



## THE ROYAL SCHOOL DUNGANNON

### A SUMMARY OF THE SCHOOL DEVELOPMENT PLAN (SDP) 2016-19

\*A HARD COPY OF THE FULL SDP MAY BE REQUESTED FROM THE  
SCHOOL RECEPTION OFFICE.

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

Ethos Statement	Evaluative Comments
<p>The Royal School Dungannon is a co-educational Voluntary Grammar School and Boarding School established by Royal Charter in 1608. The aim of the School is to provide pupils with an opportunity to study a broad curriculum and to develop a life-long love of learning; and to foster an environment within which pupils may seek and fulfil their personal development.</p> <p>There is an expectation that every pupil will always give of his or her best and seek excellence. There is an equal expectation that in seeking excellence each pupil will do so with integrity. The School has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils, from whatever background, are warmly welcomed.</p> <p>The School's motto is '<i>Perseverando</i>' which might best be thought of as 'never give up' or 'achieving excellence through perseverance'. More broadly the School is committed to the following Aims.</p> <p><b><u>Aims</u></b></p> <ul style="list-style-type: none"> <li>• To strive for excellence in all that we do.</li> <li>• To provide a secure, stimulating and happy environment where life-long learning and academic rigour flourish.</li> <li>• To foster intellectual curiosity, a spirit of enquiry and a belief in the value of learning as an on-going process.</li> <li>• To develop well balanced individuals with the intellectual courage to question and to reflect upon life and their learning.</li> <li>• To nurture each pupil in our care so that he or she feels valued and able</li> </ul>	<p>The RSD statement of aims and ethos was updated in 2010 as part of the SDP 2010-13 consultation process, with input from staff, pupils, parents and governors. This was re-visited with Governors, parents and pupils at various times throughout 2013.</p> <p>In 2014 RSD celebrated its 400<sup>th</sup> anniversary and there was widespread support from the RSD community both past and present. More generally, RSD continues to have high pupil attendance rates (96%) and similarly high levels of parental support for parent consultation evenings and governor attendance.</p> <p>The school is increasingly oversubscribed for Y8 entry and enjoys wide support from the local community for events such as concerts and drama productions; as well as large scale uptake for activities offered to local primary school children. Significant outreach work has been done with local primary schools to support KS2/KS3 transition and to introduce RSD to newcomer families.</p> <p>Staff support for the school is very high as shown in survey evidence and ongoing staff involvement in large numbers across a range of co-curricular activities.</p> <p>The values and ethos of the school are expressed publicly at assemblies and other occasions such as Prize Day and welcome events for parents. Pupils are encouraged to value and support one another and to participate in school life with many involved in extra-curricular and House activities.</p> <p>There is a strong Pastoral care system where pupils are valued as individuals, supported and guided. A preventative approach is evident in key areas such as mental health &amp; well-being and digital/online safety.</p>

to develop into a confident, caring and socially responsible individual.

- To make pupils aware of social and moral problems and of the cultural and spiritual aspects of life.
- To develop a mutually supportive community in which respect, integrity and tolerance inform our thinking and actions.
- To provide opportunities for pupils to acquire skills and interests that will enable them to use their leisure time purposefully, in the present and long-term.
- To ensure that each pupil is known and valued as a person in his or her own right but conscious of their place in a corporate body, where teamwork and competition can thrive together.
- To encourage pupils to embrace opportunities, challenges and change.
- To foster a sense of public service so that the School contributes fully to its broader community.

The daily classroom experience is predicated upon the ideas expressed in key Teaching & Learning policies with Independent Learning and Stretch & Challenge to the fore. Pupils achieve high levels of success at GCSE and A Level examinations and there is a culture of high expectations.

There is a broad consensus that the current aims and ethos statement represents the School and its traditions, character and values.

#### **Areas for Development**

In the wake of DENI budget cuts and subsequent loss of staff and capacity it is increasingly necessary to build a programme of support for Staff health & well-being.

Increase opportunities for RSD pupils to help lead the school, including input to: day-to-day procedures; resources & facilities; agenda-setting & decision-making.

Enhance parental involvement and understanding of the curriculum offer; Teaching & Learning approaches; pupil progress methods; and the preventative aspects of the pastoral system.

2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:

<p><b>a. learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT);</b></p>	<p><b>Evaluative Comments</b></p>
<p>The RSD Teaching &amp; Learning (T&amp;L) and Stretch &amp; Challenge (S&amp;C) policies set out key principles and approaches. These were the outcomes of discussion at staff development day workshops and other meetings, drawing upon research, and they reflect the consensus within RSD. The aim is to equip pupils to become more self-reliant in their learning and we have called this the Independent Learning (IL) agenda.</p> <p>The whole school focus upon IL has informed both PRSD objectives &amp; Departmental Development Plans (DDPs), in effect joining up individual and Department work on IL.</p> <p>The IL agenda has been explained to pupils and parents using 'Amazing Brains' (Y8) and our own materials for Y9-12 and Sixth Form. The focus has been upon explaining the principles behind the IL agenda and understanding related materials such as the new Dashboard reports and Learning Logs. A recent focus has been identifying effective revision strategies.</p> <p>Learning Walks and Work Sampling have shown significant progress in implementing the key aspects identified in the T&amp;L and S&amp;C policies.</p> <p>The effective use of ICT for learning is included in the T&amp;L policy. The focus has been upon linking such to the IL agenda using the Fronter VLE; GCSEPod for Years 10-12; and groups of iPads in lessons.</p> <p>A range of data is utilised to monitor pupils' progress. These include CAT, PTE &amp; PTM results for Y8-12 and internal common assessments. Data is inputted to SIMS and the Data Secretary produces user-friendly materials for staff and pupils/parents, generating report cards and Dashboards for pupil tracking purposes. The Heads of Key Stage review outcomes and plan pupil support/interventions. Target setting involves pupils. HODs review public exam and school exam outcomes with SLT, including the use of value added measures at</p>	<p>This process began in 2012 and was worked through the previous SDP for 2013-16. The key principles have been established and the focus is increasingly upon enactment within and beyond the classroom.</p> <p>There has been a significant quantity of PRSD development work done on IL by every teacher across all subjects, with every Key Stage affected in some way. The quality of work produced has been very high and in many cases outstanding. PRSD Lesson observation outcomes show consistent quality in meeting IL-related objectives.</p> <p>The response from pupils and parents has been positive and the early signs are that Dashboards and Learning Logs are proving useful to many pupils in terms of planning 'next steps' in their learning in various subjects.</p> <p>RSD teachers have embraced the T&amp;L and S&amp;C policies, including the use of ICT, and have begun to implement the principles of the policies in areas beyond those identified for PRSD and DDP objectives.</p> <p>The quality and accessibility of data for staff and pupils/parents has improved in recent times. Links between academic and pastoral aspects of school life are built in to the system via the Heads of Key Stage and Heads of Year. The involvement of pupils in setting personal targets for improvement as well as target grades is developing.</p> <p>KS3 Using Maths, Communication and Using ICT tasks have been blended with the RSD IL agenda and pupils have been awarded levels in 2016 in Using Maths and Communication.</p> <p><b>Areas for Development</b></p>

GCSE and A Level (ALIS).

KS3 Using Maths and Communication tasks have been carefully constructed by RSD teachers and approved by CCEA and Using ICT is pending. A range of subject areas are involved in the delivery of the KS3 tasks with teachers from these subjects attending CCEA training. HOD Maths is the CCEA Principal Moderator for Using Maths.

Continued focus upon IL work and supporting pupils' ability to manage their learning; and supporting parents in understanding the process.

Review of approaches to homework as part of IL.

Review of curriculum resources, especially at GCSE and AS/A2.

Pilot and evaluation of SIMS Lesson Monitor to provide pupil-level data to help join academic and pastoral information still further.

<b>b. providing for the special, additional or other individual educational needs of pupils</b>	<b>Evaluative Comments</b>
<p>SENCO works with pupils and parents to produce Individual Education Plans (IEPs) which are emailed to staff. Staff use IEPs in planning and assessment. Evidence of SEN support recorded and sent to SENCO to aid review process and exam arrangements (e.g. extra time). Annual update for staff by SENCO on SEN pupils and recommended approaches. SENCO training to meet JCQ requirements. Training for assistants in a range of areas.</p> <p>Regular communication between SENCO and team of domestic assistants; and between SENCO/assistants and teachers. Liaison work with feeder primary schools and external agencies informs SEN support. Adaptations to building/facilities where required.</p> <p>Medical/pastoral register is available to all staff. Matron monitors individual pupils with significant medical needs and provides individualised support (e.g. for diabetic pupils). Recent training for staff includes: first aid certificate; use of epipen; use of defibrillator; mental health &amp; well-being.</p> <p>Literacy support for identified KS3 pupils from HOD English and Literacy Support teacher. Joint planning and approaches with St Patrick’s Academy through Shared Education Signature Project (SESP) – use of data to identify pupils and their needs. Use of Sixth Form mentors for Y8-11 pupils. Kindle group for KS3 readers. KS3 Book Club. Liaison work with group of feeder primary schools to develop shared approach to literacy and aid P7/Y8 transition.</p> <p>Study Skills support for identified KS4 pupils from Head of KS4 and Literacy Support teacher (links with whole school IL).</p> <p>Additional English support for pupils who do not have English as a first language. There is support from teachers through after-school classes with a focus on improving both conversational English and written/academic English.</p> <p>RSD operates a Family Fund to support families financially and ensure all pupils have access to the broadest aspects of school life. This supplements the FSM and EMA procedures which operate successfully e.g. ‘fingerprint’ payment system in</p>	<p>The focus upon the individual pupil has been paramount. The two key elements have been: the involvement of the pupil/parent in IEPs; and the strategies which support each pupil in his/her learning and remove barriers to enjoying school. The collation of evidence from staff has aided evaluation and led to timely adjustments. Support from assistants has been flexible, targeted and effective.</p> <p>There is an ongoing commitment to staff training using external medical expertise when required. There is a genuine interest from staff in this area and a commitment to be well-equipped to deal with pupils’ needs e.g. 3 defibrillators were purchased following PE staff presentation to governors.</p> <p>Both the Literacy support process for identifying and supporting KS3 pupils and the Study Skills process at KS4 have been developed over several years. The impact on pupils, especially boys, has been excellent and contributed to the removal of the gender gap at GCSE.</p> <p>Additional English support for pupils has been successful in ensuring that pupils with English as a second language pass GCSE English and are fully integrated into school life.</p> <p>Consistent promotion of FSM, EMA and the Family Fund has resulted in increased use of these procedures to the benefit of pupils and the removal of barriers to enjoying school and succeeding.</p> <p><b>Areas for Development</b> Continued focus upon supporting pupils by removing barriers to learning (e.g. homework club after school).</p> <p>Pupil Leadership Team (PLT) created to ensure that all pupils’ voices are heard and considered fully within agenda-setting and decision-making processes.</p>

Dining Hall.

Continued focus upon staff development work on building and sustaining good relationships with all pupils.

Pupil KR Survey to be completed in autumn term 2017.

Literacy work within SESP action plans developed for 2016-18.

<b>c. promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils</b>	<b>Evaluative Comments</b>
<p>The Pastoral Team is led by the Senior Teacher Pastoral (STP) and Assistant Head of Pastoral and consists of the Heads of Year and Form Tutors. There is a member of staff directly interested in each pupil's welfare. The Safer School Team of VI Form pupils, VI Form 'buddies' for Y8 pupils and Prefect support in KS3 forms all provide additional support. Collectively they promote a preventative curriculum model with a strong focus upon mental health and well-being and digital safety.</p> <p>The Pastoral Team's work day-to-day looks after pupils directly and ensures effective individual support and liaison with parents and outside agencies if required. The new Pupil Support role provides one-to-one support for pupils needing additional help to overcome barriers and to enjoy school and be successful. Pastoral Team liaison with the Heads of Key Stage ensures pupil issues are understood in the round. There are induction days for P7/Y8 pupils, Y11 pupils and Y13 pupils jointly led by the Heads of Key Stage and the Pastoral Team.</p> <p>The School Counsellor provides a weekly service for pupils requiring professional support. Close liaison with the STP allows for careful integration of approach. The Critical Incident plan enables staff to respond positively in a time of difficulty and to sustain support for pupils when they may be feeling vulnerable.</p> <p>A healthy lifestyle is promoted in lessons e.g. Food Technology, LLW and Science. The PE Dept promotes a broad range of sports within and beyond curriculum time. The Dining Hall staff promote healthy food choices in the lunch menu and breaktime options served. Very large numbers of pupils eat in the Dining Hall daily.</p> <p>The Health &amp; Safety policy promotes good practice e.g. site security has been reviewed with PSNI and improved; CCTV has been updated significantly; signage and road markings have been updated. We have worked with PSNI/Road Service to improve the bus stop in the interests of pupil safety.</p> <p>The Child Protection (CP) policy is reviewed annually by the CP Team and a report presented to Governors for further review. The CP Team attend training as required. Annual training for RSD staff – teaching and non-teaching – is provided with additional advice for boarding staff. Links with external agencies are effective and ensure timely</p>	<p>The collegiality of the Pastoral Team plus the inclusion of pupils in leadership and mentoring roles ensure a strong sense of common purpose. There is a coherent preventative programme for the year that has been communicated to parents. The ongoing commitment by Heads of Year to updating the Head of Year guidance notes creates continuity and a sense of a shared enterprise.</p> <p>The focus upon knowing every pupil as an individual is central to the Team's daily work; and the academic information from the Head of Key Stage ensures a '360 degree' approach.</p> <p>Increased support for individual pupils facing barriers to enjoying school or being successful has been increased in recent times and it will be sensible to keep this under review in case further support is required in future.</p> <p>Major incidents have been dealt with effectively using the Critical Incident plan and external support from EA and Family Works. There is an emphasis upon the 'RSD family' working together.</p> <p>The record numbers of pupils eating in the Dining Hall is testimony to the quality of the healthy food options on offer. Pupil participation in sports and exercise are also very strong and new options in recent years, such as zumba and orienteering, have increased numbers further.</p> <p>CP/safeguarding arrangements are fully in place and continually reviewed.</p> <p>The positive behaviour of pupils is frequently commented upon by visitors and when pupils travel outside school. There is a strong commitment from pupils to represent well the school and themselves. Consistent messages are given in assemblies and</p>

and appropriate support for pupils. AccessNI is used for all staff recruitment procedures.

Attendance is consistently very good, around 96%, and the need for such is actively promoted to pupils and parents in writing and on the public stage. Parents are asked to report absence via a dedicated phone line and a call home is made when this does not happen. Absence notes are also required and followed up when required. Notes are stored. SIMS reports are generated for Pastoral Team meetings and lateness/absence is challenged with pupils. There is effective liaison with the EWO when required.

The Positive Behaviour policy emphasises the responsibility pupils have for their own behaviour and the potential impact upon others. The House system promotes pupil participation. Expectations are reinforced in the various daily assemblies (Main, House, Year Group, Key Stage, Form) and pastoral guidance is printed in the Homework Diary and emphasised by form tutors at the start of the year. Y8 have a weekly form period to consider school /social issues and LLW modules allow Y8-11 pupils to discuss a broader range of contemporary issues. Rewards for effort and achievement are presented in Main assembly to KS3 pupils each term and to all age ranges on Prize Day.

The Careers Dept provides extensive guidance to pupils in Y12-14, building upon employability lessons in LLW in Y8-11. Y13 pupils engage in work shadowing in potential career interest areas.

Pupil leadership is emphasised across a range of extra-curricular activities. In sports pupils act as captains and secretaries, organising training and writing reports. In clubs & societies pupils are chairs, treasurers and secretaries, organising activities (e.g. debates, concerts) and running weekly events. The House system is a fusion of the above activity with year groups intermixed and senior pupils providing leadership. Prefects lead P7 open morning tours assisted by Y8 pupils. In addition, the School Council allows pupils a chance to speak about issues and be consulted; and the new Pupil Leadership Team (PLT) will see a small group of pupils of all ages be involved in setting the agenda and decision-making processes with SLT and Governors.

There are clear disciplinary structures which are explained to pupils and parents. The school rules are printed in pupils' homework diaries. A "3 strikes" procedure operates

school documentation but much is attributable to pupils' maturity and self-reliance and the positive role played by parents. Staff are keen to offer opportunities for trips, tours and activities outside school and pupils respond in kind, helping to cement the positive staff/pupil relationships still further.

The Careers support for pupils has become increasingly personalised, especially in Sixth Form, and it is important to build on this and also to ensure that the range of support is explained to parents.

The trust placed in pupils to lead and take responsibility is well-placed and there is an opportunity now to develop this aspect further. The PLT will be involved in setting the school's agenda and also in areas of the decision-making process with SLT and Governors.

#### **Areas for Development**

Pilot and evaluation of SIMS Lesson Monitor to collate data about pupils' performance with a view to enhancing opportunities to reward pupils for positive behaviour.

Develop Careers package for parents so that the range of support is obvious and well-understood.

Develop a PLT model and implement with a view to involving pupils more in the school's agenda-setting and decision-making processes.

Initiate and develop the Pupil Support role with a view to supporting individual pupils and removing barriers to enjoying and succeeding in school.

Review and update Critical Incident Plan.

both for homework and uniform infringements and pupils are encouraged to conform to expectations and thus avoid sanctions. Friday and Saturday detentions operate at whole school level and suspension/exclusion may also be used from time to time. The overall use of such sanctions is small.

<b>d. providing for the professional development of staff</b>	<b>Evaluative Comments</b>
<p>All staff are encouraged to consider CPD 'next steps' in terms of personal career development and the needs of the school. The focus at RSD is to develop internal CPD opportunities which draw upon the experience of RSD staff. This has been seen at staff day sessions led and delivered by RSD staff for RSD staff. Areas covered include: CEIAG, SEN (dyslexia), Child Protection, E-learning, the effective use of data, lesson observation, literacy, raising boys' achievement, Independent Learning and Stretch &amp; Challenge. A broad range of staff have been involved in delivering these sessions.</p> <p>The Teacher Learning Community (TLC) involves all staff split into 4 groups across subject boundaries. TLC is a 90 minute workshop where the focus is on staff responding to research-based materials and sharing best practice. These run periodically and focus upon T&amp;L issues such as: questioning, self/peer assessment; using ICT; GCSEPod.</p> <p>The Curriculum Committee is a voluntary body of staff, led by the Deputy Head, who explore a particular theme and report to the whole staff. Evidence from research is sought and the Committee reflect upon how such may be applied to the RSD classroom. Areas covered include: using ICT; homework; reporting.</p> <p>The Extended Leadership Team (ELT) offers opportunity for middle leaders to join the SLT for a term, shadowing a role and/or exploring an area highlighted in the SDP. The Heads of Key Stage and two other middle leaders have thus far participated.</p> <p>A CPD Library has been established in the school library, conveniently situated where teachers take library duty. Online articles are also emailed to staff for convenience.</p> <p>A number of staff have worked with other schools in areas such as: SEN; CEAIG; literacy (both primary and post-primary partners); history; art; study skills; staff well-being.</p> <p>There is a coherent BT/EPD support system for newly qualified teachers led by the Deputy Head. Observations and classroom projects are assessed and one-to-one meetings used to provide guidance and to enable reflection. External courses from EA are also utilised in the process.</p> <p>Other CPD initiatives operate through the PRSD scheme and the school's planning process for postholders, with a focus upon delivering whole school objectives and</p>	<p>The growth in staff participation in delivering CPD for their colleagues is a strength and will remain at the centre of CPD provision.</p> <p>The positive response of staff to various CPD initiatives, both internal and external, has established a culture of colleagues sharing best practice and supporting one another.</p> <p>There are further opportunities for the ELT model to be developed, including in partnership with St Patrick's Academy through the Shared Education Signature Project (SESP).</p> <p><b>Areas for Development</b> SESP action plans for 2016-18 delivered with a view to supporting further the ELT model.</p> <p>Staff well-being is a major focus for 2016-19 and two elements link closely to the CDP agenda: an audit of staff personal aims and suggestions for school life; and working with other schools to share best practice in this area.</p> <p>Continued use of research and evidence about effective T&amp;L for in-house CPD in all its formats.</p>

meeting the needs of the individual teacher.

In addition, external providers are utilised on occasion. Individual staff have engaged with leadership courses provided through RTUNI and HMC. External organisations have been brought into school to train staff on issues such as: Child Protection; SEN; mental health first aid; using defibrillators.

Training provided by Exam bodies, especially CCEA, are utilised fully by HODs and other Dept members to ensure they are aware of the latest exam requirements. This has been a very significant undertaking in recent times as both A Level and GCSE specifications have been changed.

<b>e. managing attendance and promoting the health and well-being of staff</b>	<b>Evaluative Comments</b>
<p>Teaching staff attendance is excellent with an average absence rate for sickness/illness in the past 2 years of 1.8% or 3.5 days. The Teacher average for NI in 2014-15 was 8.4 days. Non-teaching staff attendance is also good with an average absence rate for sickness/illness in the past 2 years of 5.4%.</p> <p>Staff attendance/absence procedures are clearly set out in school policies and an annual reminder is given to staff at the start of each academic year.</p> <p>Staff operate the procedures well in general and reminders are given to an individual if required. A record of staff absence (both self-certification and medical certification) is maintained and monitored. Carecall is promoted to staff and an occupational health professional is available for advice if required. A sympathetic approach is taken towards bereavement and similar emergencies or family issues.</p> <p>The Staff Common Room enjoys a strong collegiate atmosphere and colleagues are very supportive of one another. There is an element of social interaction and fun at annual events such as the Christmas Dinner or one-off activities and celebrations.</p> <p>Staff Common Room facilities are very good and provide a supportive social and working environment. Governors' appreciation of staff commitment is publicly declared when possible and reflected in lunch/dinner events.</p>	<p>The Staff survey in 2016 was overwhelmingly positive and exemplified the collegiality and sense of common purpose within RSD. This is a significant point given the context of staff reductions in the past 5 years, both teaching and non-teaching, thanks to DENI cuts; and at the same time a growing workload (e.g. KS3 assessment; new GCSE/AL). It is not sustainable that schools are asked to "do more with less" indefinitely.</p> <p>Staff well-being is a major focus for 2016-19. It will be important to conduct an audit of staff personal aims and suggestions about school life so as to ascertain priorities for individuals and suggestions for improvement.</p> <p>Occasional spikes in staff sickness/illness can create challenges both in terms of covering classes and increased financial costs. Constant monitoring to secure high quality cover teaching is essential.</p> <p><b>Areas for Development</b>  Staff audit of staff personal aims and suggestions about school life undertaken and factored in to the development of an annual Staff Well-being programme.</p>

<b>f. <i>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</i></b>	<b>Evaluative Comments</b>
<p>Regular communication with parents through reporting system (3-4 times a year) and parents' evenings (with a new, more efficient appointments system). Heads of Key Stage write to parents and/or organise meetings to discuss individual cases when a pupil is not making the expected academic progress. The Welcome Evening for new Y8 parents at the end of Sept provides reassurance.</p> <p>Education Evenings for parents provide updates on current issues and enable parents to learn more about RSD approaches to the curriculum, T&amp;L and assessment &amp; reporting. In the past two years the parents of current Y8-12 pupils have been invited to such events.</p> <p>The Parents, Friends &amp; Teachers Association (PFTA) holds events for parents, pupils and staff to mix and raise funds for school in a fun environment.</p> <p>The Headmaster's Newsletters keep parents up-to-date about the latest school issues and provide reminders of key dates in the calendar. The Newsletter is now emailed to all parents for convenience and this is part of a trend for communicating general information to parents. The RSD website and twitter plus associated social media also help; and the School Magazine and pupil newsletters showcase activity throughout the year.</p> <p>The SESP with St Patrick's Academy builds upon a longstanding relationship between the schools and involves staff, pupils and parents from the two schools across a range of activities e.g. joint Duke of Edinburgh's Award, silver and gold; joint history project; joint art exhibitions; joint literacy work for KS3 pupils; joint parental art classes.</p> <p>RSD is involved in the Dungannon &amp; Cookstown ALC, offering courses to pupils from three other schools whilst RSD pupils access courses in two schools and South West College.</p> <p>There are strong links with local primary schools. RSD staff and pupils provide support in areas such as; sports (cricket, hockey); maths; science; music; drama;</p>	<p>Parents are keen to support pupils further by gaining a more in-depth understanding of the curriculum and T&amp;L priorities. It is important to continue the process of bringing parents into school to hear about such matters and to become equipped to be "the teacher's voice at home".</p> <p>Some parents would like to have a fuller understanding of Careers/UCAS provision and we will aim to package and communicate this material.</p> <p>The KR survey 2016 showed strong pupil and parent support for RSD's community work and image in the community. School Council feedback from KS4 and KS5 pupils indicated a desire for further opportunities to contribute in local school or community settings.</p> <p>Following the withdrawal of Mid-Ulster Council from supporting ladies hockey in the area it will be important that RSD/DLHC plan together for the long-term future of the sport in this area. There is a mutual benefit to be had by working together.</p> <p><b>Areas for Development</b> Provide parents with a comprehensive understanding of Careers/UCAS provision.</p> <p>Work with local primary schools and community organisations to develop further opportunities for RSD pupils to take on responsibilities and help lead in the community.</p> <p>Construct a coherent programme for ladies hockey alongside DLHC to support further development of the sport in the long term.</p>

art. RSD Governors provide support lessons and materials for P7 pupils sitting the CEA.

RSD is open to local community groups for evening and weekend hire e.g. basketball club; indoor football; choral society; volleyball; tennis club. In addition, rugby and hockey summer training camps are held at RSD and our facilities are used by both Ulster Hockey and Rugby as a neutral venue for finals.

RSD provides Dungannon Ladies Hockey Club (DLHC) with a home venue for all fixtures and weekly training. This has been instrumental in helping DLHC grow as a club, develop players and reach premier league status.

RSD pupils assist in a local Special School and compete in the Dungannon Music festival and similar competitions. Local businesses support the School with sponsorship (e.g. School Magazine), and by providing staff to take part in mock interviews with Sixth Formers.

<p><b><i>g. promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management</i></b></p>	<p><b>Evaluative Comments</b></p>
<p>The effective use of ICT for learning is included in the T&amp;L policy. The focus has been upon linking such to the IL agenda using the Fronter VLE; GCSEPod for Years 10-12; and groups of iPads in lessons.</p> <p>Email is increasingly used with parents and pupils to make communication of general information more efficient.</p> <p>SIMS Assessment Manager is used by all staff to input common assessment data at regular intervals and examination outcomes. This is the basis of RSD's pupil tracking system and the Data Secretary produces user-friendly materials for staff and report cards for pupils/parents.</p> <p>In addition, the data is used to generate Dashboards showing an individual pupil's progress in relation to his/her baseline (derived from CAT/internal data and teachers' professional judgement) across the academic year. This is a one-page graphical report and is used by pupils, with staff support, to set targets for learning and improvement.</p> <p>A range of data is utilised to monitor pupils' progress. These include CAT, PTE &amp; PTM results for Y8-12 and internal common assessments. Target setting involves pupils. HODs review public exam data and school exam data with SLT, including the use of value added measures at GCSE and A Level (ALIS). The Heads of Key Stage review outcomes and plan pupil support/interventions.</p>	<p>Our focus will continue to be the effective use of ICT to aid learning as part of the RSD IL agenda e.g. pupils' use of materials outside lessons via Fronter and GCSEPod; teachers' use of the VLE to share resources and ensure subject resources are available to all pupils across classes.</p> <p>The Dashboard and Learning Log approach is also central to the RSD IL agenda. The focus here is upon giving pupils both the data and an understanding of effective approaches to learning so that they are more able to set targets for improvement and to act upon advice.</p> <p>Parents have given positive feedback to the use of IT for communication via email and indicated support for extending such into areas such as payments for school services.</p> <p><b>Areas for Development</b></p> <p>Refinements to the assessment cycle in terms of timings, and especially school exam timings in the wake of changes to GCSE, AS and A Level exam arrangements, will be made in 2017-18.</p> <p>The purchase and implementation of SIMS Agora module to create an online payment service for parents and to aid further school/home contact.</p>

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

	<b>Evaluative Comments</b>
<p>For the past 5 years (2011-16) RSD has faced budget cuts from DENI despite being oversubscribed and at full enrolment. This has forced the school to make significant savings year after year, including substantial savings in staffing equating to a reduction in the full time equivalent number of teaching staff (-3.5) and non-teaching staff (-4).</p> <p>In addition, recent Teachers’ Pension Scheme costs and the cost of employers’ National Insurance contributions have both increased dramatically and these have not been funded by DENI, leaving schools to find further savings. The outcome of this continuous lack of funding by DENI is that the current budget devolved from DENI is insufficient to cover the true costs of running the school.</p> <p>RSD’s Boarding Dept and Kitchen continue to operate as independent cost centres with their own budgets. Both Boarding and the Kitchen continue to attract pupils in large numbers and to record a surplus which is then re-invested in the respective areas e.g. new boilers and water tanks; refurbished dorms, kitchens, recreation and wash facilities in Boarding; new roof and solar panels.</p> <p>While continuing to seek cost savings where possible, the Board of Governors has determined that there should be an on-going investment programme in the refurbishment and upgrade of facilities and equipment available to staff and pupils. This is possible almost entirely due to the independent funding provided by RSD Governors.</p>	<p>The management of this very difficult situation by the Board of Governors, the SLT and the Bursar has been exemplary. The commitment of staff, teaching and non-teaching, to working within a restrictive budget context that is ongoing from year to year without respite has been equally laudable. As a popular, oversubscribed school we will make a Development Proposal to DENI to be allowed to increase in size from an admissions number of 93 to 100+, bringing increased income.</p> <p>The constant demand from DENI for RSD to “do more with less” has reached an impasse. There is no more room for RSD to make savings either in terms of administration or staffing. It is for DENI to fund the school properly.</p> <p><b>Areas for Development</b> DENI funds RSD properly. This is a “systems issue” for DENI to resolve and which cannot be resolved at school level by RSD Governors and staff.</p> <p>Annual assessment of school infrastructural needs and deployment of Governor’s resources to ensure that a high quality learning and working environment is maintained and improved upon for pupils and staff.</p> <p>RSD Development Proposal to DENI.</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.**

**Assessment**

SDP 2013-16 produced action plans for each year of the SDP: 2013-14; 2014-15; and 2015-16. Action plans were derived from the overall analysis set out in SDP 2013-16 and from section 7 in particular where key future actions were clearly set out. In addition, the action plans reflected the school's ongoing self-evaluation processes and the inevitable and necessary adjustments, additions and new thinking which result from such a culture. As a result, the action plans for 2014-15 and especially for 2015-16 reflected both a range of issues which had been foreseen in 2013 and new issues which had come to the fore.

Each action plan was implemented by the SLT with the support of Governors and staff. Through consultation and discussion initiatives and policies were crafted, refined and then delivered. The cycle of self-evaluation then continued with further assessment of impact and what could be done to improve provision still further. This culture has become embedded in RSD and reflects the staff's professionalism and commitment and the strong interest and insight offered by Governors.

At the end of each academic year an evaluation of the action plan was undertaken by the SLT and presented to the Full Board of Governors. This process was then repeated with staff on staff days at the beginning of the new academic year in August/September, allowing public exam results to be included in that assessment. The outcomes from these discussions were subsequently instrumental in shaping the new action plan for the year ahead.

Overall, the key action points for SDP 2013-16 were delivered in full or initiated successfully and will now be continued in this SDP for 2016-19. Following assessment it was decided not to take forward a small number of minor items.

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

Challenges	Opportunities
<p>DENI funding levels are not sufficient at present and a never-ending annual cycle of cuts and increased costs has now created a situation that is not sustainable into the future. DENI must address the funding of schools as a “systems issue”. RSD will play a positive and constructive role in helping DENI to find improvements but this issue cannot be resolved at school level by RSD Governors and staff.</p> <p>The impact of ongoing financial cuts and staff reductions has created a higher level of pressure on school staff. Helping staff to maintain a healthy work/life balance and to feel fresh and energised for day-to-day school life is essential and will be a key area in SDP 2016-19.</p> <p>The large array of changes to examinations at GCSE, AS and A Level across England, Wales and Northern Ireland and the subsequent divergence in structures and assessment has created confusion and a significant workload for teachers as they introduce multiple changes and manage legacy exam specifications at the same time. Monitoring the changes and the implementation of new specifications and first results will be important so that potential impact upon pupils’ results and future life chances is positive.</p> <p>The KR survey 2016 was very positive but as in any such survey there were some areas where parents and pupils suggested RSD could look for improvements. These have been reviewed with staff, Governors, parents and pupils and have helped to inform some aspects of SDP 2016-19. A follow-up survey in autumn 2017 will help us to assess progress made.</p> <p>There is a desire from all at RSD to build upon the high levels of existing extra-curricular and community opportunities which exist already. The practicalities of delivering such present real challenges in terms of staffing and potential costs. Reconciling these conflicting forces will be important.</p> <p>Building pupil leadership into the RSD decision-making and agenda-setting procedures is a logical next step given the maturity and potential offered by</p>	<p>The removal of class size constraints on practical subject by DENI is welcome and provides an opportunity to improve facilities and extend provision for pupils. RSD Governors have responded immediately and new facilities and resources will be put in place in 2017.</p> <p>DENI’s Area Planning and Development Proposal processes provide schools with mechanisms for making a case for an increase in pupil numbers. RSD is heavily oversubscribed and there is clear support for increasing Y8 admissions number from 93 to 100+ from across the RSD community. A Development Proposal will be forwarded to DENI and if successful allow the school to widen its subject offer at GCSE and A Level.</p> <p>Building an annual programme for Staff Health &amp; Well-being is essential and an opportunity to help staff to enjoy their work in RSD still further. There is an obvious link to the issue of building capacity in areas such as extra-curricular and community work as well as continuity in the classroom.</p> <p>The changes to exams are complex and difficult to manage but there is also an opportunity for RSD to shape its own curriculum to suit the needs of its pupils. The flexibility to exam choices recently re-introduced by DENI is very welcome and offers options at GSCE and A Level into the future.</p> <p>The combination of a new Pupil Support role and a new Pupil Leadership Team is an exciting opportunity to develop the role pupils are able to play in RSD in terms of leading the school. The school is likely to benefit from new thinking and pupils’ energy; and the effect of staff and pupils working together in this way will help to develop staff/pupil relationships still further.</p>

<p>RSD pupils. Exciting as it will be for pupils to have such a role it will be a challenge also and we shall need to encourage and help pupils to grow into such a leadership role and understand the 'give and take' required.</p>	
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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.**
  
7. **(e) the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.**

6. ... views of pupils, parents, staff and other persons or bodies in the preparation of the plan.	7 (e) ... to monitor, review and evaluate progress made against the school development plan.
<p><i>Pupils</i> – A detailed summary of the KR survey results was sent to all pupils and explained in assembly with an indication that some aspects would be incorporated into the new SDP for 2016-19. School Council consulted by Key Stage in autumn 2016. The Headmaster addressed each Council grouping and set out the priorities for the next SDP. Form reps then spoke with their classmates and fed back pupils' views to the Headmaster in a follow-up meeting.</p> <p><i>Parents</i> – A detailed summary of the KR survey results was sent to all parents with an indication that some aspects would be incorporated into the new SDP for 2016-19. An Education Evening open to all parents was held in autumn 2016 where the Headmaster and Deputy Head explained the priorities emerging within the new SDP, fielded questions and listened to parents' suggestions.</p> <p><i>Staff</i> - A detailed summary of the KR survey results was provided to all staff with an indication that some aspects would be incorporated into the new SDP for 2016-19. Key areas were discussed at subsequent meetings and staff days and SDP 2016-19 action points agreed.</p>	<p>The Headmaster reports to the Board of Governors each month in writing and at Governors' meetings. SDP items feature regularly on the agenda and are carefully scrutinised with Governors providing insightful analysis and suggestions. An annual review of the SDP is presented to Governors in June.</p> <p>The SLT and staff work closely together throughout the year to deliver the SDP. Regular meetings, such as Heads of Dept, Pastoral Team, Curriculum Committee, subject Departments and TLC, feature SDP items on their agendas routinely and there is a sense of common purpose in delivering such through a process of professional dialogue and reflection. SDP action plan items are usually delivered in full but this is often only after considerable refinement of original plans through this self-evaluation process.</p> <p>The School Council agendas reflect both pupil matters and relevant items from the SDP.</p> <p>The use of external surveys was introduced in 2016 with the Kirkland Rowell survey for staff, parents and pupils. This has been very helpful in affirming many areas of strength and highlighting some areas where things can be improved. We shall continue to use such in the future with a pupil survey scheduled for autumn 2017.</p>

## **Section 7 (a) to (d) overview**

### **THEME 1 – Child-centred provision**

- 1.1 Careers reviewed for Y12 and Sixth Form and procedures and successes communicated to parents
- 1.2 Homework support after school – how can pupils be supported and monitored best in a school setting?
- 1.3 Exams and SEN – meeting the JCQ requirements
- 1.4 Enhancing the preventative curriculum, especially e-safety
- 1.5 Pupil leadership – establishing a model for pupil involvement in helping to lead the school and enacting that model in full
- 1.6 Adding capacity to the Pastoral Team – establishing a Pupil Support role

### **THEME 2 – High quality teaching and learning**

- 2.1 Assessment for Learning (AfL) embedded further as common classroom practice
- 2.2 Develop further Independent Learning/Stretch & Challenge aspects within schemes of work, pushing pupils to manage their learning and to cope with questions requiring conceptual and transferred knowledge
- 2.3 Review approaches to homework with a view to enhancing the very good provision already in place
- 2.4 Review and develop the effective use of resources e.g. text books, teacher notes, handouts, worksheets, past paper questions etc.

### **THEME 3 – Effective leadership**

- 3.1 Monitoring GCSE & A Level exam reform
- 3.2 Kirkland Rowell survey for pupils in autumn 2017
- 3.3 Development proposal for RSD to expand from an enrolment number of 93 pupils to 100+ pupils from Sept 2018

- 3.4 Staff development work - strengthening relationships with pupils further
- 3.5 Updating the staff handbook so as to provide effective guidance for staff
- 3.6 Explore the potential of Lesson Monitor to help record pupil achievement and behaviour

#### **THEME 4 – A school connected to its local community**

- 4.1 Enhancing pupil participation and enjoyment of school e.g. House competition, clubs & societies, competitions, guests into school
- 4.2 Helping pupils and parents to understand and manage their learning better
- 4.3 Developing structures and procedures to sustain Staff health and well-being
- 4.4 Shared Education with St Patrick's Academy (SPA), years 2, 3 & 4, with a focus upon developing middle leadership and new opportunities for pupils and parents to interact
- 4.5 Working with local primary schools – literacy, numeracy and misc. activities (e.g. sports, art, music, drama)

#### **THEME 5 – Sustaining and building upon high standards**

- 5.1 KS3 Using Maths, Communication and Using ICT: L5+ and L6+.
- 5.2, 5.3, 5.4 GCSE % of pupils attaining 5 A\*-C and 7 A\*-C (plus "inc English & Maths"). % of grades at A\*/A, A\*-B and A\*-C.
- 5.5, 5.6 AL % of pupils attaining 3 grades at A\*-C. % of grades at A\*/A, A\*-B and A\*-C.
- 5.6 AS % of grades at A, A-B and A-C.

#### **THEME 6 - Premises and budget**

- 6.1 To manage the budget across 2016-19 for a break even outcome

6.2 Maximise external hire of school facilities to the local community

6.3 Refurbishment of Old Grey Mother boilerhouse

6.4 Refurbishment of Rugby Changing Rooms

6.5 Refurbishment of Tennis Courts

6.6 Improve classroom facilities in practical subjects (Design Technology, Food Technology and Music) in line with DENI Circular 2016/11

6.7 Improve classroom facilities in other practical subjects such as Art, Sciences and PE

## Glossary of Abbreviations

<b>AfL</b>	Assessment for Learning
<b>ALC</b>	Area Learning Community
<b>ALIS</b>	Advanced Level Information System
<b>BT/EPD</b>	Beginning Teacher/Early Professional Development
<b>CAT</b>	Cognitive Abilities Test
<b>CCEA</b>	Council for the Curriculum Examinations and Assessment
<b>CEIAG</b>	Careers Education, Information, Advice and Guidance
<b>CP</b>	Child Protection
<b>CPD</b>	Continuing Professional Development
<b>DDP</b>	Departmental Development Plan
<b>DENI</b>	Department of Education for Northern Ireland
<b>EAL</b>	English as an Additional Language
<b>EF</b>	Entitlement Framework
<b>ELT</b>	Extended Leadership Team
<b>EMA</b>	Education Maintenance Allowance
<b>EWO</b>	Education Welfare Officer
<b>FPA</b>	Former Pupils' Association

<b>FSM</b>	Free School Meals
<b>HOD</b>	Head of Department
<b>ICT</b>	Information Communication Technology
<b>IEP</b>	Individual Education Plan
<b>IL</b>	Independent Learning
<b>KS3, KS4, KS5</b>	Key Stages 3, 4 and 5
<b>PFTA</b>	Parents, Friends & Teachers' Association
<b>PLT</b>	Pupil Leadership Team
<b>PRSD</b>	Performance Review and Staff Development
<b>PTE</b>	Progress Test in English
<b>PTM</b>	Progress Test in Mathematics
<b>RSE</b>	Relationships and Sex Education
<b>RTU NI</b>	Regional Training Unit, Northern Ireland
<b>S&amp;C</b>	Stretch & Challenge
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SESP</b>	Shared Education Signature Project
<b>SIMS</b>	School Information Management System

<b>SLA</b>	Service Level Agreement
<b>SLT</b>	Senior Leadership Team
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>STP</b>	Senior Teacher Pastoral
<b>T&amp;L</b>	Teaching & Learning
<b>TA</b>	Teaching Allowance
<b>TEFL</b>	Teaching English as a Foreign Language
<b>VLE</b>	Virtual Learning Environment