

Rainey Endowed School



School Development Plan 2025–2028

A caring school, committed to excellence

Introduction

This School Development Plan (SDP) sets out the strategic direction for Rainey Endowed School for the period 2025–2028. It is informed by a rigorous process of self-evaluation, including analysis of attainment and progression data, stakeholder consultation and DENI requirements.

The plan reflects the shared commitment of the Board of Governors, Senior Leadership Team and staff to continuous improvement and to securing high-quality outcomes for all pupils.

In line with Department of Education guidance, the SDP identifies a number of key priorities to ensure a sharp focus on improvement, coherence in implementation and measurable impact on pupils' learning, experiences and outcomes.

Ethos, Vision and Values

Ethos

Since 1713, Rainey Endowed School strives to combine excellence with Christian values and community contribution; fulfilling Hugh Rainey's will *"that what I have left may not only be for a generation but that it will be for many not yet born."*

Vision

Rainey Endowed School is a *caring school, committed to excellence* in all areas of its service to the local community; we desire our pupils to be global citizens of the 21st Century.

Values

Our core values: **Respect, Responsibility and Resilience**—underpin all aspects of school life and are reflected in our approaches to learning and teaching, pastoral care and leadership at all levels.

These values are actively promoted through high expectations, inclusive practice and strong relationships, ensuring that pupils are well prepared to thrive in a complex and changing world. Pupils are supported to become: **Successful Learners, Confident Individuals and Responsible Citizens**.

Our Context-September 2026

School Name	Rainey Endowed School
Year Groups	8-14
Approved Enrolment	700 pupils
Current Enrolment	760 pupils
Pupils on SEN Register Stages 1 & 2	COP-1 pupil (COP=Code of Practice) COP2-0 pupils
Pupils with Statements of SEN	COP3-27 pupils
% Free School Meals Entitlement	7.3%

Further information about our school is available in our prospectus which you can access by clicking on the following hyperlink [school website](#).

Rainey Endowed School or '*The Rainey*,' as it is affectionately known, is an 11–18 non-denominational voluntary grammar school which serves a wide catchment area across the Mid-Ulster region, with pupils coming from Counties Londonderry, Antrim and Tyrone. The school currently enrolls 760 pupils and is oversubscribed in all year groups. Rainey Endowed takes great pride in educating pupils from a variety of backgrounds and from all faiths and none since its inception in 1713.

The school also has a strong record of high academic achievement and provides a wide range of co-curricular and extra-curricular opportunities which contribute positively to pupils' wider development. Highly effective pastoral care, a commitment to service, sports, the arts, clubs and societies have the pupil at the core of our work.

An analysis of current provision and stakeholder feedback highlights increasing levels of additional learning needs, social complexity and wellbeing challenges; factors which require increasingly personalised, targeted and responsive support for our pupils.

Rainey Endowed School operates within a broader context of financial constraint, is embracing digital transformation and is implementing curriculum reform. Despite these challenges, evaluation evidence highlights significant strengths, including a clear focus on the child, a wonderful student body, a

committed and reflective staff, effective leadership, strong relationships at all stakeholder levels and a clear focus on improvement through a commitment for consistently highly effective teaching. These features indicate a highly effective practice across the school with a strong capacity for sustained improvement.

LEARNING & TEACHING

We will:

- focus our learning and teaching on encouraging a community of independent learners;
- enhance our curriculum to be more pupil centred: flexible, forward looking and inclusive, to enable pupils to maximise their potential;
- seek to improve the learning experience for our learners, leading to improved progress and achievement;
- aim for learning and teaching to be highly effective in >90% of lessons;
- seek to improve the quality of learning and teaching by incorporating greater use of pupil, parent and stakeholder voice;
- deliver CPD and learning that will be vibrant, effective, professional and responsive in order that our teachers meet the needs of our pupils;
- incorporate new technologies to enhance learning and teaching outcomes;
- instill a culture of high expectations to challenge, inspire, and support Rainey Endowed School pupils and staff to be the best that they can be;
- work together to help our staff, students and parents to use data effectively to baseline, set targets, create ownership and independence in our pupils leading to measurable school improvement.

PASTORAL CARE

We are:

- responsible in promoting the preventative curriculum as we seek to improve the health, wellbeing and safety of our school community;
- adhering to the highest standards of Safeguarding and Child Protection in all aspects of school life;
- promoting equality, equity and inclusion of all learners whilst breaking down barriers for pupils with difficulties in their learning to enable them to fulfil their potential;
- aiming to reduce education disadvantage for all pupils, including SEN/ FSM, and address gender underperformance to help all pupils to achieve their full potential.

Rainey Endowed School AREAS OF FOCUS 2025-2028

RAINEY ENDOWED SCHOOL IN THE COMMUNITY

We will:

- further develop our pupils' dispositions and wider communication skills;
- continue to develop our community links with our Board of Governors, parents, pupils, alumni and the wider community;
- seek to establish links with new collaborative networks and enhance existing relationships to improve the pupil experience;
- broaden the learning experience and outcomes for all.

ETHOS, VALUES, VISION

We will:

- always be a school 'open to all' for 'all faiths and none';
- encourage all members of our school community to pursue our shared ethos and Christian values;
- model our key values in all aspects of school life:
 - Respect
 - Responsibility
 - Resilience;
- enable our pupils to develop as:
 - Successful learners
 - Confident individuals
 - Responsible citizens;
- promote and celebrate our ethos, heritage, history, values-past and present, and continue to look to the future;
- further develop a culture of shared expectations, value recognition, and celebrate our successes and strengths.

THE FUTURE "FOR MANY NOT YET BORN"

We aim to:

- develop excellence in leadership and management of the school at all levels;
- recruit, retain and develop a highly skilled workforce;
- develop RES as a community of professional learning;
- have sound finances, excellent facilities and resources to meet the needs of the school community;
- have impactful CEIAG and work-related opportunities;
- have clear pathways for our pupils to progress to the next stage of their educational journey.



FOUNDED 1713

**RAINEY
ENDOWED
SCHOOL**
MAGHERAFELT

A CARING SCHOOL. COMMITTED TO EXCELLENCE.

Self-Evaluation Process

The school operates a continuous **Monitoring, Evaluation and Review (MER)** cycle which ensures that evidence is used effectively to identify strengths, prioritise areas for development and evaluate the impact of actions on pupils' outcomes.

Annual SEF self-evaluation cycle of business calendar (also available on school website)



RAINEY ENDOWED SCHOOL

SELF-EVALUATION CALENDAR | 2026-2027

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Governors	Report on external exam results (MMC)	Report on 25/26 SDP (MMC)		Progress report on 26/27 SDP (MMC/SLT)				Progress report on 26/27 SDP (MMC/SLT)		Progress report on 26/27 SDP (MMC/SLT)	Review of 26/27 action plans Review of 26/27 ISEF document
SLT	Focus on 26/27 ISEF document Focus on 26/27 SDP Launch of 26/27 school action plans			Monitoring of school action plans		Monitoring of school action plans (RAG)		Monitoring of school action plans		MER of school action plans MER of SDP Review of policies	
HODs	Departmental action plans	P/VP/HOD 25/26 review & 26/27 planning meeting		Line management meetings		Monitoring of departmental action plans (RAG)		Line management meetings		P/VP/HOD 26/27 MER meeting	Departmental self-evaluation
HOYs	Year team action plans	APs/HOY review and planning meeting				Monitoring of year team action plans (RAG)					Pastoral self-evaluation
Co-ordinators	Co-ordinator action plans	LM/Co-o review and planning meeting				Monitoring of co-ordinator action plans (RAG)					Co-ordinator self-evaluation
Induction (I)	Induction Teachers Initial Meeting	Induction programme with Teacher Tutor (TT) Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)	Final Meeting (TT)
EPD1	EPD1 Teachers Initial Meeting	EPD1 programme with Teacher Tutor (TT) Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)	Final Meeting (TT)
EPD2	EPD2 Teachers Initial Meeting	EPD2 programme with Teacher Tutor (TT) Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)		Progress Meeting (TT)		Check-in Meeting (SLT)	Final Meeting (TT)
New to RES	Induction of new to RES teachers	Check-in Meeting (SLT)		Progress Meeting (SLT)		Check-in Meeting (SLT)		Progress Meeting (SLT)		Check-in Meeting (SLT)	Final Meeting (SLT)
PRSD	All other teachers: Reviewee meets Reviewer (planning & preparation meeting)	Reviewee engages with staff development targets Lesson observation					Reviewee meets Reviewer (monitoring meeting)	Reviewee continues to engage with targets Lesson / Leadership observation			Reviewee meets Reviewer (review & reflection meeting)

KEY TO ABBREVIATIONS

This calendar sets out the recurring self-evaluation, monitoring and staff development activity undertaken across the school year by governors, senior leaders, middle leaders and staff at each stage of their career. It should be read alongside the Self-Evaluation and Continuous Improvement Policy.

MMC Staff initials as used in the source calendar

SLT Senior Leadership Team

SDP School Development Plan

ISEF Improvement, Self-Evaluation Framework document

RAG Red / Amber / Green progress rating

MER Monitoring, Evaluation and Review

HOD Head of Department

HOY Head of Year

LM Line Manager

Co-o Co-ordinator

TT Teacher Tutor

AP Assistant Principal

P/VP Principal / Vice-Principal

PRSD Performance Review and Staff Development

EPD1 / EPD2 Early Professional Development, Years 1 and 2

Almost/nearly all	>90%	A significant minority	30-49%
Most	75-90%	A minority	10-29%
A Majority	50-74%	Very few/small number	<10%

An evaluative statement of progress against the previous SDP is available on the [school's website](#).

Evidence is also gathered from a range of sources, including:

- quantitative data (attainment, progress, benchmarking)
- qualitative evidence (lesson observations, work scrutiny, departmental review)
- stakeholder voice (pupils, parents, staff and governors)

The 3 year objectives for 2025-28 are included in the high-level overview of Action Plans 1, 2 and 3 (see pages 10-19 of this document).

The 3 Action Plans for 26-27 are accessed via the links below.

[Action Plan 1 \(Successful Learners\)](#)

[Action Plan 2 \(Confident Individuals\)](#)

[Action Plan 3 \(Responsible Citizens\)](#)

To further inform the SDP, we also engaged with all pupils, parents and our staff

Pupil surveys May 26 highlight:

- **Almost/nearly all (99%) of Year 8 pupils** are confident in their learning in the majority of subjects (*Year 8 Teaching and Learning Survey Q2*)
- **Most pupils in Years 9 – 14** enjoy being at school
- **Almost/nearly all** of pupils responded positively when asked about how pupils talk and behave in a caring and respectful manner towards each other – highlighting our school ethos and values.
- Parental feedback was wholly positive in respect of the school's 3-way partnership and engagement with the school community

Parent surveys May 26 highlight:

- **Almost/nearly all (91%)** of parents responded that their child is happy at school
- **Almost/nearly all (95.2%)** of parents feel their child is making good progress in their learning with **almost/nearly all (81.9%)** being content with the quality of teaching and support for learning
- **Almost/nearly all (90.4%)** of parents feel their child has opportunities to take part in educational visits, learn from visitors to school/take part in activities within school

- **Almost/nearly all (90.4%)** of parents know about the school's vision and aims

Staff surveys May 26 highlight:

- Very positive feedback in respect of the school's 3-way partnership and engagement with the school community.
- **Almost/nearly all (97.5%)** of teaching staff are clear on the school's vision
- **All (100%)** of teaching staff feel safe in school
- **Almost/nearly all (90%)** of teaching staff have benefited from professional learning opportunities
- **Almost/nearly all (95%)** of teaching staff feel that community links impact positively

Priorities for academic year (AY) 26/27 based on self-evaluation.

The areas for improvement have been identified through the constructive engagement processes outlined which we consider can be developed to further improve educational outcomes for our pupils

These include:

Action Plan: 1 Successful Learners (2026-27):

Identifies the need to:

- create a common language of learning so pupils understand what they are learning and how they are learning (metacognition)
- develop and further embed highly effective practice through CPD and the sharing of best practice and feedback across the school
- target and support identified pupils to improve their reading skills to reduce the gap between the highest and lowest performers
- strengthen the **use of data to inform earlier and targeted intervention** through assertive mentoring for boys primarily to reduce variation in **GCSE** outcomes at 7+ A*-B grades (English and Maths) and for targeted action to address gender underperformance across A*, A*-A, A*-B and A*-C in identified subject areas
- grant pupils greater ownership and responsibility for their awareness and use of target grades
- implement the revised Key Stage 3 curriculum in accordance with DENI timeframe
- further develop our curriculum offer at Key Stage 4 and key Stage 5

Action Plan 2 Confident Individuals (2026-27):

Identifies the need to:

- continue to develop our behaviour, rewards and attendance strategies across all year groups as it has been identified that most of our pupils have a strong sense of belonging
- further develop the RES culture of high expectations across all stakeholders via the 'Rainey Way' and through parent information/induction evenings at the start of term and via the pupil pastoral programme for all year groups

Action Plan 3 Responsible Citizens (2026-27):

Identifies the need to:

- improve the participation rate of pupils involved in extracurricular activities as a minority of pupils are not involved / don't know of their involvement
- embed more systematically the pupil voice as a driver of improvement
- elevate the School Council
- Embed the online careers platform into the school curriculum and pastoral programme
- develop a digital ambassador programme to educate pupils and provide digital support to improve digital skills and awareness

Monitoring and Review

Each priority area has a designated lead responsible for implementing and tracking progress. The Senior Leadership Team (SLT) will ensure that the monitoring and evaluation timetable reflects regular reviews throughout the year to allow timely interventions and adjustments as required.

Each one-year action plan undergoes a formal review at the end of this academic year; there are termly updates and review in keeping with Rainey Endowed School's MER.

The formal review will assess each target's progress, identify emerging priorities, and incorporate feedback from stakeholders. Updated plans will be shared with all school staff and governors to maintain transparency and accountability.

The Board of Governors plays a strategic oversight role by discussing and approving the SDP, reviewing progress and supporting the implementation of key actions. Their involvement ensures that the plan remains aligned with the school's vision, statutory requirements, and long-term improvement goals. Regular updates on the SDP are progressed through the Education Sub-committee and are relayed to the full BoG for approval. The reviewed SDP and actions and priorities for each new academic year are approved in the Summer term and are relayed to staff for forward planning, and updated plans are published on the Rainey Endowed School's website.

Key Areas of Focus 2025–2028: Three-Year Strategic Overview: Successful Learners, Confident Individuals, Responsible Citizens

The tables below set out the key areas of focus for school improvement over the three-year period of this SDP. Detailed actions for Year 1 are provided and have been evaluated (RAGged) **red= not achieved**, **green =achieved**, **yellow= partially achieved**. Not all high-level actions for Year 3 will be identifiable at this stage, as these will be subject to progress in previous years, arising challenges or opportunities, and developments or changes in strategic priorities across the system.

ACTION PLAN 1: SUCCESSFUL LEARNERS: incorporating the Key Areas (KA) of (1) PLANNING, TEACHING AND ASSESSEMENT, (2) CURRICULUM FOR ALL, (3) STAFF PROFESSIONAL LEARNING and (4) DIGITAL SKILLS FOR THE FUTURE.

Rationale: To foster a dynamic and inclusive learning environment where all pupils are empowered to become successful, independent, and resilient learners, supported by consistently excellent and adaptive teaching, a relevant curriculum, ongoing staff professional growth, and effective use of digital technologies.

Objective	Actions in Year 1 2025-2026 Building Foundations and Embedding Core Practices	Actions in Year 2 [2026/27] Consolidating Practices and Expanding Curriculum Review	Actions in Year 3 [2027/28] Sustaining Excellence and Future Planning
Objective 1A: Establish a shared understanding of outstanding and adaptive teaching practices.	Develop and disseminate clear guidance on outstanding adaptive teaching, including non-negotiables. Create a Teaching and Learning Working Party to integrate research into school culture. Increase the variety of teaching strategies used within the classroom.	Supporting highly effective practice by developing the work of the Teaching and Learning Working Party to integrate evidence informed practice into the school culture. Teacher professional learning / staff development on highly effective practice. Develop and disseminate clear evidence informed practice, including highly effective practice on checking for understanding: retrieval & feedback. SLT to carry out Learning Walks half-termly. Sharing of good practice during departmental meetings, learning triads, informal peer / inter-departmental observations and staff development days. Build a buddy system pairing experienced teachers with ECTs and new staff to model and support excellent practice. Establish a shared 'language of learning' culture, via staff handbook, staff development days, teaching and learning policy.	Ensure consistent adaptive teaching approaches are in practice leading to highly effective teaching across all departments.

		Lesson planning and SoW should indicate language of learning so as pupils understand how and what they are learning (metacognition & checking for understanding). Increase pupil engagement in all lessons via active learning strategies. Develop effective feedback routines for improvement.	
Objective 1B: Enhance tracking and assessment systems to effectively monitor and support pupil progress and attainment.	Implement refined tracking and assessment processes across all key stages, ensuring data is used effectively to identify needs and celebrate success. Refine KS4/5 tracking/assessment for staff, parents, and pupils via termly working parties and Pastoral/Academic Fusion documents. Present tracking/assessment updates half-termly to SLT and staff. Further develop KS3 tracking/assessment and attainment/progress targets.	Further develop whole school tracking (including Bromcom, NGRT, CCEA Adaptive Tests and CAT4) and assessment targets across all key stages; to ensure staff, parents, and pupils are fully informed and supported. Parents receive information throughout the year on assessment and reporting system. E.g. induction evening, Parent App communications Incorporating Bromcom across all key stages, ensuring data is used effectively to identify needs, support and intervention and celebrate success. Use data to identify gap between genders, FSM and G&T. Implementation of digital target setting via Online Record of Achievement & Unifrog in Years 8-14. Present tracking/assessment updates half-termly to SLT and staff. Parents will receive more specific information (individual pupil targets) of their child's progress via parent app.	Parents will be informed via induction evenings of assessment schedules, teaching and learning strategies including sharing a common language for learning. Utilise assessment data for strategic planning and intervention. Parents will be invited to sign pupil target setting sheet in the student planner after each assessment cycle, as per school calendar.
Objective 1C: Initiate a comprehensive review of the curriculum offer, starting with Key Stage 3, to ensure it is engaging, relevant, and	Convene a Junior and Senior School Curriculum Review Group to review, update, and improve the curriculum, planning, levels of support and challenge, and alternative pathways available for pupils. Review current provision of subjects and GCSE and A Level. Investigate other grammar school offers and discuss possible new subjects at A Level with MRLP timetable group.	Convene a Junior School Curriculum Review Group to review and improve the Key Stage 3 curriculum, planning, levels of support and challenge, and alternative pathways available for pupils. Following DE Curriculum review, MP and LG to meet with schools who are trialling the new curriculum in 2026/27.	Embed revised curriculum across all key stages. Evaluate the success of new courses introduced.

meets the diverse needs of all learners.	Investigate additional BTEC provision and possible replacement to BTEC pathways		Plan for future curriculum developments based on emerging needs and trends.
Objective 1D: Provide targeted professional development to equip staff with the skills and knowledge required for adaptive teaching, supporting diverse learning needs, and leveraging digital tools	Deliver core training on adaptive teaching strategies Provide training on supporting students with specific educational needs (e.g., Access Arrangements, ADHD). Develop strategies to effectively utilise LSAs in the classroom to support pupil progress and attainment. Offer introductory training on digital skills and use of AI in teaching and learning. Convene an outstanding teaching working party to develop more tangible advice and non-negotiables covering all aspects of teachers' professional practice. Ensure peer observations and sharing best practices become central to the school culture. Identify and utilise teachers who can model best practice. Develop a collective approach to observing teaching, increasing the use of video observations and feedback. Increase collaborative working practices and distributed leadership opportunities, e.g. applications to steps into leadership and middle leadership programmes.	Deliver focused training on retrieval practice and effective feedback strategies via SDD, CPD sessions (including Thursday CPD) and the staff handbook. Develop a whole-school approach to video observation, using recorded lessons as a reflective and developmental tool. LSA engagement in professional learning activities. Increase collaborative working practices and distributed leadership opportunities, e.g. Professional Development opportunity for 2-year secondment to SLT (September 2026 - June 2028).	Embed the coaching culture. Consolidate professional learning practices. Identify ongoing training needs based on evaluation. Support staff in leadership development.
Objective 1E: Improve	Provide relevant training on digital skills for staff via external agencies and/or collaboration among staff.	Heads of Numeracy and Literacy to implement Year 1 of numeracy action plan.	Ensure digital skills are effectively integrated into

foundational digital literacy among staff and students and begin integrating digital tools more effectively into teaching and learning practices	Promote effective student use of existing digital platforms for organisation and learning. Develop a plan for the phased introduction of digital resources to replace aging textbooks. Heads of Literacy/Numeracy to conduct a review of current strategy and devise a 3-year Action Plan.	Sparx Maths Numeracy programme implemented for Years 8 - 10. Bedrock Literacy programme implemented for Years 8-10. Literacy / Numeracy / SEN / Teaching and Learning Leads to monitor effectiveness on a termly basis.	curriculum delivery and student learning. Evaluate the impact of digital resources. Plan for future technological needs.
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ACTION PLAN 2: CONFIDENT INDIVIDUALS: Incorporating the Key Areas of (5), Environment, Society & Economy Health, (6) Well- Being and Keeping Safe, (8) Building Equity

Rationale: To ensure that all pupils develop spiritually, morally, socially, and culturally into true ambassadors for the school. Pupil welfare, inclusion, equality, emotional wellbeing, and healthy lifestyles are catered for and that the highest standards of safeguarding health, and safety are in operation. Responsible citizenship, environmental responsibility and economic awareness are promoted with a reduction in educational and social disadvantage to the benefit of all learners and staff.

	Enhancing Pastoral Care, Inclusion, and Enrichment: A Strategic Review of Systems, Programmes, and Culture at Rainey Endowed	Strengthening Pastoral Excellence, Inclusion, and Enrichment: A Whole-School Strategy for Holistic Development and Cultural Celebration at Rainey Endowed.	Advancing Holistic Education: Enhancing the House System, Pastoral Care, Co-Curricular Engagement, and Inclusive Leadership for 21st Century Learners
Objective 2A: Rainey Endowed revitalised House System implemented for Year 8 pupils and staff.	JP to lead and implement the House System as part of Middle/Senior Leadership. Training to be implemented by JP on Staff Development Days as required. JP to liaise with Bursar, develop and review budget allocation half termly.	JP to lead and embed the House System from Year 8–14. Training to be implemented by JP on Staff Development Days as required. JP to work with CS to determine an awards and celebration calendar of house events, collation of points/totals.	Fully operational House System for Year 8 – 14 pupils. Staffing, roles, responsibilities, rewards, house colours, ties finalised

	JP to work with CS to determine an awards and celebration calendar of house events, collation of points/totals. JP to work with CS to determine that the school's behaviour and rewards policy which works in conjunction with the House reward system.	JP to work with CS to determine that the school's behaviour and rewards policy which works in conjunction with the House reward system. Appoint a Pupil Recognition Coordinator. Working party on pupil recognition, behaviour and rewards systems to commence in August SDD. (Termly Review & full presentation to staff/BoG in May 27)	Increased Extracurricular offering across all year groups at lunchtime and after school. Increased use of facilities and increased facilities outdoors to enable greater pupil participation in co-curricular activities at break/lunch/ Afterschool/evenings and community usage.
Objective 2B: Fully refined Colours/Honours system in place to address any areas yet to be addressed.	Honours working party to review progress on a termly basis LG to present to BOG in March 2026.	Parent/Pupil Induction evenings in September for all Year Groups. Message conveyed in assemblies, planners and on tutor notice boards, social media.	A finalised honours system to incorporate other aspects of school life not originally encompassed.
Objective 2C: Culture of High expectations, behaviour, permeates the 'Rainey Way'.	Parent/Pupil Induction evenings in September. All staff are trained in addressing bullying type behaviour. All Staff to complete addressing bullying type behaviour. ABSIT Level 1. Student Council, Tutors, Hoys, and pupils involved in developing a revised pupil charter. Message conveyed in assemblies, planners and on tutor notice boards, social media.	RES culture: High expectations, staff, parents, and pupils. This is the 'Rainey Way.' Parent information/induction evenings for all years – start of term. Meaningful consultation with all stakeholders on moves to improve pastoral system. All pupils gain awareness via pastoral programme. Parents receive information throughout the year to support their child with pastoral issues they may face. All staff are trained in addressing bullying type behaviour. All Staff to complete addressing bullying type behaviour. ABSIT Level 1. Student Council, Tutors, Hoys, and pupils involved in creating a pupil charter.	New pastoral structure model and curriculum leadership in line with increased range of academic ability and SEND. Refined pastoral programme in operation across all years. Review of benefits and challenges faced by C21 Learners.

	Synergises the House, Honours and Behaviour Awards systems.		
Objective 2D: Raised awareness for how pupils can remain safe online through implementation of Safer Schools' app and consistent application of the school's pastoral programme.	All pupils gain awareness via pastoral programme. Parent information sessions – start of term. External agencies – emotional well-being teams (EWTS) Wellbeing Ambassadors / Digital Leaders (see AP3).	All pupils gain awareness via pastoral programme. Parent information sessions – start of term. External agencies – emotional well-being teams (EWTS) Wellbeing Ambassadors / Digital Leaders (see AP3). External agencies – emotional well-being teams (EWTS) Wellbeing Ambassadors / Digital Leaders (see AP3). Embedding the pastoral programme including LLW, Preventative Curriculum on inclusion and equality as per DE requirements.	Completed pastoral programme for all year groups in operation.
RESPONSIBLE CITIZENS ACTION PLAN 3: incorporating elements from the SDP Contributory Areas of (1) SUCCESSFUL LEARNING, TEACHING, PLANNING AND ASSESSMENT (3)*STAFF PROFESSIONAL LEARNING; (4)*RES DIGITAL SKILLS FOR THE FUTURE; (5)*ENVIRONMENT, SOCIETY AND ECONOMY; (6)*SELF-EVALUATION; (12)*RES LINKS/IDENTITY Rationale: Staff, pupil and parental self-evaluation throughout the year indicated the need for continuous implementation and embedding of strategies to achieve the objectives outlined, in order to build capacity within the school to provide high quality education and outcomes for learners. Both extra-curricular and CEIAG provision were identified by stakeholder feedback as areas for improvement for 2025/2026, along with the need to refine whole school self-evaluation processes.			
Objective	Actions in Year 1 2025-2026 Laying the Foundations Focus on establishing key systems, auditing current provision, and revising core processes.	Actions in Year 2 [2026/27] Embedding Practice and Driving Engagement Emphasis on embedding new systems (Careers platform, self-evaluation), launching targeted initiatives, and increasing participation and consistency across the school.	Actions in Year [2027/28] Sustaining Impact and Leading Innovation Focus on evaluating long-term impact, refining strategies based on data, and

			empowering leaders and pupils to drive continuous improvement and innovation.
Objective 3A: By June 2026 to continue to develop Pupil Leadership in such a way as to enhance pupils' confidence and to complement the work on pupil resilience and independence	Audit current extra-curricular provision to provide a baseline for tracking pupil participation and feedback going forward. Further embedding of academic mentors with participating departments. School Council to meet twice each full term. School Council year reps to present once a year to each year group e.g. Friday Year Group Assembly. Enhance the Mentor role for Year 13 peer mentoring programme with bespoke training for Mentors – Yr 9 Peer mentors selected Oct 2025 from Yr 13 peer mentoring applications. Training provided by HOY Mrs Simpson and 8 Peer mentors introduced to Year 9 Tutor classes w/c 4 Nov 2025. Year 8 Mentors to attend Year 8 Residentials in June 2026. Pupils to continue to be given opportunities to plan/lead/deliver school assemblies and/or participate in videos for virtual assemblies Assembly cycle complete. Wellbeing Ambassador programme implemented to provide targeted support to KS3 pupils. Neuro - Diverse Mentors – to support pupils with ASD and implement strategies for a variety of issues.	Embed the online Careers platform into the school curriculum and pastoral programme. Monitor and evaluate staff engagement and pupil usage data to identify gaps and tailor CPD and platform content accordingly. School Council to meet twice each full term. School Council year reps to present once a year to each year group e.g. Friday Year Group Assembly. Implement targeted initiatives based on audit findings to diversify the co-curricular offer, with a focus on inclusivity and pupil voice. Launch a participation tracking system to monitor engagement across different pupil groups. Embed and monitor the implementation of the revised self-evaluation framework across all departments and year teams. Conduct regular quality assurance reviews to assess the consistency and impact of evaluation practices. Use findings from self-evaluation to inform departmental and whole-school improvement planning. Provide targeted coaching and mentoring for middle leaders to refine evaluation techniques and data interpretation.	Fully integrate the Careers platform into transition planning and post-16/18 pathways. Establish partnerships with local employers and further/higher education providers to enhance real-world application and opportunities for pupils. Evaluate the impact of new initiatives on participation and pupil development. Refine the programme based on feedback and data and embed successful activities into the school's long-term enrichment strategy. Embed and monitor the implementation of the revised self-evaluation framework across all departments and year teams. Conduct regular quality assurance reviews to assess the

			consistency and impact of evaluation practices. Use findings from self-evaluation to inform departmental and whole-school improvement planning. Provide targeted coaching and mentoring for middle leaders to refine evaluation techniques and data interpretation.
Objective 3B: By June 2026 to encourage pupils to develop personally and socially and participate in a range of activities outside of the classroom, such as sport, drama, enterprise and music.	Digital leader programme to be further commenced in response to ongoing ICT (e.g. GC, Onedrive, AI) and pastoral needs (cyber safety).	Digital leader programme to be further developed in response to ongoing ICT (e.g. GC, Onedrive, AI) and pastoral needs (cyber safety).	
Objective 3C By June 2026, to further embed Digital Skills for learning, living, and working,	Subject and pastoral leaders will be encouraged to apply for PQHNI or equivalent and middle leadership programmes; all staff will be encouraged to bring forward professional ideas and proposals to the Principal.	Teaching staff will be encouraged to apply for PQHNI or equivalent and middle leadership programmes; all staff will be encouraged to bring forward professional ideas and proposals to the Principal. Non-teaching staff to play a lead role in roles initially thought as teacher only	

empowering communication, collaboration, and knowledge transfer.	Embedding of Pathways initiatives on Honours Policy/Digital Skills/Eco Schools – WP and IT lead Mrs S Parke provided presentation and updates to SLT on 4 November 2025 Identify staff training needs and provide focused training and support to staff/departments as appropriate during Staff Development Days/Department Meetings/Whole School PDT – The MRLP TeachMeet on 3 November delivered a key note address to 460 teachers from across the ALC on AI and its incarnations and recent developments. Staff Well-Being committee to continue to build on successes to date and to generate and action strategies to promote Staff Well-Being (teaching & non-teaching Staff) Staff Christmas Dinner at Wild Duck and Staff Wellbeing dinner Sizzling Smokehouse planned for May 8	Staff Well-Being committee to continue to build on successes to date and to generate and action strategies to promote Staff Well-Being	
Objective 3D: To enhance CEIAG by well informed, impartial careers education, information, advice and guidance and relevant, well-planned and challenging workplace experiences for pupils which enhance their employability	Introduction of an online Careers platform to support pupils in exploring and applying for their next steps after school – Unifrog employed to assist Yr 14 with Personal statement drafting/collating/sharing with school referee Reviewed policies and procedures for Work Experience compliance. Deliver a Yr 14 RES Interview Skills day Nov 2025 – 26 Nov using community /business /alumni links to deliver mock interviews. Deliver a Yr 14 MRLP Interview Skills event in preparation for Teaching interviews Teaching interview skills delivered in groups as requested.	Embed the online Careers platform into the school curriculum and pastoral programme. Monitor and evaluate staff engagement and pupil usage data to identify gaps and tailor CPD and platform content accordingly. Implement targeted initiatives based on audit findings to diversify the co-curricular offer, with a focus on inclusivity and pupil voice. Launch a participation tracking system to monitor engagement across different pupil groups.	

and effectively informs career planning.	Foster and develop links with Former Pupils visits to potential career information sessions /employers prior to Option /UCAS choices are submitted as part of a Careers Masterplan – ongoing. FPs used to facilitate Year 14 Mock interviews in Nov 2025 Employer Involvement: Involve employers in career events, workshops, and mentoring programmes – MEGA EXPO conference organised and delivered for 1500 MRLP Year 10 pupils on Wednesday 22 October 2025 in MUSA Cookstown.		
Objective 3E: To further increase the meaningful consultation with all stakeholders To continue to demonstrate clear evidence of sustainable improvement based on actions taken as a result of self-evaluation.	Revised School Self-Evaluation Calendar. Implement a revised self - evaluation framework (SEF) calendar to further develop and embed a systematic and effective process of self- evaluation leading to improvement signed off at BOG meeting. Monitor, evaluate and review identified priorities and associated action plans to focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent, and measurable way – Self Evaluation cycles to conclude May and June 2026 as per Self Evaluation calendar.	Embed and monitor the implementation of the revised self-evaluation framework across all departments and year teams. Conduct regular quality assurance reviews to assess the consistency and impact of evaluation practices. Use findings from self-evaluation to inform departmental and whole-school improvement planning. Provide targeted coaching and mentoring for middle leaders to refine evaluation techniques and data interpretation.	

