# THE ROYAL SCHOOL DUNGANNON

# SCHOOL DEVELOPMENT PLAN
## (SDP) 2019-22

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

| Ethos Statement | Evaluative Comments | Sources of Evidence |
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| The Royal School Dungannon is a co-educational Voluntary Grammar School and Boarding School established by Royal Charter in 1608. The aim of the School is to provide pupils with an opportunity to study a broad curriculum and to develop a life-long love of learning; and to foster an environment within which pupils may seek and fulfil their personal development.<br><br>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.<br><br>The School's motto is '*Perseverando'* 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.<br><br>**Aims**<br><br>• To strive for excellence in all that we do.<br><br>• To provide a secure, stimulating and happy environment where life-long learning and academic rigour flourish.<br><br>• To foster intellectual curiosity, a spirit of enquiry and a belief in the value of learning as an on-going process. | The RSD statement of aims and ethos was updated in 2010 as part of the SDP 2010-13 consultation process, with input from staff, pupils, parents and governors. This was re-visited with Governors, parents and pupils at various times throughout 2013.<br><br>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 (96%) and similarly high levels of parental support for parent consultation evenings and governor attendance.<br><br>The school is increasingly oversubscribed for Y8 entry and enjoys wide support from the local community for events such as concerts and drama productions; as well as large scale uptake for activities offered to local primary school children. Significant outreach work has been done with local primary schools to support KS2/KS3 transition and to introduce RSD to newcomer families. Building upon the latter will be important.<br><br>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 a new development has seen the RSD Pastoral Team to lead a community response on mental health and wellbeing. | 400th materials (2014)<br><br>Kirkland Rowell (KR) surveys 2016 & 2017<br><br>Parent evening attendance sheets<br><br>RSD website news<br>Press articles<br>School Magazine<br>Social Media interaction<br><br>Open evening attendance figures<br><br>School data & records (e.g. HOD, Pastoral & Dept minutes)<br><br>School Prospectus, Magazine & Annual Report<br><br>Policies and INSET: e.g. T&L issues; pastoral themes; CP<br><br>Examination & assessment outcomes<br><br>ETI reports 2014 & 2017<br><br>Board of Govs minutes |

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| • To develop well balanced individuals with the intellectual courage to question and to reflect upon life and their learning.<br><br>• 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.<br><br>• To make pupils aware of social and moral problems and of the cultural and spiritual aspects of life.<br><br>• To develop a mutually supportive community in which respect, integrity and tolerance inform our thinking and actions.<br><br>• 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.<br><br>• 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.<br><br>• To encourage pupils to embrace opportunities, challenges and change.<br><br>• To foster a sense of public service so that the School contributes fully to its broader community. | Staff support for the school is very high as shown in survey evidence and ongoing staff involvement in large numbers across a range of co-curricular activities.<br><br>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.<br><br>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. Pupil mentoring and the new Safe Space drop-in have been launched successfully.<br><br>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.<br><br>There is a broad consensus that the current aims and ethos statement represents the School and its traditions, character and values.<br><br>In SDP 2016-19, 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 Pupil Leadership Team and Safer School Teams have been instrumental in delivering this objective.<br><br>**Areas for Development**<br>DENI budget cuts – manage curriculum/staffing costs | Outreach work with primary schools & community organisations; RSD summer school & autumn workshops<br><br>Extended sports offer & House competitions<br><br>PLT and Safer School Team agendas and activities |

| | Development Proposal 589 approved and implemented | |
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| | Staff health & well-being developed further | |
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| | Community pastoral work implemented and RSD values underpinned | |
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| | Parental involvement and understanding of RSD ethos, methods and expectations enhanced. | |
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| | ECO Club impact upon RSD community and values. | |

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

| 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);* | Evaluative Comments | Sources of Evidence |
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| 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. We have called this the Independent Learning (IL) agenda.

The whole school focus upon IL has informed both PRSD objectives & Departmental Development Plans (DDPs), in effect joining up individual and Department work on IL.

The IL agenda has been explained to pupils and parents using 'Amazing Brains' (Y8) and our own materials for Y9-12 and Sixth Form. The focus has been upon explaining the principles behind the IL agenda and understanding related materials such as the new Dashboard reports and Learning Logs. A recent focus has been identifying effective revision strategies.

Learning Walks and Work Sampling had shown significant progress in implementing the key aspects identified in the T&L and S&C policies. These have been discontinued in response to teaching unions' industrial action. 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 the previous SDP for 2016-19. The key principles have been established and the focus is increasingly upon enactment within and beyond the classroom.

There has been a significant quantity of PRSD development work done on IL by every teacher across all subjects, with every Key Stage affected in some way. The quality of work produced has been very high and in many cases outstanding. PRSD lesson observation outcomes show consistent quality in meeting IL-related objectives.

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 the early signs are that Dashboards and Learning Logs are proving useful to many pupils in terms of planning 'next steps' in their learning in various subjects.

The quality and accessibility of data for staff and pupils/parents has improved in recent times. Links between academic and pastoral aspects of school life | RSD T&L and S&C policies. Staff Day agendas and materials inc staff feedback.

HOD and Dept meetings agendas and minutes.

PRSD whole school documents inc targets for IL, assessment and homework (2014-19).

Dept minutes, materials and DDPs showing IL 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 IL/Dashboard workshops.

Reporting procedures and materials.

Departmental examination review documentation. |

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| using the Fronter VLE; GCSEPod for Years 10-12; and groups of iPads in lessons.<br><br>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).<br><br>KS3 Using Maths, Communication and Using ICT tasks have been carefully constructed by RSD teachers and approved by CCEA. A range of subject areas are involved in the delivery of the KS3 tasks with teachers from these subjects attending CCEA training. HOD Maths is the CCEA Principal Moderator for Using Maths. | are built in to the system via the Heads of Key Stage and Heads of Year. The involvement of pupils in setting personal targets for improvement as well as target grades is developing through the Dashboard and Learning Logs.<br><br>KS3 Using Maths, Communication and Using ICT tasks have been blended with the RSD IL agenda and pupils have been awarded levels.<br><br>**Areas for Development**<br>Continued focus upon IL work and supporting pupils' ability to manage their learning; and supporting parents in understanding the process.<br><br>Review of curriculum timing, resources and assessment at GCSE and AS/A2, and integration or 'fit' with IL approaches.<br><br>Develop use of pupil-level, longitudinal data to predict GCSE/AL outcomes and aid tracking and target-setting processes in terms of 'early warning' and subsequent support for pupils and pupils taking on responsibility for their own learning. | RSD data packages & Departmental examination reviews.<br><br>KR Surveys 2016 & 2017 – parent and pupil surveys' aggregated rating across all subjects was "very good". |

| b. *providing for the special, additional or other individual educational needs of pupils* | Evaluative Comments | Sources of Evidence |
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| SENCO works with pupils and parents to produce Individual Education Plans (IEPs) which are emailed to staff. Staff use IEPs in planning and assessment. Evidence of SEN support recorded and sent to SENCO to aid review process and exam arrangements (e.g. extra time). Annual update for staff by SENCO on SEN pupils and recommended approaches. SENCO and Exams officer meet regularly to ensure exam requirements met.<br><br>SENCO has competed training and qualifications to meet JCQ requirements. Training for assistants in a range of areas takes place throughout the year.<br><br>SEN Framework training undertaken by SENCO and Data Secretary and categorisation of SEN and medical issues completed. Framework explained to staff in advance of new procedures coming into operation.<br><br>Regular communication between SENCO and team of domestic assistants; and between SENCO/assistants and teachers. Liaison work with feeder primary schools and external agencies informs SEN support. Adaptations to building/facilities where required.<br><br>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.<br><br>Literacy support for identified KS3 pupils from HOD English and Literacy Support teacher. Joint planning and approaches with St Patrick's Academy through Shared | The focus upon the individual pupil has been paramount. The two key elements have been: the involvement of the pupil/parent in IEPs; and the strategies which support each pupil in his/her learning and remove barriers to enjoying school. The collation of evidence from staff has aided evaluation and led to timely adjustments. Support from assistants has been flexible, targeted and effective.<br><br>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.<br><br>Engagement with the new SEN Framework has put staff in a strong position to respond once operational.<br><br>Both the Literacy support process for identifying and supporting KS3 pupils and the Study Skills process at KS4 have been developed over several years. The impact on pupils, especially boys, has been excellent and contributed to the removal of the gender gap at GCSE and a very high pass rate in GCSE English, including pupils targeted with support.<br><br>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.<br><br>Consistent promotion of FSM, EMA and the Family Fund has resulted in increased use of these | SEN Policy<br><br>IEPs for pupils and annual reviews<br><br>Staff/SENCO evidence for individual SEN pupils<br><br>Training records for SENCO/assistants<br><br>Staff day agendas and materials show regular child protection, SEN and medical updates and training for all staff, teaching and non-teaching<br><br>Medical list and guidance<br><br>Literacy support list of identified pupils and materials used with pupils<br><br>Literacy mentor training lists of pupils and materials<br><br>GCSE results for KS4 pupils supported<br><br>FSM and EMA data<br><br>Family Fund data<br><br>Homework Club review |

Education Signature Project (SESP) – use of data to identify pupils and their needs. Use of Sixth Form mentors for Y8-11 pupils. Kindle group for KS3 readers. KS3 Book Club. Liaison work with group of feeder primary schools to develop shared approach to literacy and aid P7/Y8 transition.

Study Skills support for identified KS4 pupils from Head of KS4 and Literacy Support teacher (links with whole school IL).

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. This supplements the FSM and EMA procedures which operate successfully e.g. 'fingerprint' payment system in Dining Hall.

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 in a context of reduced budgets and ever-increasing demands upon school to address wider societal issues will be a challenge.

| c. *promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils* | Evaluative Comments | Sources of Evidence |
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| The Pastoral Team is led by the Senior Teacher Pastoral (STP) and Assistant Head of Pastoral and consists of the Heads of Year and Form Tutors. There is a member of staff directly interested in each pupil's welfare. The Safer School Team of VI Form pupils, VI Form 'buddies' for Y8 pupils and Prefect support in KS3 forms all provide additional support. Collectively they promote a preventative curriculum model with a strong focus upon mental health and well-being and digital safety. 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 parents and pupils are established events in the calendar and 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. 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 made significant impact across school community and the wider Dungannon community. This is the beginning of an exciting series of projects with enormous potential to support pupils and families with real need.

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. | The collegiality of the Pastoral Team plus the inclusion of pupils in leadership and mentoring roles ensure a strong sense of common purpose. There is a coherent preventative programme for the year that has been communicated to parents. The ongoing commitment by Heads of Year to updating the Head of Year guidance notes creates continuity and a sense of a shared enterprise.

The focus upon knowing every pupil as an individual is central to the Team's daily work; and the academic information from the Head of Key Stage ensures a '360 degree' approach.

Sustaining increased support for individual pupils facing barriers to enjoying school or being successful will be a major challenge. The potential impact of community outreach work plus in-school support will be important areas to develop further.

Major incidents have been dealt with effectively using the Critical Incident plan and external support from EA and Family Works. There is an emphasis upon the 'RSD family' working together.

The record numbers of pupils eating in the Dining Hall is testimony to the quality of the healthy food options on offer. Pupil participation in sports and exercise are also very strong and new options in recent years, such as netball, football and tag rugby have increased numbers further. | Pastoral agendas and minutes

Form Tutor handbook

Head of Year pupil data and incident records

Safer School Team presentations to parents and assemblies for pupils

HM Sept newsletter to parents

Post report analysis by Heads of Key Stage

Health & Safety policy

Counsellor's summary report

Letters to parents from Heads of Year and/or Heads of Key Stages

Extra-curricular activities calendar

Dining Hall data

KR parent and pupil surveys 2016, healthy lifestyle

CP Policy and Governors' minutes |

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| A healthy lifestyle is promoted in lessons e.g. Food Technology, LLW and Science. The PE Dept promotes a broad range of sports within and beyond curriculum time. The Dining Hall staff promote healthy food choices in the lunch menu and breaktime options served. Very large numbers of pupils eat in the Dining Hall daily.<br><br>The Health & Safety policy promotes good practice e.g. site security has been reviewed with PSNI 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 the bus stop in the interests of pupil safety.<br><br>Access to the school site, and especially RSD Boarding, has been reviewed and a major programme initiated to improve security still further. Alongside this, CCTV has been enhanced further and site safety, such as road use, evaluated and new ramps and signs put in place.<br><br>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.<br><br>Attendance is consistently very good, around 96%, and the need for such is actively promoted to pupils and parents in writing and on the public stage. Parents are asked to report absence via a dedicated phone line and a call home is made when this does not happen. Absence notes are also required and followed up if not presented. Notes are stored. Fortnightly lateness/absence reports are generated from SIMS for Heads of Year and wider concerns | 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.<br><br>The positive behaviour of pupils is frequently commented upon by visitors and when pupils travel outside school. There is a strong commitment from pupils to represent well the school and themselves. Consistent messages are given in assemblies and school documentation but much is attributable to pupils' maturity and self-reliance and the positive role played by parents. Staff are keen to offer opportunities for trips, tours and activities outside school and pupils respond in kind, helping to cement the positive staff/pupil relationships still further.<br><br>Further work to review access, site security and health & safety are planned.<br><br>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.<br><br>The trust placed in pupils to lead and take responsibility is well-placed and there is an opportunity now to develop this aspect further. The PLT will be involved in setting the school's agenda and also in areas of the decision-making process with SLT and Governors. | ETI report 2014<br><br>SIMS data on school sanctions<br><br>Careers Dept Development Plan<br><br>Homework diary<br><br>Sanctions data |

are shared at Pastoral Team meetings. There is regular follow-up with pupils and effective liaison with the EWO when required.

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

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

Pupil leadership is emphasised across a range of extra-curricular activities. In sports pupils act as captains and secretaries, organising training and writing reports. In clubs & societies pupils are chairs, treasurers and secretaries, organising activities (e.g. debates, concerts) and running weekly events. The House system is a fusion of the above activity with year groups intermixed and senior pupils providing leadership. Prefects lead P7 open morning tours assisted by Y8 pupils. In addition, the School Council allows pupils a chance to speak about issues and be consulted; and the 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

School sanctions data shows an upward trend for both Friday and Saturday detentions in the past 3 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.
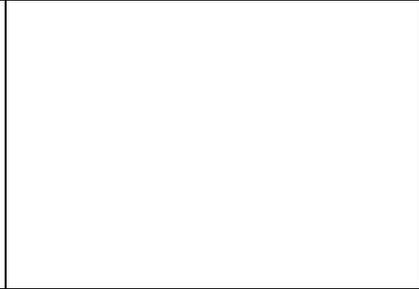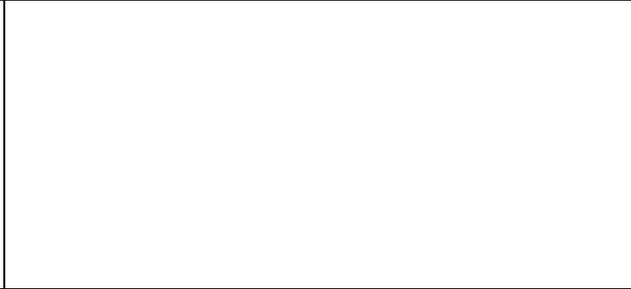
**Areas for Development**
A code of conduct for parents will be drawn up to guide parent/school interactions.

Build capacity within the pastoral system to support the Pastoral Team in dealing with both pupil support and disciplinary issues.

Develop community outreach work to influence in-school and wider preventative and supportive pastoral work.

| to conform to expectations and thus avoid sanctions. Friday and Saturday detentions operate at whole school level and suspension/exclusion may also be used from time to time. The overall use of such sanctions is small 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. | | |
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| d.  *providing for the professional development of staff* | Evaluative Comments | Sources of Evidence |
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| All staff are encouraged to consider CPD 'next steps' in terms of personal career development and the needs of the school. The focus at RSD is to develop internal CPD opportunities which draw upon the experience of RSD staff. This has been seen at staff day sessions led and delivered by RSD staff for RSD staff. Areas covered include: CEIAG, SEN (dyslexia), Child Protection, E-learning, the effective use of data, lesson observation, literacy, raising boys' achievement, Independent Learning and Stretch & Challenge. A broad range of staff have been involved in delivering these sessions.

The Teacher Learning Community (TLC) 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 are also emailed to staff for convenience.

A number of staff have worked with other schools in areas such as: SEN; CEAIG; T&L; middle leadership; literacy (both primary and post-primary partners); history; art; study skills; staff well- | 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 will be important.

There are further opportunities for the ELT model to be developed, including in partnership with St Patrick's Academy through the Shared Education Signature Project (SESP).

The lack of structured CPD from EA or other state bodies has been countered by internal RSD provision and working with other schools and bodies such as charities. There are, however, areas where the lack of EA support is telling, such as SEN and Careers, and sharing with colleagues in other schools has been an absolute necessity.

**Areas for Development**
Collective efforts through the SESP to buy in external CPD for groups of middle leaders has the potential to extend the ELT model.

Staff well-being remains a major focus and responding to personal aims and career goals are a key part of the support offered. | 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

KR Staff survey 2016

Agreement Trial attendance records

ALC and sub-committee minutes (e.g. SEN, CIEAG, T&L) |
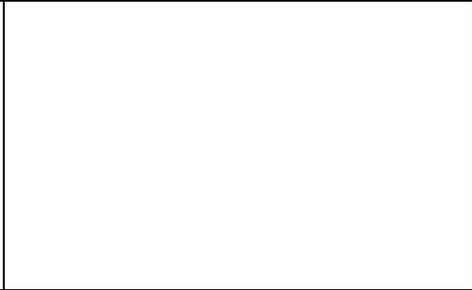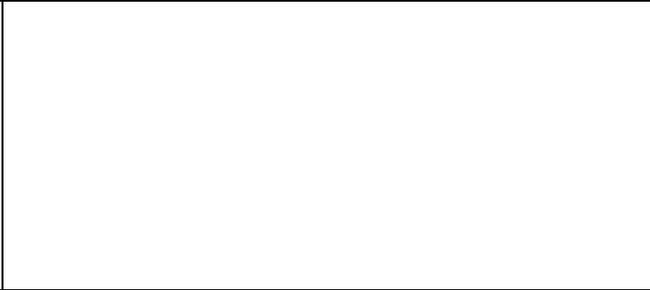
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| being. The ALC and SESP have helped generate these opportunities.<br><br>There is a coherent BT/EPD support system for newly qualified teachers led by the Deputy Head. Observations and classroom projects are assessed and one-to-one meetings used to provide guidance and to enable reflection. External courses from EA are also utilised in the process.<br><br>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.<br><br>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.<br><br>Training provided by Exam bodies, especially CCEA, are utilised fully by HODs and other Dept members to ensure they are aware of the latest exam requirements. This has been a very significant undertaking in recent times as both A Level and GCSE specifications have been changed. Attendance at CCEA agreement trials and new specification support events has been encouraged and taken up by staff.<br><br>Purchased CPD courses have been tried on occasion (e.g. HMC middle leaders course for 2 HODs) and while useful such courses can be expensive and require significant personal investment by staff.<br><br>Staff pursuing individual qualifications, such as Masters degrees in Education, are supported where requested. | Continued use of research and evidence about effective T&L for in-house CPD in all its formats. | |

| e. *managing attendance and promoting the health and well-being of staff* | Evaluative Comments | Sources of Evidence |
|---|---|---|
| Teaching staff attendance is excellent with an average absence rate for sickness/illness in the past 2 years of 2.9% or 5.6 days. The Teacher average for NI in 2018-19 was 9.4 days. Non-teaching staff attendance is also good with an average absence rate for sickness/illness in the past 2 years of 7.25%. It is interesting to note that in all cases these statistics are higher than 3 years ago, an indicator of a school system under increasing levels of strain.<br><br>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.<br><br>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.<br><br>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.<br><br>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. | The Staff survey in 2016 was overwhelmingly positive and exemplified the collegiality and sense of common purpose within RSD. This is a significant point given the context of 9 years of financial cuts. RSD has seen staff reductions, both teaching and non-teaching; and at the same time a growing workload (e.g. KS3 assessment; new GCSE/AL). It is not sustainable that schools are asked to "do more with less" indefinitely.<br><br>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 to allow staff to make suggestions for improvement.<br><br>Occasional spikes in staff sickness/illness can create challenges both in terms of covering classes and increased financial costs e.g. 2017-18. Constant monitoring to secure high quality cover teaching is essential. There has been a return to more normal levels of absence in 2018-19.<br><br>**Areas for Development**<br>Continued commitment to Staff Well-being. | Attendance data<br><br>Absence and Attendance policies<br><br>Absence/Cover annual reminder<br><br>KR Staff survey 2016 |

| f. *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* | Evaluative Comments | Sources of Evidence |
|---|---|---|
| Regular communication with parents through reporting system (3-4 times a year) and parents' evenings (via an appointments system). Heads of Key Stage write to parents and/or organise meetings to discuss individual cases when a pupil is not making the expected academic progress. The Welcome Evening for new Y8 parents in Oct provides reassurance; and Y8 Parent Power event provides guidance on supporting pupils' studies.

Regular emails are sent to parents via 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.

The Headmaster's Newsletters keep parents up-to-date about the latest school issues and provide reminders of key dates in the calendar. The Newsletter is now emailed to all parents for convenience and this is part of a trend for communicating general information to parents. The RSD website and growing range of associated social media also help; and the School Magazine and website news stories showcase activity throughout the year.

The SESP with St Patrick's Academy builds upon a longstanding relationship between the schools and involves | Parents are keen to support pupils further by gaining a more in-depth understanding of the curriculum and T&L priorities. Parents' evenings are well-attended. It is important to continue the process of bringing parents into school to hear about such matters and to become equipped to be "the teacher's voice at home".

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).

The KR surveys in 2016 and 2017 showed strong pupil and parent support for RSD's community work and image in the community. School Council feedback from KS4 and KS5 pupils indicated a desire for further opportunities to contribute in local school or community settings. As a result, RSD pupils have worked in primary schools and with primary pupils in RSD for events; been involved in mentoring younger pupils (pastoral and academic); and performed music at care homes and similar.

Following the withdrawal of Mid-Ulster Council from supporting ladies' hockey in the area it has been important that RSD/DLHC plan together for the long-term future of the sport in this area. There is a mutual benefit to be had by working together.

**Areas for Development** | RSD Reporting information

Parent evening information

Heads of Key Stage letters

Education Evening invitations & materials

RSD emails to parents and pupils

PFTA event materials

HM Newsletters

Website, twitter and associated social media

KR parent and pupil surveys 2016 & 2017

SESP action plans and evaluations, inc shared classes

Options booklets – shared subjects

SDP 2019-22 feedback from PLT & School Council

RSD public hire records |

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|---|---|---|
| staff, pupils and parents from the two schools across a range of activities e.g. joint Duke of Edinburgh's Award, silver and gold; joint history project; joint art exhibitions; joint literacy work for KS3 pupils; joint parental art classes.<br><br>RSD is involved in the Dungannon & Cookstown ALC, offering courses to pupils from three other schools whilst RSD pupils access courses in two schools and South West College.<br><br>There are strong links with local primary schools. RSD staff and pupils provide support in areas such as; sports (cricket, hockey); maths; science; music; drama; art. RSD Governors provide support lessons and materials for P7 pupils sitting the CEA.<br><br>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; Young Farmers. 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).<br><br>RSD provides Dungannon Ladies Hockey Club (DLHC) with a home venue for all fixtures and weekly training. This has been instrumental in helping DLHC grow as a club, develop players and reach premier league status.<br><br>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. School Magazine; sports tours; REACH), and by providing staff to take part in mock interviews with Sixth Formers. | Develop the REACH programme with local businesses, schools, churches and youth organisations so as to build a sustainable and long-term mentoring system for young people across the Dungannon area.<br><br>Work with local primary schools and community organisations to develop further opportunities for RSD pupils to take on responsibilities and help lead in the community. | |

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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. Further work has begun with the REACH charity to develop this positive start into a long-term mentoring structure for young people in the area. | | |

| g. *promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management* | 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 IL agenda using the Fronter VLE; GCSEPod for Years 10-12; and groups of iPads in lessons.<br><br>Email is increasingly used with parents and pupils to make communication of general information more efficient.<br><br>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.<br><br>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.<br><br>Lesson Monitor is used by staff to record pupil issues in class and this provides evidence of patterns of behaviour for Heads of Year and Heads of Key Stage when providing support or deciding on sanctions for pupils.<br><br>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 | Our focus will continue to be the effective use of ICT to aid learning as part of the RSD IL agenda e.g. pupils' use of materials outside lessons via Fronter and GCSEPod; teachers' use of the VLE to share resources and ensure subject resources are available to all pupils across classes.<br><br>Within the limitations of budget constraints, it is essential to explore affordable options for both IT equipment and apps/software which could support T&L or administration efficiency.<br><br>The Dashboard and Learning Log approach is also central to the RSD IL agenda. The focus here is upon giving pupils both the data and an understanding of effective approaches to learning so that they are more able to set targets for improvement and to act upon advice.<br><br>Parents have given positive feedback to the use of IT for communication via email and indicated support for extending such into areas such as payments for school services. After a period of research, it is now time to deliver an online payments system for parents.<br><br>**Areas for Development**<br>Implement an online payment service for parents and to aid further school/home contact.<br><br>Research IT options such as visualisers, Chromebooks and Apple TV plus software options such as Microsoft Teams, for use by teaching staff | Fronter VLE<br><br>GCSEPod materials and evaluations<br><br>SIMS Assessment Manager data<br><br>RSD Reporting information<br><br>Dashboard materials<br><br>CAT, PTE and PTM materials<br><br>HOD meetings minutes<br><br>SLT minutes<br><br>KR surveys 2016 & 2017<br><br>Access review (boarding) 2019 |

| GCSE and A Level (ALIS). The Heads of Key Stage review outcomes and plan pupil support/interventions. | to aid T&L and also by admin staff to increase efficiencies across school.<br><br>Implement new e-access system for Boarding and connected areas of school. | |
| --- | --- | --- |

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.**

| | Evaluative Comments | Sources of Evidence |
|---|---|---|
| For the past 8 years (2011-19) RSD has faced budget cuts from DENI despite being oversubscribed and at full enrolment. This has forced the school to make significant savings year after year, including substantial savings in staffing through a reduction in the full time equivalent number of teaching staff and non-teaching staff. A modest rebalancing of the teaching staff in 2018 and 2019 has been made possible by Governors' funding, allowing the school to broaden the curriculum offer at A Level and GCSE.<br><br>In addition, recent Teachers' Pension Scheme costs and the cost of employers' National Insurance contributions have both increased dramatically and these have not been funded by DENI, leaving schools to find further savings. The outcome of this continuous lack of funding by DENI is that the current budget devolved from DENI is insufficient to cover the true costs of running the school.<br><br>RSD's Boarding Dept and Kitchen continue to operate as independent cost centres with their own budgets. Both Boarding and the Kitchen continue to attract pupils in large numbers and to record a surplus which is then re-invested in the respective areas e.g. new boilers and water tanks; refurbished dorms, kitchens, recreation and wash facilities in Boarding; new equipment in kitchen; new roof and solar panels.<br><br>While continuing to seek cost savings where possible, the Board of Governors has determined that there should be an on-going investment programme in the refurbishment and upgrade of facilities and equipment available to staff and pupils. This is possible almost entirely due to the independent funding | The management of this very difficult situation by the Board of Governors, the SLT and the Bursar has been exemplary. The commitment of staff, teaching and non-teaching, to working within a restrictive budget context that is ongoing from year to year without respite has been equally laudable. As a popular, oversubscribed school we initiated a Development Proposal with DENI in 2017, requesting to increase in size from an admissions number of 93 to 100+, bringing increased income. The proposal was delayed within the area planning process for 2 years and only taken forward by DENI in 2019. This delay has led to a worsening financial situation. We are awaiting the outcome.<br><br>The constant demand from DENI for RSD to "do more with less" has reached an impasse. There is no more room for RSD to make savings either in terms of administration or staffing. It is for DENI to fund the school properly.<br><br>**Areas for Development**<br>DENI funds RSD properly. This is a "systems issue" for DENI to resolve and which cannot be resolved at school level by RSD Governors and staff.<br><br>Annual assessment of school infrastructural needs and deployment of Governor's resources to ensure that a high quality learning and working environment is maintained and improved upon for pupils and staff. | Minutes of the Board of Governors<br><br>RSD audited accounts<br><br>Redundancy scheme applications<br><br>RSD staff re-structuring documentation<br><br>RSD admissions data<br><br>RSD Development Proposal 589 |

| | | |
|---|---|---|
| provided by RSD Governors e.g. relocation of fitness suite and new PE classroom; upgrades to Art, Music, FT and DT facilities. | RSD Development Proposal 589 is approved by DENI. | |

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 |
|---|---|
| SDP 2016-19 produced action plans for each year of the SDP: 2016-17; 2017-18; and 2018-19. Action plans were derived from the overall analysis set out in SDP 2016-19 and from section 7 in particular where key future actions were clearly set out. In addition, the action plans reflected the school's ongoing self-evaluation processes and the inevitable and necessary adjustments, additions and new thinking which result from such a culture. As a result, the action plans for 2017-18 and for 2018-19 reflected both a range of issues which had been foreseen in 2016 and new issues which had come to the fore. | SDP annual action plans

SDP annual action plan evaluations

SDP 2016-19 evaluation document

Annual reports to Governors

Governors' minutes

Annual reports to staff

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

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

Overall, the key action points for SDP 2016-19 were delivered in full or initiated successfully and will now be continued in this SDP for 2019-22. Following assessment it was decided not to take forward a small number of minor items. | |

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

| Challenges | Opportunities |
|---|---|
| DENI funding levels are not sufficient at present and a never-ending annual cycle of cuts and increased costs has now created a situation that is not sustainable into the future. DENI must address the funding of schools as a "systems issue". RSD will 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.<br><br>The large array of changes to examinations at GCSE, AS and A Level created significant workload for teachers as they introduced multiple changes and managed legacy exam specifications at the same time. Monitoring the changes and the implementation of new specifications and initial results will remain important so that potential impact upon pupils' outcomes and future life chances is positive.<br><br>The impact of ongoing financial cuts and staff reductions has created a higher level of pressure on school staff. Helping staff to maintain a healthy work/life balance and to feel fresh and energised for day-to-day school life is essential and will remain a key focus area.<br><br>There is a desire from all at RSD to build upon the high levels of existing extra-curricular and community opportunities which exist already. The practicalities of delivering such present real challenges in terms of staffing and potential costs. Reconciling these conflicting forces will be important.<br><br>The RSD Pastoral Team has led the way in the Dungannon area to develop a community-wide response to issues around mental health and wellbeing. This has culminated in the REACH project, with a coalition of schools, churches and businesses brought together to fund the mentoring scheme for vulnerable young people. Sustaining initial enthusiasm amongst partners and continually raising the large scale funding will be a significant challenge. | RSD Development Proposal 589, if approved by DENI, will allow the school to rebalance the teaching staff and staff/pupil ratio and thus widen the subject offer at GCSE and A Level.<br><br>Financial support from RSD Governors for new facilities and resources is a constant boon and there is an opportunity for small scale investments in areas such as IT hardware and software to aid both T&L and administration, including ease of communication with parents.<br><br>Building an annual programme for Staff Health & Well-being is essential and an opportunity to help staff to enjoy their work in RSD still further. There is an obvious link to the issue of building capacity in areas such as extra-curricular and community work as well as continuity in the classroom.<br><br>The KR staff, pupil and parent surveys in 2016 and 2017 were very positive overall but they also helped us to focus upon areas for improvement. A new KR survey in autumn 2020 will help us to celebrate successes and reflect upon ways to make RSD even better.<br><br>Enhancing pupil leadership opportunities through the Safer School Team and Pupil Leadership Team 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 has been a positive effect on staff/pupil relationships in working together in this way. There is now an opportunity to extend this model through the ECO Club. |

There has been a significant increase in both serious pastoral care issues for pupils and behaviour issues 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.

Parental support at RSD remains a cornerstone of the school's success and a constructive approach from parents has been instrumental in resolving difficulties and making RSD work for everyone. In recent times, however, some parents have not operated this approach and instead taken little or no interest in their child's schooling or made unreasonable demands for special treatment. This has resulted in a negative impact upon staff. It is essential to provide parents with a code of conduct to help everyone understand RSD's expectations and what is reasonable and acceptable when dealing with pupil matters and interacting with staff.

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. |
|---|---|
| *Pupils* – PLT and School Council consulted by Key Stage in autumn 2019. The Headmaster addressed the pupils and set out the priorities for the next SDP. PLT members and form reps then fed back pupils' views to the Headmaster in a follow-up meeting.<br><br>*Parents* – The draft SDP was emailed to all parents in autumn 2019 and responses invited. The draft SDP was placed on the school website and responses welcomed.<br><br>*Staff* - A detailed review of SDP 2016-19 and the draft SDP 2019-22 key priorities were presented to staff on staff days in August and October 2019, with suggestions welcomed. The SLT reviewed and updated the draft SDP 2019-22 in autumn 2019.<br><br>Governors – A detailed review of SDP 2016-19 was presented to the Full Board of Governors in June 2019 along with headline objectives for SDP 2019-22. Executive Governors reviewed the SDP 2019-22 priorities at their meeting in September 2019 and the draft SDP 2019-22 was reviewed and approved by Governors at their meeting in October 2019. | The Headmaster reports to the Board of Governors each month in writing and at Governors' meetings. SDP items feature regularly on the agenda and are carefully scrutinised with Governors providing insightful analysis and suggestions. An annual review of the SDP is presented to Governors in June.<br><br>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.<br><br>The PLT and School Council agendas reflect both pupil matters and relevant items from the SDP.<br><br>The use of external surveys was introduced in 2016 and 2017 with the Kirkland Rowell survey for staff, parents and pupils. This was very helpful in affirming many areas of strength and highlighting some areas where things can be improved. We shall continue to use such in the future with a new survey scheduled for autumn 2020. |

**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, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 1.1 | Initiate and develop REACH mentoring scheme in RSD and the wider Dungannon community | RSD initiated the REACH project in 2018-19 and organised a community-wide information and fund-raising programme. This has been successful and a number of local bodies have committed to the 3-year funding cycle. The aims now are to use existing funds to recruit a full-time REACH worker (to train volunteer mentors); and to raise further funds to ensure the long-term future of the project. | Awareness raised in RSD and other local organisations. Funding raised for 3-year cycle. Mentors trained and 1-to-1 support begins for young people Long-term planning developed |
| 1.2 | Embed 'Train the Trainer' with RSD pastoral staff and 'Hopeful Minds' with Y9 in LLW curriculum | The 'Train the Trainer' programme was begun with a group of teachers in 2019 and involved significant commitment from individual colleagues. The aim now is to embed this practice across the RSD pastoral system and to extend the training to more colleagues. The 'Hopeful Minds' programme is tailored towards positive mental health and dealing with a crisis using effective coping strategies. The Y9 LLW curriculum will be updated to reflect this approach and to boost pupils' resilience when facing a problem. | Training completed for individual staff and shared with colleagues. Y9 LLW curriculum enhanced to include updated elements; and Y9 pupils respond positively (e.g. more resilient; stick at problems). |
| 1.3 | Develop 'Schools for Hope' programme with St Joseph's Donaghmore and Ulster University researchers | 'Schools for Hope' is a partnership project aimed at developing a Health & Wellbeing model and local hub through a 'building positive relations' programme of cross- community school collaboration. The research from the project will be useful in developing best practice in collaboration with partner schools/institutions. | Research completed and shared. Outcomes used to develop a local hub in partnership with SJD. Best practice used with pupils in both schools and extended as a model for other schools. |
| 1.4 | Assess the best way to add capacity to the Pastoral Team | In recent times, 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 | Assessment of pastoral system needs undertaken and acted upon. Pastoral system capacity is enhanced and needs of the |

| | | 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. | school met in a sustainable manner. |
|---|---|---|---|
| 1.5 | Implement and review new anti-bullying policy | All schools must have an updated anti-bullying policy in line with the new anti-bullying legislation from Sept 2019. The Senior Teacher Pastoral attended EA training and a new draft policy was circulated for consultation. The new policy will be implemented, reviewed and updated during this SDP cycle. | New policy drafted and consultation with staff, parents, pupils and governors follows. Staff training takes place. Policy agreed and implemented. Policy reviewed and updated. |
| 1.6 | Implement and review new SEN framework | 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 SENCO and updating practice across all staff will be essential, and policy and procedures in school will need to be updated as a result. | New framework understood and training for SENCO accessed. Staff training to ensure best practice. Review and update all policy and procedure documentation. |

**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, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 2.1 | Develop further Independent Learning aspects in the classroom and with pupils e.g. using retrieval practice to build schemas of knowledge and to lessen test anxiety | IL principles and strategies have been explored in detail and a consensus reached and enshrined in the RSD T&L policy. Work with pupils and parents has also been done, with positive feedback. The next step is to focus upon the details of classroom practice so that IL strategies are a constant in working with pupils and encourage good habits from pupils. Building schemas of knowledge will help pupils both to be more precise and to offer deeper insights required when addressing conceptual questions. Quizzing and self-testing can be useful in reducing test anxiety. | IL principles understood by all, including new pupils and staff. T&L policy updated. Classroom practice the focus for staff days, RSD materials and professional dialogue in TLC. Pupils' precision and conceptual grasp improve, aiding outcomes. |
| 2.2 | Assess potential impact of IT applications such as Google Classroom, Kahoot and Microsoft Teams | IT applications may offer significant support in school for teachers, administration staff and pupils. The range of options available is very large and it is important to assess the potential gains to be had from embracing any single application or platform and to avoid trying everything. Training of staff will be an important aspect. The primary focus should always be that the IT adds something to normal practice so that teaching is more engaging, learning more effective and support work more efficient. | Assessment of IT apps undertaken with staff and pupils. Most effective apps incorporated into daily practice following staff training. Gains for teaching, learning and system admin evident. |
| 2.3 | Assess potential impact of 'low tech' kit such as visualisers and 'hi tech' kit such as Apple TV | As with IT applications, there are potential gains for the classroom teacher and his/her pupils when it comes to IT hardware. The cost of many IT platforms, such as IWBs and 1-to-1 tablets, is prohibitive and there are uncertain benefits for learning. It is important to look at alternatives which are cost-effective and, most importantly, deliver benefits for teaching and learning inside and outside the classroom. | Visualisers trialled in different subjects; and outcomes shared with all staff. Apple TV and similar requested IT kit trialled in different subjects; and outcomes shared with all staff. |

**THEME 3 – Effective leadership**
To build upon current strengths so that the direction of the school is driven by a broad consensus of governors, staff, pupils and parents.

| No | Areas of work to continue/develop | Approaches, methods, key tasks, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 3.1 | Review provision for new GCSE & A Level exams – resourcing, schemes of work, T&L approaches | New AS/A2 specs have been taught from Sept 2016 and new GCSE specs from Sept 2017. Variation in results have emerged in some subjects when compared to old specs or module comparisons. Constant monitoring and review of provision (e.g. timing, resources, examiners' reports) will be essential to maximise outcomes. Alternative exam providers and linear structure will be considered where necessary. | GCSE and AL outcomes assessed; resources allocated where required to improve outcomes. Exam boards and linear structure assessed where required. |
| 3.2 | Target 3 A*-C at A Level for improvement with uniformity of outcomes across subjects | Results at A Level have dipped in the past two years. This is partly explained by variations in pupil cohort but there are also subject areas where results are below NI and/or UK averages and this must be improved. A persistent focus upon supporting pupils carrying weak AS grades and supporting subject departments where improvement is essential will be the norm with the aim of improving outcomes and establishing uniformity across all AL subjects. | AL outcomes improve in summer 2020 and are sustained at that level. The target is 75% of AL pupils achieve 3 A*-C grades. |
| 3.3 | Implement the RSD Development Proposal (if approved by DENI) | The RSD Development Proposal No 589 is currently in public consultation and we are hopeful that the modest increase from 93 pupils to 100+ pupils entering Y8 for Sept 2020 will be accepted. The decision should be made in autumn term 2019. If DP 589 is accepted, then we need to plan for increasing pupil numbers across the next 5 years and any knock-on effects in terms of resourcing and facilities. | Development Proposal 589 accepted. Plan and deliver increased pupil numbers from Sept 2020. |
| 3.4 | Undertake Kirkland Rowell survey for pupils, parents and staff (autumn term 2020) | The KR surveys in Feb/Mar 2016 and Nov/Dec 2017 were very useful in showing the quality of work done in school across a huge range of activities and pointing towards areas where school life could be even better. It is important to continue this process and to hear the views of staff, pupils and parents to aid planning for the future. | KR survey conducted in autumn term 2020. KR results assessed for progress in areas identified in 2016 and 2017. KR results feed into SDP cycle. |
| 3.5 | ECO club of pupils and staff work together towards 'litter free' school | There has been a resurgence of interest in ECO issues in recent times and the reanimated ECO Club has attracted a number of pupils and staff. The focus initially is on recycling and litter but there are also longer-term ambitions to influence school ethos and explore ideas such as becoming a plastic-free school or having no outside bins and making litter each individual's responsibility. | ECO Club active in day-to-day school and recycling/litter improve. Long-term approaches explored and assessed; and RSD ethos emboldened where possible. |

**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, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 4.1 | 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. |
| 4.2 | Implement a parental code of conduct | RSD benefits from consistent parental support across every aspect of school life. Parents' interest in their child's schooling is of first rate importance and is welcomed in every area; and a constructive approach from parents has been instrumental in resolving difficulties and making RSD work for everyone. In recent times, however, some parents have not operated this approach and instead taken little or no interest in their child's schooling or made unreasonable demands for special treatment. This has resulted in a negative impact upon staff. It is essential to provide parents with a code of conduct to help everyone understand RSD's expectations and what is reasonable and acceptable when dealing with pupil matters and interacting with staff. | Parental code of conduct drafted and consultation with staff, pupils and parents takes place. Code is enacted and leads to improved outcomes for parents, pupils and staff. |
| 4.3 | Develop further the Staff health and well-being agenda | The groundwork done in this area has been significant, with staff day and Common Room activity, SLT/Governors' support for individuals beyond contractual requirements and Governors' improved funding for extra-curricular commitment all evident. Staff commitment to RSD is the bedrock of school life and it is important to develop further the HWB agenda e.g. career pathways; further qualifications; coaching badges. | Review of current provision in RSD Staff input to 'next steps' for HWB SLT/Governor commitment to delivery |
| 4.4 | Sustain Shared Education initiatives with St Patrick's Academy (SPA) following scheme completion | The two schools have a long history of working collaboratively and the SESP has helped to sustain and develop that work. The programme is now drawing to a close and a new funding model has emerged with less financial support in total. Sustaining established programmes whilst searching for practicable additions will now be the norm. | Established activities sustained e.g. art, history, literacy, DofE Pupil participation levels sustained |

| 4.5 | Work with local primary schools – literacy, numeracy and misc. activities (e.g. sports, art, music, drama) | A range of activities has taken place in recent years (e.g. literacy, maths, science, drama/music, orienteering, cricket) and sustaining such and extending this work where practicable (e.g. into new areas or with 'new' primary schools) will be the focus. | Sustain current activities with current group of primary schools Seek opportunities to work in new areas of activity or with 'new' primary schools |

**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, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 5.1 | KS3 - % of pupils at expected level<br>(a) Communication<br>(b) Using Mathematics | Annual targets for the % of pupils at L5+ and L6+ based upon Y8 CAT scores, PME and PTE scores in Y8-10 and RSD common assessment tracking and examinations in Y8-10. | **3    year average of**<br>(a) % of pupils at L5+ = 93; L6+ = 63<br>(b) % of pupils at L5+ = 93; L6+ = 66 |
| 5.2 | GCSE - % of pupils at expected level<br>(a) 5+A*-C, inc Maths & English<br>(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**<br>(a) 94%<br>(b) 96% |
| 5.3 | GCSE - % of pupils at expected level<br>(a) 7+A*-C, inc Maths & English<br><br>(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. | **3 year overall average of**<br>(a) 90%<br>(b) 91% |
| 5.4 | GCSE - % of A*/A; A*-B; A*-C<br><br>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**<br>% A*/A = 50<br>% A*-B = 71<br>%A*-C = 94<br>APS = 435 |
| 5.5 | AL - % of pupils at expected level<br>(a) 2+A*-E<br><br>(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**<br>(a) 100%<br>(b) 75% |
| 5.6 | AS - % of A; A-B; A-C<br>AS - average points score per pupil<br><br><br>AL - % of A*/A; A*-B; A*-C<br>AL - average points score per pupil | **AS (at end of Y13)**<br>Annual targets for the % of overall cohort based upon GCSE data and RSD common assessment tracking and examinations.<br>**A Level**<br>Annual targets for the % of overall cohort based upon GCSE and AS data and RSD common assessment tracking and examinations. | **3 year average of**<br>**AS**<br>% A = 40   % A-B = 62      %A-C = 78<br>APS = 46<br><br>**AL**<br>% A*/A = 41    % A*-B =  71    %A*-C = 89<br>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, priorities for 2019-22 | Outcomes aimed for |
|---|---|---|---|
| 6.1 | To manage the budget across 2019-22 for a break even outcome | Recent 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 (funded for only 9/10 past years). 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 2019-22 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. | Budget breaks even in 2019-20, 2020-21 and 2021-22 |
| 6.2 | Enhance subject provision where required – e.g. Chromebooks to H12 for H&SC/FT growth at GCSE/AL; new gym and classroom setup for PE | During the past 9 years of financial cuts RSD has remained committed to keeping levels of spending on the curriculum and other frontline classroom services as the priority. Within the constraints of current and predicted budgets for 2019-22 it is our aim to continue this focus and to provide affordable improvements where practicable. | Practicable projects with curriculum, classroom and T&L focus delivered in a variety of subject areas. |
| 6.3 | Site security review and implement new access system, beginning with boarding | Security and access to the RSD site are key issues to monitor constantly and to improve where possible. A full review of site security and access will be undertaken with a view to improving arrangements in general and with boarding as the immediate priority. | Review takes place and upgraded systems put in place e.g. digital entry system. |
| 6.4 | Implement online payments system for parents/pupils | A number of options have been explored and assessed, including visits to other schools to see systems in action. The next step is to select the best option for RSD and to arrange a schedule for implementation and training/support for staff, pupils and parents. | New online payments system in place in 2020. |
| 6.5 | Enhance CCTV provision | Negative incidents, such as vandalism, are thankfully not common either inside the school building or externally around the grounds, but it is important to ensure that the CCTV system is up to date and providing coverage in the right areas. The deterrent effect from the CCTV system is an important aspect of site security. | Upgrades to CCTV system as required. |

**Glossary of Abbreviations**

| | |
|---|---|
| **AfL** | Assessment for Learning |
| **ALC** | Area Learning Community |
| **ALIS** | Advanced Level Information System |
| **BT/EPD** | Beginning Teacher/Early Professional Development |
| **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 |
| **DENI** | Department of Education for Northern Ireland |
| **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 |
| **HOD** | Head of Department |
| **ICT** | Information Communication Technology |
| **IEP** | Individual Education Plan |
| **IL** | Independent Learning |
| **KS3, KS4, KS5** | Key Stages 3, 4 and 5 |
| **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 |
| **SENCO** | Special Educational Needs Coordinator |
| **SESP** | Shared Education Signature Project |
| **SIMS** | School Information Management System |

| | |
|---|---|
| **SLA** | Service Level Agreement |
| **SLT** | Senior Leadership Team |
| **STEM** | Science, Technology, Engineering and Mathematics |
| **STP** | Senior Teacher Pastoral |
| **T&L** | Teaching & Learning |
| **TA** | Teaching Allowance |
| **TEFL** | Teaching English as a Foreign Language |
| **VLE** | Virtual Learning Environment |