarised on the following page:

Table 14: A summary of 2014-2015 Actual V Predicted Spend, and Predicted Spend 2015-2016

LMS Summary Spreadsheet April 2015

| | A | B | C | D | E | F | G | H |
|----|------------------------------|----------------------|-----------------------------|----------------------|-----------------------|------------------------------|-----------------------------|----------------------|
| 1 | LMS BUDGET | | 2014-2015 | | | | 2015-2016 | |
| 2 | | | £48,006 CARRY-OVER | | | | £19,964 CARRY-OVER | |
| 3 | | | LMS £1,897,482 | | | | LMS £1,939,241 | |
| 4 | | | EF: £22,344 | | | | EF £16, 223 | |
| 5 | | | Budget adjustment £2395 | | | | Off-set from School £20,000 | |
| 6 | | | Off-set from School £20,000 | | | | | |
| 7 | | | | | | | | |
| 8 | TOTAL AVAILABLE: | | £1,990,227 | | | | £1,995,428 | |
| 9 | | | | | | | | |
| 10 | EXPENDITURE | ACT. SPEND 2013-2014 | PRED. SPEND 2014-2015 | ACT. SPEND 2014-2015 | Diff. from prev. year | Diff. Pred. V Act. 2014-2015 | PRED. SPEND 2015-2016 | TAR. SPEND 2015-2016 |
| 11 | Teaching Staff | £1,449,754 | £1,478,490 | £1,507,556 | £57,802 | £29,066 | £1,493,182 | £1,508,000 |
| 12 | Non-Teaching Staff Auxiliary | £119,896 | £111,652 | £98,690 | £21,206 | £12,962 | £112,769 | £102,769 |
| 13 | Non-Teaching Staff Ancillary | £52,311 | £49,250 | £48,005 | £4,306 | £1,245 | £49,743 | £49,000 |
| 14 | Running Costs | £326,001 | £339,000 | £316,013 | £9,988 | £22,987 | £341,780 | £310,000 |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | TOTAL SPEND | £1,947,962 | £1,978,392 | £1,970,263 | £22,301 | £8,129 | £1,977,473 | £1,969,769 |
| 18 | | | | | | | | |
| 19 | Carry-Over | | £9,440 | £19,964 | | | | £25,659 |
| 20 | SURPLUS / DEFICIT | | 0.48% | 1.01% | | | | 1.30% |
| 21 | | | | | | | | |
| 22 | pred. = predicted | act. = actual | | | | | | |

Between 2012 and 2015 the school triggered one teaching redundancy and one nonteaching redundancy. In 2015 three members of staff will have a reduction in their working days.

The school cut its running costs by £9,988 between 2013-2014 and 2014-2015, and also made savings in non-teaching staff costs. The school completed the 2015 financial year with £8,129 more than predicted.

In 2012 it was anticipated that the school would be in a deficit of 2% by 2015. The school has performed better than this prediction.

Table 15: Predicted Spend and Surplus / Deficit 2012-2015

| | 2012/13 | 2013/14 | 2014/15 |
|-----------------------------------|---------|-----------|---------|
| | | Projected | |
| Teaching staff April (ex LSC) | 30.40 | 29.80 | 29.80 |
| Teaching staff September (ex LSC) | 29.80 | 29.80 | 29.80 |

| | | | | |
|--|-----------------|-------------------|-------------------|-------------------|
| % Balance 31 March each year | | | 4% | 3% |
| Est Carry-over from previous year | | 60,937 | 85,862 | 51,965 |
| Formula Allocation | | 1,869,145 | 1,829,138 | 1,835,850 |
| Other Funding | | | | |
| | | | | |
| TOTAL AVAILABLE | | £1,930,082 | £1,915,000 | £1,887,815 |
| SPEND | Fin Code | | | |
| Teaching staff | 1313 | 1,437,500 | 1,451,035 | 1,481,949 |
| Substitution | 1314 | 16,000 | 16,000 | 16,000 |
| Non-teaching - Auxiliary | 1325 | 109,660 | 111,000 | 113,300 |
| Non-teaching - Ancillary | 1340 | 50,700 | 45,000 | 46,000 |
| Running Costs | 1830 | 256,360 | 242,000 | 242,000 |
| Entitlement Framework | 1830 | | 24,000 | 44,000 |
| Capital | 1951/61/71 | | | |
| Income (-) | 1940 | -26,000 | -26,000 | -26,000 |
| TOTAL EST SPEND | | 1,844,220 | 1,863,035 | 1,917,249 |
| Est Balance at 31 March | 1831/(1832) | £85,862 | 51,965 | -29,434 |
| Est Balance as a % of Total Available | | 4% | 3% | -2% |

3(B): An assessment of the planned use of the School's projected resources during 2012-2015 in support of actions to bring about improvements in standards

Looking ahead to the next two years, 2016-2018, the projections predict that the school is to go into deficit:

Projected Budget 2015-2017

| | 2015/16 | 2016/17 |
|-----------------------------------|-----------|---------|
| | Projected | |
| Teaching staff April (ex LSC) | 30.80 | 30.80 |
| Teaching staff September (ex LSC) | 30.80 | 29.80 |

| | | |
|---|-------------------|-------------------|
| % Balance 31 March each year | 0% | -1.2% |
| Est Carry-over from previous year | 0 | -25,054 |
| Formula Allocation | 1,897,482 | 1,897,482 |
| Adjustments for Enrolment Increases / Decreases | 15,000 | 22,000 |
| Entitlement Framework | 16,233 | 10,000 |
| SEN | 30,000 | 20,000 |
| TOTAL AVAILABLE | £1,958,715 | £1,924,428 |
| SPEND | Fin Code | |
| Teaching staff | 1313 | 1,508,000 |
| Substitution | 1314 | 35,000 |
| Non-teaching - Auxiliary | 1325 | 102,769 |
| Non-teaching - Ancillary | 1340 | 48,000 |
| Running Costs | 1830 | 310000 |
| Capital | 1951/61/71 | |
| Income (-) | 1940 | -20,000 |
| TOTAL EST SPEND | | 1,983,769 |
| Est Balance at 31 March | 1831/(1832) | -25,054 |
| Est Balance as a % of Total Available | | -1.2% |

Evaluation

The School has worked hard to instigate savings, including through the instigation of teaching and non-teaching staff redundancies as well as variations to working patterns. To date, this has been achieved without any adverse effect on class sizes or curriculum offer. It is anticipated that the School may be able to achieve one more

voluntary teaching and non-teaching staff redundancy in 2016-2018, should packages continue to be offered.

It is clear, however, that the School needs some further financial assistance. This is due, for example, to the possible abolition of funding for the Schools' Partnership Programme as well as cuts to EF Funding.

We need to look at further ways of both increasing income and reducing costs. Some ideas have been suggested for generating additional income, including the introduction of a Parent-Teacher Association with the main aim of raising funds, charging book deposits etc. In 2012 the annual School Fee was raised from £20 to £25. The new boiler system installed in October 2012 has helped to bring about savings, and it is hoped that the new photovoltaic panels will cut electricity costs. The School hopes to hire out the new hockey pitch to clubs and other organisations.

Between 2012 and 2015, the School put in a number of Minor Works requests to take account of both sub-standard provision and lack of space:

- A new Art and Music Refurbishment;
- A new sand-filled hockey pitch to replace the current sub-standard gravel pitch;
- A new mobile to provide much-needed space on the Mowhan Road site.

In 2014-2015, the school applied for further Minor Works and is awaiting confirmation:

- An extension to the Dining Hall (currently at tender stage);
- A much-needed new Science mobile;
- A polytunnel to be located on Pinley Green site.

The costs of maintaining and upgrading ICT infrastructure, particularly in light of the new C2K provision, have been ongoing and expensive, but a necessary expenditure for the School. The School is committing to no further major capital investment between 2016 and 2018, as current ICT facilities are fit for purpose.

Furthermore, the School is targeting the following cuts in 2015-2016

- Cut spending on non-teaching staff by £7,000 in 2015-2016;
- Cut spending on cover by £20,000 in 2015-2016;
- Seek continued reductions in running costs and consequent lesser spend between 2015 and 2018;
- Cut running costs by a further £10,000 in 2015-2016.

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 the School Development Plan 2012-2015:



SCHOOL DEVELOPMENT PLAN 2012-2015

Key Question 1: How effective are leadership and management in raising achievement and supporting learners?

| Current level of performance/where are we now | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made | Review/Outcomes |
|---|--|---|---|------------------|--|--|--|
| <p>BUDGET and EXPENDITURE</p> <p>Projected budget deficit of approx. 30k by 2015;</p> <p>Cessation of ring-fenced funding for SPP;</p> <p>Need to manage reduced budget while maintaining high quality educational provision;</p> <p>One teaching staff and non-teaching staff redundancy in 2011-2012..</p> | <p>Effective and efficient deployment of staff.</p> <p>Reduce staffing costs.</p> <p>Reduce cover costs.</p> | <p>BoG</p> <p>JM</p> <p>SLT</p> <p>Board of Governors</p> | <p>Time</p> | <p>2012-2015</p> | <p>Curriculum audit January 2013;</p> <p>Continue to consider redundancy applications –DENI funded packages by February 2013;</p> <p>Build capacity to offer extended range of Applied/ GCSE subjects within school, including GCSE; Agriculture and Moving Image Arts to continue to meet EF statutory targets by September 2013.</p> | <ul style="list-style-type: none"> • SLT meetings • BoG Meetings | <p>2012-2013</p> <p>Curriculum audit undertaken in January 2013;</p> <p>One further teaching redundancy occurred in August 2013, and one non-teaching staff redundancy also in August 2013;</p> <p>Staff capacity tweaked to allow for the recruitment of a new English specialist in May 2013. As such, the school moved away from the notion of General Subjects teachers;</p> <p>Another 3-day per week General Subjects teacher was made full-time in September 2013 in her specialist subject - Maths;</p> <p>A further new English / literacy teacher was appointed in August 2013 for two years as part of the OFMDFM Signature Project;</p> <p>GCSE Agriculture was introduced in September 2013;</p> <p>GCSE Moving Image Arts was introduced in September 2013;</p> <p>GCSE Journalism was introduced as a twilight GCSE in September 2013.</p> <p>2013-2014</p> |

| | | | | | | |
|---|--|----------------------|-------------|------------------|---|--|
| | | | | | | <p>No voluntary redundancy package needed for 2014-2015;</p> <p>Head of Religious Education appointed in February 2014;</p> <p>Increase in number of pupils choosing to study Moving Image Arts in 2014-2015, and more balance in relation to cohort of Agriculture pupils;</p> <p>Decision to implement BTEC in Child Care and BTEC in Agriculture in 2014-2015;</p> <p>Governors' Finance Sub-Committee to explore the possibility of further savings in 2014-2015;</p> <p>£4,000 cut off Grounds Maintenance bill for 2013-2014;</p> <p>Application has been written for solar panels on south-facing face of the school to cut energy costs further.</p> <p>2014-2015</p> <p>Redundancy process triggered in February 2015. As a result, three staff have initiated reductions in their working days for 2015-2016;</p> <p>Three days' Middle Management training undertaken by new Head of Religious Education and led by CASS;</p> <p>Two days' in-house bespoke Middle Management Training undertaken by five members of staff, including 3 aspiring Middle Managers;</p> <p>Option Blocks 'A' and 'D' reviewed in January 2015 to allow for the introduction of more vocational pathways, including the development of BTEC ChildCare, BTEC Agriculture within the curriculum and a new BTEC Business Course to replace GCSE Business and Communication Systems;</p> <p>New curriculum for Thursdays for pupils in the A4 and A5 classes devised in April 2015 to replace current work experience, including more English and Maths classes, as well as an Occupational Studies qualification;</p> <p>New photocopiers installed in January 2015 to cut down on photocopying cost and rental cost, leading to a saving of £2500 pa;</p> <p>Installation of solar panels on roof of Maths Department building in October 2014.</p> |
| <p>BOARD of GOVERNORS</p> <p>Board of Governors currently meet at least twice per term</p> | <p>Need to establish sub-committee for finance</p> <p>Need to create a register of interests</p> <p>Need to develop an Annual Report</p> | <p>BoG</p> <p>JM</p> | <p>Time</p> | <p>2012-2013</p> | <p>Annual Report to be devised by November 2012;</p> <p>Sub-Committee for Finance to be discussed and decided by December 2012;</p> <p>Register of interests to be established by January 2013.</p> | <ul style="list-style-type: none"> • SLT meetings • BoG Meetings <p>2012-2013</p> <p>At Board of Governors meeting on 21st November 2012, it was agreed to establish a Finance sub-committee of the Governors consisting of Rev D. Irvine, Mr R Quin and Mr R Dougan;</p> <p>A register of Interests has now been completed by all Governors;</p> <p>Board of Governors were briefed on all aspects of school life, including developments in areas such as CEIAG. Senior teachers were involved in briefing Governors;</p> <p>The school's Annual Report for 2011-2012 was completed and</p> |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | | | | | <p>published in November 2012;</p> <p>In March 2013 Governors were briefed in the new ETI Indicators for School Governance;</p> <p>Governors continued to attend courses in 2012-2013, including in CRED, the use of data and recruitment and selection.</p> <p>2013-2014</p> <p>Annual report to Parents completed in November 2013</p> <p>Some Governors joined staff for part of Staff Development Day in January 2014</p> <p>CRED Policy still in formative stage – Mr Garry Mahood attended CRED Information Seminar;</p> <p>New School Policy written and agreed by SLT</p> <p>Mr Parks and Mr Hanna updated Governors on ongoing school development, including data tracking, pupil progress and CEIAG</p> <p>Governors continue to lead developments on area-based planning: document on Sixth Form provision written in August 2014 and presented to SELB</p> <p>Literacy is a prominent agenda item at Governors’ meetings;</p> <p>Selected Governors attended training courses offered by SELB/WELB, including Recruitment and Selection and CRED.</p> <p>2014-2015</p> <p>Re-constituted Governors’ Panel met for first time in November 2014;</p> <p>Register of Interests completed in November 2014;</p> <p>Annual Report to Parents completed in October 2014;</p> <p>Governors invited to join staff at a Staff Development Day in August 2015 on differentiation in the classroom;</p> <p>New School Trip Policy ratified by Governors in November 2014;</p> <p>Governors met Gavin Boyd, Chief Executive of the SELB, to discuss area-based proposals in October 2014;</p> <p>Literacy and Numeracy is a standing item at all Governors’ meetings;</p> <p>Training Schedule for 2014-2015 sent to Governors in October 2014;</p> <p>New Governors undertook induction in January 2015;</p> <p>New Child Protection Governor appointed in November 2014, Mr Garry Mahood.</p> |
|--|--|--|--|--|--|---|

| | | | | | | | |
|--|---|---|------------------------------|--|--|---|--|
| <p>SCHOOL DEVELOPMENT PLAN</p> <p>School Development Planning did not align with new statutory requirements</p> | <p>New 3-year School Development Plan introduced for 2012-2015 using the framework of the Revised TTI Document;</p> <p>Standardised Departmental Development Plans to be drafted to tie in with School Development Plan and against which departments will evaluate on a bi-annual basis;</p> <p>Annual Action Plans to be devised to reflect the SMART targets of the School Development Plan.</p> | <p>BoG</p> <p>SLT</p> <p>Middle Managers</p> <p>All staff</p> | <p>Time</p> <p>Resources</p> | | <p>Priorities for new School Development Plan to be presented to staff in August 2012;</p> <p>Priorities for new School Development Plan to be presented to BoG in August 2012;</p> <p>Template for Departmental Development Plan to be shared with Heads of Department by October 2012;</p> <p>Annual Action Plans to be devised by relevant postholders by December 2012, and thereon annually;</p> <p>Departments to evaluate against the Departmental Development Plan bi-annually, commencing in June 2013.</p> | <ul style="list-style-type: none"> • SLT Minutes • BoG Minutes • Department Minutes • Bi-annual evaluation • SDP Annual Action Plans | <p>2012-2013</p> <p>SDP now compliant with statutory regulations and framed in alignment with the Together Towards Improvement Quality Indicators;</p> <p>SDP Priorities for 2012-2013 shared with all staff in August 2012 and placed in E-Staffroom;</p> <p>SDP Priorities presented to Governors and discussed at Board of Governors meeting on 28th August 2012;</p> <p>Departmental Development Plans with clear links to whole-school priorities presented and discussed with heads of Department in October 2012;</p> <p>Annual Action Plans were devised for –</p> <ul style="list-style-type: none"> • ICT • STEM • Pastoral Care • CEIAG • Literacy • Numeracy • SEN; <p>• Staff Development Day in June 2013 focused on evaluation of School Development Plan for 2012-2013 against TTI Indicators;</p> <p>• Action Plans and Departmental Development Plans evaluated in August 2013.</p> <p>2013-2014</p> <p>SDP written evaluation for 2012-2013 completed in September 2013;</p> <p>SMART targets were agreed in September 2013;</p> <p>Action Plans for 2013-2014 were devised for</p> <ul style="list-style-type: none"> • Leadership and Management • ICT • STEM • Pastoral Care • CEIAG • Literacy • Numeracy • SEN; <p>Departmental Development Plans reflected the SDP priorities for 2013-2014, with the aim that they became more organic to allow for the development of specific departmental priorities through specific free text boxes at the end of each section;</p> |
|--|---|---|------------------------------|--|--|---|--|

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| | | | | | | <p>EXTENDED USE OF QUALITY INDICATORS</p> <p>School reviewed its SEN provision against specific TTI indicators;</p> <p>CRED Policy still in formation;</p> <p>SLT evaluated performance against ETI / TTI Leadership and Management Indicators.</p> <p>2014-2015</p> <p>SDP Written Evaluations for 2013-2014 completed in early September 2014;</p> <p>SMART targets for final year of current School Development Plan agreed in September 2014;</p> <p>Action Planning completed in early October 2014;</p> <p>New Action Plans completed for Agriculture and Agri-Food, as well as Curriculum in October 2014;</p> <p>Departmental Development Plans refined to include new priorities and SMART targets from whole-school Development Plan in October 2014;</p> <p>CEIAG provision mapped to TTI indicators in January 2015</p> |
| <p>REMITS, ROLES and RESPONSIBILITIES</p> <p>SMT remits re-defined in April 2012.</p> | <p>Middle Management remits to be reviewed, including Heads of Department and Year Teachers</p> <p>Teachers holding a Management Allowance to have their remits reviewed</p> | <p>JM</p> <p>Middle Managers</p> | <p>Time</p> | <p>2012-2015</p> | <p>SLT remits to be reviewed and evaluated by April 2013;</p> <p>JM to meet with post holders with a Management Allowance by June 2013 to review remits;</p> <p>Heads of Department and Year Teacher remits to be reviewed by June 2013 through relevant forums.</p> | <ul style="list-style-type: none"> • SLT • Year Teacher Meetings • Heads of Department Meetings • Postholder Meetings <p>2012-2013</p> <ul style="list-style-type: none"> • SLT remits reviewed in April 2013 in line with School Development Plan, and taking into account a further redundancy from within the SLT; • All SLT remits now include generic responsibilities as well as specific developmental remits for year ahead; • Principal has met with all staff holding a teaching allowance to discuss remits. This has included defining and clarifying responsibilities where there may be gaps or overlap, such as with the exams Officer and SENCO remits; • Heads of Department remits were reviewed and negotiated with relevant Middle Managers in April 2013. A new standard job description for Heads of Department now exists, covering planning, development and administration, learning and teaching, staffing issues and whole-school responsibilities. <p>2013-2014</p> <p>New Senior Teacher with Joint Responsibility for Pastoral Care appointed in October 2013;</p> <p>Further one-year SLT secondee appointed in May 2014 (continuation of Mr Parks' secondment to continue aspects of learning and teaching development);</p> |

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| | | | | | | | <p>Year Teacher remits reviewed and agreed in early 2014</p> <p>Exams Office remit reviewed, revised and agreed in October 2013;</p> <p>Whole-School remits with responsibility for ICT reviewed, revised and agreed in September 2013.</p> <p>2014-2015</p> <p>New Vice-Principal remit agreed in September 2014;</p> <p>Pastoral Care remits agreed in September 2014;</p> <p>New SENCo remit devised and agreed in October 2014;</p> <p>Further Senior Teacher remits refined in October 2014;</p> <p>New SLT secondee advertised and appointed in June 2015;</p> <p>Responsibilities in relation to ICT clarified and agreed in October 2014 to avoid overlap or duplication.</p> |
| <p>PROFESSIONAL DEVELOPMENT</p> <p>Two members of staff involved in Middle Management courses in 2011-2012;</p> <p>Most staff involved in external professional development opportunities in 2012-2012.</p> | <p>£3,000 secured from the GTCNI to introduce two small-scale RLS projects in 2012-2013</p> <p>Funding put aside to assist staff in professional development opportunities</p> <p>Objective 3 of PRSD to be highlighted and encouraged as opportunity for effective staff development</p> <p>Increasing number of internal staff to assist with in-house Staff Development Days</p> <p>Two further staff to partake of Middle Management training</p> <p>Continued use of E-Staffroom in Mahoodle to link to professional development opportunities and sharing good practice</p> | <p>BoG</p> <p>SLT</p> <p>All Staff</p> | <p>Time</p> <p>Resources</p> <p>Costs</p> | <p>2012-2015</p> | <p>Two small-scale RLS projects to run in 2012-2013. Evaluation will determine the impact on professional development;</p> <p>Goodwill to be demonstrated to staff partaking in twilight courses through partial funding where applicable and available;</p> <p>Percentage of staff actively leading in-house staff development days to be monitored and enhanced as far as possible by June 2015;</p> <p>Two members of staff to partake in SELB middle Management Training in 2012-2013;</p> <p>Mahoodle E-Staffroom to be used to enhance the sharing of good practice.</p> | <ul style="list-style-type: none"> • SLT Meetings • BoG Minutes • Departmental Minutes • Course Feedback Forms | <p>2012-2013</p> <p>New SLT professional development opportunity established through the creation of an annual one-year SLT secondment opportunity with a focus on a specific element of school development. The current appointee for 2013-2014 has a remit which focuses on the development of oracy across the curriculum, the development of a Gifted and Talented Policy and a review of Assessment for Learning;</p> <p>A further two members of staff took part in SELB Middle Management training – Mrs Hargan and Mr Parks;</p> <p>Head of Drama appointed;</p> <p>New ALC Co-ordinator appointed;</p> <p>STEM Co-ordinator appointed;</p> <p>Mr Parks completed an Med degree in School Leadership;</p> <p>The school funded a one-year evening course for Head of Technology on developing approaches in Computer Aided Design;</p> <p>The school funded a one year evening course for ICT Technician on the maintenance of school networks;</p> <p>Relevant staff attended development courses on:</p> <ul style="list-style-type: none"> • RLS • CRED • Good Practice (ETI Conference) • Using Maths ./ Communication Assessment |

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| | | | | | | <ul style="list-style-type: none"> • ALC Literacy • ALC Numeracy • ALC CEIAG • Photoshop • Moving Image Arts / Use of Macs • Scratch Programming • Windows 8 <p>The school hosted training for 6 schools in ICT Assessment;</p> <p>Two members of the Maths Department linked up with a teacher from Markethill Primary School in June 2012 to undertake a cross-phase groundbreaking RLS professional development project as part of their PRSD. This project focused on the development of oracy skills through the new Using Maths Assessment tasks. GTCNI funding was secured for this project;</p> <p>A further RLS project was devised in May and June 2013 for Learning for Life and Work, focusing on the development of group work skills;</p> <p>A greater proportion of staff took part in leading in-house staff development. This included training in Hot Potatoes as an Assessment Tool in March 2013 (Mr Parks and Mrs Cregan), CEIAG (Mr Hanna), SEN (Miss Humphries), Literacy (Mrs Kennedy), Mahoodle (Mrs McMaster / Mr Parks), SDP (Mr Brown, Mr Browne, Mr Hanna, Miss Poole, Mr Furphy);</p> <p>Mahoodle E-Staffroom now contains 11 Sections with a range of information on learning and teaching, school minutes (including SMT Minutes), School Development Plan, PRSD / EPD, CATS data, VLE resources, Exams and Analysis, CEIAG, Pastoral Care and School Council;</p> <p>Representatives from the school have visited other schools to explore excellent practice: Killeel High School in June 2013 (Mr Maxwell and Mr Parks – use of data and tracking at Key Stage 3), Omagh High School in June 2013 (Mr Hanna, Miss Humphries and Mr Maxwell – CEIAG, and SEN), Glashy College in May 2013 (Mr Parks – data and Lesson Monitor), Regent House School in May 2013 (Mrs McMaster – portable technologies).</p> <p>2013-2014</p> <p>Principal attended ETI Inspection training and follow-ups in 2013-2014;</p> <p>Oracy Policy devised by SLT secondee in April 2014;</p> <p>5 members of staff attended bespoke Middle Management training by SELB in February 2014;</p> <p>Designated Teacher for Child Protection undertook two days</p> |
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| | | | | | | <p>training in September and October 2013;</p> <p>Deputy Designated Child Protection Officer undertook training in early 2014;</p> <p>Miss Humphries and Mrs Hargan completed Med degrees in December 2013;</p> <p>New Head of R.E. appointed in February 2014;</p> <p>New Teacher Librarian appointed in October 2013;</p> <p>Mr Parks seconded for second year on SLT;</p> <p>Staff continued to attend CCEA / SELB / RTU / ETI courses;</p> <p>Two RLS projects were undertaken in LLW in November 2013 and Science in June 2014 (in collaboration with St. Patrick's High School, Keady);</p> <p>E-Staffroom continued to be used for sharing of good practice, including in learning and teaching, where the new Effective Questioning Handbook and Learning Intentions / Success Criteria;</p> <p>Literacy Team visited Newbridge Integrated in September 2013 to explore good practice;</p> <p>Mr Baines visited Drumglass High School to look at good practice;</p> <p>Training provided by SELB in working with Downs Syndrome Children in August 2013;</p> <p>CCEA Officer Mick Davies led a session on Effective Questioning in August 2013;</p> <p>New Surface tablets introduced in November 2013.</p> <p>2014-2015</p> <p>Principal participated in ETI Inspections as Associate Assessor in October 2014 and March 2015;</p> <p>New Vice-Principal undertook first-time Vice Principal's course run by RTU across 3 days in 2014-2015;</p> <p>SLT secondee worked on Gifted and Talented Programme and the development of ownership of data, as well as new PASS surveys by December 2014;</p> <p>Three days' Middle Management training undertaken by new Head of Religious Education and led by CASS;</p> <p>Two days' in-house bespoke Middle Management Training undertaken by five members of staff, including 3 aspiring Middle Managers;</p> <p>Deputy Designated Teachers for Child Protection undertook two days training in 2014-2015;</p> |
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| | | | | | | | <p>New Pupil Progress Manager appointed in September 2014;</p> <p>New SLT secondee appointed in June 2015;</p> <p>Staff continued to attend CCEA / SELB / RTU / ETI courses;</p> <p>Two members of staff attended refresher First Aid training in 2014-2015;</p> <p>Two members of staff undertook the Hillwalking Level 2 Qualification in 2014-2015;</p> <p>E-Staffroom continued to be used for sharing of good practice, including in learning and teaching, where the new Effective Questioning Handbook and Learning Intentions / Success Criteria materials have been placed;</p> <p>Training provided by NELLEB (Clodagh Daly) in working with Newcomer children in November 2014;</p> <p>Three members of staff attended BETT in January 2015</p> |
| <p>NON-TEACHING STAFF</p> <p>No formal evaluation structures for non-teaching staff.</p> | <p>Line Management structures to be defined for non-teaching staff, and job evaluation processes to be formalised</p> | <p>SLT</p> <p>Non-teaching staff</p> | <p>Time</p> <p>Resources</p> | <p>2012-2015</p> | <p>Line management structures to be agreed by March 2013;</p> <p>Job evaluation pro formas to be developed and approved by May 2013, for introduction in the 2013-2014 school year.</p> | <ul style="list-style-type: none"> Meetings with non-teaching staff Evaluation pro formas | <p>2012-2013</p> <p>Classroom Assistant job descriptions identified and agreed in March 2013, in line with new arrangements for General Assistants (formerly Domestic Assistants);</p> <p>Job descriptions defined and agreed for Clerical Officers in June 2013;</p> <p>Executive Clerical Officer and Senior Clerical Officers were made permanent in their roles following redundancy of Mrs Moore in July 2013;</p> <p>Role of Art / Science technician negotiated and agreed in August 2012 and again in August 2013.</p> |
| <p>STRUCTURES AND PROCESSES</p> <p>Re-aligning of management structures as a result of staff changes</p> | <p>Need to consolidate an awareness of re-defined school structures</p> | <p>SLT</p> <p>All staff</p> | <p>Time</p> | <p>2012-2015</p> | <p>Revamp of Teachers' handbook by December 2012;</p> <p>Revamp of the Year 8 Induction Booklet to include pastoral structures by October 2012;</p> <p>Introduction of Year 8 Parent Induction Evening by September 2012;</p> <p>Further consolidation with staff on relevant staff development days – ongoing;</p> <p>School Information Booklet to go to all parents annually in August;</p> <p>Child Protection pamphlet to go to all parents annually.</p> | <ul style="list-style-type: none"> SLT Year Teacher Meetings Staff Meetings Evaluations | <p>2012-2013</p> <p>Teachers' handbook reviewed in February 2013 and again in August 2013;</p> <p>Year 8 Booklet revamped in August 2012 and again in August 2013;</p> <p>Year 8 Induction Evening for parents introduced in September 2012 covering pastoral process, homework and assessment, school clubs and activities, transport, regulations, Child Protection, and e-safety;</p> <p>Pastoral Senior Teachers (Mr Brown and Miss Poole) have led sessions on exceptional closure days to update staff on pastoral processes, structures and developments;</p> |

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| | | | | | | <p>The annual School Information Booklet went out to all parents in August 2012 and again in June 2013;</p> <p>Child Protection training was undertaken for all teaching and non-teaching staff in November 2012. Relevant Powerpoints have been placed in the E-Staffroom;</p> <p>Child Protection pamphlet went out to all parents in November 2012. All pupils have names of Child Protection teachers in their Homework Diaries. Relevant posters have been placed around school and in classrooms.</p> <p>2013-2014</p> <p>Counsellor spoke at Junior and Senior Assembly in September 2013</p> <p>New Designated Child Protection Teachers spoke at Assembly;</p> <p>New Child Protection posters were placed in rooms in September 2013;</p> <p>New Child Protection notice board was introduced in September 2013;</p> <p>New Parents' Noticeboard at front of school was introduced in September 2013;</p> <p>New Child Protection web page was in place on website in September 2013;</p> <p>Year 8 Induction Evening for parents introduced in September 2013 covering pastoral process, homework and assessment, school clubs and activities, transport, regulations, Child Protection, and e-safety;</p> <p>Year 8 Parents Study Skills evening took place in October 2013, with input from local Community Police Officer David Smith on E-Safety;</p> <p>New pastoral structures indicated to parents by text and revamped Pastoral Care pamphlet was sent out in November 2013 following appointment of new Senior Teacher for Pastoral Care;</p> <p>Series of Year Assemblies were undertaken in November 2013 focusing on revamped pastoral structures;</p> <p>Further teaching staff and non-teaching staff training in Child Protection took place in November 2013.</p> <p>2014-2015</p> <p>Counsellor spoke at Junior and Senior Assembly in September 2014;</p> <p>Designated Child Protection Teacher spoke at Assembly in November 2014;</p> <p>New Child Protection posters in place in September 2014;</p> |
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| | | | | | | <p>Child Protection notice board updated in September 2014;</p> <p>Parents' Noticeboard at front of school updated in September 2014;</p> <p>Achievements posters placed around school in October 2014;</p> <p>New Child Protection web page in place in December 2014 with picture of new Child Protection Governor;</p> <p>Year 8 Induction Evening for parents in September 2014 covered pastoral process, homework and assessment, school clubs and activities, transport, regulations, Child Protection, and e-safety;</p> <p>Year 8 Parents Study Skills evening moved to November 2014, closer to the exams, with a sharp focus on literacy</p> | |
| <p>COMMUNITY LINKS</p> <p>Good Community links.</p> | <p>Develop learning and teaching links with feeder schools in the areas of STEM, Languages, Literacy and Numeracy</p> <p>Develop links with Markethill Primary School in relation to School Council and PASS</p> <p>Develop specific literacy initiatives with Markethill Primary School</p> <p>Develop and expand provision by Markethill Recreation Centre through extended links with Armagh City and District Council</p> <p>Introduce post-16 information evening</p> <p>Explore use of Mahoodle to communicate with parents and other partners</p> <p>Development of PTA or 'Friends of MHS' to assist with fund raising, including for extra-curricular activities</p> | <p>BoG</p> <p>JM</p> <p>SLT</p> <p>HoDs</p> <p>Co-ordinators</p> | <p>Time</p> <p>Training for staff</p> <p>Travel costs</p> <p>Mahoodle</p> | <p>2012-2015</p> | <p>Development of links with Primary Schools in collaboration with new STEM co-ordinator by January 2013;</p> <p>Use British Academy Award to develop language links with Primary Schools by March 2013;</p> <p>Continue to arrange Communication and Using mathematics meetings with feeder Primary Schools;</p> <p>Explore the Accelerated Reading Programme with Markethill Primary School by May 2013;</p> <p>Develop Management Committee for Markethill Recreation Centre by November 2012;</p> <p>Hold a post-16 information evening for Year 12 pupils and parents by March 2013;</p> <p>Explore the introduction of an online parent portal via Mahoodle by June 2013;</p> <p>Development of PTA / Friends of MHS by September 2013.</p> | <ul style="list-style-type: none"> • BoG Meetings • SLT Meetings • Departmental Minutes • Literacy Steering Group • Recreation Centre Management Committee Minutes • Evaluation of post-16 information evening • Meetings with SRC • ICT Steering Group Minutes | <p>2012-2013</p> <p>The Recreation Centre entered a second year pilot between October 2012 and June 2013. It was agreed to extend it from 3 days to 4 days in July 2013 in collaboration with Armagh City and District Council. Relationships between the school and the Council continue to strengthen;</p> <p>A Management Committee for the Recreation Centre was established and met for the first time in October 2012. This group consists of local Councillors, representatives from sporting groups in the Community including GAA and rugby and representatives from local businesses and other schools. The Management Committee met twice in 2012-2013;</p> <p>Markethill Primary School and Markethill High School have entered into a joint programme of Professional Development, undertaking a shared RLS project. Two representatives from the Primary School also joined the High School for training in quality learning and teaching / effective questioning in August 2013;</p> <p>STEM Co-ordinator invited P6 pupils from feeder primary Schools to a STEM Titanic day at the school in May 2013;</p> <p>The school held a successful musical in November 2012 for the local community;</p> <p>Markethill High School developed a Languages website for local primary Schools for French and Spanish;</p> <p>Markethill High led a successful 4-day STEM event for Year 8 pupils in Markethill High and St. Patrick's High School, Keady. All Year 8 pupils were awarded the CREST Bronze Award in Science in June 2013;</p> <p>A Literacy meeting was held between local feeder Primary schools and Markethill High School in May 2013;</p> <p>The school introduced a new post-16 information evening for Year</p> |

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| | | | | | | <p>12 pupils and parents in February 2013. Post-16 providers were invited and attended (SRC / Portadown College / the Royal School, Armagh / City of Armagh High School / Greenmount College);</p> <p>The school held a breakfast for local businesses in March 2013 to explore the development of links between the school and business / industry. This has had a number of positive spin-offs, including full-time job opportunities being offered to 2 former students in an electrical business;</p> <p>The school held a Public Meeting in October 2012 in relation to the area-based proposals for the local community. Over 500 people attended.</p> <p>2013-2014</p> <p>Markethill Management Committee met on four occasions over the course of 2013-2014 to monitor and evaluate the development of the Recreation Centre;</p> <p>Links with Markethill Primary School strengthened through the sharing of information on cultural impacts on learning (PASS), Eco-Schools and through further collaboration on professional development. Principal and Vice-Principal from Primary School joined MHS staff for effective questioning training in August 2013;</p> <p>Literacy, Numeracy and ICT co-ordinators liaised with feeder Primary Schools on links in these areas, including the development of Using Mathematics and Communication as cross-curricular skills;</p> <p>STEM co-ordinator liaised with Markethill Primary School regarding eco-schools' project;</p> <p>MHS funded a Robotics Lego Mindstorms kit for Hardy Memorial Primary School;</p> <p>Markethill High School and Mountnorris Primary School worked together on a joint computer programming project using the I-Macs in March 2014;</p> <p>Markethill High School and St. Patrick's High School, Keady, worked together on a joint RLS Science project in June 2014;</p> <p>Local business leaders were invited into school to lead interview skills sessions and mock interviews with Year 12 pupils in February 2014;</p> <p>Spanish Comenius Assistant undertook work with Key Stage 3 and GCSE Spanish classes, and also worked on the development of the school's cultural agenda;</p> <p>Online Parent Portal for literacy was introduced in November 2013.</p> <p>2014-2015</p> <p>Principal was Chair of the Armagh Area Learning Community in</p> |
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| | | | | | | | <p>2014-2015;</p> <p>Markethill Management Committee continued to meet on a regular basis in 2014-2015;</p> <p>Literacy and numeracy co-ordinators arranged meetings with 3 partner Primary Schools on links in these areas, including the development of Using Mathematics and Communication as cross-curricular skills. Two meetings in June 2015 identified the following as areas for collaborative development:</p> <ul style="list-style-type: none"> • RLS project between P6, P7 and Year 8 English teachers focusing on comprehension and textual analysis; • RLS project between P6, P7 and Year 8 Maths teachers focusing on Using Mathematics; • Joint trial of IZAK 9 Resource; • Development of transitional scheme of work covering P6, P7 and Year 8; • Joint focus on extended writing techniques from P1 through to Year 10. <p>STEM co-ordinator linked with Kingsmills Primary School and Hardy Memorial Primary School on STEM-related 'soap business' project in June 2015;</p> <p>Letters of invitation for a new MHS PTA sent out in May 2015. 23 responses were received.</p> |
| <p>COMMUNITY USE of SCHOOL</p> <p>Developing Community use of school.</p> | <p>Appoint part-time Recreation Centre link co-ordinator</p> <p>Advertise Community use of Recreation Centre and certain Sports facilities.</p> <p>Explore possibility of intensive revision sessions for GCSE courses. Levy a charge. Pay teachers to deliver.</p> <p>Explore possibility of Adult Development Courses in evening in collaboration with SRC</p> <p>Application put in for spin bikes to boost sport and leisure facilities</p> | <p>BoG</p> <p>JM</p> <p>SLT</p> | <p>Availability of teaching staff</p> | <p>2012-2015</p> | <p>Employ part-time Recreation Centre link co-ordinator by October 2012;</p> <p>Continue to advertise use of Recreation Centre by December 2012;</p> <p>Advertise Easter revision sessions in 3 subjects in February 2013;</p> <p>Explore possibility of Adult Development Courses with SRC and introduce specific courses in September 2013.</p> | <ul style="list-style-type: none"> • BoG Minutes • SLT Minutes • Meeting with Recreation Centre link co-ordinator | <p>2012-2013</p> <p>The school entered into discussions with the Southern Regional College about the establishment of the school as an outreach centre for adult evening classes in ICT, Literacy and Numeracy;</p> <p>A part-time Recreation Centre Link officer was appointed by the school (Mr Cousens) between October 2012 and May 2013. Mr Cousens also took a Volleyball Academy between 5pm and 6pm on a Wednesday as part of the Recreation Centre programme. Mr Cousens also visited local Primary Schools to promote the Centre and sat on the Management Committee;</p> <p>The Recreation Centre was promoted at every opportunity – public meetings, Open Evening, text messages, website, press releases etc;</p> <p>The school secured funding to run an 8-day Easter School in April 2013 for English and Maths. This was well attended;</p> <p>Application for 10 spin bikes was made to the Lottery Fund in December 2012, but was refused.</p> <p>2013-2014</p> <p>Recreation Centre opened on four nights per week from October 2013;</p> |

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| | | | | | | <p>Adult Evening Classes began in September 2013 for ICT and Numeracy;</p> <p>New Cadets facility opened in 2013;</p> <p>IFA Football courses ran during school holidays;</p> <p>School applied for SportNI funding for development of community sport in partnership with local Primary Schools in November 2013;</p> <p>School applied for funding for spin bikes in collaboration with Armagh City and District Council.</p> <p>2014-2015</p> <p>Recreation Centre opened again in October 2014 with new courses, including Spin;</p> <p>Adult Evening classes began again in September 2014 for ICT, literacy and numeracy;</p> <p>IFA courses continued in 2014-2015;</p> <p>School applied for SportNI funding in 2014-2015 and was successful. As a result, the school introduced a Golf Academy for 2 partner Primary Schools, as well as a Hockey Academy and Volleyball Academy.</p> | |
| <p>SCHOOL BUILDING</p> <p>New school on hold at Area Proposal stage;</p> <p>School has limited access for disabled/wheelchair users;</p> <p>Security of school building is limited;</p> <p>Continued lack of space.</p> | <p>£400,000 refurbishment of Art and Music agreed by SELB.</p> <p>Audit of school security undertaken by SELB and a request put in by SLT for centralised locking on five sets of external doors.</p> <p>Minor Works application put in for a new mobile to facilitate more space.</p> <p>A further new mobile likely to be provided on Pinley Green site for Cadets Association, to which the school will have access during day time.</p> <p>Minor Works application put in for a new £500,000 sand-filled hockey pitch.</p> <p>Space for Careers Library identified.</p> | <p>BoG</p> <p>JM</p> <p>SLT</p> | <p>Time</p> <p>Funding</p> | <p>2012 - 2015</p> | <p>£400,000 Art and Music refurbishment to be completed by March 2013;</p> <p>New mobile facility to be in place on Pinley Green by May 2013;</p> <p>Automatic centralised locking system to be put on all external doors by September 2013;</p> <p>Careers Library to be refurbished and ready for use by February 2013;</p> <p>Boiler system to be installed and fully completed by November 2013;</p> <p>Rugby Posts to be installed on Pinley Green site by November 2012;</p> <p>Funding to be set aside to allow for an upgrade of facilities in staff room by June 2014;</p> <p>Maintenance Contract with SELB to be reviewed by March 2013.</p> | <p>SLT Meetings</p> <p>Finance Committee Meetings</p> <p>Meetings with SELB</p> | <p>2012-2013</p> <p>The renovation and refurbishment of the Art and Music Departments was completed in June 2013;</p> <p>A new Mac Suite and Conference room was completed in June 2013;</p> <p>The new Recording Studio, Instrument Store and Practice Rooms was completed in June 2013;</p> <p>A new security system was installed in May 2013. All 5 sets of external doors are now centrally locked during the school day;</p> <p>A new 5-room mobile was erected on the Pinley Green site in July 2013. This was constructed in collaboration with the Northern Ireland Cadets Association. The school has full access and use during the school day and this space will be used predominantly as a Drama space;</p> <p>A new boiler system was completed in July 2013, leading to a potential 20% energy saving;</p> <p>A new Careers Library was opened in February 2013;</p> <p>The Library was refurbished in July 2013 in preparation for the new Accelerated Reader Programme;</p> <p>Rugby posts were erected on the Pinley Green site in November</p> |

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| | <p>New energy-efficient boiler system to be installed.</p> <p>Rugby posts to be installed on Pinley Green site.</p> <p>Staff room facilities and toilet facilities need upgraded.</p> | | | | | | <p>2012;</p> <p>The Grounds Maintenance contract was reviewed in March 2013 and a £5,000 reduction in costs agreed with the SELB;</p> <p>The back cloakrooms were refurbished in July 2013;</p> <p>A new Year Teacher / Counselling room was built in July 2013;</p> <p>An application was made via Minor Works for a further new mobile. This is under review with the SELB, depending on funding becoming available;</p> <p>An application was made via Minor Works for a £500,000 sand-filled hockey pitch due to the sub-standard status of the gravel pitch. This was rejected by the SELB. The school fully intends to put a further application forward in 2013-2014 until it is successful.</p> <p>2013-2014</p> <p>Ongoing meetings in 2013-2014 between SELB and school;</p> <p>School applied for Minor Works in 2013-2014 for:</p> <ul style="list-style-type: none"> • New sand-filled hockey pitch • Extension to canteen • New Science mobile <p>Science mobile condemned in April 2014 by SELB Development and Planning team;</p> <p>New Mac Suite and Music rooms opened in December 2013;</p> <p>Staffroom refurbished in July 2014.</p> <p>2014-2015</p> <p>Sixth Form document presented to SELB in September 2014;</p> <p>Governors met Chief Executive Gavin Boyd in October 2014;</p> <p>Library refurbished again in August 2014;</p> <p>Pupil toilets and female staff toilets renovated in December 2014;</p> <p>Solar panels installed in October 2014;</p> <p>New sand-filled hockey pitch completed in June 2015.</p> |
| <p>ICT</p> <p>ICT deployment reasonably effective.</p> | <p>Need to re-think approach to ICT infrastructure and deployment of ICT resources in light of new C2K provision</p> | <p>BoG</p> <p>SLT</p> <p>ICT Steering Group</p> | <p>Funding</p> | <p>2012-2015</p> | <p>Establish cross-curricular ICT Steering Group by December 2012 with a remit for development of whole-school ICT;</p> <p>Audit current infrastructure and provision by December 2012;</p> <p>Make decisions on C2K upgrades by March 2013;</p> <ul style="list-style-type: none"> • School to go wireless by May | <ul style="list-style-type: none"> • SLT Minutes • Development of ICT Document on Vision and Progression • PRSD Evidence | <p>2012-2013</p> <p>ICT Steering Group established in December 2012 with a remit for development of whole-school ICT;</p> <p>Current infrastructure and provision audited by March 2012 as part of the C2K refresh;</p> <p>Decisions made on C2K upgrades by March 2013;</p> |

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| | | | | | <p>2013;</p> <ul style="list-style-type: none"> • Make decisions on support of printers and whiteboards by March 2013; • Invest in new infrastructure by December 2013. | <p>PRSD Objective 2 in 2012 linked to use of VLE to extend and / or assess learning;</p> <p>Vision for ICT Development created through a written document in January 2013;</p> <p>Decisions made on portable technologies in August 2013 in collaboration with the Student Council and ICT Steering Group.</p> <p>2013-2014</p> <p>95% of staff laptops in classrooms replaced with high-speed desktops in December 2013;</p> <p>AUP now takes account of portable technologies;</p> <p>Microsoft Surfaces trialled in school in 2013-2014;</p> <p>Meru wireless routers now available for use in school;</p> <p>5 Kindle Fires procured in September 2013 for use in Library;</p> <p>New Mac Suite opened in December 2013;</p> <p>New Careers Blog available from October 2013;</p> <p>Lesson Monitor introduced and embedded in 2013-2014;</p> <p>Pilot in Assessment Manager undertaken in March 2014.</p> <p>2014-2015</p> <p>Library laptops replaced with high-speed desktops in September 2014;</p> <p>ICT Steering Group agreed a strategy for printers and laptop management in November 2014;</p> <p>Meru Routers permanently fitted and installed around school to ensure 100% wireless connectivity;</p> <p>26 Kindles (including 21 paperwhites) procured for use in September 2014;</p> <p>E-Books procured for Departments in October 2014;</p> <p>Mac Suite utilised by a greater number of subjects in June 2015;</p> <p>Lesson Monitor linked to Achievement and Rewards in SIMS in September 2014;</p> <p>Assessment Manager marksheets for Year 11 pupils in place and used in November 2014.</p> |
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| <p style="text-align: center;">COMMUNICATION</p> <p>Generally good communication;</p> <p>Need to strengthen certain communication links.</p> | <p>JM to brief staff about work of governors and invite some governors to speak to staff on an INSET day</p> <p>Weekly staff information session each Thursday morning</p> <p>Weekly bulletin sheet for staff on a Monday morning</p> | <p>JM</p> <p>SLT</p> | <p>Time</p> | <p>2012 – 2015</p> | <p>Identify INSET time for presentation for work of governors – August 2013;</p> <p>Encourage greater interaction between staff and governors at school functions by September 2013;</p> <p>Ensure staff mobile numbers are correct for those wishing to partake of text messaging service.</p> | <ul style="list-style-type: none"> Self evaluation feedback from staff and governors. | <p>2012-2013</p> <p>Abridged Board of Governor minutes are now shared with staff via the teacher representative;</p> <p>Governors are invited to a greater range of school events (tea / coffee sessions, presentations, etc);</p> <p>Governors work discussed with all staff at staff development day in March 2013.</p> <p>2013-2014</p> <p>Some Governors attended afternoon of Staff Development Day in January 2014;</p> <p>C2K text messaging service not deemed viable yet;</p> <p>Parent Portal for the purposes of Literacy introduced in November 2013.</p> <p>2014-2015</p> <ul style="list-style-type: none"> Parent Portal to be used again for literacy in November 2014 |
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Key Question 2: How effective are teaching, learning and assessment?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required inc staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made | Review/Outcomes |
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| <p>PLANNING</p> <p>CURRICULUM MAPPING</p> <p>Years 8 and 9 Schemes of Work on Curriculum Mapping</p> | <p>Year 10 Schemes to be added on to Curriculum Mapping</p> | <p>SLT</p> <p>HoDs</p> | | | <p>Year 10 Schemes of Work to be added to Curriculum Mapping by October 2012</p> | <p>SLT</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>Curriculum Schemes of Work for Year 10 live on the Curriculum Mapping tool, with links to Thinking Skills and Personal Capabilities, as well as assessment opportunities.</p> <p>2013-2014</p> <p>Departments focused on review of Year 10 Schemes of Work during 2013-2014.</p> <p>2014-2015</p> <p>Departments focused on review of Schemes of Work at Key Stage 3 in Curriculum Mapping Tool, ensuring all Key Stage 3 Schemes are up-to-date;</p> <p>Time set aside during Staff Development Day in March 2015 to focus on review of Schemes of Work, ensuring exposure opportunities for cross-curricular skills and Thinking Skills / Personal Capabilities.</p> |
| <p>PLANNING</p> <p>KEY STAGE 3 SCHEMES</p> <p>Need to review and evaluate Key Stage 3 Schemes</p> | <p>All Key Stage 3 Schemes of Work to be reviewed and evaluated to ensure depth and breadth of coverage and adequate delivery of learning outcomes</p> | <p>SLT</p> <p>Heads of Department</p> <p>All Staff</p> | <p>Time</p> | <p>by May 2015</p> | <p>Schemes of Work for Years 8-10 to be reviewed and evaluated by May 2013.</p> | <p>SLT</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>All Schemes of Work continue to be revised and updated on an ongoing basis.</p> <p>2013-2014</p> <p>Gaps identified by Preparing for Success audit at Key Stage 3 explored by Departments;</p> <p>Literacy links within Schemes of Work enhanced in line with the Literacy Policy;</p> <p>2014-2015</p> <p>Departments reviewed Schemes of Work. In particular, ensuring adequate exposure to:</p> <ul style="list-style-type: none"> • Cross-curricular skills (Using Maths / Communication / ICT); • Thinking Skills / Personal Capabilities; • ICT progression in success criteria for activities as per the level descriptors; • CEIAG (in line with Key Stage 3 audit undertaken in 2012-2013); • STEM. <p>Agri-Food / Agriculture Opportunities continue to be identified and audited within Schemes of Work as part of STEM Futures agenda and school's own Development Plan;</p> |

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| | | | | | | | Connected Learning opportunities were explored and emphasised through cross-curricular themed projects in 2014-2015. |
| PLANNING CEIAG CEIAG audit to be undertaken within Key Stage 3 schemes | Audit of Key Stage 3 curriculum to be undertaken to ensure coverage of relevant Key Elements (Employability and Economic Awareness) and meeting of learning intentions outlined in Preparing for Success | Careers Co-ordinator Heads of Department All Staff | Time | | Audit against Revised Curriculum requirements to be undertaken by November 2012 Mapping to Preparing for Success Learning Intentions to take place by February 2013 | SLT Departmental Minutes | 2012-2013 All Departments within School have audited Key Stage 3 provision against the Employability and Economic Awareness Key Elements of the statutory requirements for the Revised Curriculum in November 2012; All Departments in school have audited against the Preparing for Success indicators at Key Stage 3 in February 2013. Gaps and overlaps in provision have been identified. 2013-2014 Key Stage 3 links with CEIAG continue to strengthen through an exploration of gaps as identified in Preparing for Success; Key Stage 4 audit postponed until 2014-2015. |

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| LEARNING and TEACHING Initial work done on Assessment for Learning strategies in previous years | Need to develop progression in learning intentions throughout Key Stage 3, and develop approaches to sharing content and skills-based learning intentions | SLT Heads of Department All Staff | Time | by May 2015 | January 2013 exceptional closure day to be focussed partly on Assessment for Learning techniques Departments to explore CCEA subject progression maps in E-Staffroom and links to skills-based learning intentions by March 2013 Departments to consider approaches to consistency in the delivery of learning intentions and success criteria by May 2013 | SLT Departmental Minutes | 2012-2013 Staff Development Day in January 2013 focused on aspects of Assessment for Learning, notably the development of Learning Intentions; Subject progression Maps have been uploaded to the school's E-Staffroom in January 2013; CCEA Education Manager Mr Mick Davies linked Learning Intentions to Effective Questioning approaches in August 2013 during training with staff; Cross-Departmental Staff Groups considered good practice in Learning Intentions and Success Criteria during Staff Development Day in August 2013. 2013-2014 Consistent approach to learning intentions, success criteria and effective questioning at a whole school level through 2 Staff Development Days and relevant training in January and February 2014; Resources developed by AfL working group and shared on the e-staffroom, including an Effective Questioning Handbook; Oracy policy developed and SALAD days trialled in June 2014; Effective Questioning videos available for staff within staff resources; Two further RLS projects were undertaken throughout year, including an analysis of per / group work in Learning for Life and Work, as well as the development of Science and Literacy in collaboration with St Patrick's High School, Keady; G & T policy developed in collaboration with NBIC and SUC and a yearly plan devised. This to be implemented in 2014/15. 2014-2015 |
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| | | | | | | | <p>PRSD OBJ 2 – AfL focus (staff pairing PRSD Objective 2) continued in 2014-2015;</p> <p>Planning and preparation for an RLS project for staff development was undertaken through meetings with 3 partner Primary Schools in June 2015. Projects will be undertaken by December 2015 in literacy and numeracy;</p> <p>Further SALAD days for Year 10 pupils took place in June 2015 – within classes, not off timetable (based on evaluations). Mr Mark Carruthers from BBC was guest speaker;</p> <p>G & T policy and proposed planner embedded within school as per schedule.</p> <p>New data sheet for Year 8 pupils created in June 2015 including new Single Word Spelling Test assessments and the STAR Accelerated Reader test;</p> <p>Meetings took place between literacy, numeracy co-ordinators, SENCo and Pupil Progress Manager to identify best timings for pupil assessments;</p> <p>Intervention and mentoring strategies were devised and implemented (academic/pastoral link) through the mentoring group in February 2015;</p> <p>Consistency in relation to the training of new staff in school Learning and Teaching processes implemented in September 2014 and led by Vice Principal and G. Poole.</p> <p>Training in Effective and Advanced Differentiation in the classroom undertaken by LearnSpark (Kate O'Hanlon) for all staff in August 2015.</p> |
| <p>HOMEWORK</p> <p>Homework is scheduled on a weekly basis in most subjects</p> | <p>At least one core homework per term at Key Stage 3 to have an Assessment for Learning focus, such as success criteria</p> | <p>SLT</p> <p>Heads of Department</p> <p>All Staff</p> | <p>Time</p> | <p>by May 2015</p> | <p>One core homework per term in each subject to have an Assessment for Learning focus by December 2013.</p> | <p>SLT</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>Most departments now have a homework / assessment schedule which incorporates aspects of Assessment for Learning, including the sharing of Success Criteria.</p> <p>2013-2014</p> <p>Most Departments now incorporate success criteria into core homework.</p> <p>2014-2015</p> <p>The standardisation of core homework was a focus of at least one departmental meeting in 2014-2015</p> |
| <p>SHARING OF GOOD PRACTICE</p> <p>Sharing of Good Practice done mostly informally</p> | | <p>SLT</p> <p>Heads of Department</p> <p>All Staff</p> | <p>Time</p> <p>Resources</p> <p>PRSD</p> | <p>by May 2015</p> | <p>Monthly Departmental Minutes to annotate good practice within departments by September 2012;</p> <p>Exams Analysis template to be used to annotate good practice by November 2012;</p> <p>PRSD to focus on development and sharing of good practice between 2013 and 2015;</p> <p>RLS initiative to be introduced in two subject areas by September 2013.</p> | <p>SLT</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>Monthly Departmental Meetings and associated minutes pro forma introduced in September 2012. Minutes cover:</p> <ul style="list-style-type: none"> • Departmental Business • Sharing Good Practice • Celebrating Pupil Achievement • SEN / IEPs • Pupils Causing Concern • Any Other Business <p>Exams Analysis Proforma introduced in August 2012. It includes:</p> <ul style="list-style-type: none"> • Analysis against Northern Ireland averages • Analysis of A*-A grades • Analysis of over / under performance |

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| | Various 'formal' strategies for sharing good practice at a departmental level to be implemented | | | | | | <ul style="list-style-type: none"> • Consequent Strategies for Learning and Teaching • Action points for Learning and Teaching • Targets for following year <p>RLS has been undertaken in Maths in May 2013 and a further RLS project has been planned for Learning for Life and Work in November 2013;</p> <p>PRSD has focused on literacy / numeracy and ICT. Aspects of good practice from PRSD have been shared with all staff.</p> <p>2013-2014</p> <p>Exams Analysis Proforma in September 2013 included:</p> <ul style="list-style-type: none"> • An analysis of subject value-added based on CATS residuals • Overview of specific pupils who fell below their CATS MPG • An analysis of A*-B grades • Gender breakdown against Northern Ireland gender averages <p>Meeting between Principal and Heads of Department following Exams Analysis also considered MIS residuals at a class level;</p> <p>Implications and Action Points for Learning and Teaching from Exams Analysis Proforma were built into Departmental Development Plans;</p> <p>Document collating good practice from PRSD placed in E-Staffroom for sharing with staff, and includes examples of Assessment for Learning in various subjects, as well as an effective Questioning Handbook with links to different curriculum areas.</p> <p>2014-2015</p> <p>Exams Analysis Proforma in September 2014 included residuals and module breakdown so that patterns across modules can be identified;</p> <p>New template for Departmental Development Plan were introduced in October 2014;</p> <p>Heads of Department / Co-ordinator Meetings formalised and took place every 6 weeks;</p> <p>Departmental Minutes template reviewed and modified in September 2014</p> <p>Peer Observations continued as a focus in PRSD in 2014-2015</p> <p>E-Staffroom continued to be used for the sharing of good practice in 2014-2015.</p> |
| STEM No STEM Co-ordinator in School | | SLT STEM Subjects STEM Co-ordinator | Funding Time | 2012-2015 | <p>STEM Co-ordinator to be appointed by October 2012</p> <p>Year 8 STEM:</p> <ul style="list-style-type: none"> • All Year 8 pupils in 2013-2014 will work towards the CREST Bronze Award accreditation. <p>Year 9 STEM:</p> <ul style="list-style-type: none"> • STEM Co-ordinator to take responsibility for the year 9 Titanic Project as an off-timetable day and for P6 pupils by May 2013. | BoG Minutes SLT Departmental Minutes | <p>2012-2013</p> <p>STEM Co-ordinator appointed in October 2012;</p> <p>Year 8 STEM:</p> <ul style="list-style-type: none"> • All Year 8 pupils in 2012-2013 worked towards and achieved the CREST Bronze Award accreditation through a four-day collaborative event focused on renewable energy with St Patrick's High School, Keady. <p>Year 9 STEM:</p> <ul style="list-style-type: none"> • STEM Co-ordinator took responsibility for the Titanic Project for P6 pupils in May 2013. <p>Extra-Curricular:</p> |

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| | STEM Co-ordinator to be appointed | | | | <p>Year 10 STEM:</p> <ul style="list-style-type: none"> The COPE (Certificate of Personal Effectiveness) with STEM Level One accreditation will be offered to pupils in an extra-curricular capacity by January 2014. <p>Extra-Curricular:</p> <ul style="list-style-type: none"> Work towards Bronze Eco-Schools Flag by September 2013 Enter BT Young Scientist of the Year by January 2014 Develop Lego Mindstorms programming by January 2014 <p>Promote STEM Careers through notice boards and Assemblies by February 2013.</p> | <ul style="list-style-type: none"> Year 8 pupils undertook a robotics challenge day with Sentinus; Year 9 pupils took part in a Faraday Challenge organised by Queen's University; Eco-Club was established in school in February 2013 <p>New STEM noticeboard was established in January 2013;</p> <p>Year 10 and Year 12 pupils attended a STEM Careers event organised by the Armagh ALC;</p> <p>New links forged between the Senior Teacher in charge of CEIAG and the STEM Co-ordinator in order to collate and promote information relating to vocational pathways.</p> <p>2013-2014</p> <p>Year 9</p> <p>221 P6's from 12 local primary enjoyed 3 days at Markethill High School – exploring how technology and communication has developed over past decade.</p> <p>Extra-Curricular:</p> <p>Bronze Eco Flag awarded</p> <p>Delayed procurement of LEGO Mindstorms EV3 occurred in May 2014 due to limited availability of stock.</p> <p>Joint STEM funding application with Hardy Memorial Primary Richhill. Visit to Markethill Primary school regards Bronze ECO Flag Award.</p> <p>Maths / Engineering day held 12th March 2014</p> <p>2014-2015</p> <p>Mr Clarke and Mr Maxwell undertook a 4-week course at UUJ on the use of Lego Mindstorms in April 2015;</p> <p>World PI Day event for pupils in year 9 / 10 in February 2015;</p> <p>STEM funding sourced through CASS and used to initiate a 2-day 'Soap Quest Challenge' with pupils from Kingsmills Primary School and hardy Memorial Primary School.</p> |
| AGRICULTURE | New Head of Agriculture appointed in October 2013 | | | | | <p>2013-2014</p> <p>Year 11 ALU scheme of work and teaching resources constructed in 2013-2014;</p> <p>Year 9 Agri-Food and Year 11 ALU annual trip to Balmoral Agricultural Show initiated in May 2014;</p> <p>Embryonic links with outside agencies (Armagh Show) in place, and to be developed further during 2014-2015;</p> <p>2014-2015</p> <p>Year 12 ALU scheme of work and teaching resources constructed in 2014-2015;</p> <p>Annual Year 11 ALU trip with Year 12 DA Science Biology students to Oxford Island</p> |

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| | | | | | | | <p>initiated in October 2014;</p> <p>A joint Year 10 Agri-Food and LLW event in connection with Young Farmers Clubs of Ulster (YFCU) took place in February 2015;</p> <p>School had a stall at Armagh Show in June 2015, and a significant number of pupils entered products into prize categories;</p> <p>Completion and submission of proposal for Agriculture and Agri-Food polytunnel in April 2015, including projected prices, proposed activities and management strategies;</p> <p>Introduction of BTEC Agriculture in October 2014 for a number of Year 12 pupils.</p> |
| <p>DRAMA</p> <p>Drama developing in School and now is taught throughout Years 8-10 and as a GCSE option</p> | <p>Appoint a new Drama Co-ordinator</p> <p>Develop infrastructure for Drama within School</p> | <p>SLT</p> <p>Drama Co-ordinator</p> | <p>Time</p> <p>Resources</p> | <p>by June 2014</p> | <p>Drama Co-ordinator to be appointed by January 2013</p> <p>Space to meet Drama building regulations to be identified by June 2014</p> | <p>BoG Minutes</p> <p>SLT</p> <p>Drama Minutes</p> | <p>2012-2013</p> <p>New Head of Drama appointed in January 2013;</p> <p>Monthly Departmental Minutes for Drama now produced and Exams Analysis Pro forma returned;</p> <p>New portable stage procured for Drama in September 2012;</p> <p>Space for Drama identified in July 2013 following new five-room mobile on Pinley Green site.</p> <p>2013-2014</p> <p>Links with St Patrick's High School, Keady were extended in Drama in 2013-2014.</p> <p>2014-2015</p> <p>School Play undertaken in March 2015 – Mary Poppins.</p> |
| <p>SCHOOLS' PARTNERSHIP PROGRAMME</p> <p>ALC Co-ordinator took redundancy</p> | <p>Appoint a new ALC Co-ordinator</p> <p>Refine ALC Vision</p> <p>Develop mentoring system to monitor pupils and their progress both at SRC.</p> | <p>SLT</p> <p>ALC Co-ordinator</p> | <p>Funding</p> <p>Time</p> | | <p>ALC Co-ordinator to be appointed by October 2012</p> <p>Develop a Mentoring System for pupils on the Schools' Partnership Programme.</p> | <p>BoG Minutes</p> <p>SLT</p> | <p>2012-2013</p> <p>New SPP Co-ordinator appointed in October 2012;</p> <p>New mentoring scheme introduced with some ALC pupils in November 2012. Eight boys identified for mentoring during year;</p> <p>New links forged between the Senior Teacher in charge of CEIAG and the SPP Co-ordinator in order to collate and promote information relating to vocational pathways;</p> <p>Outstanding achievement in August 2013 of pupils who attended the SRC on a Friday as part of the Schools' Partnership Programme, including 7 Distinctions in BTEC Countryside and Environment and BTEC Retail.</p> <p>2013-2014</p> <p>RM continued to monitor and mentor progress of some ALC pupils;</p> <p>New SRC Induction Evening took place in September 2013 and included:</p> <ul style="list-style-type: none"> •Expectations as regards attendance and behaviour •Processes •Overview of Course Content and Assessment •Filling out of admin documentation |

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| | | | | | | <p>Classroom Assistants monitored log books of pupils through 2013-2014.</p> <p>2014-2015</p> <p>Classroom Assistants were assigned responsibility for monitoring the standard of pupil journals at SRC with a focus on literacy from September 2014;</p> <p>SRC Induction Evening took place again in September 2014.</p> |
| <p>ICT for LEARNING AND TEACHING</p> <p>VLE launched in February 2012</p> | <p>Development of Virtual Learning Environment</p> | <p>SLT</p> <p>ICT-Co-ordinator</p> <p>ICT Steering Group</p> | <p>Funding</p> <p>Time</p> | <p>Upgrade to Version 2.3 in order to make system even more intuitive</p> <p>Allocate time for staff to develop courses through staff development day and breakfast sessions</p> <p>Mahoodle to integrate with Mahara e-portfolio system to assist documentation and monitoring of assessment for ICT</p> <p>ICT Steering Group staff to explore potential of Mahara by March 2013</p> <p>ICT Steering Group to consider approach to portable technologies by March 2013</p> | <p>ICT Steering Group</p> <p>SLT</p> | <p>2012-2013</p> <p>VLE continues to embed in school. The school has upgraded to version 2.3 in January 2013 and further training has taken place on using the VLE to integrate scorm –compliant Assessment (Hot Potatoes) in April 2013;</p> <p>E-portfolio Mahara has been integrated with Moodle 2.3 in January 2013. One year 8 class has trialled using the portfolio in March 2013;</p> <p>School has undertaken a pilot with Stranmillis College in Computer Programming with Year 8 pupils in May and June 2013.</p> <p>2013-2014</p> <p>Staff training in various aspects of VLE carried out throughout year.</p> <p>Year 8 pupils trialled use of Mahara. Pupils were able to successfully use this to store Using ICT task. Issue with chat rooms. Other e-portfolios considered.</p> <p>Pupils took part in Hour of Coding activities as well as Year 9 students learning HTML coding during a lunchtime club.</p> <p>School has purchased subject related podcasts. Links have been created from school VLE;</p> <p>Good practice in various departments who used the VLE for e-assessment – pupils submitted work which was marked by teacher and return via VLE.</p> <p>2014-2015</p> <p>24 new desktop computers added to Library facilities in September 2015</p> <p>New staff trained in how to add resources to the VLE by October 2014. Tutorials produced for creating resources in Hot Potatoes, Content Generator and Classtools by September 2014;</p> <p>Raspberry Pi introduced into Year 8 Scheme of Work for ICT in March 2015;</p> <p>After school coding club was established for Year 9 and 10 pupils to develop skills pupils they have already learned using Scratch in Year 8;</p> <p>Year 10 pupils took part in Coding in Europe week in October 2014. Classes were timetabled out of normal timetable to participate in this Coding event;</p> <p>ICT coordinator provided training to new staff in how to create e-assessment activities for the VLE in October 2015.</p> |

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| <p>ONLINE COURSES and E-ASSESSMENT</p> | <p>Explore online courses or new approaches to online assessment</p> | <p>SLT JE</p> | <p>Funding Time</p> | | <p>New GCSE Moving Images course to trial the use of Apple Mac machines and online assessment</p> | | <p>2012-2013 Mac Suite completed in March 2013. 2013-2014 New GCSE Moving Images course started in September 2013. 2014-2015 100% pass rate in GCSE Moving Images following a very successful and smooth trial of e-assessment in June 2015.</p> |
| <p>INTERNATIONAL CURRICULUM To develop extra-curricular breadth to Modern Languages Provision and the International Curriculum</p> | <p>Explore means to promote Modern Languages in an extra-curricular capacity</p> | <p>SLT CH</p> | <p>Time</p> | | <p>Explore International Schools' Award Apply for British Academy Best School Award Explore development of School Trips Explore means of enhancing international dimension within curriculum</p> | <p>SLT CH HoDs</p> | <p>2012-2013 Young Enterprise Year 11 pupils create and design a website for Primary School Pupils for Modern Languages in January 2012; Year 11 pupil Laura Marshall wins Northern Ireland Young Businessperson of the Year in March 2012 as a result of Young Enterprise product; Markethill High School wins the British Academy Best School in Northern Ireland for Modern Languages title. 2013-2014 Markethill High School successfully applies for a Spanish Comenius Assistant in October 2013; School successfully completes an application for the interim International School Award in April 2013; 44 pupils travel to Barcelona in April 2014. 2014-2015 African Children's Choir visits Markethill High in October 2014; 40 pupils travel to Paris in June 2015; The school has applied for the Full International School award in February 2015 – decision pending in September 2015.</p> |
| <p>ASSESSMENT Currently informal trials of online assessment through scorm-compliant aspect of VLE</p> | <p>Continue to trial online assessment through VLE Staff Development to be linked to online assessment through staff training days and PRSD Develop roles and responsibilities for e-assessment in line with</p> | <p>SLT ICT Co-ordinator ICT Steering Group</p> | <p>Funding Time PRSD Staff Development Days</p> | | <p>Trial scorm-compliant assessment resources through the school VLE by September 2013 using PRSD as vehicle Develop clear and defined roles and responsibilities for e-assessment by January 2014 Explore impact of e-assessment on infrastructure by June 2014.</p> | <p>PRSD Evidence SLT Minutes ICT Steering Group Minutes</p> | <p>2012-2013 Hot potatoes training undertaken with staff in April 2013; Certain Departments have procured bespoke assessment materials for VLE, including Daydream resources for Technology. 2013-2014 Literacy Working Group reviewed current procedures and disseminated guidance and protocols for developing consistency in marking written work in January 2014, including punctuation and grammar, spelling and extended writing.</p> |

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| | JCQ regulations Explore qualifications which link to e-assessment, such as Moving Image Arts | | | | | | Assessment opportunities on the VLE developed through enhanced use of Hot Potatoes. 2014-2015 Core Assessment points introduced for Key Stage 4 pupils through new tracking systems. |
| REPORTING Reporting currently contains qualitative comment on Using Mathematics and Communication | | SLT Working Groups Co-ordinators | Time Resources | | Introduce Levels for Communication and Using Mathematics by June 2013 Introduce Levels for ICT by June 2014. | SLT Minutes June Reports | 2012-2013 Summer reports in June 2013 for Year 10 pupils made reference to individual attainment using levels in Communication and Using Maths, and alluded to the whole school percentages for the number of pupils attaining each Level; Year 8 and 9 Summer reports continued to have a comment for Using Maths and Communication. 2013-2014 Statutory Requirements for ICT on hold, awaiting further information from CCEA; Comment Banks and Levels for Communication and Using Maths now in place for terminal exams in Year 10; Comment Banks for Communication and Using Maths now in place for terminal exams in Years 8 and 9; Communication and Using Maths opportunities built into a number of departmental development plans at Key Stage 3. 2014-2015 Statutory Requirements for ICT on hold, awaiting further information from CCEA; All departments built in ICT progression descriptors into success criteria for tasks / assessments throughout Key Stage 3 by June 2015 All departments highlighted opportunities for Communication and Using Maths in Schemes of Work by June 2015 – Staff Development Day in March 2015 allowed time for this. |



Key Question 3: How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made | Review/Outcomes |
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| <p align="center">NI CURRICULUM</p> <p>Statutory elements of provision fully in place subject to annual review of effectiveness</p> | <p>Integration of cross curricular skills in departmental schemes</p> <p>Review and refine cross-curricular themed projects</p> <p>Review of programmes and time allocation for Careers</p> | <p>SLT</p> <p>HoDs</p> <p>Using Maths / ICT / Communication Working Groups</p> <p>Careers Working Group</p> <p>Librarian</p> | <p>Preparation time for HoDs</p> <p>INSET for all involved</p> <p>Identified teaching time for integration and of cross-curricular themed projects</p> | <p>2012-15</p> | <p>By June 2013 to ensure that plans for the integration of cross curricular skills are reported on by working groups</p> <p>By June 2013 to ensure that cross curricular skills are integrated in Departmental Development Plans and Schemes at KS3 for Communication and Using Maths</p> <p>By June 2013 to ensure that reports reflect statutory requirements for Communication and Using Mathematics</p> <p>By June 2014 to ensure that reports reflect statutory requirements for ICT as a cross-curricular skill</p> <p>By June 2014 to ensure that cross curricular skills are integrated in Departmental Development Plans and Schemes at KS3 for ICT</p> <p>By June 2013 to ensure that opportunities for Connected themed projects at KS3 are reviewed and refined</p> | <p>SLT reviews</p> <p>Departmental Development Plans and audits</p> <p>Pupil reports</p> | <p>2012-2013</p> <p>Working Groups for Communication and Using Maths have agreed tasks, undertaken tasks and moderated for Year 10 in April 2013;</p> <p>Schemes of Work for Years 8-10 reflect opportunities for Assessment, including cross-curricular skills;</p> <p>Reporting in June 2013 reflected statutory requirements for reports to include comments on progress in cross-curricular skills as well as Levels for Using Mathematics and Communication in Year 10.</p> <p>2013-2014</p> <p>Statutory Requirements for ICT on hold, awaiting further information from CCEA;</p> <p>Comment Banks and Levels for Communication and Using Maths now in place for terminal exams in Year 10;</p> <p>Comment Banks for Communication and Using Maths now in place for terminal exams in Years 8 and 9;</p> <p>Communication and Using Maths opportunities built into a number of departmental development plans at Key Stage 3.</p> |

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| | | | | | | | <p>2014-2015</p> <p>Departments built in ICT progression descriptors into success criteria for tasks / assessments throughout Key Stage 3 by June 2015</p> <p>Departments highlighted opportunities for Communication and Using Maths in Schemes of Work by June 2015 – Staff Development Day allowed time for this in March 2015.</p> |
| <p>ENTITLEMENT FRAMEWORK</p> <p>KS4 2012: 24 subjects (7 'Applied')</p> <p>Necessity to offer more 'Applied' subjects at KS4 to meet requirements</p> | <p>Increased subject offer in 'Applied' subjects at KS4 from within existing school staff</p> <p>Working with ALC to widen subject access at 14-16 age range where appropriate</p> <p>STEM opportunities through funding</p> | <p>SLT</p> <p>Armagh ALC</p> <p>HoDs</p> | <p>INSET for subject training</p> <p>Time for attendance of relevant staff at ALC meetings and other link time with ALC schools</p> | <p>2012-15</p> | <p>By September 2013 to have raised the curriculum offer at KS4 by at least two additional 'Applied' subjects, namely GCSE Agriculture and Land Use and GCSE Moving Image Arts</p> <p>By September 2013 to ensure that the curriculum offer at Post 16 meets the requirements of the Entitlement Framework and that this is maintained in subsequent years.</p> <p>By June 2013 to have explored the possibility of offering further online courses in a twilight capacity in a collaborative manner with other ALC schools</p> <p>By February 2014 to have explored the potential of offering BTEC provision in-house as a result of the ending of funding for the Schools' Partnership Programme.</p> | <p>DE Census</p> <p>ELB Curriculum/EF Audit</p> <p>ALC targets and action plans</p> <p>Curriculum Audit</p> | <p>2012-2013</p> <p>GCSE Agriculture and Land Use introduced as a GCSE option for first teaching in September 2013;</p> <p>GCSE Moving Image Arts introduced as a GCSE option for first teaching in September 2013;</p> <p>GCSE Journalism introduced as a GCSE twilight option for first teaching in September 2013 in collaboration with ALC;</p> <p>MIA and Agriculture teachers undertook external training in 2012-2013.</p> <p>2013-2014</p> <p>Uptake for Moving Image Arts increased to 7 pupils in September 2014;</p> <p>Uptake for Agriculture remains above 10 pupils;</p> <p>School has explored possibility of BTEC provision for Child Care and Agriculture, in addition to the current Schools' Partnership Programme, and will introduce both in September 2014.</p> <p>2014-2015</p> <p>BTEC Extended Certificate in Child Care introduced in September 2014 running concurrently with GCSE in Child Development;</p> <p>BTEC Certificate in Agriculture introduced for Year 12 pupils by October 2014 running in school holidays;</p> <p>Option Blocks 'A' and 'D' reviewed and revamped in January 2015 to ensure that all pupils' needs and interests are being met, including more vocational pathways such as BTEC Business;</p> <p>Work experience for A4 class in Year 12 abolished</p> |

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| | | | | | | | for September 2015; New Thursday programme for the A4 class in Year 12 devised and implemented in September 2015, including more vocational opportunities, English, Maths and LLW classes; A3 class in Year 11 now undertake Full Course R.E from September 2014. |
| <p>LEARNING EXPERIENCES</p> <p>Provision of subject options are pupil driven at KS4 and are designed to enable them to fulfil their potential and aspirations</p> | <p>Focus on Career aspects of subject choice and direction</p> <p>Continue to provide maximum pupil choice combined with appropriate guidance at each key stage</p> | <p>SLT</p> <p>Careers Co-ordinator</p> <p>HoDs</p> | <p>INSET for all staff involved</p> <p>Time for staff preparation</p> <p>Time for pupil guidance</p> | <p>2012-15</p> | <p>By February 2013 to audit Year 10 pupils to gauge interest in subject blocks and the implications for the positioning of new subjects within the Option Block system</p> <p>By June 2013 to ensure that schemes are in place to ensure that all pupils at transition points have received appropriate career and course guidance to inform subject choice (and in subsequent years)</p> <p>By June 2013 and subsequent years to maintain the greatest possible flexibility pupil course choice in the timetable</p> | <p>DE Census</p> <p>ELB Curriculum/EF Audit</p> <p>Guidance interview and preparation day programmes and pupil feedback</p> <p>Option forms</p> <p>Parent surveys</p> | <p>2012-2013</p> <p>Year 10 subject choice audit undertaken in January 2013 in order to maximise flexibility of option blocks;</p> <p>NICS Careers Adviser sat in on Year 10 GCSE Choice Interviews with parents and pupils;</p> <p>New Employability Scheme of Work produced for Year 10 to tie in with GCSE subject choices for first teaching in 2013-2014;</p> <p>All Year 12 pupils received interview with NICS Careers Adviser by April 2013.</p> <p>2013-2014</p> <p>Timetable synchronised for A1, A2 and A3 classes in Maths in Year 11 from September 2013;</p> <p>Subject choice audit undertaken in January 2014 to minimise potential subject clashes;</p> <p>Criteria for access into A1 and A2 classes in Year 11 modified in December 2013. It is now based on a ranking of 6 subjects in Christmas exams of Year 10;</p> <p>New Careers Period for Year 11 pupils introduced in September 2013.</p> <p>2014-2015</p> <p>New Maths teacher started in September 2014 to cut class sizes at GCSE level similar to Literacy Signature Project;</p> <p>GCSE Subject Choice Evening held in February 2015 to cater for both parents and pupils, and for sharing of information;</p> <p>Preparation for more effective and explicit Connected / Thematic Learning at Key Stage 3 undertaken by June 2015;</p> <p>Careers Schemes of Work for Year 11 finalised in</p> |

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| | | | | | | | December 2014; Careers links with Year 10 resources agreed. |
| <p>EXTRA-CURRICULAR ACTIVITIES</p> <p>There is a wide range of sporting, musical and other activities available to all pupils.</p> | Regular audit of pupils' interests to inform provision of extra-curricular activities. | <p>SLT</p> <p>HoDs</p> <p>Teaching Staff/non-teaching staff/parents/</p> <p>External providers</p> | Possible staffing costs/resources | 2012-15 | <p>By September 2012 to introduce further new extra-curricular activities, including basketball</p> <p>By February 2013 to re-introduce Duke of Edinburgh into the extra-curricular programme</p> <p>By February 2014 to audit through the School Council pupils' interest in extra-curricular activities and gauge what future new activities may be introduced</p> | Teacher and pupil feedback | <p>2012-2013</p> <p>Basketball introduced as a new extra-curricular sport in October 2012;</p> <p>Duke of Edinburgh introduced in October 2012 at Bronze Level and first expedition took place in May 2013;</p> <p>School became Northern Ireland Volleyball Champions in February 2013;</p> <p>School reached final of Taylor Cup in hockey in April 2013;</p> <p>New Board Games Club started in October 2012.</p> <p>2013-2014</p> <p>Basketball Academy undertaken between September and December 2013;</p> <p>Rugby Academy undertaken with Chris Cousens throughout year;</p> <p>Hockey Academy took place on a Monday afternoon throughout year;</p> <p>Dance Academy took place twice per week throughout year;</p> <p>Paula McGinn took an Athletics Academy in summer term;</p> <p>Debating Club, I-Debate started in September 2013;</p> <p>Duke of Edinburgh Silver Award was implemented in October 2013.</p> <p>2014-2015</p> <p>JM3 to coached Senior and Junior rugby from September 2014;</p> <p>CSP took over Dance Academy from September 2014;</p> <p>Hockey and Athletics academies continued throughout year;</p> <p>New after-school Maths clinic introduced in September 2014;</p> <p>Year 8 pupils entered Soroptemist Debating</p> |

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| | | | | | | | <p>Competition in February 2015</p> <p>Two members of staff undertook Hillwalking Qualification by June 2015, allowing more pupils to do Bronze and Silver Duke of Edinburgh expeditions;</p> <p>After school coding club for Year 9 and 10 pupils to develop skills pupils have already learned using Scratch in Year 8 in September 2014.</p> <p>Golf Academy initiated for pupils on a Friday afternoon.</p> |
| <p>WIDER COMMUNITY</p> <p>Recreation Centre opened in 2011</p> | <p>Explore use and expertise of school to develop learning experiences for wider community</p> | <p>BoG</p> <p>SLT</p> | <p>Costs</p> <p>Time</p> | <p>2012-2015</p> | <p>Employ part-time Recreation Centre link co-ordinator by October 2012;</p> <p>Continue to advertise use of Recreation Centre by December 2012;</p> <p>Advertise Easter revision sessions in 3 subjects in February 2013;</p> <p>Explore possibility of Adult Development Courses with SRC and introduce specific courses in September 2013.</p> | <p>Evaluations</p> <p>Community uptake</p> | <p>2012-2013</p> <p>The school entered into discussions with the Southern Regional College about the establishment of the school as an outreach centre for adult evening classes in ICT, Literacy and Numeracy;</p> <p>A part-time Recreation Centre Link officer was appointed by the school (Mr Cousens) between October 2012 and May 2013. Mr Cousens also took a Volleyball Academy between 5pm and 6pm on a Wednesday as part of the Recreation Centre programme. Mr Cousens also visited local Primary Schools to promote the Centre and sat on the Management Committee;</p> <p>The Recreation Centre was promoted at every opportunity – public meetings, Open Evening, text messages, website, press releases etc;</p> <p>The school secured funding to run an 8-day Easter School in April 2013 for GCSE English and Maths pupils. This was well attended;</p> <p>Application for 10 spin bikes was made to the Lottery Fund in December 2012, but was refused.</p> <p>2013-2014</p> <p>Recreation Centre opened 4 nights per week from October 2013;</p> <p>Adult Evening Classes began in September 2013 for ICT and Numeracy;</p> <p>New Cadets Hut opened in November 2013;</p> <p>IFA Football courses ran during school holidays 2014;</p> <p>School applied for SportNI funding for development of community sport in partnership</p> |

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| | | | | | | <p>with local Primary Schools in September 2013 – unsuccessful on this occasion;</p> <p>School applied for funding for spin bikes in collaboration with Armagh City and District Council.</p> <p>2014-2015</p> <p>Recreation Centre opened for a fourth year from October 2014, with new courses including BodyPump and Spin;</p> <p>New Spin Bikes introduced into the Recreation Centre from October 2014;</p> <p>School gained funding for a new sand-dressed hockey pitch for competitive hockey in November 2014</p> <p>Adult ICT and Numeracy classes continued from October 2014 in collaboration with SRC;</p> <p>New adult Literacy class ran from October 2014 in collaboration with SRC;</p> <p>PTA preparation undertaken in May 2015 – first AGM to be held in September 2015;</p> <p>Use of school facilities for external events by local community groups and agencies increased throughout year.</p> |
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SCHOOL DEVELOPMENT PLAN 2012-2015

Key Question 4: How well are learners and staff cared for, guided and supported?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources And Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made | Review/Outcomes |
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| <p>Senior Teacher Pastoral Roles</p> <p>Two Senior Teachers for Pastoral Care.</p> <p>Senior Teacher remits for Pastoral care re-defined in April 2012</p> | <p>Remits to focus on development of pastoral system via SIMS and merit system.</p> | <p>JM</p> <p>CH</p> <p>GP</p> | <p>Senior Teacher remits to be evaluated in April 2013.</p> | | <p>to evaluate Senior Teacher Pastoral remits by April 2013</p> | <p>Evaluation Meeting</p> <p>Governors' Minutes</p> <p>Remit Meetings</p> | <p>2012-2013</p> <p>Senior Teacher remits further revised in April 2013 to adapt specifically for particular pastoral priorities in 2013-2014.</p> <p>2013-2014</p> <p>Remits for Senior Teachers with responsibility for pastoral care reviewed and agreed in April 2013 and again in November 2013.</p> <p>New Senior Teacher for Pastoral Care, Mrs Henry, appointed in October 2013.</p> <p>2014-2015</p> <p>Review of pastoral remits in September 2014, including reference to specific work on Merit system, Behaviour and Achievement recording in SIMS.</p> |
| <p>Pastoral Programmes</p> <p>Currently no discrete Pastoral Period with Form Teacher in timetable</p> <p>PSHE delivered on a rotational basis within LLW.</p> | <p>Restructure timetable to include a discrete, synchronised pastoral period at Key Stage 3 with Form Teacher in order to enhance role of Form Teacher and strengthen links between Form Teacher and pupils. This will also enhance the role of the Form Teacher to assist pupils in pastoral and academic matters and give Form Teachers greater responsibility with the</p> | <p>JM1 / JM2</p> <p>SLT</p> <p>Year Teachers</p> <p>Form Teachers</p> | <p>Time</p> <p>Relevant Pastoral Programmes and resources</p> <p>Pastoral meetings</p> <p>Pastoral Working Group</p> | <p>2012-2015</p> | <p>to put in place discrete pastoral provision for Key Stage 3 pupils with Form Teachers by September 2013</p> <p>to explore discrete pastoral provision for Key Stage 4 pupils by May 2014</p> | <p>Annual Evaluations with Year Teachers / Form Teachers / SLT / Pupils</p> <p>SLT Meeting Minutes</p> <p>Board of Governor Minutes</p> | <p>2012-2013</p> <p>Pastoral Programmes in some other schools reviewed and evaluated by March 2013;</p> <p>Current provision through LLW audited to explore gaps and overlap by March 2013;</p> <p>Pastoral Working Group devised new pastoral programmes for years 8-10, using InSync resources amongst others;</p> <p>Timetablers created a synchronised pastoral period for each Year Group in June 2013/;</p> <p>2013-2014</p> |

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| | behaviour management structure. | | | | | | <p>Decision taken not to incorporate Key Stage 4 pastoral programmes due to tightness of curriculum and timetable.</p> <p>Focus on Employability and new Careers period in Key Stage 4.</p> <p>Pastoral Programmes reviewed and amended accordingly in May and June 2014.</p> <p>2014-2015</p> <p>Formal evaluation of Pastoral Programmes undertaken in June 2015 through specific evaluation with pupils, parents and staff.</p> <p>Formal evaluations introduced in January 2015 of external support used to support pastoral programmes.</p> |
| <p>MORNING FORM TIME</p> <p>Unstructured form time three days per week between 09:10 and 09:25 in morning</p> | Structure to be introduced into form time through introduction of School Council work and Literacy time | <p>SLT</p> <p>GP / CH</p> <p>Year Teachers</p> <p>Form Teachers</p> <p>All staff</p> | <p>Time</p> <p>Resources</p> | <p>Form time to be lengthened by five minutes from September 2012;</p> <p>School Council programme to be introduced into Form Time one day per week by September 2012;</p> <p>Literacy time to be built into Form Time one day per week by September 2012.</p> | <ul style="list-style-type: none"> • Year Teacher meetings • Year Teacher evaluations • Form Teacher evaluations | <p>2012-2013</p> <p>Form Time extended by five minutes in September 2012;</p> <p>New School Council Programme introduced into Form Time in September 2012;</p> <p>Literacy Programme built into Form Time in September 2012</p> <p>2013-2014</p> <p>Form Time now very structured with School Council and Literacy time;</p> <p>Teacher Librarian and Literacy Co-ordinator gave guidance on Literacy in October 2013;</p> <p>New Council Chairpersons elected in October 2013 and Council initiated discussions on healthy eating in school and learning and teaching;</p> <p>All Form Classes undertook briefings in March 2014 on terminology used in school in relation to learning and teaching, such as success criteria and assessment.</p> <p>2014-2015</p> <p>Further election of Council Chairpersons in October 2014;</p> <p>Council items for discussion during Form Time agreed and implemented in November 2014;</p> <p>Further guidance on Literacy Time disseminated by literacy co-ordinator and Teacher Librarian in September 2014;</p> <p>Class Kindles ready for Form Time use in September 2014;</p> <p>New mentoring scheme implemented and integrated into Form Time in January 2015, linking the academic and pastoral sides of school life.</p> | |

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| <p>E-SAFETY and MOBILE PHONES</p> <p>Rules currently in place regarding the use of mobile phones in school and internet use</p> | <p>New Acceptable Use Policy to come into force in 2012 and to be signed by parents and pupils.</p> <p>This includes an outline of new regulations, including the use of social networking</p> <p>This is in line with local and national guidance and raise awareness of this policy</p> | <p>ICT Co-ordinator</p> <p>SLT</p> <p>All staff</p> <p>ICT Technician</p> <p>ICT Steering Group</p> | <p>Time</p> <p>Meetings</p> <p>Training</p> <p>AUP</p> <p>External agencies</p> | | <p>to introduce an Acceptable Use Policy by September 2012</p> <p>to request that parents and pupils sign up to the new policy from 2012 onwards</p> <p>to make staff aware of current issues in relation to online safety during Child Protection training by February 2013</p> | <ul style="list-style-type: none"> Evaluation of Annual Use Policy following first year of implementation (SMT / Year Teachers / ICT Steering Group / parental surveys) | <p>2012-2013</p> <p>New Acceptable Use Policy introduced in September 2012, including guidelines social networking sites;</p> <p>New policy signed by parents and pupils from September 2012;</p> <p>Staff training in Child Protection in November 2012 took account of e-safety and online guidelines;</p> <p>School guidelines on staff use of Facebook were outlined in November 2012;</p> <p>New Year 8 induction evening in September 2012 included a presentation on e-safety to parents;</p> <p>E-Safety built into ICT Year 8 Scheme of Work for September 2012.</p> <p>2013-2014</p> <p>Acceptable Use Policy reviewed in September 2013.</p> <p>Portable Technologies and use of Social Media sites included in new Acceptable Use Policy in September 2013</p> <p>Further Child Protection Training took place in November 2013, with guidance on e-safety and social media sites given to staff.</p> <p>Year 8 parent induction evening included a presentation on e-safety in September 2013.</p> <p>Year 8 Study Skills event in October 2013 included a presentation by David Smyth on e-safety.</p> <p>2014-2015</p> <p>Mobile Phones added to Behaviour list in SIMS by October 2014;</p> <p>Parents signed to state they have received Child Protection policy in November 2014 and new Year 8 parents in September 2015.</p> |
| <p>USE OF SIMS</p> <p>SIMS used to record, collate and extrapolate information relating to pupils</p> | <p>To develop further the use of SIMS for monitoring and recording information relating to academia / pastoral care and attendance, and use data to inform and support .</p> | <p>SLT</p> <p>Year Teachers</p> <p>HoDs</p> <p>All Staff</p> | <p>Time</p> <p>Access to SIMS</p> | <p>2012-2015</p> | <p>Lesson Monitor to be introduced in September 2013 in order to track and monitor progress of Key Stage 4 pupils</p> <p>to explore how an enhanced use of SIMS can contribute to the effectiveness of the pastoral system over the three years of the SDP</p> | <ul style="list-style-type: none"> Annual Evaluation SIMS Records | <p>2012-2013</p> <p>Lesson Monitor discussed and usage agreed in June 2013;</p> <p>New attendance policy written and agreed in April 2013.</p> <p>2013-2014</p> <p>Lesson Monitor introduced in September 2013. General consistency achieved;</p> <p>Behaviour and Achievements in SIMS agreed and defined in June 2014.</p> <p>2014-2015</p> <p>Behaviour and Achievements lists went live in SIMS in September 2014;</p> |

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| | | | | | | | <p>E-reports printed out by Form Teachers and Year Teachers from September 2014;</p> <p>SIMS front pages configured to display relevant behaviour / achievement points for respective Form Classes and Year Groups in September 2014;</p> <p>Pupils linked to Houses in SIMS in September 2014;</p> <p>Two very positive Merit Assemblies held in January and June 2015.</p> |
| <p>POSITIVE REINFORCEMENT</p> <p>Certain positive reinforcement structures in place via departmental rewards such as postcards home and Key Stage 3 /4 PrizeGiving</p> | <p>Positive reinforcement system to be developed further at a whole-school level through the use of Pupil Cards</p> <p>This will also improve consistency as regards sanctions against aspects of infringements such as chewing gum and top buttons not being done up.</p> <p>To align the Pupil Cards to the school House System to make the House System broader than just sport.</p> | <p>CH / GP</p> <p>SLT</p> <p>Year Teachers</p> <p>Form Teachers</p> <p>All Staff</p> | <p>SIMS data</p> <p>Meetings</p> <p>Time</p> | <p>2012-2015</p> <p>Annually</p> | <p>to create template for Pupil Cards by January 2013</p> <p>to distribute and explain cards to pupils by September 2013</p> <p>to give staff guidance on the criteria for signing cards to enhance consistency by September 2013</p> | <ul style="list-style-type: none"> Annual Review of Merit System by relevant stakeholders | <p>2012-2013</p> <p>Proposed Pupils Card rejected in favour of a SIMS-based positive reinforcement system in March 2013;</p> <p>2013-2014</p> <p>Pilot Reward scheme introduced via Accelerated Reader programme in October 2013. Celebration Assembly held in May 2014.</p> <p>Behaviour and Achievements in SIMS agreed and defined in June 2014.</p> <p>2014-2015</p> <p>Rewards for Achievements in SIMS agreed by pastoral team in September 2014</p> <p>SLT agreed funding for new Merit System in November 2014</p> <p>House points and merit points merged in October 2014. Development of house system</p> <p>House captains elected through school council in November 2014.</p> |
| <p>MENTORING SCHEME</p> <p>No real links between most senior and most junior pupils, with exception of Prefects working with Year 8 pupils during certain school events</p> | <p>New Pupil Mentoring system to be introduced in order to enhance links between Year 8 and Year 12 pupils. This will be done via application.</p> | <p>JM1 / JM2</p> <p>GP / CH</p> <p>SLT</p> <p>Year Teachers</p> <p>Form Teachers</p> | <p>Time</p> <p>Contract</p> <p>Meetings</p> | <p>2012-2014</p> | <p>to develop rationale and application for school mentors by August 2012;</p> <p>to introduce School Mentors in September 2012;</p> <p>to review mentoring scheme by June 2013.</p> | <ul style="list-style-type: none"> Formal feedback through meetings between Year Teachers / Form Teachers and Year Teachers / SLT Annual review with all relevant stakeholders | <p>2012-2013</p> <p>Mentoring Scheme introduced in October 2012 following a rigorous application procedure;</p> <p>Evaluation of Mentoring System undertaken with Form Teachers in May 2013.</p> <p>2013-2014</p> <p>Mentoring Programme reviewed at SLT in November 2013.</p> <p>A list of responsibilities was agreed and Mentor Books were distributed in November 2014 (to include extra-curricular activities and literacy work).</p> <p>Evaluation in May 2014 with Form Teachers outlined ongoing concerns with role of Mentors.</p> |

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| | | | | | | | <p>2014-2015</p> <p>Pastoral Team liaised with Pupil Progress Manager regarding new mentoring scheme in November 2014;</p> <p>Review and redefine role of mentors in December 2014, tying in with academic progress and pupils needing support;</p> <p>New mentoring scheme began in January 2015.</p> |
| <p>SCHOOL COUNCIL</p> <p>No School Council at present</p> | <p>New School Council to be introduced.</p> | <p>SLT</p> <p>School Council Co-ordinators</p> <p>Relevant Staff</p> | <p>Time</p> <p>Meetings</p> <p>Cost</p> <p>Resources</p> | <p>to develop the structure of the new School Council by September 2012</p> <p>to identify and write a new constitution for the Council in 2012-2013</p> <p>to develop teaching resources for staff by September 2012</p> <p>to evaluate School Council by August 2013.</p> | <ul style="list-style-type: none"> • Meetings between Co-ordinators and SMT • Evaluation following first year of Council • Minutes of Council meetings • Evidence of appropriate decisions by the Council | <p>2012-2013</p> <p>Structure of new School Council agreed in August 2012;</p> <p>Information on Councils and awareness raising undertaken with Form Classes during Form Time in September 2012;</p> <p>Elections to Lower and upper Councils took place in November 2012;</p> <p>Remits for the Executive Council were drawn up and agreed in December 2012;</p> <p>Application for the Executive Council took place in January 2013;</p> <p>Lower and Upper Councils met for the first time in February 2013;</p> <p>Executive Council met for the first time in March 2013;</p> <p>Councils made decisions on the development of ICT within school and the development of healthy eating and nutrition by June 2013.</p> <p>2013-2014</p> <p>New Council Chairpersons elected in October 2013 and Council initiated discussions on healthy eating in school and learning and teaching;</p> <p>All Form Classes undertook briefings in March 2014 on terminology used in school in relation to learning and teaching, such as success criteria and assessment;</p> <p>2014-2015</p> <p>Further election of Council Chairpersons in October 2014;</p> <p>Council items for discussion during Form Time agreed and implemented in November 2014;</p> <p>Councils discussed Healthy Eating in 2014-2015.</p> | |
| <p>FIRST AID</p> <p>5 Staff have first-aid qualifications</p> | <p>Staff to attend further training workshops on First Aid.</p> | <p>Relevant Staff</p> | <p>Time</p> <p>Meetings</p> | <p>to continue to train a cohort of staff each year on First Aid procedures at work between 2012 and 2015.</p> | <ul style="list-style-type: none"> • Record of teachers trained • Annual evaluation of trainer and trainees after training | <p>2012-2013</p> <p>Principal completed 3-day First Aid at Work Qualification during Easter 2013;</p> <p>Epi-pen training undertaken by two staff in preparation for school trip to France in January 2013;</p> | |

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| | | | Training materials | | | | Staff attended further training in First Aid, including P.E. teachers. |
| | | | Training | | | | <p>2013-2014</p> <p>Further first-aid training took place across 2013-2014</p> <p>2014-2015</p> <p>JE, TH, RM, DC and GP received refresher training;</p> <p>Further allergy training took place.</p> <p>Resuscitation training took place in August 2015.</p> |
| <p>HEALTH AWARENESS</p> <p>No co-ordinated whole-school approach to health awareness</p> | <p>Health Awareness Steering Group and SNAG group to be established.</p> <p>SNAG Group to assess whole-school approach to healthy eating.</p> | <p>SLT</p> <p>Health Awareness Steering Group</p> <p>Year Teachers</p> <p>Form Teachers</p> <p>All staff</p> | <p>Time</p> <p>Meetings</p> <p>Relevant material</p> | | <p>Health Awareness Steering Group / SNAG Group to be established by February 2013</p> <p>School performance in Health Awareness to be linked to the quality indicators of the HE document by June 2013</p> <p>Suggestions and Strategies for school improvement in health awareness and healthy eating to be put in place by September 2014</p> | <ul style="list-style-type: none"> Steering Group Minutes SLT Minutes BoG Minutes | <p>2012-2013</p> <p>School Council evaluated school's Healthy Eating and Nutrition standards in May 2013;</p> <p>Proposals for changes to the tuck shop brought forward by School Councils in June 2013;</p> <p>New breakfast service introduced in May 2013 for Year 11 and 12 pupils;</p> <p>SNAG group agreed in June 2013.</p> <p>2013-2014</p> <p>SNAG Group implemented in January 2014, led by C Winter;</p> <p>Tuck Shop changes agreed in march 2014;</p> <p>New Breakfast service opened in September 2013;</p> <p>Food in School Policy devised in June 2014.</p> <p>2014-2015</p> <p>Food in School Policy agreed and ratified in October 2014;</p> <p>Tuck Shop limited selling of chocolate to one day per week in September 2014;</p> <p>Fruit sold at tuck shop from September 2014;</p> <p>Limited choice of healthier 'baked' crisps introduced in tuck shop in September 2014;</p> <p>School became a water only / soft juice only school from September 2014;</p> <p>Canteen offered new satellite service in Assembly Hall from September 2014;</p> |
| <p>STAFF WELLBEING</p> <p>Informal staff group to arrange events for staff</p> | <p>To explore how staff wellbeing can be promoted</p> <p>More wellbeing opportunities for staff</p> <p>Development of a formal</p> | <p>SLT</p> <p>All staff</p> | <p>Time</p> <p>Cost</p> <p>Meetings</p> <p>Outside Agencies</p> | 2012-2015 | <p>to include staff wellbeing issues on SLT agendas from January 2013 onwards;</p> <p>by June 2013 to have held a Staff Wellbeing Day or part-day;</p> <p>to consider long-term approaches to staff wellbeing by 2015;</p> | <p>SLT Minutes</p> <p>Agenda for Staff Development Days</p> | <p>2012-2013</p> <p>Staff wellbeing evaluated in staff questionnaires linked to TTI Key Question 4;</p> <p>Staff Wellbeing afternoon undertaken in June 2013 as part of Staff</p> |

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| | staff wellness committee | | Resources | | development of a staff wellness committee by December 2013. | | <p>Development Day;</p> <p>Informal staff wellness committee introduced in September 2012. Staff trips organised, such as a shopping trip to Dublin.</p> <p>2013-2014</p> <p>Staff room refurbished in July 2014, with new facilities in kitchen area, new tables and upholstered chairs, as well as new decoration</p> <p>All staff taken for meal in January 2014;</p> <p>All staff taken for tea / coffee and scones in Courthouse in June 2014.</p> <p>2014-2015</p> <p>Female Staff and Junior Toilets renovated in October 2014;</p> <p>Senior Teacher secondee with responsibility for staff and pupil wellbeing appointed in June 2015.</p> |
| <p>SEN</p> <p>Seven classroom assistants already in place</p> <p>SENCO in place</p> <p>Well-co-ordinated structures for SEN</p> | Ongoing training for staff | <p>HC</p> <p>SLT</p> <p>Year Teachers</p> | <p>Time</p> <p>Costs</p> <p>Meetings</p> <p>Staff Development Day</p> <p>Materials</p> | 2012-2015 | <p>to develop staff knowledge of autism-related issues through a workshop on a staff development day by December 2012</p> <p>to review structures for SEN on an annual basis.</p> | <p>Annual Evaluation with classroom Assistants</p> | <p>2012-2013</p> <p>All SEN pupils have IEP targets which are reviewed annually;</p> <p>Strong approval for the SENCO provision in school based on evaluations undertaken in June 2013;</p> <p>Withdrawal system in place in 2012-2013 which is undertaken by teachers. This generally works but has been problematic on occasions when staff are given other commitments to attend to;</p> <p>Specific data used to benchmark SEN pupils' performance in literacy and numeracy;</p> <p>Visit undertaken to Omagh High School in June 2013 based on outstanding ETI inspection</p> <p>2013-2014</p> <p>SEN provision mapped to TTI indicators by June 2014;</p> <p>Furnishings for nurture room procured;</p> <p>New peripatetic provision introduced in September 2013 for literacy and numeracy;</p> <p>Roles of Exams Officer and SENCo reviewed in November 2013;</p> <p>2014-2015</p> <p>IEPs focus more on individual needs of pupils from September 2014;</p> <p>SENCo, literacy and numeracy co-ordinators and Pupil Progress Manager reviewed data used and ensured it was fit for purpose;</p> <p>New strategies for analysing outcomes for SEN pupils agreed in January 2015;</p> <p>New SENCo remit reviewed and agreed in October 2014;</p> <p>New approaches for assessing pupils for Exam Access Arrangements explored and strategies put in place by May 2015; SENCo attended 5</p> |

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| | | | | | | | days training; SENCo visited BETT in January 2015 to explore assistive technologies; |
| COMMUNICATION Communication to parents via letters | Introduction of text-messaging service to parents to enhance communication as a result of feedback from parental surveys. | SLT Relevant Staff | Monthly and annual Costs Access to online texting system to generate messages | 2012-2015 | Embedding of text messaging service by September 2012 Exploration of new C2K text messaging service by December 2013 | Review of system effectiveness and costing after one year (June 2013) Parental feedback | 2012-2013 Text messaging embedded during 2012-2013 2013-2014 SRC Information Evening introduced in September 2013 2014-2015 Better communication needed with parents in relation to GCSE subject choices – new subject choice information evening for parents introduced in February 2015; New C2K text messaging service reviewed in December 2014. |
| LINKS with EXTERNAL AGENCIES Good links with external agencies | To continue to develop and strengthen links with external agencies | SLT GP / CH Year Teachers | Time | 2012-2015 Annually | To continue to strengthen links with relevant external agencies for pastoral care - ongoing | SLT Minutes Year Teacher meetings | 2012-2013 Exploration of new C2K text messaging service by December 2013; New SRC Information Evening to be introduced in September 2013. 2013-2014 Links developed with Behaviour Support Team – Martina Coogan, advisory teacher for Behaviour support did training with pastoral team in June 2014. 2014-2015 Martina Coogan led staff training in positive behaviour strategies in August 2014 and February 2015. Links with BST, PPDS and Work through EWO to gain support from outside agencies to enhance scope of pupil support in holistic way. Links with health professionals and agencies increased. |
| ATTENDANCE No attendance policy in place | Attendance Policy to be written with the overall aim of describing structures, documenting links with external agencies, tightening processes where necessary and consolidating whole-school attendance at 95%. | CH SLT Year Teachers Form Teachers Relevant Staff | Time Pastoral forms Meetings between relevant Year Teachers and Form Teachers | 2013-2015 | Draft attendance policy to be written by April 2013 for SMT discussion Whole-school attendance policy to go live in September 2013 | SLT minutes Regular monitoring of attendance at Year Teacher / Form Teacher meetings Records of attendance | 2012-2013 New attendance policy written and agreed in April 2013. 2013-2014 New attendance policy went live in September 2013. Attendance rose to 95.2% |

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| | | | | | | | <p>New afternoon registration introduced in September</p> <p>2014-2015</p> <p>One-page fact sheet designed for parents in November 2014, outlining what they should do if their child has a planned or unplanned absence.</p> <p>Attendance a standard item at pastoral team meetings using new pastoral minutes template in September 2014;</p> <p>Consistency sought with pastoral team as regards phone calls home after three days etc.-</p> |
| <p>CEIAG</p> <p>Currently no discrete Careers periods within timetable. Employability delivered through Learning for Life and Work in Years 8, 9, 11 and 12</p> <p>Year 11 undertake 5-day work experience in June</p> <p>Cohort of Year 12 pupils undertake one-day work placement each week</p> <p>No Careers Library</p> <p>Good links with external services such as NICS and work placement providers</p> | <p>establish a working group to assist in meeting SMART targets and success criteria.</p> <p>explore the link between Careers and Employability.</p> <p>explore CEIAG provision in other schools.</p> <p>Map quality indicators from 'Preparing for Success' can be linked into Schemes of Work.</p> <p>Develop a discussion paper on strategies for promoting Careers and CEIAG within school by June 2013.</p> <p>Careers Co-ordinator to sit on ALC CEIAG Group.</p> <p>Enhance Employability within LLW at Key Stage 3 through mapping to statutory requirements and a new scheme for Employability in Year 10.</p> <p>Define and enhance transition in Employability between Key Stage 3 and Key Stage 4 to eradicate duplication in provision.</p> <p>Re-define and introduce a discrete fit-for-purpose Careers scheme for Key Stage 4 which links in to new CCEA e-portfolio 'Moving On'.</p> | <p>Principal</p> <p>J. Hanna</p> <p>STEM co-ordinator</p> <p>ALC Co-ordinator</p> <p>SLT</p> <p>CEIAG Working Group</p> <p>HoDs</p> <p>All staff</p> | <p>£800 allocated to Careers for 2012-2013</p> <p>STEM co-ordinator appointed with remit for promotion of STEM careers and STEM-related employability skills</p> <p>ALC co-ordinator appointed with remit for promotion of vocational career pathways</p> <p>Post-16 providers</p> <p>External Services</p> <p>ALC</p> <p>Other schools</p> | <p>2012-2014</p> | <p>CEIAG Working Group to be established for 2012-2013</p> <p>To identify potential gaps in CEIAG provision which need addressed by January 2013.</p> <p>To assist with the development of CEIAG through an exploration of the quality indicators in the Preparing for Success document, and how these may be linked to Schemes of Work by May 2013.</p> <p>To audit current CEIAG provision within relevant Schemes of Work by May 2013.</p> <p>To explore ways of developing Careers Awareness in school by May 2013.</p> <p>New Employability schemes for LLW Key Stage 3 to be in place for September 2013.</p> <p>New discrete Careers schemes for Key Stage 4 to be in place for September 2013 and evaluated in 2014.</p> <p>LLW Key Stage 3 and Key Stage 4 co-ordinators to meet to ensure minimal duplication in provision between Employability at Key Stages 3 and 4.</p> <p>New Careers Library to be opened in February 2013.</p> <p>New post-16 information evening to be introduced in February 2013.</p> | <p>Working Group to meet regularly to monitor progress.</p> <p>Analysis of CEIAG programmes from other schools</p> <p>Feedback from the ALC CEIAG Group</p> <p>Schemes of Work to include Preparing for Success quality indicators by June 2013</p> <p>SMT Meeting Minutes</p> <p>Board of Governor Minutes</p> <p>Departmental CEIAG audits</p> | <p>2012-2013</p> <p>Responsibility for CEIAG allocated to Senior Teacher Mr J. Hanna in September 2012;</p> <p>Remit for CEIAG Senior Teacher agreed in September 2012;</p> <p>Mr J. Hanna joined ALC CEIAG Group in October 2012;</p> <p>New STEM Co-ordinator and SPP Co-ordinator appointed in 2012-2013. Both sat with Mr J. Hanna and other staff on the CEIAG Working Group 2012-2013;</p> <p>Employability Schedule refined to develop transition between Key Stages 3 and 4, avoid overlap in provision and introduce new Scheme of Work into Year 10 by June 2013;</p> <p>All Departments within School have audited Key Stage 3 provision against the Employability and Economic Awareness Key Elements of the statutory requirements for the Revised Curriculum in November 2012;</p> <p>All Departments in school have audited against the Preparing for Success indicators at Key Stage 3 in February 2013. Gaps and overlaps in provision have been identified.</p> <p>New Careers noticeboard established in January 2013 and greater promotion of CEIAG around school;</p> <p>MHS Pupils attended STEM / CEIAG event organised by Armagh ALC in January 2013;</p> <p>Some Year 11 Pupils attended a Bring It On ICT / Careers event in February 2013;</p> <p>Continued use of YEP Days in school to promote Careers during 2012-2013;</p> <p>NICS representative joined Year 10 Subject Choice interviews in March 2013;</p> <p>All Year 12 pupils had an interview with NICS representative by April 2013;</p> <p>Year 11 undertook 5-day work experience in June 2013;</p> <p>Cohort of Year 12 pupils undertook one-day work placement each week;</p> <p>New room for Careers Library refurbished and opened in February 2013;</p> |

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| | <p>Introduce a new Careers Library into school.</p> <p>Enhance links with post-16 providers through the introduction of a post-16 information evening.</p> <p>Develop a more visible and extensive promotion of Careers opportunities through Assemblies, notice boards, etc.</p> <p>Enhance and develop links with external services such as NICS.</p> | | | | | <p>New evening for Year 12 Parents and Pupils introduced in order to disseminate information on post-16 provision in February 2013;</p> <p>Visits made to other schools to explore CEIAG provision and best practice in June 2013.</p> <p>2013-2014</p> <p>New Careers Period introduced in September 2013;</p> <p>CEIAG Policy developed in May 2014;</p> <p>New Year 10 Employability scheme trialled and reviewed in August 2014;</p> <p>Gaps in CEIAG provision addressed in Key Stage 3 schemes through Preparing for Success audit</p> <p>2014-2015</p> <p>CEIAG co-ordinator worked with Mrs Norris as KS3 co-ordinator throughout the year making reference to the new schemes which were put in place for 2014/2015;</p> <p>Continuous development of new resources and further development of the scheme. Mr Maxwell /Mr McCoy and Mr Hanna designed new schemes in line with the themes. These themes are in line with the Key Stage 3 curriculum, building upon it;</p> <p>Senior Teacher in charge of CEIAG audited the school's context for CEIAG and current provision against the ETI CEIAG TTI indicators (ETI 2009) in December 2014/January 2015;</p> <p>Careers Library continually used and pupils have opportunity to avail of the library during library hours.;</p> <p>Greater use of the library to help pupils make informed choices based upon the info which is available;</p> <p>Key Stage 4 Subject Information evening for pupils and parents introduced in February 2015. This involved liaising with Mr McCoy on the new GCSE Options for 2015.</p> <p>Revamp of Thursday timetable and Option 'A' Block undertaken in January 2015.</p> |
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SCHOOL DEVELOPMENT PLAN 2012-2015

Key Question 5: How well do learners develop and achieve?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required inc staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made | Review/Outcomes |
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| <p>DEPARTMENTAL and WHOLE-SCHOOL TARGETS</p> <p>5 A*-C percentage at GCSE has gone over 80% for first time.</p> | <p>Develop strategies to maintain GCSE pass rate at over 80% and attain 60% and above of pupils attaining 5+ A*-C grades including English and Maths</p> <p>All departments to set targets for A*-C grade passes at GCSE through the new exams analysis template</p> | <p>SLT</p> <p>HoDs</p> | <p>Time</p> | <p>2012-2015</p> | <p>Introduction of formal exams analysis which compares results against other non-grammar schools by August 2012</p> <p>Setting of departmental exam targets in line with whole-school targets by September 2012</p> <p>Introduction of target-setting with Key Stage 4 pupils by August 2012</p> <p>Introduction of closer monitoring and tracking of Key Stage 4 pupils both pastorally and academically, through Lesson Monitor and Assessment Manager by September 2013</p> <p>Further effective intervention with borderline pupils in English and Maths by January 2013</p> <p>Embedding of Study Skills days for Key Stage 4 pupils by October 2012</p> <p>Embedding of a Study Skills course for parents of GCSE pupils by October 2012</p> <p>Embed self-evaluation of learning at a departmental level by September 2012</p> <p>Consistency in practice (e.g. all pupils given specification at start of term), consistency in sanctions by September 2013</p> <p>Introduction of a mentoring system for pupils causing concern academically. By September 2013</p> <p>All departments to discuss and record targets for 2012-2013 GCSE passes at A*-C by</p> | <p>SLT Minutes</p> <p>Governor Minutes</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>All departmental targets set in October 2012;</p> <p>Whole School target set in October 2013 based on departmental targets – 80% at 5+ A-C, 60% A*-C including English and Mathematics.</p> <p>80% target missed in August 2013;</p> <p>60% target missed in August 2013.</p> <p>2013-2014</p> <p>63.4% of pupils attained 5 or more GCSE grades including English and Maths- a new school record</p> <p>78.4% of pupils attained 5 or more GCSEs missed in August 2014.</p> <p>2014-2015</p> <p>67.8% of pupils attained 5 or more GCSE grades including English and Maths in August 2015 – a further school record;</p> <p>80.4% of pupils attained 5 or more GCSE passes in August 2015;</p> <p>Departments set targets above Northern Ireland averages and in line with CAT 'Challenge' predictors in October 2014;</p> <p>Key Stage 3 targets in Communication and Using Maths set in October 2014.</p> |

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| | | | | | September 2012. Targets to be passed to JM by September 2012 and discussed with JM by October 2012 | | |
| EXAMS ANALYSIS Exams Analysis form introduced in August 2012 | Exams analysis form to be developed further for 2013 to include an analysis of subject residuals based on CATS predictors | SLT HoDs | Time | by August 2013 | Exams analysis form to be used to note down positive or negative subject residuals and to allow for greater depth of analysis of exam results | SLT Minutes Exams Analysis Pro Formas | <p>2012-2013</p> <p>Exams Analysis Proforma introduced in August 2012. It includes:</p> <ul style="list-style-type: none"> • Analysis against Northern Ireland averages • Analysis of A*-A grades • Analysis of over / under performance • Consequent Strategies for Learning and Teaching • Action points for Learning and Teaching • Targets for following year <p>2013-2014</p> <p>New Analysis Form included CAT value-added in September 2013, as well as an overview of pupils who fell one grade below their CAT predicted grade;</p> <p>MIS residuals were shared with HoDs in September 2013.</p> <p>2014-2015</p> <p>Exams Analysis in September 2014 included module breakdown, CATS value-added per class and MIS residual per class.</p> |
| TARGET SETTING No formal target setting procedures with Year 12 pupils | Subject teachers to set target grades with Year 12 pupils in August 2012 and February 2013 to track and monitor progress | SLT HoDs | Time | by September 2015 | Targets for Mock exams to be set in August 2012 Final targets to be set in February 2013 | SMT Minutes | <p>2012-2013</p> <p>New target-setting day introduced in August 2012 for Year 12 parents and pupils;</p> <p>Year 12 pupils agreed target for mock exams in August 2012 with teachers and parents, and discussed actions to meet targets at a subject-specific level;</p> <p>Year 12 pupils agreed target for actual GCSE exams in February 2013 with teachers and parents following mock examinations;</p> <p>Year 12 pupils filled out and kept target cards with actions for improvement in August 2012.</p> <p>2013-2014</p> <p>Target-setting Day embedded in August 2013;</p> <p>Pilot Year 11 tracking undertaken in March 2014 and evaluated;</p> |

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| | | | | | | | <p>Comprehensive Year 8 tracking undertaken in literacy and numeracy.</p> <p>2014-2015</p> <p>Year 11 tracking formalised and embedded in October 2014, using CAT 'Challenge' grades as initial predictor;</p> <p>Further Target-setting day with Year 12 in August 2014;</p> <p>Literacy and Numeracy trackers embedded and including PIE 12 and PIM 12 results, as well as continuation of STAR Reading Tests in Year 9.</p> |
| <p>COMMUNICATION</p> <p>Working Group for Communication in 2011-2012 – development of tasks ongoing</p> | <p>Development and embedding of tasks to enable the effective assessment of Communication as a Cross-Curricular skill</p> | <p>SLT</p> <p>Head of English</p> <p>Communication working Group</p> | <p>Time for moderation</p> <p>Time for Task development</p> | | <p>Further integration of Communication tasks into cross-curricular Schemes of Work by September 2013</p> <p>Assessment and moderation of Year 10 pupils against new levels by June 2013</p> | <p>Working Group evaluation</p> <p>Departmental Minute</p> <p>Schemes of Work</p> | <p>2012-2013</p> <p>HoD was a member of the ALC literacy / Communication group;</p> <p>70% Level 5+ target set for Communication by November 2012. Target was narrowly missed in April 2013;</p> <p>Suitable assessment tasks for Communication in all year groups in years 8-10 were identified by February 2013 through the Communication Working Group;</p> <p>Tasks were undertaken with pupils between October 2012 and April 2013;</p> <p>Reporting procedures for Communication were agreed by March 2013;</p> <p>Tasks were internally moderated over two days by end of April 2013;</p> <p>Information for parents was devised and sent out with summer reports.</p> <p>2013-2014</p> <p>The Level 5+ pass rate for Communication in May 2014 was 58.7%, marking a 3.8% decrease from last year. This meant that the 2013-2014 target was missed by 7.3%.</p> <p>Communication tasks continued in 2013-2014;</p> <p>All Year 10 parents received summative Communication Level and information in summer reports in June 2014.</p> <p>2014-2015</p> <p>2014-2015 target for Level 5+ in Communication set in October 2014;</p> <p>Benchmarking data for target predictions identified in September 2014.</p> <p>Communication tasks continued across 2014-2015.</p> |
| <p>USING MATHEMATICS</p> <p>Working Group for Using Maths in 2011-2012 – development of tasks ongoing</p> | <p>Development and embedding of tasks to enable the effective</p> | <p>SLT</p> <p>Head of Maths</p> <p>Using Maths Working Group</p> | <p>Time for moderation</p> <p>Time for Task development</p> | | <p>Further integration of Using Maths tasks into cross-curricular Schemes of Work by September 2013</p> <p>Assessment and moderation of Year 10 pupils against new levels by June 2013</p> | <p>Working Group evaluation</p> <p>Departmental Minutes</p> <p>Schemes of Work</p> | <p>2012-2013</p> <p>HoD was a member of the ALC numeracy / Using Maths group;</p> <p>70% Level 5+ target set for using Maths by November 2012. Target narrowly missed in April 2013;</p> <p>Suitable assessment tasks for Using Maths in all year groups in years 8-10 were identified by February 2013 through the Using Maths Working Group;</p> |

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| | assessment of Using Maths as a Cross-Curricular skill | | | | | | <p>Tasks were undertaken with pupils between October 2012 and April 2013;</p> <p>Reporting procedures for using Maths were agreed by March 2013;</p> <p>Tasks were internally moderated over two days by end of April 2013;</p> <p>Information for parents was devised and sent out with summer reports.</p> <p>2013-2014</p> <p>69.6% of pupils achieved a Level 5 or above in Using Mathematics in May 2014. This exceeded the 2013-2014 target (67% and marked a 5.9% increase on last year);</p> <p>Using Maths tasks continued in 2013-2014;</p> <p>All Year 10 parents received summative Using Maths Level and information in summer reports in June 2014.</p> <p>2014-2015</p> <p>2014-2015 target for Level 5+ in Using Maths set in October 2014;</p> <p>Benchmarking data for target predictions identified in September 2014.</p> <p>Using Maths tasks continued across 2014-2015.</p> |
| <p>ICT</p> <p>Working Group for ICT in 2012-2013 – development of tasks now started</p> | Development and embedding of tasks to enable the effective assessment of ICT as a Cross-Curricular skill | <p>SLT</p> <p>Head of ICT</p> <p>ICT Working Group</p> | <p>Time for Moderation</p> <p>Training time</p> | <p>Establishment of a Working Group to commence work on strategies for the development of ICT tasks by September 2012</p> <p>Trialling of certain tasks using framework for new levels by September 2013</p> <p>Explore use of e-portfolio Mahara to facilitate the delivery of ICT outcomes, with reference to the 5 'Es' by March 2013</p> | | | <p>2012-2013</p> <p>Assessment tasks have been identified and developed. One has been accredited by CCEA.</p> <p>2013-2014</p> <p>ICT Working Group continued in 2013-2014, with specific SMART targets;</p> <p>Further ICT tasks accredited in 2013-2014;</p> <p>Statutory reporting on summative ICT outcomes deferred by CCEA in 2013-2014.</p> <p>2014-2015</p> <p>Comment Banks for ICT as a cross-curricular skill developed by March 2015;</p> <p>Further staff training undertaken in 2013-2014 through Taster Events at the Nerve Centre;</p> <p>Staff awareness of Levels in ICT raised at training in August 2014 undertaken by ICT Co-ordinator;</p> <p>Level progression descriptors shared with staff in August 2014;</p> <p>Level awareness built into ICT elements of Schemes of Work by June 2015.</p> |

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| <p style="text-align: center;">LIBRARY</p> <p>Stock of books for each department in Library</p> | <p>Library to be refurbished and new structures and processes put in place in line with Literacy Developments</p> <p>Departments to evaluate current stock of books in Library and procure study skills books for Key Stage 4</p> | <p>SLT</p> <p>HoDs</p> | <p>Time</p> <p>Funding</p> | | <p>Departments to audit subject books available in the Library by January 2013</p> <p>Key Stage 4 Study books to be procured for February 2013</p> <p>Library Refurbishment by September 2014</p> | <p>SLT Minutes</p> | <p>2012-2013</p> <p>Departmental books in the Library were audited by January 2013;</p> <p>New suite of Kindle Fires procured for Library in August 2013; all have been equipped with GCSE Study Books for various subjects;</p> <p>Library refurbished in July 2013 in preparation for the new Accelerated Reader Programme;</p> <p>Opening hours revised for the Library in September 2013, with a new earlier opening time of 08:30 and a closing time of 16:45.</p> <p>2013-2014</p> <p>Library lessons developed in all subjects by May 2014;</p> <p>Most subjects undertook the Library lesson by June 2014;</p> <p>Teacher Librarian, Mrs Davis, appointed in October 2014;</p> <p>New books procured for the Library in 2013-2014.</p> <p>2014-2015</p> <p>Library refurbished in September 2014;</p> <p>Laptops replaced by new desktops at side of room in September 2014;</p> <p>Dedicated supervisor for Library at lunch times in place in September 2014;</p> <p>Class set of Kindles in place for use in Library by September 2014;</p> <p>Year 8 home-school literacy event took place in November 2014;</p> <p>Local author visited school for World Book Day to promote reading in February 2015;</p> <p>All year 8 and Year 9 pupils have a discrete Library period;</p> <p>All subjects use library with all Key Stage 3 pupils.</p> |
| <p style="text-align: center;">LITERACY</p> <p>Literacy a focus during the 2011-2012 year in PRSD</p> | <p>Departments to analyse CATS data for Year 8 and Year 9 and continue to develop strategies for promoting literacy.</p> <p>Literacy to remain a focus during the 2012-2013 PRSD</p> | <p>BoG</p> <p>SLT</p> <p>HoDs</p> | <p>Time</p> <p>Funding</p> | <p>2012-2015</p> | <p>Subject teachers to have undertaken further literacy work as part of their PRSD development by October 2013</p> <p>Departments to review and feed into the new school Literacy policy by October 2013</p> <p>Literacy Steering Group to be established by March 2013.</p> <p>Embed use of CATS as a verbal reasoning benchmark by January 2013</p> <p>Introduce PIE for pupils deemed below average nationally through CATS by October 2012</p> <p>Explore new withdrawal strategies for</p> | <p>SLT Minutes</p> <p>Departmental Minutes</p> <p>PRSD evidence</p> <p>Principal's PRSD Evidence</p> <p>BoG Minutes</p> | <p>2012-2013</p> <p>Subject teachers have undertaken further literacy work as part of their PRSD development from February 2013;</p> <p>Literacy policy has been reviewed and updated in February 2013 to synchronise it with Numeracy Policy and to ensure it refers to current documentation such as Count, Read: Succeed;</p> <p>E-Newspaper 'The Day' procured and linked to school VLE in March 2013</p> <p>Reading time introduced into Form Class from September 2012;</p> <p>Use of CATS as a verbal reasoning benchmark now embedded and used as a benchmarking tool from October 2012;</p> |

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| | cycle. | | | | <p>supporting literacy of below average pupils</p> <p>Develop learning links with parents in relation to literacy</p> <p>Develop links with feeder Primary Schools in relation to literacy by February 2013</p> <p>Continue to develop focussed revision and study sessions for borderline GCSE pupils</p> <p>Develop new initiatives for literacy in conjunction with the Library</p> <p>Develop and embed the use of data for the purposes of identification and intervention</p> <p>Invest in E-Readers for use in the Library by April 2013.</p> | <p>Links have been developed with feeder Primary Schools in relation to literacy through a joint meeting with co-coordinators in May 2013;</p> <p>School now collects PIE and PIM data from feeder Primary Schools from May 2013;</p> <p>Focussed revision and study sessions offered to borderline GCSE pupils through an Easter School in April 2013;</p> <p>New initiatives for literacy in conjunction with the Library have been explored and a Library / Literacy document written in October 2012;</p> <p>The use of data for the purposes of identification and intervention has been explored and a 'Way Forward' document written in February 2013;</p> <p>E-Readers (Kindle Fires) have been procured for use in the Library in July 2013;</p> <p>New full-time Literacy teacher appointed through the OFMDFM Signature Project in August 2013.</p> <p>2013-2014</p> <p>Literacy Working Group agreed new annotations for the consistent marking of extended writing across subjects in May 2014;</p> <p>Literacy Audit undertaken in all Departments in January 2014, including Speaking and Listening and Gifted and Talented approaches;</p> <p>Literacy linked to PRSD Objective 1 in 2013-2014, with a focus on CAT data;</p> <p>New intervention procedures put in place for FSME pupils in GCSE English Language</p> <p>Comprehensive tracking document in Year 8 undertaken, culminating with new PIE 12 tests in May 2014;</p> <p>Study Skills event with a focus on literacy took place for Year 8 pupils in October 2013;</p> <p>Literacy time embedded in Form Class;</p> <p>New Teacher Librarian appointed in October 2013;</p> <p>Accelerated Reader Programme launched in October 2013;</p> <p>Reward mechanisms for accelerated Reader Programme agreed in November 2013;</p> <p>GCSE classes made smaller through Literacy Signature Project;</p> <p>New Book Club, Gobbledygook, commenced in September 2013;</p> <p>SALAD day introduced in June 2014;</p> <p>Literacy Policy reviewed and updated in August 2013.</p> <p>2014-2015</p> <p>Use of CATS / PIE / Vernon and STAR as a literacy benchmark and tracking tool</p> |
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| | | | | | | | <p>embedded in September 2014;</p> <p>PIE 12 results used to determine levels of intervention in September 2014;</p> <p>Exploration of new withdrawal strategies for supporting literacy of below average pupils completed in September 2014;</p> <p>Learning links with parents in relation to literacy developed by November 2014, including through use of Accelerated Reader parent portal;</p> <p>Accelerated Reader embedded into Years 8 and 9 in October 2014;</p> <p>Class Kindles put onto booking system in September 2014;</p> <p>All Key Stage 3 classes in every subject used the Library once this year by June 2015;</p> <p>Departments tapped into Literacy policy, including literacy audit appendix by November 2014;</p> <p>SALAD Day undertaken with Year 10 pupils in June 2015;</p> <p>Literacy Audit included departmental approaches to Extended Writing in November 2014;</p> <p>Focus on handwriting, presentation and EW in Year 8 in 2014-2015;</p> <p>Consistency across school heightened through new approaches to marking extended writing by September 2014;</p> <p>Adult Evening Class in Literacy commenced in September 2014.</p> |
| <p>NUMERACY</p> <p>Numeracy a focus during the 2011-2012 year in PRSD</p> | <p>Whole-School approach to Numeracy to be completely reviewed and revamped with a focus on effective research-based practice</p> <p>Departments to analyse CATS data for Year 8 and Year 9 and continue to develop strategies for promoting numeracy.</p> <p>Numeracy to remain a focus during the 2012-2013 PRSD cycle.</p> | <p>BoG</p> <p>SLT</p> <p>HoDS</p> | <p>Time</p> <p>Funding</p> | <p>2012-2015</p> | <p>Embed use of CATS as a quantitative benchmark</p> <p>Introduce PIM for pupils deemed below average nationally through CATS by October 2013</p> <p>Develop learning links with parents in relation to numeracy</p> <p>Develop links with feeder Primary Schools in relation to numeracy by February 2013</p> <p>Continue to develop focussed revision and study sessions for borderline GCSE pupils.</p> | <p>SLT Minutes</p> <p>Departmental Minutes</p> <p>PRSD evidence</p> <p>Principal's PRSD Evidence</p> <p>BoG Minutes</p> | <p>2012-2013</p> <p>Subject teachers have undertaken further numeracy work as part of their PRSD development from February 2013;</p> <p>Numeracy policy has been reviewed and updated in February 2013 to synchronise it with Literacy Policy and to ensure it refers to current documentation such as Count, Read: Succeed</p> <p>MyMaths procured with the aim of linking it to the school VLE in May 2013;</p> <p>Use of CATS as a quantitative benchmark now embedded used as a benchmarking tool from October 2012;</p> <p>Links have been developed with feeder Primary Schools in relation to numeracy through a Numeracy meeting with co-ordinators in 2012;</p> <p>School now collects PIE and PIM data from feeder Primary Schools from May 2013;</p> <p>Focussed revision and study sessions offered to borderline GCSE pupils in Maths through Wednesday afternoon after-school sessions and an Easter School in April 2013;</p> <p>New textbooks procured for GCSE Maths students in June 2013.</p> <p>2013-2014</p> <p>Numeracy Policy reviewed and updated in August 2013;</p> |

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| | | | | | | | <p>MyMaths procured in October 2013 and used across Key Stages 3 and 4;</p> <p>Comprehensive tracking document in Year 8 undertaken, culminating with new PIM 12 tests in May 2014;</p> <p>Various Maths events undertaken for World Maths Day as part of link with STEM in March 2014;</p> <p>Numeracy content on VLE updated in Maths section of VLE;</p> <p>Adult evening Maths classes undertaken in September 2013 in collaboration with SRC.</p> <p>2014-2015</p> <p>Maths topic 'Clinic' commenced after school for pupils in September 2015;</p> <p>CATS / PIM used as a numeracy benchmark and for tracking;</p> <p>School trialled new PIM 11 transitional tests in September 2014;</p> <p>PIM 12 embedded in May 2015;</p> <p>Accelerated Maths explored at BETT in alignment with AR in January 2015;</p> <p>30 GCSE pupils entered for AQA GCSE Maths in June 2015 – 5 pupils obtained a pass in GCSE Maths as a result.</p> |
| <p>CONTROLLED ASSESSMENT</p> <p>Controlled Assessment scheduled in advance, letters sent home to parents and put on website</p> | <p>Departments to embed processes for Controlled Assessment, including sending a letter home with pupils a number of weeks in advance and passing on information for website</p> | <p>SLT</p> <p>HoDs</p> | <p>Time</p> | <p>by</p> <p>November</p> <p>2012</p> | <p>Departments to send letter home about Controlled Assessments by November 2012</p> <p>Information to be passed to JM for website for Controlled Assessments</p> | <p>SLT Minutes</p> <p>Departmental Minutes</p> | <p>2012-2013</p> <p>New Monthly Controlled Assessment information placed on school website for parents from September 2012;</p> <p>Internal calendar devised in-house to ensure that there are no extreme points of pressure for Year 12 pupils in September 2012;</p> <p>New Controlled Assessment Policy agreed and placed on website in February 2013;</p> <p>Staff Room Calendar for Controlled Assessment created to avoid clashes between subjects in September 2012;</p> <p>Letters go home to parents regarding subject Controlled Assessments from October 2012;</p> <p>After-school Controlled Assessment Clinic started in September 2012 and supervised by Principal.</p> <p>2013-2014</p> <p>Monthly Controlled Assessment Information placed on website;</p> <p>Internal calendar now in place in staff room since September 2013;</p> <p>Controlled Assessment Policy in place since September 2013;</p> <p>Letters sent home from Departments regarding Controlled Assessments from September 2013;</p> |

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| | | | | | | | Controlled Assessment Clinic continued on a Tuesday in 2013-2014. 2014-2015 All processes for Controlled Assessment continued over 2014-2015; Self-Evaluation of Controlled Assessments formed a focus of Departments over 6-week period in 2014-2015. |
| PUPIL INDEPENDENCE | To explore strategies for developing pupil independence in line with staff concerns that pupils are not independent enough in their learning/ | SLT HODs | Time Funding | 2012-2015 | Staff Development Day to explore a school definition of independence by March 2013 Use of VLE for developing independent learning to be explored, including through the development of online assets by June 2014 School to trial the Flipped Classroom Approach using the VLE by June 2014. | - | 2013-2014 Flipped Classroom approach trialled in ICT over 2013-2014; New staff trained in use of VLE in October 2013; Training in Hot Potatoes undertaken in August 2013. 2014-2015 New staff trained in VLE by October 2014; All subjects have resources for VLE in place as of June 2015. |

5: An assessment of the challenges and opportunities facing the School:

Challenges

- Ongoing cuts in budget
- Cut in Entitlement Framework Funding and potential abolition of SPP Funding
- Upgrading ICT equipment
- Effective deployment of staff
- Maintenance of buildings and environment
- Consolidation of all statutory requirements of the Northern Ireland Curriculum
- Meeting the requirements of the Entitlement Framework
- Development of Communication, Using Mathematics, ICT and TSPCs
- Developing Key Stage 3 assessment levels for Communication, Using Mathematics and ICT
- Developing processes to accommodate e-assessment
- Issues arising from transition from primary to secondary level
- Issues arising from transition between Key Stages
- Further developing pupils as independent and active learners
- High-quality, effective differentiation within the classroom
- Development of strategies to extend learning and meet the needs of Gifted and Talented pupils
- Continuing to develop the processes for the monitoring and tracking of pupil attainment at Key Stages 2 and 3 in order to maximise pupil potential
- Continuing the focus on strategies to raise the attainment and achievement of boys
- Striking an effective balance between meeting staff development needs and loss of teaching and learning time
- Strengthening communication links

- Exploring and implementing strategies to promote health and wellbeing of pupils and staff
- Ensuring effective CEIAG provision and preparation in a difficult economic environment
- Cyber safety
- Maintaining and improving pupil attendance
- Fostering and enhancing community links
- Providing extra support for pupils with additional learning needs
- Ensuring pupils continue to achieve in line with and above relevant DENI benchmarking data
- Measuring pupil progression at all Key Stages

Opportunities

- Actively sourcing funding from other areas
- Applying for funding for the development of school infrastructure
- Cost-cutting solutions for ICT infrastructure
- Broadening pupil choice and opportunity
- Developing pupil skills
- Community hiring of School facilities
- Training existing staff to deliver additional subjects
- Using available expertise to maintain current links with partner primary schools
- Improving pupil outcomes – looking at C2K Assessment Manager to track pupils
- Developing expertise of staff in School and sharing good practice
- Developing Mahoodle
- Weekly staff meeting with increased staff input
- Interaction between Board of Governors and Staff

- Development of SIMS
- Embedding of Achievements System
- Development of Mentoring
- Closing the loop between academic and pastoral
- Opportunity for all staff to contribute to pastoral developments
- More consistency to the staff / pupil relationship
- Opportunities to reinforce cyber safety message with parents, pupils and staff
- Opportunity to build upon the School's good reputation in the community

6: The arrangements made by the Board of Governors to consult and take into account the view of pupils, parents, staff and other persons or bodies in the preparation of the Plan:

All relevant stakeholders were consulted in the preparation of the Plan. Governors, parents and pupils at each Key Stage completed voluntary questionnaires. Non-teaching and teaching staff were given a presentation on the SDP and completed questionnaires. Non-teaching and teaching staff gave feedback from discussion groups and completed individual questionnaires. Consultation data and feedback were collated. The school used the GL Assessment Kirkland Rowell independent survey consultation to audit the perceptions of pupils and staff.

7: The identification of the areas for development which shall be informed by the School's self-evaluation and include:

7(a) The School's Key priorities for the period 2015-2018

Leadership and Management

- Budget and LMS
- School Governors
- School Development Planning
- Roles and Responsibilities
- Staff Development
- Non-teaching Staff
- School Structures
- Community Links
- Community Use of School
- Infrastructure
- ICT
- Communication

Quality of Provision of Learning

- Planning
- Learning and Teaching
- Effective Differentiation
- Homework
- Gifted and Talented
- STEM
- Agriculture
- ICT
- International Curriculum
- Assessment

Curriculum Provision

- Northern Ireland Curriculum
- Entitlement Framework
- Learning experiences
- Extra-Curricular Experiences

Pastoral Care

- Pupil Wellbeing
- Staff Wellbeing
- Mentoring
- Pastoral Programmes
- SIMS
- Positive Behaviour
- School council
- House System
- Honours Rewards
- First-Aid
- Attendance
- Healthy Eating

SEN

CEIAG

Outcomes and Standards

- GCSE Outcomes
- Exam Targets
- Exams Analysis
- Target-Setting
- Library
- Literacy
- Numeracy
- Controlled Assessment
- Communication as a Cross-Curricular Skill
- Using Maths as a Cross-Curricular Skill
- ICT as a Cross-Curricular Skill
- Pupil Independence

7(B): The planned outcomes including planned outcomes in learning, teaching and raising standards of attainment including targets for raising standards of attainment in Communication, Using Mathematics and ICT

See Action Plans 2015-2018

7(C): The actions to be taken to achieve outcomes identified in 7(B):

See Action Plans 2015-2018

7(D): The financial and other resources needed to meet planned outcomes identified in 7(B):

See Action Plans 2015-2018

7(E): The arrangements for the Board of Governors, in consultation with the Principal, to monitor, review and evaluate progress made against the SDP 2015-2018:

See Action Plans 2015-2018

LIST OF ABBREVIATIONS

| | |
|--------------------|---|
| ABC COUNCIL | Armagh-Banbridge-Craigavon Council |
| Afl | Assessment for Learning |
| ASCL | Association of School and College Leaders |
| BoG | Board of Governors |
| C2K | Classroom 2000 |
| CASS | Central Advisor Support Services |
| CATS | Cognitive Ability Tests |
| CCEA | Council for the Curriculum, Examinations and Assessment |
| DENI | Department of Education Northern Ireland |
| DDP | Departmental Development Plan |
| EA | Education Authority |
| EAL | English as an Additional Language |
| EF | Entitlement Framework |
| ESAGS | Every School a Good School |
| ETI | Education Training Inspectorate |
| FSM | Free School Meals |
| GTCNI | General Teaching Council of Northern Ireland |
| HoD | Head of Department |
| IEP | Individual Education Plan |
| INSET | In-Service Training |
| LLW | Learning for Life and Work |
| MER | Monitor, Evaluate, Review |

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| NQT | Newly Qualified Teacher |
| PPM | Pupil Progress Manager |
| PRSD | Performance Review and Staff Development |
| QCA | Qualification and Curriculum Authority |
| QUB | Queen's University Belfast |
| RLS | Research Lesson Study |
| RTU | Regional Training Unit |
| SELB | Southern Education and Library Board |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Co-ordinator |
| SIMS | Schools Information Management System |
| SLT | Senior Leadership Team |
| SPT | Senior Pastoral Team |
| STEM | Science, Technology, Engineering and Maths |
| T&L | Teaching and Learning |
| TTI | Together Towards Improvement |
| UU | University of Ulster |
| YEP | Young Enterprise Programme |



SCHOOL DEVELOPMENT PLAN 2015-2018

Key Question 1: How effective are leadership and management in raising achievement and supporting learners?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made |
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| <p>Budget and LMS</p> <p>Projected budget deficit of approx. 6% by April 2017.</p> <p>Potential cessation of ring-fenced funding for SPP.</p> <p>Need to manage reduced budget while maintaining high quality educational provision.</p> <p>Redundancy Process triggered on an annual basis.</p> <p>Variations in working patterns (e.g. reduction of working days) approved for interested staff.</p> <p>Interest sought in PTA</p> | <p>Effective and efficient deployment of staff.</p> <p>Reduce staffing costs.</p> <p>Reduce cover costs.</p> <p>Reduce running costs.</p> | <p>BoG</p> <p>JM 1 / JM2</p> | <p>Redundancy Packages from DENI</p> <p>LMS Monthly Reports</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • Continue to consider redundancy applications –DENI funded packages by February 2018; • Two members of staff reducing their working days from 5 to 4 in September 2015; • One member of staff reducing working days from 5 to 3 in September 2015; • Cut spending on non-teaching staff by £7,000 in 2015-2016; • Cut spending on cover by £20,000 in 2015-2016; • Seek continued reductions in running costs and consequent lesser spend between 2015 and 2018; • Cut running costs by a further £10,000 in 2015-2016; • Introduce an active PTA by December 2015; • Secure an increase in admissions from 93-100 by 2018, leading to extra LMS investment. | <ul style="list-style-type: none"> • SLT meetings • BoG Meetings • Annual review of LMS Report • Budget a standard item at Governors' meetings • Budget a termly item at SLT meetings • JM1/JM2 to review cover on a weekly basis • Budget to remain in surplus in March 2016 |

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| <p>membership amongst parents.</p> <p>New photovoltaic panels installed in 2014.</p> <p>Reductions in Ground Maintenance costs secured again in 2015.</p> | | | | | | |
| <p>Governors</p> <p>Development Plan for an increase in admissions submitted to SELB in November 2013</p> <p>Document on Sixth Form Provision for pupils from Controlled Schools submitted to SELB in September 2014</p> <p>Development Plan for Sixth Form status submitted to SEMB in January 2015</p> <p>Governors re-constituted in November 2015.</p> <p>BoG currently meet at least twice per term.</p> <p>Register of Interests Created.</p> <p>Sub-Committees Created.</p> <p>New Child Protection Governor Appointed.</p> <p>Annual Report published</p> | <p>Continued and urgent need to push for Sixth Form provision and an increase in admissions</p> <p>Need to review and ratify policies in collaboration with SLT</p> <p>Need to consider new policies, including:</p> <ul style="list-style-type: none"> • Critical Incidents • CRED • Staff Wellbeing <p>Greater opportunities for liaising with and integrating with staff</p> <p>Opportunities to attend staff training</p> <p>Opportunities for staff with positions of responsibility to present to Governors</p> | <p>BoG</p> <p>JM1</p> <p>SLT</p> <p>Postholders</p> | <p>Review of all policies</p> <p>New Critical Incidents Policy, CRED Policy and Staff Wellbeing Policy</p> <p>Inset and Baker Days</p> <p>Time</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • Governors to continue to prioritise push for increased admissions and Sixth Form status; • School to invite visits from EA Executive members, MLAs and Church representatives to discuss urgent need for Sixth Form; • Principal and Chair of Governors to meet with Education Authority on a bi-annual basis; • SLT to undertake a review of all policies between 2015-2018; • SH and JM1 / JM2 to work on Critical Incidents Policy by September 2016; • CRED Policy to be devised by September 2016; • Governors to continue to be invited to relevant staff training days from August 2015 onwards; • Governor representative to sit on newly-formed PTA from December 2015 onwards; • CP Governor to continue to attend Safeguarding meetings on an annual basis; • At least 3 postholders within school to present to Governors each year between 2015 and 2018; | <ul style="list-style-type: none"> • SLT minutes • BoG minutes • New Policies • Newly-ratified Policies |

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| <p>in October.</p> <p>All Governors trained in relevant aspects of Governance, including Recruitment and Selection.</p> | | | | | | |
| <p>School Development Planning</p> <p>School Development Planning now aligned to statutory requirements.</p> <p>TTI framework used.</p> <p>Annual evaluations of SDP now undertaken in August.</p> <p>Departmental Development Plans continue to evolve.</p> <p>Action Planning now undertaken by postholders with responsibility for an aspect of whole-school development, reflecting SMART targets of SDP.</p> <p>Governor consultation survey undertaken in April 2015.</p> <p>Kirkland Rowell consultation surveys undertaken with pupils and parents in May 2015.</p> <p>Staff consultation survey</p> | <p>New template for Departmental Development Planning to be agreed</p> <p>Continuation of use of TTI Framework</p> <p>Greater focus on monitoring, evaluation and review (MER) as well as a more concise understanding of the difference actions are having on a child's learning and broader opportunities for success</p> <p>Less initiatives and more embedding of recent initiatives over the next 3 years</p> | <p>BoG</p> <p>SLT</p> <p>Middle Managers</p> <p>All staff</p> | <p>Time</p> <p>Resources</p> <p>Agreed Departmental Development Plan template</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • Consultation on draft SDP to be undertaken with SLT and postholders in August 2015; • Draft SDP to be presented to staff and Governors in September 2015; • Template for Departmental Development Plan to be agreed by August 2015; • Departmental Development Plans to be completed annually by end of September; • Annual Action Plans to be devised by relevant postholders by October 2015, and thereon annually, with bi-annual reviews involving JM1 and JM2; • Departments to evaluate against the Departmental Development Plan at regular Departmental Meetings. | <ul style="list-style-type: none"> • New SDP • Annual Action Plans • SLT Minutes • BoG Minutes • Departmental Development Plans • Department Minutes • Bi-annual evaluations |

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| <p>undertaken in June 2015.</p> <p>Priorities for new School Development Plan presented to staff in June 2015.</p> <p>Priorities for new School Development Plan presented to BoG in June 2015.</p> | | | | | | |
| <p>Roles and Responsibilities</p> <p>SLT remits re-defined in April 2012, August 2013 and September 2014.</p> <p>New Head of Department Job Description in place since 2013.</p> <p>New Head of Year Job Description in place from 2014.</p> <p>Remits now in place for individual postholders.</p> | <p>Review of all remits by April 2018 to take into account changes in processes and structures within school</p> <p>Focus on non-teaching staff remits</p> | <p>JM1 / JM2</p> <p>Board of Governors</p> <p>SLT</p> <p>Middle Managers and postholders</p> | <p>Time</p> <p>New Remits for non-teaching staff</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • SLT remits to continue to be reviewed and evaluated annually in September; • JM1 to meet with post holders with a Management Allowance by October annually to review remits; • Heads of Department and Year Teacher remits to be reviewed by April 2018 through relevant forums; • Revised remits for non-teaching staff to be reviewed and formalised by April 2016. | <ul style="list-style-type: none"> • SLT • Year Teacher Meetings • Heads of Department Meetings • Postholder Meetings • Meetings with non-teaching staff • Revised remits |
| <p>STAFF DEVELOPMENT</p> <p>Ten members of staff involved in Middle Management training in from SELB CASS between 2012 and 2015.</p> <p>Most staff involved in external professional development opportunities</p> | <p>Use of primary / post-primary literacy and numeracy funding to undertake two RLS projects in 2015-2016</p> <p>Exploration of Research Lesson Study as a means of completing PRSD, with permission from RTU</p> | <p>BoG</p> <p>SLT</p> <p>All Staff</p> | <p>Time</p> <p>Key Stage 2 / 3 literacy and numeracy funding</p> <p>Resources</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • Two RLS projects to run in 2015-2016 involving the English and Maths Departments of Markethill High School and 3 local Primary Schools. Evaluation will determine the impact on professional development; • Goodwill to be demonstrated to staff partaking in twilight courses through partial funding where applicable and available; • Percentage of staff actively leading in-house staff | <ul style="list-style-type: none"> • SLT Meetings • BoG Minutes • Departmental Minutes • Course Feedback Forms • PRSD Documentation • RLS Reports |

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| <p>in 2012-2015.</p> <p>£3,000 secured from the GTCNI to introduce two small-scale RLS projects in 2012-2013 (Maths and LLW).</p> <p>One further collaborative RLS project undertaken in June 2014 (Science and literacy).</p> <p>Funding put aside to assist staff in professional development opportunities.</p> <p>Objective 3 of PRSD highlighted and encouraged as opportunity for effective staff development.</p> <p>Increasing number of internal staff to assist with in-house Staff Development Days.</p> <p>Continued use of E-Staffroom in Mahoodle to link to professional development opportunities and sharing good practice.</p> <p>Attendance at external courses, including Agreement Trials, BETT, Innovation in ICT, RTU, ETI.</p> <p>Principal an Associate</p> | <p>Further Middle Management Training for 8 staff between 2015 and 2018</p> <p>Increased use of literature research to stimulate approaches to staff development, such as Sutton Trust Research</p> <p>Differentiation to become a central tenet of staff development alongside literacy and numeracy</p> <p>At least two members of staff to partake of PQH training by June 2018</p> | | <p>Costs</p> | | <p>development days to be monitored and enhanced further as far as possible by June 2018;</p> <ul style="list-style-type: none"> • Five members of staff to complete Middle Management training from SELB CASS in 2015-2016 (already commenced in 2014-2015); • Two members of staff to attend SLF (Scottish Learning Festival) in Glasgow in September 2015, with a focus on ICT, numeracy and data / benchmarking; • A further two members of staff to attend BETT in January 2016; • Research on literature into learning and teaching to be a standard item at monthly SLT meetings from September 2015; • Relevant subject-specific research to be shared with Heads of Department; • LearnSpark to undertake a day's training with staff in August 2015 on effective approaches to differentiation within the classroom; • PRSD / RLS to focus on differentiation, literacy and numeracy, with Objective 3 remaining open to meet personal / professional interests and needs. | |
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| Assessor with ETI since 2013. | | | | | | |
| <p>Non-teaching Staff</p> <p>No formal evaluation structures for non-teaching staff</p> | Line Management structures to be defined for non-teaching staff, and job evaluation processes to be formalised | <p>SLT</p> <p>Relevant co-ordinators</p> <p>Non-teaching staff</p> | <p>Time</p> <p>Resources</p> | 2015-2017 | <ul style="list-style-type: none"> Line management structures and revised remits to be agreed by April 2016; Job evaluation pro formas to be developed and approved by April 2016, for introduction in the 2016-2017 school year. | <ul style="list-style-type: none"> Meetings with non-teaching staff Evaluation pro formas |
| <p>School Structures</p> <p>Re-aligning of structures has taken place as a result of some staff changes.</p> <p>Consolidation of structures and processes is ongoing and continuous.</p> <p>Martina Coogan from EA Behaviour Support undertook training with all staff in March 2015 on roles and responsibilities at all levels, including the processes for dealing with and / or passing on behavioural and pastoral issues.</p> | <p>Greater definition and clarification s regards the role of the classroom teacher in behaviour management, the role of Heads of Department and Heads of Year, Classroom Assistants as well as the Senior Leadership Team.</p> <p>More explicit awareness of the responsibilities of pupils within classroom settings.</p> | <p>SLT</p> <p>All staff</p> | <p>Time</p> <p>Document outlining in detail the varying roles and responsibilities</p> <p>Training Day in august 2015</p> | 2015-2016 | <ul style="list-style-type: none"> Revamp of Teachers' handbook by September 2015; Annual Revamp of the Year 8 Induction Booklet to include pastoral structures by June 2016; New initiative: parents to come into school with new Year 8 pupils on first morning in August 2015. Part of this morning will involve an overview of structures, processes and responsibilities of pupils; Further consolidation with staff on relevant staff development days – August 2015; School Information Booklet to go to all parents annually in August; Child Protection pamphlet to go to all parents annually, detailing structures within the Safeguarding Team; Commonly Observed Routines for Pupils to be explicit in each classroom by September 2016. | <ul style="list-style-type: none"> SLT Year Teacher Meetings Staff Meetings Evaluations Document outlining in detail the varying roles and responsibilities |
| <p>Community Links</p> <p>Markethill Management Committee met on a regular basis in 2014-2015</p> <p>MHS and Markethill</p> | <p>Enhance curricular liaison with Partner Primary Schools</p> <p>Greater links with parents through more parental events linked to their</p> | <p>BoG</p> <p>SLT</p> | <p>Time</p> <p>Training for staff</p> <p>Travel costs</p> | 2015-2018 | <ul style="list-style-type: none"> Development of curricular links with Primary Schools in collaboration with STEM co-ordinator, Agriculture Co-ordinator, Literacy Co-ordinator, Numeracy Co-ordinator and ICT Co-ordinator by January 2017; | <ul style="list-style-type: none"> BoG Meetings SLT Meetings Departmental Minutes Literacy Steering Group Recreation Centre Management Committee Minutes Evaluation of literacy information evening |

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| <p>Primary School shared information on PASS survey in January 2015</p> <p>Literacy, Numeracy and ICT co-ordinators met with partner Primary Schools on links in these areas, including the development of Using Mathematics and Communication as cross-curricular skills</p> <p>STEM co-ordinator linked with Kingsmills Primary School and Hardy Memorial Primary School on STEM-related projects in June 2015</p> <p>Joint staff training between Markethill High and Markethill Primary undertaken in August 2013 on the theme of effective questioning</p> | <p>child's learning</p> | <p>HoDs</p> <p>Co-ordinators</p> | <p>Mahoodle</p> | | <ul style="list-style-type: none"> • Use Full International Award to develop language links with Primary Schools by June 2017; • Build on success of High Five Academies and SportNI funding to offer further sports' opportunities to local Primary Schools • Continue to arrange Communication and Using Mathematics meetings with feeder Primary Schools; • Use KS2 / KS3 funding to undertake two RLS projects with Hamiltonsbawn, Markethill and Mountnorris Primary Schools by March 2016; • Shared staff training to continue in 2015-2016, including in the use of IZAK9 for the development of numeracy; • Explore a joint Accelerated Reading Project with Markethill Primary School by May 2016; • Hold a new literacy information evening for Year 8 parents by November 2015; • Development of PTA / Friends of MHS by September 2015. | <ul style="list-style-type: none"> • Meetings with SRC • ICT Steering Group Minutes |
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| <p>Community use of School</p> <p>Developing Community use of school</p> | <p>Continuation and expansion of Adult Evening Classes</p> <p>Greater use of Sports Hall by Community Groups and a new strategy for use of 2G Hockey Pitch</p> | <p>BoG</p> <p>SLT</p> | <p>Availability of teaching staff</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> Strategise the use of the new 2G Hockey Pitch and Sports Hall for Primary Schools by January 2016; Introduce Language Classes and Horticulture Classes to adult evening programme | <ul style="list-style-type: none"> BoG Minutes SLT Minutes Meeting with Recreation Centre link co-ordinator |
| <p>School Infrastructure</p> <p>Range of improvements including refurbished Art and Music Departments, new 2G hockey pitch, centralised locking system, library refurbishment, upgrades to staff room and pupil toilets</p> | <p>New school badly needed due to lack of space, outdated facilities and non-compliance with the Departmental Building Handbook in relation to the space the school deserves</p> <p>Further Minor Works applications to be completed for urgent replacements / refurbishments / extensions</p> | <p>BoG</p> <p>SLT</p> | <p>Time</p> <p>Funding</p> | <p>2015 - 2018</p> | <ul style="list-style-type: none"> New polytunnel to be erected on Pinley Green site by September 2016; New Science mobile to be on site by September 2016; Extension to Canteen to be completed by September 2016; Pinley Green pitch to be flattened and re-seeded by September 2017; Five new mobiles to cater for new Sixth Form provision to be on site for September 2017; New 3G pitch with floodlighting to be on site by September 2018; Maintenance Contract with Education Authority to be reviewed on an annual basis. | <ul style="list-style-type: none"> SLT Meetings Finance Committee Meetings Meetings with EA Minor Works Applications |
| <p>ICT</p> <p>ICT deployment reasonably effective</p> | | <p>SLT</p> <p>DM</p> <p>AK</p> <p>ICT Steering</p> | <p>Funding for new infrastructure, including portable technology</p> <p>Time for</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> New 'round-robin' ICT staff training sessions to be introduced by June 2016, recognising the school's organic approach to ICT use; All rooms to have an interactive whiteboard by September 2015; Consideration of transforming Room | <ul style="list-style-type: none"> BoG Minutes SLT Minutes ICT Steering Group Minutes ICT audit |

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| | | Group HODs | Meetings | | <p>12 into a Computer Suite by June 2017;</p> <ul style="list-style-type: none"> • Consideration to be given to infrastructure of the Cadet Mobile by September 2016; • Portable technology pilot to be undertaken in 2016-2017 with a given class | |
| <p>Communication</p> <p>Generally good communication.</p> <p>Need to strengthen certain communication links</p> | <p>Improved communication with staff to ensure that information gets conveyed to relevant people before other stakeholders</p> <p>More effective use of e-staffroom and notice section of MySchool to convey notices to staff</p> <p>Make greater use of staff discussion groups one exceptional closure days to discuss ideas pertinent to school development</p> | SLT | Time | 2015– 2016 | <ul style="list-style-type: none"> • Start to use notice section of MySchool to convey messages to staff by September 2015; • Aim to build in time for informal discussion on exceptional closure days, focused on gauging staff suggestions and ideas for school development | <ul style="list-style-type: none"> • Self evaluation feedback from staff and governors. |



SCHOOL DEVELOPMENT PLAN 2015-2018

Key Question 2: How effective are teaching, learning and assessment?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required inc staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made |
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| <p style="text-align: center;">Planning</p> <p>All Schemes of Work on Curriculum Mapping</p> | <p>Schemes of Work to take into account curriculum and structural changes</p> <p>Review of all Schemes of work in 2015-2016 with a focus on</p> <ul style="list-style-type: none"> • Extended Writing • Stretch and Challenge • Differentiation • CEIAG • ICT | <p style="text-align: center;">SLT</p> <p style="text-align: center;">HoDs</p> | <p style="text-align: center;">Time</p> | <p style="text-align: center;">by June 2016</p> | <ul style="list-style-type: none"> • Exceptional Closure Day in November 2015 to be partly used to review Year 8 Schemes of Work with a focus on differentiation, incorporating Gifted and Talented Strategies and extended writing opportunities; • Exceptional Closure Day in February 2016 to be partly used to review Year 11 and 12 Schemes of Work with a focus on Careers Education, Information and Advice • Exceptional Closure Day in March 2016 to be partly used to review Years 9 and 10 Schemes of Work with a focus on incorporating depth into ICT tasks. | <ul style="list-style-type: none"> • SLT • Departmental Minutes • Schemes of Work |

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| <p>Learning and Teaching</p> <p>Effective Differentiation</p> <p>Extensive work done on Assessment for Learning strategies in previous years, including learning intentions, success criteria and effective questioning</p> <p>Recognition that A1 and A2/A3 classes are progressing well, but more progress needs to be made with former A4 classes</p> | <p>Continued need to develop progression in learning intentions throughout Key Stage 3 and 4, and develop approaches to sharing content and skills-based learning intentions</p> | <p>SLT</p> <p>Heads of Department</p> <p>All Staff</p> | <p>Time</p> | <p>by May 2016</p> | <ul style="list-style-type: none"> • Staff Training on effective differentiation in the Classroom to take place in August 2015; • New, unstreamed Year 8 classes to be piloted in September 2015; • Stretch and Challenge to be an integral part of approach with new Year 8 classes; • Pupils from a typical A4 class to be tracked carefully in new unstreamed system; • Decision on continuation of unstreamed classes into Year 9 to be made by March 2016; • Assessment for Learning strategies to remain a key objective in PRSD in 2015-2018. | <ul style="list-style-type: none"> • SLT • Departmental Minutes |
| <p>Homework</p> <p>Homework is scheduled on a weekly basis in most subjects</p> | <p>At least one core homework per term at Key Stage 3 to have an Assessment for Learning focus, such as success criteria</p> | <p>SLT</p> <p>Heads of Department</p> <p>All Staff</p> | <p>Time</p> | <p>by May 2016</p> | <ul style="list-style-type: none"> • One core homework per term to have an Assessment for Learning focus – to be implemented by May 2015. | <ul style="list-style-type: none"> • SLT • Departmental Minutes |
| <p>Gifted and Talented</p> <p>Gifted and Talented Policy and Register created in 2014-2015.</p> | <p>Need to focus on strategies to stretch Gifted and Talented pupils, particularly within the differentiated classroom.</p> | <p>SLT</p> <p>HoD Forum</p> <p>All Staff</p> | <p>Time</p> | <p>By June 2016</p> | <ul style="list-style-type: none"> • Gifted and Talented Register for Years 8 and 9 to be developed by November 2015, and strategies discussed in Departments at Exceptional Closure Day in November 2015. | <ul style="list-style-type: none"> • SLT • Departmental Minutes |

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| <p style="text-align: center;">STEM</p> <p>STEM Co-ordinator Appointed in 2012</p> <p>Range of STEM initiatives undertaken with local post-primary and primary schools</p> | <p>Need for a STEM approach which infuses all year groups and which is framed upon stretch and challenge for more able pupils.</p> | <p style="text-align: center;">SLT</p> <p>STEM Subjects</p> <p>STEM Co-ordinator</p> | <p style="text-align: center;">Funding</p> <p style="text-align: center;">Time</p> | <p style="text-align: center;">2015-2018</p> | <p>Year 8 STEM:</p> <ul style="list-style-type: none"> • All Year 8 pupils in 2015-2016 will work towards the CREST Bronze Award accreditation in collaboration with St Patrick's High School, Keady <p>Year 9 STEM:</p> <ul style="list-style-type: none"> • STEM Co-ordinator to take responsibility for the year 9 Titanic Project as an off-timetable day and for P6 pupils by May 2015 <p>Year 10 STEM:</p> <ul style="list-style-type: none"> • The COPE (Certificate of Personal Effectiveness) with STEM Level One accreditation will be offered to pupils by January 2017 <p>Extra-Curricular:</p> <ul style="list-style-type: none"> • Work towards Green Eco-Schools Flag by June 2017 in collaboration with the Geography Department; • Enter the Go4Set Deign Challenge based on the development of a stadium design, in line with GCSE Graphic Products • Enter BT Young Scientist of the Year by September 2016 • Develop STEM Club by November 2015 • Promote STEM Careers through notice boards and Assemblies by February 2016. | <ul style="list-style-type: none"> • BoG Minutes • SLT • Departmental Minutes • Meetings with STEM co-ordinator |
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| <p>Agriculture</p> <p>Agriculture Co-ordinator appointed in 2013</p> | <p>Infusion of agri-food opportunities into all year groups</p> | <p>SLT</p> <p>Agriculture Co-ordinator</p> | <p>Funding Time</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • New polytunnel to be on Pinley Green site by September 2016; • BTEC in Agriculture to be introduced in September 2015; • Funding for BTEC and GCSE Agriculture to be combined in March 2016; • Possibility of GCSE pupils undertaking BTEC as part of the Programme of Study to be explored by September 2016; • Trips, talks and learning activities to continue for Key Stage 3 pupils in 2015-2016 – Year 8 seed-potting activity, Year 9 trip to Balmoral Show and Year 10 agri-food session with Young Farmers' Clubs. | |
| <p>ICT</p> <p>VLE launched in February 2012</p> <p>ICT Steering Group established in 2013</p> <p>Staff Training in aspects of ICT ongoing</p> <p>New Key Stage 3 ICT curriculum re-designed in 2014</p> <p>25 Kindles procured in 2014</p> <p>New desktops now replaced old staff laptops</p> <p>27 new portable devices procured in 2015</p> | <p>Development of Virtual Learning Environment</p> <p>Trail of portable technologies with a class</p> <p>Trial of assessment features in Moodle</p> <p>New approach to ICT staff development</p> | <p>SLT</p> <p>ICT-Co-ordinator</p> <p>ICT Steering Group</p> <p>HoDs</p> <p>All Staff</p> | <p>Funding Time</p> | <p>by January 2017</p> | <ul style="list-style-type: none"> • Introduction of Raspberry Pis and new monitors into ICT Schemes of Work for Year 8 in 2015-2016; • Year 8 Scheme of Work for ICT to focus on coding and programming; • Allocate time for staff to develop courses in Moodle through time on staff development day in March 2016 and breakfast sessions; • Exploration of quiz feature in Moodle to support the Flipped Classroom approach by January 2017; • Mahoodle to integrate with Mahara e-portfolio system to assist documentation and monitoring of assessment for ICT; • Trial of portable technologies with a class in 2016-2017; • Staff Development Day in March 2016 to focus on building stretch and challenge into ICT tasks using the progression descriptors; • Departments to contribute to a one-off 'Sharing Good Practice in ICT' | <ul style="list-style-type: none"> • BoG Minutes • SLT • Departmental Minutes • Meetings with ICT co-ordinator |

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| | | | | | <ul style="list-style-type: none"> session by May 2016; Success criteria for ICT tasks to make reference to Level Descriptors by June 2015. | |
| <p>International Curriculum</p> <p>School has gained the interim International Award</p> | <p>Apply for the Full International School Award</p> <p>Arrange further trips abroad</p> <p>Explore the development of greater breadth of languages provision at Key Stage 3</p> | <p>SLT</p> <p>Languages Department</p> <p>All Staff</p> | <p>Funding Time</p> | <p>by September 2016</p> | <ul style="list-style-type: none"> To apply for the Full International Award by September 2015; To arrange a further European trip in 2015-2016; To explore the development of languages provision at Key Stage 3 by March 2016, particularly if classes move to an unstreamed format in Year 9 in 2016-2017. To explore the possibility of a remunerated International Co-ordinator position by September 2017. | <p>Language Department Minutes</p> <p>British Council Applications</p> <p>Feedback from adjudicating panels</p> |
| <p>Assessment</p> <p>Formative and summative assessment in place</p> <p>Ongoing embedding of Key Stage 4 tracking through Assessment Manager in SIMS</p> <p>GCSE Moving Image Arts first subject to undertake formal online assessment</p> | <p>Embed assessment tracking at Key Stage 4 and cascade into Key Stage 3</p> <p>Continue to trial online assessment through VLE</p> <p>Develop roles and responsibilities for e-assessment in line with JCQ regulations</p> | <p>SLT</p> <p>HoDs</p> <p>HoD Forum</p> <p>ICT Co-ordinator</p> <p>ICT Steering Group</p> | <p>Funding Time</p> <p>PRSD</p> <p>Staff Development Days</p> | <p>by June 2018</p> | <ul style="list-style-type: none"> Ensure termly standardisation in departmental meetings in 2015-2016 Embed Key Stage 4 tracking using Assessment Manager by May 2016; Initiate tracking in Year 10 in 2016-2017, based on standardised tests; Initiate tracking with Years 8 and 9 in 2017-2018, based on standardised tests; Develop clear and defined roles and responsibilities for e-assessment by January 2017; Explore impact of e-assessment on infrastructure by January 2017. | <p>Assessment Tracking documents</p> <p>Standardised tests</p> <p>E-Assessment Roles and Responsibilities</p> |



SCHOOL DEVELOPMENT PLAN 2015-2018

Key Question 3: How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made |
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| <p>NI Curriculum:</p> <p>Statutory elements of provision fully in place subject to annual review of effectiveness</p> <p>Integration of cross curricular skills now evident in departmental schemes.</p> <p>Six Subjects report on Communication and Using Maths in end-of-year reports.</p> <p>Position of Employability strengthened in Key Stage 3 LLW Schemes of Work.</p> | <p>BTEC ChildCare, Business and BTEC Agriculture to be offered within timetable as additional qualifications for study</p> <p>Relevant BTEC / vocational courses through SPP Programme to be promoted</p> <p>New leadership accreditation for senior pupils to be sourced and introduced</p> <p>Extra English / Maths and LLW classes within timetable for Year 12 A4 and A5 pupils through the</p> | <p>JM1 / JM2</p> <p>SLT</p> <p>HoDs</p> <p>Using Maths / ICT / Communication Working Groups</p> <p>JH</p> | <p>Preparation time for Departments</p> <p>INSET for all involved</p> <p>Identified teaching time for integration and of cross-curricular themed projects</p> | 2015-18 | <ul style="list-style-type: none"> • BTEC provision in ChildCare, Business and Agriculture to be embedded within timetable by September 2015; • BTEC courses through SPP to be promoted at Year 10 GCSE Choices evening in March 2016; • JM1 / JM2 to source leadership accreditation opportunities for senior pupils; • Work Experience to be abolished for A4 and A5 class in Year 12 in September 2015, leading to more English, Maths and LLW classes, as well as a new qualification in Occupational Studies; • CEIAG to be mapped to Key Stage 4 Preparing for Success Indicators by December 2016; • By June 2016 to ensure that plans for the reporting of ICT as a cross-curricular skill are in place; | <ul style="list-style-type: none"> • SLT reviews • Departmental Development Plans and audits • Schemes of Work • Pupil reports • CEIAG evaluation document at Key Stage 4 |

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| <p>New pastoral period with Form Teacher introduced, including new PSHE Schemes.</p> <p>New Careers Period introduced into Year 11.</p> <p>3 new GCSE courses introduced: Moving Image Arts, Agriculture and Land Use and Journalism.</p> <p>Introduction of BTEC Agriculture and BTEC ChildCare in 2014.</p> <p>Essential Skills Communication abolished in favour of all pupils undertaking a GCSE in English Language.</p> <p>Working Groups in Communication, Using Maths and ICT have been active over the past 3 years, with respective Action Plans.</p> <p>CEIAG provision mapped to Key Stage 3 indicators in Preparing for Success.</p> | <p>abolition of work experience on a Thursday</p> <p>New Occupational Studies qualification to be offered on a Thursday afternoon to pupils due to abolition of work experience</p> <p>CEIAG to be mapped to Key Stage 4 provision through quality indicators in Preparing for Success</p> <p>Schemes of Work at Key Stage 3 to be reviewed in all subjects with a focus on effective differentiation</p> <p>The expansion of Modern Language and ICT provision at Key Stage 3 to be explored</p> <p>The expansion of Science courses at Key Stage 4 to be explored.</p> | | | | <ul style="list-style-type: none"> • August Exceptional Closure Day 2015 to focus on training in effective differentiation, followed by an exceptional closure day in November 2015 for staff to review Schemes of Work accordingly; • Decisions to be made on the expansion of Modern Languages (KS3), ICT (KS3) and Science (KS4) within the curriculum by April 2016. | |
| <p>Entitlement Framework</p> | <p>Explore opportunities for</p> | <p>SLT</p> | <p>INSET for subject training</p> | <p>2015-18</p> | <ul style="list-style-type: none"> • By June 2016 to have explored the possibility of offering online courses in a twilight capacity in a collaborative | <ul style="list-style-type: none"> • DE Census • ELB Curriculum/EF Audit • ALC targets and action plans |

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| <p>27 GCSE subjects offered</p> <p>Entitlement Framework requirements fully met</p> <p>Increased subject offer in 'Applied' subjects at KS4 from within existing school staff an SRC tutors</p> | <p>further collaborative Key Stage 4 provision with other schools, including ALC partners</p> | <p>Armagh ALC</p> <p>HoDs</p> | <p>Time for attendance of relevant staff at ALC meetings and other link time with ALC schools</p> | | <p>manner with other ALC schools</p> | <ul style="list-style-type: none"> Curriculum Audit |
| <p>Learning Experiences</p> <p>Provision of subject options are pupil driven at KS4 and are designed to enable them to fulfil their potential and aspirations.</p> <p>Focus on Career aspects of subject choice and direction through new Year 11 Careers period, new Year 10 Subject Choice Evening and new interview skills day.</p> <p>Continue to provide maximum pupil choice combined with appropriate guidance at each key stage.</p> <p>Current curricular links with local Primary Schools.</p> <p>Evening learning Courses for adults now entering their third year.</p> | <p>Continue to provide maximum pupil choice combined with appropriate guidance at each key stage</p> | <p>SLT</p> <p>Careers Co-ordinator</p> <p>HoDs</p> | <p>INSET for all staff involved</p> <p>Time for staff preparation</p> <p>Time for pupil guidance</p> | <p>2015-18</p> | <ul style="list-style-type: none"> Carry out Options procedures according to pupil initial trawls and Options module in SIMs; RLS Staff Development project to be undertaken with three local Primary Schools by February 2016; | <ul style="list-style-type: none"> DE Census ELB Curriculum/EF Audit Guidance interview and preparation day programmes and pupil feedback Option forms Parent surveys |

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| <p>Extra-curricular Experiences</p> <p>There is a wide range of sporting, musical and other activities available to all pupils.</p> | <p>Broader provision for music extra-curricular opportunities and peripatetic tutoring</p> <p>Regular audit of pupils' interests to inform provision of extra-curricular activities</p> | <p>SLT</p> <p>HoDs</p> <p>Teaching Staff/non-teaching staff/parents/external providers</p> | <p>Possible staffing costs/resources</p> | <p>2015-17</p> | <ul style="list-style-type: none"> • New SLT secondee to audit pupil preferences and wishes in relation to extra-curricular opportunities by December 2015, in collaboration with School Council; • New 'alternative curriculum' schedule to be drawn up by September 2016, incorporating lunch times and after school; | <ul style="list-style-type: none"> • Teacher and pupil feedback • SLT remit of new secondee • Alternative Curriculum Schedule |
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SCHOOL DEVELOPMENT PLAN 2015-2018

Key Question 4: How well are learners and staff cared for, guided and supported?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources And Costings required including staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made |
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| <p>PUPIL WELLBEING</p> <p>Pupil wellbeing identified as a priority in consultation responses</p> <p>Ongoing concerns about mental health issues</p> | <p>Explore opportunities for strengthening links with external agencies involved in mental health</p> <p>Use a mental health audit to assess the school's effectiveness in promoting positive wellbeing and managing mental health issues</p> <p>Explore possibilities for promoting positive mental health with pupils</p> <p>2 Senior Teachers to attend professional development training on promoting positive mental health and wellbeing</p> | <p>CH</p> <p>GP</p> <p>SLT</p> <p>Pastoral Team</p> <p>All Staff</p> <p>Governors</p> | <p>Training from Education Authority - cascaded to all staff</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • Mrs Henry and Miss Poole to attend 2-day positive mental health and wellbeing course by October 2015; • School Counsellor to introduce two 'drop-in' sessions on a Wednesday from September 2015, before school and at lunch time; • New SLT secondee to have a role in promoting pupil wellbeing from September 2015, notably through development of Student Voice on School Council; • Relevant external agencies who provide sessions for pupils to be identified and used when appropriate to convey pertinent messages to pupils by December 2017; • Staff training in promoting positive mental health with pupils to take place by September 2016; • ALC to introduce wellbeing Forum to share practice, resources and ideas by March 2016; • Community Wellbeing Forum, including local Churches, to be enacted by September 2016. | <ul style="list-style-type: none"> • BoG Minutes • SLT Minutes • Senior Pastoral Team Minutes • Community Wellbeing Forum Meetings • Pupil Questionnaires |

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| <p>STAFF WELLBEING</p> <p>Staff wellbeing identified as a priority in consultation responses</p> | <p>Staff wellbeing committee to be implemented</p> <p>New SLT secondee to have a remit which includes staff and pupil wellbeing</p> <p>Staff events to be arranged during year</p> <p>Staff wellbeing Committee to explore IiP quality indicators</p> | <p>SLT</p> <p>RM</p> <p>All Staff</p> <p>Governors</p> | <p>Costings for June Wellbeing Day</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • SLT secondee to have a role for staff wellbeing from September 2015; • New Staff wellbeing committee to be introduced by October 2015; • Increased number of staff events to take place by June 2016; • Exceptional Closure Day in June 2016 to focus on staff wellbeing activities; • Staff room to be enhanced further to provide high-quality facilities for all staff; • Monthly staff 'break' to take place from September 2015; • Staff wellbeing committee to explore Investors in People quality indicators by June 2016. | <ul style="list-style-type: none"> • SLT remit • SLT Minutes • June Exceptional Closure Day Agenda and Evaluation • Staff Questionnaires |
| <p>MENTORING</p> <p>Good practice in mentoring explored in April 2015, including through visits to other schools</p> <p>Staff Mentoring group established in February 2015. Small-scale Mentoring Intervention Pilot introduced in 2014-2015 with a number of Key Stage 3 pupils, identified through PASS data and other means, in order to explore how the link between academic and pastoral can be further enhanced and relevant pupils supported</p> | <p>Mentoring Policy to be formalised and embedded</p> <p>Systematic mentoring of identified pupils to become commonplace within school, based on an analysis of academic and pastoral data</p> | <p>GP</p> <p>SLT</p> <p>Pastoral Team</p> <p>Form Teachers</p> <p>All Staff</p> | <p>Costings for PASS as part of combined GL Assessment Package</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • Draft discussion document on Mentoring to be devised by October 2015; • Greater linkage and sharing of PASS data between Primary School and High School by October 2015; • Strategies for mentoring intervention to be agreed by November 2015, including an identification of outcomes / evidence of success; • Year 12 mentoring / target-setting to be enhanced further in August 2016 by making it a formal school day; • Strategies for formal mentoring / target-setting in Year 10 to be explored and agreed by November 2015. | <ul style="list-style-type: none"> • SLT Minutes • Mentoring Discussion Document • PASS documentation • Year 10 and 12 Target Setting Forms |

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| <p>PASTORAL PROGRAMMES</p> <p>Discrete, synchronised pastoral period at Key Stage 3 introduced in 2013 with Form Teacher in order to enhance role of Form Teacher</p> <p>New pastoral programme introduced in 2013 for Years 8-10</p> | <p>Explore opportunities to complement pastoral programme through Year Group sessions with external speakers on issues pertinent to young people, such as mental health, positive wellbeing</p> <p>To continue to review pastoral programmes of study</p> | <p>SLT</p> <p>JN</p> <p>SEnCo</p> <p>Pastoral Team</p> <p>Form Teachers</p> | <p>Time in June for evaluation of Programmes</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • Calendar of potential external speakers to be devised by October 2015, including bus safety talks, firework safety talks, e-safety talks, promotion of positive health etc; • Key Stage 3 Pastoral Programmes to be reviewed in June 2016, including input from LLW co-ordinator and SEncO. | <ul style="list-style-type: none"> • Calendar of external speakers • SPT Minutes • Pupil Questionnaires • Form Teacher Questionnaires |
| <p>SIMS</p> <p>SIMS used to record, collate and extrapolate information relating to pupils, for recording attendance in lessons and for tracking progress at Key Stage 4</p> | <p>To explore the potential of SIMS Discover as a means of further bridging the gap between pastoral and academic</p> <p>Further staff training on the use of SIMS for information management purposes</p> | <p>S. Furphy</p> <p>SLT</p> <p>Year Teachers</p> <p>HoDs</p> <p>All Staff</p> | <p>Time for key staff training in SIMS Discover package, and further SIMS training for all staff</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • C2K Craigavon to offer training in SIMS Discover to SLT and Pastoral Leaders by March 2016; • Further Whole-Staff SIMS training to take place by September 2016. | <ul style="list-style-type: none"> • SLT Minutes • SPT Minutes • Staff Questionnaires |
| <p>POSITIVE BEHAVIOUR</p> <p>Positive reinforcement developed through introduction of Achievement / Merit System in 2014</p> <p>Behaviour Management Policy modified to place greater emphasis on positive behaviour</p> | <p>Further embedding of Achievement / Merit system through refinements to criteria and consequent awarding of prizes</p> <p>To modify the Positive Behaviour Policy accordingly</p> | <p>CH</p> <p>GP</p> <p>SLT</p> <p>Pastoral Team</p> <p>All Staff</p> | <p>Costings for Merit Awards and Badges</p> | <p>2015-2016</p> | <ul style="list-style-type: none"> • Revised criteria for allocation of Achievements and Behaviours to be incorporated in September 2015; • Pastoral Team to discuss modifications to Merit Assemblies and allocation of Awards in September 2015; • Positive Behaviour Policy to be amended by April 2016 in light of developing Merit System. | <ul style="list-style-type: none"> • Review of Achievements and Behaviours • SPT Minutes • Merit Assemblies • Pupil Questionnaires • Staff Questionnaires |

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| <p>SCHOOL COUNCIL</p> <p>School Council introduced in 2013.</p> | <p>Lower and Upper Councils to meet twice termly and Executive Council to meet termly</p> <p>Council proposals to be put to SLT</p> <p>Council representatives to present at a Governors' meeting</p> <p>House Captains to be voted for through Form Class voting, led by Council Chairpersons</p> | <p>JN</p> <p>SH</p> <p>RM</p> <p>School Council Co-ordinators</p> <p>Relevant Staff</p> | | <p>2015-2016</p> | <ul style="list-style-type: none"> • Council elections to take place by early November 2015; • New SLT secondee to support SH and JN in Council work; • Lower and Upper Councils to meet by November 2015. • Executive Council to meet by December 2015; • Council proposal to be brought before SLT in January 2016; • Council representatives to meet Governors by March 2016. | <ul style="list-style-type: none"> • Election Assembly • School Council Agendas and Minutes • SLT Minutes • BoG Minutes |
| <p>HOUSE SYSTEM</p> <p>House System strengthened in 2014-2015 through linkage to the new Achievements System in SIMS</p> | <p>House System to be embedded further through annual House Competitions, such as possible House Debating Competitions / Drama Competitions</p> | <p>GP</p> <p>SLT</p> <p>Pastoral Team</p> <p>All Staff</p> | <p>Costings for House Prizes</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • New House Competition in Debating to be introduced by June 2016 and possibly aligned with SALAD Day in June 2016; • New House Drama Competition to be introduced by June 2017; • Further House Competitions to be identified by June 2017. | <ul style="list-style-type: none"> • Off-timetable sessions to host Competitions • SLT Minutes • SPT Minutes |
| <p>HONOURS SYSTEM</p> <p>No School Honours System</p> | <p>School Honours System to be introduced following agreement on criteria and consequent recognition</p> | <p>SLT</p> <p>Pastoral Team</p> <p>All Staff</p> | <p>Costings for Honours Awards</p> | | <ul style="list-style-type: none"> • The introduction of an Honours System to be discussed at SLT by October 2015; • Criteria and Honours Awards to be identified by March 2016; • Honours System to be introduced in September 2016. | <ul style="list-style-type: none"> • Discussion document on Honours System • SLT Minutes • SPT Minutes • Honours Awards |
| <p>FIRST AID</p> <p>7 Staff have first-aid</p> | <p>Staff to attend further training workshops on</p> | <p>Relevant Staff</p> | <p>Time to attend</p> | | <ul style="list-style-type: none"> • Staff training in use of defibrillator to take place by September 2015; • School to source defibrillator from | <ul style="list-style-type: none"> • First Aid certification • Defibrillator in front foyer / Office |

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| qualifications | First Aid. Defibrillator to be procured for the school premises | | training | 2015-2018 | NHS Supply Chain by October 2015; <ul style="list-style-type: none"> First Aid Staff to renew and refresh qualification as and when necessary by June 2018. | |
| ATTENDANCE Attendance policy now in place | Ongoing evaluation of the attendance Policy with the overall aim of tightening processes where necessary and consolidating whole-school attendance at 96% by 2017 | CH SLT Year Teachers Form Teachers EWO | Time Pastoral forms Meetings between relevant Year Teachers and Form Teachers | 2015-2018 | <ul style="list-style-type: none"> Attendance Policy to be evaluated by June 2016; Pre-emptive letters regarding holidays during term-time to be sent to parents in October 2015. | <ul style="list-style-type: none"> SLT minutes Regular monitoring of attendance at Year Teacher / Form Teacher meetings Records of attendance |
| HEALTHY EATING SNAG group established in 2014. Changes to tuck shop made in 2014 to comply more closely with guidelines on healthy eating in schools | SNAG Group to meet twice termly to review, discuss and propose ongoing improvements to healthy eating within school, including greater access to milk and fruit | CW SLT SNAG Group Pastoral Team Canteen Staff All staff | Costings for Dale Farm Milk Initiative | 2015-2018 | <ul style="list-style-type: none"> Ideas for enhanced promotion of fruit in tuck shop to be agreed by September 2015; SNAG Group to explore greater access to milk for pupils by January 2016; Salad / Wrap bar to be re-introduced into canteen in September 2015; SNAG group to meet twice termly by December 2015, including representation from Canteen Staff; Monthly 'healthy break' to be introduced from March 2016. | <ul style="list-style-type: none"> SNAG Minutes SLT Minutes Pupil Questionnaires Staff Questionnaires Parent Questionnaires |
| SEN Seven classroom assistants already in place SENCO in place and now a member of Senior Pastoral | Ongoing training for staff | HC SLT Year Teachers | Time Costs Meetings Staff Development Day | 2015-2018 | <ul style="list-style-type: none"> To reduce teaching commitment of SENCo by September 2015 to allow for more focus on burgeoning SEN remit; to capacity-build in SEN matters with 4 interested staff by June 2016 with the aim of appointing an Assistant SENCo by September 2016; to benchmark EAL children effectively by September 2016, and | <ul style="list-style-type: none"> Evaluation of SEN training Annual Evaluation with classroom Assistants Appointment of Assistant SENCo Procurement of Assistive Technologies Development of EAL policy and effective practices |

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| <p>Team which meets weekly</p> <p>4 staff undergoing SEN training for capacity building purposes</p> <p>Well-co-ordinated structures for SEN</p> | | | Materials | | <p>undertake online training in effective support for EAL pupils by June 2017;</p> <ul style="list-style-type: none"> to work with the ICT technician, ICT co-ordinator and other relevant staff to explore and procure assistive technologies for Key Stage 3 SEN pupils by September 2016; to continue whole-staff training in SEN matters on a regular basis. | |
| <p>CEIAG</p> <p>Careers periods now within Year 11 timetable.</p> <p>New Careers Policy in place</p> <p>Careers Library established</p> <p>Mapping to Preparing for Success Quality Indicators at Key Stage 3 has taken place</p> <p>Good links with external services such as NICS and work placement providers</p> | <p>Focus on Key Stage 4 quality indicators</p> <p>Focus on transition between Key Stage 3 and 4</p> <p>Development of careers-related skills such as interviewing</p> <p>Great linkage between STEM and CEIAG</p> | <p>JH</p> <p>SLT</p> <p>HoDs</p> <p>All staff</p> <p>NICS</p> | <p>Budget for CEIAG</p> <p>Time for CEIAG development in Schemes of Work</p> | 2015-2017 | <ul style="list-style-type: none"> To identify potential gaps in CEIAG provision at Key Stage 4 which need addressed by March 2016; To review current CEIAG provision within relevant Schemes of Work by March 2016; To develop Careers Blog as a means of promoting current Careers Advice by December 2015; LLW Co-ordinators at Key Stages 3 and 4 to meet by March 2016 to ensure smooth and effective transition in employability teaching between Years 10 and 11; New resources for the Careers Library to be procured by Feb 2016 Interview Skills event to take place by March 2016, involving local businesses CEIAG event for Year 11 pupils who do not have a Careers Period to be undertaken by June 2016; Organise talks by past pupils and local businesses by June 2016; JH to work alongside JM2 to define best curriculum offer in line with pupil needs and interests as well as labour market trends; JH to meet with DC by March 2016 to discuss further linkage between CEIAG and STEM. | <ul style="list-style-type: none"> Feedback from the ALC CEIAG Group Schemes of Work to include Key Stage 4 Preparing for Success quality indicators by March 2016 SLT Meeting Minutes BoG Minutes Departmental CEIAG audits Careers Blog Careers Schemes of Work Careers Policy |



SCHOOL DEVELOPMENT PLAN 2015-2018

Key Question 5: How well do learners develop and achieve?

| Current level of performance/where are we now? | Action to effect improvement | Who is to take the lead and which other staff will be involved? | Resources and Costings required inc staff development needs | Timescale | SMART targets | Strategies for monitoring and evaluating the progress made |
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| <p>GCSE Outcomes</p> <p>5+ A*-C percentage at GCSE around 80%</p> <p>5+ A*-C percentage including English and Maths at 67.37% (2015)</p> | <p>100% of pupils (exempting Stage 5 SEN pupils) to achieve 5 or more A*-C grades or equivalent by August 2018</p> <p>75% of pupils (exempting Stage 5 SEN pupils) to achieve 5 or more A*-C grades or equivalent including GCSE English and Maths by August 2018</p> <p>Over 60% of FSME entitled pupils to attain 5 or more A*-C grades or equivalent including English and Maths by August 2018</p> | <p>BoG</p> <p>SLT</p> <p>Heads of Department</p> <p>All staff</p> | <p>Funding</p> <p>Resources</p> <p>Time</p> | <p>2015-2018</p> | <ul style="list-style-type: none"> • Ongoing development of Key Stage 4 curriculum to meet needs, interests and aspirations of all learners; • Introduction of BTEC Agriculture and OCR Business to replace CCEA BCS in Year 11 by September 2015; • Embedding of BTEC Child Care into both Year 11 and 12 by September 2015; • Introduction of a new Occupational Studies qualification on a Thursday afternoon for certain Year 12 pupils by September 2015; • Introduction of use of Stretch and Challenge grade in GCSE Exams Analysis by September 2015; • Continuation of English and Maths clinics after school, as well as Easter School, in 2015-2016; • Dual GCSE Maths entry (CCEA modular / AQA linear) for a cohort of Year 12 pupils by June 2016. | <ul style="list-style-type: none"> • Departmental Minutes • Minutes at all levels • Questionnaire and evaluation feedback from parents and pupils |

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| <p>Exam Targets</p> <p>Formal setting of departmental exams targets now in place</p> | <p>All departments to set targets for A*-C grade passes at GCSE with a focus on Northern Ireland averages and CATS predicted Stretch and Challenge grades</p> | <p>SLT HoDs</p> | <p>Time Funding</p> | <p>by September 2015</p> | <ul style="list-style-type: none"> All departments to discuss and record targets for 2015-2016 GCSE passes at A*-C by September 2015; Targets to be passed to JM1 by September 2015 and discussed with JM1 by October 2015. | <ul style="list-style-type: none"> SLT Minutes Departmental Minutes HoD Forum Minutes |
| <p>Exams Analysis</p> <p>Exams Analysis form introduced in August 2012</p> | <p>Exams analysis form to be developed further for 2015 to include an analysis of subject residuals based on CATS Stretch and Challenge predictors, as well as module breakdown of results</p> | <p>SLT HoDs</p> | <p>Time Funding</p> | <p>by September 2015</p> | <ul style="list-style-type: none"> Exams analysis form to be used to note down positive or negative subject residuals against CATS Stretch and Challenge grades; Module breakdown of results to be analysed and discussed at meetings with JM1 in September 2015 | <ul style="list-style-type: none"> SLT Minutes Departmental Minutes HoD Forum Minutes |
| <p>Target Setting</p> <p>Formal target setting procedures now in place with Year 12 pupils</p> | <p>Subject teachers to set target grades with Year 12 pupils in August 2015 and February 2016 to track and monitor progress</p> <p>Target setting to be further formalised in August 2016 by making the day a formal school day with uniform</p> <p>Target Setting Day for Year 10 pupils to be introduced in August 2016</p> | <p>SLT HoDs</p> | <p>Time Funding</p> | <p>by August 2016</p> | <ul style="list-style-type: none"> Targets for Mock exams to be set in August 2015 Final targets to be set in February 2016 Letter to be sent to new Year 12 pupils by December 2015 indicating arrangements for August Day in 2016; Letter to be sent to Year 10 pupils by December 2015 indicating arrangements for August Day in 2016; | <ul style="list-style-type: none"> SLT Minutes Target Cards |
| <p>Library</p> <p>Stock of books for each</p> | <p>Departments to evaluate current stock of books in Library and books against</p> | <p>SLT</p> | <p>Time Funding for</p> | <p>by November</p> | <ul style="list-style-type: none"> Literacy Working Group to audit subject books available in the Library by April 2016 Relevant books to be procured by November 2017 | <ul style="list-style-type: none"> SLT Minutes Working Group Minutes |

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| department in Library | 3 headings: <ul style="list-style-type: none"> GCSE Specification Subject knowledge Reading for Pleasure | HoDs Teacher Librarian | Departments to procure books | 2016 | | <ul style="list-style-type: none"> Departmental Minutes |
| <p style="text-align: center;">Literacy</p> <p>Literacy a central tenet of 2012-2015 School Development Plan</p> <p>Teacher Librarian appointed in 2013</p> <p>Participation in OFMDFM Signature Project 2013-2015</p> <p>Introduction of PIE 11 and PIE 12 as benchmarking tools</p> | <p>Departments to analyse CATS data to develop strategies for promoting literacy and intervention with individual pupils</p> <p>Extended Writing to remain a focus</p> <p>Literacy to remain a focus during the 2015-2016 PRSD cycle.</p> | <p>SLT</p> <p>Literacy Co-ordinator</p> <p>Teacher Librarian</p> <p>HoDs</p> <p>PPM</p> <p>SENCo</p> | <p>Time</p> <p>Funding</p> | 2015-2017 | <ul style="list-style-type: none"> Ongoing focus on development of approaches to GCSE Controlled Assessments in English Language to raise standards; Development of Stretch and Challenge activities in GCSE English Language; Working Group to continue in September 2015 to explore consistency of approach to literacy, including through the assessment of extended writing; Development of literacy techniques in Form Time by September 2016, including the use of The Day website; Update of Literacy Policy by September 2016; Tracking of pupils using the new PTE English tests and CATS Verbal Reasoning by September 2016; Use of Accelerated Reader Programme to support both pupils needing reinforcement as well as Gifted and Talented pupils in 2015-2016; Development of SALAD Days (Speaking and Listening Across Departments) in June 2016; New House Debating Competition to take place in June 2016; New literacy event for Year 8 parents to demonstrate ways to support the literacy of their child, through a session with local author Emma Heatherington in October 2015; Two literacy merit Assemblies to take place in 2015-2016; MHS to lead a local 'book bench' project to promote literacy by June 2016; Participation in the Premiership Reading Stars initiative to support and motivate reluctant readers in October 2015; Member of the literacy team to visit BETT in January 2016; Greater emphasis on parental tracking | <p>SLT Minutes</p> <p>Literacy Steering Group Minutes</p> <p>Tracking Documents</p> <p>Course Evidence</p> <p>RLS Project Report</p> |

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| | | | | | <p>feature available in Accelerated Reader to encourage parents to take a more active role in developing their child's literacy skills by December 2015;</p> <ul style="list-style-type: none"> • Rewards / Merits linked to Accelerated Reader, such as for pupils with the most points or words read, to be awarded at Assemblies by January 2016; • RLS Staff Development project to be undertaken with three local Primary Schools by February 2016; • Develop the use of Surfaces for exploring how new apps might help develop literacy skills by March 2016; • Explore new digital technology initiatives that could help support and develop literacy by January 2017; • Explore new initiatives to support borderline GCSE pupils as well as continuing with current arrangements such as Easter Days / Blitz Days before modules; • Head of English to continue to attend ALC Literacy Group in 2015-2016. | |
| <p>Numeracy</p> <p>New Head of Maths and Numeracy Co-ordinator appointed in June 2013</p> <p>Numeracy Policy revised in September 2014</p> <p>Introduction of PIM 12 tests</p> <p>Strategies for benchmarking and tracking numeracy performance identified, including identification of overachievement and underachievement, high</p> | <p>Focus on numeracy development and consistency of numeracy approaches across the curriculum</p> | <p>SLT</p> <p>Numeracy Co-ordinator</p> <p>HoDs</p> <p>PPM</p> <p>SENCo</p> | <p>Time</p> <p>Funding</p> | <p>2015-2017</p> | <ul style="list-style-type: none"> • Working Group to be established in September 2016 to explore consistency of approach to numeracy through an audit across relevant subject areas; • Introduction of numeracy techniques into Form Time by September 2016, including mental Maths; • Update of Numeracy Policy by September 2016; • New withdrawal strategies to support numeracy of below average pupils, including the Maths Recovery Programme by September 2016; • Tracking of pupils using the new PTM Maths tests and CATS quantitative by September 2016; • Use of MyMaths Boosters to support both pupils needing reinforcement as well as Gifted and Talented pupils by March 2016; • Greater emphasis on parental tracking feature available in MyMaths to encourage | <p>SLT Minutes</p> <p>Numeracy Working Group Minutes</p> <p>Maths Department Minutes</p> <p>Tracking Documents</p> <p>Course Evidence</p> <p>RLS Project Report</p> |

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| achievement and low achievement | | | | | <p>parents to take a more active role in developing their child's numeracy skills by December 2016;</p> <ul style="list-style-type: none"> • Rewards / Merits linked to MyMaths, such as for pupils successfully completing boosters, to be awarded at Assemblies by January 2017; • RLS Staff Development project to be undertaken with three local Primary Schools by February 2016; • Develop the use of Surfaces for exploring how new apps might help develop numeracy skills by March 2016; • Explore new digital technology initiatives that could help support and develop numeracy by January 2017; • Head of Maths to attend Scottish Learning Festival Conference in September 2015; • Continue and extend the after-school Maths clinic to support pupils with numeracy needs by October 2015; • Explore new initiatives to support borderline GCSE pupils as well as continuing with current arrangements such as Easter Days / Blitz Days before modules; • Explore further AQA dual-entry for borderline pupils by December 2015; • Develop STEM Links through World Maths Day and PI Day, as well as further Maths competitions by June 2016; • Head of Maths to continue to attend ALC Numeracy Group in 2015-2016; • Develop use of peripatetic tutor for numeracy purposes by October 2015. | |
| <p>Controlled Assessment</p> <p>Controlled Assessment scheduled in advance, letters sent home to parents and put on website</p> | <p>Departments to embed processes for Controlled Assessment, including sending a letter home with pupils a number of weeks in advance and passing on information for website</p> | <p>SLT</p> <p>HoDs</p> | <p>Time</p> | <p>by November 2015</p> | <ul style="list-style-type: none"> • Departments to send letter home about Controlled Assessments by November 2015 • Information to be passed to JM1 for website for Controlled Assessments | <p>SLT Minutes</p> <p>Website</p> |

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| <p>Communication as a Cross-Curricular Skill</p> <p>Working Group for Communication between 2011-2013 – development of tasks</p> | <p>Reviewing of tasks to enable the effective assessment of Communication as a Cross-Curricular skill</p> | <p>SLT HoDs All staff</p> | <p>Time</p> | <p>by September 2017</p> | <ul style="list-style-type: none"> Further integration of Communication tasks into Schemes of Work by September 2017; | <p>Tasks</p> |
| <p>Using Maths as a Cross-Curricular Skill</p> <p>Working Group for Using Maths in 2011-2013 – development of tasks</p> | <p>Review of tasks to enable the effective assessment of Using Maths as a Cross-Curricular skill</p> | <p>SLT HoDs All staff</p> | <p>Time</p> | <p>by September 2017</p> | <ul style="list-style-type: none"> Further integration of Using Maths tasks into cross-curricular Schemes of Work by September 2017; | <p>Tasks</p> |
| <p>ICT as a Cross-Curricular Skill</p> <p>Working Group for ICT in 2012-2013 – development of tasks now started</p> | <p>Focus on use of progression descriptors to enhance learning and teaching</p> | <p>SLT HoDs All staff</p> | <p>Time – Staff Development Day</p> | <p>by September 2017</p> | <ul style="list-style-type: none"> Trialling of certain tasks using framework for new levels by June 2016; Staff Development Day in March 2016 to focus on use of progression descriptors to enhance learning and teaching Explore use of e-portfolio Mahara to facilitate the delivery of ICT outcomes, with reference to the 5 'Es' by September 2017 | <p>SLT Minutes Tasks</p> |
| <p>Pupil Independence</p> <p>Pupil independence being nurtured through use of VLE</p> | <p>Develop pupils' independence and creativity in learning, leading to enhanced motivation and focus</p> | <p>SLT HoDs All Staff</p> | <p>Time – Staff Development Day</p> | <p>By January 2016</p> | <ul style="list-style-type: none"> Enhanced use of Virtual Learning Environment to foster independent learning and prepare pupils for later studies and work, including the Flipped Classroom; Explore potential of Moodle Quiz programme by January 2017; Development of cross-curricular themes at Key Stage 3; Development of SALAD Days by June 2016; Staff Development Day to share good practice in developing independent learners and develop a school-wide definition of independent learning. | <p>SLT Minutes Departmental Minutes Staff Development Day evaluations Pupil and parent Questionnaires</p> |



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