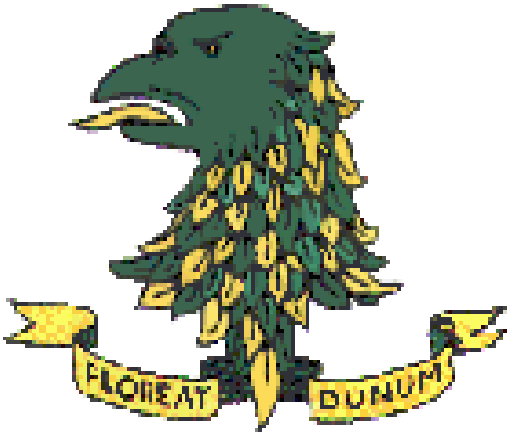
Down High School

School Development Plan



2014-2017

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

The warm, friendly and caring atmosphere of Down High School arises from the high value placed on relationships between pupils, staff and parents. Pupils have a very positive attitude towards school life, particularly appreciating their friendships as well as the support they receive from teachers who know and treat them as individuals. There is a tradition of high academic achievement in the school. Teachers have high expectations of pupils academically but also in terms of their social and moral development. This generates a culture of tolerance within which the spiritual life of pupils can thrive. There is a wide range of extra-curricular activities which offer opportunities to support the physical, intellectual and cultural development of the pupils.

A child-centred approach with many challenging goals and much personalised support is made possible by the wise and compassionate pastoral care. Positive discipline based on a high trust philosophy means that when sanctions are necessary they are used in a manner which seeks to repair and develop relationships.

We celebrate the many talents and achievements of our pupils but we particularly value effort. Intelligence and ability are not regarded as fixed qualities; instead we believe that pupils' endeavour in challenging tasks, supported by the belief and expertise of their teachers, can enable them to achieve. Pupils are encouraged to learn from their mistakes and to believe in their potential, thereby developing an enthusiastic attitude towards learning from which they will benefit throughout their lives.

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

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

The vast majority of responses from pupils, parents and staff in surveys and focus groups indicate that there is a strong commitment to the school's ethos which makes it a reality rather than an aspiration. The school aims to maintain and develop its unique ethos but also seeks to incorporate new ideas from external sources. The school has become increasingly outward-looking with many departments linking with schools outside the British Isles and pupils teaching in Indian schools each summer. The pupils' educational experiences are also enriched through collaboration with other institutions including those in the Area Learning Community. The school is held in high regard in the district and our engagement with this community has been enriched significantly through the expansion and increased inclusiveness of the Sixth Form made possible through the granting of additional places.

In seeking academic excellence a balanced approach is taken – a balance between helping pupils learn to learn and enabling them to obtain high grades as well as between extra-curricular and curricular activities. Pupils are educated and encouraged in healthy living and staff supported in the establishment of a sound work-life balance. Nevertheless staff have consistently high expectations of themselves and of their pupils which leads to educational outcomes, including results in external examinations, which are in line with the high ability of the school's intake.

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

Current Practice

At Key Stage 3 the implementation of the Northern Ireland Curriculum has combined the acquisition of subject knowledge with the development of sophisticated skills that assist pupils to become contributors to society, the economy and environment. Assessment for Learning strategies, including self and peer assessment, enhance lessons and place an emphasis on pupils' learning and improvement. Summative assessment takes place on a regular basis and informs internal feedback and reporting across all subjects. The importance of Literacy, Numeracy and ICT across the curriculum has been reflected in whole school objectives during the past three years, including PRSD. Staff at all levels use and respond to data to maintain high expectations and inform Learning and Teaching. The promotion of "learning to learn" throughout the school has seen a transformation in approaches to revision and study skills while a focus on diversifying teaching methodologies during the last School Development Plan has seen an increase in opportunities to share good classroom practice.

Evaluation

An full inspection report by the Education and Training Inspectorate in October 2012 acknowledged significant strengths, with the best lessons being well structured, connected to previous learning and containing challenging tasks which reflect the high expectations of teachers. It was, however, considered that one-fifth of lessons required improvement and so it is essential to model and disseminate best practice. Focus Group discussions with pupils in Key Stage 3 revealed many positive classroom experiences, although there was some inconsistency in the amount of homework being set. Pupils also expressed the view that, in some contexts, there were limited opportunities for them to express ideas and opinions. There is significant evidence that many pupils in all year groups have adopted revision approaches that work for them and these have featured increasingly in discussions between pupils and form teachers during pupil self-evaluation days. Self-evaluation processes to improve the quality of learning, teaching and assessment have been an important feature of school life and the Learning and Teaching Policy serves to both affirm good practice and aspire towards improving the learning experiences of pupils.

Strengths

1.The increasing diversity of classroom methodologies and the embedding of learning to learn approaches through whole-school seminars, departmental initiatives and individual practice.
2. Pupils are well motivated and positive in their approaches to learning. This is enabled by the strength of relationships that exist between pupils and teachers.
3. Self-evaluative and reflective practices amongst individuals and teams at all levels have developed a culture of self-improvement.
4. Results in public examinations at GCSE and A-Level have been good. A-Level results have been above the Northern Ireland grammar school average for the past four years.

Areas for Development

1. Increased use of data to inform learning and teaching at Key Stage 4 in order to improve academic outcomes for lower achieving pupils.
2. To create more effective processes for the completion of controlled assessment at Key Stage 4 and A-Level to ensure that pupils are able to devote adequate time to the examination components in their subjects.
3. To develop pupils' speaking and listening skills in ways that promote confidence and engagement.
4. To develop strategies to promote sharing good classroom practice.

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

Current Practice

Pupils with a special, additional or other educational need are given every opportunity to access all areas of the curriculum and extra-curricular life of Down High School. A process of identification of need has been put in place to ensure that they are supported in the realisation of their personal, social and academic development. Through the record of concern referral system, teachers are encouraged to identify issues, and appropriate strategies are employed in line with the individual pupil's need and the school's ability to respond. In the classroom pupils on stages 2-5 on the SEN register are supported through the use of Individual Education Plans and teachers are provided with support and information on a range of useful strategies. Link teachers have been identified in each department to disseminate information and training, and departments have been provided with a dyslexia audit to ensure that teaching materials and resources are dyslexia friendly. Literacy support is offered to a number of pupils as required. Classroom assistants facilitate the inclusion of pupils with a Statement of Educational Need and external training opportunities are offered. Ongoing training also ensures that the SENCo and Assistant SENCo keep up to date with current guidelines and relevant information is disseminated in school. Parents are also encouraged to maintain close contact with the school and communicate any issues relating to their child's academic progress and/or well-being.

Evaluation

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

Strengths

- Positive relationships between pupils with educational needs, parents, the SEN team and staff
- Access of all pupils with educational needs to the curricular and extra-curricular life of the school
- Training of the SENCo and Assistant SENCo through Enhancement seminars and CCET (Certificate of Competence in Educational Testing)

Areas for Development

1. More effective working relationships between classroom assistants and teachers
2. Increased communication between classroom assistants and the SEN teachers' team
3. Dissemination of training within the SEN teachers' team on Access arrangements and conducting and analysing educational tests
4. Increased links between SEN and the Careers Department

2(c) Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils

Current Practice

Down High School continues to promote the values underpinned by its Healthy Schools Policy. This is supported by the introduction of a Cashless Cafeteria in the school canteen. The management of this system will allow us to monitor trends in food consumption and will allow classroom practice to support the drive to healthier lifestyles. Pastoral Care continues to be managed by a team led by the Pastoral VP. This team has had a number of changes in recent years and provides opportunities for staff development, especially in the support of our expanding Sixth Form. The working of this team is guided by the Pastoral Care Policy which is reviewed on an ongoing basis. The School Counsellor is a very important support member of this team and her work is valued by the entire school community.

Child Protection is managed by a Safe Guarding team and the Designated Teachers who lead this are trained on a regular basis. This knowledge is then cascaded to all adults within the school community by Training opportunities on Baker Days.

The management of Attendance remains a priority and the policy introduced during 2010 remains very good practice. However, there is no room for complacency and attendance issues are subject to ongoing review.

Discipline in the school reflects the aims of our Positive Behaviour Policy and a desire to promote a culture of mutual respect. The School Council has looked at aspects of the Discipline Policy and are very positive about always trying to achieve negotiated solutions where lessons are learnt rather than sanctions imposed. As our society changes it is inevitable that there are areas of this guidance which will require further revision.

Evaluation

Our new cafeteria will allow us to monitor closely the pattern of food consumption and our HE department is always proactive in better education to promote healthy lifestyles. Pupil attendance and behaviour are closely monitored by Year Heads as there seems to be a close relationship between these variables and achievement. Governors are briefed on a regular basis on Child Protection and this provides a useful audit function. Report Cards, Detention, Suspension and Expulsion statistics are also used as indicators of the success of our Pastoral Policies and where issues arise they are addressed immediately. The School Council is also a useful source of opinion as to the effectiveness of our procedures.

Strengths

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

Areas for Development

1. A programme of Training for all members of the Pastoral Team to better equip them to deal with an ever increasing range problems.
2. A review of the RSE policy
3. A review of the mechanism for the Integration of new pupils into the Sixth Form
4. Develop the role of Head of Sixth Form.

2 (d) Providing for the professional development of staff

Current Practice

Down High School places significant emphasis on providing opportunities for the continued professional development of its staff. The training and development of teaching staff is ongoing and facilitated in part through Baker Days, School Improvement Days and the sharing of good practice within departments and at middle management level. During 2013-14 two School Improvement Days were devoted to departments sharing what they deemed their most effective classroom practice with the entire teaching staff. Beginning teachers and those in the Early Professional Development phase of their career are supported by their Head of Department and a Senior Teacher who acts as teacher tutor.Teaching staff continue to attend support and exemplification of standards events organised by CCEA and other awarding bodies, as appropriate. A number of Down High School staff support the work of CCEA examining and moderation teams at GCSE and A Level.

SEN, Child Protection, Health and Safety and other training is provided on a periodic basis by the SEELB. A number of teachers have participated in short STEM related work placements and attended professional development and sharing good practice events organised by the Lecale Learning Community. Increasingly Down High School staff are accessing training and development opportunities provided by a range of external providers including the Nerve Belfast Creative Learning Centre, CEOP, PSNI and All State. Staff also continue to avail of the professional development opportunities provided by RTU through their PQH and middle management programmes and their Summer School.

Year on year the PRSD process seeks to reflect the priorities in the School Development Plan and focuses on the continued development of effective classroom practice. A range of committee and working groups have provided opportunities for staff to contribute to the development of community links, learning and teaching, pastoral care, ICT, literacy and numeracy. Departmental action planning provides extensive opportunities for delegation and professional development within departments and helps instil a sense of distributed leadership across the teaching staff.

Evaluation

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

In a recent survey 83% of the teaching staff indicated that they either agree or strongly agreed that they had benefited from staff development opportunities within the past three years. 94% of staff agreed or strongly agreed that Staff Development had been linked to priorities identified in the School Development Plan.

Strengths

- Effective use made of Baker Days and School Improvement Days
- Departmental Action Planning and PRSD continue to place a strong focus on the CPD of teaching staff and the improvement of classroom practice
- Numerous staff receiving professional development through their membership of committees and working groups within school
- Down High School staff accessing a wide range of externally provided CPD opportunities

Areas for Development

1. To provide non-teaching staff with access to more professional development opportunities
2. To provide additional opportunities for staff to support the work of new working groups e.g. in relation to environmental issues, differentiation/strength and challenge and boys' engagement and achievement

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

Current Practice

Staff attendance is managed in accordance with the Teacher Attendance Procedure as described in TNC 2008/2. Planned and unplanned absences are reported to the Cover Manager. In the case of planned absences relating to activities which take place each year, permission must have been sought by from the Development Vice-Principal who may consult with the Headteacher. Permission for new activities must have been granted by the Headteacher. The Cover Manager, under the direction of the Development Vice-Principal, will assess when substitute teachers should be brought in and make arrangements for classes to be covered. The Development Vice-Principal, assisted by the Cover Manager, manages the budget for temporary teaching staff. Due to the size of the school, return to work meetings are normally carried out by the Deputy Headteacher (for absences of more than 7 days) but if a teacher wishes to speak to the Headteacher this can be arranged through the Headteacher's Personal Assistant.

The Board of Governors and the Headteacher value the wellbeing of staff and aim to promote a supportive approach to staff health and welfare. The Headteacher reports regularly to the Governors on staff attendance issues and welfare and attendance matters are discussed at Board of Governor meetings. Over the past two years the school has created a Staffroom Committee to build on the very strong collegial relations within the school. The Staffroom Committee has organised a range of activities that have given staff the opportunity to socialise beyond the formal school day, further contributing to staff wellbeing. The school also promotes staff wellbeing through a continuous programme of renovation of facilities and availability of teaching resources for the staff.

Evaluation

The Development Vice-Principal will review staff attendance procedures annually and ensure staff are aware of their professional responsibility in respect to attendance and absence. Attendance data, generated through SIMS, is used to monitor staff attendance, allowing the school to evaluate its strategies for managing the attendance of staff. Attendance issues are discussed at Board of Governors meetings, providing a further opportunity to monitor and evaluate the school's strategies for managing staff attendance. Staff concerns over workload are considered by SLT when setting deadlines for staff submissions and reporting.

Strengths

- Staff attendance is very good and in the most recent ETI Teaching Staff Questionnaire 98% of staff agreed that they liked working in the school
- Successful implementation of Staff Attendance Policy
- Continuous improvement to the staff working environment, including the creation of a new fitness suite, installation of interactive whiteboards in many rooms and the availability of departmental I-pads.
- Successful introduction of the Staffroom Committee

Areas for development

1. Continued renovation and refurbishment of facilities for the teaching staff
2. Continued use of the School Development programme to promote staff wellbeing

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

Current Practice

Down High School fosters close links with parents through a programme of parents' consultation meetings for all year groups and through a wide range of information evenings. The latter address issues such as Year 8 induction, study skills, e-safety, school trips and expeditions, subject choices and the university application process. The school also communicates with parents regularly through reports, letters home, an annual report, the school magazine, newsletters, the school website, Facebook and Twitter. Invitations are also issued to school exhibitions, sporting, drama, music and other events.

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

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

Our close links with feeder primary schools are sustained through an extensive programme of school visits in January and June and other school events such as P6 Day and Open Days. Through Community Relations, Equality and Diversity (CRED) funding, Down High has been able to develop effective curricular and extra-curricular links with St Mary's High School and St Patrick's Grammar School respectively. The recent expansion of our 6th form has also strengthened our links with a number of 11-16 post-primary schools in the area.

The school enjoys a particularly close relationship with the South Eastern Regional College, who currently play a leading role in the delivery of post-16 BTEC courses in Business, Engineering, Sports Studies, ICT and Travel and Tourism.

Evaluation

Parents are periodically surveyed and asked for their views in relation to various aspects of school life. Feedback from parents is also obtained through consultation meetings and the various events highlighted above. We work in very close partnership with SERC and participate in joint regular review meetings. Communication with other local schools is mainly through various meetings and events organised by the Lecale Learning Community. Communication with local businesses is primarily through our Careers Department, school website and social media.

Strengths

- Strong and effective partnership with parents as confirmed by a number of surveys
- Collaborative arrangements with SERC
- A pro-active Careers Department that develops business links
- 6th form Community Action Programme
- Strong links with feeder schools (primary and post-primary)

Areas for Development

1. More departments to develop classroom based links with businesses and external agencies
2. Seek to develop the international dimension of the curriculum and additional links with schools in other countries

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

Current Practice

Down High School has a significant C2K ICT infrastructure. At present there are 5 dedicated ICT facilities. Every classroom is equipped with a desktop or laptop computer linked to a data projector and SIMS. School funds have been used to purchase interactive whiteboards (2011), iPads for use in departments (2012-14) and Apple TV systems (2012-14). A whole-school 'Bring Your Own Device Policy' was adopted in November 2013 and a policy enabling staff use of online video in the classroom was adopted in February 2014. The library ICT facilities were upgraded in February 2014 with the introduction of a data projector and dedicated sound system. A dedicated VLE is accessible via the web. Staff use a well understood system to communicate via email ICT hardware/software issues to a dedicated ICT technician who manages and resolves day-to-day ICT infrastructure issues. C2K training has been useful in the areas of administration and transformation.

Teaching staff regularly use a range of ICT resources in their daily teaching and learning activities either in their own classroom or through dedicated ICT facilities. Every subject department has signposted how they currently use ICT from KS3-6th Form through their schemes of work. In-school ICT Staff training using a menu of ICT training options has been provided to whole-staff during School Development Days in February and May 2014. Staff from a range of departments across the curriculum led this training. Regular updates to SIMS training are provided through the dissemination of training materials, booklets and guides to staff. A dedicated C2K co-ordinator exists to manage the day to day operations of the C2K service.

Pupil access to ICT facilities under the terms of the previous SDP was facilitated by dedicated ICT classes in Year 8 and Year 9, through subject departments booking into ICT rooms within the normal timetable and at break, lunch time and after school. In the Sixth Form, there is dedicated ICT provision in the private study facilities. Sixth Form students are able to avail of a BYOD policy. After school clubs in programming exist for KS3, KS4 and Sixth Form pupils.

Evaluation

The extension of core ICT facilities to all classrooms has enhanced the learning, teaching and administrative facilities available to staff and pupils. Subject access to ICT facilities continues to be challenging. With an increase of taught ICT/Computing/Programming the management of finite ICT resources will continue to be a significant issue during the 2014-17 period giving rise to the need to consider introducing additional ICT capacity.

There is a need to increase the number of computers available in Private Study in light of the expansion of pupil numbers in the Sixth Form. The work of reviewing and developing the use of ICT within subject departments and within the taught ICT curriculum is ongoing. Staff training for curriculum & administrative purposes has been well received and will continue to be a priority.

Strengths

- The extension of ICT facilities to all classrooms has enhanced the learning & teaching.
- All departments have access to a wide range of well-maintained ICT facilities & equipment.
- High quality ICT training from staff across a range of subject areas.
- A Software Systems Development course was added at AS in September 2013.

Areas for Development

1. The school VLE – the school will move from Moodle VLE to Fronter.
2. Flexible menu of ICT courses for staff to be delivered in-house and externally.
3. The use of ICT in subject departments and integration of taught ICT with other subjects.
4. Development of dedicated ICT teaching time in Year 10 in September 2014.
5. Preparation for the statutory assessment and reporting on the use of ICT at KS3.
6. Development of wider range of courses that develop pupils programming skills

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

At the end of the 2013-14 financial year Down High School had a surplus of 3.7% of its total budget. This is primarily the result of sustained efforts to obtain value for money in procurement and the increase in budget resulting from the recent expansion of 6th form.

In terms of the former, contracts with a number of suppliers have been renegotiated. The post of examinations officer has also been subsumed within the work of the Office staff. Through collaboration with SERC we have been able to increase our post-16 curriculum offering to include five BTEC courses, without increasing our staffing. This has allowed us to expand our 6th form and cater for the needs of a broader range of learners. We have benefited significantly from the additional funding made available to help schools meet the needs of the Entitlement Framework. The phased reduction in this funding, staff progression through pay scales and the falling enrolment in the Preparatory Department collectively pose significant challenges to the school's current financial position.

The school's surplus will continue to be reduced in a controlled manner. Prudent financial management to date has allowed us to invest significantly in ICT in recent times. 6th form private study and common room facilities have also been expanded and improved. The budget for substitute teacher cover has been used to support the delivery of a Learning to Learn programme to all year groups and the piloting of a staff coaching skills programme within school. It has also been used to facilitate staff attendance at a range of externally provided training courses, including those relating to the revised K3 assessment arrangements.

3 (b) The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards

When the initial version of this 3 year School Development Plan was being finalised in September 2014 and for much of the 12 month period during which it was researched, planned and consulted upon, the financial projections communicated to schools have been very pessimistic. Predictions of significant cuts to spending on public services including education have been made by politicians and senior civil servants at both a regional and a national level. In fact, for the 2014-2017 Financial Plan, DENI has required schools to assume that there will be no increase in funding to take account of the inflation and pay rises that will come into effect during the second and third year of this 3 year Financial Plan. Although Down High School started this 3 year period with a surplus equal to 3.9% of the total budget, the Financial Plan requires saving of over £100,000 spread over Year 2 and Year 3.

The considerable financial pressures being experienced by all post-primary schools are aggravated by the state of the school's current facilities with the consequent additional heating and maintenance costs and by the high staffing costs associated with a highly experienced staff – the proportion of staff at the top of their pay scales is already over 80% and will almost certainly increase during this 3 year plan. Cuts to the funding of the Education and Library Board have reduced its capacity to assist with our maintenance and repair costs. As a school which has embraced collaboration, particularly with the local regional college, the planned phasing out of the funding for the Entitlement Framework will also add to the school's financial pressures.

As a consequence of this financial outlook this School Development Plan has had to be created in a manner that does not lead to significant additional on-going costs and increasingly our focus during financial planning has become maintenance of existing academic and pastoral programs.

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

Learning and Teaching Evaluation

The Learning and Teaching component of the 2011-14 School Development Plan included actions on the continuation of improved results at A-Level. The improvement in Year 14 outcomes since the summer of 2009 has been significant, with the percentage of pupils achieving at least three A-Levels at grades A*-C reaching above the Northern Ireland grammar school average (by nearly 5% in 2013). An ambitious target (Upper Quartile) was set for A-Level results by the end of the lifespan of the preceding Plan and, although this was not achieved, the gains made in 2009 have been consolidated. The target for 2013-14 was revised to reflect the enlarged Sixth Form and wider post-16 intake.

At GCSE Level, the school produced results that were at or just above the median for Northern Ireland grammar schools, with 96.4% of pupils achieving the 7 GCSEs A*-C (including English and Mathematics) indicator in 2013. This was in excess of the 2011-14 target but below the target set for 2012-13 for a strong year group, all of whom had achieved A grades in the former Transfer test. Achieving results in the Upper Quartile will be a feature of the new three-year plan, with an emphasis placed on using projection data to set high expectations and achievable grades for pupils at the start of Year 11. The need to improve results in particular areas has led to support for individual departments.

The Learning and Teaching Action Plan for 2011-14 prioritised the development of a greater range of teaching methodologies by departments and colleagues, in line with the school's Learning and Teaching Policy. This was supported by a whole-school PRSD objective and two development days (November 2011 and November 2013) devoted to the sharing of good practice across the whole staff. Evidence from focus groups supports the widespread use of a range of classroom activities, although the levels of pupil participation can vary. Consequently, the new three-year plan will stress the need for opportunities to be created for pupils to develop their speaking and listening skills in the classroom. During the last three years departments audited approaches to Literacy, their use of data to inform improvement and the implementation of the NI Curriculum at KS3. Departments were encouraged to invoke book-looks within a subject area and a Year 8 book-look was conducted in June 2014. Departments established firmer links to LLW, with additions to schemes of work being supported by classroom practice. The Learning and Teaching Committee continued its work on developing pupils' use of effective revision and study skills. The three-year duration of the last plan has witnessed a significant transformation in the ways that most pupils prepare for examinations, and the 'learning to learn' initiative was augmented by a whole school PRSD objective in 2013-14 and two successful and well attended information sessions for Year 8 parents. The development of the pupil self-evaluation days, with their emphasis on students setting objectives and actions that stress high achievement and the employment of effective revision techniques has encouraged the pupils to verbalise how they learn and how behaviours can be adjusted to bring about improvement.

The use of data to track pupils' progress and initiate interventions was a feature of the 2011-14 plan. CAT data has been used to measure pupils' achievement in internal exams against the scores attained in the baseline test. Data has been made available to the Heads of English and Mathematics as well as Heads of Year and, as the plan progressed, form teachers. The use of CAT data could, however, be more effective and a feature of the new SDP will be to use GCSE projections for the current Year 10. The deployment of CAT 4 data will allow the school to publish projections for GCSE and establish high expectations at an early stage of a pupil's GCSE experience. Projection data for A-Level students has also been generated and published, although this will be deployed at a much earlier stage during the new three-year plan.

Developments in Literacy and Numeracy were a feature of the 2011-14 plan and a new Numeracy Policy was launched in early 2014. A reading mentorship programme was established to support a number of Year 8 pupils while a Literacy Support tutor was appointed to provide individual personalised support to pupils at all age levels. The Mathematics Department developed a drop-in

facility for pupils to provide assistance and support in this subject area. The take-up for collaborative work between departments has been modest, with some joint activity taking place and financial assistance provided from central funds.

The report by the Education and Training Inspectorate in late 2012 highlighted a number of strengths in the areas of pupils' achievements and the provision for learning. The need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice. Some attempt has been made to address this, including provision for a book-look and pupil pursuit, School Improvement Days in 2013-14 devoted to sharing good classroom practice and opportunities for colleagues to observe their peers. The new 2014-17 envisages a renewed emphasis on the sharing of best classroom practice and the need to improve the quality and consistency of the pupils' learning experiences.

ICT Evaluation

The ICT component of the 2011-14 School Development Plan prioritised the creation, launch and development of a Virtual Learning Environment (VLE). A Down High School branded Moodle VLE was designed by Synergy Learning and initially piloted by a small number of departments. By the start of the 2013-14 school year, 17 departments were using the VLE to support learning and teaching. In addition to providing pupils with access to a wide range of resources, some departments are also using some of the more advanced features such as discussion forums, online testing of pupils and news forums.

The whole-school PRSD objective (2012-13) and Departmental Action Plans have sought to enhance the broader opportunities for pupils to use ICT in support of their learning.

Developing the school's use of SIMS was also a feature of the 2011-14 plan. Electronic morning registration was introduced and all teaching staff were trained on how to maintain their class attendance records through Lesson Monitor. Periodic staff training on the wider use of SIMS including Assessment Manager has been provided for all teaching staff.

During the 2011-14 period significant time and effort went into preparing for the statutory reporting on ICT levels of progression. The school registered for the Voluntary ICT Accreditation Scheme and a number of KS3 ICT assessment tasks were submitted and approved by CCEA. The Department of Education has subsequently announced a delay to the implementation of new KS3 ICT assessment and reporting arrangements.

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

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

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

The two most important challenges for Down High School during the life-time of this school development plan will be to raise academic standards and to maintain and improve the well-being of pupils and staff. In recent years the greatest need for improved results has been amongst the lowest achieving pupils at GCSE but increasingly we are becoming equally concerned about raising the academic performance of the more academically able pupils. With the lowering of the Sixth Form entrance criteria, there has been an opportunity for us to persuade these GCSE pupils to become more engaged with their education during Key Stage 4 since this engagement is now more likely to enable them to secure a place in Sixth Form. In Sixth Form we now have significantly more pupils whose GCSE profiles average below a B grade and consequently we face a number of very worthwhile challenges regarding not only academic outcomes but also new career routes which will include apprenticeships and college diplomas.

Pastoral staff report increasingly frequent distress and self-esteem issues amongst pupils rising from social media misuse and family issues. At the same time as addressing the issue of pupils' well-being we need to be mindful of the pressures being experienced by staff. Maintaining a healthy working environment for everyone at the school is of vital importance and the commitment of many staff and pupils to improving the school with respect to environmental and health issues, presents a great opportunity for the school.

Although the Department of Education announced in January 2013 that Down High School would be prioritised for a new build, the progress towards this outcome has been disappointingly slow. At the same time, many basic aspects of the facilities, such as corridor flooring, are deteriorating to such an extent that one of the principal challenges over the three years of the development plan will be maintaining the buildings so that pupils can be educated in a safe and appropriate manner. Hopefully the design team will be appointed during the first year of this Three Year Plan and at that stage the challenge will be planning for a school in which there will be more of some types of specialist rooms but fewer regular classrooms.

Some of the most exciting opportunities for the school during the past three years have been curricular. The school has seized the opportunity to expand its Sixth Form both in terms of pupils coming from 11-16 schools and in terms of the range of subjects. The subjects have ranged from the fully vocational, for example BTECs in 5 subjects, to the more challenging A-Level in Software and Systems Development. Down High School was one of only 5 schools to offer this subject in the first year that it was offered by CCEA. As one of the limited number of school which also offers A-Level Further Mathematics there is the potential for the school to become a centre of excellence for pupils wishing to enter the computing industry. To capitalise on and to develop our growing capability in this area, we are creating opportunities for pupils to learn programming at Key Stages 3 and 4. Whilst the expansion of our curriculum is the source of many new opportunities, it also presents new challenges. For example, the delay in our new build means that we continue to be undersupplied with Technology rooms, which has made it more difficult to expand our provision of Technology and Engineering.

As well as highlighting many strengths, the Standard Inspection Report (November 2012) also identified the need to continue to disseminate our most effective practice in learning & teaching in order to raise standards. The very strong staff relations and the commitment of many teaching staff to developing their classroom practice means we have great potential to improve learning & teaching practices. The Report also identified the use of ICT as another area for development. The development on a departmental basis of the use of ICT in learning & teaching (for example, through the use of audio-visual produced in-house using iPads and accessed at home as well as in school) was already underway before the appointment of an ICT Leader who has brought additional expertise to the development of our use of ICT in lessons.

Although the specific issues outlined above will need to be addressed, the underlining challenges facing Down High School remain the same: –

- to develop people and leadership capacity rather than just procedures and policies;
- to improve academic standards whilst maintaining the high quality of relationships which exist between pupils, teachers and parents;
- to help pupils, teachers and other staff work more effectively and efficiently so that pupil and staff welfare is high and everyone enjoys a suitable life-work balance.

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

The Board of Governors delegated responsibility for the compilation of the SDP to the School Leadership Team, although the Governors were apprised of the main features of the document and asked important questions about the priorities therein.

Surveys of parents and teaching staff, similar to those used in a general inspection, were carried out during the existence of the previous plan and the results of these surveys influenced the development of consultation within the school development planning process. Pupils' views were also listened to during a series of focus groups held in 2013-14. The emphasis of these discussions was on learning experiences.

In January 2014 members of staff were asked to complete a consultation document, the outcomes of which were analysed by members of the School Development Group so that the identified issues could be addressed within the overall context of *Every School a Good School* and *Together Towards Improvement*. The responses of the teaching and non-teaching staff questionnaires helped to shape the agenda of SLT meetings in the third term of the 2013-14 year. The outcomes of these surveys are contained in the Appendix of the new School Development Plan. School Development and Baker Days in the summer term 2014 were used for staff consultation with respect to the 2014-17 School Development Plan.

At the same time, the Headteacher continued the process of meeting with colleagues in order to give him (and the Senior Leadership Team) a greater understanding of teachers' concerns. Discussions with senior colleagues in other schools offered insights on aspects of strategic planning in areas such as the use of baseline data and the evaluation and exchange of good classroom practice.

In October 2012 the ETI conducted a general inspection of the school. While the Inspection Report noted that the school was classed as "Very Good", significant details of the new School Development Plan are a response to the areas for improvement identified in the report.

7. Identification of the areas for development, which shall be informed by the school's self-evaluation

and include:

(a) the school's key priorities for the period of the plan, based on the Department's priorities for education;

(b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include;

targets for raising standards of attainment in communication, using mathematics and using ICT;

(c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;

Tables of quantitative targets, three-year plans and one-year action plans continue on the following pages.

INDICATOR	DHS RESULT		DHS TARGET 13-14	NI GRAMMAR SCHOOL DATA				DHS TARGET 14-17	DHS TARGET 14-15	DHS RESULT 13-14	CAG 14-15	HAG 14-15
	11-12	12-13		LQ	M	UQ	95th Pce					
KS3 %>=level 5 in English	100	100	100	100	100	100	100	100	100	100		
KS3%>=level 5 in Mathematics	100	100	100	100	100	100	100	100	100	100		
KS3 %>=level 6 in English	93	91	93	90.6	95.3	99.1	100	93	91	90.0		
KS3%>=level 6 in Mathematics	100	91	91	92.2	96.1	98.8	100	96	95	94.6		
GCSE %7+ A*-C	94.7	96.4	97.2	91.3	94.2	97.2	99.5	97.2	97.2	97.6	94.7	100
GCSE %7+ A*-C (inc En and Ma)	94.7	96.4	97.2	88.9	92.6	97.2	99.4	97.2	97.2	97.6	93.9	100
GCSE %5+ A*-C	98.5	98.6	100	97.4	98.6	100	100	100	100	98.4	98.5	100
A-level: %3+ A-C	80.6	80.0	80	68.1	75.5	84.5	89.3	78	76	73.0	73.4	95.6

INDICATOR	DHS RESULT		DHS TARGET 13-14	NI GRAMMAR SCHOOL AVERAGES	DHS TARGET 14-17	DHS TARGET 14-15	DHS RESULT 13-14	CAG 14-15	HAG 14-15
	11-12	12-13							
KS3 %>=level 5 in Eng teacher assessments	100	100	100	99.1	100	100	100		
KS3 %>=level 5 in Maths teacher assessments	100	100	100	98.7	100	100	100		
GCSE %5+ A*-C	97.1	98.6	100	97.0	100	100	98.4	98.5	100
GCSE %5+ A*-G	100	100	100	99.9	100	100	100	100	100
GCSE % NO PASSES	0	0	0	0	0	0	0	0	0
GCSE %5+ A*-C (inc Eng and Ma)	95.7	97.8	100	92.9	100	100	98.4	95.4	100
GCSE % achieving A*-C in English	95.7	98.6	100	96.3	100	100	100	96.2	100
GCSE % achieving A*-G in English	100	100	100	100	100	100	100	99.2	100
GCSE % achieving A*-C in Maths	100	99.3	100	97.2	100	100	100	97.7	100
GCSE % achieving A*-G in Maths	100	100	100	100	100	100	100	100	100
A-level % 3+ A-C	80	79.4	80	76.7	78	76	73.0	73.4	95.6
A-level %2+ A-E	100	100	100	99.5	100	100	100	100	100
Attendance rate	95.4	95.7	96.4	95.4	96.5	96.1	95.9		

Three-Year Plan

Learning and Teaching

AREA	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Setting high and realistic targets for GCSE and A-Level performance	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE, AS and A-Level. Support for subject areas in improving results Use of 2009-10 CAT data against Year 12 GCSE performance. Year 10 2013 CAT 3 GCSE Report data disseminated to HoY and Form Teachers. Profiles made available to all staff in Private 5. Dissemination of A-Level projections based on exam results band at GCSE early in the first term for Year 13. Copies to departments and to the pupils. A planner for the 2014-15 academic year will be published showing when GCSE and A-Level coursework is followed in Years 11-14. Deadlines for final submission to be published so that pupils can spend an appropriate amount of time preparing for written papers. The SID on 18 March used to moderate coursework/CA submissions.	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE, AS and A-Level. Support (including external support) for subject areas in improving results GCSE projections based on 2014 Yr 10 CAT 4 report to be created and disseminated to HoY and Form Teachers. Profiles made available to all staff in Private 5. GCSE projection sheets will be shared with the pupils and parents. GCSE projections to inform discussion during pupil self-evaluation days. A-Level projections to inform discussion during pupil self-evaluation days. Review of coursework and controlled assessment deadlines.	Early and regular support for pupils deemed to be at risk of falling below a C in GCSE, AS and A-Level. Support (including external support) for subject areas in improving results Process to be embedded in school practice. GCSE projections to inform discussion during pupil self-evaluation days. Review of coursework and controlled assessment deadlines.

AREA	Year 1: 2014-15 →	Year 2: 2015-16 →	Year 3: 2016-17 →
Evaluating the quality of learning and teaching	Use HoD meetings to launch a series of intra-departmental discussions on aspects of learning and teaching, with reference to the L&T policy. Departmental pro-forma to be submitted following dept meetings to enable sharing of ideas. Review of the L&T Policy by the Learning and Teaching Committee. Action Research project to promote peer support and evaluation of learning and teaching. Pilot team to be established to receive training on the filming and editing of lesson. Teachers to engage in personal reflective practice, observe each other's edited lessons and highlight strengths and suggestions as well as learning from the observation. Peer observation: opportunities to observe colleagues and share good classroom practice, particularly where cross-curricular relevance is evident. Reasons for peer observation to be submitted in advance in order to make the process more focused and opportunities for post-observation discussions created.	Republication of the reviewed L&T Policy. Action research – filmed lessons to feature during SID on sharing good practice and improving the quality of teaching and learning. Second wave of action research project to repeat the process in Year 1. Session during SID for peer observation teachers to share good practice and report observed elements of effective teaching and learning. Continuation of offer of peer observation facility.	PRSD whole school objective on the teacher as a reflective practitioner. Action research – filmed lessons to feature during SID on sharing good practice and improving the quality of teaching and learning. Team teaching: teachers within a subject area sign up for a team teaching initiative whereby a lesson (or lessons) is planned, delivered and evaluated jointly.

AREA	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Literacy Committee to research and suggest ways in which pupils' ability to speak and present is (and can be) promoted in the classroom. Departments asked to self-evaluate how pupils' speaking and listening skills are developed in the subject area. PRSD whole school objective – developing pupils' speaking and listening in whole-class and self-evaluative contexts. Marking for improvement: HoD meeting focused on establishing core principles of best practice in the formal assessment of pupils' work. Whole-school booklook to evaluate classroom activities and pupil learning at KS4. Development of focus groups of pupils in KS4 with an emphasis on learning. Pupil pursuit to review pupils' classroom and learning experiences in KS4.	HoD Meetings to include three sharing good practice sessions on how effective speaking and listening is promoted in subject areas. Departments to review policies on the assessment of pupils' work to include approaches to Assessment for Learning and the formal marking of pupils' work with clear reference to how this can be developed and improved. Whole-school booklook to evaluate classroom activities and pupil learning at KS3-4. Development of focus groups of pupils in KS3 with an emphasis on learning. Pupil pursuit to review pupils' classroom and learning experiences in KS3.	Pupil pursuit - focus on pupil talking and listening, with aspects of effective practice published. Pupil voice: survey of pupils in Years 8-14 on how they perceive their levels of engagement in class and their development of talking and listening skills. Booklook focus on the assessment of pupils' work e.g. standardised assessment tasks/formal assessment. Whole-school booklook to evaluate classroom activities and pupil learning at KS4. Development of focus groups of pupils in KS 3-4 with an emphasis on learning. Pupil pursuit to review pupils' classroom and learning experiences in KS 3-4.

AREA	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Support for "highly able" pupils and for those who require additional support	L&T Committee and interested colleagues to research strategies to support highly able pupils in curricular and extra-curricular contexts. Highly able pupils (Medics, Oxbridge etc.) to receive workshop support on interview confidence, preparation and the development of their academic interests. Working group to explore strategies, including differentiation by task, for supporting pupils identified as experiencing difficulties. Formal progress feedback for pupils receiving literacy support.	Policy to Support Highly Able Pupils to be written and approved. Opportunities for intellectual, cultural development through external and in-school events. Developing role of senior pupils as leaders through the creation of voluntary library-based homework support (two mornings per week from 8.30am and two after-school clinics). Use of CAT 4 profiles to inform L&T approaches for pupils identified by Pastoral staff.	
Boys' engagement and achievement in Down High School	Working group set up to use external information and internal data to conduct research into engagement of boys and boys' achievement in DHS. This will include discussions with staff and pupil focus groups.	Working group to provide colleagues with research findings and a range of strategies for promoting boys' engagement and performance.	Departmental focus on boys' engagement and achievement – audit tool, peer observation, departmental surveys with pupils.

Three-Year Plan

ICT

Target	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Curriculum Development – Subject Departments	Audit of department schemes of work to identify opportunities for using ICT to enhance learning and teaching Departments to revise schemes of work to enhance opportunities for using ICT to support learning **at KS3.** **Aim**: Departments to implement in taught curriculum at least two learning activities using ICT per year group at KS3.	Departments to revise schemes of work to enhance opportunities for using ICT to support learning at KS4. Departments to revise schemes of work to enhance opportunities for using ICT to support learning **at KS4.** **Aim**: Departments to implement in taught curriculum at least two learning activities using ICT per year group at KS4.	Departments to revise schemes of work to enhance opportunities for using ICT to support learning in Sixth Form. Departments to revise schemes of work to enhance opportunities for using ICT to support learning **in Sixth Form.** **Aim**: Departments to implement in taught curriculum at least two learning activities using ICT per year group in Sixth Form.
Curriculum Development - Taught ICT Developing pupil ICT skills to support learning	Ongoing revision of taught Schemes of Work for KS3 ICT to take account of new developments in ICT/Computing; to focus on development of Key ICT Skills in relevant learning contexts; and to encourage greater pupil collaboration, self-assessment and peer –assessment. ICT Department to work with subject departments and careers to identify and integrate cross-curriculum topics into taught ICT curriculum.	Ongoing revision of taught Schemes of Work for KS3 ICT to take account of new developments in ICT/Computing; to focus on development of Key ICT Skills in relevant learning contexts; and to encourage greater pupil collaboration, self-assessment and peer –assessment. ICT Department to work with subject departments and careers to identify and integrate cross-curriculum topics into taught ICT curriculum. Review of KS4 ICT courses on offer.	Ongoing revision of taught Schemes of Work for KS3 ICT to take account of new developments in ICT/Computing; to focus on development of Key ICT Skills in relevant learning contexts; and to encourage greater pupil collaboration, self-assessment and peer –assessment. ICT Department to work with subject departments and careers to identify and integrate cross-curriculum topics into taught ICT curriculum. Review of KS5 ICT courses on offer.

Target	Year 3: 2014-15	Year 3: 2015-16	Year 3: 2016-17
To promote e-safety to pupils, parents and staff	Continue to raise awareness and promote good practice in relation to e-safety through KS3 ICT, assemblies, workshops for pupils and seminars for parents.	Continue to raise awareness and promote good practice in relation to e-safety through KS3 ICT, assemblies, workshops for pupils and seminars for parents.	Continue to raise awareness and promote good practice in relation to e-safety through KS3 ICT, assemblies, workshops for pupils and seminars for parents.
Staff Development - Curriculum Development of staff competence and expertise in relation to curriculum use of ICT	Whole staff ICT training to be provided through the programme of Baker Days and School Improvement Days. Departments to identify their key ICT training needs. Staff to be offered menu of internally facilitated ICT INSET options to support the development of ICT within their department's curriculum. **ICT Sharing Good Practice Forums** Departments to showcase "best-practice" learning using ICT to other departments.	Whole staff ICT training to be provided through the programme of Baker Days and School Improvement Days. Departments to report on any further ICT training needs. Staff to be offered menu of internally facilitated ICT INSET options to support the development of ICT within their department's curriculum. **ICT Sharing Good Practice Forums** Departments to showcase "best-practice" learning using ICT to other departments.	Whole staff ICT training to be provided through the programme of Baker Days and School Improvement Days. Departments to report on any further ICT training needs. Staff to be offered menu of internally facilitated ICT INSET options to support the development of ICT within their department's curriculum. **ICT Sharing Good Practice Forums** Departments to showcase "best-practice" learning using ICT to other departments.

Target	Year 3: 2014-15	Year 3: 2015-16	Year 3: 2016-17
Staff Development - Admin Development of staff competence and expertise in relation to administrative use of ICT	Refresher SIMS training for all staff Review of usefulness of SIMS	SIMS training for new staff	SIMS training for new staff
Policy Development	Promotion of BYOD policy	Review and revise existing Whole School ICT Policy, BYOD and related ICT policies to ensure all policies are up to date and compliant with DENI guidance and reflect best practice.	Implement and promote revised ICT policies.
KS3 – Assessment and Reporting To prepare for statutory requirement to report on ICT levels of progression	Ongoing work with departments involved in the KS3 ICT scheme to identify opportunities and develop assessment activities. Staff training on assessing ICT and reporting on levels as required.	Ongoing work with departments involved in the KS3 ICT scheme to identify opportunities and develop assessment activities. Staff training on assessing ICT and reporting on levels as required.	Ongoing work with departments involved in the KS3 ICT scheme to identify opportunities and develop assessment activities. Staff training on assessing ICT and reporting on levels as required.

Three-Year Plan

Environment

Environment 3-Year Development Plan 2014-17

AREA	Year 1: 2014-15 →	Year 2: 2015-16 →	Year 3: 2016-17 →
Litter	Reduction of litter throughout the school. Pupil led litter initiatives.	Outside agencies will be used to highlight litter problems. More litter and recycling bins will have been purchased.	Regular actions relating to litter will be common practice.
Healthy Living	There will be a greater awareness of local produce and food miles.	There will be more focus on home grown produce. .	All pupils will have an awareness of food sources and healthy eating.
Biodiversity	Continue with creating more growing areas in school. Continue to cement links with outside agencies. Ulster Wildlife, RSBP and Nuffield Biodiversity bursary scheme.	Biodiversity projects will be integrated into Geography and Biology schemes of work. Increased involvement and links with schools in LALC on biodiversity projects.	Biodiversity strategies will be integrated into schemes of work across the curriculum. Extend Links with outside agencies
Waste	Reduce school landfill by 10%. Quantify and report monthly on landfill volumes. Quantify and raise awareness of photocopying extent.	Waste reduction strategies will continue. There will be a whole School initiative to reduce a particular resource. Reduce volume of photocopying by 10%	Waste strategies will continue with the addition of other materials. Reduce volume of photocopying by a further 5%.

2014-15 Action Plan

Learning and Teaching

TARGET: To set high and realistic targets for an enlarged Sixth Form, improve academic outcomes for pupils at GCSE and promote best practice in learning and teaching by developing a culture of sharing good classroom methodology. **CURRENT POSITION: The last three-year plan oversaw an improvement in A-level results and the enlargement of the Sixth Form presents new challenges. At GCSE the % of pupils achieving seven grades at A*- C has been at or just above the median. The 2012 inspection reported was positive but noted that the need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice.**					
SUCCESS CRITERIA	**ACTIONS**	**DUE**	**PEOPLE RESPONSIBLE**	**RESOURCES/STAFF DEVELOPMENT**	**MONITORING AND EVALUATION**
There will have been an increase in the % of pupils achieving at least seven GCSEs at grades A*-C, reaching the Upper Quartile value for NI grammar schools	Year 10 CAT data from 2013 will be used to publish GCSE grade projections for subject teachers/pastoral leaders.	October 2014	KD, DGD, RD	HoD meeting with focus on CAT GCSE predictions	
	Grade projections will be used to inform discussions with identified Year 11 pupils during self-evaluation days.	October 2014 Feb 2015	HoY and form teachers		Projections compared with examination performance and VFU data.
	There will be regular support for pupils deemed to be at risk of falling below a C in GCSE – mentoring/subject support with regular feedback on progress.	Sept-May 2014-15	Teacher-mentors; SLT		Pastoral staff to support learning strategies.
	Support for subject areas where improvement in results is a priority.		KD; DJR		SLT
	Dissemination to staff and pupils of A-Level projections based on GCSE results bands early in the first term. These will be used to inform discussions with identified Year 13-14 pupils during self-evaluation days.				Departments to monitor pupils' progress. HoYs to monitor pupils deemed as being vulnerable to achieving lower than a C grade and support pupils (e.g. self-evaluation days).

TARGET: To set high and realistic targets for an enlarged Sixth Form, improve academic outcomes for pupils at GCSE and promote best practice in learning and teaching by developing a culture of sharing good classroom methodology. **CURRENT POSITION: The last three-year plan oversaw an improvement in A-level results and the enlargement of the Sixth Form presents new challenges. At GCSE the % of pupils achieving seven grades at A*- C has been at or just above the median. The 2012 inspection reported was positive but noted that the need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice.**					
SUCCESS CRITERIA	**ACTIONS**	**DUE**	**PEOPLE RESPONSIBLE**	**RESOURCES/STAFF DEVELOPMENT**	**MONITORING AND EVALUATION**
The quality of pupils' classroom experience will have been evaluated with good practice exchanged	Publication of planner detailing when Controlled Assessment and Coursework takes place for pupils in Yrs 11-14. Deadlines for final submission to be published which will allow adequate time for pupils to prepare for written papers. School Improvement Day in March 2015 reserved for the moderation of marked coursework/CA.	Oct 2014 March 2015	KD HoDs	SID in March 2014 (after coursework has been marked) to allow for moderation.	Controlled Assessment and coursework status will be requested *monthly* by SLT.
	L&T discussion pro formas to be issued for dept discussion with reference to the Policy. Responses submitted to enable the sharing of ideas and practice. L&T Policy to be reviewed. Peer observation initiative: to observe colleagues by agreement and share good practice. The focus of the observation to be agreed in advance and follow-up scheduled.	Sept-Dec 2014 Dec 14 - Feb 15 Oct 2014	KD HoDs L&T Committee and SLT KD	Departmental meetings Staff cover implication at a time convenient to observing and observed teachers as long as the arrangement can be managed easily.	SLT review of departmental responses. Peer monitoring of the scheme's effectiveness. SLT to evaluate the effectiveness of the scheme.

<u>TARGET</u>: To set high and realistic targets for an enlarged Sixth Form, improve academic outcomes for pupils at GCSE and promote best practice in learning and teaching by developing a culture of sharing good classroom methodology.
<u>CURRENT POSITION:</u> The last three-year plan oversaw an improvement in A-level results and the enlargement of the Sixth Form presents new challenges. At GCSE the % of pupils achieving seven grades at A*- C has been at or just above the median. The 2012 inspection reported was positive but noted that the need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
The quality of pupils' classroom experience will have been evaluated with good practice exchanged (cont'd)	Action Research Project to promote self-evaluation and peer support and evaluation of learning and teaching. Pilot team to receive training on recording lessons and editing content. Reflective practice and peer evaluation to highlight strengths and suggestions for development.	June 2015	KD Action research staff volunteers	ICT support	Self-evaluation of lessons and peer support for edited lessons.
	Literacy Committee to research and publish ways in which pupils' speaking and listening can be promoted in the classroom. Departments will audit and evaluate how these are developed in the subject area in individual, group and whole class contexts.	Dec 2014	DJD Literacy Committee	PRSD whole-school focus 2014-15	PRSD reviews Literacy Committee review of departmental audits.
	Learning and Teaching Committee to begin a review of the school's Homework Policy. This will include another parental survey.	Sept-Dec 2014	KD L&T Committee Office support	L&T Committee; costs of posting surveys.	Parental surveys analysed to inform the review of the Homework Policy.

<u>TARGET</u>: To set high and realistic targets for an enlarged Sixth Form, improve academic outcomes for pupils at GCSE and promote best practice in learning and teaching by developing a culture of sharing good classroom methodology.
<u>CURRENT POSITION:</u> The last three-year plan oversaw an improvement in A-level results and the enlargement of the Sixth Form presents new challenges. At GCSE the % of pupils achieving seven grades at A*- C has been at or just above the median. The 2012 inspection reported was positive but noted that the need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
The quality of pupils' classroom experience will have been evaluated with good practice exchanged (cont'd)	An HoD meeting agenda will be reserved for Heads of Department to establish core principles for the formal assessment of pupils' work, with an emphasis on pupil improvement. These principles will be disseminated and implemented in the interests of pupils receiving feedback that is consistent.	Dec 2014	HoDs SLT All teaching staff	HoD Meeting	Book-looks
	Whole-school booklook to evaluate classroom activities and pupil learning at KS4.	Dec 2014	L&T Committee	Cover implications for the L&T Committee	Publication of book-look findings with reference to strengths and areas for development.
	Whole-school booklook to evaluate classroom activities and pupil learning at KS3.	March 2015	L&T Committee	Cover implications for the L&T Committee	Publication of book-look findings with reference to strengths and areas for development.
	L&T Committee to research strategies to support highly able pupils in the classroom. Highly able pupils will be supported in applications for high demand courses and identified Year 13 pupils will attend an all-day workshop at the Lyric Theatre to help them with interview skills and confidence building mechanisms.	Sept 2014 – Oct 2014	L&T Committee Careers Dept Lyric Theatre	Pupils to cover the cost of the workshop.	Discussion with pupils on the effectiveness of the support.

TARGET: To set high and realistic targets for an enlarged Sixth Form, improve academic outcomes for pupils at GCSE and promote best practice in learning and teaching by developing a culture of sharing good classroom methodology. **CURRENT POSITION: The last three-year plan oversaw an improvement in A-level results and the enlargement of the Sixth Form presents new challenges. At GCSE the % of pupils achieving seven grades at A*- C has been at or just above the median. The 2012 inspection reported was positive but noted that the need for improvement in 20% of the observed lessons places an emphasis on sharing effective classroom practice.**					
SUCCESS CRITERIA	**ACTIONS**	**DUE**	**PEOPLE RESPONSIBLE**	**RESOURCES/STAFF DEVELOPMENT**	**MONITORING AND EVALUATION**
The quality of pupils' classroom experience will have been evaluated with good practice exchanged (cont'd)	Working Group reflecting a number of subject areas to be established to research ways in which lower achieving pupils can be supported in the classroom – for example, differentiated tasks. A more formal mechanism for parental feedback will be established for pupils receiving Literacy support.	Sept 2014 - Feb 2015 Sept 2014 – June 2015	Senior Teacher Group of volunteer staff DJD LD	Time to be made available on the first day of the Winter exams to work on task. Classroom assistants to be consulted on research.	Heads of Year to seek views of pupils on the issue of current classroom activities – what pupils find easier and what they find difficult in terms of their learning.
	Working group to be established to explore the levels of boys' engagement in the school. Use of research tools, internal attainment data CAT reports and discussions with staff/pupils to produce a paper for SLT and an action plan.	Sept 2014 – June 2015	Senior Teacher Working Group	Meetings to research the current extent of boys' engagement and strategies for developing this.	Feedback to SLT
	Focus Groups will seek pupils' views on what they see as constituting effective learning.	Sept 2014 – June 2015	KD/DR/ Sen Teacher	Pupils will meet with group facilitator during core LLW.	Regular communication of Focus Group discussions to SLT and teaching staff.
	Pupil pursuit to review the learning experiences of pupils at KS4.	Term 2 2015	DD Pastoral staff	Cover arrangements set up	Report on pupil pursuit to be published for SLT and teaching staff.

2014-15 Action Plan

ICT

<u>TARGET:</u> To develop cross curricular use of ICT to support learning and teaching and to meet statutory requirements.

<u>CURRENT POSITION:</u> Most departments have been using the VLE to provide access to a wider range of audio-visual support materials and resources. PRSD has been used to promote the use of the VLE to enhance learning and teaching (2012-13). All departments have signposted opportunities to use ICT in Department SOW. A number of departments use ICT facilities in class and by booking central ICT facilities to enhance learning and teaching. A number of departments have been using iPads to explore potential benefits of using iPads in classroom.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Curriculum Development – Subject Departments Departments to implement in taught curriculum at least two learning activities using ICT per year group at KS3.	Department audit of schemes of work to identify opportunities for using ICT to enhance learning and teaching **at KS3.** Departments to revise and implement schemes of work to enhance opportunities for using ICT to support learning **at KS3.**	August-Dec 2014 June 2015	HOD	Training, advice, resource and support sessions as needed. Access to ICT facilities	GN SLT
Curriculum Development – VLE	Departments continue to develop learning resources for VLE for a range of age groups. Departments will use the VLE to host learning resources for at least 3 year groups, one of whom should be at KS3. Selected departments will showcase their use of the VLE at HOD meetings. Ongoing technical help and support sessions will be provided. Train staff in use of Fronter as a replacement VLE	June 2015	HOD HOD HOD GN GN	Online department resources Online department resources Department presentations Identify/develop and disseminate resources to support VLE	GN SLT

<u>TARGET:</u> To develop cross curricular use of ICT to support learning and teaching and to meet statutory requirements.

<u>CURRENT POSITION:</u> Most departments have been using the VLE to provide access to a wider range of audio-visual support materials and resources. PRSD has been used to promote the use of the VLE to enhance learning and teaching (2012-13). All departments have signposted opportunities to use ICT in Department SOW. A number of departments use ICT facilities in class and by booking central ICT facilities to enhance learning and teaching. A number of departments have been using iPads to explore potential benefits of using iPads in classroom.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Curriculum Development - Departments provided with iPads will use them to support learning and teaching.	Departments issued with iPads will explore how they can be used most effectively in the classroom and will produce evidence of teaching a substantive lesson at KS3, KS4 and 6th form using iPads. Relevant departments will review and report on how iPads have been used to support learning and teaching.	June 2015	HOD	Training, advice, resource and support sessions as needed. iPad Survey	GN/DR

TARGET: To develop taught Computing as a core curriculum option.

CURRENT POSITION: SSD course introduced in 2013-14. Programming club for KS3 and KS4 introduced in 2013-14.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Curriculum Development - A level Software Systems Development will be continued to A2 level.	A programme of study for CCEA A Level SSD will be devised and implemented for A2 SSD.	Sept 14	LMcC	CCEA materials CCEA and externally provided training. Partnership arrangements with All State to continue.	KD
Curriculum Development - GCSE Computing will be added to KS4 curriculum	A programme of study for GCSE computing will be devised and implemented.	Sept 14	LMcC	Exam board materials and externally provided training.	KD
Extra-Curricular Development - Pupil interest in programming will be increased.	Junior programming clubs will run for KS3 and KS4.	Oct 2014	GN/LMcC	Resources developed to support clubs.	GN LMcC

TARGET: **To develop SOW for taught ICT at KS3 to equip pupils with a range of ICT skills to be used across the curriculum and to meet statutory requirements.**

CURRENT POSITION: KS3 schemes subject to revision in 2013-14.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Curriculum Development - Taught ICT Developing pupil ICT skills to support learning	Ongoing revision of taught Schemes of Work for KS3 ICT to take account of new developments in ICT/Computing; to focus on development of Key ICT Skills in relevant learning contexts; and to encourage greater pupil collaboration, self-assessment and peer –assessment.	June 15	GN/LMcC	KS3 ICT SOW Develop resources to support KS3 scheme	GN SLT
	ICT Department to work with subject departments and careers to identify and integrate cross-curriculum topics into taught ICT curriculum.	June 2015	GN/LMcC	Collaborative resources to support cross curricular ICT	GN SLT
Curriculum Development - KS3 Assessment and Reporting To prepare for statutory requirement to report on ICT levels of progression	Ongoing work with departments involved in the KS3 ICT scheme to identify opportunities and develop assessment activities.	During 2014-15	GN	CEA KS3 CCIT Scheme	GN SLT
	Staff training on assessing ICT and reporting on levels as required.	During 2014-15	GN	CEA KS3 CCIT Scheme Level Descriptors	GN SLT

TARGET: To promote e-safety to pupils, parents and staff.

CURRENT POSITION: A whole school ICT policy is in place. A BYOD policy is in place. Teaching staff have access to online educational video in the classroom. KS3 ICT classes are informed about e-safety via e-safety lessons. Parents are invited to an annual e-safety meeting. Workshops and assemblies dealing with e-safety have been held.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Curriculum Development - To promote e-safety to pupils, parents and staff	Continue to raise awareness and promote good practice in relation to e-safety through taught KS3 ICT classes, assemblies, workshops for pupils and seminars for parents.	June 2015	GN/LMcC	Identify/develop and disseminate resources to support e-safety in taught KS3 ICT scheme. Identify/develop and disseminate resources to support staff awareness of e-safety issues. Identify/develop and disseminate resources to support parent awareness of e-safety issues.	GN SLT
	Brief staff on e-safety during Baker days	August 2014	GN	E-Safety Powerpoint	GN SLT
	Adopt a whole-school e-safety policy	June 2015	GN/DR	E-Safety Policy	GN SLT

TARGET: To develop staff competence/use of ICT to support learning and teaching and to meet statutory reporting requirements.

CURRENT POSITION: All staff have access to ICT facilities in their teaching rooms to support learning and teaching, including a laptop or desktop connected to a data projector. All staff can book classes into ICT facilities to promote learning and teaching using ICT. All departments have signposted opportunities for using ICT in their SOW. During 2013-14, two staff training sessions were held in-house offering a menu of ICT training options.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Staff Development - Curriculum Development of staff competence and expertise in relation to curriculum use of ICT	Departments to identify their key ICT training needs. Whole staff ICT training to be provided through the programme of Baker Days, cover days and School Improvement Days. A range of ICT training courses will be offered to staff throughout the year focussing on the existing and emergent ICT tools and Web 2.0 technologies. The focus in these courses will be on developing staff ICT skills, improving staff understanding of the 5'E's, the Desirable Features and the KS3 ICT assessment levels. **ICT Sharing Good Practice Forums** Departments to showcase "best-practice" learning using ICT to other departments.	Aug 2014 June 2015 During 2014-15 During 2014-15	HOD GN and other staff involved in training GN/DR DR/GN	ICT Training Needs Pro-forma Identify/develop and disseminate resources to support staff competence/use of ICT Menu of course options Time in department, HOD and whole-school meetings to share good practice.	GN SLT
Staff Development - Admin Development of staff competence and expertise in relation to administrative use of ICT	Refresher SIMS training for all staff – Attendance module Review of usefulness of SIMS modules used and identify opportunities to use other modules.	August 2014 June 2015	DGD DGD	Attendance module handouts Materials and resources to be developed for new modules.	DGD GN SLT

TARGET: **To develop policy and practice to meet statutory requirements.**

CURRENT POSITION: BYOD policy adopted 2013-14. Staff guidelines on safe use of educational video adopted 2013-14. C2K Transformation due July 2014.

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Resource Development	Purchase 10 C2K machines to update non-transferable C2K equipment to comply with new network requirements.	Aug 2014	GN	10 new C2K machines	GN SLT
Policy Development	Promotion of BYOD policy through form teachers, subject leaders, year groups meetings, assemblies etc. Development of E-Safety Policy	Sept-Dec 2014 Dec 2014	GN GN/DR	BYOD Policy E-Safety Policy	GN SLT

2014-15 Action Plan

Environment

TARGET: Litter

CURRENT POSITION:

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
There will be a visible reduction of litter within school buildings and in school grounds.	Raise awareness of litter problem. Bring in outside agencies to talk in assemblies, especially on the problems with chewing gum.	June 2015	All staff and pupils. RW/JJ. Senior prefects.	Form teachers/ Head of section. Outside agencies. Tidy NI. DDC.	Review termly.
There will be evidence of pupil led litter initiatives.	Evaluation of positioning of litter bins around school.	Oct 2014	Eco group	Pupil power and clip boards.	Evaluate findings by end of Sept. 2014.
	Pupil led litter picks. House points.	Sept 2014	RW/JJ Robert Ellis SG/RW/JJ	Litter pickers/gloves/ binliners. Cost £8.34 each. = £100.	Termly House competition. Junior, middle and senior.
	Better enforcement of eating in designated eating areas.	All year	All staff. Duty staff and form teachers.	N/A	Review half-termly
Positive feedback from best Kept schools awards.	Provision of replacement classroom recycling bins and multi bin for canteen and additional bins outside.	Dec 2014	Senior leadership team	Purchase of new bins. Approx. £400 from tendered source.	Evaluate upon purchase.
	Enter school for best kept schools award. SEELB. Include all of the above.	April 15?	SLT to enter.	Included within body of plan.	Success and school grounds looking cleaner and brighter.

TARGET: Waste

CURRENT POSITION:

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
There will be a reduction of school waste going to landfill by 10%.	Work with Robert Ellis and McNabbs to monitor monthly volumes of landfill and recycled waste. Keep quantitative record and display visually as running graph on eco board. Business and Geography to assess the economic viability of recycling.	June 2015	RE, RW/JJ DR/JGS	Cooperation and figures from McNabbs. Business studies and Geog Dept.	The decrease in school waste going to landfill by May 2015.
There will be a reduction in school photocopying.	Awareness initiatives to reduce photocopying and alternatives discussed.	Sept 14	Eco group	Assemblies and HOD meetings	Termly and end of year.
There will be a visible reduction in the usage of plastic bags within school.	Promotion of cloth bag usage and the production of pupil designed cloth bag within school. DONE	Dec 2014	JT/RW	Cloth bags with pupil design.	Evidence of more cloth bags and fewer plastic bags. Pupil audit.
There will be an increased use of reusable containers by pupils and staff.	Possible production of re-useable water bottles with school design. Promoted to year 8 and 9.	Dec 2014	JT/RW/SMcK	HSC pupils to deliver to yr8 pupils. If feasible liaise with print company. Use same screen print as on cloth bag.	Pupil/staff audit. VLE questionnaire.

TARGET: Biodiversity

CURRENT POSITION:

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
The growing areas within school grounds will have been extended and other Departments encouraged to utilise as part of Land T.	Eco group and Biological society will initiate growing activities and maintenance of beds.	June 2015	RW/Ecogroup	New raised beds. Another compost bin.(we have) Metal grates for compost bins. Approx. cost £50	Usage and condition will be monitored termly.
3 new beds will have been created to include a herb bed for the HE dept.	Pupils will help to construct, plan and plant up new beds.	Oct 2014	RW/SMcK	3 new raised beds. two 2m x 1m and one 1m x1m Link a bord. Approx cost £200 including shipping	Usage monitored termly.
Links will have been made with local growers and nurseries.	Link with local growers and plant nurseries for sourcing plants, expertise and career links.	June 2015	RW/SMcK	Net working/careers/ applied science. Niall Watson daffodil grower. Clare Woods Greenmount and Burns nursery Clough.	Termly
Bird boxes will have been produced by pupils.	Tech Dept will work with RSPB to design and construct bird boxes and work towards RSPB award. Pilot with year 10 Tech. Next year with Zoology club.	Start June 2014	MP	Bring in RSBP, Karen Shiels Cost approx £3.00/pupil, max 15 pupils.=£45	Termly Pupil feed back. Award.

International links will have been established for shared learning activities,	Establish link with Sri Lankan school with specific project in June 2014, ready for action in Sept 2014.	June 2014.	DR/RW/JGS	Making link and producing project outline.	
Nuffield Bursary link will have been sustained.	Encourage AS Biology candidates to apply for Nuffield bursary. Local farm link and RSPB liaison.	Dec 2014	RW	Mentoring supplied through RSBP as provider for Nuffield scheme. DHS facilitates equipment for pupils in the field if needed and meetings between candidates and RSPB mentor Karen Shiels. STEM funding if available.	Project submission will be evaluated in Sept. Students to feed back to fellow pupils. Data for use within Bio and Geog Dept Pupil feedback and data collection.
Links will be maintained with Ulster Wildlife. .	Biology Dept to take part in Shore Study survey as custodians of Rossglass beach. They will carry out sampling twice a year. Data collected is entered onto national database held in marine centre in Plymouth and used as teaching resource	Oct 2014-05-06 April 2015	RW	All equipment provided by Ulster wildlife.	

TARGET: Healthy Living

CURRENT POSITION:

DHS takes the health and well-being of pupils, staff and visitors very seriously. A Whole School Food Policy is in place which addresses many aspects of healthy living. Relevant links to Health Living can be seen across a wide range of subjects

SUCCESS CRITERIA	ACTIONS	DUE	PEOPLE RESPONSIBLE	RESOURCES/STAFF DEVELOPMENT	MONITORING AND EVALUATION
Pupils will have a greater awareness of local produce and the issue of food miles and will be able to discuss issues re. GM and organic foods.	Existing schemes of work will be revised to include an increased focus of the importance of buying local foods, the issue of food miles and the benefits of growing your own.	Sept 14	SMK/PG/CML	Schemes of work to be updated Speakers need to be arranged e.g. tasty careers, Finnebrogue and Mash Direct.	SMK to monitor that this is happening . .
Pupils will understand the benefits of growing your own produce.	Speakers will be arranged from local food business to talk to pupils.	June 15	SMK/PG		SMK to monitor
Pupils will know the health benefits of drinking water.	Schemes of work will include references to the vegetable patch and herb garden. Pupils will be given the opportunity to visit both and use produce to make a dish in a practical cookery class.	Sept 14	SMK/PG/CML		Pupil/staff audit. VLE questionnaire.
	A health promotion campaign will take place to encourage pupils to drink more water and remind them of the benefits of doing so. There will be consultation about Reusable DHS water bottles for sale. Staff and pupils will be reminded of the Whole School Food Policy in relation to drinking water in the classroom.	Jan 15	SMK/PG Year 13 HSC pupils	Research will be conducted as to the feasibility of DHS branded water bottles. Display material needed - contact Public Health Agency	

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

The potentially very challenging financial context at the time when the original version of this School Development Plan was being finalised in September 2014 and for much of the 12 month period during which it was researched, planned and consulted upon has significantly reduced our ability to plan for school improvement through increased expenditure. Some elements of the action plans require a moderate amount of financial outlay. These include the provision of literacy support and mentoring, the replacement of ICT hardware and CAT Testing. A limited amount of staff cover will also be provided to facilitate peer observation, pupil pursuits, book looks, focus groups and the development of ICT within subjects.

Other aspects of the Action Plans are more dependent on allocation of staff time than on direct, additional expenditure. These include staff development sessions during School Improvement Days relating to the promotion of speaking and listening and the sharing of good practice in relation to learning and teaching and ICT. An Action Research project based on the filming and editing of lessons and staff working parties focussing on differentiation and the engagement and achievement of boys, will also be facilitated.

There are also some parts of the Action Plans, such as the Bring Your Own Device initiative in the ICT Action Plan, which seek to make improved use of existing resources within the school community.

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

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

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

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

APPENDIX Inspection report - Key findings and recommendations

ACHIEVEMENTS AND STANDARDS

The standards achieved by the pupils are good.

In a small number of subjects there is scope for urgent improvement. The school has prioritised the need, and is implementing fully, a wide range of strategies to continue to raise further the pupils' levels of attainment at A level and to address inconsistencies in subject performance.

PROVISION FOR LEARNING

The quality of the provision for learning is very good.

The school has established a working group to identify and disseminate good practice in learning and teaching; given that one fifth of the lessons need improvement, the inspection confirms that this is an appropriate priority.

In only a minority of the lessons is ICT used effectively to enhance the pupils' learning.

The quality of the provision for special educational needs is very good.

The quality of the care, guidance and support of pupils is very good.

The curricular provision for the pupils at key stage 3, key stage 4 and in the sixth form is very good.

The quality of the provision for careers education, information and guidance is good.

LEADERSHIP AND MANAGEMENT

The leadership and the management are very good.

CONCLUSION

In the areas inspected, the quality of education provided by the school is very good. The school is meeting very effectively the educational and pastoral needs of the pupils; and has demonstrated its capacity for sustained self-improvement.

The main area for improvement is the need to continue to focus on the dissemination of the most effective practice in learning and teaching, within a collegial culture of self-evaluation, in order to raise further the improving standards attained by the pupils.

KEY FINDINGS AND RECOMMENDATIONS IN SPECIFIC SUBJECTS.

The provision for English is very good.

The area for improvement is the need for the teachers to develop a collegial approach to sharing their best practice in learning and teaching approaches in order to raise standards further.

The provision for Modern Languages is good.

The area for improvement is the need to increase and extend the use of the target language by the teachers and the pupils in order to maximise opportunities for language practice within lessons.

The provision for science is good.

The areas for improvement are the need to improve further the quality of teaching and the standards reached in a significant minority of the physics and KS3 classes; and

the need to disseminate more effectively the very good or outstanding practice already existing, through the heads of chemistry, physics and biology working as a team to achieve this goal within a strengthened self-evaluative culture.

APPENDIX

Outcomes of Teaching and Non-teaching Staff Surveys 2014

SCHOOL DEVELOPMENT PLAN: TEACHER QUESTIONNAIRE 2014

ANALYSIS

	1 Strongly Agree %	2 Agree %	3 Disagree %	4 Strongly Disagree %	Unable to comment %
1. *The school has a clear vision for improvement.*	44	56			
2. *There is effective communication between all members of staff.*	6	50	36	6	2
3. *There is consultation with staff on the main priorities for the school.*	15	54	31		
4. *All staff contribute to School Development Planning to identify and achieve the school's priorities.*	10	51	37		2
5. *Down High School is led and managed effectively by staff and governors.*	28	67	3		2
6. *All staff ensure that the pastoral care, health and educational needs of all children are met effectively.*	50	50			
7. *I am aware of the school's procedures relating to Child Protection.*	86	14			
8. *I am aware of the key policies within the school.*	63	32	3		2
9. *Teachers with responsibilities are aware of their role in bringing about improvement.*	49	37	6		8
10. *Distributed leadership is encouraged throughout the school.*	19	40	33	6	2
11. *Self-evaluation is promoted throughout the school.*	44	53	3		
12. *I have benefited from staff development in the past 3 years.*	36	47	14		3

13. Staff development has been linked to priorities identified in the School Development Plan.	36	58	3	3	
14. School Improvement Days are used effectively throughout the year	17	54	26	3	
15. The school works closely with parents.	34	54	12		
16. Down High School is valued and respected in the local community.	58	31			11
17. The school respects diversity and welcomes members from all communities.	72	25	3		
18. The school premises are well maintained.	18	80		2	
19. The management promotes the welfare of all staff	17	56	25	2	
20. The children in the school are well behaved.	39	58	3		
21. Inappropriate behaviour is dealt with effectively.	11	63	23	3	
22. Attendance rate of children is high	19	65	8		8
23. The school provides a safe and stimulating environment.	31	64	5		
24. The Principal provides effective leadership.	25	69	6		
25. Finance is managed effectively to ensure provision is high quality and cost effective.	16	66	2	2	14
26. The Board of Governors has a clear understanding of its role in supporting the Principal and staff in the governance of the school.	20	56	6		18
27. The school is well resourced for learning and teaching.	16	65	16	3	
28. I feel valued and respected in this school.	31	56	13		

29. I enjoy working in this school.	61	39			
30. The quality of teaching in this school is good or better.	53	47			
31. Teachers have realistic, high expectations for all children.	42	56	2		
32. Children are offered a broad and balanced curriculum throughout the school.	53	47			
33. All areas of the curriculum are planned for to ensure continuity and progression.	31	57	2		10
34. The school supports children who have a Special Educational Need.	47	53			
35. Teachers provide an environment that supports, challenges and stimulates learning.	39	59	2		
36. The learning experiences are of a high quality.	36	59	5		
37. Teachers provide an interesting range of out-of-classroom experiences to support the Curriculum e.g. trips.	58	38	4		
38. Children are given the opportunity to develop their personal, social and emotional skills.	48	50	2		
39. Down High School is a health promoting school.	25	64	9		2
40. Children are given the opportunity to make a positive contribution to both the school community and the wider community.	37	54	9		
41. Children are encouraged to develop their thinking skills and personal capabilities.	39	56	5		
42. Children are given the opportunity to work independently in the classroom.	46	54			
43. Children are given the opportunity to work in pairs or in groups in the classroom.	42	58			
44. ICT is used effectively to support learning and teaching.	28	69		3	

45. Relationships between teachers and pupils are good in Down High School.	67	33			
46. Relationships between colleagues are good in Down High School.	61	39			
47. I am aware of how well the school is performing compared to similar schools.	36	58	3		3
48. Data is analysed rigorously by all members of staff in order to support improvement.	26	35	24	6	9
49. The children in this school attain good standards in Literacy across the curriculum.	16	50	17		17
50. The children in this school attain good standards in Numeracy across the curriculum.	25	61	3		11
51. The children in this school attain good standards in the use of ICT across the curriculum.	14	66	3	17	
52. Teachers work together to monitor and evaluate pupils' attainment.	35	60	5		
53. I am aware of the actions I can take to raise standards within the school.	51	46	3		
54. Children's work is marked regularly.	51	47			2
55. Children receive feedback on how to improve their written work.	47	47			6
56. Opportunities are provided for children to plan, review and evaluate their learning.	37	60	3		3
57. Children understand how their learning can be transferred and applied to everyday situations.	14	50	33		3
58. Children are made aware of how well they are performing and how they can improve.	36	59	5		
59. Parents are kept informed of how well their child/children are performing.	28	64	8		
60. All children are encouraged to reach their full potential regardless of gender, social, ethnic, linguistic and educational background.	56	44			

SCHOOL DEVELOPMENT PLAN: SUPPORT STAFF QUESTIONNAIRE 2014 ANALYSIS

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Unable to comment %
1. *The school has a clear vision for improvement.*	28	55	11		6
2. *There is effective communication between all members of staff.*	6	50	27	11	6
3. *The Principal provides effective leadership.*	17	66	17		
4. *Staff work well as a team and have opportunities to be involved in decision - making processes.*		50	28	11	11
5. *The school is led and managed effectively by staff and governors.*	22	72			6
6. *All staff ensure that the pastoral care, health and educational needs of all children are met effectively.*	83	11	6		
7. *I am aware of the school's procedures relating to Child Protection.*	78	11	11		

8. I have benefited from staff development in the past 3 years.	6	22	44	11	17	
9. The school works closely with parents.	39	44	6		11	
10. The school is valued and respected in the local community.	55	33	6	6		
11. The school respects diversity and welcomes members from all communities.	78	16	6			
12. The management promotes the welfare of all staff	39	55			6	
13. The children in the school are well behaved.	22	66	6	6		
14. Inappropriate behaviour is dealt with effectively.	22	55	11	11		
15. The school provides a safe and stimulating environment.	56	33	11			
16. The school premises are well maintained	22	61	11	6		
17. The school is well resourced for learning and teaching.	22	39	22	11	6	
18. I feel valued and respected in this school.	50	17	33			
19. I enjoy working in this school.	83	17				

20. Teachers have realistic, high expectations for all children.	33	56			
21. Children are offered a broad and balanced curriculum throughout the school.	56	33			11
22. The school supports children who have a Special Educational Need.	60	28	6		6
23. Children are given the opportunity to develop their personal, social and emotional skills.	50	38	6		6
24. We are a health promoting school.	33	44	17		6
25. Children are given the opportunity to make a positive contribution to both the school community and the wider community.	60	28	6		6
26. Relationships between adults and pupils are good in Down High School.	66	28			6
27. Relationships between colleagues in the school are good.	44	50	6		
28. All children are encouraged to reach their full potential regardless of gender, social, ethnic, linguistic and educational background.	72	22			6