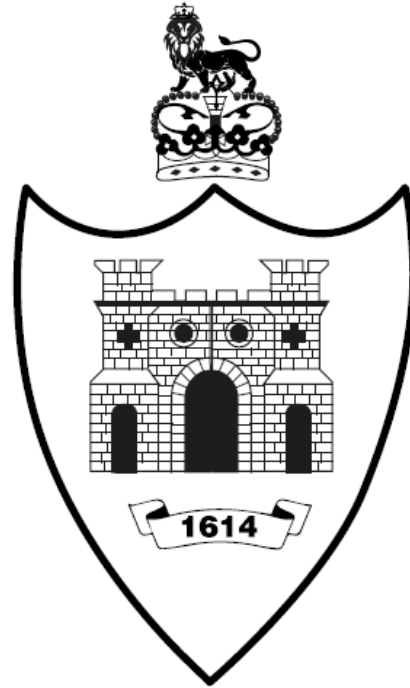




THE ROYAL SCHOOL DUNGANNON

SCHOOL DEVELOPMENT PLAN
(SDP) 2024-27

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

Ethos Statement	Evaluative Comments	Sources of Evidence
The Royal School Dungannon is a co-educational Voluntary Grammar School and Boarding School established by Royal Charter in 1608. The school's vision is 'Excellence with Integrity'. The broad aims of the School are to provide pupils with: the opportunity to study a broad curriculum; a life-long love of learning; opportunities for their personal development; a sense of service to others and; the courage to be themselves. RSD is focused upon the personal development of young people by honouring the past and preparing for the modern world. 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. 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. <u>Aims</u> - To strive for excellence in all that we do. - To provide a secure, stimulating and happy environment where life-long learning and academic rigour flourish.	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 thereafter. The statement has been updated in 2024-25 through consultation with governors, staff, pupils and parents. This approach was highlighted during the Covid-19 lockdown periods and RSD's procedures and outcomes for teacher-assessed GCSE, AS and A Levels in 2020 and 2021. In 2014-15 RSD celebrated its 400th anniversary and there was widespread support from the RSD community both past and present. More generally, RSD continues to have high pupil attendance rates (c.95%) and similarly high levels of parental support for online parent interviews and governor attendance. The school is oversubscribed for Y8 entry and enjoys wide support from the local community. Development Proposal 589 was successful in 2021, increasing Y8 admissions to 100 pupils. Community support for events such as concerts and drama productions, and primary school uptake for activities and KS2/KS3 transition are evident. This has brought newcomer families to RSD, who now make up around 20% of Y8 intake. RSD is proactive within the broader community, offering facilities to local clubs and organisations and engaging in outreach work with primary schools and collaboration ventures with other post-primary schools. A longstanding commitment to Shared Education has been built upon via the SESP and the RSD Pastoral Team was instrumental in	400th materials (2014-15) RSD surveys: annual Y12; Y11 & Y12 revision/study skills; MFL languages; Y8 class; AL Business Studies; Pastoral Team year groups; AL Chemistry; youth services; PISA 2025; staff HWB. Addressing Bullying Survey with all pupils, parents and staff Parent interviews from School Cloud c. 80% take-up RSD website news Press articles School Magazine Social Media interaction Attendance figures, P6 Open Evening & P7 Open Mornings School data & records (e.g. HOD, Pastoral & Dept minutes)

• To foster intellectual curiosity, a spirit of enquiry and a belief in the value of learning as an on-going process. • To develop well balanced individuals with the intellectual courage to question and to reflect upon life and their learning. • To nurture each pupil in our care so that he or she feels valued and able 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.	developing a community response to bring Reach Mentoring to the Dungannon area to support young people. Staff support for the school is very high as shown in survey evidence and ongoing staff involvement in large numbers across a range of extra-curricular activities. 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. 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 & well-being and digital/online safety. The Safer School team's Safe Space club, the K7 Pupil Hub, and mentoring through Reach provide extensive pupil support. 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 updated aims and ethos statement represents the School and its traditions, character and values. In past SDPs, a key area was to create further opportunities for RSD pupils to help lead the school, including input to: day-to-day procedures; resources & facilities; agenda-setting & decision-making. The School Council, Pupil Leadership Team and Safer School Teams have been instrumental in delivering this objective.	Concert and drama attendance figures School Prospectus, e-magazine, School Information Booklet & Annual Report Policies and INSET: e.g. T&L issues; pastoral themes; CP Examination & assessment outcomes ETI reports 2014 & 2017 Board of Gobs minutes Funding Reach Mentoring for 3 days per week Outreach work with primary schools (e.g. school play, sports) & community organisations; RSD summer school & autumn workshops Extended sports offer & House competitions RSD sports facilities available to local primary schools and sports clubs
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	Areas for Development DENI budget cuts – manage curriculum/staffing costs. SLT redesign at a natural point of change Construct a new team to manage fundraising to support pupil experiences, plus marketing and admissions. Explore further engagement with families new to the area.	PLT/School Council and Safer School Team agendas and activities McCann Bursary data for Y13/14
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2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:

<i>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);</i>	Evaluative Comments	Sources of Evidence
The RSD Teaching & Learning (T&L) and Stretch & Challenge (S&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 understand their learning better and to become more self-reliant in their learning. The whole school focus upon T&L has informed both PRSD objectives & Departmental Development Plans (DDPs), in effect joining up individual and Department work. The T&L agenda has been explained to pupils and parents using external providers (Y8, Y11, Y12, Y13) and our own materials for Y9-12 and Sixth Form. The focus has been upon explaining the principles behind the T&L agenda and understanding related materials such as pupil Dashboards and self-evaluation. A recent focus has been identifying effective revision strategies. Departmental development work has shown significant progress in implementing the key aspects identified in the T&L and S&C policies. PRSD and DDP objectives have been focused upon these areas and there is strong evidence of good practice. The effective use of ICT for learning is included in the T&L policy. The focus has been upon linking such to the IL agenda	This is a constant focus for RSD which was developed further in previous SDPs. The key principles have been established and the focus is increasingly upon enactment within and beyond the classroom. Staff turnover shows the need to return to such materials from time to time. There has been a significant quantity of PRSD development work done on T&L 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 T&L-related objectives. RSD teachers have embraced the T&L and S&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. The response from pupils and parents has been positive and Dashboards and subject-led self-evaluation processes are proving useful to many pupils in terms of planning 'next steps' in their learning. The quality and accessibility of data for staff and pupils/parents has improved in recent years. Links	RSD T&L and S&C policies. Staff Day agendas and materials inc staff feedback. HOD and Dept meetings agendas and minutes. PRSD documents, including whole school T&L targets Dept minutes, materials and DDPs showing T&L development work e.g. Schemes of Work updated; assessment materials; learning resources and associated tasks. Minutes of HOD meetings Attendance, involvement and feedback by pupils and parents at the various T&L workshops. Reporting procedures and materials. Departmental examination review documentation.

using the Google Classroom, GCSEPod, Carousel Learning and groups of iPads in lessons. A range of data is utilised to monitor pupils' progress. These include CAT, PTE & 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 GCSE and A Level (ALIS). Where useful, KS3 tasks constructed by RSD teachers for Using Maths, Communication and Using ICT have been integrated within a range of subject areas.	between academic and pastoral aspects of school life are built into 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 through the Dashboard and subject-led self-evaluation by pupils. KS3 Using Maths, Communication and Using ICT tasks have been blended with the RSD T&L agenda. Areas for Development Enhanced SLT focus on T&L work to support teachers, pupils and parents in understanding RSD's approach and emphasis. Develop use of AI to support teacher efficiency and workload, and to support pupils' learning without compromising the legitimacy of assessment outcomes i.e. promote RSD's vision of 'Excellence with Integrity'.	RSD data packages & Departmental examination reviews. RSD assessment procedures and outcomes from 2020 and 2021 based on teacher assessment.
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b. providing for the special, additional or other individual educational needs of pupils	Evaluative Comments	Sources of Evidence
LSC/ALSC 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 LSC/ALSC to aid review process and exam arrangements (e.g. extra time). Annual update for staff by LSC/ALSC on SEN pupils and recommended approaches. LSC/ALSC and Exams officer meet regularly to ensure exam requirements met. LSC has completed training and qualifications to meet JCQ requirements. Training for ALSC and classroom assistants (CAs) in a range of areas takes place throughout the year. SEN Framework training undertaken by LSC/ALSC and Data Secretary and categorisation of SEN and medical issues completed. Framework explained to staff in advance of new procedures coming into operation. Regular communication between LSC/ALSC and team of CAs; and between LSC/ALSC/CAs and teachers. Liaison work with feeder primary schools and external agencies informs SEN support. Adaptations to building/facilities where required. Reach mentoring support for pupils with various needs, including SEN, medical, literacy, study skills, mental health, relationships, family issues etc. 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; diabetes; epilepsy; use of defibrillator; mental health & well-being.	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 CAs has been flexible, targeted and effective. 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. Engagement with the new SEN Framework has put staff in a strong position to respond. Reach mentoring is an expensive addition to RSD's support network for pupils but its strength lies in its flexibility in working with pupils dealing with a wide range of issues and, sometimes, multiple issues. This support is sustained for as long it is required by the pupil and is focused on removing barriers and building pupils' self-efficacy and confidence. 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 closing of the gender gap at A*-C at GCSE and a very high pass rate in GCSE English, including pupils targeted with support.	SEN Policy IEPs for pupils and annual reviews Staff/LSC/ALSC evidence for individual SEN pupils Training records for LSC/ALSC/assistants Staff day agendas and materials show regular child protection, SEN and medical updates and training for all staff, teaching and non-teaching Medical list and guidance Literacy support list of identified KS3 pupils and Y13 mentors, inc materials used with pupils GCSE results for supported KS4 pupils FSM and EMA data Family Fund data Homework Club review Uniform Re-cycling Initiative TEFL teachers' records & materials

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 reading mentors for Y8-10 pupils. Liaison work with group of feeder primary schools to develop shared approach to literacy and aid P7/Y8 transition. Study Skills support for identified KS4 pupils from Head of KS4 and KS4 Support teacher, running across a number of weeks in after-school sessions. Homework Club provides targeted support for identified, individual pupils in KS3 and KS4, helping pupils to cope better and become independent. 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. RSD operates a Family Fund to support families financially and ensure all pupils have access to the broadest aspects of school life. The Former Pupils Association (FPA) run a free Uniform pop-up shop which is popular. These supplement the FSM and EMA procedures which operate successfully. Governors removed school fees for FSM pupils. RSD uniform and PE kit policies provide for low-cost High St alternatives to branded items.	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. Consistent promotion of FSM, EMA, the PFTA uniform shop 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. Homework club is supporting pupils with educational or social needs or both. Areas for Development Sustaining this broad range of support, including Reach, will be a challenge in a context of reduced budgets and ever-increasing demands upon school to address wider societal issues. Ensure RSD response to new policy areas such as period dignity and uniform & PE kit legislation meets statutory requirements and includes best practice. Provide L7 training for SEN testing. GCSE outcomes for boys at A*-B can be pushed, to close the gap with girls and to encourage more boys to stay for A Levels.	Reach mentoring data
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<i>c. promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils</i>	Evaluative Comments	Sources of Evidence
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, well-being and digital safety. Pupil training through charities such as Niamh Louise plus support from youth workers for new ventures such as Safe Space, have extended provision. Safer school presentations to pupils and parents have been impressive. 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. 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, with outside speakers contributing. Support for pupils needing additional help to overcome barriers and to enjoy school and be successful has increased in recent times. Community outreach work from the Pastoral Team, led by the STP, has brought Reach mentoring charity to RSD and also made a significant impact across the wider Dungannon community. The Reach model involves RSD paying for 3 mentors plus contributing to the Reach community lead and local volunteers, with similar funding also from local organisations. Mentors work with pupils for as long as is required, using a variety of strategies. For many pupils this is a reassuring preventative process which brings early and ongoing support from non-school mentors, heading off problems or allowing pupils to move past a troubling issue.	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 that is communicated to all, including events and activities. The ongoing commitment by Heads of Year to updating the Head of Year guidance notes creates continuity and a sense of a shared enterprise. A number of pastoral policies have been updated e.g. Positive Behaviour, Attendance, Suspension, Addressing Bullying, SEN, Child Protection, Period Dignity, LLW, RSE. Consultations with staff, pupils and parents are an increasing part of this process and inform Governors' reviews. The focus upon knowing every pupil as an individual is central to the Pastoral Team's daily work; and the academic information from the Head of Key Stage ensures a '360 degree' approach. Informal and scheduled info-sharing help focus support to identified pupils. Reach mentoring has increased from 2 to 3 days of support for individual pupils facing barriers to enjoying school or being successful. This is a significant annual investment but the benefits for around 50 pupils per year are obvious. Major incidents have been dealt with effectively using the Critical Incident plan and external support from EA and counselling services. There is	Pastoral agendas and minutes Form Tutor handbook Assembly schedule & materials Head of Year pupil data and incident records Safer School Team assemblies for pupils, activities and events e.g. colour run, mental health week, anti-bullying week HM Sept newsletter to parents RSD Updates to parents/pupils RSD Boarding Updates to parents/pupils Pastoral policies Post report analysis by Heads of Key Stage Health & Safety policy Counsellor's summary report Letters/emails to parents from Heads of Year and/or Heads of Key Stages

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. 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, and also for Boarding meals. Very large numbers of pupils eat in the Dining Hall daily. The Health & Safety policy promotes good practice e.g. site security has been reviewed and improved; internal and external CCTV has been updated significantly; ramps, signage and road markings have been updated. We have worked with PSNI/Road Service to improve nearby bus stops in the interests of pupil safety and shelter. Access to the school site, and especially RSD Boarding, has been reviewed and security improved through a wristband/fob system. Alongside this, CCTV has been enhanced further and site safety, such as road use, evaluated and new ramps and signs put in place. 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 and appropriate support for pupils. AccessNI is used for all staff recruitment procedures. Attendance is consistently very good, around 95-96%, 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	an emphasis upon the 'RSD family' working together across the local community. The number of pupils eating in the Dining Hall, meals bought and expenditure per meal are 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 netball, football and volleyball have increased numbers further. CP/safeguarding arrangements are fully in place and continually reviewed. Annual training and updates for teaching and non-teaching staff take place plus refresher training with EA for the CP team members. 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 the school and themselves well. Consistent messages are given in assemblies and 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 sometimes outside term time, and pupils respond in kind, helping to cement the positive staff/pupil relationships still further. We have reviewed access, site security and health & safety in recent years and continued maintenance of systems is essential e.g. CCTV, security doors, fire safety, road markings.	Extra-curricular activities calendar Dining Hall data CP Policy, training records and Governors' minutes ETI reports 2014 & 2017 SIMS data on school sanctions Careers Dept Development Plan Homework diary Sanctions data SIMS Parent App Intouch Attendance Communication Data Monthly Attendance and Late Reports data to HoY Behaviour/Achievement Points on Sims Wristband/Fob system of entry to RSD Boarding plus main external entrances/exits KS3 Tracking Data and Effort and Achievement Certificates
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dedicated phone line and a call/email home is made when this does not happen. Absence emails/notes are also required and followed up if not presented. These are centrally stored. Fortnightly lateness/absence reports are generated from SIMS for Heads of Year and wider concerns are shared at Pastoral Team meetings. There is regular follow-up with pupils and effective liaison with the EWS when required. The Positive Behaviour policy has been updated to emphasise the responsibility pupils have for their own behaviour and the potential impact upon others. The House system has been extended to promote further 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 updated LLW modules allow Y8-11 pupils to discuss a broader range of contemporary issues. Certificates for academic effort and achievement plus sports performance and improvement are presented in Main assembly to KS3 pupils each term. Pupils in all years are awarded Achievement points and can win small 'feel good' prizes, while major prizes and trophies for academic, social, cultural and sporting performances are awarded on Prize Day each year. Major and Minor Honours are awarded in rugby, hockey, music, drama and debating/public speaking. 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. Y12 pupils considering apprenticeships, employment or vocational courses are helped to organise work experience in Y12. 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.	The Careers support for pupils has become increasingly personalised, especially in Sixth Form and for Y12 pupils who have decided not to continue to Sixth Form. In addition, there is extensive communication with parents to inform them about university events and individual support for pupils. The trust placed in pupils to lead and take responsibility is well-placed and evident mainly in Sixth Form. For Years 8-12, the School Council and Pupil Leadership Team (PLT) involve pupils in setting the school's agenda and in areas of the decision-making process with SLT and Governors. Y8 pupils help lead P7 pupil and parent tours. There is an opportunity to develop this aspect further for pupils in Years 8-12. School sanctions data shows an upward trend for both Friday and Saturday detentions in recent years. The main areas are: inappropriate behaviour; persistent low level disruption; mobile phone use; breaking bounds; missing lessons. The number of pupils engaged in such remains small overall but is larger than in previous years. Parental support here can be variable and the number of challenges to sanctions has increased, taking up staff time and energy and propping up pupil expectations that poor behaviour is permissible and sanctions will not be enacted. This has been resisted and will continue to be so in future. A code of conduct for parents, carers and visitors is in place, with staff and parental support. Very limited use has had to be made of the procedures	Prize Day Booklet Parent, Carer & Visitor Code of Conduct Addressing Bullying Survey
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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 Pupil Leadership Team (PLT), a small group of pupils from various year groups, are 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 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/expulsion may also be used from time to time. The overall use of such sanctions is small but there is clear evidence of increased sanctions in response to low level disruption and more challenging behaviours. A secondary issue around parental support has also become evident in some cases.	and we continue to benefit from strong parental support for RSD's vision, values and ethos. Areas for Development Sustain capacity within the pastoral system, such as Reach mentoring, to support the Pastoral Team in dealing with pupil support issues. SEN L7 training for Centre Assessor role and SEN pupils' testing for access arrangements. Assess the best way to add capacity to the Pastoral Team to deal with pupil disruption of learning and parental challenge to disciplinary decisions.	
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d. <i>providing for the professional development of staff</i>	Evaluative Comments	Sources of Evidence
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, Child Protection, E-learning, the effective use of data, lesson observation, literacy, raising boys' achievement, Independent Learning and Stretch & Challenge. A broad range of staff have been involved in delivering these sessions. Staff are asked to develop their practice through PRSD whole school objectives and in response to Staff Day materials as part of our Teacher Learning Community (TLC). This involves all staff with a focus upon T&L issues and cognitive science. Staff Day presentations and workshops allow staff to reflect upon research-based materials and to share best practice. 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. 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. A CPD Library has been established in the school library, conveniently situated where teachers take library duty. Online articles and information about CPD opportunities are also emailed to staff for convenience. A number of teachers are involved with online subject groups, often based around CCEA exam requirements and best practice.	The growth in staff participation in delivering CPD for their colleagues is a strength and will remain at the centre of CPD provision. 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. Sustaining the TLC approach to share best practice in areas such as retrieval practice and building schemas of knowledge remains important. The action short of strike by teaching unions precluded teacher involvement in 'new initiatives' and undermined CPD opportunities such as the Curriculum Committee, ELT and collaborative development work within RSD and with teachers in other schools. These are areas which can be restarted and enhanced with new input from a redesigned SLT. Teachers are time-sensitive and want to focus their time and energy on T&L for their subject and other areas of responsibility. Limiting intrusions on time, making the most efficient use of time, removing or reducing administrative tasks, and utilising IT/AI to bring efficiencies to workload, are all areas to explore. An example is to reorganise Staff Days to deliver training in May/June which can then be taken further by teachers during gained time and individual preparation time on August Staff Days. The lack of structured CPD for teachers from EA or similar, on areas such as T&L or subject	Staff day agendas and materials PRSD materials for individual staff Teaching Allowance postholder action plans Dept minutes and DDPs TLC agendas and minutes Curriculum Committee agendas and minutes ELT agendas and minutes Staff CPD records BT/EPD induction materials and individual teacher records Agreement Trial attendance records ALC and sub-committee minutes (e.g. SEN, CIEAG, T&L) Magenta Programme CCEA exams staff links

A number of staff have worked with other schools via the ALC and SESP, in areas such as: SEN; CEAIG; T&L; middle leadership; literacy (both primary and post-primary partners); history; art; study skills; and staff well-being. A number of staff have completed T&L training through the ALC's Magenta principles programme, some to L1 and some to L2. 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. 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 meeting the needs of the individual teacher. The PRSD observation process is limited in use and a more collegiate mentoring approach can be crafted to aid T&L development work. 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; LGBT issues. 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. Attendance at CCEA agreement trials and specification support events has been encouraged and taken up by staff. A large number of staff are examiners and/or moderators at both A Level and GCSE. A number are also in leadership positions as principal or chief examiners. Purchased CPD courses have been tried on occasion (e.g. HMC middle leaders course for 2 HODs) and while useful such courses	development and leadership, has been countered by internal RSD provision and working with other schools and private providers. It is good to see increasing SEN CPD and support materials emerging, though much of this is in relation to schools taking on additional roles in this area. There remain areas where the lack of EA support is obvious, such as Careers, and sharing with colleagues in other schools is a necessity. Areas for Development Redesigned SLT to feature T&L lead, with the aim of reinvigorating internal CPD structures and providing new opportunities for collaboration, both within RSD and with other schools or organisations. Redesigned SLT to feature staff well-being with a focus on CPD and responding to the career goals of individuals. Extended Leadership Team (ELT) restarted with a focus on shadowing senior colleagues and mentoring. Overhaul PRSD observation process to create our own approach, with more focus on mentoring/coaching. Use of teacher time – Reconfigure staff days and gained time in summer term for training, to help boost individual preparation time in August/autumn term.	
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can be expensive and require significant personal investment by staff. Careful selection of courses, such as Boarding School Association (BSA) training for boarding staff, AI training from Google/EA, Magenta via the ALC, and STEPS into Leadership via the EA, have been beneficial. Other purchased packages, such as GCSEPod and Carousel Learning, have been showcased, with training provided, and voluntary staff use encouraged. Staff pursuing individual qualifications, such as Masters degrees in Education, are supported where requested.	Use of teacher time – Balancing time out of class for courses and CCEA examining/moderating roles with knowledge gained, and disseminating such to greater benefit.	
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<i>e. managing attendance and promoting the health and well-being of staff</i>	Evaluative Comments	Sources of Evidence
Teaching staff attendance is generally excellent, with a typical average absence rate for sickness/illness of around 3-4% or 6-8 days most years. However, in the past 2 years (22-23 & 23-24) this has risen to 6.4% or 12.8 days due to long-term absence for a number of colleagues. The Teacher average for NI in 2023-24 was 9.7 days. Non-teaching staff attendance is also excellent generally, with an average absence rate for sickness/illness of around 4-5%. Long-term absences can affect figures occasionally, such as in 2023 when absence spiked to 7.25%, but this has now returned to the typical 4.5% range in 2025. 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. Staff receive individual data on attendance and absence, including the impact on their classes. HoDs also receive an overview of the same across their subject area, plus an anonymised comparison with all other subject Departments.	Staff surveys in previous years have been overwhelmingly positive and exemplified the collegiality and sense of common purpose within RSD. This is a significant point given the context of many years of financial cuts. RSD has seen staff reductions, both teaching and non-teaching, but not compulsory redundancies thanks to excellent financial management. Staff well-being has been a consistent focus for a number of years. Informal and formal support, such as social occasions, flexible staff days, keeping meetings to a minimum and Governor support, are features. Colleagues work together in common purpose and there is an 'open door' policy from SLT to allow staff to make suggestions for improvement. RSD staff have engaged with the teaching unions' action short of strike focused on limiting or removing aspects of teachers' contracted workload. This has	Attendance data Absence and Attendance policies Absence/Cover annual reminder Parent, Carer and Visitor Code of Conduct Time Budgets Individual attendance/absence records HoD subject attendance data

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, with Governors committed to supporting staff beyond TNC requirements in many areas. In addition, Governors are committed to helping staff attend events for their own children using a 'friendly cover' approach. 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. 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.	been negotiated in a gracious and generous spirit but there are inevitable impacts on pupils, such as disrupted tracking data and reduced reporting to parents, and a limiting of staff development work. It is essential that DE sustains the return to normality and that schools and staff are not asked to "do more with less" indefinitely. Using IT and AI to assist staff with workload can be explored further. Time budgets show directed time and provide scope for staff to discuss workload and specifics for their roles. Staff can raise any issues with the Head and these can be addressed in a collegiate manner. Staff concerns around parents/adults presenting unreasonable demands which require time-consuming investigation, have been addressed with the Parent Code of Conduct and firm support from SLT and Governors. A minority of parents/adults continue this approach however and the impact on staff wellbeing is often obvious. This is a broader cultural issue for society and will require the RSD community to recommit to our vision and aims as a school. 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 but this is increasingly difficult as the pool of supply teachers has decreased markedly. Occupational Health has been used to support staff when required. Family-friendly support for staff is well-established and many staff contribute to extra-curricular life.	
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	Staff discussions have focused on finding ways to enhance the former and involving all colleagues, particularly at weekends, for a sense of greater equity in contributions. Areas for Development Redesigned SLT to feature a continued commitment to staff CPD and Care. Staff discussions around extended family-friendly support and weekend contributions facilitated. IT/AI Digital solution for all school admin, meetings and procedures to enhance efficiency; and potential for T&L in terms of lesson planning, assessment and feedback.	
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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>	Evaluative Comments	Sources of Evidence
Regular communication with parents through reporting system (3-4 times a year) and online parents' interviews. Parents book appointments and speak to teachers using any digital device. 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 Afternoons for new Y8 parents in Oct provides reassurance; and Y8 Ignite/Parent Power event provides guidance on supporting pupils' studies. Regular RSD Updates from the Headmaster, plus information from other staff with academic and pastoral responsibilities are sent to parents via emails by the Data Secretary covering areas such as: whole school matters (e.g. consultation; update on policy); providing reminders for upcoming events or key dates; academic updates from Departments (e.g. coursework). In addition, email and telephone updates are provided by key staff in individual pupil support cases. The Parents, Friends & Teachers Association (PFTA) holds events for parents, pupils and staff to mix and raise funds for school in a fun environment e.g. Y8 hotdog lunch; Quiz Night; Fun Day. Funds raised by the PFTA are used to support a wide variety of RSD activities each year, with staff applying for funding for defined projects. The Former Pupils Association (FPA) continues to attract good numbers to events such as the annual dinner and golf competition. A new fundraising and sponsorship process has been started to support RSD sports teams.	Parents are keen to support pupils by gaining a more in-depth understanding of the curriculum and T&L priorities. The Y8 induction days, Ignite/Parent Power events and Welcome Afternoons are highly praised by parents and link closely to what RSD subjects provide and T&L approaches. It would be good to build on this further in older age groups. Parents interviews online have a high take-up rate around 80% on average. This has been a positive leftover from lockdown times and has helped increase "the teacher's voice at home". Some parents wanted to have a fuller understanding of Careers/UCAS provision and this has been communicated via social media and email directly to parents (as well as to pupils), including parent/student events at local universities, employer fairs and apprenticeship opportunities. Previous surveys showed strong staff, pupil and parent support for RSD's community work and image in the community. Recent staff and School Council feedback wants RSD to be promoted more boldly and the potential for an enhanced publicity and marketing approach will be explored as part of the SLT redesign. This links to RSD Boarding also. RSD's links with DRC and DLHC have grown with the appointment of the Rugby and Hockey Development Coaches (RDC and HDC). Developing these links further, for the long-term future of the sports in this	RSD Reporting information Parent interview data Heads of Key Stage letters/email Education Evening invitations & materials RSD emails to parents and pupils PFTA event materials/Social Media HM Newsletters RSD website and social media Parent app data SESP action plans and evaluations, inc shared classes Options booklets – shared subjects SDP 2024-27 feedback from PLT & School Council RSD public hire records FPA Sporting Initiative Pixiset Photographs of School Events

The Headmaster's Newsletters and Updates keep parents informed about the latest school issues and provide reminders of RSD's expectations and approach plus key dates in the calendar. The parent app has a 100% take-up-rate, allowing all such information to be emailed to parents. The trend for communicating digitally with parents has been extended to pupil reports and absence notes. The RSD website and range of social media sites, such as Facebook and Instagram, and the School e-Magazine and website news stories section all showcase community activity throughout the year. The RSD Prospectus shows a variety of community projects. RSD provides professional photographs to parents for download at no cost, featuring their child involved in a school activity/event. 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 history projects; joint art exhibitions; joint literacy work with Sixth Form mentors for KS3 pupils. RSD is involved in the Dungannon & Cookstown ALC, offering courses to pupils from other local schools whilst RSD pupils access courses in two local schools and South West College. There are strong links with local primary schools. RSD staff and pupils have provided support in areas such as; sports (cricket, hockey); maths; science; music; drama; art. St Patrick's Primary School uses RSD sports pitches for outdoor PE weekly. 4-6 local primary schools are invited to a free performance of the RSD school play or musical each year. RSD Governors provide free support lessons and materials for P7 pupils sitting the SEAG Entrance Assessment.	area is essential. There is a mutual benefit to be had by working together. Fundraising has been effective but small in scale and there is a growing awareness that financial support for RSD from the community, including parents, businesses and sponsors, is an important element of sustaining the wide range of opportunities on offer to pupils. Developing a coherent fundraising structure will be a priority. Areas for Development Improved fundraising structure and enhanced links with DRC and DLHC. Outreach work with local primary schools developed further so that Y8-12 pupils have more opportunities take on responsibilities and help lead in the community. Enhanced promotion of RSD life through a variety of media, as part of a wider marketing strategy including boarding. New website constructed.	Annual Former Pupils Dinner
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RSD provides an Open Evening for P6 pupils and three Open Mornings for P7 pupils. All of these are organised with main feeder primary schools and using an online booking system for parents. Parent emails allow for regular updates to primary school parents. RSD is open to local community groups for evening and weekend hire e.g. basketball club; special needs rugby, Stevenson Sharks; indoor football; choral society; volleyball; tennis club; netball club. In addition, rugby and hockey summer training camps are held at RSD and our facilities are used by both Ulster Hockey and Ulster Rugby for community sessions and as a neutral venue for finals; and by IRFU for training events (e.g. concussion). 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 provide junior coaching. The new Astroturf pitch and floodlights were installed in 2023, funded by Governors. Dungannon Rugby Club (DRC) also use RSD facilities on occasion and RSD's new Development Coach roles in Rugby and Hockey involve coaches from both clubs. RSD pupils assist in a local Special School and compete in the Dungannon Music festival and Radio Ulster Choir of the Year competition. Local businesses support the School with sponsorship (e.g. sports tours; Reach mentoring), and by providing staff to take part in mock interviews with Sixth Formers. The pupil-led Charities Committee, Barnardo's Committee and Safer School Team raise thousands of pounds each year for good causes.		
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The RSD Pastoral Team of staff and pupils have led the way in the local community, organising themed days on mental health & wellbeing, which local schools (primary and post-primary), businesses, sports clubs and churches have supported. This developed into fundraising work with Reach mentoring to build a long-term mentoring structure for young people in the area.		
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<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>	Evaluative Comments	Sources of Evidence
The effective use of ICT for learning is included in the T&L policy. The focus has been upon linking such to the T&L agenda using GCSEPod for all Years 10-12; groups of iPads in lessons; Google Classroom; teacher use of a visualiser; Carousel Learning. The T&L focus is on retrieval practice and establishing solid foundational knowledge so as to enhance pupil self-efficacy. Every RSD teacher has their own iPad and Surface Pro device, giving access to Apple and Microsoft IT and apps. Apple TV and MS Wireless Display Adapter allow access for both Apple and Surface Pro devices, giving teachers easy access across the campus. Sixth Form pupils increasingly bring laptops and tablets into school to use on the school network in line with RSD's BYOD policy. This was a pupil choice compared to school-provided IT kit such as iPads. RSD Updates are emailed to parents, pupils, staff and governors regularly. For parents, this comes through SIMS Intouch and the Parent App. This now includes pupil reports and absence messages to parents and notes from parents to explain pupil absence. This has made the system more efficient for both school and parents. 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.	Our focus will continue to be on the effective use of ICT to aid pupils' learning, and to create efficiencies for teachers. During Covid-19 lockdowns, staff and pupils used Google Classroom for online learning, , with a mixture of tasks and live lessons, inc teacher videos of worked examples. The latter was very popular but RSD pupils did not like online lessons and often blanked screens or did not participate. The Dashboard provides parents and pupils with a snapshot of the pupil's progress but there is the potential to make the system slicker, helping teachers and pupils to set targets for improvement and deduce the most effective approaches to learning in a subject. AI has positive potential for teacher efficiencies in areas such as letter writing, lesson planning and assessment feedback; and also for supporting pupil learning. EA and commercial opportunities exist for exploring such areas and RSD must be at the forefront of this new area. The Google platform has potential for hosting all teacher interactions, such as sharing materials for meetings and collaborative document-creation. BYOD has grown in popularity with Sixth Formers, and GCSE pupils are asking for similar access. We need to explore this and the potential impacts on the school network and pupil interactions.	GCSEPod materials and evaluations Google Classroom Carousel Learning SIMS Assessment Manager data RSD Reporting information Dashboard materials CAT, PTE and PTM materials HOD meetings minutes SLT minutes Sims Intouch Sims Parent App Online Parent Teacher Interviews – School Cloud lpayimpact Google Drive BYOD policy

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. SIMS is used by staff to record Achievement and Behaviour points to pupils and this provides evidence of patterns of behaviour for Heads of Year and Heads of Key Stage when praising pupils, providing support or deciding on sanctions. A range of data is utilised to monitor pupils' progress. These include CAT, PTE & 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 individual pupil outcomes and plan pupil support and interventions, contacting home where necessary. IPayimpact online payments system integrated with SIMS for dining hall payments plus defined groups for trips and activities. This has been very popular with parents. Likewise, the School Cloud online parent interview system has been very successful with an average uptake of 80%.	Areas for Development Research the use of AI for pupil support and teacher efficiency gains (e.g. Comparative Judgement, individual pupil and whole class feedback). Develop the use of Google suite to bring workload efficiencies for all staff interactions. Explore refinements to the current BYOD and Dashboard systems to improve access and impact.	
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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.

Key Areas	Evaluative Comments	Sources of Evidence
The School had a successful RSD Development Proposal 589 approved by DENI which has increased the permitted number of pupils to rise from 650 to 685 in a phased approach. This should have allowed the school to progress financially by increasing the revenue within the Common Funding Formula, as this funding model is largely based on pupil numbers. It should have allowed school income to grow and provide additional equipment and resources for the benefit of the pupils and to improve their opportunities for education. However, the natural increase in funding expected from increased pupil numbers has been overtaken by the increase in external costs imposed upon all schools in the form of increased employers' National Insurance contributions, a teachers' pay deal that took three years to resolve, a pay and re-grading review for non-teaching staff and a marked increase in the level of employers' contributions to the Teachers' Pension Scheme. The imposition of additional National Insurance contributions from 1st April 2025 raises the potential for further cost rises, as there is no guaranteed scheme from central government to cover the increased costs arising to public sector employers. There will be financial challenges arising from the necessary restructuring of the Senior Leadership Team, Bursarial and administrative support teams, given natural retirements for some senior staff and the departure of other experienced colleagues. The school has faced the financial challenges arising from Covid and the shutdowns that occurred. This created great uncertainty in the ability of the school to retain full occupancy within the	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. The school has maintained the fabric of buildings in terms of ongoing maintenance but has had to place a moratorium on expenditure on new equipment, as finances remain restricted. The constant demand from DENI for RSD to "do more with less" has reached an impasse. We acknowledge that the Common Funding Formula did increase in 2023-24 but not sufficiently to cover the increased costs arising from pay deals, taxation and pensions in the same year. It is for DENI to fund all schools properly. We await information about the level of funding to be received to cover this large increase in employers' costs. The Board of Governors will address these issues imminently as the re-structuring takes place prior to the start of the new academic year in September 2025. The school successfully managed to cope with Covid financial challenges arising from Covid from 2021-2023, only for the government in 2025 to impose a	Minutes of the Board of Governors RSD audited accounts Redundancy scheme applications RSD staff re-structuring documentation RSD admissions data RSD Development Proposal 589 RSD SLT redesign documentation Annual Curriculum Audit analysis RSD Kitchen Price List

Boarding Department and threatened both Boarding Income and the Tuition Income that is so essential to the Secondary department accounts. The imposition of a 20% VAT levy by government on fees to Boarding parents from 1st January 2025 threatens once again the ability of the school to retain at or near full occupancy within Boarding, as parents struggle to accept a 20% increase in costs for no increase in service. This threatens Tuition Income levels once again as the price increases impact international boarders directly. RSD's Kitchen has experienced above inflation increases in costs. The Pay & Grading review has increased staffing costs by over 30% over recent years, simply to keep ahead of National Minimum wage levels. The cost of food ingredients has been highly significant during Covid years, and costs have now stabilised at a higher level than pre-Covid times. The level of support from EA towards Free School Meals has frozen in value for the last 5 years.	VAT levy that threatens Boarding and Secondary department finances to a highly significant level. The school is taking legal advice to fight the introduction of the VAT levy on RSD which is a 100% publicly funded school and treated as a non-departmental public body by the Department of Education. It is only for VAT purposes that it is currently deemed a "private school" The school has had to pass on above inflation price increases for sales within the Kitchen, to pupils and parents, to mitigate the level of cost increases. It is difficult to pass on 30% price increases in one go to parents but a structured increase will have to occur to reduce losses within the Department. Areas for Development DENI funds RSD properly through structural changes in the Common Funding formula that covers in full the costs of government-imposed increases in taxation and pensions. Manage the necessary redesign of SLT within a restrictive budget for the Secondary department. Increase the fee level of the School Fund and the percentage level of collection, to support the extra-curricular needs of the School. Continued price increases within the Kitchen. Appeal for improved funding levels for Free School Meals pupils. Ongoing legal challenge against imposition of VAT.	
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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	Sources of Evidence
The previous SDP ran officially from 2019-22, with a one year extension post-Covid 19 for 2022-23. In 2023-24, the Headmaster was absent through ill health and it was agreed to extend the plan for one more academic year, augmenting existing objectives with a small number of select additional items. This was done successfully in very challenging circumstances. It was then agreed to focus the first part of the next SDP cycle for 2024-27 on consultation with the RSD community, including governors, staff, pupils and parents. The aim is to include everyone's perspectives when aggregating interests and crafting priorities for the next stage in the life of the school. SDP action plans were derived from the overall analysis set out in SDPs 2016-19 and 2019-22, especially in section 7, and from the necessary tasks imposed upon schools by the Covid-19 pandemic. The chief impact from the latter was on continuity of learning for pupils, with around 120 school days at home during lockdowns, assessment for public examinations and the overall school experience. In all areas, pupils suffered negative consequences and it was essential to respond and rebuild pupils' confidence, core knowledge and key skills in their subjects, participation in school life and overall enjoyment of school. As a result, the action plans for 2022-23 and 2023-24 reflected both a range of issues which had been foreseen in SDP 2019-22 and new issues which had come to the fore during the Covid-19 period. The industrial action of teaching unions complicated this scenario further, hindering day-to-day operations and the progress of various SDP items, and promoting a new culture within the teaching workforce. 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 Board of Governors. This process was then repeated 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 2019-22 were delivered in full or initiated successfully and continued in the action planning for 2022-23 and 2023-24.	SDP 2016-19 overall evaluation SDP annual action plans SDP annual action plan evaluations Annual reports to Governors Governors' minutes RSD Updates for parents, pupils, staff and governors

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

Challenges	Opportunities
DENI funding levels are not sufficient at present and a never-ending annual cycle of standstill budgets or cuts plus 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 continue to 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. This situation has been evident since 2011 and becomes less tenable each year.	RSD has more pupils than ever before and there is interest in widening the subject offer at GCSE and A Level, building upon the expansion of 2017-19. Subjects such as GCSE Agriculture and Drama are sometimes mentioned by pupils but other possibilities exist also. The issue is whether or not this can be done in a financially neutral way, attracting more pupils and genuinely spreading option choices, or if it would shred further existing subjects with low numbers and be a financial drain.
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 costs. Teacher involvement in extra-curricular life remains high compared to many schools but is in decline compared to past years and is an increasing cost. Some parents would like extra-curricular provision to be extended further, especially in team sports, but others are reluctant to pay the voluntary School Fund. Reconciling these conflicting forces is a priority.	Financial support from RSD Governors’ funds has traditionally focused upon facilities and resources, such as IT hardware, but there is a 2-year commitment to pump-priming funding for extra-curricular developments alongside increased parental contributions. There is a shared vision of constructing a development office which coordinates all fundraising and supports marketing and admissions work, for both day school and boarding. The aim would be to provide a financial structure to support extra-curricular life and pupil support services for the medium to long term future.
The impact of ongoing financial restraints and rising costs for schools post-Covid-19 has been exacerbated by the reduction in availability of external support coupled with increased numbers of pupils requiring such support. This has created a higher level of pressure on school staff and has been central to the teaching union industrial action over pay and workload. Helping staff to maintain a healthy work/life balance and to feel fresh and energised for day-to-day school life will remain a key focus area.	Promoting Staff CPD and supporting health and wellbeing opportunities is a central feature of the SLT redesign. There is a link to building leadership capacity through the ELT process and enhancing our work generally in areas such as staff induction, T&L, pastoral care, extra-curricular and community.
There has been a significant increase in both serious pastoral care issues and behaviour issues for pupils in recent years. Each presents different challenges to the Pastoral Team but the common thread is that of building capacity to cope with these demands upon staff time and energy. The RSD Pastoral Team has led the way in the Dungannon area to bring the community-wide Reach mentoring scheme to schools. This is now deemed an essential pupil support service within school but costs are increasing and sustaining funding will be a challenge.	Previous staff, pupil and parent surveys were very positive overall but they can be limited, providing lots of general information rather than specific or focused analysis, and costly. As a result, we have moved towards an in-house survey approach which targets more specific issues and groups of people, enabling staff to focus more on core issues. Sharing methods and outcomes with colleagues, and also with pupils and parents, can be taken forward. Enhancing pupil leadership opportunities (e.g. School Council, Pupil Leadership Team, Safer School Team, ECO Club) has helped bring pupils’ perspectives into the RSD decision-making and agenda-setting procedures. The school has benefited from new thinking and pupils’ energy; and there

Supporting new staff and temporary staff in understanding school policy and procedures, and our approach and ethos, is always challenging in terms of information overload. Making use of IT/AI and new roles within the SLT redesign can help here potentially. Dungannon's population is more diverse than ever and around 20% of RSD's intake come from families who are new to the area. Bridging language barriers for parents (more than pupils) and building an understanding of a range of cultural backgrounds will be rewarding for all. The boarding market has changed since Covid-19 and, in areas such as Hong Kong, political developments have exacerbated this trend. The UK government's imposition of VAT on RSD as a state boarding school is a further problem which we will continue to fight.	has been a positive effect on staff/pupil relationships in working together in this way. Providing opportunities for younger pupils in KS3 and KS4 to take on more responsibility at certain times can be explored.
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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.
<i>Governors</i> – Governors reviewed previous SDP action plans and worked on draft proposals for SDP 2024-27 at their meetings in Oct, Nov and Dec 2024. In Jan and Feb 2025 meetings, key groundwork was laid for the SDP, taking into account staff and pupil feedback. A full draft SDP was agreed at the March 2025 meeting for consultation with parents. <i>Staff</i> – Staff reviewed previous SDP action plans and worked on draft proposals for SDP 2024-27 during staff days in August 2024. It was agreed to set up volunteer working groups to meet and develop certain areas further. Three groups each met on two occasions in October and November 2024, and the suggestions were collated for all staff to consider at HOD and staff day meetings. Key points from each group were included in the final SDP draft. <i>Pupils</i> – In Oct/Nov 2024, the Headmaster met with form reps and set out the priorities for the next SDP. Form reps then discussed with their classmates in form assembly time. School Council meetings by Key Stage held in December. PLT members fed back pupils' views to the SLT in follow-up meetings in January and February 2025; and presented outcomes to pupils in House assemblies in Feb 2025. <i>Parents</i> – Information about the draft SDP was emailed to all parents in March 2025 and responses invited to inform the final version of the SDP.	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. 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. The School Council and PLT agendas reflect both pupil matters and relevant items from the SDP. External surveys have been used in the past with staff, parents and pupils. This was helpful in affirming many areas of strength and highlighting some areas where things could be improved but cost and a lack of focused detail from such surveys has encouraged an amended approach, with a larger number of smaller, targeted surveys used on an ongoing basis.

Section 7 (a) – (d)

THEME 1 – Child-centred provision: enhancing the preventative curriculum

To ensure that every pupil is valued as a member of the RSD community and that every pupil is supported and feels that RSD is his/her school.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
1.1	Assess the best way to add capacity to the Pastoral Team to deal with pupil disruption of learning as requested by School Council reps.	There has been a noticeable increase in the support work and interventions required across the RSD pastoral system. The two most obvious strands are pupil behaviour/discipline and one-to-one support for pupils with anxiety issues or a personal difficulty (usually at home). It is important that we assess the best way to address these issues so that school culture is respected by pupils and pupils with significant needs are well-supported.	Assessment of pastoral system by SLT lead. Pastoral system capacity enhanced and pupil needs met in a sustainable manner, with learning disruption reduced.
1.2	Integrate SEN within SLT redesign for whole school focus. Implement new PLP requirement and provide L7 training for Centre Assessor role for SEN/access testing.	The new SEN framework provides updated regulations and code of practice for supporting pupils with additional needs. It is important that SEN pupils at RSD are supported fully and in line with best practice. Accessing training for the LSC/ALSC and updating practice across all staff will be essential to deliver the new PLP requirement, and policy and procedures in school will need to be updated as a result.	New framework understood and training for LSC/ALSC accessed. Staff training to ensure best practice. Review and update all policy and procedure documentation.
1.3	Sustain the Reach mentoring scheme in RSD on the basis of support for 3 days per week.	RSD initiated the REACH project in 2018-19 and organised a community-wide information and fund-raising programme. This has been successful and RSD now enjoys support from Reach mentors and community volunteers 3 days per week. Sustaining this level and quality of support in a context of reduced budgets and ever-increasing demands upon school to address wider societal issues will be a challenge.	Funding raised by work from the new Development Office to offset part or all of the annual costs of the Reach mentoring scheme in RSD.
1.4	Ensure RSD response to new policy areas, such as period dignity and uniform & PE kit legislation, meets statutory requirements and includes best practice.	RSD has a strong position in both areas, running a successful voluntary period dignity programme through the Safer School Team, and offering High St alternatives to branded uniform and PE kit where practicable (plus other support such as the PFTA free uniform shop and the Governors' Family Fund). Refinement of these approaches will help meet the standards required.	Policies drafted, reviewed and approved after consultation. Daily practice shows policies in action and issues around stigma and embarrassment addressed for pupils.
1.5	Address concerns around misuse of language and inappropriate behaviour towards others, including online.	Pupils occasionally use language or gestures which are racist, sectarian, misogynistic, ableist or belittling in some way. Sometimes this is an unknowing attempt to fit in with peers and sometimes it is deliberate and targeted. Either way, it is not acceptable, and a different culture needs to be cultivated. This is also essential for the world of work and to stay within the law.	Issues raised in a sensitive manner by staff and pupil bodies. Change over time in terms of pupils' use of language and gestures.

THEME 2 – High quality teaching and learning

To embed further the RSD teaching & learning agenda and to inculcate a culture of seeking and realising 'marginal gains' in all aspects of classroom practice.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
2.1	Enhanced SLT focus on T&L work to support teachers, pupils and parents in understanding RSD's approach and emphasis.	New Assistant Head Teacher role in SLT redesign focused on T&L, working internally with colleagues to spread best practice, and outside RSD to develop partnerships with other schools and educational bodies. RSD T&L, S&C and Assessment policies updated. Oversight of revamped PRSD observation process and sharing of best practice are priorities. Pupils and parents informed about RSD T&L priorities and approaches.	New role established and T&L best practice evident across variety of subjects and age ranges. Policies updated and reflective of reality. Pupils and parents understand T&L approaches.
2.2	Assess potential impact of IT/AI for supporting pupils' learning and efficiency gains for teachers.	Develop use of AI to support teacher efficiency and workload, and to support pupils' learning without compromising the legitimacy of assessment outcomes e.g. letter writing, assessment production, risk assessments; lesson planning, assessment and individual and whole class feedback.	Communication and document production more efficient, helping teacher workload. Gains for teaching and learning evident.
2.3	Develop the use of Google suite to bring workload efficiencies for all staff interactions.	Develop use of Google suite to support staff communication and info-sharing, to increase efficiency and streamline workload e.g. school admin, agenda and minutes for meetings, policies and procedures, sharing best practice etc.	System developed to aid efficiency and clarity of communication and info-sharing to aid staff workload.
2.4	Explore refinements to the current BYOD and Dashboard systems to improve access and impact.	Sixth Formers use the BYOD system productively and Y12 have asked if they could be included also, especially for subjects with coursework and similar non-exam assessment. Dashboards are informative but are there ways to utilise these more with pupils to agree a focus for learning and strategies to enact?	BYOD procedure trail with Y12 and assessment of impact made. Dashboards utilised more to aid pupils' learning and boost improvement.
2.5	Improve qualitative use of teacher time, especially in summer term and for staff day training, to share best practice.	Repurpose summer term staff days and gained time, to help boost outcomes from individual preparation time in August/autumn term staff days. Balance time out of class for courses and CCEA examining/moderating roles with dissemination of knowledge gained to wider staff audience.	Staff training processes enhanced to allow more efficient use of time by individuals and wider sharing of best practice.

THEME 3 – Effective leadership

To redesign the SLT and provide new leadership & management structures and direction which build upon current strengths.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
3.1	Redesigned SLT to feature new roles for Pastoral Care & Inclusion, Teaching & Learning, and Staff CPD & Care.	Changes in staffing have coincided with a shared perspective amongst governors and staff to redesign the SLT. The senior teacher model will be replaced by new Assistant Head Teacher (AHT) roles on the Leadership pay spine. The three roles will be focused on Pastoral Care & Inclusion, Teaching & Learning, and Staff CPD & Care, as suggested by staff and pupils during consultation. The three postholders will be members of the SLT alongside the Headmaster, Deputy Head and Bursar.	Three new roles in place for Sept 2025 with an impact on pupils' school experience evident by June 2027. L&M capacity enhanced.
3.2	Redesigned SLT to feature amended Bursar role and the new role of Facilities Manager.	As with the teaching staff, there is an opportunity to redesign L&M within the non-teaching staff. The Bursar role will focus upon strategic financial planning and management and the new Facilities Manager role will oversee day-to-day operations across the school site and with external contractors.	Two new roles in place for summer term 2025. Impact on school financial planning and premises evident by June 2027. L&M capacity enhanced.
3.3	Extended Leadership Team (ELT) restarted with a focus on shadowing senior colleagues and mentoring.	Previous ELT structures focused around a task or project and the feedback from staff is a preference to shadow a senior colleague in role. This will allow for a mentoring and coaching approach to develop and create a more involved experience for the teacher seeking a taster of senior leadership roles with a view to building both experience and confidence for future career development.	ELT applications come forward in 2025-26 and evaluations show professional development for individuals plus opportunities to share best practice with staff.
3.4	Overhaul PRSD observation process to create our own approach, with more focus on mentoring/coaching.	There is a consensus that the PRSD observation process is bureaucratic and unrewarding for teachers. Devising a mentoring approach is the preferred option, with the focus on sharing best practice. A teacher will request to observe a colleague on the basis of seeing 'how you do that' and analysing the impact, asking 'how can I make that work with my classes and in my subject?'.	New observation process constructed and operating in some form during 2025-26, with full implementation by June 2027.
3.5	Construct a new Development Office team to manage fundraising to support pupil experiences, marketing and admissions.	There is an opportunity to build upon in-house skill sets and to extend current remits so that greater coherence can be brought to admissions (day and boarding), marketing and fundraising. The latter is least developed at present and will require most energy and IDPE input, but it is essential if we are to have funding levels to support the wide range of pupil extra-curricular experiences and support services.	New team begins in 2025 with focus on consolidating current admissions and marketing work and initiating a fundraising strategy, including IDPE help.

THEME 4 – A school connected to its local community

To celebrate and protect the values and relationships within the RSD school community; and to play a leading role in the wider Dungannon community.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
4.1	New Development Office connects with IDPE to build a single, coherent fundraising structure for RSD.	A number of different fundraising initiatives exist on and off, alongside the School Fund. These need a consolidated, single structure and enhanced links with FPA, PFTA and alumni, major events, business sponsorship, and community linked organisations such as DRC and DLHC.	New fundraising body established in 2025, with IDPE expertise, and funds raised show an upward trend into 2026 and 2027. Extra-curricular life and support services paid for from fundraising.
4.2	Enhanced promotion of RSD/boarding life through a variety of media, including a new website, as part of a wider marketing strategy.	A range of social media, local media and online promotional work with specialist agencies (e.g. BBSN for boarding) is undertaken each year. This needs greater coherence and expert input to target key audiences such as existing and new boarding markets. A new website with greater functionality and refreshed content is essential. The Network and Publicity Coordinators will have a role to play alongside the Development Office.	Development Office and Network and Publicity Coordinators work together with external experts to plan a coherent marketing strategy for 2026 and 2027, with increased interest and applications noted.
4.3	Enhance pupil participation and enjoyment of school e.g. House competition, clubs & societies, charities, competitions, guests into school	Extra-curricular activity is a mainstay of RSD life and in recent years we have been looking for ways to include additional and new activities so that every pupil has an opportunity to be involved. Thanks to staff commitment and Governors' support, we have widened our offer and this has been a terrific achievement in a climate of financial cuts and industrial action. We are seeking to continue this process of looking for practicable opportunities to enhance extra-curricular life at RSD.	Extra-curricular audit developed to help sustain current provision and identify opportunities for practicable additions or enhancements.
4.4	Explore further engagement with families new to the area, including families of newcomer pupils.	Around 20% of Y8 intake in recent years is from families who are new to the area and new to the school. This is great to see and there is an opportunity to develop new and meaningful relationships with new RSD families and to support newcomer pupils/families.	Survey with pupils and parents. New support networks established in response to pupil and parent requests.
4.5	Enhance work with local primary schools, to bring more PS pupils into RSD and provide leadership opportunities for RSD pupils in Y8-12.	A range of activities have taken place in the past, such as literacy, maths, science, drama/music, orienteering, cricket and hockey. RSD drama/musical dress rehearsals also bring in around 200+ PS pupils. Rebuilding this approach and devising a programme will promote RSD and allow Y8-12 pupils have opportunities to take on responsibilities and help lead in the community.	Activities with current primary schools sustained and a new PS programme constructed in 2025-26. RSD Y8-12 pupils take on leadership roles with PS pupils.

THEME 5 – Standards

To sustain a consistent level of high attainment in public examinations at all levels and across all subject areas consistent with the School's grammar school status and ethos.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
5.1	GCSE - % of pupils at expected level (a) 5+A*-C, inc Maths & English (b) 5+A*-C	Annual targets for the % of overall cohort, % of girls, % of boys and % of pupils with FSME based upon KS3 data, Y11 CAT scores and RSD common assessment tracking and examinations.	3 year overall average of (a) 94% (b) 96%
5.2	GCSE - % of pupils at expected level (a) 7+A*-C, inc Maths & English (b) 7+A*-C	Annual targets for the % of overall cohort, % of girls, % of boys and % of pupils with FSME based upon KS3 data, Y11 CAT scores and RSD common assessment tracking and examinations. GCSE outcomes for boys at A*-B can be pushed, to close the gap with girls and to encourage more boys to stay for A Levels.	3 year overall average of (a) 90% (b) 91%
5.3	GCSE - % of A*/A; A*-B; A*-C GCSE - average points score per pupil	Annual targets for the % of overall cohort based upon KS3 data, Y11 CAT scores and RSD common assessment tracking and examinations.	3 year average of % A*/A = 50 % A*-B = 71 %A*-C = 94 APS = 435
5.4	AL - % of pupils at expected level (a) 2+A*-E (b) 3+A*-C	Annual targets for the % of overall cohort, % of girls, % of boys and % of pupils with FSME based upon GCSE and AS data and RSD common assessment tracking and examinations.	3 year overall average of (a) 100% (b) 75%
5.5	AS - % of A; A-B; A-C AS - average points score per pupil	AS (at end of Y13) Annual targets for the % of overall cohort based upon GCSE data and RSD common assessment tracking and examinations.	3 year average of AS % A = 40 % A-B = 62 %A-C = 78 APS = 46
5.6	AL - % of A*/A; A*-B; A*-C AL - average points score per pupil	A Level (at the end of Y14) Annual targets for the % of overall cohort based upon GCSE and AS data and RSD common assessment tracking and examinations.	3 year average of AL % A*/A = 41 % A*-B = 71 %A*-C = 89 APS = 120

THEME 6 - Premises and budget

To manage the School Budget effectively so as to enable the maintenance of the School's premises, facilities, resources and curriculum at current levels and in line with the principle of 'best value'.

No	Areas of work to continue/develop	Approaches, methods, key tasks and priorities	Outcomes aimed for
6.1	To manage the budget across 2024-27 for a break-even outcome	Independent analysis has shown that NI schools are the least well-funded in the UK; and that NI schools have suffered the longest and deepest cuts. The support of Governors, good husbanding of resources and the sustaining of high pupil numbers have all been crucial in maintaining RSD's break-even budget position. It is clear that it will be even more challenging in 2024-27 to secure the school budget at this level and, consequently, the level of service provided. This is a system issue for government which no school can resolve on its own.	DE/EA funds RSD properly through structural changes in the Common Funding formula that cover in full the costs of government-imposed increases in taxation and pensions. Budget breaks even in 2024-27
6.2	Manage the redesign of the SLT within the restrictive budget provided by DE/EA.	The SLT redesign brings new roles into play, with inevitable cost increases. These have been carefully assessed to achieve the maximum impact for the least additional cost initially, but careful monitoring is required on an ongoing basis in 2026 and 2027.	SLT redesign brings new thinking and energy to RSD in key areas at an acceptable cost level by 2027.
6.3	Increase the School Fund fee level and payment percentage by parents, to support the extra-curricular and pupil support structures of the School.	RSD's School Fund has been amongst the lowest in NI grammar schools for many years and parental contributions have declined noticeably in recent years. Explaining the importance of the fund and establishing a new culture amongst parents is essential if the school is to maintain or improve current levels of the extra-curricular offering and pupil support services.	School Fund increases to required level by 2027 and cultural change brings a higher payment rate of 90%+, in line with other grammar schools.
6.4	Increase the price of school meals in line with rising costs to the Kitchen to sustain quality meals and return to break-even.	Food prices have risen dramatically in recent times and, after a period of holding prices for as long as possible, it is inevitable that prices for break and lunch items have risen and will continue to rise. Managing this process to provide the best value and highest quality remains the priority. RSD continues to appeal for improved funding levels from DE/EA for Free School Meals pupils.	Cost of break and lunch items managed to allow a return to break-even whilst sustaining quality of food and number of servings each day.
6.5	Ongoing challenge to HMRC against imposition of VAT on RSD Boarding.	UK government has imposed VAT at 20% on RSD Boarding services via HMRC. As a 100% state-funded school, we are challenging HMRC's position and aiming to have RSD Boarding exempted in full. Until this happens, we are legally obliged to levy VAT on boarding services.	Challenge to HMRC succeeds and RSD Boarding is exempted from VAT.

Glossary of Abbreviations

AHT	Assistant Head Teacher
AfL	Assessment for Learning
ALC	Area Learning Community
ALIS	Advanced Level Information System
BT/EPD	Beginning Teacher/Early Professional Development
BYOD	Bring your own device (i.e. laptop or tablet)
CAT	Cognitive Abilities Test
CCEA	Council for the Curriculum Examinations and Assessment
CEIAG	Careers Education, Information, Advice and Guidance
CP	Child Protection
CPD	Continuing Professional Development
DDP	Departmental Development Plan
DE/DENI	Department of Education for Northern Ireland
DLHC	Dungannon Ladies Hockey Club
DRC	Dungannon Rugby Club
EA	Education Authority
EAL	English as an Additional Language

EF	Entitlement Framework
ELT	Extended Leadership Team
EMA	Education Maintenance Allowance
EWO	Education Welfare Officer
FPA	Former Pupils' Association
FSM	Free School Meals
HPCI	Head of Pastoral Care & Inclusion
HMRC	His Majesty's Revenue and Customs
HOD	Head of Department
ICT	Information Communication Technology
IDPE	Institute of Development Professionals in Education
IEP	Individual Education Plan
IL	Independent Learning
KS3, KS4, KS5	Key Stages 3, 4 and 5
L&M	Leadership & Management
LSC (& ALSC)	Learning Support Coordinator (and Assistant Learning Support Coordinator)
Newcomer pupil	A Newcomer pupil is a pupil whose home language is not English or Irish and who may require support in school for this reason.
PFTA	Parents, Friends & Teachers' Association

PLT	Pupil Leadership Team
PRSD	Performance Review and Staff Development
PTE	Progress Test in English
PTM	Progress Test in Mathematics
RSE	Relationships and Sex Education
RTU NI	Regional Training Unit, Northern Ireland
S&C	Stretch & Challenge
SEN	Special Educational Needs
SESP	Shared Education Signature Project
SIMS	School Information Management System
SLA	Service Level Agreement
SLT	Senior Leadership Team
STC/STE/STP	Senior Teacher – Curriculum, Examinations, Pastoral
STEM	Science, Technology, Engineering and Mathematics
T&L	Teaching & Learning
TA	Teaching Allowance
TEFL	Teaching English as a Foreign Language
VLE	Virtual Learning Environment