



# School Development Plan

## 2025-2026

Targets	Key Outcomes	Planning Prompts	Resources	Responsibility	Timescale
Key Learning priorities	How will teaching and learning outcomes develop?	Key strategies to progress the teaching and learning priorities	What resources will be required?	Who will be involved?	Monitor and evaluation
1. Skills and dispositions for the seven year journey	<p>The promotion of a growth mindset and aspirational targets with a view to securing high quality pupil outcomes with a focus on A*-B at GCSE and A Level will be supported within subjects and through pastoral and curricular procedures</p> <p>Development of self-regulation will be explicitly exemplified and supported within subjects and through pastoral and curricular procedures within our Ready to Learn and Ready to Teach approaches</p> <p>Expectations of self-regulation within <i>Be Prepared</i> will be underpinned by the overarching concepts of <i>Be Engaged</i> and <i>Be Kind</i> within our Emotional Health and Wellbeing agenda (BWDW)</p>	<p>With a focus on aspect 3 of the ETI Learning Insight Profile (LIP), Assessment for and of Learning:</p> <ol style="list-style-type: none"> <li>1. Pastoral and curricular leaders, and Literacy and Numeracy coordinators will work in their teams to analyse the full range of external and internal assessment data sources at specified intervals to support the target setting and tracking processes and improvements in pupil outcomes.             <ul style="list-style-type: none"> <li>a) CEA examination data</li> <li>b) NI averages and CEA analytics</li> <li>c) CAT GCSE</li> <li>d) CAT C2K</li> <li>e) CAT Baseline (Verbal, Quantitative, Non-Verbal, and Spatial)</li> <li>f) NGRT in Year 8</li> <li>g) PASS</li> </ul> </li> <li>2. Understanding and Supporting Learners agenda will be extended through the development of adaptive teaching strategies for pupils and, using the full range of hard and soft data tracking sources, across pastoral and curricular teams, a fluid cohort of pupils with barriers to learning will be identified and monitored within the tracking process. Departments will build a Departmental Provision Map with identified support strategies alongside the IPALMER model within the Graduated Response Framework.</li> <li>3. The Literacy Coordinator and Numeracy Coordinator will work with the Learning Support Coordinator and with the English and Mathematics Departments to identify key Literacy and Numeracy strategies to support identified pupils and to disseminate these strategies across subject areas to support their departmental provision mapping.</li> <li>4. With a specific focus on LIP 3.3, CLs will lead their departments in ensuring that pupils are centrally engaged in the target setting and tracking processes throughout identified points in the year.</li> <li>5. With a specific focus on LIP 3.5 and 3.6, CLs will work with their departments to provide feedback for improvement and to provide targeted opportunities for Directed Independent Response Time (DIRT) to allow pupils to become more effectively engaged with and self-regulated within their own learning and with improvement in their outcomes.</li> <li>6. CLs will work with their departments to review the purposes of Home Learning within teaching, learning and assessment processes within their subjects and will explicitly exemplify this with pupils.</li> </ol>	<p>LIP WWW EBI outcomes.</p> <p>Data outcomes and refresher training on interrogation of data</p> <p>Support resources signposted</p> <p>Designated time and INSET training</p> <p>Designated time</p> <p>Sharing of Good practice and support materials identified from the Science of Learning CPD Academy</p>	<p>SLT, School Improvement Leaders, Literacy and Numeracy Coordinators, CLs leading departments, HoYs leading year teams</p> <p>Learning Support Coordinator, working with SIL, Literacy and Numeracy Coordinators, leading all teachers. CLs leading departments, HOY leading Year Teams</p> <p>Learning Support Coordinator and Literacy and Numeracy Coordinators working with English and Maths departments.</p> <p>CLs leading departments</p>	<p>First half of Term 1 and at key assessment points thereafter</p> <p>Reviewed at key assessment and data points</p> <p>As above</p> <p>On identified core tasks within key assessments</p> <p>Term 1 with ongoing links</p>

		<p>7. With a specific focus on LIP 3.1 CLs and HOYs, working with their teams will make explicit the Positive Behaviour Management Procedures in Induction, PD, tutor time, assemblies and in lessons will implement them consistently to support effective classroom management and ownership of their classes /tutor groups.</p> <p>8. CLs will work with departments for each year group to explicitly exemplify the expectations of self-regulation within Home Learning, attendance and punctuality and the rationale for these expectations within Ready to Learn, Ready to Teach and Being Well Doing Well (BWDW). The importance of the pupil planner will be relaunched to support self-regulation, promote monitoring of Attendance, track grades and target setting, recording of Home Learning and to facilitate catching up on work missed.</p> <p>9. SLT working with pastoral, curricular, and administrative teams, will identify and agree consistent approaches and processes within a whole school approach to promote, celebrate, accurately monitor, and respond in a timely manner to Attendance within 'a culture of being missed' and effective partnership and engagement with parents/carers.</p> <p>10. HOYs leading their tutor teams will review and co-ordinate the delivery of induction programmes for each year group with termly refresher/relaunch opportunities to address expectations within Ready to Learn for home learning, in-school study periods, attendance and punctuality.</p> <p>11. HOYs will work with tutors within tutor time to embed aspects of Be Prepared (Ready to Learn) as appropriate across key stages with explicit focus on pupils' use of planner, involvement in target setting and tracking, self- monitoring of attendance and punctuality, recording of and completion of home learning and catching up on work missed.</p> <p>12. With a specific focus on LIP 3.1, SLT and HOYs working with tutor teams will develop responsive Preventative Curriculum resources to explicitly support the development of a) self-regulation within our Emotional Health and Wellbeing agenda with specific focus on the ability to manage emotions, thoughts (growth mindset) b) behaviours to achieve aspirational goals and promote healthy relationships, respect and tolerance and to celebrate diversity including race, culture, gender and neurodiversity. c) Statutory RSE requirements and Addressing Bullying requirements</p> <p>13. The Head of Careers, working with all CLs will audit and review the CEIAG links within individual subjects to promote high aspirations and outcomes in identified subject related pathways.</p> <p>14. The Head of Careers working with the CL for LLW and KS4 and KS5 Careers teams will audit and review the discrete CEIAG provision with a view to providing greater coherence and progression within and across key stages to support effective Personal Career Planning across the 7-year journey and beyond and the promotion of a growth mindset.</p>	<p>PBMP and refresher training in SIMS</p> <p>Ready to Learn, Attendance and Home Learning procedures</p> <p>Inset training</p> <p>Agreed induction content</p> <p>Pupil Planners</p> <p>CPD Academy CCEA RSE Hub NSPCC materials</p> <p>Audits Alumni information</p> <p>Agreed meetings to maintain coherence</p>	<p>CLs leading departments</p> <p>CLs leading departments HOY leading Year Teams</p> <p>SLT, Admin Team, CLs leading departments, HOYs leading year teams</p> <p>HOY leading Year Teams</p> <p>HOYs leading year teams</p> <p>SLT and SIL working with HOY to lead Year Teams</p> <p>Head of Careers and SIL leading CLs working with departments, Head of Careers and CL for LLW</p>	<p>Term 1 with ongoing practice</p> <p>Term 1 with ongoing review of practice</p> <p>Work ongoing throughout the year with termly review of progress</p> <p>Addressed within termly CL reviews.</p> <p>Ongoing with termly review of progress</p> <p>Ongoing with annual review</p>
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Key Learning priorities	How will teaching and learning outcomes develop?	Key strategies to progress the teaching and learning priorities	What resources will be required?	Who will be involved?	Monitor and evaluation
<b>2. Professional Development</b>	<p>SLT working with middle leaders and their teams will enhance their knowledge and skills in relation to the identified priorities through involvement in professional development opportunities within the CPD Academy</p> <p>SLT working with middle leaders and their teams will secure greater accountability and consistency within teams</p>	<p>1. SLT and School Improvement Leaders will work together to restructure the roles of HKS and LoL to facilitate transformational leadership across both pastoral and curricular areas and to work on whole school priorities.</p> <p>These whole school priorities include:</p> <ul style="list-style-type: none"> <li>• Leadership of processes to ensure the effective use of data to support improvement in Teaching and Learning and pupil outcomes</li> <li>• Leadership of the development and implementation of a whole school digital skills strategy to support improvement in Teaching and Learning and pupil outcomes</li> <li>• Development of the Understanding and Supporting Learners agenda with a focus on identifying barriers to learning and whole school provision mapping within SEND Transformation</li> <li>• Leadership of Emotional Health and Wellbeing across the school community with a focus on learner voice and a responsive preventative curriculum that meets RSE requirements</li> <li>• Leadership of continuous professional learning for all staff, to develop a culture of individual and collective CPD which supports the achievement of Learning and Teaching priorities and improvement in outcomes.</li> </ul> <p>2. <u>SLT and SIL working with middle leaders</u> will secure accountability and consistency within teams by:</p> <ol style="list-style-type: none"> <li>a) Building capacity through targeted training through FLC Middle Leadership Programme 3 workshops</li> <li>b) Building capacity through targeted use of resources from Science of Learning CPD Academy in line with L and T priorities</li> <li>c) CLs and HOYs will lead their teams in engaging with PRSD reintroducing and building competence and confidence in PRSD and lesson observations to support staff in the development of features of high-quality teaching through specifically identified departmental priority skills.</li> </ol> <p>3. <u>SLT and the Learning Support Team will support the role of Classroom Assistants</u> by building capacity with targeted training through FLC workshops to integrate Classroom Assistants more fully into the learning and teaching within the classroom.</p> <p>4. SLT working with middle leaders and BWDW team will identify a menu of training in line with this year's identified priorities which may include:</p> <ol style="list-style-type: none"> <li>a. Bereavement and Loss Training (confirmed)</li> <li>b. Critical Incident Training for SLT (confirmed)</li> <li>c. Safeguarding training for NH and HK (TBC)</li> <li>d. Aran Association</li> <li>e. RSE upskilling and building confidence, competence and capacity with year team and staff delivering the Preventative Curriculum.</li> <li>f. Neurodiversity training with a key focus on adapting teaching to coregulate</li> </ol> <p>5. Working with CLs or HOYs, all teachers will identify within their PRSD the following:</p> <ol style="list-style-type: none"> <li>i) a whole school priority target</li> <li>ii) a departmental priority target</li> <li>iii) an individual target</li> </ol>	<p>Science of Learning CPD Academy resources and resources provided through Transform Ed agenda</p> <p>External agencies such as Education Authority facilitators (Melanie Shannon and Tracey Taggart)</p> <p>Fermanagh Learning Community TPL priorities</p> <p>BWDW Action Plan and associated resources within the EA BWDW programme</p>	<p>SLT and SIL to work collaboratively to define areas of whole school leadership and associated responsibilities.</p> <p>SLT and SIL to source and create menu and publicise with staff.</p> <p>SLT and SIL to work with CLs and HOY in monitoring the implementation of the Training programmes and their impact leadership of T and L within their teams.</p> <p>SLT, Middle leaders and BWDW team</p> <p>CLs and HOY to lead their teams in the implementation of the CPD agenda and PRSD</p>	<p>Leader of Digital Skills post to be operational in Term One; ongoing development of SIL roles throughout the year.</p> <p>Key Inset days and identified dates during year.</p> <p>Ongoing review of impact of TPL through the year.</p> <p>Launch of CPD Academy and PRSD programme in October. Review Meetings to take place in Term 3</p>

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<b>3. SLT working with staff, pupils and parents plan for and implement the transition to the New build arrangements including Decant.</b>	<p>Pupils, staff and parents will feel safe and supported whilst they negotiate a period of change in school routine associated with the New Build transition.</p> <p>High quality pupil outcomes will be maintained as the school negotiates a period of change in routine.</p>	<ol style="list-style-type: none"> <li>1. A schedule of works for improvement, refurbishment and rebranding of Algeo Drive to ensure continuation of the school's sense of community and belonging for stakeholders (<i>staff, pupils and parents</i>) in the transitional arrangements.</li> <li>2. A schedule of works for both Algeo Drive and Cooper Crescent site to ensure successful transition to the new year group arrangements (AG 8-11, CC 12 – 14).</li> <li>3. Planning of the timetable linked to the allocation of department resources and rooms across both CC and AD sites will: <ul style="list-style-type: none"> <li>o Provide a sense of continuity and confidence in the process of the transitional arrangements and the initiation of building work on the LS site.</li> <li>o Maintain high quality examination outcomes in the attainment of key examination cohorts in externally assessed examinations.</li> </ul> </li> <li>4. Planning of key organisational aspects of school life including examination arrangements and transfer test arrangements and communication including telephone arrangements to ensure the smooth running of school life in the decant</li> <li>5. Site inductions and tours of AD &amp; CC for Staff, Pupils, Parents and Governors to provide information and maintain confidence in the transitional arrangements.</li> <li>6. Regular 'open' communication of progress of the New Build project and of the decant process to maintain positive community attitudes to school recruitment, learning and teaching, pupil progress and high-quality outcomes.</li> <li>7. Staff given time and support resources to prepare for decant by disposing of obsolete material and preparing resources for moving to AD and CC as necessary.</li> </ol>	<p>Time allocated to SLT and staff for planning and implementation</p> <p>Dept of Education &amp; Education Authority support</p> <p>Time allocated for planning and implementation</p>	<p>PJB/Project Team, EA, and DE</p> <p>PJB /SLT</p> <p>PJB &amp; CLS</p> <p>SLT, Examinations Officer and Admin staff</p> <p>SLT, HOYS</p> <p>PJB/SLT/BOG</p>	Ongoing

Targets	Key Outcomes	Planning Prompts	Resources	Lead Responsibility	Timescale
<i>Key learning priorities</i>	<i>How will Learning Support outcomes develop?</i>	<i>Key Strategies to progress the SEND priorities</i>	<i>What resources will be required?</i>	<i>Who will be involved?</i>	<i>When will we monitor and evaluate our progress?</i>
<i>4. Identify and implement specific actions to deliver the SEND Transformation</i>	Coherent approach developed between Curricular, Pastoral and Learning Support to implement and embed SEND Transformation	<ol style="list-style-type: none"> <li>1. Learning Support Coordinator to work with SLT and CAs in developing a coherent understanding of the role of the CA.</li> <li>2. Learning Support Coordinator to consult regularly with Educational Psychology, AAIS, Cedars, EA, and other external agencies to ensure pupil needs are understood and supported.</li> <li>3. Learning Support Coordinator working with Assistant LSC to continue to develop and implement a strategy for the PLP by sharing teacher comments with pupils and parents and adding additional information to mirror PLP</li> <li>4. Learning Support Coordinator working with Principal to complete Annual Report to BOG.</li> <li>5. Learning Support Coordinator working with Assistant LSC to compile Views of the Child Action Plan based on current practice.</li> <li>6. Audit training for Additional Adult Assistance and ensure new training is delivered as identified.</li> <li>7. Learning Support Coordinator working with Assistant LSC and SLT to audit training for teaching staff and ensure new training is delivered as identified; this will have a particular focus on coregulation, provision mapping and the IPALMER model.</li> <li>8. Learning Support Coordinator working with Principal to complete Transition Policy for Children with SEN.</li> <li>9. Learning Support Coordinator working with Assistant Learning Support Coordinator to review the needs of Learning Support Bases as part of the decant.</li> </ol>	Time for LSC and Assistant LSC to develop and lead Transformation with other agencies / staff / BOG. FLC Training  BOG Report  Views of the Child Action Plan. Training for Additional Adult Assistance. Training for teaching staff  Time for LSC and Principal to complete Transition Policy	LS Co-ordinator, Assistant LS Coordinator, SLT, SIL, CL, HOY, Tutors, Class teachers, BOG, pupil, parents	Training during INSET Ongoing throughout the year Ongoing throughout the year Training throughout the year Training throughout the year Training throughout the year Training throughout the year Ongoing throughout the year