

Rainey Endowed School

School Development Plan



Vision Statement

We want our pupils to become:

Successful Learners... who enjoy and understand their own learning and who know what they need to do to make progress and fulfil their potential.

Confident Individuals...who are equipped with the skills to adapt to and cope with an ever changing global society.

Responsible Citizens... who demonstrate a commitment to themselves, friends, family, their local community and the wider world.

Aims

- Provide a relevant, broad and balanced education for each child within the Northern Ireland curriculum.
- Be a caring community centred upon mutual respect, tolerance and respect for others.
- Sustain a culture which stimulates a desire to learn, raises aspirations and increases opportunities and participation.
- Promote health, wellbeing, happiness, enjoyment and independence in a safe, secure and caring school, catering for the physical, emotional, spiritual and moral and cultural needs of our pupils.
- Value and respect for everyone, recognising their strengths and differences, and having a positive attitude to each and every member of our community.
- Improve the three-way partnership (parent-pupil-school) to enable our pupils to attain their full potential.
- Develop communications, leadership and interpersonal skills through language, literacy and communications –to improve engagement and learning and to maximise independence.
- Prepare our pupils for challenges and opportunities of a complex and technologically advanced 21st century society through creativity, innovation and a motivated approach to teaching and learning.

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

As a caring school, committed to excellence in all areas of its service to the local community, Rainey Endowed School desires to educate its pupils to be Global Citizens of the 21st Century.

Rainey Endowed School was established in 1713 as the result of an endowment from Hugh Rainey in 1707. In his will, his wish was ‘that what I have left may not only be for a generation or two but that it will be for many not yet born.’ The school continues to honour the spirit of its founding, as an inclusive, non-denominational establishment which seeks to offer a first class, holistic education to all of its pupils, whilst also making a contribution to the local and wider community, just as Hugh Rainey did more than 300 years ago.

“The Rainey is quite simply the sort of school that all parents dream of for their children.” Sunday Times Northern Ireland School of the Year 2017

The Rainey community is characterised by the excellent relationships which exist between teachers and pupils, both inside and outside of the classroom, a fact recognised by the ETI in 2017: ‘The success of the students is central to the vision for the future direction of the school...and the whole school culture of continuous improvement supports the young people well in developing the dispositions and behaviour to become successful, resilient lifelong learners.’ (ETI 2017). Resultantly, the pupils show an interest in their learning and respond well to effective teaching, consistent with their abilities. Teachers are committed and enthusiastic and they have a strong sense of loyalty to the school and its goals; relationships among them are very strong and they work well together in a constructively self-critical manner.

‘Through strong and valued student leadership teams the young people are empowered to develop further as responsible citizens and to make a positive contribution to their school and to the wider community’ (ETI 2017). Rainey pupils show a strong sense of belonging to the school and both parents and pupils value the community spirit that exists throughout the whole school. There is a wide range of extra-curricular activities for the pupils to participate in and they have further opportunities to contribute to the wellbeing of the wider community at a local, national and international level.

‘The unique and well-established tradition of educating young people from differing religious and cultural backgrounds’ (ETI 2014) encourages pupils to value one another and to express their own views, while also appreciating the views of others. There is, furthermore, a commitment to involve young people in discussions and decisions on school life which directly affect them and to listen to their views.

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, with attendance rates having improved consistently over the last number of years.

Pupils achieve high levels of success in examinations (see appendices) and, as a result, the pupils and the teachers are encouraged in their efforts and expectations.

The school is highly esteemed by the local community; its standing is reflected in the growing number of pupils seeking admission each year, a fact that has been recognised by the Department granting the school a temporary variation in admissions numbers in 2018 and 2019.

Year	Total Applications All Preferences*	Approved Y 8 Admissions No.*	Percentage oversubscribed	Actual Y8 Admissions #	No of Pupils with SEN admitted
2011/12	120	100	20%	105	1
2012/13	137	100	37%	103	1
2013/14	136	100	36%	104	3
2014/15	140	100	40%	103	4
2015/16	138	100	38%	102	0
2016/17	140	100	40%	102	2
2017/18	140	100	40%	105	5
2018/19	150	100	50%	113	4
2019/20	151	100	51%	117	2

Total Choice Applications to Rainey Endowed

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.

'There is widespread agreement now that of all of the factors inside the school that affect children's learning and achievement, the most important is the teacher – not standards, assessments, resources, or even the school's leadership, but the quality of the teacher.' (Professional Capital: Hargreaves and Fullan, 2012)

Since our last School Development Plan in 2016 it has been the school's consistent priority to ensure that learning and teaching and raising standards have been at the heart of planning at all levels. The school's Learning and Teaching Policy was commended by ETI in 2017 as being of 'high quality and soundly researched'. This policy was further revised in June 2018 to take account of more recent developments in educational research. The school's shared understanding of what constitutes quality learning and teaching is supported by a common lesson plan template (revised Spring 2018), used for all formal observations, which sets out the expected structure that all lessons will follow. Shared schemes of work and teaching and learning resources are regularly updated in light of new action plans. The ETI recognised the success of this agreed framework for planning, stating that it 'guides effectively and consistently the classroom approaches used by all teachers, while facilitating innovation and creativity in lessons' (ETI 2017.)

Action Plans arising from the School Development Plan place emphasis on promoting the highest levels of teaching and learning and all departments are expected to identify teaching and learning as a key focus in all departmental minutes, which are shared monthly with the VP and SLT line managers. Furthermore, Staff Development Days are used to share best practice in the areas chosen for development. For example, in the last three years we have focused on: Resourcefulness and Reflectiveness, Feedback for Improvement, Modelling for Excellence and Retrieval Practice. Departmental Action Plans are developed in line with whole school action plans and PRSD objectives are focused on the same. Arrangements for more regular meetings with Subject Leads as of September 2018 have further served to ensure that the focus of the whole school conversation is firmly on Teaching and Learning and that the sharing of good practice amongst middle leaders is regularly facilitated. A newly established leadership structure in 2017 introduced a new line management structure which encourages closer relationships between Subject Leads and SLT and offers regular opportunities to discuss implementation of action plans at departmental level and allows leaders to make focused decisions about further support which may be required.

Since 2012, the Principal has routinely been observing all teaching staff on an annual basis to ensure consistency of approach and for quality assurance. The school's provision was judged to be Very Good during the ETI visit of 2014. By 2016 the Principal had judged the quality of teaching and learning to be good or better in all lessons, with 70% of all lessons being very good or better and around 30% being outstanding. A visit by the ETI District Inspector in December 2015 validated the criteria used for such evaluations through a series of joint lesson observations, when 70% of lessons observed that day were deemed to be outstanding and 90% good or better.

The 2017 Sustaining Improvement inspection deemed that 80% of lessons are outstanding, 90% very good and 100% good or better.

In 2017 ETI commented that ‘openness to the observation of teaching and learning, underpinned by constructive feedback and the sharing of good practice, has been embedded in the work of the school.’ Paired observations are now routine and all staff are observed annually by their Subject Lead (or Line Manager), the Principal and/or the Assistant Principal for Teaching and Learning. Such developments have been successful in facilitating conversations and maintaining a shared understanding of quality teaching and learning. Lesson observations are now primarily used to share good practice and inform future planning. Excellent practice observed is shared at whole staff meetings and at Subject Lead meetings.

The further sharing of good practice is facilitated through: the opportunity to attend the Teaching and Learning group which was established to encourage engagement with educational research and innovation in the classroom; the establishment of a CPD library; the introduction of a termly Teaching and Learning newsletter in 2017; an electronic resource bank in Staff Area where departments share materials developed in response to that year’s action plan; time devoted to sharing good practice and learning experiences on SDDs.

There is a clear emphasis on the cross-curricular skills in the schemes of work of all subjects. Literacy and Numeracy policies were updated in 2018. Nominated departments report on Communication, Using mathematics and Using ICT (as well as Thinking Skills and Personal Capabilities) and have developed suitable tasks for assessment. Building on existing good practice in literacy, a whole school focus on writing was facilitated after the Literacy co-ordinator delivered a session on modelling to support the work of Action Plan 1 in October 2017. Further support was given to departments throughout the year and lesson observations clearly illustrated the impact of this approach on learning. In August 2018 the work on modelling was developed by a focus on mindset and feedback, an area of ongoing development for us as a school. Furthermore, priorities established by the numeracy co-ordinator served to support the whole school focus on independent learning. In the last academic year, for example, the 5 a Day Mental Maths activities, designed to be used during KS3 registration classes, were an effective complement to the whole school focus on retrieval practice. Moreover, outside the classroom, Year 13 and 14 pupils provided extra support to KS3 pupils who had additional needs in Numeracy. Progress has also been made in Using ICT. Work done on Fronter has been developed, with many staff now exploring the potential of Showbie as a feedback tool, another area which we wish to develop further as we establish our priorities for the next three years. Staff and pupil access to ICT facilities has also been improved in the last few years.

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. A wide-ranging review of recent literature on effective assessment practices was carried out by the Principal and AP T&L in 2017. SLT then considered the practical implications for the whole school and feedback was sought from all departments. New assessment procedures were put in place accordingly as the school sought to ensure that assessment in RES is securely part of the learning process. Further reviews have taken place throughout 2018/19 and the focus on meaningful assessment will continue to be a priority as we seek to help our

students to be successful and independent learners. This will include a review of how data is used to set meaningful targets and to raise attainment.

It has also been our consistent goal that our pupils have access to a curriculum that will help them to be successful learners, confident individuals and responsible citizens. Over the last three years new subjects have been added to our curriculum offer as we seek to ensure that our students have flexible pathways to success. LLW and Construction are now available to take at GCSE and Single Award Life and Health Science, Engineering and AQA Applied Business Studies are all now offered at A level. In Autumn 2018, the Principal and Assistant Principal for T&L conducted a wide-ranging review of the recent literature on curriculum thinking. Together they wrote a paper which was presented to and discussed by SLT. Further feedback was sought from Subject Leads via the line management structure. Resultantly, curriculum offer, as well as curriculum experience at every level, will continue to be the focus of our school development planning.

[RESULTS APPENDIX](#)

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

In 2014 the school was commended for the ‘enthusiastic, committed and exemplary leadership of SEN across the school’ and ‘the effective tripartite arrangement between pupils, parents and learning support staff’ was also recognised. (ETI 2014). A Sustaining Improvement ETI visit in 2017 confirmed that such a culture was still in place.

At RES all pupils with a special, additional or other educational need are offered access to all areas of the curriculum and extra-curricular life of the school. The Special Educational Needs Co-Ordinator (SENCO) works closely with pupils on SEN register, alongside their parents and teachers, to produce Individual Education Plans (IEPs) which are emailed to all staff and hyperlinked and available for staff in staff resources. IEPs are reviewed twice a year and parents invited to attend termly review meetings. Annual Reviews are also held for all statemented pupils.

A clear and comprehensive SEN policy is in place and has been shared with all staff; teachers have full access to all policies and resources on SEN and receive regular training on SDDs to support them in their teaching of pupils with special needs. The SENCO has devised a SEN Handbook (which is updated annually and shared electronically) for all staff containing policies, procedures and information relating to SEN pupils. There is, moreover, regular communication between teachers, SENCO and Learning Support Assistants. Staff regularly share good practice regarding SEN pupils and each department has a SEN Link Teacher.

Learning Support Assistants have seen their role and profile enhanced in a number of ways. Weekly meetings aid the sharing of best practice and are a means of offering mutual support. LSAs have been empowered to become Form Tutors, to take tutor registration and have led the establishment of new lunchtime clubs such as Autism and Friends and the Minecraft Club. The availability of the boardroom has been a practical way in which LSAs have been able to offer more focused support to the pupils with whom they work. The establishment and development of an intern programme in the school has been another highly effective method of offering meaningful support to students with additional learning needs.

The school also has established links with the relevant statutory agencies such as Educational Psychologist, EWOs, Counselling Service, Transition Co-ordinators, Careers Officer on issues relating to SEN pupils and there is communication with these organisations when appropriate. The Principal, AP in charge of Pastoral Care and the Governors have formed a pupil wellbeing committee to regularly review and address ongoing special additional or individual educational needs of our pupils.

The school also has an Emotional and Wellbeing Register for pupils who require additional support. This is updated regularly and made available to all staff. Pupils with serious medical conditions have Individual Medical Care Plans following consultation with the School Nurse or Doctor. Staff are trained annually in the use of epipens; other medical training is provided as necessary. Medication is administered to pupils as required and the Canteen has photographs of pupils with special dietary requirements. Pupils alert the canteen staff regarding their dietary needs. A number of relevant staff have received First Aid training and strategic areas in the school have first aid kits.

Short term arrangements are put in place for pupils who have a temporary need and there is liaison with the Home Tuition Service for pupils with longer term absences.

The building has recently been adapted to facilitate wheelchair access and a POD is available for pupils with special physical and medical needs.

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

The ETI inspection report of 2014 highlighted the ‘strong pupil-centred ethos of the school’ and in 2017 the school was commended for ‘the strategic approach to redefining leadership roles, which has fused academic and pastoral responsibilities in order to meet more effectively the needs of the young people (ETI 2017). HOYs, the Assistant Principal i/c of Pastoral Care and the Vice-Principal now meet weekly to ensure this focus is maintained.

The school’s Pastoral and LLW programme promotes health and wellbeing and allows pupils to explore issues of personal development. In 2017 a co-ordinator for LLW was appointed and all schemes of work were revised and updated. The co-ordinator delivers training annually to all teachers of LLW and strong links with HoYs are maintained throughout the year. Students’ mental health and wellbeing are highlighted and promoted in lessons and through special events, such as anti-bullying week. The pastoral mentoring programme is also an effective means of allowing pupils to share their concerns and pupils are also aware of the support offered by the counselling service available in school on a weekly basis. Pupils’ general wellbeing is also promoted through a wide range of extra-curricular activities, including a full and varied programme offered by the PE department, which enhances our pupils’ experience while at Rainey Endowed School.

Child Protection Policy & Procedures are in place and have been implemented in line with relevant DE Circulars and all staff are vetted in compliance with the same. Designated & Deputy Designated Teachers for Child Protection have been appointed and have attended recent CP Training. Pupils are made aware of the child protection policies through the pastoral programme, as well as posters displayed throughout the school. Furthermore, Designated Governors with responsibility for CP have established links with DT and DDT. Key staff liaise with Child Protection Support Services and make referrals using UNOCINI Forms when necessary. The ETI Sustaining Improvement Inspection in 2017 found procedures to be exemplary.

Pupils and parents understand the important role good attendance plays in a child’s progress and achievement and strategies and policies are in place to encourage this, which have the full support of staff working at every level. The school attendance rate has improved from 94.3 % in 2013/14 to 96.8% for 2018/19. Furthermore, consultations with parents in a series of questionnaires revealed support and appreciation for the school’s procedures in this area. The introduction of first day contact with parents has also had a positive impact.

The positive behaviour of our pupils is based on excellent relationships between staff and pupils and is founded on the principle of mutual respect, which is the basis of the school’s Behaviour Policy. Parents’ views on this policy have been sought and have been both positive and supportive. Furthermore, pupils are encouraged to communicate their views through the school council and LLW and, more recently, through meetings with the Principal.

2 (d) Providing for the Professional Development of all Staff

The primacy of the role of the teacher in the classroom and the prioritising of high quality teaching and learning are the focus of all professional development provided by the school, in line with the school's Continuing Professional Development Policy. Each Staff Development Day is planned and facilitated by the Senior Leadership Team in line with the School Development Plan and with a clear focus on current action plans. Furthermore, all training delivered is clearly focused on relevant research and is evidence-based. There is, moreover, regular input from departments across the school to facilitate effective and meaningful sharing of good practice. As a high performing and self-evaluating school there is the opportunity to reflect regularly on our provision (Kirkland Rowell Staff Survey November 2018; termly audits of action plans; regular line management meetings; Subject Leads' twice-yearly review meetings; whole staff review of SDP 2019). A well-established programme of classroom observations is further evidence of the staff's openness to feedback and their commitment to their own professional development.

An effective and well-received induction programme is provided for new members of staff by the teacher tutor and there will be a continuing focus on how to develop this further in the new SDP. Teaching staff are offered opportunities to develop their expertise in leadership and management through initiatives such as short-term membership of SLT and the opportunity to lead new initiatives (such as the re-launch of the House System.) A re-structuring of the leadership model in 2017 provided a significant number of opportunities for staff to take up roles in middle management and external training was provided to support this transition. Following staff feedback, further training and support has been made available for Learning Support Assistants and the last few years have seen them assume additional responsibilities, such as taking registration and running lunchtime clubs.

All staff have consistently participated in PRSD, a model which affords teachers opportunities to highlight training needs, with one of the three priorities allowing staff to identify their own focus for professional development. Moreover, details about relevant courses and training are regularly communicated and the Board of Governors has shown support for the staff's personal development through a willingness to offer financial support for these where possible. The Board of Governors has also made a commitment to reviewing the salary policy when the school's financial situation will allow them to do so.

2 (e) Managing the attendance and promoting the health and well-being of staff

Rainey Endowed School is fully committed to managing the attendance and promoting the health and wellbeing of all staff. The attendance policy is set out in the staff handbook and is as described by TNC 2008/2. The Principal conducts back to work interviews for staff and absences are reported to the Board of Governors. Planned absences are reported to the Cover Strategy Manager and a highly sympathetic and supportive approach aims to accommodate family and personal commitments during the school day.

Teacher attendance at RES stands at 97% which is significantly above the NI Grammar Average. The leadership of the school at all levels is aware of the pressures on both teaching and non-teaching staff and steps have been taken to consider how best to support all of our colleagues as they in turn deal with the demands of this profession. Staff are committed to the school and its aims and it has not been necessary to impose directed time for meetings and staff development. Staff are consulted over school holidays and all staff have an annual one-to-one interview with the Principal which affords them to opportunity to share any concerns they may have. Recent action plans have focused on staff wellbeing in a variety of ways and a new wellbeing committee has been established, chaired by a school governor and drawing its membership from governors, teaching and non-teaching staff. In the last academic year external cover was provided for school exams in order to help staff manage their workload at busy times. There is an ongoing commitment to continue with this process, as well as practical steps to improve the standard of resources to which staff have access.

The school's commitment to its staff was recognised by an Investors in People accreditation in 2017.

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

In 2017, the ETI visit recognised that ‘through strong and valued student leadership teams the young people are empowered to develop further as responsible citizens and to make a positive contribution to their school and to the wider community.’ This has been an ongoing focus of our school development planning over the last few years.

Rainey Endowed School fosters close links with parents through regular communication between school and home. Parents are informed of their child’s progress through annual reports, interim reports & annual parents’ meetings and this communication has been further encouraged through Sims Parent App. A *Parents into Learning* Group has been formed and we will be seeking to develop its role over the next few years. Social media is also used to good effect to inform parents and the local community of important events and to celebrate pupils’ achievements.

The school seeks opportunities to continue to improve links with local primary schools and ensure smooth transition to post primary school. To this end, the Principal makes annual visits to potential feeder schools and each new Year 8 pupil receives a visit from their Year Head before joining RES. Each pupil, along with their parents, is also invited into the school for an interview in which they will have the opportunity to share information and concerns before beginning their new school. Local primary schools have also been invited into school to participate in specially created workshops and events run by departments such as Music, Modern Languages and PE.

In conjunction with neighbouring schools we work to develop joint courses to extend curricular opportunities for all students. We are members of the Magherafelt Learning Partnership which affords our pupils the opportunity to take advantage of Post 16 courses run by Rainey Endowed and by other schools and the NRC and through which we have also welcomed pupils from other schools into our classrooms, for example Engineering, Performing Arts, Govt and Politics, Media, Environmental Technology. For the past number of years our pupils have participated in the Shared Education Project, which has allowed them to learn more of local history, participate in drama workshops and public speaking competitions and to receive extra study support before GCSE and A level examinations. Furthermore, all of this has allowed them to forge new friendships with their peers throughout our community.

The Careers Department, through its well-established Year 13 Work Related Learning Programme, has established a network of contacts in the local business community and with other relevant agencies. Furthermore, in conjunction with other MLP schools, we have facilitated a variety of special careers conventions. In addition, Young Enterprise visits the school each year to work with our KS3 pupils. We have also hosted work experience opportunities for graduates.

The school enjoys strong links with the local community which have been further enhanced in recent years by the formation of the sixth form community group. The Community Group now has over 100 voluntary members in Sixth Form and is led by four teaching and non-teaching staff. The students are involved in five community partnerships which are: Kilonan Special School, Friends of Charis Charity shop, Milesian Manor Lifestyle Care Home, Agewell Mid-Ulster and Hope Magherafelt (incorporating the local Foodbank). There are plans to develop our

community links further through developing partnerships with F.A.C.T.S. and the Library Services. All of these relationships have been invaluable in helping our pupils to develop their leadership skills and to become more caring, responsible and engaged citizens. There is also a well-established sixth form charities committee which organises and hosts a range of events each year to raise money for the pupils' chosen causes. From 2007 to 2017 we had an ongoing commitment to a project in Dehli, facilitated by the charity, ASHA. The school has now established links with local charity Abaana and the first team of twenty-six young people will travel to Uganada in June 2019 to begin building work on Rainey Primary School. Our international connections have also been enhanced through our working with Britain China United, InvestNI, Department of Trade and Industry, the NI Bureau and NI Executive Office to set up a series of kindergarten, primary, junior high and secondary schools in China. The first Rainey kindergarten was launched in April 2019 with a phased intake for 3-5 year old pupils from September 2019. This will offer employment and professional development opportunities for staff at RES and in China, offer exchange links for both NI and Chinese pupils, developing our international links and our aspiration for global learners in the 21st century.

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.

Rainey Endowed School continues to operate an efficient C2K infrastructure, effectively maintained by the school's network manager. This encompasses five dedicated ICT suites, three of which are currently undergoing refurbishment to deal with the challenge of increasing class sizes. Furthermore, the school boasts a Mac suite within the Art and Music departments and an additional laptop trolley to increase flexibility in computer use. Science departments make use of iPads and Apple TVs to further enhance the interactivity of their lessons. In addition to timetabled classes, departments can avail of the booking functionality, enriching lessons and schemes of work through the use of ICT. The Wi-Fi network has been utilised by the majority of senior students, facilitating more independent learning. Students can now print from their own devices and access to school documents is now possible through the use of the My-School portal. Every member of staff has their own personal device for use both on and offsite.

The IWB installation, rolled out across all departments, has enhanced teaching and learning and staff are continuously engaging in professional development, familiarising themselves with new features and innovative teaching strategies. Training opportunities are embedded within the school year, offered by the ICT subject lead and network manager. Help sheets have also been produced and are easily accessible for frequently asked questions relating to daily ICT tasks.

We continue to use SIMS to assist with fundamental areas of school management including attendance, behaviour, staff cover, timetabling and assessment and reporting. With the introduction of the SIMS parent app, parental communication has improved. We operate a paperless system in regards to all our assessment reports which are now generated and distributed through the app. The school has also successfully implemented a biometric cashless catering system. This will be further developed by the introduction of SIMS Agora for payment of trips, uniform purchases as we move towards the introduction of a paperless society in terms of communication.

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

Current Practice

The school's budget is prepared by the bursar in the context of a 3 year plan. An annual budget is then prepared, taking into account spending decisions, incremental progress and inflation and is profiled to reflect spending patterns. There is an agreed budget for each department, which is reviewed and monitored by curriculum vice-principal.

The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management, attendance management and working relationships. Good relationships and clear channels of communication are in place between the school and the education agencies that support it. The school's governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the principal in carrying forward the process of improvement.

Rainey Endowed School has addressed the deficit with efficiency initiatives, cost reductions and fund-raising activities ie compulsory and voluntary redundancies, part-time working, natural wastage and all other opportunities to ensure Rainey Endowed School remains viable and sustainable eg increasing pupils on the roll at KS3 entry and KS5 and curriculum options.

3 yr financial statement attached

Income 15/16 = 3.236 million

Costs= 3.370 million

Deficit= 134k

Income 16/17 = tbc

Costs= tbc

Deficit= tbc

Income 17/18 = tbc

Costs= tbc

Deficit= tbc

Strengths

1. Rigorous monitoring of department budgets prevents overspend, where increases are required a business case needs to be provided, such decisions are agreed by the Finance Sub-Committee of the Board of Governors and ratification is sought at full Board.
2. Increased KS4 and KS5 offer
3. SEP works, DDA works, EA – very productive relationships.
4. Budget reports are prepared termly for each Board of Governors' meeting, for Principal and SLT indicating financial position, taking into account any adjustments.
5. School is externally audited on an annual basis – resources, results.
6. Financial planning with BOG / school's financial statement / relevant decisions in collaboration with Finance Committee
7. Attendance at Governor training / programme of training / schedule of meetings / subcommittee structure
8. Potential outsourcing of services

9. Budget prepared in context of 3 year financial plan
10. Budget prepared annually taking account of spending, incremental progression and inflation and reflects spending patterns
11. Agreed budgets are granted to departments

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

School uses funds to deliver school uses funds to deliver curriculum, pastoral care, provide suitable accommodation, implement SDIP, work towards meeting the entitlement framework, meet the needs of SEN, communicate with parents, provide extra-curricular activities and the minutes of all committees are kept and are open to scrutiny by auditors, CPD of staff

Ongoing review : The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management and working relationships.

School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself. Good relationships and clear channels of communication are in place between the school and the education agencies that support it.

Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the principal in carrying forward the process of improvement.

Areas for Development

- Finance Committee to receive a quarterly, half-termly budget report.
- Budget holders to receive a termly report. Evaluation from auditors – give substantial systems safeguard and protect public monies
- Finance Sub-committee BOG / budget plan / LMS Outturn statement / SLT decisions on resources / INSET and staff deployment
- Annual requisitions / coordinators audit to inform SLT decisions on allocation of budget to priority areas
- Budget reports are provided to chair BOG and Head and Finance Committee indicating the financial position taking into account any accrued or prepayment adjustments that may be required BOG receives a budget report termly; dept budgets are reviewed at the start of term and at the end of the financial year;
- Dept budgets are monitored and controls on purchase order processing system prevents overspends. A business case must be presented if budget overspend is sought and this is subject to finance committee approval
- Proposals for changes to BOG structure and sub-committee have been produced.
- Use of auditors.

A register of pecuniary interest is kept.

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.

All of the priorities and key targets established in 2016 were done so with the school's vision statement in mind:

We want our pupils to become:

Successful Learners... who enjoy and understand their own learning and who know what they need to do to make progress and fulfil their potential.

Confident Individuals... who are equipped with the skills to adapt to and cope with an ever changing global society.

Responsible Citizens... who demonstrate a commitment to themselves, friends, family, their local community and the wider world.

1. Successful Learners

The overall aim was to maintain the focus on teaching and learning to help our pupils to become more successful and independent learners. Staff training was evidence based and focused primarily on the work of Claxton and Chambers, Allison and Tharby, Hattie et al, Didau, Sherrington and Brown et al. PRSD protocols ensured professional development prioritised the school's action plans in these areas. Pupil outcomes have been particularly strong over the last three years.

For a detailed review of this area, see overleaf.

2. Confident Individuals

In 2016, after feedback from ETI, the school identified the need to develop stronger links between the pastoral and academic programmes and leadership in place at that time. In 2017 a new leadership structure was implemented and work on this area is a continued priority for us.

For a detailed review of this area, see overleaf.

3. Responsible Citizens

Given our school's history, our links with the community have always been important to us and this was a significant focus of Action Plan 3. Alongside that, feedback from teaching staff in particular had identified a desire to develop our pupils' confidence in their interactions with others outside the security of our school buildings. With this in mind, steps were taken to revive the House system, develop the work of the community group and sixth form mentoring and review the assembly programme.

For a detailed review of this area, see overleaf.

[Reviewed Action Plan 1 2016-17](#)

[Reviewed Action Plan 1 2017-18](#)

[Reviewed Action Plan 1 2018-19](#)

[Reviewed Action Plan 1 2019-20](#)

[Reviewed Action Plan 2 2016-17](#)

[Reviewed Action Plan 2 2017-18](#)

[Reviewed Action Plan 2 2018-19](#)

[Reviewed Action Plan 2 2019-20](#)

[Reviewed Action Plan 3 2016-17](#)

[Reviewed Action Plan 3 2017-18](#)

[Reviewed Action Plan 3 2018-19](#)

[Reviewed Action Plan 3 2019-20](#)

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

The school's priorities are still to raise standards and meet the needs of all of our learners. In the current climate, though, we are likely to encounter several challenges in our pursuit of excellence. We are currently experiencing and expect to continue to experience financial and budgetary pressures and at time of writing there has still been no resolution to the ongoing pay dispute between teaching unions and DENI.

Teacher workload and wellbeing are issues which have become increasingly to the fore in the last few years and we, like all schools, face challenges as we seek to support our excellent staff cope with the growing demands placed on teachers.

The concerns raised by the Area-based Plan in 2012 still have not been entirely resolved. Whilst the Department has granted us a temporary variation in admissions numbers for the last two years, the uncertainty as to whether or not this will become permanent is challenging as we try to plan for our longterm future as a school. In the mean time our ageing building continues to present us with challenges on an annual basis.

There are, however, many exciting opportunities in prospect. Substantial investment has taken place in the school's infrastructure with the addition of new English, Maths, Drama, Art, toilet facilities; significant ICT infrastructure has also been implemented. A new library is to be constructed and our reception and foyer areas, Science and canteen renewal are all at an advanced stage. The school is also awaiting confirmation on new cricket, tennis and gym astropitch facilities as part of a sportNI application.

The school hopes to grow and develop if and when the Department responds to our requests to do so. This should enable us to develop our curriculum offer and to invest further in our staff and to address some concerns around workload, further increase our staff and pupil leadership opportunities as we strive to make the best even better.

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.

The Board of Governors delegated responsibility of the School Development Plan to the Principal, although Governors were fully involved in the consultation process. The Principal and Assistant Principal for Teaching and Learning began the process of review with SLT in late Autumn 2018 and early Spring 2019 and a number of meetings focused on an evaluation of the extent to which we had met our goals, along with a consideration of our priorities going forward. This process was then repeated with the whole teaching staff during two staff development sessions and the feedback from all of these sessions was collated and aligned. Feedback from line management meetings with Subject Leads, weekly PAAC meetings with year heads and an assessment review with Subject Leads were also taken into account. In addition, a whole staff questionnaire carried out by Kirkland Rowell in November 2018 provided further evidence of what our priorities should be. Input from parents was sought via the Parents into Learning Group, led by the Principal and the Assistant Principal for Pastoral Care. In addition, focus groups of senior pupils worked with the Principal. At the end of the consultation process, SLT synthesised all of the findings and established key priorities for the next three years. It was found that these could still be addressed under the three headings of *Successful Learners, Confident Individuals and Responsible Citizens*. These findings formed the basis for the new SDP and associated action plans which were launched with all stakeholders in September 2019. The Principal and SLT will report to the Education Sub-Committee, which in turn will report to the full Board of Governors on the effectiveness of SDP and Action Plans five times per annum. The SDP and Action Plans will be reviewed annually.

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

- a) 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 teaching and learning and raising standards of attainment, which must include:
targets for raising standards of communication, using mathematics and ICT
- c) the actions 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 plans are included within the pages which follow.

1. Successful Learners

The school continues to maintain a focus on how best to create and support a learning environment which will allow all of our pupils to fulfil their potential academically, but which will also nurture the joy of learning and equip our young people to play a full part in their communities, both now and in the years to come. With this in mind, over the next three years we aim to continue to refine and develop the excellent practice that is already in place. We have adopted John Hattie's model for visible learning as a focus and structure for what we seek to do and we will continue to ensure that staff development prioritises teaching and learning and supports our staff as they seek to be ever more reflective as practitioners.

[Year 3 overview plan](#)
[Action Plan 1 2020](#)

2. Confident Individuals

Building on the success achieved during the life of the previous SDP and taking into account feedback received from all stakeholders, our aim will be to continue to align the pastoral and academic work of the school yet further. The focus of Action Plan 2 will be on putting structures and relationships in place which will support the pupils' learning in every area of school life and which will help parents as they seek to play their part in the three-way partnership, so vital to the success of any school.

[3 year overview](#)
[Action Plan 2 2020](#)

3. Responsible Citizens

As a school committed to the holistic education of all of our learners, Action Plan 3 supports and complements the work prioritised by Action Plans 1&2. The focus of this AP is on developing both student and staff leadership in various arenas of school life so that our students may become increasingly successful, confident and responsible in these their formative years. Inherent within this is our desire to continue to build on and extend the excellent links we have with our local and wider community.

[3 year overview](#)

[Action Plan 3 2020](#)