

Appendix 9: School Development Plan Overview 2016-19

Identified Priority	2016-17	2017-2018	2018-2019
<p>Child Centred Provision</p> <ul style="list-style-type: none"> - Pastoral Care - Child Protection - SEN Provision - Inclusion and Diversity 	<p>To continue to refine the newly structured form class programmes mapped against the elements of PSHE (KS3) and LLW (KS4). To embed further the KS5 pastoral programme and review its provision for progression.</p> <p>Refresher training for staff . Other members of the safeguarding team to receive appropriate refresher training. Review of statutory child protection and safeguarding policies.</p> <p>Development of; Classroom Assistant training in positive behaviour management; development of mechanisms which encourage greater Classroom Assistant involvement and engagement in assisting pupil outcomes.</p> <p>Continue to develop in Year 2 of Shared Education programmes with St Patrick’s College and New-Bridge Integrated College the agreed shared education plans and activities.</p>	<p>Evaluate the effectiveness of implementation of areas identified with a particular focus on the use of student planners within form time. Year Head evaluations of their pastoral programmes and the use of tracking data to set effective targets.</p> <p>Relevant staff to receive refresher Child Protection Training.</p> <p>Evaluate the effectiveness of implementation of areas identified in respect of classroom assistant perceptions of their role and influence in learning.</p> <p>Continue to develop in Year 3 of Shared Education Programmes with St Patrick’s College and New-Bridge Integrated College of the agreed shared education plans and activities.</p>	<p>Continue to implement and monitor the effectiveness of the areas identified in relation to the issues identified in the first evaluations in 2015/16.</p> <p>Refresher training for staff . Other members of the safeguarding team to receive appropriate refresher training. Review of Child Protection and Safeguarding Policy.</p> <p>Continue to implement and monitor the effectiveness of the areas identified. Continue to link with BALC in supporting classroom assistants professional development.</p> <p>Identify the main legacy and sustainability of the identified Shared Education Programmes in respect of dealing shared conflicts and handling controversial issues in the classroom.</p>

<p>High Quality Teaching and Learning</p> <ul style="list-style-type: none"> - Raising Standards Achieved by Pupils - Sharing of Good Practice among staff - Provide a greater degree of challenge in lessons - More effective use of data for assessment and analysis 	<p>Sustaining the development of; raising expectations of pupils' abilities; early identification of potential under-achievement; implementation of a range of intervention strategies; review of target setting and action planning processes and identification of further mechanisms to motivate and engage students. To include reviews of homework and learning and teaching policy to align with revised approaches.</p> <p>Continue to provide opportunities for staff to share good professional practice on teaching and learning strategies within varying learning contexts. The development of Fronter as an electronic mechanism to share good practice.</p> <p>To refine and adapt highlighted attention and emphasis within lesson planning and delivery for clear consistent planning which meets a range of abilities. Greater use of AFL strategies and learning activities which are more collaborative and independent learning.</p> <p>Use of identified school based data, and external baselining data used effectively to plan for learning, to assess learning and to identify and pre-empt pupil performance. This will now include</p>	<p>Evaluate the effectiveness of implementation of areas identified and continue to employ existing approaches to further improve pupil outcomes especially KS4 and post 16</p> <p>Identification of how sharing best practice has a positive effect on pupil attainment and performance. The development of Fronter as an electronic mechanism to share good practice.</p> <p>School focus remains on the further development and refinement of effective questioning and active learning approaches within classrooms and the development of a more independent learner across the school</p> <p>On-going and continued use of predictive, actual and value added data to inform and support specific teaching and</p>	<p>Measuring the impact and outcomes achieved across the school in the light of new GCSE and A level specifications and assessment changes/</p> <p>Evaluate the effectiveness of sharing best practice as a means of further professional development at middle management level and through the whole school PRSD targets.</p> <p>Evaluate the effectiveness of implementation of areas identified and make necessary and appropriate adjustments to relevant action plans. There is a continued focus on active learning, effective questioning and independent learning.</p> <p>Monitor and evaluate the effectiveness of the use of school data and its accuracy in setting whole school targets.</p>

<p>- Effective self evaluation for improvement</p>	<p>tracking data across the whole school</p> <p>Ensuring consistency and high quality planning as part of the process of self evaluation and increasing the opportunities for practitioner reflection Use of the Learning Insight Profile (LIP) to focus on the quality of learning within the classroom</p>	<p>learning interventions.</p> <p>Further develop and embed self-evaluation as part of the school culture in order to inform the effectiveness of whole school improvement. Use of the Learning Insight Profile to assess the quality of learning experiences.</p>	<p>Monitor and evaluate the impact of implementation of the LIP to assess the quality of learning and how it has contributed to self-evaluation.</p>
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<p>Effective Leadership</p> <ul style="list-style-type: none"> - Effective SDP and evaluation and monitoring - Effective support for leadership at all levels - Curriculum Leadership - Financial management including accommodation <p>Continuing Professional Development</p>	<p>Development of a high quality SDP, 2016-19 compliant with 2010 regulations and associated whole school action plans.</p> <p>Increasing the capacity of post holders for more confident implementation and evaluation of their work and role within the context of self-evaluation. On-going use of SMT/HOD link meetings</p> <p>Evaluate the curriculum offer of the school in relation to EF and sustain existing provision.</p> <p>Continue to monitor the school budget in line with budgetary constraints, enrolment and working in conjunction with the Education Authority.</p> <p>Continue with ongoing PRSD cycles with a whole school focus, BT and EPD programmes and well as staff INSET which address individual/subject area needs linked to the SDP. More rigorous monitoring by SMT and Governors on the quality of external INSET being attended by staff.</p>	<p>First Review of SDP plan in September 2017, with adjustments based on previous years evaluations.</p> <p>Continued support for middle managers in their role of accountability and challenge to improve outcomes.</p> <p>Monitoring and evaluation of the existing curricular provision against (i) EF requirements; (ii) curricular needs of the pupils and; (iii) wider area learning community needs.</p> <p>Continue to monitor the school budget in line with budgetary constraints, enrolment and working in conjunction with the Education Authority.</p> <p>Continue with ongoing PRSD cycles with a whole school focus, BT and EPD programmes and well as staff INSET which address individual/subject area needs linked to the SDP. More rigorous monitoring by SMT and Governors on the quality of external INSET being attended by staff.</p>	<p>Second Review of SDP plan in September 2018, with adjustments based on previous years evaluations.</p> <p>On-going evaluative monitoring of the effectiveness of increasing post holder confidence. Maintain levels of support for all middle managers.</p> <p>Monitoring and evaluation of the existing curricular provision against (i) EF requirements; (ii) curricular needs of the pupils and; (iii) wider area learning community needs. Continue to work on broadening school to school provision.</p> <p>Continue to monitor the school budget in line with budgetary constraints, enrolment and working in conjunction with the Education Authority.</p> <p>Continue with ongoing PRSD cycles with a whole school focus, BT and EPD programmes and well as staff INSET which address individual/subject area needs linked to the SDP. More rigorous monitoring by SMT and Governors on the quality of external INSET being attended by staff. Increasing encourage</p>

			staff to deliver their own school based INSET.
<p>School Connected to the Local Community</p> <ul style="list-style-type: none"> - Development of learning partnerships and cross community links - Links with educational agencies - Development of taster days for feeder primary school pupils 	<p>Ongoing monitoring of the development of school to school collaboration at Key Stage 4 and Post 16 within the existing area learning community. Evaluation of the effectiveness and impact of increased school to school collaboration within the area learning community. The on-going development of Shared Education Programmes (SEP) with St Patrick's College and New-Bridge Integrated.</p> <p>Continue to make effective use of a wide range of support agencies to promote pupil engagement with their learning and to remove barriers to learning with specific focus on the Youth Service (EA) Learning for Life Programme, Lift Off and Transitions.</p> <p>Sustain P7 taster days in December and sustain literacy and numeracy links with feeder primary schools.</p>	<p>Continue to build on enlarging the number of courses and students accessing courses at BHS from within the area learning community.</p> <p>Continue to make effective use of a wide range of support agencies to promote pupil engagement with their learning and to remove barriers to learning with specific focus on the Youth Service (EA) Learning for Life Programme, Lift Off and Transitions.</p> <p>Identification of the possible development of P7 activities which link with literacy and numeracy outcomes</p>	<p>Evaluation of the effectiveness and impact of increased school to school collaboration within the area learning community. Analysis of the impact and sustainable character of the three year SEP programmes and the lasting legacy of these projects.</p> <p>Evaluation of the sustainable legacy of the Key Stage 3 mentoring programmes and the Key Stage 4 Lift Off Programmes, Lift Off and Transitions.</p> <p>On-going monitoring and evaluation of the success or otherwise of devised taster sessions.</p>