

NENDRUM COLLEGE

School Development Plan 2025-28

Year 1 Evaluation Report

Report to the Board of Governors

Overall judgement: GOOD PROGRESS

Significant progress has been made across all seven strategic priorities, with strong foundations established for Year 2.

Academic Year 2025-26

Nurture | Commitment | Community

Executive Summary

Year 1 of the School Development Plan has been successful, with significant progress made across all seven strategic priorities. Particular strengths include record Year 8 enrolment, strengthened leadership capacity, the introduction of a whole-school teaching and learning framework, enhanced inclusion and pastoral provision, and improved financial sustainability through strategic restructuring. The College is better positioned to achieve its long-term ambition of becoming a high-performing, inclusive and financially sustainable school.

Strategic priority	Year 1 position	Headline evidence
Financial sustainability	Further work needed	Cost avoidance achieved through timetable restructuring and increased lettings, however, rate of deficit increase remained the same.
Year 8 enrolment	Strong progress	167 applications, 101 first preferences and the largest and a TV applied for 101 plus 17 statemented pupils Year 8 intake in College history.
Teaching and assessment	Good progress	Whole-school framework introduced; consistency and assessment remain priorities.
Pastoral care and inclusion	Good progress	Attendance, rewards, SEN and nurture provision strengthened.
Staff and leadership	Good progress	New leadership structure and substantial TPL investment embedded.
Post-16 pathways	Developing	Curriculum review and pathway planning commenced.
Parents and community	Strong progress	Feeder-school, parental and local business engagement increased.

School Development Plan targets

	2025 - 26			2026 - 27		
	Whole School	FSM	SEN stage 3	Whole School	FSM	SEN stage 3
Attendance	89% (87%)	86% (84%)	81% (87%)	88%	86%	87%
English	77.9% (82%)	70.8% (75%)	60% (52.9%)	78%	72%	52%
Maths	67.1% (72%)	54.1% (55%)	60% (67%)	77%	56%	66%
Achieving both English & Maths	63.% (62%)	41.6%	40%	64%	55%	
5 or more GCSEs A* - C	93% (92%)	31.2%	60%	93%		
5 or more GCSEs A* - C Inc Eng / Math	63% (62%)	41.7%	20%	64%		

The School Development Plan set ambitious targets for attendance and attainment across the whole school, FSM pupils and SEN Stage 3 pupils. Actual outcomes are shown in red. While attendance remained below the target at **87% against a target of 89%**, academic performance was strong overall. English attainment exceeded target, with **82%** achieving the benchmark compared to a target of **77.9%**, while Mathematics also exceeded expectations at **72%** against a target of **67.1%**. Outcomes for FSM pupils improved, particularly in English and Mathematics, and SEN Stage 3 pupils exceeded their Mathematics target. GCSE performance remained a significant strength, with **92%** achieving 5+ GCSEs A*-C and **62%** achieving 5+ GCSEs A*-C including English and Mathematics, both close to target. Overall, the outcomes demonstrate strong attainment and improving outcomes for key groups, with attendance and aspects of SEN attainment remaining priorities for further improvement.

1. Improve Financial Sustainability and Reduce the Rate of Rising Deficit

Key achievements

- Implemented a two-week timetable model that increased leadership and management time without additional teaching appointments.
- Achieved significant cost avoidance, estimated as equivalent to approximately three additional teaching posts under the previous structure.
- Increased income generation through community lettings and a revised charging structure.
- Managed unforeseen pressures including teacher pay awards, back pay, ICT replacement, printing infrastructure, signage and marketing investment.

Governor evaluation

The College slowed the rate of deficit growth while increasing organisational capacity. Financial pressures remain significant and require continued monitoring.

Priorities for Year 2

- Expand community lettings and external income streams.
- Review cover expenditure and internal cover arrangements.
- Pursue external grant opportunities.
- Use increased enrolment to strengthen future funding and budget stability.

2. Increase Year 8 Enrolment from 80 to 118 Pupils

Key achievements

- Received 167 applications, including 118 first preference applications.
- Secured an Education Authority temporary variation from 80 to 101 admissions, with a further 17 statemented pupils admitted.
- Achieved a total intake of 118 pupils, the largest Year 8 cohort in the College's history.
- Strengthened feeder-school relationships through transition activity, communications, promotion, advertising and external signage.

Governor evaluation

The target was achieved. Increased demand demonstrates strengthened parental confidence and supports longer-term financial and organisational sustainability.

Priorities for Year 2

- Formalise feeder-primary partnerships and expand outreach.
- Develop pupil ambassador and enrichment programmes.
- Continue targeted promotion of College strengths and successes.
- Build the evidence base for a permanent increase in admissions.

3. Planning, Teaching and Assessment for Successful Learning

Key achievements

- Introduced the Teaching and Learning at Nendrum framework and the Way In, Way Through, Way Out lesson cycle.
- Increased English and Mathematics contact time at Key Stage 4 to four hours per week.
- Revised PRSD and quality-assurance processes to support professional growth and sharing of effective practice.
- Delivered evidence-informed professional learning through InnerDrive, PiXL and College-led sessions.
- Established improved data reviews, electronic reporting and intervention tracking, although full staff compliance and consistent classroom practice require further development.

Governor evaluation

A shared pedagogical language and clearer whole-school expectations are now established. Evidence shows strong staff awareness, but pupil voice and learning-support feedback indicate that consistency across subjects remains an area for improvement.

Priorities for Year 2

- Focus Year 2 professional learning on Way Through and Way Out strategies, formative assessment and checking for understanding.
- Improve consistency in teaching, assessment and classroom expectations across departments.
- Strengthen Key Stage 3 tracking, target setting and departmental use of data.
- Ensure all classes have access to Google Classroom and appropriate blended-learning support.

4. Enhance Pastoral Care to Improve Equity, Inclusion and Diversity

Key achievements

- Strengthened attendance monitoring through the Attendance Officer, home-school contact and early intervention.
- Reduced chronic and severe chronic absence and reported an overall two percentage-point increase in attendance.
- Introduced a revised rewards system linked to Nurture, Commitment and Community; suspensions reduced by 30% and behaviour entries reduced by 1,000 compared with the same period in the previous year.
- Expanded SEN capacity through the Assistant Learning Support Coordinator, additional teaching, access-arrangements training and development of a sensory space.
- Developed extended registration, RSE, wellbeing provision, the House System and pupil leadership opportunities.

Governor evaluation

Pastoral and inclusion systems are more proactive and coordinated. Strong progress is evident in attendance, rewards and SEN provision, while behaviour-policy consistency, early intervention and pupil leadership structures require further embedding.

Priorities for Year 2

- Implement a clearer consequence framework and reinforce consistent behaviour expectations.

- Target regular attendance and strengthen support for FSM and SEND pupils.
- Complete and formalise The NEST nurture provision, including referral and monitoring arrangements.
- Prepare staff and systems for the new SEN Code of Practice and expected access-arrangements inspection.

5. Strengthen Staff Development, Leadership and Wellbeing

Key achievements

- Embedded a revised Senior Leadership Team structure with clear strategic remits aligned to school improvement.
- Developed senior and middle leadership through external programmes, coaching, PiXL networks and professional dialogue.
- Invested £15,738.17 in Teacher Professional Learning across leadership, pedagogy, SEN, attendance and implementation support.
- Used timetable restructuring to increase release time for senior leaders, Heads of Year and Heads of Department without additional staffing.
- Revised PRSD and established a research-informed professional learning framework.

Governor evaluation

Leadership capacity, accountability and professional learning have strengthened. Staff recognise improved development opportunities and role clarity, although workload, communication, leadership visibility and staff voice remain continuing priorities.

Priorities for Year 2

- Embed the professional learning framework and evaluate impact through PRSD, observations, departmental reviews and pupil outcomes.
- Expand coaching, mentoring and succession planning.
- Re-establish and strengthen the Staff Wellbeing Committee.
- Continue workload review and improve communication and consultation mechanisms.

6. Expand Curriculum to Ensure Post-16 Pathways

Key achievements

- Commenced curriculum review to align Key Stage 4 provision with pupil needs and future destinations.
- Reviewed academic and vocational routes, including movement towards BTEC qualifications where appropriate.
- Strengthened careers guidance, subject-choice processes and planning for literacy, numeracy and digital skills.
- Continued development of the evidence base for future post-16 provision through stakeholder engagement and pathway analysis.

Governor evaluation

Year 1 established the foundations for curriculum expansion. Further work is needed to finalise revised pathways, demonstrate demand and ensure that the offer is viable, inclusive and sustainable.

Priorities for Year 2

- Finalise the revised curriculum framework and timeline for new pathways.
- Strengthen links with further education, sixth-form providers, employers and local industry.
- Develop targeted support for disadvantaged pupils progressing to Level 3 study.
- Continue building an evidence-based case for post-16 provision.

7. Build Deeper Engagement with Parents, Feeder Schools and the Community

Key achievements

- Strengthened feeder-primary relationships through transition activities, information events and enhanced communication.
- Consulted pupils, staff, parents and governors in developing the College ethos, vision and values.
- Increased community use of College facilities and developed partnerships with local businesses, including support for pupil rewards.
- Expanded the contribution of external agencies to attendance, wellbeing, RSE, inclusion and pupil development.
- Improved the visibility and profile of the College through marketing, signage, newsletters and social media.

Governor evaluation

Engagement activity contributed directly to increased Year 8 demand and strengthened the College's profile. Some parent events had limited attendance, indicating a need to align future engagement more closely with times when families are already on site.

Priorities for Year 2

- Develop a structured annual programme of parent workshops and feeder-school activity.
- Increase pupil ambassador involvement in primary outreach.
- Target parent engagement alongside induction, consultation and transition events.
- Create longer-term business sponsorship and community partnership arrangements.

Overall Evaluation and Governor Assurance

Year 1 has established strong foundations for the remaining two years of the School Development Plan. The most significant achievements were the transformation of leadership structures, record Year 8 enrolment, implementation of the whole-school teaching and learning framework, strengthened pastoral and inclusion systems, and the use of strategic restructuring to increase capacity without equivalent staffing growth.

Matters requiring continued governor oversight

- The trajectory of the deficit and delivery of income-generation and cost-control measures.
- The impact of increased enrolment on staffing, accommodation, SEN provision and financial sustainability.
- Consistency in teaching, assessment, behaviour management and the use of pupil-progress data.
- Attendance and attainment gaps affecting FSM and SEND pupils.
- The measurable impact of professional learning on classroom practice and pupil outcomes.
- The viability, demand and evidence base for curriculum expansion and future post-16 provision.

BUDGET 2025/26

Allocations and Spending

Total allocation for financial year 2025/26

2,611,157

		Allocations	Spending	Balance
Salaries & Wages	Teaching Staff	2,441,468	2,421,117	20,351
	Non-Teaching Staff	189,629	190,958	-1,329
	Other Staff Costs	910	1588	-678
Premises – Running Costs				
Electricity, Oil, Waste Disposal, Contract Cleaning, Telephone		229,639	247,439	-17,800
PPP Unitary Charge		47,762	51,742	-3,980
Transport		18,480	24,975	-6,495
Examination Fees		30,000	47,770	-17770
Professional Fees		53,512	47,538	5974
Books/Equipment		57,704	54,645	3059
Education Running Costs		15,145	23,285	-8140
Catering		221	369	-148
INCOME		-15,435	-11,544	-3891
DE Funding			-47,409	
Projected Year End		-417,665		-417,665
Encumbrance				26,787
		2,651,370	3,052,473	-421,725

NENDRUM COLLEGE COMBER

GOVERNORS' DASHBOARD

1. **Total Enrolment**
Admissions No

2023-2024	2024-2025	2025-2026
475	476	470
112	92	97

2. **Actual Numbers**

Year 8

Year 9

Year 10

Year 11

Year 12

2023-24	2024 - 25	2025- 2026
112	92	97
86	112	92
86	86	112
104	83	86
87	103	83

3. **Code of Practice**

Stage 1

Stage 2

Stage 3

2023- 2024	2024 - 2025	2025 - 2026
64	69	74
18	20	18
40	43	52

Newcomer Pupils

FSM Pupils

2023- 2024	2024 - 2025	2025 - 2026
4	4	5
162	158	165 / 173

4. **Attendance by Year Group**

Year 8

Year 9

Year 10

Year 11

Year 12

Whole School total

2023-24	2024 - 25	2025- 2026	2025-2026 ex <25%
89.2%	90.1%	89%	90.8%
83.2%	86.9%	89.7%	90.7%
84.3%	83.4%	86.6%	87.4%
87.7%	85.5%	83.2%	87%
88.2%	90%	90.5%	91.4%
86.6%	86.6%	87.7%	89.46%

4b. Monthly breakdown

2025-2026	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Year 8	94.2%	90.4%	90.1%	87.1%	90.7%	92%	88.6%	90.1%	85.3%	82.3%
Year 9	90.2%	89%	88.8%	86.5%	90.7%	93.5%	89%	92.8%	90.4%	85%
Year 10	90%	89.6%	88%	82.7%	86.1%	86.8%	88.3%	91%	85.2%	78.7%
Year 11	89.3%	86.1%	85.2%	77.9%	84.6%	81.9%	81.1%	69%	84.3%	73.4%
Year 12	92.5%	89.4%	90.4%	85.4%	87.1%	96.8%	87.1%	88%	97.3%	100%

5. Suspensions

	2023-24	2024 - 25	2025- 2026
Year 8	13 Days	8 Days	12 Days
Year 9	6 Days	22 Days	17 Days
Year 10	23 Days	8 Days	24 Days
Year 11	2 Days	34 Days	3 Days
Year 12	25 Days	8 Days	3 Days
Total	69 Days	80 Days	59 Days

PERFORMANCE

Whole School Targets 2023 - 2024

	Candidates Achieving	2022-23	CAT Prediction (incomplete data set – Covid)	% Value added	NI Average Non-selective schools (NISRA/DEN I)	NI Average FSME Band 2	School Targets
Whole School	5A* - C	93%	42%		81%	76.5%	91% (90%)
	5A* - C including English and Maths	62	17%		55.3%	52.2%	59.7% (51%)

Whole School Targets 2024 - 2025

	Candidates Achieving	2023-24	CAT Prediction	% Value added	NI Average Non-selective schools	NI Average FSME Band 2	School Targets
Whole School	5A* - C	90%	63%	+27%	84%	76.5%	91% (90%)
	5A* - C including English and Maths	51%	29%	+33%	50%	52.2%	56% (62%)

Whole School Targets 2025 - 2026

	Candidates Achieving	2025-26	CAT Prediction	% Value added	NI Average Non-selective schools	NI Average FSME Band 2	School Targets
Whole School	5A* - C	91%	59%	+33%	85.4%	85.0%	93% (92%)
	5A* - C including English and Maths	62%	26%	+36%	60.1%	57.4%	63% (62%)