



Strathearn School

School Development Plan

2017-2020

SCHOOL DEVELOPMENT PLAN

Preface

This School Development Plan (SDP) details the priorities of Strathearn School for the period 2017-2020. These priorities have been identified after an analysis of a range of information and consultation with parents, pupils, staff and the Board of Governors of the school, as well as educational and community partners.

The Board of Governors has delegated to the Principal the requirement to monitor, evaluate and review the School Development Plan on an annual basis through verbal and written reports from those members of the Senior Staff and other parties who are responsible for each Action Plan based on the stated success criteria. Members will monitor progress through meetings with those responsible for the Action Plans on a termly basis and report to the Governors and Principal annually.

Introduction

Strathearn School is one of the top girls' grammar schools in Northern Ireland. It has a national reputation for academic success and is locally renowned for music, sport and drama. The last ETI Inspection in September 2010 details more fully the 'very good' quality of education offered by the school.

The overall size of the school with 780 pupils and small class size allows each individual pupil to develop in a caring and supportive environment. The school is situated in extensive grounds and enjoys complete seclusion in very attractive surroundings with well-equipped buildings and excellent sporting facilities. Pupils are drawn from a wide ranging catchment area including East Belfast and North Down. The school completed a new build in Autumn 2014.

Good schools, like all successful organisations, reflect carefully and regularly on their practice and on progress made towards the achievement of their goals and the realisation of their vision. There is embedded in their culture a process of rigorous, honest, self-evaluation and review, combined with a commitment to continuous improvement and the establishment of Action Plans to reach their targets and we in Strathearn School are no different. We are committed to the pursuit of excellence in a caring, supportive environment and we embrace the culture of continuous improvement based on rigorous self-evaluation.

This School Development Plan [SDP] 2017-2020 recognises key strengths, identifies areas where improvement and development are needed and contains eleven agreed Action Plans to improve the standard of education provided to our pupils.

There are many challenges facing our education system and schools today. Curricular changes and developments in area-based planning seem to have been a constant feature of

the education landscape over many years but undoubtedly the current climate of financial restraint imposes severe limits on what can be achieved. In spite of these constraints, our School Development Plan charts a path which will help us move forward to address the priorities we have established to ensure that our young people will fulfil their potential, develop an appreciation of learning as an enjoyable, continuous process and leave the school, equipped with the skills and values that will support them for the rest of their lives.



1. A Statement and Evaluation of the School Ethos

Strathearn School is a selective single sex girls (11-19) grammar school which serves young people from the East and South Belfast, North Down and the Ards peninsula through the promotion of academic excellence. It is an inclusive school welcoming pupils of all faiths, respectful of all religious beliefs and encouraging the religious development of all in their own faith.

Vision Statement

Strathearn exists for its pupils; we put the needs of the girls 'first'

Aims –

We strive:

- To demonstrate equal value for each individual
- To show that excellence and endeavour have an equal place
- To encourage the development of each girl's various talents and abilities
- To provide the best possible learning experiences
- To create a pleasant and purposeful working environment
- To make real the partnership between home and school – pupils, parents, teachers and governors

Evaluation *(review of last three years)*

In Strathearn we are very aware that young people have varied needs and gifts, and our aim is to meet the former whilst helping them develop the latter. They need personal support within a relevant and enjoyable academic framework; encouragement to enjoy their leisure time and the worlds of art, culture and sport, as well as the challenge of intellectual discipline; the opportunity not only to succeed themselves, but also to serve and perhaps to lead.

Our committed staff working in our excellent facilities caters for almost all of our pupils' interests, be they popular or specialist. The school's pastoral care structure, based on Tutor Groups, helps each girl grow towards maturity and seeks to ensure that they become independent, life-long learners. We are a vibrant school, proud of what we have achieved, and in this rapidly changing world we are constantly seeking better ways of preparing our pupils to meet its challenging demands.

The provision for pastoral care within the school is outstanding. The school is highly committed to the on-going development of the pastoral provision. Among the strengths of the pastoral provision are the very supportive and inclusive ethos; the learning experiences

provided for the pupils beyond the classroom to develop their personal and social skills; and the effective communication of pastoral policies and information to parents.

In the Kirkland Rowell, undertaken in October 2015, parents gave the school an outstanding overall performance score of 89.0%, based on twenty Core Parent Priorities. In terms of the school's performance 94.8% of parents gave a rating of 'good or very good' while 92.4 % of parents said they would recommend the school to another parent.

Parents considered the delivery of the following non-academic areas to be '*outstanding*': school facilities, school discipline, school security, choice of subjects, availability of resources, school communication, exam results, developing moral values, levels of homework, teaching quality, control of bullying, developing confidence, social and health education, truancy control, happiness of the child, community spirit, computer access, careers advice and developing potential. The non-academic areas of careers advice and choice of subjects was considered to be 'good'.

In their survey pupils gave the school an excellent overall performance score of 90.0%. In terms of the school's performance 82.8% of parents gave a rating of 'good or very good' while 93.5 % of pupils said they would recommend the school to another pupil.

Staff gave an excellent overall performance score of 94.1% with 100% rating as the overall score for the school performance and 100% would recommend the school to prospective parents.

Evidence

- Kirkland Rowell Surveys of Student, Parents and Staff. October 2015.
- Pastoral Care Team minutes
- Year 14 student destinations
- School Council Minutes

Areas for Development

Develop further the communication between staff and parents/school community and focus the engagement on educational success and achievement



2(a) A summary and evaluation of the strategies in place for learning, teaching, assessment and promoting the raising of standards of attainment, in particular in Communication, Using Mathematics and Using ICT.**Learning and Teaching**

There are a number of strategies in place for Learning, Teaching and Assessment. These have been agreed at whole school level and include policies for Teaching and Learning, Acceptable Use of Mobile Devices, E-Safety, Examinations and Controlled Assessment. The staged approach to incorporating these strategies into the curriculum has been rolled out over the past three years with policies regularly reviewed and updated. Over the past two years there has been a strong emphasis on extending e-learning opportunities for pupils.

Teaching and support staff work continually to create and maintain a supportive and motivating atmosphere for learning. Routine classroom practices involve a balance of teaching approaches including whole class, group, paired and individual activities. Classroom strategies include the use of all three strands of AfL: effective questioning, formative feedback and scaffolding reflection.

Teachers maintain realistically high expectations for all pupils and they cooperate effectively with technicians, librarian and classroom assistants in order to maximize the learning opportunities for all pupils. The learning and teaching approaches adopted are such that pupils achieve suitably high standards.

There has been whole school In-service training sessions on SIMS Lesson Monitor, action planning, e-learning and Data Protection. Over the past two years, an extensive iPad training programme for staff was delivered by iTeach.

The established Learning Support Team (LST) ensures effective intervention and support are in place to meet the additional educational and other needs of pupils and to help them overcome barriers to learning.

Recent whole school PRSD objectives have focused on Assessment for Learning, extending e-learning opportunities for pupils and the development of new schemes of work in line with new specifications at KS4 and KS5 level.

Teachers and HoD's are encouraged to participate in peer observation of lessons, PRSD observations take place annually and the Principal undertakes learning walks and hot seating activities with pupils.

School leaders monitor and evaluate policies, departmental minutes, outcomes and the progress of the School Development Plan while each subject department set their objectives in line with the SDP.

Assessment (including cross curricular skills)

Formal internal assessments of pupils occur on two occasions during the school year. Parents of pupils in Forms 1-U6 receive summary reports in Term 1. Form 3, 5, L6 and U6 receive detailed written reports in term 2. Forms 1, 2 and 4 receive detailed written reports at the end of academic year. Reports are managed and produced using the SIMS assessment manager module that allows for tracking of pupil performance.

Curriculum provision

Curriculum provision is detailed in the school's Curriculum Policy. The school has a clear, coherent plan for the delivery of the Northern Ireland Curriculum at Key Stages 3 and 4, which guides the work of the teachers and staff. It provides a long-term overview of the curriculum and guides the teachers' day-to-day work in the classroom through the incorporation of Assessment for Learning and Active Learning Strategies into classroom practice in Key Stages 3 and 4.

The Northern Ireland Curriculum is further supported with the discrete provision for ICT, Employability and Personal Development in the curriculum plan. At present, the school is offering 24 GCSE courses with 21 of them currently designated as applied courses. At KS5 we offer, German, Moving Image Art, Health and Social Care, Government and Politics, Physical Education and Computer Studies in collaboration.

The curriculum plan supports the widest possible student choices for optional subjects. The curriculum plan, the organization of classes and timetables for each academic year, we created based upon the relevant cohort's preferences. All pupils have equal access to the full range of the curriculum. Specific arrangements are made on an individual student basis for special educational needs and music tutorials are coordinated in the best interests of the pupils. The curriculum plan is delivered efficiently, giving appropriate time and emphasis to each curricular area.

The curriculum is broad and balanced and is in line with the Northern Ireland Curriculum, relevant guidance and circulars from DE. The various elements are linked together to create a coherent programme which progresses steadily across years through the use of coherent Schemes of Work. The curriculum is broad and balanced and is in line with the Northern Ireland Curriculum, relevant guidance and circulars from DE.

Evaluation

- The very good standards achieved by the pupils in public examinations,
- The school has made progress towards broadening the curriculum at Key Stage 4 and Key Stage 5.
- At KS5 there is effective collaboration with Campbell College, Bloomfield Collegiate, Ashfield Girls' and Ashfield Boys' to allow access to a wide range of courses.
- KR Homework – Levels of homework 82.1%(KR Parent Survey, October 2015)
- 84.8% of parents rated examination results 'good or 'very good' (KR Parent Survey, October 2015)
- 80.4 % of parents rated teaching quality as 'good' or 'very good' (KR Parent Survey, October 2015)

Evidence

Evidence of good classroom practice is gathered through observations, Schemes of Work, departmental and Heads of Department monitoring of pupils' work and curriculum audits. Departmental meetings include discussions on developing and implementing the school curriculum and appropriate use of ICT resources and sharing good practice. Heads of Department are responsible for planning the work of their department in conjunction with their colleagues and to keep up-to-date with good practice. There is an emphasis on encouraging self-evaluation and departments are encouraged to review their planning and practices on a regular basis and to learn from each other through joint collegial approaches. Annually each department completes a cycle of action planning and results analysis which is then reported back to the Senior Leadership Team through a meeting with the Principal and VP (Teaching and Learning).

- Minutes of departmental meetings
- Teaching and Learning Policy
- Acceptable Use of Computers and Internet Policy
- SEN Policy
- Departmental Schemes of Work
- KR Parent Survey, October 2015
- Use of data at whole school, departmental and individual student level
- Tracking of pupils and intervention to support those academically at risk
- GCSE and GCE Examination results 2013-2016
- Learning Support Team interventions and minutes
- Minutes from EBALC
- Study skills sessions for pupils
- Feedback from examination board moderators
- Accelerated reader scheme
- Minutes of Curriculum Committee of Board of Governors
- SIMS Lesson Monitor and Assessment Manager

Areas for Development

- *Develop a new Assessment Policy*
- *Review and refresh Teaching and Learning Policy*
- *Effective use of data to shape classroom practice*
- *Effective use of data for intervention strategies and student support*
- *Review and revise PLP format and quality*
- *Provide more guidance for parents in supporting their children's learning*
- *Examples of best practice to be collated, shared and reviewed across departments*
- *Build upon existing good practice on Independent Learning*
- *Develop staff peer lesson observation*



2(b) The provision made for the special, additional and other individual educational needs of pupils.

The school has 780 pupils enrolled between the ages of 11 and 19. It has a Sixth Form of 210 pupils. There are 121 pupils on the SEN Register and 12 have statements of SEN. The school has identified just over 15% of the pupils as requiring additional support with their learning.

SEN Register 2017:

Stage 1 – 8

Stage 2 – 61

Stage 3 - 38

Stage 4 - 2

Stage 5 – 12

The staff, who have particular responsibility for pupils with special and additional educational needs are the SENCos, the School Nurses, Classroom Assistants and the Pastoral Teams. Individual Education Plans (IEPs) are provided for pupils, and they are customised by the feedback received from subject teachers to address the needs of each student. The IEP targets are tailored to the student's individual needs and are devised in collaboration with parents and the pupil.

The SENI Department is fully committed to the holistic development of the student and therefore, the Pastoral Development Programme for Form 1 assists in a smooth transition for pupils into post primary education; the pupils work on inter-personal and communication skills while engaging in new friendships.

The SENCo liaises regularly with external agencies such as the Education Authority's (EA) Educational Psychology Services, the Family and Child Consultation Service, the ASD Support Service and the EA services for those with visual or hearing impairment. The Special Educational Needs and Inclusion Policy emphasises the needs of individual pupils. On an annual basis, staff are trained in updating their skills in the teaching of pupils with Special Needs. Personalised support is provided for all pupils with educational needs through the SENI department.

The SENI department promotes a co-ordinated approach to raising standards of achievement amongst pupils with SEN status. The Special Education Needs Co-ordinators are the core members of the Learning Support Team. The Special Educational Needs department provides leadership in identifying and addressing the educational needs of individual and through the co-ordination, development, implementation, monitoring and evaluation of tailored support programmes.

Evaluation

The Special Educational Needs and Inclusion Policy clearly defines the roles and responsibilities of those involved and outlines the provision across the spectrum from that provided within the classroom setting to the support given to statemented pupils. Subject teachers refer to specific Special Educational Needs support and provision within their departmental policies.

Teaching and support staff are informed and regularly updated on the pupils who have Special Educational Needs through Private Folders, protected emails and Inset training. The Code of Practice is followed and the SEN Resources File is made available to all staff. Training on conditions such as ASD, Dyslexia and serious medical conditions, such as Epilepsy, Diabetes and Anaphylaxis, is given a high priority in the INSET calendar.

Evidence

- SENI Policy
- Annual INSET calendar
- The role and function of the SENI department
- Correspondence from SENCo and LST to Parents
- KR Parent Survey, teaching pupils with SEN – 77.9% (October 2015)
- Records of additional support
- Differentiation in lesson planning
- PLPs
- Training resources provided by EA
- Training provided by SEHSCT (for School Nurse and Classroom Assistants)

Area(s) for Improvement

- *To review and further develop subject specific PLPs*
- *To develop more rigorous monitoring of LSS student progress*
 - *To incorporate action planning into SENI department*
 - *To include SENCos as members of the MMT*



2c A summary and evaluation of the strategies in place for the promotion of the health, well-being, child protection, attendance, good behaviour and discipline of pupils.

Positive behaviour throughout the school is based on good relationships between teachers and pupils and is founded on the principle of mutual respect. We believe that good discipline practices create the conditions for effective learning and help to develop in young people the necessary responsible attitudes and values for life. Our emphasis is on the positive approach of encouragement and praise. We have a systematic process for rewarding pupils which is understood by all and characterised by consistency of approach. This is reflected in our relevant policies and systems concerned with positive behaviour, the Merit System, pastoral care, anti-bullying, drugs, the use of mobile phones and e-safety. Pupils are expected to be familiar with the school rules and relevant policies which are recorded in their student homework diary and the implications of these for their behaviour. Clear standards of behaviour are provided here, explained to all pupils at the beginning of each academic year and reinforced regularly by Form Tutors and Heads of Year.

The Junior and Senior School Merit Systems reward pupils for positive achievement in the areas of whole school involvement, behaviour, attendance punctuality and standards of work. Individual pupils are presented with a certificate / badge when they reach stipulated targets. Achievements inside and outside of school are acknowledged through Award Ceremonies, weekly assemblies, the school website, meetings with the Senior Staff and the plasma screens.

The pastoral care of pupils is the responsibility of all staff. Pastoral advice forms an important part of the disciplinary framework of the School. Much of such advice is of an informal nature and subject teachers have as important a role to play as those given a specific pastoral role as Form Tutors. Each registration group has a Class Tutor whom they meet with each morning and for a LLW period once per week (two periods in Form One) during which a Personal and Social Development Programme is delivered .

Form teachers are the backbone of the pastoral structure of the school and a great number of the issues are dealt with directly by them. Pupils whose punctuality, attendance and/or behaviour give cause for concern are referred to the Form Tutor. If the problem remains unresolved, or if it recurs, then it is referred to the Head of Year/ Head of Key Stage as appropriate. The Head of Year/ Head of Key Stage and/or the Vice-Principal (Pastoral) deals with cases of serious misbehaviour. The Principal is kept informed at all times

The School Counselling Service, facilitated by Family Works Counselling Service, is available to support pupils. Two School Health Nurses assist children with medical needs and those who feel unwell during the school day. The school also facilitates regular vaccinations. We place great importance on the prevention of bullying. The question of bullying is addressed in Personal Development classes, at Assemblies, in 'Love for Life' presentations and through the Anti- Bullying ambassador's programme. Pupils are made to realise that bullying is never acceptable and that they should speak out when bullying occurs. Bullying incidents are dealt with in accordance with the School's Anti- Bullying Policy and Procedures.

Peer Mentoring Scheme – every Key Stage 3 Tutor Group is supported by a team of 2 peer mentors, Upper Sixth pupils who have been successful in their application to this post of responsibility and who have received external training (Opportunity Youth) for their role, including child protection training. Through weekly attendance at LLW classes, the peer mentors build a relationship with the

junior girls, providing emotional as well as practical support and it is an additional strategy for ensuring child protection and safeguarding.

A range of sanctions are employed depending on the nature and seriousness of the misdemeanour as outlined in the School Positive Behaviour Policy. Staff are encouraged to employ a stepped approach to behaviour management so that they can respond more effectively and consistently to incidents of student indiscipline, this is outlined in our Positive Behaviour Policy. Senior Officer Bearers and Prefects are appointed from among pupils in the Upper Sixth. Senior Office Bearers and Prefects undertake duties where they are responsible for providing leadership across arrange of areas including the House System, the School Council and Sport. They are not permitted to impose sanctions.

Evaluation

Attendance is monitored closely by VP (Pastoral), administrative staff Heads of Year, and Form Tutors using data produced by SIMS and tracked across the academic year. The VP Pastoral meets regularly with the Educational Welfare Officer to discuss issues regarding attendance. Reports are produced which provide data for Tutors to monitor attendance and to inform and encourage tutor groups to achieve high levels of attendance and punctuality. The good attendance of tutor groups is acknowledged through certificates presented at Assemblies and of individuals through certificates for 100% attendance at Award Ceremonies. Pupils whose attendance or punctuality falls below the school average are interviewed and, when necessary, letters requesting parental support are sent. This is initially completed by the Head of Year, followed by intervention from the Vice Principal (Pastoral) and, if appropriate, the matter is referred to the Educational Welfare Officer.

The school has very good, comprehensive arrangements in place for safeguarding pupils. These arrangements reflect the guidance issued by the Department of Education. The October 2015 KR parent survey report showed 85.0% are happy with school security.

Evidence

- Attendance figures.
- Positive Behaviour policy.
- Merit System outcomes.
- Target setting for individual pupils
- Safeguarding and Child Protection Policy
- E-Safety Policy
- Drugs Policy
- Anti-Bullying Policy
- Referral summaries for Family Works Counsellor

Area(s) for Development

- *To raise levels of student attendance.*
- *To address student mental health issues – bullying, resilience and handling stress.*



2(d) A summary and evaluation, including through the use of data, of the school's strategies for: providing for the Professional Development of staff.

As a school we believe that people are our greatest and most valuable resource; we see staff development as a priority. As a high-performing and self-evaluating school, it is important to reflect and regularly consider our performances at all levels from whole school to individual. INSET and exceptional closure days are organised by the Senior Leadership Team in keeping with guidance issued annually by the Department of Education.

Recent Continuing Professional Development in the NI Curriculum, GCSE and GCE specifications and associated staff development has led to effective changes in classroom practice and in pupils' learning. All staff are encouraged to take responsibility for their own professional development by identifying their progressive needs. The school endeavours to facilitate further training within the constraints of the school budget.

Teaching staff identify their professional development needs through PRSD and individual areas of responsibility. Staff evaluations of courses attended are recorded and analysed each year to inform future CPD. Teaching staff are encouraged to undertake leadership development courses, including PQH (NI). Through the East Belfast Area Learning Community (EBALC) the school facilitates CPD for pastoral and subject leaders, and facilitates departmental meetings across a range of schools.

Evaluation

The ETI Summary of the Chief Inspector's Report 2012-14 p.3 states, 'to ensure all learners receive high quality education and training and fulfil their potential, there is a need to provide high quality professional development and support for staff, particularly where the quality of learning and teaching needs to improve.'

The SDP documents display the importance afforded to professional development.

Evidence

- ETI Summary of the Chief Inspector's Report 2012-14
- SDP 2014 - 2016
- Minutes of Curriculum Committee of the Board of Governors
- Minutes of EBALC groups
- CPD recorded in SIMS personnel records
- In-service training programmes
- Principal's Annual Report to the Board of Governors 2015-2016.

Area(s) for Development***Staff Development Policy******Staff Induction Programme******Staff Handbook***

2(e) Managing attendance and promoting health and well being of staff.

The School's Attendance Policy for staff incorporates recommendations from recent NI Audit Office Reports. Absence rates are monitored by the Principal who reports to the Board of Governors at the end of each academic year.

The school provides state-of-the-art facilities for staff and pupils. Subject departments have their own resource areas which are well equipped with sinks and kettles. There is a spacious Staff Room and kitchen. The staff make use of the Fitness Suite outside teaching hours. The School Nurse is available for health and well-being advice. The school provides access to the Carecall Counselling Service, Cycle to Work scheme and Child Care Voucher Scheme.

Evaluation

The School is fully committed to promoting the attendance, health and well-being of all staff. The VP Teaching and Learning and Finance Manager offer significant support, promoting an ethos of care for all staff and the differing issues which may affect their lives. In addition, all staff have access to 'Carecall', a counselling organisation. Grievance procedures offer formal routes to deal with issues arising.

Evidence

- Managing Attendance Policy
- INSET on Staff Welfare and well-being, staff social events, e.g. Christmas Party, retirement parties
- Cycle to Work scheme and Child Tax Credit scheme
- Compassionate leave beyond statutory requirement.

Area(s) for Development

- *To monitor and evaluate staff attendance rates.*
 - *Introduce return to work interviews for continuous or intermittent absences form work*



2(f) Promoting links with parents and the local community, including other schools, the business community, and voluntary and statutory bodies

Recognizing the importance of close communication between school and home, we take every opportunity to establish and maintain good relations with parents. Parents have legitimate expectations of us to teach their children well and prepare them fully for public examinations, to keep them safe and secure and to look after their welfare. We are committed to keeping them informed of their daughter's progress. We also have expectations of parents which are articulated throughout the school year and through school publications and the use of parentmail.

All new Form 1 pupils and their parents have an induction meeting in June, prior to entry to the Strathearn. Parent-teacher meetings for each year group are held annually and parents are welcome to come to the school to discuss their concerns with staff in a spirit of trust and mutual confidence. The Form 3 Subject Choice Evening, the Form 4 Curriculum Evening, Upper Sixth UCAS Information Evening, iPad Information Evenings and Option Meetings for Form 5 are all important occasions for linking with parents. Circular letters from the Principal are issued periodically and the Governors prepare a written report for the parents of the school each year. The school newsletter, is published at the end of every term and keeps parents and friends of the school informed of our pupils' achievements and work. Parents assist in providing Work Experience placements for the Lower Sixth each January. The school website provides comprehensive information about the school and is to be found at www.strathearn.org.uk

In addition to the annual school report, interim reports are sent to parents once per year, in the autumn term. The Student Homework Diary also provides a means of two-way communication between school and the home. Parents may contact the school at any time on any matter of concern to them. Teachers appreciate greatly the tradition of partnership and support for their work which has been evident down through the years.

The Parent Association, established in 2008, meets regularly and has held a number of successful functions each year for parents, staff and friends of the school.

In conjunction with neighbouring schools we work to develop joint courses and curricular opportunities for all pupils. We are members of the East Belfast Area Learning Community, and attend groups for Principals, Vice Principals (Curriculum), Vice Principals (Pastoral), Careers and SENCos. The pupils and staff of Primary Schools also visit the school to prepare for Christmas concerts and use the facilities in Physical Education.

The Careers Department liaises with the Careers Service, Sentinus, Queen's University, Belfast, Ulster University, and Stranmillis University College. An audit of Year 13 work experience in 2015 noted an increase in local student placements.

The school has links with and raises funds for many local and international charities. Senior School pupils continue to volunteer in the Special School -Mitchell House. The school's facilities are heavily used by local community and sporting organisations until 9.00pm most evenings. We have good relations with Belfast City Council, East Belfast churches and local businesses, hosting local events and engaging with the community.

The Personal Development Programme is supported by presentations from various external agencies (DOE, LearnSpark, Love for Life, NSPCC, PSNI, SHAHRP, SOS Bus, Translink, etc.). The school links effectively with DE, GBA, AQE, EA Belfast Region (EA), C2K and BMC / SERC.

Evaluation

- There are clear lines of communication within the school with parents, external agencies, community and business leaders.
- 82.7 % of parents rated communication with the school 'good' or 'very good' (KR Parent Survey October 2015).
- Pupils believe they have caring teachers is 83%. 92% also believe 'the school and its teachers are held in respect by the local community' and 'the pupils of this school are held in high esteem by the local community' (KR Parent Survey October 2015).

Evidence

- Kirkland Rowell Parent / Pupil Survey October 2015. .
- East Belfast Area Learning Community agendas, minutes and reports.
- PA agendas and minutes.
- Links with Sentinus, QUB, UU, St and Stranmillis University College.
- Communication with statutory bodies.
- Careers Service programme of information sessions and guidance interviews
- Use of facilities by community and sporting organisations.
- Links with voluntary agencies
- Open Day.
- Curriculum Evenings
- Higher Education Evenings
- iPad Information Evenings
- Careers Department – record of Lower Sixth student work experience placements.

Area(s) for Development

- *To work with our collaborative partners with an interest in strengthening our community*
 - *Develop a marketing strategy*



2(g) Promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

The school is well equipped with ICT facilities. The school has 2 separate, filtered Wi-Fi networks; C2K MERU and Classnet (Apple Express Network).

Each classroom has a PC, an interactive white board, digital projector and Apple Tv. Departments have a resource base equipped with a computer and access to a printer. In addition departments are allocated laptops.

Pupils have access to managed computers in the following areas; Art(13),Careers(6),HE(34),ICT(21), Learning Centre(68), Learning Support(4),Library(6),Music (24 Macs),G24 Recording(14 Macs) and Technology (38). In addition staff have access to 6 bookable trolleys each containing 25 Chromebooks.

The school has supplied all teachers with an iPad and are in the process of rolling out managed iPads to KS3 pupils. Modern Foreign Languages have 26 iPod Touch, used for listening exercises.

All teachers in the school have an iPad while Forms 1 and 2 pupils have iPads supplied by the school.

An online booking system for all ICT suites is in place. There is supervised computer access for pupils before morning registration, during morning breaks and lunch times, and after school. Training was provided on the C2k Education Network, FRONTER and iPad use, including core apps and their application to learning and teaching.

The school provides a range of training and development opportunities for both Staff and Pupils on the effective use of ICT. C2K, iTeach and our own staff have delivered e-learning training to staff on INSET Days demonstrating the educational use of iPads and associated Apps, Fronter, Google Classroom and One Drive. The staff continue to develop their ICT skills as an aid to student learning in the classroom and at home. Departments have created a range of electronic resources across a range of Virtual Learning Environments and as a result pupils have access to learning and lesson resources online. iTeach provided initial training, including E-Safety, to all pupils who receive a school managed iPad.

SIMS (School Information Management System) modules are used extensively throughout the school, permeating into almost every aspect of school life involving pupils and staff. The most widely used modules relate to student and staff records, data management, timetabling, financial management, attendance, behaviour management, assessment, reporting, examinations, performance analysis and timetabling.

Evaluation

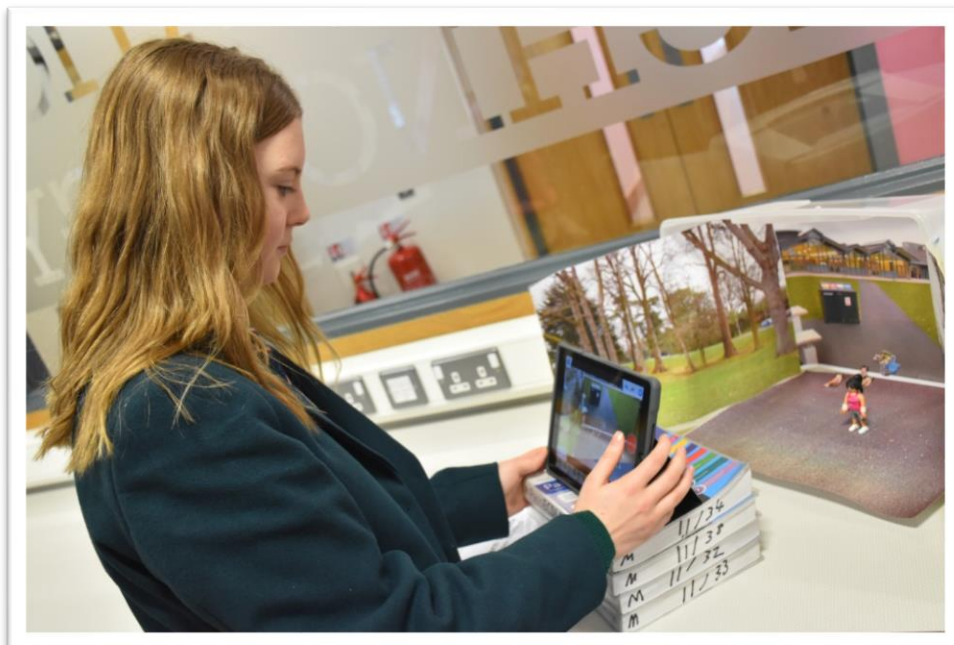
- Though the school is well equipped with ICT facilities, there is a heavy demand among teachers and pupils to use them. The ICT rooms are in constant use throughout the school week. The Senior Leadership Team is aware of this demand and continues to plan to further invest in ICT hardware and software in the coming years.
- In 2016 the school updated its E-Safety Policy to reflect the increase use of mobile devices and new technologies within School.

Evidence

- ICT facilities in the school
- Subject courses uploaded to FRONTER
- INSET Day programmes
- External C2K courses on SIMS modules
- Internal Training on SIMS modules
- PRSD documentation.
- CPD records
- Role and work of ICT Technician
- Dissemination of good practice/PRSD
- KS3 reports
- Department Minutes
- Pupil Work

Area(s) for Development

- *Update the library system to include lending of eBooks.*
- *Continued revision of schemes at KS3 to include coding*
- *Parent awareness training on monitoring their child's iPad use*
- *Roll out of iPads to other year groups*
- *Continued development of staff ICT skills*
- *Embed E-Safety in all aspects of School life.*



3. An assessment of the school's current financial position and the use made of its financial and other resources. The planned use of the school's projected resources during the period covered by the plan to support the actions to bring about improvement in standards

When the three year School Development Plan was being finalised in June 2017 and for much of the 6 month period during which it was researched, planned and consulted upon, the financial projections communicated to schools have been very pessimistic. Predictions of significant cuts to spending on public services, including education, have been made by politicians and senior civil servants at both a regional and national level. In fact, for the Financial Plan, DENI has required schools to assume that there will be no increase in funding to take account of inflation and pay rises that will come into effect during the second and third year of this three year Financial Plan.

The considerable financial pressures being experienced by all post-primary schools are aggravated by the costs of maintaining the excellent facilities to a high standard worthy of twenty-first century education. Cuts to the funding of the Education Authority have reduced its capacity to assist with our maintenance and repair costs. As a school which has embraced collaboration, particularly with the local Area Learning Community, the planned phasing out of the funding for the Entitlement Framework will also add to the school's financial pressures.

As a consequence of this financial outlook this School Development Plan has had to be created in a manner that does not lead to significant additional on-going costs and increasingly our focus during financial planning has become improvement of existing academic and pastoral programs.

Sources of Evidence

- Three year financial planning
- Finance Committee Minutes
- Financial Monitoring returns
- Internal and external audit statements

Future

The school is developing a detailed three year financial plan in order to account for the radically changing financial position.

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.

Student Attainment in Public Examinations 2014 to 2016 (Three Year comparison against Key Indicators)

A2 Outcomes 2014 – 2016 (NI average where available in brackets)

	2013 - 2014	2014 - 2015	2015 - 2016
% 3+ A* - C Grades	80.2 (80.2)	77 (80)	86 (79.5)
% 3+ A* - E Grades	96.2	92	97
% 2+ A* - E Grades	97.2 (99.7)	100 (99.8)	100 (99.7)
% of all grades A* and A	52	51	50
% of all grades A* - C	96	93	95
FSME % 3+A* - C Grades	N/A (75.3)	0* (72.5)	50*(71.8)

GCSE Outcomes 2014 – 2016 (NI average where available in brackets)

	2013 - 2014	2014 - 2015	2015 - 2016
% 9+ A* - C Grades	88	82	86.2
% 7+ A* - C Grades	96.6 (95.8)	96.5 (96.4)	97.4 (95.7)
% 7+ A* - C Grades inc English and Maths	95.7 (94.7)	96.5 (95.2)	97.4 (94.5)
% 5+ A* - C Grades	98.3 (98.5)	99.1 (99.1)	100 (98.3)
% 5+ A* - C Grades inc English and Maths	97.4 (96.5)	99.1(97)	100(96.2)
% of all grades A* and A	68	60	56
% of all grades A* - B	92	89	86
FSME % 7+A* - C Grades Grades inc English and Maths	N/A (89.3)	75* (88)	75* (87.6)
FSME % 5+A* - C Grades Grades inc English and Maths	N/A (91.7)	100* (93.4)	100* (90.8)

* Less than 5 pupils



Strathearn School

Summary of School Development Plan 2016 – 2017

Area		Year 1: 2016 - 2017
Learning and teaching	<i>How effective are teaching and learning, and assessment?</i>	<p>Prepare for the introduction of revised GCSE and A2 specifications that are to be first taught in September 2017.</p> <p>Develop the use of ICT within the classroom.</p> <p>Develop Accelerated Reader at Key Stage 3 to promote literacy.</p> <p>Review homework.</p> <p>Review the Careers Education, Information, Advice and Guidance (CEIAG) provision across the whole school.</p> <p>Continue to expand the choice of subjects offered at GCSE and post 16.</p>
Staff Development and Welfare	<i>How effective is Staff Development in raising achievement and supporting learners?</i>	<p>Provide staff training on the use of iPads and Chromebooks as a pupil learning tool.</p> <p>Support the members of the Middle Management Team (MMT) in monitoring and evaluating the work of their departments.</p> <p>Provide guidance for staff on the best working practices to support pupils with an additional need.</p> <p>Review the Performance Review and Staff Development (PRSD) programme and provide staff with professional development opportunities in response to identified needs.</p>
Pastoral Care	<i>How well are the learners cared for, guided and supported?</i>	<p>Revise the E-Safety and Anti-bullying policies and ensure the School community is conversant with their content.</p> <p>Review the procedures used for recognition of achievement.</p> <p>Review all the posts of responsibility in the Sixth Form.</p> <p>Refine communication protocols for the recording and sharing of pastoral information.</p>

Strathearn School

Summary of School Development Plan 2015 – 2016

Area		2015 - 2016	2016 - 2017
Learning and teaching	<i>How effective are teaching and learning, and assessment?</i>	<p>Prepare for the introduction of revised GCE AS-level specifications that are to be first taught in September 2016.</p> <p>Develop curricular resources.</p> <p>Develop the use of Chromebooks to assist with the production and management of GCSE controlled assessment.</p> <p>Introduce Accelerated Reader at Key Stage 3 to promote literacy.</p> <p>Maintain the high level of attainment at A-level as indicated by the percentage of pupils achieving three grades A*-C.</p> <p>Continue to investigate and develop methods for the tracking of pupil performance.</p> <p>Continue to work towards the implementation of the Entitlement Framework through offering a wide range of subjects (meeting the needs of our pupils) at GCSE and post 16.</p>	Introduce iPads for 1-1 use at Key Stage 3
Staff Development and Welfare	<i>How effective is Staff Development in raising achievement and supporting learners?</i>	<p>Provide staff training on the use of iPads and Chromebooks.</p> <p>Provide staff training and support to the new members of the Pastoral Team.</p> <p>Provide staff with professional development opportunities in response to identified needs.</p>	Provide staff training on the use of iPads as a pupil learning tool
Pastoral Care	<i>How well are the learners cared for, guided and supported?</i>	<p>Revise the e-Safety policy and Data Protection procedures and ensure the School community is conversant with their content.</p> <p>Revise the Anti-bullying policy and ensure the School community is conversant with its content.</p>	
School Development Planning		Audit school provision using Kirkland Rowell surveys and prepare the next 3 year (2016- 2019) School Development Plan.	

Strathearn School**Summary of School Development Plan 2015 – 2016**

Area		2014 - 2015
Learning and teaching	<i>How effective are teaching and learning, and assessment?</i>	<p>Maintain and develop further the effectiveness of teaching and learning through classroom practice and focused activities.</p> <p>Continue to focus on raising the level of achievement at A-level as indicated by the percentage of pupils achieving three grades A*-C.</p> <p>Investigate and develop methods for the tracking of pupil performance.</p> <p>Continue to work towards the implementation of the Entitlement Framework (by September 2015) through offering a wider range of subjects (meeting the needs of our pupils) at GCSE and post 16.</p>
Staff Development and Welfare	<i>How effective is Staff Development in raising achievement and supporting learners?</i>	<p>Support the work of the School Improvement Teams.</p> <p>Provide staff training on the use of 'Fronter' – a Virtual Learning Environment.</p> <p>Provide staff with professional development opportunities in response to identified needs.</p> <p>Provide a staff health check.</p>
Pastoral Care	<i>How well are the learners cared for, guided and supported?</i>	<p>Implement the use of the electronic Attendance module for registration.</p> <p>Revise the e-Safety policy and Data Protection procedures and ensure the School community is conversant with their content.</p> <p>Revise the Anti-bullying policy and ensure the School community is conversant with its content.</p> <p>Revise the Health & Safety Policy and Procedures and ensure the School community is conversant with their content.</p>
School Development Planning		<p>Audit school provision and prepare the next 3 year (2015- 2018) School Development Plan.</p>

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

The school has a reputation as a high-achieving academic institution with an emphasis on the pastoral care of pupils and staff. While it has a highly academic curriculum it meets the requirements of the Entitlement Framework. Subject uptake at GCSE and A level will be monitored and evaluated throughout the life of this plan.

In October 2015 a Kirkland Rowell Survey was completed with a focus to ascertain views from staff, parents and pupils about Strathearn. The overall quality of learning and teaching, pastoral care, leadership and management was classified as 'outstanding'.

The principal challenges and opportunities deriving from such a context are the:

- Embedding of a culture of self-evaluation and continuing professional development among teaching and support staff;
- Maintaining high academic and pastoral standards;
- Improving the quality of learning and teaching;
- Encouraging more independent learning;
- Integration of e-learning provision and IT management facilities, including the effective use of data, student tracking, student target-setting,

MLEs, and improved SIMS use as a management tool;

- Maintenance of high academic standards in a period of uncertainty for post-primary schools in an unregulated transfer system;
- Developing deeper relationships with local primary, post-primary schools, ALCs, FE, HE Institutions and other providers;
- Significant staff development will be required to meet the above challenges and opportunities.

Changes to the NI curriculum, the drive to achieve higher attainments, revision of the GCSE and GCE specifications, area-based planning and e-Learning will impact upon the school's work between 2017 and 2020. The biggest single challenge will be building on existing standards while operating with a substantially reduced budget. The sustained enhancement of the IT provision of the school, computerisation processes and proposals for inclusivity and community development will also play a significant role in the work of the school over the years of the plan. The previous school Improvement Plan of 2014-2017 focused on maintaining high academic and pastoral standards, improvement standards of learning and teaching, meeting the challenges of the Northern Ireland Revised Curriculum, developing the curriculum to meet the Entitlement Framework and embedding Assessment for Learning strategies. While some of these issues remain, the School now needs to develop its professional capability, forge external links and work towards greater self-evaluation and monitoring of its processes and progress, while helping pupils become more independent learners in keeping with our aims and values.

Challenges Opportunities

Reduced financial allocation Greater sharing and better use of resources

Extending our curriculum, particularly in applied subjects

Enhancing of pupils' experiences

Building the Area Learning Community greater collaboration with other educational providers

Building on teaching expertise and staff development

Increasing use of ICT and electronic media

Reducing the administrative burden and making better use of data
Cyber-bullying helping pupils to be resilient and to develop independence
Student well-being: mental health and mindfulness
Providing support for pastoral concerns

Key DE Policies for Education

The following list sets out the Department of Education's key policies for schools researched in the completion of this School Development Plan:

- Every School a Good School – a policy for school improvement.
- Together Towards Improvement – a policy for self-evaluation.
- Statutory curriculum and its assessment arrangements.
- Entitlement Framework.
- Literacy and numeracy strategy.
- Science, Technology, Engineering and Mathematics (STEM).
- The Way Forward for Special Educational Needs and Inclusion.
- Student Health and Well-Being.
- Child Protection and Pastoral Care.
- Professional development of teachers, leaders and school workforce.
- Promoting stronger links between schools, families and communities, including the Extended Schools and Full Service Schools Programmes.



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 this plan.

The School Development Plan was informed by:

- An Audit of the existing plan
- A Kirkland Rowell survey
- Reference to comparative data
- Relevant current educational initiatives and statutory requirements

Pupils:

- Completed Kirkland Rowell survey
- Assemblies
- School Council

Parents:

- Completed Kirkland Rowell survey
- Online consultation with all parents

Staff

- Completed Kirkland Rowell survey
- Staff Development Day consultation

Governors:

- Responses to consultation and discussions at Full Board and Committee level (Curriculum)

7 Arrangements for the monitoring, reviewing and evaluation of progress made against the School Development Plan

The Principal will give regular reports to the Board of Governors at the full Board meeting and the Curriculum Committee concerning the implementation and progress of the activities involved in the School Development Plan and other activities within the College.

APPENDIX 1**Documents used in writing this plan**

- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- DE: Circular 2009/10 – School Development Planning and Target Setting [June 2009]
- DE: Every School a Good School – A Policy for School Improvement [30 April 2009]
- DE: Every School a Good School SEN– A Policy for School Improvement [30 April 2009]
- DE: Count, read: succeed – A Strategy to Improve Outcomes in Literacy and Numeracy [21 March 2011]
- DE: School Development Planning Guidance [June 2005]
- DE: Together Towards Improvement (2010)
- DE: Annual Bench-marking Data, Secondary Schools
- GTCNI: Teaching – the Reflective Profession
- Kirkland Rowell, School Student Survey, October 2015
- Kirkland Rowell, School Parent Survey October 2015
- Kirkland Rowell, School Staff Survey October 2015

Our three year School Development Plan is designed to give us a collective focus on whole school improvement, seeking to maximise the opportunity and experience given to every Strathearn pupil. We will seek to raise standards in teaching and learning with objective and attainable goals. We will strive to develop more pupil centred provision with programmes and structures that equip the girls for life in contemporary society. We will develop leadership opportunities amongst the staff body, recognising that leading learning is valued and requires investment in people. Finally, we will open our doors to learning in the community as we seek to share the Strathearn ethos and resources with others. Through this process, we will reflect on our own school vision, aims and mission statement as we ensure that Strathearn continues to meet the needs of its pupils in our pursuit of excellence.

‘Strathearn exists for its pupils; we put the needs of the girls first’

Target 1 -Provision of high quality learning and teaching		Lead Staff Member
Raising Standards Quality of Teaching and Learning	<p>1.1 Improving pupils standards in external examinations- By June 2020 the quality of all lessons will be described as good or better, according to ETI descriptors.</p> <ul style="list-style-type: none"> ○ KS3-By June 2020 all KS3 students will achieve level 5 in Communication, Using Maths and Using ICT. ○ KS4-By June 2020 the School GCSE statistics will be consistently higher than the NI average for girls in grammar schools.(7+ passes A*-C including English & Maths – will be in the upper quartile) ○ Post 16 – By June 2020 the School GCE statistics for 3 passes A*-C will be consistently higher than the NI Average for girls in grammar schools <p>1.2 Ensuring appropriate teaching and learning procedures to lead to improved pupil outcomes <i>(To include: Assessment review; Standardised time bound tasks established in all departments and AfL to focus on pupil voice; T & L handbook)</i></p> <p>1.3 Develop and embed new teaching programmes with appropriate planning to incorporate cross curricular skills and e-learning activities at all key stages <i>(To include: New specifications; incorporation of cross curricular areas and e-learning to SOW)</i></p> <p>1.4 To establish a consistent approach to Literacy and Numeracy across the entire school</p> <p>1.5 Review the quality of curricular provision to meet the needs of all pupils <i>(To include: Links with ALC; review curricular structures)</i></p> <p>1.6 Establish effective data management systems that support and enhance pupil progress <i>(To include: Baseline testing; value-added analysis; embed the use of FFT data)</i></p> <p>1.7 To infuse careers provision across all aspects of school life <i>(To include: CEAIG; ‘every teacher a careers teacher’ and pupil transitions)</i></p> <p>1.8 Enhance e-learning provision across the school to effect improved classroom practice <i>(To include: embed the use of emerging technologies; data protection)</i></p>	VP (T&L) SL

Target 2- Pupil-Centred Provision		
Raising Standards Improving Pastoral Care and SEN structures	<p>2.1 Review pastoral programme to order to support pupils informing and maintaining healthy relationships <i>(To include: Audit of PD provision across key stages; Review RSE provision and staff training)</i></p> <p>2.2 Identify and embed opportunities for recognising pupil achievement and pupil leadership across each key stage <i>(To include: Promoting staff award of merits and consistency in BP; clarifying procedures for new staff; supporting recording procedures for tutors)</i></p> <p>2.3 The school attendance figures will consistently exceed the NI average for NI Grammar Schools <i>(To include: Attendance policy implementation)</i></p> <p>2.4 Establishing a culture of consistent and confident practice in the implementation of the Positive Behaviour Policy</p> <p>2.5 Ensure that safeguarding, drugs education and anti-bullying are compliant with current legislation and relevant to the needs of pupils in contemporary society <i>(To include: Staff development -supporting vulnerable pupils; Drugs policy and e-safety)</i></p> <p>2.6 Enhance the SENI provision to support pupils with identified needs and improve pupil outcomes <i>(To include: Early identification and intervention; improved planning and pupil outcomes)</i></p> <p>2.7 To develop, embed and enhance pupil voice and participation strategies in learning <i>(To include: PV through formal and informal curriculum; parents forum)</i></p>	VP (P) SL
Target 3- Leading Learning		
Raising Standards: Ensure effectiveness of school leadership to lead to school improvement	<p>3.1 Develop the leadership capacity within the school at all levels <i>(To include: Embed the roles of new Senior Leaders to focus on school improvement; School Improvement Teams and Middle Management Team)</i></p> <p>3.2 Review and revise staff code of conduct and staff handbook to improve communication</p> <p>3.3 Develop and deliver a CPD programme for teaching and support staff that meets identified needs and improves pupils learning experiences.</p> <p>3.4 Self –evaluation – Develop methodologies for sharing best practice at whole school, departmental and individual levels <i>(To include: trusted colleague network)</i></p> <p>3.5 Embed the changes of the revised and refreshed PRSD programme</p>	P VP(T & L) VP (P) SL

Target 4- Learning in the Community		
Raising Standards: Work collaboratively with all partners in the interest of strengthening community	4.1 Establish and embed best working practices to promote resilience, health and mental wellbeing amongst staff and pupils. <i>(To include: Promote pupils resilience through PD; mindfulness strategies)</i> 4.2 Raise the profile of the school as a centre of excellence <i>(To include: PR and marketing strategy)</i> 4.3 Increase our community links to support pupils in their transition phases <i>(To include: Primary schools; EBALC; external providers)</i>	P VP(T & L) VP (P) SL
Target 5 – Promoting a sustainable school		
Raising Standards: To ensure that the school is a sustainable institution	5.1 Ensuring that school resources are effectively and efficiently managed to lead to a high quality educational experience for the pupils <i>(To include: Finance, staffing, procurement and ICT development)</i> 5.2 The maintenance, operation and investment in the schools estate to allow quality teaching and learning	P Finance Manager

ACRONYMS USED IN THE SCHOOL DEVELOPMENT PLAN

ABP	Area-based Planning	KR	Kirkland Rowell Survey of parents, staff and students
AfL	Assessment for Learning	LLW	Learning for Life and Work
ALC	Area Learning Community	NIC	Northern Ireland Curriculum
C2K	Classroom 2000 – NI Schools’ IT network	PC	Pastoral Care
CEA	Council for Examinations and Assessment	PD	Personal Development
CEIAG	Careers, Education, Information, Advice and Guidance	PE	Physical Education
CPD	Continuous Professional Development	PQH	Professional Qualification for Headship
DE	Department of Education	PRSD	Performance Review and Staff Development
EA	Education Authority	RSE	Relationship and Sexuality Education
EF	Entitlement Framework	RTU	Regional Training Unit
EPD	Early Professional Development	SEN	Special Education Needs
ETI	Education and Training Inspectorate	SENCo	Special Educational Needs Co-ordinator
GCSE	General Certificate of Secondary Education	SD	School Development Plan
HoD	Head of Department	SoW	Scheme of Work
HoY	Head of Year	STEM	Science, Technology, Engineering and Mathematics
ICT	Information Communication and Technology	TSPC	Thinking Skills and Personal Capabilities
IEP	Individual Education Plan	VP	Vice Principal
INSET	In-Service Training	IWB	Inter-active Whiteboard