



School Development Plan 2025-26

In line with DE Guidance on School Development Planning and Target Setting, issued to Boards of Governors and Schools on 2 May 2025, we as a school have developed a **one-year Action Plan for 2025-26**.

Background and Context

Enniskillen Royal Grammar School will celebrate its first decade in September 2026. Since our amalgamation in September 2016 which brought our two legacy grammar schools together, each with its own distinctive history and ethos, we have worked with care and determination to allow our new school to grow more fully into its unique identity and ethos in the present and future, whilst honouring the contribution of our parent schools in the past. In building a **school community based on our school motto of excellence through perseverance and developing our vision and ethos** we have met many challenges successfully, not least **the significant operational challenges of our split site, tight school budgets, COVID 19 and a period of prolonged industrial action**. In so doing we have continually sought to promote **an open reflective approach which recognises and celebrates progress**, which **recognises barriers and obstacles**, which looks for **opportunities for development** and which seeks to find **an agreed collective way forward**. Examples of this include the development of our **'Care, Connect and Creativity' agenda** within COVID 19 which was the forerunner of the development of our **Emotional Health and Well-being priority** for both pupils and staff supported by our subsequent engagement in the Education Authority 'Being Well, Doing Well' project. Similarly, we used the **CDG process** within COVID as a driver for the development of our emerging focus on the **need to make explicit the core skills required in each subject, to map progression** in these skills and to develop **consistent assessment and feedback activities to track pupils' progress** in these skills. Above all we have recognised that **what is implicit in a mature school community** must be made continually **explicit in a developing school community** such as ours.

We are consistently **oversubscribed at Year 8; our overall enrolment stands at 968** and we have **264 pupils in a Sixth Form** which has grown steadily, particularly over the past three years.

Our pupils come to us from a **wide hinterland** across Counties Fermanagh and Tyrone: we have **forty-five feeder primary schools** who have sent pupils to us since our inception. We currently have 77 FSM pupils and 32 statemented pupils.

In establishing the curriculum of Enniskillen Royal Grammar School at KS3, KS4 and KS5 we have taken care to maximise the opportunities arising from the amalgamation to **develop the curriculum across the Key Stages in line with the needs and aspirations of the pupils**. We currently offer **21 subjects at GCSE** with a view to offering both multimedia and computer programming pathways for pupils in Year 12 who are studying Digital Technology in 2026-27, and **twenty-eight subjects at AS and A2**, having added Life and Health Sciences in 2020. We play a full role in the **Fermanagh Learning Community**, offering Further Maths and Music in 2025-26 to pupils from other schools. Our pupils currently access Agriculture, Construction and Engineering at South West College in the FLC shared block. Normally over **90% of our Sixth Formers access a wide range of university courses in the UK, Ireland and beyond**. Recently the number of pupils choosing to access Higher Level Apprenticeships is growing as our **CEIAG provision seeks to provide agile and up to date advice and guidance** for our young people in line with their aspirations and with the emerging needs of our local, national, and global economies.

Our **co-curricular and extra-curricular provision** has also grown steadily, and we are continually adding to the **rich and diverse portfolio of learning experiences** beyond the classroom walls which we provide for our pupils and where they experience a significant level of success. Our **daily announcements and our website** allow us to celebrate our pupils' achievements on an ongoing basis. We also place a strong emphasis on **community involvement and participation**, internally through our lively **House System**, our active **School Council** and in our contribution to our local community through **pupil volunteering in the Sixth Form Enhancement programme** and in our fundraising activities.

In 2019, following the retirement of one of our Vice Principals and the appointment of the other Vice Principal to a post in another school we consolidated **the structure of our Senior Leadership Team** which comprises the Principal, Deputy Principal, two Senior Teachers, two Deputy Senior Teachers and the Bursar. Drawing on our internal observations and experience over the past decade and considering the drivers and priorities emerging in the wider educational landscape, we have further identified **the need to remodel our middle management structure in 2025-26**. This involves remodelling our **Leader of Learning and Head of Key Stage roles** to embrace more **whole school facing roles** to support the Senior Leadership Team in taking emerging **whole school priorities** forward and to secure **coherent accountability**. It is also envisaged that the creation of these whole school facing roles at middle leadership will provide **progression pathways for staff and build their capacity**.

Our progress towards our much-needed new build reached a significant milestone in **March 2025 when we received planning permission**. Since 2016 much work has gone on in the background in the planning for this new build. As we moved through Stage 4 in the new build process in 2023-24 there was increasing evidence of the need for **Mr Beddard, Deputy Principal** to commit a very significant proportion of his time and energy to the detailed **planning and oversight of the current and incoming crucial stages** of the new build project. A central part of the detailed planning at this stage, and particularly since the announcement of planning permission in March 2025, is our **decant from the Lough Shore Site to Algeo Drive** to facilitate the beginning of building works on the Lough Shore Site. This has involved a

considerable amount of planning of **the logistical detail to facilitate a smooth transition for both pupils and staff** and it represents a development in our previous amalgamation experience as Algeo Drive is not currently familiar to any of our staff or pupils. This has presented a **unique set of circumstances** for our Governors, SLT, staff and our wider school community in that we are managing a new build with all the decision making associated therewith, alongside the significant challenges of a partial decant to an unfamiliar site. As a result, a **strategic decision** was taken in April 2024 to release the other members of the SLT from their teaching duties to ensure that they can **give our school community a clear lead strategically, operationally and on the ground through this incoming transition period** to our new build to ensure that **pupils, staff and parents will feel secure and supported and that high quality pupil outcomes will be maintained through a period of significant change.** The rationale for this decision was also underpinned by a need to increase our staffing in the relevant curricular areas due to growing numbers of pupils, particularly at Advanced Level.

Our **initial overarching priorities** within our **School Development Planning processes** in the period **2016-20** were **‘Engagement, Communication and Team Building’** as we sought to develop the **quality of communication and key dialogues within our classrooms and within our teams for improvements in learning, in behaviour and outcomes.** Throughout this period, we developed our pedagogical focus on the promotion of **higher order thinking skills** with a developing understanding of the importance of **progression** in these skills within and across the Key Stages in a **pupil’s seven-year journey with us** and a shift of mindset from **‘What am I teaching’ to ‘How are the pupils learning’** We also focused on the development of a **positive classroom climate and positive behaviour management** strategies within our learning and teaching strategies as exemplified in our initial **Ready to Learn** document. Our development of the **use of data both in the range of hard and soft data** sets used, and in both its **predictive and baselining purposes** was also an emerging priority which in turn developed into our **Understanding and Supporting Learners agenda.** Our INSET staff development throughout this period focused on the development of a **Magic 5 lesson planning template,** to promote a shared understanding and consistency of high-quality teaching and learning, the use of the **Action Based Research model** to encourage staff to trial and evaluate the impact of new learning and teaching strategies. Throughout this period, we also developed the **interface between SLT, Leaders of Learning and Heads of Key Stage with their teams** to begin to develop a **consistent programme of MER for strategic development** of their pedagogical and pastoral roles: we also began to develop the **interface between SLT and the Board of Governors** through the work of the **Education Committee.**

Within the period **2020-2022** we continued to develop our **core learning priorities** within a **blended learning scenario** with a focus on the identification of **higher-level thinking skills** required for success within subjects, taking account of the need **to refocus, refine and restructure** considering the revised DE /CCEA arrangements for the delivery of GCSE, AS and A2 and on the promotion of **online strategies to provide feedback** to promote **metacognition.** Alongside this we began to develop a focus on building **pupil self-awareness and resilience** within a support network where their specific needs and contexts were identified and where **pastoral presence was explicit** in a planned pastoral programme. We also recognised the need to develop a concomitant focus on **the promotion of staff well-being and resilience** as our

staff worked to identify and meet their pupils' needs. Our **emerging Understanding and Supporting Learners' agenda** with a focus on the use of a **wider range of hard and soft data** to identify more specifically **pupil needs and learning styles on a whole school basis beyond those pupils on the SEN register** and to develop inclusive **whole class Learning Support strategies**, was closely aligned to both our curricular and pastoral priorities and offered an opportunity to promote a **cohesive approach between our curricular and pastoral teams** as well as to begin our work in response to the **incoming SEND agenda**. Throughout this period, we engaged with **the FLC development work on Magenta principles**, we audited our pastoral curriculum provision and we continued to develop the role of our School Council, our Senior Pupil Leaders, and our House System to promote a **strong sense of community**.

Over the past three years from **2022-25**, as we **emerged from COVID 19** and as we found our way **together through a period of industrial action**, we developed **one year action plans** to take account of **internal and external drivers** in line with our **overarching vision and ethos** which we have **developed and implemented** since the creation of our new school in 2016. Our **consultations with Governors, staff, pupils and parents** on our ethos and vision in 2016, in 2019 and with staff post COVID in 2021, our **Baseline Audit and Governor, staff, pupil and parental questionnaires** completed within our involvement with the **Education Authority 'Being Well, Doing Well ' project** since September 2023, our involvement in the **EA ABSIT Training** and our school **questionnaires for Governors, staff, pupils and parents** within our **Review of our Addressing Bullying and Positive Behaviour Policies in 2023-24**, together with our ongoing monitoring and evaluation work within the **Board of Governor Education Committee** and in **SLT discussions with curricular and pastoral teams within the termly review process**, have allowed us to reflect on our implementation and embedding of our school vision and ethos as summarised below:-

- **High quality, learning experiences inside and outside the classroom in the pursuit of holistic excellence in a community where the continuous development and learning of both staff and pupils are promoted.**
- **Strong relationships for learning, inside and outside the classroom within a caring inclusive community with a strong sense of identity and belonging.**
- **Pupils are known and valued as individuals and are challenged and supported in equal measure to know and understand themselves as they find their pathway to their future.**

Within the period of 2022-25 we have developed our priorities in Learning and Teaching and our Pastoral and Well-being Provision for our school community through the following priorities for our curricular and pastoral teams: -

- ✓ The identification and explicit teaching of **core skills within curricular subjects** to promote progression within and across the key stages for pupils on their **seven-year journey in school**.
- ✓ The need to promote and make explicit to pupils the balance in teaching and learning strategies within our classrooms between their **understanding of 'what' they are learning with 'how' they are learning**.

- ✓ The development of **metacognition strategies** to promote **classroom dialogue** to develop **pupils' awareness of themselves as learners**.
- ✓ The development of a **consistent and targeted skills focused programme of assessment and feedback strategies** within subjects.
- ✓ The development of our **Understanding and Supporting Learners agenda** to promote our **understanding of all our pupils' needs** through a robust analysis of a wide range of both **soft and hard data sources and the identification of adaptive learning and teaching strategies to meet these needs**.
- ✓ The development of **relational learning** as the foundation for a **positive classroom climate, strong relationships for learning and positive behaviour management**.
- ✓ The development of a **wide range of learning opportunities** within and outside the classroom to promote **holistic excellence** for our pupils.
- ✓ The development of a **strong school community** based on the establishment of a **strong pastoral identity and network for the pupils** within their **tutor group and year group**.
- ✓ The development of a **structured and robust preventative curriculum** with a focus on **dialogue** and discussion within the classroom to help pupils **understand themselves** in a holistic way and to enable them to **make informed, self-aware choices**.
- ✓ The ongoing development of strategies to **promote pupil and staff wellbeing** to develop a whole school understanding of the link between **academic achievement and emotional health and well-being**.
- ✓ The development of **mutual accountability within and between teams** to ensure the **consistency and quality** of the pupils' **curricular and pastoral** experiences.

Throughout this three-year period our ongoing evaluation of internal evidence and external policy developments have allowed us to develop these priorities through a variety of directions: -

- Within our seven years skill agenda we have identified the need to develop learning and teaching strategies to introduce **more challenge into the Key Stage 3** curriculum and to provide scaffolded and modelled activities to support the pupils in meeting this challenge together with developing our work on the **transition from GCSE to AS Level**.
- Within our metacognition priority, we have developed **AFL strategies, work on the Magenta Principles and on scaffolded retrieval practice**. We have also worked on the development of strategies to teach and model explicitly the dispositions of **self-management and self-regulation within a growth mindset**.
- Within our work on assessment, we have worked on developing a more consistent and intentional approach within departments to the teaching of **explicit strategies** to support the pupils in identifying and meeting the **assessment objectives**. Within the PD provision for Key Stage 4 a **new unit on study skills** with a focus on a growth mindset, self-regulation, motivation, resilience, and coping strategies was delivered to Years 11 and 12 in the Spring Term 2025.
- Within our target setting process we have identified the need to set **aspirational targets** with a focus on improving the **A*-B percentage at GCSE and A2** in our subject outcomes.

- We have developed our **use of hard and soft data sources** across both our curriculum and pastoral teams to promote **our inclusive Understanding and Support Learners agenda on a whole school basis**. We have also expanded the use of a range of data sets to include, for example, **CCEA Analytics** to drill down into pupils' performance and target appropriate strategies for improvement more accurately, **attitudinal PASS data** and **focused Literacy tests** to identify barriers to learning and to develop adaptive learning and teaching strategies to remove these barriers in line with the **SEND Transformation agenda**.
- Our development of **relational learning strategies** has aligned with our exploration of the **Social Behavioural and Emotional Well-being agenda** within our Understanding and Supporting Learners priority and with our promotion of Emotional Health and Wellbeing for the whole school community through our involvement in the **'Being Well, Doing Well'** initiative.
- Through the **Being Well, Doing Well'** programme we have accessed whole school training on **Trauma Informed Practice and Suicide Awareness Training** and our involvement in the ABSIT initiative gave us access to **ABSIT Level One and Level Two Training**.
- Our wellbeing priority for both staff and pupils has seen the establishment of a **staffroom committee, the development of a staff Well-being Policy**, the provision of a **wellbeing room** on both sites for pupils and the development of **school council initiatives** such as an **external wellbeing area** and the purchase of **sports equipment** for break and lunchtime.
- Our alignment of curricular and pastoral priorities has been evident in the development of **pedagogy in our classrooms to develop positive relationships for learning and restorative practice** within our overarching ethos as exemplified in our **Ready to Teach, Ready to Learn documents** and our **Positive Behaviour Management procedures**.
- **We have worked to develop a consistent use of SIMs for the recording and monitoring of attendance and behaviour.**
- We have also developed a **coherent pastoral tracking system** to gather, record and disseminate pastoral information, including medical, pastoral and Learning Support information.
- We have reviewed our **Positive Behaviour Policy** and **Addressing Bullying Policy** through consultation with pupils, staff, parents, and Governors. We have also developed a **Period Dignity Policy and Procedures**, working with the School Council.
- Within the **preventative curriculum** we have sought to **raise the profile of PD lessons and provision to equal standing with other subjects in the curriculum**, to develop a robust PD framework and to ensure **progression in the delivery of its key themes** within and between key stages, using external providers where appropriate. We have also worked to raise **the profile of Tutor time** and to provide additional time for Heads of Year to work with pupils in their year group.
- Within the context of union action, we have sought to engage pro-actively and productively with our union representatives, and we participated in the **Joint Consultative Committee Pilot Scheme**.

- We continue to develop effective channels of **communication and accountability between SLT, middle leaders and their teams through termly monitoring and evaluation review meetings.**
- We are actively engaged in the **Fermanagh Learning Community and in its active TPL, sub-group.** We also engage fully in the **CEIAG, Pastoral and Learning Support Sub-groups and our middle leaders have engaged in the subject specific groups set up in 2024-25.** Several of our staff have participated in the Education Authority **Senior Leadership Pathways programme** and their project work in this context has contributed to the development of our pastoral priorities. Most recently a project is focusing on the **promotion of a growth mindset and pupil resilience in the interface between Year 10 and Year 11.**

School Development Action Plan 2025-26

The priorities and targets for our Action Plan 2025-26 have been drawn up in line with our **evaluation of our progress** against the targets on our **2024-25 Action Plan including our Being Well, Doing Well Action Plan** and to take account of **emerging priorities** identified during the year. Our evaluation has been supported by the outcomes of our ongoing **termly curricular and pastoral review meetings, our departmental and pastoral teams audits on CEIAG, Digital Skills, Home Learning, RSE provision across the curriculum, our pupil focus groups on Learning and Teaching, including Home Learning, the preventative curriculum provision including RSE and attendance, our Being Well, Doing Well questionnaires with Year 8, our professional discussions with ETI in March 2025, the outcomes of ETI pupil focus groups in March 2025, our work in the summer term on the ETI Learning Insight profiles within the SLT and Curriculum Leaders and Heads of Year and within departmental teams and our review of our public examination results in August 2025.**

We have identified four key learning priorities, namely: -

- **Skills and Dispositions for the seven-year journey.**
- **Professional Development for staff.**
- **Planning and Implementation of the Decant within our new build process.**
- **Actions to deliver the SEND Transformation.**

Skills and Disposition for the seven-year journey

Within this priority we wish to continue to develop our curricular and pastoral practice and procedures to **promote and embed a growth mindset and aspirational targets** with a view to securing high quality pupil outcomes with a focus on the increased of the percentage of A*-B at GCSE and A level. This will allow us to further **develop and embed the underlying principles of Ready to Teach and Ready to Learn** as we develop a focus on **Be Prepared as a tool to promote self-regulation within the wider principles established in Be Engaged and Be Kind.** Based on our self-evaluation we have made the decision to focus on the **Assessment**

for and of Learning section of the ETI LIP as the driver for our improvement agenda. Within this we plan to: -

- ✓ **review our target setting and tracking process** to ensure a **more robust and consistent use of data** in **challenging underachievement** and in the identification of **support strategies** within departmental and pastoral teams.
- ✓ **identify a fluid cohort of pupils with barriers to learning** and integrate **appropriate adaptive teaching and learning strategies** to reduce these barriers. This will enable us to develop our provision mapping within **SEND Transformation**.
- ✓ **integrate specific learning and teaching strategies into classroom and pastoral practices** to engage **pupils explicitly** in the **target setting and tracking processes**.
- ✓ develop **explicit assessment and feedback strategies** to involve pupils actively in the **identification of areas for improvement** with a view to model and develop **effective self-regulation strategies** for pupils.
- ✓ **review the purposes of home learning** with a view to model and develop **effective self-regulation strategies** for pupils.
- ✓ **make explicit in classroom procedures and practices** our **expectations of positive behaviour, home learning, attendance, and punctuality** to embed and develop pupils' understanding of and engagement with the **core principles of Ready to Learn** as a tool to promote **positive approaches to self-regulation**.

We also aim to develop our **preventative curriculum resources with a focus on self-regulation within a growth mindset and to promote healthy relationships, respect, and tolerance as we develop and embed our Addressing Bullying and RSE Policies**. Our CEAIG audit identified the need to **audit the discrete CEIAG provision within and across the Key Stages** to ensure **progression in the CEIAG curriculum** and in the **personal career planning processes** for pupils during their seven-year journey and to engage them in setting **aspirational goals and targets** within the **self-regulation** and **growth mindset** agendas. We also wish to engage subject teams in reviewing their **CEIAG links within their subject areas** to promote pupil awareness of **aspirational pathways** linked to their study of a subject.

Our **Digital Skills** audit which focused on the **Teaching and Learning with Technology and Professional development for staff** sections of the **NAACE EdTech Review Framework** has identified urgent work to be completed as we seek to **upskill our staff** and **develop our hardware and software resources in our preparation and planning for the new digital resources** with our planned new school building in order to develop our pupils' capacity to thrive in a digital world and workplace. We also need to give attention to the integration of the **EDIS programme** as it rolls out including the integration of **Bromcom** as the new MIS platform.

Professional Development of staff

Within this priority we have six main areas for development to support our implementation of our learning and teaching priorities: -

- ✓ The **reengagement of staff with continuous professional development** and **learning** throughout involvement in the **Science of Learning Programme** and **Innerdrive CPD**

Academy. This will be supported by the evolving DE guidance on the use of the Teacher Professional Learning Fund allocation to allow staff access to high-quality professional learning.

- ✓ **The reengagement of staff with PRSD** as a way of building capacity in peer learning insights to support our identified priorities in Learning and Teaching
- ✓ **The development of the Classroom Assistant role** in line with the targeted FLC training within the FLC
- ✓ **The gradual restructuring process of the roles of Leaders of Learning and Heads of Key Stage** to embrace more whole school facing roles, with particular reference to current identified priorities, including the leadership of Digital Skills across the curriculum, the development of target setting processes, the development of whole school SEND provision with a focus on provision mapping to meet identified barriers to learning, the development of a culture of continuous professional learning, the development of our EHW agenda with a focus on developing the learner voice and a responsive preventative curriculum which meets statutory requirements within RSE and Addressing Bullying.
- ✓ **The building of capacity within middle leaders through the FLC Middle Leadership programme** to secure consistency and accountability.
- ✓ The continued access for all staff to the professional development opportunities provided by BWDW.

Planning and Implementation of the Decant within our new build process.

Within this priority we have identified the following key areas: -

- **The implementation and embedding of our new site arrangements for staff and pupils** (timetabling, accommodation, and teaching resources) in line with the **reconfiguration of year groups on our split sites**, necessitated by the decant.
- **The rebranding of the site at Algeo Drive and induction tours for staff, pupils, and parents** to ensure a sense of belonging and confidence for our school community in this new site.
- **Planning at whole school and departmental and pastoral team level to ensure that pupils feel secure in their learning in the new arrangements** and that **high quality outcomes in both curricular and extra-curricular activities** are maintained in the transitional period.
- **Effective on-going communication with all members of our school community** to provide information in a timely fashion to build and maintain our whole school community confidence in the new arrangements.
- **Regular communication with our school community and the wider community to maintain community confidence in our school** in terms of, for example, pupil recruitment in these transitional arrangements.

Actions to deliver the SEND Transformation.

As we prepare for the Graduated Response Framework within SEND Transformation, we seek to develop our Understanding and Supporting Learners agenda: -

- to **identify the various learning needs of the pupils more accurately** within our classes through our analysis of a wide range of hard and soft data sources including our **observations in the classroom and through our assessments and tracking processes**
- To **extend the provision mapping** of our learning and teaching strategies to meet these identified needs from **whole school to departmental level** as we develop the concept of adaptive teaching in our classrooms.
- To identify a **cohort of pupils who have barriers to learning** and to **track their progress and the effectiveness of the identified strategies** to support them through our assessment points in our tracking processes.

The Way Forward.

As we approach our tenth anniversary, we are very aware that we are embarking on a **key developmental period** for our school as we prepare for the **physical consolidation of our school infrastructure on one site in our new build**. As we embark on this **crucial transitional period**, we identify the following **strategic intents**, which will inform our developmental work over the next three years. These are informed by both our own **internal drivers and external policy drivers**.

- The continued **alignment of curricular and pastoral priorities within the curriculum and learning and teaching strategies** to promote holistic learning experiences in our school community where the **emotional health and wellbeing of both our pupils and staff is cherished** and where each member of the school community, pupils and staff alike feel safe, valued and where teamwork, mutual accountability, creativity, and initiative are celebrated and encouraged.
- The **review of our curriculum offer** to ensure that it meets the needs and aspirations of our pupils and allows them to find and take their place in local, regional, national and global communities as well-rounded and forward-looking individuals with a clear path to the future. This will be informed by the Strategic Review of the Northern Ireland Curriculum, the development of Literacy and Numeracy Strategies for Northern Ireland and the review of Key Stage 4 and Key Stage 5 qualifications within the Transform Ed Delivery Plan.
- The **ongoing development of teaching and learning** to support the delivery of the curriculum with a focus on providing **high quality, adaptive, agile, holistic, and research-informed learning experiences** for our pupils which **challenge and support** them in identifying and fulfilling their **potential**, and which enable them to understand themselves as learners, to experience success and to develop a love of learning. This development work will embrace and support continued work on our **Understanding and Supporting Learners** agenda as we implement the **SEND Transformation**, our continuing work on the development of our **CEIAG and personal career planning provision** across the Key stages and the development and implementation of our **Digital Skills strategy**. It will also be informed by the Strategic Review of the Northern Ireland Curriculum, the development of Literacy and Numeracy Strategies for Northern

Ireland and the review of Key Stage 4 and Key Stage 5 qualifications within the Transform Ed Delivery Plan.

- The ongoing development of **professional learning and capacity building within our staff at all levels** in line with the **Teacher Professional Learning priority** within the Transform ED Delivery Plan to ensure the continued focus on high quality learning and teaching experiences for our pupils. This will focus on the **building of collaborative networks within and between our staff teams in schools and with external colleagues through the Fermanagh Learning Community** to develop a **culture of continuous professional exchange and sharing of good practice**.
- A continued focus on building a **vibrant and purposeful community** underpinned by **strong and healthy relationships, developed through a wide range of child-centred curricular and extra-curricular experiences**, and underpinned by **processes which build open and productive lines of communication between pupils, staff, parents and carers and Governors**. This will be particularly important as we move **through a period of transition in our decant process** in preparation for our new build and as we seek to maintain and develop further **a sense of belonging within a community at ease with itself and at ease within wider communities**. A key aspect of this will be to **develop the role of pupil voice within all aspects of school life** beyond the current active role of the School Council.