

Year 1 Action Plans 2025 – 26



Nendrum
College
COMBER

This School Development Plan outlines Nendrum College's core priorities over the next three years. It aligns with our mission to provide a high-quality, inclusive education and addresses our financial, academic, and pastoral needs while responding to demographic and funding challenges. The plan aims to stabilise finances, increase enrolment, enhance student outcomes and build a vibrant school community rooted in wellbeing and high aspirations.

Strategic Priorities:

1. Improve financial sustainability and reduce the rate of rising deficit
2. Increase Year 8 enrolment from 80 to 118 pupils (including 12 statemented children).
3. Planning, teaching & assessment for successful learning.
4. Enhance pastoral care, to improve equity, inclusion, and diversity.
5. Strengthen staff development, leadership, and wellbeing.
6. Expand curriculum to ensure post-16 pathways.
7. Build deeper engagement with parents, feeder schools, and the community.

Financial Strategy 2025 - 2028

The financial strategy focuses on slowing the growth of the current £339,743 deficit, managing rising salary costs, and generating new income. The approach balances cost-saving with targeted investment in growth areas like enrolment and SEN provision.

- Reduce substitute teacher costs by 20% over 3 years.
- Increase FSM and SEN-based funding.
- Secure additional funding through external grants and lettings.
- Achieve surplus funds by 2028 budget to reduce deficit.

Curriculum, Planning, Teaching & Assessment for Successful Learning

Inclusion, Wellbeing, Keeping Safe & Health

- Develop approaches to nurture.
- Introduce a character and culture programme.
- Develop RSE/ Personal Development programme across whole school
- Expand house system and peer support networks.
- Offer trauma-informed training for staff.
- Launch an outreach programme to feeder primary SEN pupils.

Staff Development & Leadership

- Establish internal leadership pathways.
- Provide external training and coaching models.
- Continue developing the Wellbeing Committee.
- Build sustainable succession amongst staff cohort.

Parental & Community Engagement

- Strengthen communication through social media and newsletters.
- Host transition events for P6/P7 parents and pupils.
- Develop parent workshops on learning and wellbeing.
- Build links with local business and industry for sponsorship and partnerships.

School Development Plan targets for three-year period

	2025 - 26			2026 - 27			2027 - 28		
	Whole School	FSM	SEN stage 3	Whole School	FSM	SEN stage 3	Whole School	FSM	SEN stage 3
Attendance	89%	86%	81%						
English	77.9%	70.8%	60%						
Maths	67.1%	54.1%	60%						
Achieving both English & Maths	63.0%	41.6%	40%						
5 or more GCSEs A* - C	93%	31.2%	60%						
5 or more GCSEs A* - C Inc Eng / Math	63%	41.7%	20%						



Priority Areas of Focus

Our Vision

At Nendrum College Comber, our vision is to develop confident, compassionate, and engaging young people who are prepared to make meaningful contributions to both local and global society. We are committed to providing a nurturing, inclusive, and aspirational learning environment, where every pupil is supported to reach their full potential, in a modern and digital world, academically, socially, spiritually, and emotionally. Through high expectations, mutual respect and a culture of personal growth, we encourage educational excellence. These principles, embedded in our core values of nurture, commitment, and community, aim to foster a strong sense of belonging and responsibility in everyone.

Priority 1 Planning, Teaching and Assessment for Successful Learning

Key Actions:

1. Curriculum Review & Development:

- Develop our curriculum offer at key stage 4 to align post-16 pathways.
- Introduce baseline testing and progression of digital skills at KS3.
- Raise the profile of literacy and numeracy across the school.

2. Pedagogy & Assessment:

- Implement the "Teaching and Learning at Nendrum framework."
- Use evidence-based strategies with a focus of "way in" activities and "way through" structure."
- Standardise assessment practices and improve data use

3. Professional Learning:

- Provide TPL (Teacher Professional Learning) on adaptive teaching, digital tools, and formative assessment.
- Establish Learning Champions and peer observation programs.

4. Student Engagement:

- Increase English and Maths contact time to improve outcomes at GCSE.
- Embed digital learning and blended learning strategies across whole school.
- Promote student voice through review panels and curriculum feedback.

Priority 2 Health, Wellbeing and Keeping Safe

Key Actions:

1. Attendance & Behaviour:

- Appoint an Attendance Officer and implement early intervention strategies.
- Develop a Positive Behaviour for Learning framework.
- Launch a structured rewards system aligned with school values.

2. Pastoral Care & Mental Health:

- Apply trauma-informed practices and nurture principles in daily practice.
- Strengthen links with mental health services and external agencies.
- Create sensory-friendly spaces and calm zones.

3. RSE & Safeguarding:

- Develop a comprehensive RSE curriculum with external provider support.
- Conduct safeguarding training in line with RSE and policy reviews.
- Host a health fair and parent workshops on wellbeing topics.

4. Pupil Voice & Leadership:

- Revamp the Student Council and introduce wellbeing ambassadors.
- Pilot pupil mentoring programs with feeder primary schools to support transition and wellbeing of incoming year 8 pupils.

Priority 3 Equity, Diversity and Inclusion

Key Actions:

1. Curriculum & Pathways:

- Conduct a curriculum audit to ensure inclusivity and relevance.
- Transition to BTEC qualifications and digital subject selection systems.
- Provide targeted support for FSM and SEN students.

2. Learning Support & SEN:

- Appoint an Assistant Learning Support Coordinator (ALSC).
- Develop a nurture area and increase Stage 1 & 2 interventions.
- Train staff on autism, SLCN, and neuro-affirming practices.

3. Inclusive Culture:

- Update policies to reflect trauma-informed and inclusive approaches.
- Celebrate Autism Awareness Month and promote diversity through curriculum and assemblies.
- Engage parents through SEN workshops and communication channels.

Nendrum College School Development Plan 2025 - 28

Nurture **'Always Aim High'** **Commitment** **Community**

Priority 1 Planning, Teaching and Assessment for Successful Learning

Baseline:

- A new timetable model will be introduced for the academic year 2025-26. Anecdotal evidence from staff highlighted the level of disruption to teaching time caused by classroom movement every 35 minutes. A need for the duration of the period to be increased so the benefits of consistent learning can be felt.
- A limited number of standard classrooms and ICT facilities against increasing staff numbers and curriculum imperatives have resulted in a challenging climate for consistent rooming. Conditions that reduce the impact of this will be considered and actioned where appropriate.
- The Heads of the English and Mathematics departments have raised concerns that grades have negatively been affected over contact time with extensive revision sessions taking place to cover content. An increase in allocated period time for English and Mathematics would generate appropriate conditions to allow content to be covered and results to increase.
- Departmental and Pastoral meetings have been negatively impacted in recent years as a result of ASOS. A requirement for a designated period within the structure of the timetabled day is needed.
- Form teachers have highlighted the challenges in completing pastoral responsibilities in the existing timeframe. Limitations on time have been further challenged by requirements to fulfil initiatives. An extended registration is needed to facilitate lessons and guest speakers around a range of topics.

Target:

Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
• New timetable model piloted with feedback from staff and students. • Increased English and Maths contact time in Key Stage 4. • Reduced form time without impacting pastoral care. • RSE period introduced and delivered in all year groups.	Year 1 1. Conduct an Audit and Analysis of current timetable provision: 1. Review the existing timetable for inefficiencies (e.g., underutilised rooms, clashes, or non-optimal period allocation). 2. Conduct a staff workload analysis to ensure equity and efficient use of teaching allowances. 3. Map pupil movement across the day to identify pinch points or overcrowding.	SL C&T	Term 2 previous academic year	Time	N/A
		SL C&T	Term 2 previous academic year	Time	N/A
		SL C&T / VP	Term 2 previous academic year	Time	N/A
	2. Timetable Pilot Development: 1. Decide on start and end of day for pupils and decide whether that is consistent across the week or if there are different finish times on a specific day. 2. Propose variation of timetables with longer periods (e.g., moving from 10 x 30/35-minute periods to 5 x 60-minute periods or 8 x 40-minute periods). 3. Consult with HOD's around teaching time and requirements at Key stage 3 & 4 4. Reduce form time by 10–15 minutes and reallocate this time to teaching or new elements (e.g., RSE).	SL C&T / VP	Term 2 previous academic year	Time	N/A
		SL C&T / VP / Principal	Term 2 previous academic year	Time	B. Doherty C2k
		SL C&T	Term 2 previous academic year	Time	N/A
		SL C&T / VP		Time	N/A

	5. Schedule one dedicated RSE/PD period per week for all year groups.	SL C&T / VP	Term 2 previous academic year		
	3. Extend English and Maths Contact Time:				
	1. Increase contact time for English and Maths across both Key Stages	SL C&T / VP		Time	N/A
	2. Schedule additional sessions during elective periods or during specific times for targeted improvement sessions.	SL C&T / VP / HoD Eng & Maths	Term 2 previous academic year	Time	N/A
	3. Embedding literacy and numeracy in other subject areas through cross-curricular planning.	SL C&T / SL P&A / HoDs	Term 2 & 3	Time	N/A
	4. Review how pupils are streamed in relation to English and Maths and ensure fluid movement.	SL C&T / HoD Eng & Maths	Ongoing	Time	N/A
			Term 3		
	4. Ensure efficient use of Staff and Room Utilisation:				
	1. Conduct a rooming audit to maximize the use of available spaces.	SL C&T / VP	Term 3	Time	N/A
	2. Introduce a staff timetable policy to prioritise specialist teachers for core subjects.	SL C&T / VP	Term 3	Time	N/A
	3. Look at spaces throughout the school that can be used as base for teachers when they are without a room to complete work/preparation.	SL C&T / VP / Principal	Term 2/3	Cost of minor refurbishment	N/A
	1. Communicate Plans through Engagement and Training				
	1. Hold consultations with key stakeholders (staff, students, and parents) about proposed changes.	SL C&T	Term 2	Time	N/A
	2. Provide TPL opportunities for staff to adapt to curriculum and timetable adjustments, especially in underperforming departments.	SL C&T	Term 1 & 2	Training cost budget £1000	TBC
	1. Timetable Rollout:				
	1. Implement the revised timetable across the school, ensuring minimal disruption to learning.	SL C&T	Term 3	Time	N/A
	2. Monitor the impact of directed time on staff performance and well-being.	SL C&T / VP	Ongoing	Time	N/A
	3. Optimise staffing to reduce costs further while maintaining teaching standards.	SL C&T / VP / Principal	Ongoing	Time	N/A
	4. Ensure that during non-contact time supervision through Duties meets safeguarding requirements:				
	- Review duty positions with the increase in pupil numbers. - Review lunchtime arrangements with single lunch	SL C&T / VP SL C&T / VP SL C&T / VP	Term 1 Term 1 Term 1	Time Time Lunchtime supervisor rate	N/A N/A N/A

	• Offer staff paid lunch duty responsibilities to ensure adequate provision at lunchtimes.				
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Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Notes from consultations • Other models • Staff Audit • Current timetables • Curriculum audits • Spreadsheets • Departmental allocations • Dept minutes			
Mid-Year Review Date:			
Not Achieved	Partially Achieved 	Achieved	Recommendations for future
Impact CM still to finish <i>(Give examples of evidence used to monitor and evaluate)</i>			
			The impact of directed time needs further
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact			

Priority 1 Planning, Teaching and Assessment for Successful Learning

Target 1: Student engagement in learning

Create an expectation and culture within Nendrum College where students are appropriately prepared for learning, cognitively engaged and motivated in their learning, and have developed resilience in learning, enabling them to work independently and collaboratively, and achieve their full potential.

Baseline:

- I. Connected learning thematic projects (Y8 All About Me, Y9 From Slavery to Civil Rights, Y9 Dodging Doomsday, Y10 Cultural Understanding) are embedded within departmental schemes of work. 89.4% of students agreed that they understood how their learning can be applied across different subject areas (Pupil SDP Survey, May 2023).
- II. Thinking Skills and Personal Capabilities have been a focus during the last two SDP cycles along with metacognition, to develop student skills as independent learners. While 96% of staff agree that TSPCs are mapped in SOW and embedded in lessons, only 52.2% agree that students are motivated, enthusiastic and set high expectations of themselves (Teaching Staff SDP Survey, May 2023). 76.0% of students rated their independent learning skills as good or better. There is a need to improve student engagement with and ownership of learning, shifting along the continuum of engagement from passive to more active engagement, to raise attainment. There is also a need to build consistency of learning experiences and expectations of both learners and teachers across the curriculum.
- III. Work on assessing KS3 Cross Curricular Skills using the Levels of Progression had begun, with assessment tasks developed and some initial moderation taking place. Industrial Action and the suspension of statutory requirements by DENI halted any further development. Assessment has been reintroduced for 2024, and so there is an urgent need to refine whole school practice linking standardised pupil data to actual student progress in Literacy and Numeracy across the curriculum, to enable consistently high aspirations and raise standards.
- IV. 95.7% of teaching staff feel adequately guided in the classroom to support pupils using teacher-led strategies (Staff SDP Survey, May 2025).
- V. 73.9% of teaching staff rated the consistency of lessons across the college as very good or better, however only 58.8% of support staff agreed with this rating, suggesting we should implement a consistent approach for classroom entry and exit, a shared method for assigning and logging homework, and everyone should follow a consistent lesson structure and behaviour policy. Teaching staff suggested the need for more opportunities for staff to discuss pedagogy and share teaching and learning strategies to establish high-quality teaching as the norm.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1 1. Students are actively engaged and motivated within lessons. 2. Students embrace new learning methods, including digital technologies. 3. Teachers ensure lessons are based on planning that reflects the school's context, is tailored to individual needs, and sets high expectations for all.	1. Conduct Needs Assessment for bringing about school improvement: 1. Survey teachers and pupils to identify current strengths and areas for improvement. 2. Analyse assessment data to pinpoint areas for improvement.	SL / Principal	By 30/06/25	Time	N/A
		SL P&A / SL C&T	Term 1	Time	N/A
	2. Develop a Teaching, Learning & Assessment Framework: 1. Define core pedagogical principles and assessment practices for consistency. 2. Design graphic to display expectations for learning. Print for display in all classrooms and student noticeboards. 3. Define adaptive teaching strategies to meet the needs of all learners.	SL P&A	By 01/05/25	Time	EA TPL/TransformEd
		SL P&A	By 01/06/25	Time / Printing cost	EJH Print
		SL P&A / SL LSC	Term 2 SDD	SDD	

4. Teachers facilitate progress in knowledge, skills, and understanding through 5. active and creative learning and assessment strategies. 6. 80% of teachers participate in professional development sessions, employ the new “Teaching and Learning at Nendrum” framework to lessons	4. Completion of NAACE EdTech Review Framework and identify how technology-enhanced learning tools can be integrated to teaching and learning. 5. Develop new format for schemes of work and subject timelines at years 8 & 9. 6. Conduct curriculum mapping/audit. 3. Develop Professional Development across whole school: 1. Introduce new “Teaching and Learning at Nendrum” framework to all teaching staff and CAs. 2. Deliver workshop exploring effective teaching and learning routines based on ‘Making Every Lesson Count’ (Tharby & Allison, 2015) 3. Host a series of carousel TPL workshops on innovative teaching strategies and formative assessment techniques. 4. Provide training on adaptive teaching strategies to cater to diverse learning needs. 5. All staff to plan and introduce a selection of pedagogical strategies to lessons. Departmental GWGF to monitor impact on student learning and outcomes. Sharing of effective practice. 4. Enhance Monitoring and Quality Assurance: 1. Update PRSD observation record sheets to align with T&L framework and include identification of good practice for sharing and celebrating. 2. Conduct termly learning walks and lesson observations. 3. Implement structured student voice activities to gather feedback on their experiences of learning at Nendrum. 4. Classroom observations linked to PRSD target for all teaching staff. 5. Develop pupil mindset on Prepared for Learning: 1. Clear and consistent communication of expectations for pupils to be prepared for learning (equipment, behaviour). 2. Graphics throughout the school, social media and student planner. 3. Written communication to parents of expectations.	SL P&A / DLC	By 30/06/25	Cover x1 day	EA / NAACE
		SL P&A	End of Term 3	Time	N/A
		SL P&A / SL C&T	Term 1/2	Time	N/A
		SL P&A	SDD 23/05/25	SDD	N/A
		SL P&A	Term 1	SDD	N/A
		SL P&A	Term 2	DT x 2	N/A
		SL LSC / SL P&A	Term 2	SDD	N/A
		All staff HODs	Planning Term 2 Dept meetings Term 3	SDD DT SDD	N/A N/A
		SL P&A	By 30/06/25	Time	N/A
		Principal / SL P&A	Termly	Allocated	N/A
		SL C&C / SL P&A	TBC	Time	Student Council
		SL P&A	By 30/06/26	Allocated Time	N/A
		SL PBL / SL P&A	Induction days	Assemblies	N/A
		SL P&A	01/09/25	£1500	N/A
		SL P&A SL PBL / SL P&A	June 2025 Term 1	Office Staff Assemblies	N/A

	4. Expectations reinforced consistently by form teachers, year heads, class teachers and support staff through morning routines, assemblies, etc. 5. Rewards for students who are consistently meeting expectations.	SL C&C / SL P&A	End of each term	£600	N/A
	6. Developing Literacy, Numeracy & Digital Skills: 1. Raise the profile of the Literacy & Numeracy across junior school. 2. Plan for implementation a structured literacy and numeracy intervention programme to support low ability students in KS3 to improve access to all curriculum areas.	LitCo / NumCo LitCo / NumCo	Planning in Term 1 Planning in Term 2 for potential trial in Term 3	SDD TBC	Teacher/CA N/A
	7. Introduce Innovative Teaching Strategies: 1. Pilot blended learning and technology-enhanced pedagogies. 2. Ensure all staff are using Google Classroom as a means of supporting pupil learning and engagement. 3. Promote the continued delivery of cross-curricular projects and opportunities for multi-disciplinary thematic learning.	SL P&A / DLC SL P&A / DLC / HODs SL P&A	By 30/09/25 Term 2	DT DT	N/A N/A N/A

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Data visualisations showing learning gaps. • Staff and pupil feedback • Assessment data showing improvement. • Examples of literacy/numeracy integration. • Class Observation records and feedback • Updated schemes of work and curriculum map • Final framework document and graphics		Staff Survey Jan 2026 Post TAs, August 2026 results Term 3 PRSD Observations Term 1 & Term 2 End of Term 3 September 2025	• • SLT • SL P&A / VP • NumCo / LitCo • SL P&A • HODs • SL P&A
Mid-Year Review Date: 12/01/2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
End of Year Review Date: 08/06/2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 1 Planning, Teaching and Assessment for Successful Learning

Target 2: Assessment data to evidence and support learning

Develop a systematic and consistent approach to assessment and the effective use of data that enables all students to aim high, teachers to monitor progress in learning and address concerns efficiently, and parents to encourage and support learning at home.

Baseline:

1. System of CATs in place for all year groups, which have now been reduced to 3 per year. Significant work has been done over the past 8 years to ensure tracking assessments are robust and rigorous and these are now well embedded across the school. A programme of interventions (both academic and pastoral) was started and is still maintained in some areas, however the recording and monitoring of these was impacted by Covid and industrial action. There is a need to evaluate the current assessment processes and streamline the implementation, monitoring and impact on pupil outcomes and teacher workload.
2. There is an established routine of departments reflecting and analysing external attainment data each August. Members of SL are partnered with departments to support this self-evaluative process and to review the outcomes. Further meetings are scheduled during the academic year to facilitate review of student progress against targets. All middle leaders agreed these meetings supported them in their role as HOD and supported self-evaluation of departmental performance (Teaching Staff SDP Survey, May 2023). That said, in comments there is an identified need to review the proformas used in this process to reduce impact on teacher workload.
3. 78.3% of teaching staff rated the consistency of assessment across department as very good or better (Staff SDP Survey, May 2025). Outside of scheduled summative assessments, staff report they frequently use formative assessment strategies, such as end of topic tests.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1 Leaders monitor, evaluate and review the effectiveness of planning, teaching and assessment for successful learning. • Improved student progress tracking, leading to more effective interventions. • Enhanced teacher confidence in using data to inform instruction. • Greater transparency for parents, leading to more proactive home support. • A culture of assessment for learning, where students take ownership of their progress.	1.Evaluate the appropriateness and effectiveness of current assessment: I. Establish a baseline and evaluate the effectiveness and identify good practice.	SL P&A / HoD's / LitCo / NumCo	Term 1	Time	N/A
	2.Pilot New Assessment Methods: a. Pilot a new approach to the recording, monitoring and tracking of interventions with Year 11 and Year 12. b. Collect feedback from teachers and pupils on the effectiveness of new methods. c.Implement a robust and consistent tracking system for Y10 including individual target setting and regular reviewing of progress. Amend report templates to show progress across tracking assessments.	SL P&A / HOY SL P&A SL P&A	After each TA Beginning of Term 2 SDD 26/09/25	DT DT SDD	N/A N/A N/A
	3.Improve Use of Assessment Data in order to bring about improvement of results: I. Manage the whole-school data tracking system for student progress. II. Train staff in using data to personalise learning targets (Y10-12).	SL P&A / DL SL P&A	SDD 26/09/25 After each TA	SDD DT	N/A N/A

	III. Use pupil progress data to implement targeted interventions. IV. Update proformas for the review of departmental external examination data. V. Evaluate current use of GL suite of assessment tools (academic and pastoral) and research alternative options for standardised data such as CCEA Adaptive Testing used by other schools.	SL P&A / HOD / NumCo / LitCo SL P&A SL P&A / VP	31/08/25 31/12/25	Time Time	N/A N/A
	4.Develop a Whole-School Assessment Policy I. Define the purpose and types of assessments (formative, summative, diagnostic). II. Ensure alignment with curriculum and national assessment standards.	SL P&A SL P&A / HODs	31/12/25 31/12/25	Time Time	N/A N/A
	5.Implement Classroom-Based Formative Assessments I. Train teachers in effective questioning and plenary strategies eg. quizzes, peer/self-assessment, exit tickets. II. Introduce low-stakes testing to reinforce retrieval practice. III. Standardise marking criteria for consistency.	SL P&A SL P&A / HODs SL P&A / HODs	SDD 23/1/26 Term 2 By 30/06/26	SDD Time Time	N/A N/A N/A
	6.Internal School Exams and Baseline Testing I. Conduct baseline tests for Year 8 to assess literacy and numeracy levels. II. Assessment of KS3 LOP for Year 10 students as per DE regulations. III. Review of exam papers (submitted to SL prior to exam series) and feedback given to HODs.	NumCo / LitCo / SENCO SL P&A / NumCo / LitCo SL P&A / SL	Term 1 May 2026 December 2025 May 2026	Time Time Time	N/A N/A N/A
	7.Data Collection and Tracking I. Train new staff on data input, analysis, and interpretation. II. Conduct termly data reviews to ensure completeness of data and identify underachieving students. III. Monitor attainment data for KS4, identifying trends, concerns and successes. Share with SL, HODs, HOYs. IV. Implement regular data review meetings to track student progress on pupils in years 11 & 12 not meeting 5 A*-C.	SL P&A SL P&A SL P&A / SL HODs / HOYs SL P&A / SL HODs / HOYs	August INSET Termly Post TAs Post TAs	Time Time Time Time	N/A N/A N/A N/A
	8.Improve how we Report to Parents I. Clear and consistent expectations communicated to students and parents (S Cowden to lead this section of the	SL P&A / HOYs SL P&A	June 2025 August 2025 Term 2 Post TAs	Time	N/A N/A

	induction presentation to Y8 parents in June, Y11 parents in August).			Time / communication expense Time	
	II. Communicate with parents to explain assessment structures and how they can support learning at home.	SL P&A	Term 1		N/A
	III. Refine progress reports for parents, providing a breakdown of grades, strengths, and areas for improvement.	SL P&A / Admin HODs	Post TAs Term 2 & 3 Term 1	Cost to be explored Time	N/A
	IV. Explore electronic distribution of reports to parents.				N/A
	V. Hold departmental meetings where staff analyse assessment data to inform teaching.				
	9.Staff Development on use of tracking and monitoring	SL P&A	Term 1	Time	C2k / SIMs
	I. Upskilling of lead staff in SIMS Assessment Manager and SIMS reporting templates. (M McKee, C Sherlock)	SL P&A / HODs	DT Term 1	Directed Time	N/A
	II. Meeting with HODs to agree standards and expectations of tracking assessments, ensuring consistency of presentation and progression of knowledge, skills and understanding.	SL P&A	SDD 5/1/26	Time	N/A
	III. Training and support HOD/SLs to monitor and evaluate KS4 attainment data and appropriately address low, under and high achievement through suitable intervention strategies.				
	IV. SL members linked to 2/3 HODs to support and build capacity within the self-evaluation process and monitor attainment within departments, feeding back effective practice and concerns to SL. Meetings scheduled for September, January, March.	SL P&A / Principal	September January March	Time	N/A

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Track implementation of new systems in Y11 & Y12. • Collect structured feedback from staff and pupils. • Monitor progress tracking and target setting in Y10. • Intervention impact. • Observe classroom practices. • Review exam papers and feedback processes. • SL feedback reports to HODs. • Track completion of baseline data and KS3 LOP. • Track KS4 attainment trends and concerns.		• After each TA • Staff Mid-Year Survey (January 2026) • January 2026 (post TA2) • Post TAs - departmental reviews/minutes • Term 1 & 2 (PRSD cycles) • Post winter exams (December 2025) • HOD meetings • May 2026 • Term 1 & 2 (post TAs)	• SL P&A • SLT • SL P&A • HODs • SL P&A • SL P&A • SLT • SL P&A / NumCo / LitCo • HODs / HOYs / SL P&A
Mid-Year Review Date: 12/01/26			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
End of Year Review Date: 09/06/26			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 2 Health, Wellbeing and Keeping Safe

All stakeholders will work towards exceeding the NI NG average pupil attendance benchmarks.

Baseline:

- I. Attendance – Post-Covid, attendance continues to be in line with or slightly above the NI average for schools of a similar type. 2021-2022 (7.6.22 86.2%) and 2022-2023 (13.6.23, 88%). 2023-2024 87.5% Increasing numbers of pupils this academic year were persistent school refusers, with multiple agencies involved. There is therefore a need to re-establish a focus on ensuring that attendance is actively promoted, monitored and interventions implemented to achieve a whole school target of 93% to return to the NI Average for post-primary pre-pandemic. It should be noted that our figure of 87.5% remains in line with NISRA January 2023 attendance averages for non-grammar Post-Primary schools in NI (87%). [data unavailable in 2024].

DENI Post Primary September to May 23-24 academic year by FSME Band 30.00-39.99%

	% Present	% Absent	% Authorised Absence	% Unauthorised Absence	Authorised as % of total Absence	Unauthorised as % of total Absence	% Regular (Tier 1a)	% At Risk (Tier 1b)	% Chronic (Tier 2)	% Severe Chronic (Tier 3)
Nendrum	87.5	12.5	6.11	6.45	48.9	51.6	32.0	23.9	26.6	17.6
NI Ave	86.8	13.2	6.9	6.2	52.7	47.3	30.6	25	22.9	21.5%

- II. While attendance is monitored in weekly memos, there has not been consistent intervention to support pupils to improve their attendance. There is a need for more proactive interventions and consistent approaches across all pastoral areas. An Attendance Officer has recently been appointed to assist the Senior Leader for Positive Behaviour in addressing attendance throughout the school.
- III. Attendance has deteriorated post-Covid. Attendance is currently monitored by Head of School. Information is forwarded to HoY, letters sent to parents and monthly meetings held with Education Welfare Officer. Second day of absence communications (from FT to office) are inconsistent and intervention at a base pastoral level is limited. There is a need for HoY/FT to follow up with pupils on attendance data provided. The role of Education Welfare is changing, with more responsibility on schools to address issues. Current systems to monitor attendance will need to evolve with the changing landscape of support.

Target: To improve overall pupil attendance, reduce persistent absenteeism, and foster a culture where high attendance is prioritised and valued by pupils, parents, and staff.

Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1 Success - Establishment of an Attendance Officer (AO) role and clear processes. - Attendance improves by 1% from baseline data. - Persistent absenteeism (PA) decreases by 3% from baseline.	Year 1 Recruit and Train the Attendance Officer (AO): - Define role responsibilities and success metrics. - Provide induction training on attendance policies, home-school relationship building, and data analysis. Audit and Analyse Attendance Data to establish reasonable targets: - Establish a baseline for attendance and PA. - Identify key pupils and groups with poor attendance (e.g., by year group, demographic, SEND).	Principal / Vice Principal	Term 1	Financed through TSN	N/A
		VP / SL PBL	Term 1	Salary	EA training on SIMs
		SL PBL / AO SL PBL / HoY / AO	Term 1 Ongoing	Time Time	N/A EWS

Positive relationships built with key families of poor attenders.	3. Develop and Communicate Attendance Policies that promote improvement attendance initiatives: - Update policies to reflect new focus and communicate expectations to staff, parents, and pupils. - Host an attendance launch assembly and send home information packs. 4. Build Home-School Links to ensure stronger working relations: - AO initiates regular communication with families of poor attenders to understand barriers to attendance. - Begin home visits for persistent non-attenders. 5. Introduce a Reward Systems that celebrates pupil success in line with the ethos and values of the College: - Implement termly rewards for good/improved attendance (e.g., certificates, prizes). - Publicise successes in newsletters and assemblies. 6. Implement Early Intervention to raise the level of attendance: - Establish systems for flagging attendance below 90% for swift action. - SL and AO hold meetings with parents of persistent absentees.	Vice Principal / SL PBL / AO AO	Term1 & 2 Term 1	Time/Promotional material £300 Time	N/A N/A
		AO VP/SL PBL/AO	Ongoing Ongoing	Fuel cost travel allowance	N/A N/A
		SL PBL / AO	Term 2 & 3	Reward prizes	N/A
		AO/SL PBL/HoY AO/SL PBL	Ongoing Ongoing	Time Time	N/A N/A

Monitoring & Evidence (what and how collected)	When collected?	By whom?
Google Form staff responses Annual calendar (directed time/SDD), schedule and meetings overview Memos and minutes Behaviour policy Behaviour flowchart Behaviour/Attendance logs TPL emails Staff training logs Assembly Rota and planning Record	As per school calendar and WSAP	SL (K. McClure) V Thompson D Miller (cc to minutes / memos) R Williams
Mid-Year Review Date: 23.01.26		

Not Achieved	Partially Achieved 	Achieved	Recommendations for future
3.			
Impact <i>(Give examples of evidence used to monitor and evaluate)</i>			
End of Year Review Date: June 2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 2 Health, Wellbeing and Keeping Safe

Establish a clear, consistent behaviour management framework across the school in order to support staff in creating productive learning environments

Baseline: Current behaviour management practices are inconsistent, with limited alignment to the school's new ethos and values.

- IV. Until recently behaviour has been dealt with by class teacher, Form Teacher (FT), Head of Year (HoY) then to Head of School. Hierarchy in terms of dealing with issues has become blurred over recent years. There is a need for clarity on roles and responsibilities, what is expected from each role and when to pass it on within the pastoral structure.
- V. 3 Heads of Year have been recently appointed on a permanent basis.
- VI. There are a small number of pupils across the school for whom standard school-based pastoral interventions have been unsuccessful. A Behavioural referral system has recently been trialled. Further work is needed to embed this process.
- VII. Communication with parents is currently logged in SIMs by the member of staff dealing with the matter and this information is included in the Behaviour report. This system has been used more regularly in recent years but there is a need to embed consistent practice across the school. In a recent parent survey 71% of those who responded agreed or strongly agreed that the college's approach to behaviour is clear and fair. Staff dealing with parents have noticed a reduced level of parental support in terms of acceptance of school rules and procedures regarding behaviour. There is a need to consider options to increase parental support in this area.
- VIII. Attendance and Behavioural data are used at the start of each year to identify a small cohort in each year for targeted intervention. The monitoring and implementation of specific pastoral interventions for these pupils have been limited. There is a need to make better use of pastoral data to inform and develop early interventions with a consistent approach across year groups. 80% of pupils surveyed (SDP pupil survey 2025) stated that they felt the college handles poor behaviour well.
- IX. In recent years there have been attempts to encourage consistency in terms of classroom management and expectations in relation to behaviour, yet this remains an area for development. There is a need to develop a clear, structured framework and provide easy access to relevant documentation and resources to support positive behaviour.
- X. ASPIRE strategies to continue to be used in corridors and classrooms. Just over half of staff surveyed in 2025 requested further training in special behavioural needs (Staff SDP survey 2025).
- XI. Suspensions: In 2024-25 there was a reduction in suspensions from 50 in 2023-24 to 36. Intervention work has been established in recent years through links with School Counsellor and The Net counselling and mentoring, with pastoral interventions from form teachers, year heads and SENCo, and external agencies including social services, PSNI, Youth Justice and CAMHS. Close links with home are established and maintained. There is a clear, continuing need to support pupils pastorally to manage their behaviours and peer and staff relationships. There remains a clear need to apply sanctions in a consistent way across year groups and classes, and to escalate sanctions in line with behaviour policy.
- XII. SIMs behaviour management module is used as the main record keeping area of SIMS and includes records of contact with home and pastoral issues arising (FYI). There is a need to make consistent use of this module across all teaching and pastoral staff. Procedures surrounding this to be reviewed again as part of a SIMs and pastoral duties refresher. Behaviour module behaviour have recently been revised to enable easier access to data and monitoring and to avoid the overuse/incorrect use of generic categories.
- XIII. Pastoral GCs to continue to be used for hosting pastoral resources.
- XIV. There is a need to embed the practice of creating and evaluating Pastoral Action Plans within each year group.

Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
A Positive Behaviour for Learning framework is developed, implemented, and embedded across whole school.	1. Revisit classroom Management of Behaviour: Whole school "Managing Behaviour" audit to include classroom management, teaching styles and awareness of pastoral hierarchy. Evaluation of whole-school behaviour strategies.	SL PBL/HoY	Term 1	Time	NA

• Staff consistently apply behaviour policies aligned with the new ethos and values. • Improved student behaviour metrics, including reduced referrals and increased engagement. • 90% of staff trained in positive behaviour strategies by end of Year 1. • Regular analysis and reporting of behavioural data initiated. • Consistent use of positive reinforcement and de-escalation strategies across the school. • Reduction in major behavioural incidents by 25%. • Targeted interventions for at-risk students implemented and monitored. • Behavioural data shows sustained improvement. • Innovative approaches to student engagement piloted.	2. Update Positive Behaviour Policy: - Develop and communicate a whole-school behaviour policy, focusing on positive reinforcement, clear expectations, and consequences. - Develop a Positive Behaviour for Learning policy aligned with the school's ethos and values and newly adopted Nendrum learning & teaching framework. - Collaborate with pastoral teams to ensure consistent application of policies.	SL PBL / HoY	Term 2	Time	N/A
		Principal / VP / SL PBL	Term 2	Time	N/A
		VP / SL PBL / HoY	Ongoing	Time	Staff training in relation to behavioural issues identified in staff survey
	3. Conduct Professional Development for staff on behaviour - Behaviour for learning professional development program for staff to ensure consistency in approach. - Deliver training session for staff on implementing positive behaviour practices. - Refresher training on ASPIRE strategies - Deliver training session for staff on following procedures. - Collaborate with parents and external agencies to support at-risk pupils.	SL PBL / HoY / SL LSC SL PBL / HoY	Term 2 & 3 & Year 2 Term 1 & 2	Time / Outside providers	Behaviour consultants Education Authority
		SL PBL / HoY SL PBL / HoY SL PBL	Term 1 Term 1 Ongoing	Time Time	N/A TBC
	4. Improve Communication within pastoral team: - Establish monthly behaviour review meetings with HoY & Learning Support Coordinator. - Termly reports to the BOG based on behaviour within the College that highlights current issues i.e. suspensions, behaviour incidents.	SL PBL / LSC	Term 1	Time	N/A
		SL PBL	Ongoing	Time	N/A

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Behaviour data trends (e.g., number of incidents, referrals) • Meeting minutes and action plans. • Termly behaviour reports with data and analysis. • Communication logs with stakeholders. • Staff feedback and evaluation forms. • Classroom observations post-training. • Policy reflects ethos and Nendrum framework. • Staff and student understanding of expectations. • Reduction in behaviour incidents post-implementation.			
Mid-Year Review Date:			
Not Achieved	Partially Achieved ☒	Achieved	Recommendations for future
End of Year Review Date: June 2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 2 Health, Wellbeing and Keeping Safe

To collaboratively create a meaningful and inspiring ethos, vision, and values that align with the school community's aspirations, drive excellence in all areas, and form the foundation for a positive, inclusive, and high-achieving culture.

To develop and embed a sustainable rewards system that:

- Recognises academic improvement and success across all ability levels.
- Aligns with the school's core values and ethos.
- Motivates pupils to achieve their full potential while reinforcing positive behaviour and community spirit.

Baseline:

The College is going through a period of transition under the new Principal and with new ETI directive ethos, vision and values are to be firmly embedded throughout the culture of the College. Current school ethos is not formally defined, and values need to be updated to align with the school's goals of character education and future readiness. The previous values aligned to the College were seldomly promoted nor were they embedded in the foundational work of the College.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
• A clearly articulated ethos, vision, and values co-created with stakeholders. • A new ethos, vision, and set of core values are developed collaboratively with stakeholders. • 80% of staff, pupils, and parents understand and agree with the new ethos, vision, and values (measured via survey). • A clear implementation plan is finalised and communicated to all stakeholders.	Facilitate consultations with students, staff, parents, and governors through surveys and workshops. 1. SDP day to facilitate workshop on Ethos 2. Parent focus group 3. Pupil focus group to include Student Council representatives	Principal / SL C&C SL C&C SL C&C / SCC	Term 2 /3 previous academic year	Time Time Time	EA Webinar N/A N/A
	Draft, refine, and publish the ethos, vision & values. 1. Consult with all Stakeholders the newly developed ethos and vision of school. Share drafts widely and seek feedback to ensure clarity and buy-in. 2. Finalise the ethos, vision, and values in alignment with the school's long-term goals and community needs. 3. Work alongside Principal/VP to complete branding going forward to visually promote values and vision. 4. Update website / Prospectus / social media	Principal / SL C&C / All stakeholders SL C&C/All Stakeholders SL C&C SL C&C / CCC	Term 2 /3 previous academic year Term 1 Term 2 Term 1	Time Time Visuals £2500 Time	N/A N/A N/A N/A
	Launch the New Ethos, Vision, and Values: 1. Host a launch event to introduce the new ethos, vision, and values to the school community. 2. Distribute visual materials (e.g., posters, digital content) that articulate the new vision and values.	Principal / VP / SL C&C SL C&C	Term 1 Term 1	Visual content branding (£2000 - £4000)	N/A N/A

	Design and Pilot the Rewards System that reflects the new established ethos and values of the College: 1. Conduct focus groups with pupils, parents, and staff to identify what motivates pupils and aligns with the school's values. 2. Benchmark rewards systems from similar schools for inspiration and best practices. 3. Pilot new approach to rewards system with new year 8 intake and review at half term break. 4. Review new approach to rewards with relevant staff and pupils and make adjustments to structure based on feedback. 5. Role out new approach to rewards to year 9 & 10 after half term break.	SL C&C / SL PBL / HoY	Term 1	Time	N/A
		SL C&C / SL PBL	Ongoing	Cost of introducing new rewards	N/A
		SL C&C / SL PBL / HoY 8 / Yr 8 Teaching staff	Sept /November	Time	N/A
		SL C&C / SL PBL	October / November	Time	N/A
		SL C&C / SL PBL / HoY 9 &10	November	Time	N/A
	1. Develop a framework that links Rewards and Awards to raising the standards in attainment & behaviour: 1. Academic improvement and effort (e.g., progress against targets). 2. Link rewards to specific school values, making recognition meaningful. Core values and ethos - Nurture, Community, Commitment. 3. Develop a range of reward opportunities that recognise all areas across school life i.e. academic, sporting, artistic and extra-curricular. 4. Ensure a balance between tangible rewards (e.g., certificates, prizes) and intrinsic recognition (e.g., praise, assemblies). 5. Plan an end year reward that recognises and celebrates pupil success.	SL C&C / SL PBL / HoY	Term 1	Time	N/A
		SL C&C / SL PBL / HoY	Term 1	Time	N/A
		SL C&C / SL PBL / HoY	Term 2&3	Time	N/A
		SL C&C / SL PBL / HoY	Ongoing	Cost of rewards (TBC)	N/A
		SL C&C / Student Council	Term 3	£2000	TBC
	Embed ethos and values across whole school approach: 1. Develop a plan for integrating the ethos, vision, and values into curriculum, policies, assemblies and daily practices. 2. Communicate the implementation plan to all staff and governors.	SL C&C / SL P&D	Term 2 onwards /Ongoing	Time	N/A
		SL C&C / SL P&D	Term 1	Time	N/A
	Establish whole-school commitment to Investors in Pupils values 1. Conduct a staff meeting to introduce the award and secure buy-in. Inform stakeholders: letter to parents, update school website/newsletter.	SL C&C / SCC	Term 1	Time	Investors In Pupils Team

	II.	Complete the Investors in Pupils self-evaluation framework.	SL C&C / SCC	Term 1	£840	
	III.	Survey pupils, staff, and parents.	SL C&C / SCC	Term 2	Time	
	IV.	Analyse findings and highlight priority areas.	SL C&C / SCC			
	V.	Introduce target setting in classrooms (academic, behaviour, attendance).	SL C&C / SL PBL /SCC	Term 2/3 & into Year 2	Time	
	VI.	Create pupil-friendly target-setting templates.	SL C&C / SCC			

Monitoring & Evidence (what and how collected)		When collected?	By whom?
4. Staff meeting attendance and feedback. 5. Communication logs to stakeholders. 6. Website/newsletter updates. 7. Updated curriculum/policy documents. • Staff meeting minutes. • Data showing correlation between rewards and improvement • Examples of value-linked recognition. • End-of-year celebration documentation • SDD Schedule and resources • Visual signage in classrooms, teacher and student planner • Visual signage in school building • Half Termly Rewards Google Doc record • House Policy • Updated Rewards Policy			R Williams
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
End of Year Review Date: June 2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 2 Health, Wellbeing and Keeping Safe

To create a vibrant culture of pupil voice and leadership that aligns with the school's ethos, vision, and values, empowering students to take meaningful leadership roles, develop critical skills, and foster a sense of belonging and responsibility within the school and the wider community.

Baseline:

Current evidence indicates that pupil voice and the visibility of the student council are significantly underdeveloped within the school. Survey data shows that 54.7% of pupils expressed no opinion on whether rewards are distributed fairly, suggesting limited engagement or awareness of reward processes. In addition, 96.1% of pupils reported that teachers never contact home to share positive feedback, highlighting a gap in the recognition and celebration of pupil achievement.

Pupil responses also indicate a lack of clarity regarding the purpose and activities of the student council, with many reporting that they are not informed about wider school developments. Furthermore, less than half of pupils feel that teachers listen to their views, and 79% report that teachers either rarely or never seek feedback on teaching, resources, or lesson content.

Taken collectively, these findings demonstrate that pupils do not currently perceive their voices as being meaningfully heard, valued, or acted upon. Strengthening the mechanisms for pupil participation, alongside enhancing the visibility and influence of the student council, represents a clear priority area for development.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1: - Revamped and effective student council established with clear roles and responsibilities. - Introduction of anti-bullying and wellbeing ambassadors with at least one ambassador per year group. - House system structure redesigned and piloted in one term of inter-house competitions. - Mentoring program for Year 11 pupils linked to primary schools designed and launched in pilot form.	1. Revamp the Student Council - Redesign structure to include representatives from all year groups. - Create defined roles for council members (e.g., chairperson, secretary, communication leads). - Introduce training for council members on leadership, communication, and collaboration. - Ensure meetings focus on meaningful contributions to school life, such as the ethos, rewards, and house system.	SL C&C	Term 1	Time	N/A
		SL C&C	Term 1	Time / Pupils badges	N/A
		SL C&C	Term 1/2	Cost TBC	Provider TBC
		SL C&C / Coordinator	Ongoing	Time	N/A
	2. Establish Anti-Bullying and Wellbeing Ambassadors - Recruit and train ambassadors across all year groups. - Deliver training on peer support, conflict resolution, and wellbeing strategies. - Set up a system for ambassadors to regularly meet with the Senior Leader: Character & Currency to address key issues.	SL C&C SL C&C / Coordinator	Term 2 Term 2/3	Dianna Award training cost	Diana Award
		SL C&C	Term 2 onwards	Time	N/A
		SL C&C	Term 1	Cost of promotional materials for example (staff lanyards, signage, house badges)	N/A
		SL C&C	Term 2/3 previous year		N/A
		SL C&C / Coordinator	Term 1		N/A
	3. Redesign and Pilot the House System to create healthy competition and sense of belonging Reorganise the house system, aligning it with the school ethos and values.		Ongoing		N/A

	2.	Consult with pupils around possible changes to House system.	SL C&C / Coordinator		£1000	
	3.	Develop an initial schedule of inter-house competitions focused on academics, sports, and creative challenges.		Term 2		N/A
	4.	Pilot competitions for one term, gathering feedback from pupils and staff.	SL C&C / Coordinator	Term 2	Time Mentoring training Transport	Provider TBC
	4. Develop a Mentoring Program and Pilot		SL C&C	Term 3		Cost of Taxis
	1.	Identify interested Year 11 pupils to participate in a mentoring program linked to primary schools.	SL C&C / HoY 8			
	2.	Provide training for mentors on communication, responsibility, and leadership.				
	3.	Pilot sessions with one or two feeder primary schools to evaluate the program's structure and impact.				
	5. Build leadership capacity through the Appoint of Temporary Coordinators		SL C&C	Term 1	Cost of teaching allowance	N/A
	1.	Propose a potential Coordinator role to BOG. Role with focus on mainly developing pupil leadership and personal development across the school.	Principal / SL C&C / BOG	Term 1 or 2		N/A
	2.	Assign temporary responsibilities for managing the student council and house system to staff members to assess feasibility and impact.				
	1. Strengthen and Expand Student Council		SL C&C / Coordinator / CCC	Term 2&3	Time	N/A
	1.	Increase the council's visibility through regular assemblies, newsletters, and social media updates.	SL C&C / Coordinator	Ongoing	Time	N/A
	2.	Empower the council to lead initiatives aligned with the school ethos, such as organising charity events or planning pupil-led assemblies.	SL C&C / Coordinator	Term 3	Time	N/A
	3.	Introduce an annual leadership conference for council members.				

Monitoring & Evidence (what and how collected)		When collected?	By whom?
a. Survey pupil, staff, and parent satisfaction with leadership opportunities. b. Track the number of pupils involved in leadership roles and house competitions. c. Analyse improvements in pupil confidence, communication, and school engagement. • Track visibility efforts (assemblies, newsletters, social media). • Monitor council-led initiatives and participation. • Track participation in inter-house competitions.			
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 2 Health, Wellbeing and Keeping Safe

To develop and implement a comprehensive, age-appropriate Relationships and Sexuality Education (RSE) curriculum for Years 8–12 that reflects the unique cultural context of Northern Ireland, aligns with statutory requirements, and promotes pupil wellbeing, respect, and informed decision-making. Outside providers will enhance delivery, ensuring pupils receive expert, engaging, and relevant content.

Baseline:

2. Baseline of evidence collated in conjunction with completion of NIHRC RSE Audit involving RE, LLW, Science, HE, ICT and PE March 2022. There remains a need for Science, HE, ICT and PE to complete the RSE progression framework.
3. Review of the use of pastoral time in KS3 and 4 for RSE topics/content conducted May 2023.
4. The provision of RSE was positively reviewed in pupil SDP Questionnaire with 87.2% agreeing that they get to explore the qualities of relationships ; 90% agreeing that they get to explore how to develop and mature sexually (e.g. Puberty, sexual health, contraception, the law, STIs, teenage pregnancy) ; 86.7% agreeing that they develop strategies to avoid and resolve conflict and 80% agreeing that they get to develop coping strategies to deal with challenging relationships, including domestic violence.
5. There is a need for an RSE programme of study, in line with the RSE framework, to collate all content taught throughout the college.
6. Teachers of KS3 and KS4 LLW to receive RSE Ready training.
7. There is a need to supplement the taught curriculum of RSE through year group workshops in identified topic areas.
8. The College will continue to be part of the newly formed RSE NDALC group to further develop resources and collaboration.

Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1: - Draft RSE curriculum for Years 8–12 developed, reflecting statutory guidance and pupil needs. - At least 70% of pupils and parents report increased clarity on the importance and content of RSE (via surveys). - Successful pilot of one health fair with outside providers delivering high-quality sessions.	1. Conduct an Audit and Needs Assessment: - Conduct a baseline survey with pupils, staff, and parents to assess current RSE provision, identify gaps, and understand pupil needs. - Map statutory requirements and best practices in RSE delivery in Northern Ireland.	SL C&C / HoD LLW	Term 1	Time	N/A
		SL C&C / HoD LLW	Term 1	Time	N/A
	2. Develop the RSE Curriculum with links to external providers: - Draft an age-appropriate RSE curriculum for Years 8–12, covering key topics such as relationships, consent, mental health, hygiene, and drugs/alcohol. - Incorporate flexibility for outside providers to deliver specific sessions (e.g., mental health, substance misuse).	SL C&C / HoD LLW / PE / RS / Science	Term 1 & 2	Time	N/A
		SL C&C / SL C&T	Term 3 previous year	Time / Whole school timetable	N/A
	3. Engage Outside Providers: Research and establish partnerships with reputable organisations (e.g., mental health charities, sexual health education experts).	SL C&C	Term 1 & 2	Time / Cost of external provider	TBC
		SL C&C	Term 1	Cost of session TBC	Nexus / AWARE

	2. Pilot one or two sessions delivered by outside providers to evaluate their effectiveness.	SL C&C / VP	Term 3	Time / Cost of external provider	TBC
	4. Pilot a Health Fair:			Cost of bringing providers	TBC
	1. Organise a timetable-collapsed health fair for one year group (e.g., Year 10) with a carousel of sessions on mental health, hygiene, and age-appropriate RSE topics.	SL C&C	End of Term 2		
	2. Inform parents about the RSE curriculum and health fair objectives, addressing potential concerns.	SL C&C	Term 3		N/A
	1. Gather pupil and staff feedback to refine the format. Survey should look at effectiveness of session delivery by outside providers and internal staff.				
	5. Training and Communication:				
	1. Deliver initial RSE training for staff on the new curriculum.	SL C&C	Term 1	Time / Cost of providers	Nexus

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Pupil Surveys: Conduct annual surveys to measure pupil knowledge, confidence, and attitudes toward RSE topics. • Staff Feedback: Collect termly feedback from staff on the curriculum and provider-led sessions. • Health Fair Evaluations: Use post-event surveys to assess satisfaction and impact. • External Reviews: Invite feedback from external providers and relevant community stakeholders. • SLT Reporting: The Senior Leader: Character & Currency will provide termly updates to governors, focusing on progress against success criteria and areas for improvement.			
Mid-Year Review Date:			
Not Achieved	Partially Achieved 	Achieved	Recommendations for future
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 3 Equity, Diversity & Inclusion

Target 1: All stakeholders will focus on creating a broad, balanced, and adaptable curriculum to meet the needs of all pupils at Nendrum College. It addresses barriers to learning, ensures post-16 pathways, optimises the timetable, and improves outcomes in English and Maths.

Baseline:

Number of subjects at KS. The KS3 curriculum has been set for some time. External changes to the curriculum are in development. A steering group consisting of established members meet to ensure pupils are placed in suitable course. The number of pupils choosing to attend SERC has decreased slightly however the number has remained healthy. These courses offer practical options that are not available in school. Percentage of pupils attending Year 11 and 12.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
- Completed curriculum audit with clear recommendations. - Staff training for BTEC qualifications initiated. - Cost-neutral timetable with directed time implemented. - Improved engagement in English and Maths interventions. - Baseline data established for student outcomes in English and Maths. - Pupil survey and focus group completed, with actionable data collected and analysed. - Pilot digital subject selection system trailed with a minimum of 50% of Year 9 pupils. - Positive engagement from pupils and parents, with at least 75% of participants expressing satisfaction with the process.	1. Conduct a review of the Curriculum in preparation for new direction from DE: - Conduct a comprehensive audit of the existing curriculum and qualifications. Identify areas of overlap, gaps, and non-value-adding qualifications. - Engage stakeholders (staff, pupils, parents, and governors) to gather insights on the curriculum's strengths and weaknesses. - Assess the alignment of the curriculum with student needs, local labour market demands, and post-16 pathways. - Identify barriers to learning (e.g., attendance, SEN needs, socio-economic challenges) and adjust the curriculum to address these.	SL C&T / VP / Principal	Term 1 & 2	Time	N/A
		SL C&T	Term 2	Time	N/A
		SL C&T / HoD Careers	Ongoing	Time	N/A
		SL C&T / SL LSC / SL PBL / AO	Term 2	Time	N/A
	5. Start the process of Transitioning to BTEC Qualifications in place of some OS/OCN qualifications: - Review BTEC qualifications available in core areas (e.g., Applied Science, Business, IT, Engineering) that align with pupils' aspirations and employment opportunities. - Train staff in delivering BTEC qualifications to ensure effective teaching from Year 2. - Begin phasing out OCN qualifications that provide no pathway for Year 10 cohorts and replace them with BTECs where appropriate.	SL C&T / VP / HoDs	Term 1 & 2	Time	N/A
		SL C&T / Links with NDALC	Term 3	Time	Staff from schools within area learning community
		SL C&T / VP / HoDs	Term 2 & 3	Time	
	4. Pupil Voice Framework	SL C&T	Term 2 & 3	Time	N/A

	1. Design and implement an annual pupil survey focused on curriculum satisfaction and suggestions.	SL C&T / VP /HoD Careers	Term 2	Time	N/A
	2. Pilot focus groups with Year 10 to gather deeper insights into pupil preferences.				
	3. Improve how pupils makes choices at Year 10 (Subject Selection System)				
	1. Evaluate current methods for collecting subject choices and trial a digital solution (e.g., Google Forms, Options@SIMS).	SL C&T	Term 1	Time	N/A
	2. Pilot the digital system with a small cohort of Year 10 pupils and gather feedback on usability.	SL C&T	Term 3	Time	N/A
	3. Communication and Engagement				
	1. Run Year 10 information sessions for pupils and parents on the GCSE selection process.	SL C&T & SL C&C	Term 2 & 3	Time	N/A
	2. Information sessions for parents focused on Subject pathways, Career pathways and subject options available.	SL C&T & HoD Careers	Term 2 & 3	Time	N/A
	3. Improving outcomes in English and Maths Strategy:				
	1. Introduce intervention programs targeting students below the expected standard in English and Maths.	SL C&T / SL P&A / HoD English & Maths	Term 1	Time	N/A
	2. Invest in professional development for English and Maths teachers, focusing on evidence-based teaching methods.	SL C&T / SL P&A	Term 2	Cost of training	TBC
	3. Start a cross-curricular literacy and numeracy initiative to embed core skills across subjects.	SL C&T / SL P&A	Term 3	Time	Time

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Curriculum audit report showing overlaps, gaps, and non-value-adding qualifications. • Monitor professional development participation. • Audit cross-curricular literacy/numeracy integration • Feedback forms or surveys. • SEN, attendance, and FSM data analysis.			
Mid-Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact <i>(Give examples of evidence used to monitor and evaluate)</i>			
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future
Impact <i>(Give examples of evidence used to monitor and evaluate)</i>			

Priority 3 Equity, Diversity & Inclusion

Target 2: Upskilling staff, supporting pupils on stages 1 and 2 of the SEN Code of Practice, and addressing increasing responsibilities, including medical records management and access arrangements. An Assistant Learning Support Coordinator (ALSC) will take on key roles to ensure smoother processes and increased capacity.

Baseline:

- XV. The number of pupils on the SEN register has remained steady over the past three years at around 25-30% of the school population, following a drop as a result of changes to SEN categories (removal of Mild Learning difficulties and medical categories-ASD, ADHD) in 2018/2019.
- XVI. The Learning Support Team led by the LSC consists of 20 classroom assistants and two general assistants (more have been required for 2024-25 due to the increase in Statemented pupils enrolling in Year 8). In October 2024 the role of SENCo was changed to Learning Support Coordinator (LSC) and appointed to the SL. An Assistant LSC (ALSC) was also appointed in October 2024.
- XVII. A whole school responsibility for SEN has been established and embedded, with all staff contributing to the creation and/or evaluation of IEP (PLP) targets. There continues to be a need to keep this at the forefront of teaching and learning, with focus on the role of the form teacher at Stages 1 and Year Head at Stage 2. LSC retains responsibility for monitoring and provision of pupils at Stage 3. There remains a need to schedule time for staff to complete IEP review, twice yearly and encourage meaningful contribution from all subject departments and pastoral teams.
- XVIII. Whole-school staff training is embedded as part of the annual staff development programme. LSC is leading whole school SEND implementation with support from VP.
- I. LSC advises staff and tests pupils for Access Arrangements, in line with JCQ guidance. Full JCQ inspection has been completed on three occasions in recent years, with the latest in 2025. All inspections have been successful and fully compliant with JCQ regulations. There remains a need to embed a firm system of gathering departmental evidence prior to official application. Increased LSC time has been required in recent years to fulfil the role of Specialist Assessor and comply with JCQ regulations which change annually. There is a need for the ALSC to undertake the Level 7 Specialist Assessor qualification to assist the LSC with the increasing demands of the Access Arrangements process.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1 - Comprehensive audit completed, with clear insights into current provision gaps and potential for resource reallocation. - Proposal for cashing in classroom assistant hours submitted to EA or relevant authority. - Nurture area proposal drafted, and initial funding options identified. - Positive feedback from stakeholders on plans and improved communication channels.	1. Audit Current Provision:				
	1. Conduct a detailed audit of learning support needs, classroom assistant (CA) deployment, and staff workloads.	SL LSC / ALSC / VP	Term 1	Time	N/A
	2. Analyse the potential for “cashing in” further classroom assistant hours to fund additional qualified teaching staff to facilitate smaller class sizes and success for all.	SL LSC / ALSC / VP	Term 3 previous year	Time	N/A
	3. Assess training needs for classroom assistants to maximize their effectiveness.	ALSC	Ongoing	Time	EA
	4. Use evidence-based tools to assess individual pupil needs (e.g., Boxall Profile, Strengths and Difficulties Questionnaire).	SL LSC / ALSC	Ongoing	Cost of license for Boxall (£500-£600)/additional educational tests	N/A
	5. Assess the current Access Arrangements testing process in terms of ease of use, test expiry and data requirements, as per JCQ regulations.	SL LSC / ALSC	Terms 2 & 3		N/A
	2. Introduce an Assistant Learning Support Coordinator (ALSC)				
	1. Appoint the ALSC and define their key responsibilities, including:	SL LSC / VP / BoG	Term 1	Cost of 1TA/Time	External training

• ALSC role established, with a clear understanding of responsibilities and training completed. • Medical records fully audited and updated, with clear procedures in place for ongoing management.	2. Oversee and update medical records for pupils.	ALSC / SL LSC	Ongoing	Time	N/A EA Behaviour Support N/A TBC
	3. Oversee supporting interventions and tracking progress for stage 1 and 2 pupils.	ALSC / SL LSC	Ongoing	Time	
	4. Shadow the SL LSC (SENCO in old terms) to learn the process of completing access arrangements.	ALSC / SL LSC	Ongoing	Time	
	5. Provide initial training for the ALSC on access arrangements, medical record management, and tracking systems.	SL LSC / VP	Term 1	Cost of attending potential courses	
	3. Explore Funding Flexibility to further provided small group or one to one support:				
	1. Engage with the Education Authority (EA) to discuss reallocation of resources (e.g., cashing in hours).	SL LSC / VP	Term 3 previous year	Time	EA Special
	2. Draft a proposal for introducing a teaching member of staff funded through reallocation, with clear cost-benefit analysis.	SL LSC / VP	End of Year	Time	EA Special
	3. Explore additional funding pathways for provision of assistive technology. Liaise with providers.	SL LSC / VP	Ongoing	Time	N/A
	4. Develop a Nurture Area for pupils in a heightened state or in need of time to				
	1. Develop a rationale as to why a nurture space would be relevant in the context of the school.	SL LSC / ALSC / Principal	Term 1 & 2	Time	N/A
	2. Identify a suitable space within the school for a nurture area.	SL LSC / ALSC	Term 1 & 2	Time	N/A
	3. Consult with pupils, staff, and parents on the design and purpose of the nurture area.	SL LSC / ALSC	Term 1 & 2	Time	N/A
	4. Research funding streams and grants to support the creation of the area.	SL LSC / ALSC	Term 2	Time	N/A
	5. Equip the area with sensory materials, calming zones, and academic support resources.	SL LSC / ALSC	Term 2	£2000 - £3000	N/A
	6. Develop a timetable for nurture area use, ensuring structured access for pupils in need and pilot.	SL LSC / ALSC	Term 2 & 3	Time	N/A
	5. Communication and Stakeholder Engagement				
	1. Host information sessions for staff, parents, and governors to explain changes to learning support provision.	SL LSC / ALSC / SLT	Term 2	Time	N/A
	2. Develop a programme of SEN training sessions for parents with visiting outside providers.	SL LSC / ALSC	Term 3	Time	TBC
	3. Create a clear communication channel for classroom assistants to share concerns or suggestions.	SL LSC / ALSC	Term 1	Time	N/A
	4. Develop and schedule within the school calendar a system to gather comprehensive pupil and parent views linking SEN with whole-school areas.	SL LSC / ALSC	Term 1	Time	N/A

	5.	Redevelop the current school system of referral for inclusion on the SEND register, in line with SEND Transformation procedures.	SL LSC / ALSC	Term 2	Time	N/A
	6. Develop TPL and Intervention Programs					
	1.	Inform and train all staff of SEND Transformation progress, including PLP and updated referral processes.	SL LSC / ALSC	Term 1	Time	N/A
	2.	Teaching staff development through external providers to develop staff awareness/knowledge	SL LSC / ALSC	Ongoing	Time / Cost of training providers (IDL) Cost of providers	IDL
	3.	Include sessions on SDD for classroom assistants (CAs) on supporting medical needs and stage 1/2 pupils in addition to Stage 3 specific needs.	SL LSC / ALSC	Ongoing		TBC
	4.	Research Middletown training and book sessions for SDD calendar for whole staff training around emotional regulation, sensory processing and neurodiversity.	SL LSC / ALSC	Term 2 & 3	Time	Middletown
	5.	Begin ALSC-led small-group CPD sessions for CAs focused on classroom-based support strategies.	ALSC	Term 2 & 3	Time	TBC
	6.	Increase Stage 3 withdrawal support to include selected Stage 1 & 2 Support: Schedule small-group literacy and numeracy interventions (IDL), led by classroom assistants under ALSC guidance.	SL LSC / ALSC	Term 2 & 3	Cost of additional teaching hours	N/A
	7.	AAIS training to be completed by those staff who have not yet completed Tier 1 and 2. Request training log from AAIS	SL LSC / ALSC	Term 2 & 3		AAIS
	8.	Staff training from outside provider on the effective use of assistive technology.	SL LSC	Term 2 or 3	Time	N/A
					Time	

Monitoring & Evidence (what and how collected)		When collected?	By whom?
- Use tools like the Boxall Profile and SDQ for individual assessments. - Monitor CPD sessions led by ALSC. - Track intervention delivery and outcomes. - Updated PLP and referral documentation. - Improved tracking and documentation. - Parent and Staff surveys on the effectiveness of SEN provision			
Mid-Year Review Date: Jan 2026			
Not Achieved	Partially Achieved 	Achieved	Recommendations for future
End of Year Review Date: June 2026			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 3 Equity, Diversity & Inclusion

Target 3: Establishing a whole school understanding of autism and SLCN and implementing foundational strategies. To adopt a neuro-affirming, whole-setting approach that meets the needs of autistic pupils and pupils with SLCN by fostering inclusion, understanding, and tailored support to enable all pupils to thrive academically, socially, and emotionally.

Baseline:

- XIX. 2018/2019 BoG were informed of new duties and made aware of significant changes to SEND procedures by Principal. SEND implementation continues in line with DE guidance. Annual staff training on implementation and specific support.
- XX. The college was involved in the Phase 1 implementation of the PLP, which was halted due to excessive workload as part of Action Short of Strike. Prior to this LSC had started PLP implementation for Junior School. This was reduced to Junior School Stage 3 pupils due to the excessive amount of time required to gather information, create targets and review each phase. Phase 1 reviews completed (Feb. and June) for these pupils in 2022-23, 23-24 and 24-25. Phase 2 not complete due to the excessive time requirements involved and repetition of information. Concerns remain about the time required for the PLP process.
- XXI. Weekly SEN diary entries for those pupils at Stage 3 (old 5) on Google Classroom to advise and respond to educational and/or pastoral need.
- XXII. LSC holds "Advice to Parents" documents to facilitate remote learning (online or otherwise) for those with additional needs, if required. Home learning support/help available on school website via the SEN padlet. LSC updates to school website to raise awareness of support mechanisms available (EA/external bodies).
- XXIII. LSC maintains regular contact with EA support agencies. Regular visits to school from AAIS and Hearing Support were facilitated. In 2024-24 three referrals to Educational Psychology were accepted with two successful referrals for Statutory Assessment and one in the process.
- XXIV. Increased number of pupils with ASD (SEN) struggling to attend school. Regular phone calls/home visits conducted to support and encourage. Positive comments received from pupils and parents in response to support. There has been an increase in the number of requests to the LSC to schedule multi-disciplinary meetings in relation to school attendance and implementation of Reintegration plans.
- VIII. LSC contact with parents of Stage 3 pupils (email & telephone) through Learning Support email address. Overwhelmingly positive comments received (anecdotal and by email) in response to support provided. Of the parents who responded to the most recent survey (SDP Parent survey 2025) only one parent, who failed to attend the Annual Review meeting responded negatively in relation to SEND support, citing larger than expected class sizes and no one to one support. The matter has since been addressed with the parent, explaining EA funding for adult assistance and the increased number of supernumerary Statemented pupils being placed in the college each year.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
Year 1	Year 1				
1. All staff complete foundational training in autism and SLCN.	1. Training and Awareness:	SL LSC / ALSC	Term 1-Ongoing thereafter	Time	AAIS/Middletown
2. Updated SEN and Inclusion policies are in place and reflect neuro-affirming practices.	I. Ensure all staff (teaching and support) complete relevant autism training (e.g., AAIS, Middletown Centre for Autism, or equivalent).	SL LSC / ALSC	Term 2	Time	N/A
3. Sensory-friendly spaces are available, and adaptations are visibly implemented.	II. Provide whole-school training on neuro-affirming practices, sensory processing, and communication challenges.	SL LSC / ALSC	Term 2	Time	N/A
4. Pupils with autism and SLCN have IEPs/PLPs in place,	III. Raise awareness of Autism and SLCN among the wider school community (e.g., parent workshops, newsletters).	SL LSC / ALSC	April	Time	N/A
	IV. Autism Awareness/Acceptance Month celebration	SL LSC	Term 1	Time	CSSC
	V. Provide whole-school training on emotional regulation, trauma-informed approaches, and attachment theory.	SL LSC / ALSC			

with progress monitored twice yearly. 5. All staff complete foundational SBEW training. 6. College environment is adapted to be more inclusive and sensory-friendly. 7. Identified pupils have individual strategies in place for emotional regulation. 8. Increased positive engagement from pupils with adults and peers.	VI. Train staff in recognising signs of dysregulation (hypo- and hyper-arousal) and appropriate intervention strategies.	SL LSC / ALSC / SL PBL	Term 2	Time	TBC
	VII. Deliver workshops on de-escalation techniques and proactive classroom management.	SL LSC / ALSC / VP	Term 2	Time	N/A
	2. Review and develop Policy around SEN based on statutory requirements and new legislation: Review and update SEN and Inclusion policies to reflect neuro-affirming practices.	SL LSC / ALSC	Term 1	Time	N/A
	Establish a clear process for identifying and supporting pupils with autism and SLCN.	SL LSC / ALSC / VP	Term 2	Time	N/A
	Update school policies to reflect trauma-informed, neurodiverse-inclusive approaches to behaviour management.		Term 1	Time	N/A
	3. Create a more inclusive, supportive, and emotionally safe school environment, particularly for pupils who may experience sensory sensitivities or emotional regulation challenges:				
	I. Audit the school environment to identify sensory triggers and areas for improvement (e.g., reducing noise, creating sensory-friendly spaces).	SL LSC / ALSC	Term 1	Time	N/A
	II. Create calm zones and visual aids to support sensory and emotional regulation.	SL LSC / ALSC	Term 2	Time	N/A
	III. Develop staff-pupil relationship-building strategies to foster a sense of belonging.	SL LSC / ALSC	Term 3	Time	N/A
	4. Provide targeted, structured support for pupils with autism and Speech, Language and Communication Needs (SLCN) to enhance their learning and development.				
	I. Develop IEPs/PLPs for identified pupils with autism and SLCN, focusing on communication, social interaction, and flexibility of thought.	SL LSC / ALSC	Term 1	Time	N/A
	II. Use graduated response, tracking and reviewing strategies implemented.	SL LSC / ALSC	Term 1	Time	EA Special
	5. Strengthen collaboration and communication between the school, external specialists, and families to ensure consistent, informed, and effective support for pupils with additional needs:				

	I. Reinforce links with external professionals (e.g., AAIS, speech and language therapists) for guidance and expertise.	SL LSC / ALSC	Term1	Time	TBC
	II. Involve parents in discussions about strategies and approaches for their children.	SL LSC / ALSC	Ongoing	Cost of resources Time	N/A
	6. Improve Support and Interventions for Pupils identified on the code of practice:				
	1. Introduce small-group interventions focused on emotional regulation, social skills, and resilience-building.	SL LSC / ALSC	Ongoing	Time	N/A
	2. Implement consistent routines and visual schedules to reduce anxiety.	ALSC / CLA's	Ongoing	Time	N/A
	3. Establish a key adult system where pupils have a trusted adult to check in with daily.	SL LSC / ALSC	Ongoing	Time	N/A
	7. Improve Parental Engagement and External Support:				
	1. Provide workshops for parents on supporting emotional well-being at home.	SL LSC / ALSC LSC/ALSC/ Teaching and support staff	Term 1 Ongoing	Time Time	N/A EA services
	2. Work closely with external professionals (e.g., educational psychologists, social workers) to access additional support and training.	SL LSC / ALSC	Ongoing	Time	EA services
	3. Ensure staff use advice and guidance helplines for additional strategies.				

Monitoring & Evidence (what and how collected)		When collected?	By whom?
• Use graduated response tracking tools. • Conduct sensory audits using checklists. • Track creation and use of calm areas and visual aids. • Observe staff-pupil interactions. • Updated SEN and Inclusion policies. • Behaviour policy revisions. • Meeting minutes and consultation feedback.		• Term 3 • Term 2 • Term 2 • Term 2 • Term 1 • Term 1 • Ongoing	SL LSC / ALSC ALSC ALSC SL LSC SL LSC SL PBL / SL LSC Depts
Mid-Year Review Date:			
Not Achieved	Partially Achieved 	Achieved	Recommendations for future
End of Year Review Date:			
Not Achieved	Partially Achieved	Achieved	Recommendations for future

Priority 3 Equity, Diversity & Inclusion

Target 4: Establish a Professional Learning Community that promotes supportive, inclusive and celebratory staff professional learning, which underpins the identified priorities for development in Nendrum College and reflects and embraces contemporary pedagogy.

Baseline:

In addition to the five core Baker Days, the school utilises the full five optional School Development Days granted by DENI in line with the requirement of Circular 2022/06. 34.7% of teaching staff (SDP Survey, May 2023) felt that SDDs were not used effectively, with many comments referring to the heavy workload of staff and the need for necessary paperwork to be streamlined and a desire expressed to use time to explore/improve teaching and learning strategies and pastoral care provision. Furthermore, 26.1% staff disagreed that PRSD is used effectively to identify and meet staff development needs, with describing it as a “tick box exercise”. It should be noted that this survey was conducted during industrial action where those on UPS3 were not engaging with PRSD. There is a need to ensure that SDDs are used effectively to “allow time for self-evaluation and continuing professional development in pursuit of school improvement and raising of standards”. There is also an urgent need to review the implementation of PRSD to ensure it meets the aims of the scheme and promotes the professional development of all staff at all stages in their career.

91.7% of teaching staff agree that the college effectively supports staff in their personal professional development (Staff SDP Survey, May 2025). In the survey, staff identified areas of additional support and training that would be helpful, with a significant focus on digital skills and technology, more discussion on pedagogy and sharing best practices, behaviour management, SEN strategies and support for middle leaders to empower them in their departments.

65.2% of staff agreed that School Development Days are used effectively throughout the year.

Target:					
Success Criteria	Targets & Actions to bring about Improvement	Staff/lead responsibility	Timescale	Resources / Costs	External Support
• Leaders and staff foster a culture of openness, reflection and shared practice. • Lesson observations are completed for 100% of teaching staff within agreed timelines. • Staff report increased clarity and confidence in PRSD processes (via feedback survey). • PRSD documentation shows alignment with agreed standards and improvement targets. • Best practice research informs updated observation and feedback protocols, evidenced by revised policy or guidance documents. • A clear framework for professional learning is	1. Strengthen the effectiveness and consistency of teacher professional development and performance review processes. - Oversee lesson observations and support staff in PRSD completion. - Evaluate current PRSD arrangements to ensure alignment with its aims and improve teacher development. - Research best practices in lesson observation and feedback from similar schools.	SL P&A	Term 1-3	Time / Cover	N/A
		SL P&A/Principal	Term 1	Time	N/A
		SL P&A	Term 2	Time	N/A
	2. Develop a Professional Learning Structure - Establish a clear framework for professional learning, ensuring it is manageable, impactful, and minimally bureaucratic. - Develop an approach to monitor and evaluate teaching practices and their impact on student outcomes.	SL P&A	Term 1 - 2	Time	N/A
		SL P&A	Term 3	Time	N/A
	3. Embed evidence-based practice and contemporary pedagogy into the school culture to enhance teaching quality and inclusion. Review educational research and contemporary pedagogy literature.	SL P&A	Term 1 – 3	Time	N/A

published and shared with all staff. ● 80%+ of staff agree the framework is manageable and impactful (staff survey). ● Monitoring system implemented to track participation and impact on teaching quality. ● Evidence of improved pupil outcomes linked to professional learning (e.g., assessment data, lesson observation reports). ● Staff feedback indicates increased confidence in applying evidence-based strategies. ● Middle leadership programme completed by targeted staff; impact measured through departmental improvement plans. ● InnerDrive strategies observed in classroom practice and referenced in planning. ● PiXL partnership results in updated curriculum and assessment models; staff feedback confirms clarity and effectiveness. ●	II.	Share relevant research resources/summaries with staff. Establish a staff research library with curated educational literature.	SL P&A	Term 1	£500	N/A
	III.	Invest in resources from Jamie Clark to support pedagogy and inclusion.	SL P&A	Term 1	£500	N/A
	4. TPL funding Department of Education					
	● Leadership Development invest in professional development and capacity building across different leadership and teaching roles to improve pupil outcomes and strengthen school performance		Principal	Term 2 & 3	£1500	G. Beattie
	1. Middle leadership programme aimed at upskilling middle leaders to improve outcomes for pupils.		Principal	Term 2	£1500	InnerDrive / PiXEL
	1. SLT training with an external provider such as InnerDrive or PiXEL in relation to specific areas of development.		Principal / SL LSC	Ongoing	£2000	N/A
	2. Fund Access Arrangements Qualification (ETAAC) for the new Assistant Learning Support Coordinator.		Principal	Ongoing	£1800 course fee + £1300 for cover 1 day a month	N/A
	3. Technology conversion course for staff members willing to change subject specialism.					
	● Enhance the skills, knowledge, and well-being of classroom assistants to improve support for pupils and ensure effective inclusion practices.		Principal / SL LSC	Term 1	£720	Stranmillis
	4. Offer a permanent member of the CLA team the opportunity to undertake the Classroom Assistant Certificate Programme at Stranmillis.		SL LSC SL LSC	Ongoing Term3	£800 (to pay for additional CLA) TBC	N/A TBC
1.	Embed evidence-based strategies and strengthen curriculum design to improve teaching quality and pupil outcomes.		SLT	Term 2 & 3	£4200 (to include travel and cover)	InnerDrive
	● Collaborate with InnerDrive to embed cognitive science and metacognitive strategies. ● Partner with PiXL to refine curriculum planning and assessment models.		SLT	Term 2 & 3	£3200 (to include travel and cover)	PiXEL
			SL C&C	Term 1	N/A	CSSC

	1. Create a whole-school culture that prioritizes mental health, emotional well-being, and positive relationships, while improving pupil engagement and attendance. 1. Train staff in trauma-informed practice, relational learning, and restorative approaches. 2. Partner with AWARE and Alternatives for mental health and conflict resolution support. 3. Appoint and train Wellbeing Champions among staff and pastoral leads. 4. Provide specialised training for the Attendance Officer to improve pupil attendance and engagement. 5. College will recruit the services of a Counsellor to support staff.	SL C&C	Term 1	N/A	AWARE
		SL C&C	Term 2 & 3	£1000 (to include cover and travel)	AWARE
		SL PBL	Ongoing	TBC	TBC
		Principal	Term 1	£60 per session	CMIST

Monitoring & Evidence (what and how collected)		When collected?	By whom?
Middle Leaders Action Plans Staff surveys Dept meetings Teacher performance		Term 1 Ongoing Directed time calendar Term 3	Principal / SL P&A SL P&A / SL C&C Principal / VP Principal / VP
Mid-Year Review Date: 16/01/2026			
Not Achieved	Partially Achieved 	Achieved	Recommendations for future
End of Year Review Date: 10/06/26			
Not Achieved	Partially Achieved	Achieved	Recommendations for future