

# **Rainey Endowed**

## **School Development Plan**

### **2013-2016**

**This school development plan (SDP) reflects Rainey Endowed School priorities for the period 2013-2016. These priorities have been identified after analysis of a range of sources, and parents, staff, pupils and the Board of Governors, as well as educational and community partners. The BOG has delegated to the Headmaster the requirement to monitor, evaluate and review the SDP report to the BOG on an annual basis through verbal and written reports from those members of the (SLT) Senior Leadership Team who are responsible for each action plan based on the success criteria. Members will monitor progress through on a termly basis with those responsible and will report to the SLT once per term and the Headmaster will report on the SDP to the BOG annually.**

## LIST OF ACRONYMS FOR GLOSSARY

<b>VLE</b>	Virtual Learning Environment	<b>MIDYIS</b>	Middle Years Information System	<b>STEM</b>	Science, Technology, Engineering, Mathematics
<b>SEN</b>	Special Education Needs	<b>CLAN</b>	Communication, Literacy and Numeracy	<b>CCEA</b>	Curriculum Council for Exams and Assessment
<b>SENCO</b>	Special Education Needs Co-ordinator	<b>EWO</b>	Educational Welfare Officer	<b>RTU</b>	Regional Training Unit
<b>INSET</b>	In Service Education and Training	<b>CAMHS</b>	Child Adolescent and Mental Health Service	<b>EPD</b>	Educational Professional Development
<b>IEPS</b>	Individual Education Plans	<b>C2K</b>	Curriculum 2000	<b>SDP</b>	School Development Plan
<b>SMT</b>	Senior Management Team	<b>ETI</b>	Education & Training Inspectorate	<b>CCS</b>	Cross Curricular Skills
<b>HOY</b>	Head of Year	<b>TTI</b>	Together Towards Improvement	<b>LMS</b>	Leadership and Management School
<b>HOD</b>	Head of Department	<b>CP</b>	Child Protection	<b>PTA</b>	Parent Teacher Association
<b>BOG</b>	Board of Governors	<b>LLW</b>	Learning for Life & Work	<b>HWK</b>	Homework
<b>AFL</b>	Assessment for Learning	<b>FSME</b>	Free School Meal Entitlement	<b>ELB</b>	Education & Library Board
<b>SOW</b>	Scheme of Work	<b>UNOCINI</b>	Understanding the Needs of Children in Northern Ireland	<b>DEL</b>	Department for Enterprise & Learning
<b>PRSD</b>	Performance Review School Development	<b>LIT/NUM</b>	Literacy and Numeracy	<b>DE</b>	Department of Education
<b>SIMS</b>	School Information Management System	<b>EAL</b>	English as an Additional Language	<b>CASS</b>	Curriculum Advisory Schools Service
<b>YELLIS</b>	Year Eleven Information System	<b>PQH(NI)</b>	Professional Qualification for Headship (Northern Ireland)	<b>ALC</b>	Area Learning Community
<b>MLP</b>	Magherafelt Learning Partnership	<b>YEAR 8,9,10,11,12,13,14</b>	<b>FORM1,2,3,4,5,L6,U6</b>		

Rainey Endowed School was formed in 1713 as a school for eight boys per year for a three year curriculum, as a school 'open to all'-thus boys regardless of creed could attend the school. This was contrary to the practice of the state or government. Furthermore, there was an emphasis on the effect of education on local society. The boys leaving RES would be able to read and write and have an apprenticeship afterwards, allowing them to participate in the local society itself. To this day RES pursues Hugh Rainey's visionary faith in action.

Excellent schools, like all successful organisations, reflect carefully and regularly on their practice and progress towards their goals and the realisation of their vision. RES strives to create a process of honest self-evaluation and review combined with a commitment to improvement and formation of action plans to reach its targets. We are committed to the pursuit of excellence in a supportive, pupil friendly environment and we embrace the culture of rigorous improvement based on self-evaluation..

This SDP recognises key strengths, identifies areas where improvement and development are needed and establishes action plans to move forward.

There are many challenges facing our schools and education systems today. Curriculum changes to benefit our learners and Area Based Planning are at the forefront in our thinking but undoubtedly the constraints imposed by financial pressures limits what can be achieved. In spite of this, our SDP helps us to chart a path which will enable us to move forward to address the priorities that we have established to ensure that our young people fulfil their potential, develop an appreciation of learning as an enjoyable, continual process and leave our school equipped with the necessary skills, qualities, values and qualifications which will remain them throughout the rest of their lives.

## **Whole School Aims 2013-2016**



- To improve the quality of teaching and learning to outstanding
- To raise & improve the level of pupil attainment to 100% 7+ A\*-C grades including English & Maths at GCSE and 100% 3+ A\*-C grades at AS/A2 Level
- To develop the use of ICT (tracking, monitoring & intervention) & the e-learning environment for all leading to improved A\*/A/B outcomes
- To improve our staff and student experience
- To promote and improve our role in the community


## 1. A statement and evaluation of the ethos of the school

Ethos Statement	Evaluative Comments	Sources of Evidence for Comments
<p><b>VISION STATEMENT</b> As a caring school, committed to excellence in all areas of its service to the local community, Rainey Endowed desires to educate its pupils to be Global Citizens of the 21<sup>st</sup> Century.</p> <p><b>AIMS</b></p> <ul style="list-style-type: none"> <li>• Promote a caring community based upon mutual respect, tolerance and concern for others</li> <li>• Provide a safe and secure environment where pupils and staff can work and learn together</li> <li>• Recognise and encourage the development of individual talents in academic and extra-curricular activities</li> <li>• Provide a supportive environment to cater for the physical intellectual, emotional and social needs of our pupils</li> <li>• Provide a broad and balanced education which meets the needs of the Northern Ireland Curriculum</li> <li>• Be a self evaluating school aspiring to the highest quality of teaching and learning</li> <li>• Develop effective home/school partnerships to enable our students to attain their full potential</li> <li>• Encourage educational and cultural links with the local and wider communities and outside agencies</li> </ul>	<p>Excellent relationships between teachers and pupils exist in and out of the classroom; the pupils show an interest in learning and respond well to effective teaching, consistent with their abilities.</p> <p>Teachers are committed and enthusiastic; they have a strong sense of loyalty to the school and its goals; they are (and feel) valued, relationships among them are very good and they work well together in a constructively self-critical manner.</p> <p>Pupils show a strong sense of belonging to the school community; opportunities are created for the pupils to have interest in, and involvement with, the well-being of the wider community at a local, national and international level.</p> <p>Pupils are encouraged to value one another and to express their own views while appreciating the views of others; they respect the property of other people; there is a commitment to involve young people in discussions and decisions on school life which directly affect them and to listen to their views.</p> <p>High standards of pastoral care and child protection are in place; arrangements for pastoral care are integrated with, and reflected in, day-to-day teaching and learning; the pupils take a pride in their work, they recognise the importance of high standards of presentation and behaviour and they are courteous and attend regularly.</p> <p>A range of well-developed extra-curricular activities exists for pupils which aim to:</p> <ul style="list-style-type: none"> <li>• improve pupils' confidence and self-esteem;</li> <li>• motivate pupils and raise their expectations;</li> <li>• contribute to the ethos and culture of the school;</li> </ul> <p>Pupils achieve high levels of success in examinations and, as a result, the pupils and the teachers are encouraged in their efforts and expectations.</p> <p>The school is highly esteemed by the local community; its standing can be reflected in the number of pupils seeking admission each year. (oversubscribed by 20-30% per annum – see later section)</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Improve the range and provision of extra-curricular activities for 2013-2014</li> <li>• Student achievement, enrichment and staff welfare will be further encouraged through the introduction of a line management system.</li> </ul>	<p>High attendance rate for Parents' Information Events eg Parents' Evenings, Area Based Planning Consultations etc 95%</p> <p>Parent/Pupil/Staff Consultations 86%-attendance sheets</p> <p>Press Articles School Website/VLE School Magazine/Newsletter Social Media e.g. Facebook, Twitter</p> <p>Open Nights</p> <p>Departmental/Pastoral/Learning Area Minutes Staff INSET Dissemination of Good Practice</p> <p>Examination &amp; assessment outcomes</p> <p>Policies - Teaching &amp; Learning, Special Needs, Pastoral Care, Anti-Bullying, Behaviour &amp; Discipline etc</p> <p>School Prospectus &amp; Annual Report</p> <p>Departmental meetings, pastoral meetings, staff briefings, celebration assemblies, BoG minutes, whole school self-evaluation</p> <p><b>40+ Extra-curricular clubs</b> <b>Eti – Rated V Good – March 2014</b></p>

**2. (a) A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.**

<b>Strategies for Learning and Teaching</b> (to include raising standards of attainment in communication, using maths and ICT)	<b>Evaluative Comments</b> (to include strengths and areas for improvement)	<b>Sources of Evidence for Comments</b>
<p>A whole school Learning and Teaching Policy, which sets out the expected approach to Learning and Teaching, has been developed and shared with all staff. A summary diagram is displayed in all classrooms.  <b>Whole school assemblies in December 2013 also shared policy with pupils from all key stages.</b></p> <p>A whole school lesson plan template, which sets out the expected structure which all lessons will follow, has been agreed and adopted.</p> <p>Action Plans arising from the School Development Plan place emphasis on promoting the highest levels of Teaching and Learning.</p> <p>Staff Training Days are used to share best practice in the areas chosen for development, such as Assessment for Learning Strategies (Learning Intentions and Success Criteria; Effective Questioning; Feedback for Improvement; Peer and Self-assessment), Active Learning Strategies; Different Learning Styles.  <b>Focus on differentiation for 2014-15.</b></p> <p>Inter-departmental groups have been established to allow staff to share good practice within and across recognised curricular Learning Areas. <b>Teaching and Learning group from across all learning areas was established in September 2014.</b></p> <p>Lesson observations are used for both evaluative and CPD purposes. Staff have been encouraged to observe colleagues within Learning Areas; HoDs observe practice in their own departments; PRSD observations take place twice a year; the Principal observes all staff annually.</p> <p>There is a clear emphasis on the cross-curricular skills in schemes of work in</p>	<p>The draft policy was disseminated to all staff in August 2013 and departmental audits were carried out accordingly. Areas for future development, such as plenaries and addressing different learning needs and styles, were identified in the feedback process and will be targeted in the coming terms.</p> <p>Evaluations of training sessions have been conducted and areas for future development have been identified. <b>Differentiation was identified as focus for staff development for 2014-15.</b></p> <p>Evaluations of original Learning Areas in June 2012 led to a re-forming of the groups to allow staff to work with colleagues from similar curricular areas. Further evaluation has led to more time being spent working in departments before sharing good practice across departments.</p> <p>The Learning Areas have established the practice of peer observation for professional development purposes. Findings have been shared within and across departments. The Principal has observed all staff and found nearly all lessons to be in the good to outstanding category. There is no inadequate teaching. <b>Practice of dual observations was initiated in summer term of 2014.</b></p>	<p>Departmental written responses to draft Teaching and Learning policy.  <b>See PA9 for examples of shared resources for lesson plenaries.</b></p> <p>Staff questionnaires for school years 2012-13 and 2013-14  <b>Further development of extensive shared resources of differentiation in PA9.</b></p> <p>Staff questionnaires and analysis of the same.</p> <p>Staff have completed responses on their professional learning for PRSD. Lesson observation sheets are on file and retained by the Principal.</p> <p>Copies of departmental audits.</p>

<p>all subjects. Literacy and Numeracy policies have been shared with HoDs and audits have been conducted.</p> <p>Following initial training from CCEA, the Curriculum VP, Literacy, Numeracy and ICT co-ordinators identified departments to report on the cross-curricular skills and worked alongside them to develop suitable tasks for assessment. Work in the Learning Areas has further strengthened practice in these areas.</p> <p>Following training from CCEA, the English and Mathematics Departments have devised approved assessment tasks for Communication and Using Mathematics. All pupils were awarded levels in these CCS in June 2013&amp;14</p> <p>Work has begun on awarding levels for ICT. This is <b>still</b> currently under review by DENI.</p> <p>SIMS Assessment Manager and Whole School target setting are used to promote the raising of standards of attainment among all pupils.</p> <p>Whole School INSET is regularly conducted to support staff in the use of SIMS to track pupil progress.</p> <p>School Leaders monitor and evaluate policies, outcomes and progress of SDP</p>	<p>There has been a good focus on reading across the curriculum. Audits would suggest that the next area for development would be writing across the curriculum. Good practice in this area has been established in literacy-based subjects via the Learning Areas. <b>There was a whole school focus on spelling in 2013.</b></p> <p>Pupil achievement in Communication and Using Mathematics in June 2013 and 2014 exceeded whole school targets.</p> <p>Assessment and other data are used to inform teaching and learning across the school and to promote improvement in levels of pupil attainment. Action Plan sets out how this will be developed.</p> <p>Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Staff to be given time during twilight sessions to audit, revise and update schemes of work in light of new Teaching and Learning policy (<b>ongoing</b>); Support and help to be offered by SLT/Line Managers.</li> <li>• Examples of best practice to be collated, shared and reviewed across departments during Twilight sessions. (<b>ongoing</b>)</li> <li>• Begin to work towards a greater focus on personalised learning.; <b>movement towards this through focus on differentiation in 2014-15</b></li> <li>• Effective use of data to shape classroom practice and intervention strategies/pupil support</li> </ul>	<p>Annual reports give feedback to parents on each child's progress in the cross-curricular skills.</p> <p><b>Posters displayed in all classrooms and literacy section in new school diaries. In September 2014.</b></p> <p>Annual reports Schemes of work Pupil portfolios 99% of pupils achieved Level 6 and above in Communication 97% of pupils achieved Level 6 and above in Using Mathematics</p> <p>Sims Mark Sheets; Questionnaires reveal parents are very happy with how their children's work is assessed and how target setting is implemented.</p> <p>95% parents on marking of work 100% parents believe that the quality of learning and teaching is of a good standard</p> <p> Annual Audit Summary of Parental</p> <p> Annual Audit Summary Pupils Resp</p>
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<b>Strategies for Assessment</b> (to include raising standards of attainment in communication, using maths and ICT)	<b>Evaluative Comments</b> <b>(to include strengths and areas for improvement)</b>	<b>Sources of Evidence for Comments</b>
<ul style="list-style-type: none"> <li>• Assessment is an integral part of the learning and teaching process and is used both formatively and summatively to inform teaching, develop learning, promote target setting and bring about improvement</li> <li>• Use of baseline assessments – Yellis, <b>GL assessment scores</b></li> <li>• Formative Assessment – peer and self-assessment/Feedback for Improvement /Success Criteria</li> <li>• Summative Assessment – End of Key Stage assessments Key Stage 3 teacher assessment in Communication &amp; Using Mathematics Key Stage 4 – GCSE examination results Key Stage 5 – GCE examination results</li> <li>• Target setting for Year 12,13,14 pupils</li> <li>• Tracking pupil progress through the use of SIMS – Assessment Manager</li> <li>• Specific arrangements are made on an individual basis for Literacy and Numeracy support.</li> <li>• Data is used to monitor performance and promote further improvement and engage pupils in the outcomes of their learning</li> </ul>	<ul style="list-style-type: none"> <li>• HOD Annual reviews focus on targets set and attained</li> <li>• Following staff consultation, the number of core assessments was reduced in order to facilitate more meaningful formative assessment.</li> <li>• Following review by pastoral team, Pupil Assessment Record Sheet was included in Homework Diaries to encourage pupils to track progress and keep parents informed.</li> <li>• All teachers of Year 12,13,14 set and systematically review targets with pupils using Yellis/chance analysis as the minimum grade attainable in order to identify where intervention is required</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Further roll out of Alfie &amp; GL Assessment scores for benchmarking to enable us to set aspirational but realistic goals for levels of progress</li> <li>• Further work, including staff development, on awarding levels for ICT when guidance is available</li> </ul>	<ul style="list-style-type: none"> <li>• GL Assessment Results</li> <li>• Yellis data</li> <li>• SIMS Assessment Manager mark sheets on traffic lights</li> <li>• Policies - Assessment, Literacy, Numeracy &amp; Homework</li> <li>• Line Management Meetings</li> <li>• Learning Area Minutes</li> <li>• <b>Allocated time on Staff Development Days for sharing good practice</b></li> </ul> <div style="text-align: center;">  <p>For school development plan sta</p> </div>

Strategies for providing for pupils with SEN	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• SENCO works closely with pupils on SEN register and their parents to produce Individual Education Plans (IEPs) <b>which are emailed to all staff and hyperlinked and</b> available for staff in PA9</li> <li>• IEPs <b>are working documents</b>, kept in staff planners; and are annotated &amp; customised by staff to the needs of each pupils to encourage a blend of pastoral &amp; academic support</li> <li>• Staff have access to policies and resources on SEN and receive annual training to update skills in teaching pupils with special needs</li> <li>• Regular communication between staff, SENCO and classroom assistants. Staff share good practice regarding SEN pupils and each department has a SEN Link Teacher</li> <li>• IEPs are reviewed twice a year. Parents invited to attend termly review meetings. Annual Reviews held for all statemented pupils</li> <li>• Consultation with Primary schools &amp; parents of new <b>Year 8</b> pupils regarding existing special needs</li> <li>• SENCO has devised a SEN Handbook for all staff containing policies, procedures &amp; information relating to SEN Pupils</li> <li>• Appropriate liaison with relevant statutory agencies - Educational Psychologists/ EWOs / Transition Co-ordinators / Careers Officer on issues relating to SEN &amp; pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO works with each child &amp; parents to produce targets; this system has been deemed by all stakeholders to be much more effective</li> <li>• <b>Effective, targeted training has been provided by external agencies to address the individual needs of SEN pupils.</b> Members of staff shared examples of good practice led by the SENCO</li> <li>• All departments include Pastoral/SEN issues on departmental agendas; this has facilitated the sharing of good practice within departments; any issues raised <b>are</b> then shared with relevant line managers, such as SENCO, Year Heads, Pastoral VP</li> <li>• SENCO has set up a new centralised system to help streamline communications; staff are emailed and use hyperlinks to provide feedback for SENCO which can then be used in the formulation of new targets for pupils on IEPs</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Establish a centralised electronic area where staff can share good practice of successful strategies regarding to SEN pupils</li> <li>• Continued professional development for staff in areas relating to SEN</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Referrals to external agencies</li> <li>• IEPs</li> <li>• Parental Interviews and questionnaires</li> <li>• Annual Reviews</li> <li>• Staff evaluations of INSET Days.</li> <li>• C2K Sims - use of data held</li> <li>• Primary school SEN Data Info Sheet</li> <li>• Minutes of HOY and pastoral meetings</li> <li>• Minutes of Departmental Meetings</li> <li>• <b>ETI Inspection report 2014</b></li> </ul>



**2. (b) A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the special, additional or other individual educational needs of pupils.**

Strategies for providing for pupils with Additional or other Individual Educational Needs	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• Medical/Pastoral Register, with relevant information about pupils, is available; staff receive regular updates on pupils with additional needs</li> <li>• Pupils with serious medical conditions have Individual Medical Care Plans following consultation with the School Nurse/<b>Doctor</b></li> <li>• Staff to be trained annually in the use of epipens; other medical training provided as necessary. Medication administered to pupils as required &amp; Canteen has photos of pupils with special dietary requirements. <b>Pupils are informed to alert the Canteen staff regarding dietary needs</b></li> <li>• Short term arrangements put in place for pupils who have a temporary need; liaison with the Home Tuition Service for pupils with longer term absences.</li> <li>• The adaptation of the building to facilitate wheelchair access <b>-on-going</b></li> <li>• Opportunities are sought to extend the more able pupils through such strategies as extension exercises, research projects, questioning techniques, external competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have an individual SEN Handbook which also details important information and Individual Medical Care Plans; these have proved to be invaluable when medical emergencies have arisen and teachers have been able to use the folders to effect a swift and immediate response</li> <li>• <b>A number of relevant</b> staff have received First Aid training. Strategic areas in the school have first aid kits and staff are aware of these areas</li> <li>• The procedures for administering medication have been reviewed and the school office staff are now able to offer support in this regard</li> <li>• Excellent relationships and communication exist between pastoral staff and parents to ensure a pupil's additional needs are met as required</li> <li>• Excellent relationships with School Nurse, Home Tuition Service, Educational Psychologists, EWOs, Careers Officer</li> <li>• Wheelchair access has been provided for <b>all pupils</b> to most areas of the building</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Continued development of staff training in Heartstart</li> <li>• Explore further opportunities for G&amp; T provision</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plans</li> <li>• Annual Reviews</li> <li>• Evaluation of INSET Days</li> <li>• Minutes of Departmental Meetings</li> <li>• Pastoral/Medical Register</li> <li>• Medication Policy</li> <li>• C2K Sims</li> <li>• SEN Data Collection Sheet</li> <li>• Individual Medical forms</li> <li>• Dietary Requirement Sheet</li> <li>• Minutes of HOY Meetings and Pastoral Meetings</li> <li>• Alteration of School buildings</li> </ul> <p><b>Information boards in Canteen</b> <b>ETI Inspection report 2014</b></p>

**2. (c) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the health and well**

Strategies for promoting the health and well-being of pupils	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• The school's Pastoral and LLW programme promotes health and wellbeing and allows pupils to explore issues of personal development.</li> <li>• The PE Department provides PE and Games for all pupils. The involvement of pupils in extra-curricular sport, including a full programme of sports fixtures, promotes health and well-being.</li> <li>• Pupils' well-being is also promoted through a wide range of other extra-curricular activities which enhances our pupils' experience while at Rainey Endowed.</li> <li>• Pastoral system establishes clear lines of communication and responsibility; each child has a registration tutor and Year Head who have responsibility for their welfare</li> <li>• The School Counsellor from New Life Counselling addresses whole school assemblies annually</li> <li>• Sixth Form pupils have received mentor training and provide support to pupils in <b>Years 8 &amp; 9</b>; Sixth Form Mentors also attend the Form One Induction Residential</li> <li>• A Critical Incident Plan is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires suggest that parents are very happy with the way in which the school develops relationships and maintains lines of communication; the overwhelming majority of parents surveyed stated that their child was happy in school</li> <li>• Swift referrals are effected for those children who require extra pastoral support; the School Counsellor provides valuable support to pupils.</li> <li>• Since September 2012, a large number of clubs and societies meet at lunchtime and after school and are well attended by pupils and staff.</li> <li>• The school uses internal email very efficiently to communicate on health related issues.</li> <li>• The school is flexible with timetabling and rooms to accommodate pupils with health/medical needs.</li> <li>• The Critical Incident Plan was used to guide and support staff and deal effectively with a major critical incident which occurred in Dec 2012.</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Further development of opportunities for pupils through clubs and societies at lunchtime and after school</li> <li>• Increased Sports facilities including Sports Hall and Gym</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Care policies</li> <li>• Pupil and parental questionnaires</li> <li>• Evaluations of INSET Days</li> <li>• Minutes of Pastoral Meetings</li> <li>• LLW Schemes/Resources</li> <li>• Critical Incident Policy</li> <li>• Extra-Curricular Audit</li> <li>• <b>ETI Inspection report 2014</b></li> </ul>

**being, child protection, attendance, good behaviour and discipline of pupils**

Strategies for promoting child protection	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• Child Protection Policy &amp; Procedures are in place and have been implemented in line with relevant DE Circulars e.g. 1999/10</li> <li>• Designated &amp; Deputy Designated Teachers for Child Protection have been appointed and have attended recent CP Training.</li> <li>• <b>Designated Governors with responsibility for CP have been appointed and meet with DT and DDT.</b></li> <li>• Liaison with Child Protection Support Services and referrals using UNOCINI Forms when necessary.</li> <li>• All staff are vetted in compliance with relevant DE Circulars.</li> <li>• Visitors sign in and report to reception (since October 2013).</li> <li>• There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.</li> <li>• A CP Presentation will be provided for staff to use with pupils as part of 'Focus of the Week'.</li> <li>• <b>Site security has been greatly improved and security cameras have been installed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Child Protection Policy &amp; Procedures in line with relevant guidance are in place and are reviewed annually. These are communicated to staff, pupils and parents annually in order to ensure that all stakeholders are conversant with procedures</li> <li>• To communicate effectively with pupils, Registration teachers highlight Child Protection procedures as laid out in Homework Diaries</li> <li>• Governors fully informed via an Annual CP Report and all new staff complete Access NI Documentation before Appointment for vetting purposes</li> <li>• The school works closely with other relevant and statutory &amp; voluntary agencies; a CP register is maintained and staff attend CP Case Conferences when required. Relevant information is shared confidentially with staff as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• CP Policy &amp; Procedures</li> <li>• Communication via Parent Handbook/Homework Diary</li> <li>• Evaluations of INSET days</li> <li>• Child Protection Register</li> <li>• Annual CP Report to BOG</li> <li>• School Audit 2012-2013</li> </ul>

Strategies for promoting pupil attendance	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• Staff record attendance using SIMS Lesson Monitor and Registers are taken twice daily.</li> <li>• <b>The Attendance Policy has been updated and shared with Governors, staff and parents</b></li> <li>• A high expectation of attendance is conveyed to parents and pupils.</li> <li>• Parents telephone school on morning of absence; information recorded in SIMS by office staff. When absence <b>extends to the second day a text is sent</b> and on the third day, Form tutors inform HOY, who contacts parents.</li> <li>• Parents provide a note explaining the reason for any period of absence; notes are coded in SIMS and retained; Form tutors/HOYs produce unexplained absence reports.</li> <li>• HOYs monitor attendance percentage rates in SIMS.</li> <li>• Attendance percentage recorded on reports and, if necessary, comment made on attendance made by HOY/Headmaster.</li> <li>• Parental interviews to discuss poor attendance; prolonged/concerning absences are referred to EWO.</li> <li>• Strategies put in place to encourage return to school e.g. <b>phased return</b>, flexible timetable, reduced timetable, support offered by Learning Support staff/Teaching staff.</li> <li>• <b>Staged roll out of SLG t to improve communication with parents in relation to attendance</b></li> </ul>	<ul style="list-style-type: none"> <li>• School attendance rate was 94.3 % for 2013/14. NI Grammar average is 95 %. As a result of first day call/text of parents (if parental phone call is not received by lunch-time) has led to an increase to <b>96.3% for 2014.15</b></li> <li>• HOY and form tutors use systems in place to effectively monitor attendance.</li> <li>• Excellent communication, regarding attendance concerns, between tutors, HOY, parents and Pastoral VP</li> <li>• <b>Very positive feedback from parental consultation on revised Attendance Policy (Jan 2015)</b></li> <li>• Very good relationships &amp; communication with EWO and other Welfare Staff</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• <b>Full roll out of SLG</b> to improve communication with parents in relation to attendance</li> <li>• Develop opportunities to celebrate Full Attendance of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• SIMS register &amp; SIMS comments</li> <li>• Absentee notes</li> <li>• SIMS attendance Reports</li> <li>• Attendance Policy</li> <li>• Parental Handbook</li> <li>• Minutes of pastoral meetings</li> <li>• School Reports</li> <li>• EWO referral Forms</li> <li>• E-mail with tutors, teaching staff, Pastoral VP and EWO</li> <li>• Home Tuition Referral Forms</li> <li>• <b>Parental Feedback (Jan 2015)</b></li> </ul>

Strategies for promoting behaviour and discipline of pupils	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>• Positive behaviour is based on good relationships between staff and pupils and is founded on the principle of mutual respect.</li> <li>• “Focus of the Week” highlights school’s expectations regarding behaviour and issues are addressed by tutors &amp; HOYs. Homework Diary provides clear guidelines on expected behaviour and support.</li> <li>• Teachers provide a positive influence and learning environment.</li> <li>• Issues of concern are discussed with pupils through LLW, School Council, Registration and Mentors.</li> <li>• Parents are regularly informed of pupil progress and any concerns of the school.</li> <li>• Meetings are arranged with Parents and Pastoral staff when a particular concern arises with a pupil</li> <li>• Parents’ views are sought on the school’s Behaviour Policy and its effectiveness.</li> <li>• Pupils with persistent behavioural issues may be placed on a Report Card, in lunch or after school detention, suspended or excluded according to school policy.</li> <li>• Pupil behavioural issues are discussed at pastoral team, departmental and HOY meetings.</li> <li>• Teachers’ concerns about pupil behaviour are recorded in SIMS <b>and parents have access via SLG</b></li> </ul>	<ul style="list-style-type: none"> <li>• The Homework Diary provides excellent guidelines and reference is made to this on a regular basis.</li> <li>• <b>2014 ETI Report highlighted the excellent relationships between pupil and staff.</b></li> <li>• Teachers constantly provide a positive influence and an excellent learning environment.</li> <li>• School has a well developed, systematic structure for dealing with behavioural issues.</li> <li>• School is very good at keeping parents informed of pupil behaviour and any concerns which arise.</li> <li>• Parents’ views are sought on a regular basis regarding school policies and changes to them.</li> <li>• All tutors and HOYs are very efficient in dealing with issues raised.</li> <li>• There is an excellent focus on promoting good behaviour through weekly notices.</li> <li>• <b>Zero expulsions. Four fixed term suspension 2012-13, 2 fixed term suspensions 2013-14.</b></li> </ul> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Develop SLG to engage parents more in the pastoral role of their child</li> <li>• Discussion with School Council regarding effective Rewards procedures for promoting good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour &amp; Discipline Policy</li> <li>• Code of Conduct</li> <li>• Parental and pupil questionnaires</li> <li>• School Audit 2012-2013</li> <li>• Minutes of School Council meetings.</li> <li>• SIMS Comments.</li> <li>• Pupil Reports</li> <li>• Notes in homework diaries.</li> <li>• Detention records</li> <li>• Minutes from pastoral meetings.</li> <li>• Minutes from Head of Year meetings.</li> <li>• <b>ETI Report (2014)</b></li> </ul>

**2. (d) A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff**

Strategies for staff professional development (teaching/ non-teaching)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<ul style="list-style-type: none"> <li>The Head provides challenge and strives for a culture of self-evaluation, with informed and meaningful CPD for staff <b>Classroom observations conducted by the Principal, with all teaching staff observed March-May</b></li> <li>As a high performing and self-evaluating school there is the opportunity to reflect regularly and consider our whole school, team and individuals <b>Kirkland Rowell Pupil Survey April 2015</b> <b>School Self-Evaluation and Review Calendar</b></li> <li>Each Staff Development Day is planned and organised by the Senior Leadership Team in line with the School Development Plan and with guidance provided by DENI. <b>BG/SLT decide on training needs based on staff surveys/feedback (CMD)</b></li> <li>Staff are encouraged to pursue their own professional development in line with the current School Development Plan <b>Staff emailed on a regular basis (BG) re: external professional development opportunities and noticeboard of events maintained in staffroom</b> Courses suitable and available to staff are advertised on the staff notice board and sent to staff by email; assistance with the costs of university courses is available to all staff where appropriate <b>Staff emailed on a regular basis (BG) re: external professional development opportunities and noticeboard of events maintained in staffroom</b></li> <li>An induction programme is provided for new members of staff <b>In place and maintained by MWT</b></li> <li>Departments are encouraged to identify training needs annually <b>To be further developed by BG/CMD and SLT re: School Self-</b></li> </ul>	<ul style="list-style-type: none"> <li>Effective changes to PRSD have led to quality improvements in teaching and learning – a focus on peer assessment, effective questioning, learning intentions etc.</li> <li>CPD stemming from the NI Curriculum has led to effective changes and improvements in classroom practice (see lesson obs.) <b>MMC has statistics from observations on lesson grading from ETI report 2014</b></li> <li>Induction for new members of staff is well received and highly effective</li> <li>Opportunities to serve on Senior Leadership Team, working parties and committees are well received <b>ICT/T&amp;L/Staff Well-Being focus groups well populated</b></li> </ul> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>Develop digital record of CPD <b>In Progress</b></li> <li>Develop further opportunities for distributed leadership <b>Rotation of Learning Area Chair</b></li> <li>Introduce CPD &amp; line management of support staff by Bursar <b>In progress</b></li> <li>Implement appropriate staff development to deliver deeper integration of e-learning, provision for ICT and an effective and inclusive use of data, tracking and improved use of Sims</li> <li>Implement appropriate staff development to help staff develop the international dimension of school and its learners <b>International School Award/ Junior European Studies/ Erasmus+</b></li> <li>Provide opportunities for aspirational middle and senior leadership training</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of SDDs and SDP</li> <li>Evaluations of SDDs</li> <li>Comprehensive induction policy for new staff</li> <li>Review of SLT positions</li> <li>Staff development policy</li> <li>Minutes of Induction meetings and Induction proforma</li> <li>Minutes of finance, education and property committees</li> <li>Completed PRSD <b>observation</b> proforma and training needs</li> <li>Record of staff attending training</li> <li>CPD /Sims records/databases</li> <li><b>Correspondence via email</b></li> <li><b>PRSD website</b></li> <li><b>Minutes of SLT meetings</b></li> </ul>

Evaluation calendar

- Senior Leadership Team conduct line management meetings which develops distributed leadership

Line management meetings reported on at SLT and minuted with Head/VPs/Senior Teachers providing an analysis of departmental/pastoral progress/issues/interventions.

- Teachers are encouraged to develop ICT skills through use of the school VLE and website and use of website for specific PRSD objectives and resources



**2. (e) A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and promoting the health and well-being of staff.**

Strategies for managing staff attendance (teaching and non-teaching)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Staff attendance policy in staff handbook SIMS records of Staff attendance/absence.</p> <p>Record of Attendance shared with SMT and regularly monitored.</p> <p>A sympathetic approach is taken to bereavement</p>	<p>Percentage attendance rate for the staff is very high. <b>97.63% (2013-14)</b> attendance rate (<b>2.37%</b> absence due to illness).</p> <p>Staff are required to seek prior approval for known absence from Headmaster/<b>DH/VP/TIC Cover</b> to minimise impact on classes, but also to ensure that the school can support staff as required.</p> <p>Year on Year analysis of absence records are kept and monitored</p>	<p>National Average Sick Rate is 7.2 % SIMS attendance records – daily, weekly, monthly and annual attendance rates</p> <p>Staff cover book Health Checks for staff – appointments available on Chest, Heart &amp; Stroke 'Big Bus', <b>Blood Transfusion visit</b> Social events – BOG dinner Whole school staff Christmas lunch Daily cover sheets</p>
Strategies for promoting staff health and well-being (teaching and non-teaching)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Staff Committee Staff social events Safe, stimulating and appropriate environment for teaching Staffroom facilities First Aid Policy Code of Conduct Recognition of staff success</p>	<p>The resources at the disposal of the school are managed properly and effectively in order to minimise costs to the school and additional workload of staff.<b>2015-2016 – Reduction in budget from DE</b></p> <p>An anonymous Staff feedback questionnaire reflected a “happy staff”</p> <p>A voluntary staff committee organise social events and gifts for various occasions which are greatly appreciated by staff</p> <p>Staff and Family milestones and successes are shared in the school magazine which provides recognition for staff.</p>	<p>Staff questionnaire First Aid Policy Memos from BoG School website VLE Rainey Review School magazine Local press <b>New Cycle of First Aid Training inc Defibrillators</b> <b>Staff Well being day May 2015</b></p>
<p><b>Areas for Development:</b> Percentage Rates for sickness to be monitored and reported to BOG at end of each Academic Year from June 2014. Analysis of impact summaries on pupils is regularly reviewed at SMT and shared with Depts in order to minimise impact of absence on pupil attainment from Jan 2014. New Staff Attendance Policy to be implemented by Sept 2014.</p>		



**2. (f) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies.**

Strategies for promoting links with parents, local community (to include other schools, business community and voluntary and statutory bodies)	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Regular communication between school and home to maintain good relationships with parents</p> <p>Parents are informed of their child’s progress through school annual reports, interim reports &amp; Annual Parents’ Evenings</p> <p>In conjunction with neighbouring schools we work to develop joint courses and curricular opportunities for all students. We are members of the MLP area learning community.</p> <p>The school seeks opportunities to improve links with local primary schools and ensure smooth transition to post primary school</p> <p>We host work experience opportunities for graduates and participate in a Teachers into Industry Bursary Schemes to improve links with schools and businesses</p>	<p>Excellent relationships that facilitate engagement; there is very clear communication between the school, its parents, external agencies and the wider business and community</p> <p>Excellent attendance 86%+at parental consultations – parents’ meetings curriculum options and concerts</p> <p>Very positive feedback from parents about annual &amp; interim reports.</p> <p>Staff value parental input and deal with parental concerns effectively, efficiently and sympathetically through well established Pastoral &amp; Academic processes.</p> <p>There are excellent relationships and clear channels of communication in place between school and education agencies that support it.</p> <p>We form excellent links with and support charities locally, nationally and globally.</p> <p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Formation of a parents into learning &amp; teaching group</li> <li>• Promote &amp; develop relationship with the former pupils’ association</li> <li>• Review curricular &amp; SEP offer to widen opportunities for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• HOY/HOD parental interviews</li> <li>• Reports – formal and informal</li> <li>• Parental support for events/trips/fixtures</li> <li>• Newsletters, Letters to parents.</li> <li>• web site <a href="http://www.raineyendowed.com">www.raineyendowed.com</a></li> <li>• <a href="http://rainey.wholeschoolvle.com/">http://rainey.wholeschoolvle.com/</a></li> <li>• Facebook, School magazine, Prospectus</li> <li>• department and individual communications with parents and pupils</li> <li>• email, telephone calls, text messaging, self-evaluation questionnaires surveys,</li> <li>• Oral feedback, HW diary comments</li> <li>• Key Assessment comments/feedback</li> <li>• Hits on web site e.g. likes on Facebook, Twitter followers</li> <li>• sports/ STEM work / MFL work in Primary Schools / community based programmes COOL FM BUS, HEALTH BUS, STEM Bus, Blood Transfusion Service, MLP Health Fair @ MHS</li> <li>• Excellent transition primary to post primary, increased number of Year 8 applications to 160+ for 100 places</li> <li>• Sponsorship by local business Work experience, hosting of visits, Careers Conventions, Historical Convention, Bright Young Things use of Study Centre</li> </ul>

**2. (g) A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.**

Strategies for using ICT to support learning and teaching, staff professional development and to support school leadership and management	Evaluative Comments (to include strengths and areas for improvement)	Sources of Evidence for Comments
<p>Whole school Action Plan on ICT, tracking and access to ICT resources</p> <p>Staff development days focused on ICT ICT access 24hr via VLE</p> <p>On-going upgrade of ICT hardware</p> <p>Social networks links to maintain contact with pupils outside normal teaching hours</p> <p>Interactive Whiteboards <b>or tablets</b> used to engage teaching and learning.</p> <p>Training on Sims assessment manager modules</p> <p>Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.</p> <p>There is effective use of Sims modules, pupil and staff records, financial management, attendance, behaviour, assessment and reporting, timetabling and performance analysis</p> <p>School website to promote essential information</p> <p>Use of internal email to improve communication</p>	<p>Staff are effectively using tracking Mark sheets &amp; Yellis data for academic and pastoral intervention</p> <p>Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.</p> <p>Staff are using data increasingly to target pupils A*-B, A* - C at GCSE and A level to identify underperformance and tailor personalised learning strategies/interventions for pupils</p> <p>Strong ethos of staff reporting and commenting on pupil progress through SIMS.net.</p> <p>Staff use the internal email system to communicate pastoral and academic issues leading to effective communication between all staff, pupils and parents</p> <p><b>An effective wireless network is now operational throughout school</b></p> <p><b>The Study Centre has new computers installed and are used effectively by pupils</b></p> <p><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>• <b>Develop further communication links with CCEA to explore opportunities</b> to cover the 5Es &amp; implement Accreditation Scheme with year 10 students in time for statutory reporting</li> <li>• Extend Baseline Assessment using <b>GL Assessments</b> for English</li> <li>• <b>Continue to</b> develop SLG, Sims Discovery &amp; "My School" <b>to build effective partnerships between parents, pupils and staff</b></li> </ul>	<p>Staff Mark sheets</p> <p>HOD meetings</p> <p>Line-management meetings</p> <p>Head/VP review meeting with HOD</p> <p>Snow Day work provided in case of poor weather</p> <p>TTI documentation</p> <p>Schemes of Work</p> <p>Every classroom has a PC with access to Sims.net and C2K.</p> <p>There are five computer suites, each with a minimum of <b>19</b> computers.</p> <p>Technology has a suite of <b>20</b> PCs. <b>ICT provision in the Careers Library is currently being reviewed.</b></p> <p>There is a cluster of 6 PCs in the staff work-room.</p> <p>Emails and Sims Comments</p> <p>Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.</p> <p>Intervention programmes are in place to address underachievement</p>

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.

 School Develop Plan RES 2011-2013 Target	<b>Reviewed School Development targets 2011-2012</b>
 Summary of sub targets for year 2013	<b>School Development Plan targets 2013-2014</b>

## 5. An assessment of the challenges and opportunities facing the school.

Challenges facing the school	Assessment
<ul style="list-style-type: none"> <li>• Area based planning proposals – on-going exacerbated by Cookstown and other proposals.</li> <li>• RES to remain as an 11-19 Non-Denominational Grammar School and increase intake to 865 pupils</li> <li>• BOG and all stakeholders are committed to the principles of maintaining the academic character of the school</li> <li>• Ensuring all the needs of the learners are addressed through the EF, pastoral care and child centred provision to meet the needs of all pupils</li> <li>• Challenges of financial constraints due to DE funding cutbacks</li> <li>• Curriculum and staffing realignment</li> <li>• Strengthening existing links with the community</li> <li>• Maintaining academic excellence whilst current infrastructure is not fit for purpose in 21 century</li> <li>• Staffing in Drama</li> <li>• No school drama production</li> <li>• Further develop the school’s ICT infrastructure</li> <li>• Redevelop/ extend the site at RES to address ongoing inadequacies in physical accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demand for places strong - Principal and BOG to seek temporary increase in numbers as standards increase further ongoing: 2009-120; 2010-130; 2011-150; 2012-170; 2013–185; 2014-165, 2015-155. Demand for places still strong despite being year of lowest demographics in the area</li> <li>• Current curriculum is EF compliant offering a rich and varied curriculum offer, of academic and applied subjects Currently exceeding the requirements of the Entitlement Framework and meeting needs and expectations of pupils and parents. Now meeting the 2015 requirements</li> <li>• Curriculum meets needs of all pupils at KS4, KS5 within restraints of current resources</li> <li>• All policies exceed the requirements to and are regularly updated in accordance with Framework for ETI eg drugs, CP</li> <li>• See Board of Governors’ staffing SEF/review of Scheme of Management 2015/16</li> <li>• Use of three year data ensures that the resources for FSME and SEN learners are being used efficiently to meet their needs</li> <li>• See Financial Plan and Strategy Section 3(a) and (b)</li> <li>• Audit of clubs and societies undertaken and increased in number to approximately 40</li> <li>• Evaluate the SEP programme</li> <li>• Impact on English Department of no HOD Drama – still on-going Drama now back into KS3. Outside agencies being bought in. Significant investment in new facilities.</li> <li>• Huge investment in ICT infrastructure – wireless network, 12 new classrooms. Head of ICT appointed September 2013; ICT now taught to all year groups at KS3.</li> <li>• Investment in ICT infrastructure (new computer suite of twenty machines)</li> <li>• Meetings with DE Reps to bid for Enhancement Projects £500K-£4million (outcomes January 2014) significant impacts in school – 12 new classrooms. DDA lifts and £2m sports facility hopeful 2015.</li> </ul> <p><b>Areas for development:</b></p> <ul style="list-style-type: none"> <li>• Improve provision for Gifted and Talented students – action plan 2015 onwards.</li> <li>• Integration of e-learning and IT infrastructure, effective use of data (lots done)/target setting for pupils – needs to be used for the benefit of pupils and staff</li> <li>• Maintaining excellent outcomes against uncertain DE strategies and reduced finance from DE</li> <li>• Increase and develop relationships with local primaries – ALC, FE &amp; HE significant work done eg Environmental Technology and Hospitality and Systems and Control now offered at KS5.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>PLTG Student Community support group.</b> Develop and fully embed the student voice and leadership opportunities</li> <li>• Increase the International dimension of the school – <b>acquired international award</b></li> <li>• Implement the staff CPD to develop and extend leadership opportunities at middle and senior level to provide succession planning and develop potential. <b>Link ups with UU and RTU for Middle Leader and use of SPARK</b></li> </ul>
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**6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan and to monitor, review and evaluate progress made against the SDP.**

<b>Consultation with pupils</b>	SDP discussed at Student Council Completed Student Surveys across the Key Stages
<b>Consultation with parents</b>	Completed Parental surveys across the Key Stages SDP available on school website/VLE
<b>Consultation with staff</b>	School Development Days/Twilight Sessions e.g. <b>March 2015 and departmental meetings</b> Staff audits, SLT Meetings Staff Meetings Dept Surveys, HOD, HOY Meetings, Draft copies and comments on SDP
<b>Board of Governors</b>	Annual Evaluation of SDP Education Committee scrutiny of SDP Nov 2013 Feb 2014, <b>April 2014</b> Revised SDP submitted to BOG 21.1.14, <b>May 2015</b> Principal reports to executive once a half-term via written reports on whole school issues.
<b>Consultation with any other relevant personnel</b>	Meetings NEELB Pauline Baird 9 Jan 2014 Draft SDP submitted Nov 2013

**7. (a) The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.**

<b>Arrangements for BoG to monitor, review and evaluate progress made</b>	Clarification of governors' roles, clear responsibilities, direction and challenge to Principal in process of driving whole school improvement. Ongoing training of governors-parent and teacher reps on BOG need for governors and parents' forum.
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	Principal reports to Executive and to full governing body once a term via written reports and sub committees. Reviewed by Education Committee. BOG review on 13.5.13 Education Committee review of SDP targets June 2013, November 2013, Feb 2014.
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