

## School Development Plan 2025 - 28



Nendrum  
College  
COMBER

## Our Vision for June 2028

By June 2028, Nendrum College will be a school that exemplifies excellence in leadership, learning, inclusion, and pastoral care. Our three-year development plan is driven by a commitment to strengthening leadership at all levels, fostering staff and student wellbeing, enhancing teaching and learning, closing the attainment gap for disadvantaged pupils, and ensuring all students have clear progression pathways beyond school.

Through a restructured and strategically developed Senior Leadership Team, we will cultivate a culture of collaborative leadership, ensuring all staff feel supported and empowered in their roles. By embedding leadership development across all levels, including middle leaders and aspiring leaders, we will create a school that is forward-thinking, self-improving, and innovative in its approach. The Pedagogy & Assessment Senior Leader along with the Heads of Department will drive improvements in teaching quality, ensuring that lessons are engaging, research-informed, and tailored to meet the diverse needs of our learners.

To support staff wellbeing, we will reduce unnecessary workload, improve communication structures, and embed a culture where teachers and support staff feel valued and motivated. A structured approach to professional learning will enable staff to share best practices, develop expertise, and continuously improve their teaching.

Our pastoral care system will focus on early intervention, positive behaviour strategies, and embedding a strong school ethos underpinned by character and culture. Through our Learning Support and Inclusion strategy, we will enhance provision for students with additional learning needs, ensuring that all pupils, including those at Stages 1 and 2 of the SEN Code of Practice, receive the tailored support they require. Our nurture provision will be developed to support students who require additional emotional and social support, strengthening their ability to engage fully with learning.

Learning and teaching will be transformed through a renewed focus on contemporary pedagogy, digital learning integration, and data-driven decision-making. We will introduce structured intervention programs to support literacy, numeracy, and digital literacy development, ensuring all students regardless of their starting points have access to high-quality education. A new curriculum review will ensure that students have clear pathways into Sixth Form and Level 3 qualifications, offering both academic and vocational options that align with their aspirations and career goals.

We are committed to closing the attainment gap for disadvantaged students, with targeted attendance interventions, academic mentoring, and parental engagement programs to ensure that FSM students receive the support they need to succeed. The £149,500 TSN funding will be strategically used to drive improvements in attendance, engagement, and achievement, while ensuring long-term sustainability of key interventions.

By 2028, Nendrum College will be recognised as a high-performing, inclusive, and aspirational school where students are supported holistically, academically, socially, and emotionally to achieve their full potential. Through effective leadership, high-quality teaching, and strong pastoral support, we will create a learning environment where all students, regardless of background or ability, can thrive.

## School Development Plan

Nendrum College | September 2025 – June 2028

### Introduction:

Nendrum College is currently undergoing a transitional stage marked by the appointment of a new principal, signalling a new chapter in its development. The incoming leadership is focused on building upon the solid foundation laid by the previous principal, who was instrumental in significantly improving outcomes for pupils. As the school looks to the future, there is a strong emphasis on sustainability, particularly in maintaining and increasing student numbers to ensure the continued growth and success of the college. This period of change is viewed as an opportunity to reinforce the school's positive trajectory while embracing fresh ideas and renewed energy.

With the launch of a new three-year cycle of the School Development Plan, the Senior Leadership Team believes this is the ideal time to reflect on and redefine the school's ethos for the years ahead. As part of this process, the school will establish a clear and meaningful vision and mission statement that reflects its aspirations, priorities, and unwavering commitment to every pupil's academic, personal, and social development. This renewed sense of purpose will provide a shared direction for the entire school community, staff, pupils, and parents alike ensuring everyone is working collaboratively toward common goals.

A central part of this work will be the development and embedding of a set of core school values that will sit at the heart of school life. These values will underpin teaching and learning, shape behaviour expectations, and guide the pastoral care system, fostering a culture of respect, ambition, and resilience. It is essential that this refreshed ethos not only supports the strategic aims of the school but also aligns with and honours the school's long-standing motto: Always Aim High. The new vision and values will be designed to reflect and reinforce this motto, ensuring that it continues to inspire high standards, high expectations, and a belief in every pupil's potential.

The integration of this ethos into all areas of school life will promote consistency, clarity, and a strong sense of identity, while also enabling staff and pupils to take pride in a shared set of principles. The process of shaping this new direction will involve input from pupils, staff, and the wider school community, helping to ensure that it is both authentic and meaningful. Ultimately, the updated ethos, vision, and values will form the foundation for a positive, aspirational, and inclusive school culture that is fully aligned with the school's history and future ambitions.

The impact of COVID-19 on pupils has been profound, particularly in relation to attendance, learning, and overall wellbeing. Extended periods of school closures and disrupted routines have led to a noticeable decline in attendance levels, with many pupils struggling to re-engage fully with the structure of school life. The loss of crucial learning time during the primary years has had a lasting effect, with gaps in literacy and numeracy becoming increasingly evident as pupils transition into post-primary education. In addition, many young people have experienced a significant drop in resilience, finding it more difficult to cope with academic and social challenges. There has been a marked rise in school-based anxiety, with growing numbers of pupils presenting with mental health concerns that are closely linked to irregular attendance and the pressures of catching up. The College is now tasked not only with closing academic gaps but also with supporting the emotional recovery and reintegration of their pupils into a stable, nurturing learning environment.

A key priority for the school is to improve attainment in English and Maths, as current outcomes indicate the need for more targeted intervention and support. Consistency in teaching strategies, assessment practices, and curriculum delivery is essential to raising standards in these core subjects. By raising attainment in literacy and numeracy, we aim to equip all pupils with the foundational skills necessary to access and achieve in a broad range of subjects, ultimately ensuring they are well-prepared for Level 3 qualifications and a variety of post-16 pathways. This improvement must be inclusive and sustained across all pupil groups, with a particular focus on ensuring that pupils entitled to Free School Meals (FSM) and those with Special Educational Needs (SEN) make strong progress and attain in both English and Maths. Our goal is to eliminate barriers to achievement, enabling every pupil to leave school with the qualifications, skills, and confidence needed to pursue further education, training, or employment.

The school's senior leadership structure is newly established, requiring clearer role definitions and professional development. The previous model for SL was based on a member of staff acquiring a specific number of teaching allowances. The newly formed Senior Leadership Team has been strategically structured around the revised ETI framework and the key principles of the ISEF document, providing clear, accountable roles that are aligned with driving school improvement. This refreshed leadership model ensures that each senior leader has a defined focus area, directly contributing to the priorities outlined in the School Development Plan. The structure not only enhances strategic oversight and consistency but also supports greater collaboration across all levels of school life. Importantly, this approach allows for meaningful capacity building, creating opportunities for leadership development both at senior and middle leadership levels. As the school continues to grow and evolve, this framework ensures a strong leadership pipeline, fostering a culture of continuous improvement and shared responsibility for pupil outcomes.

Staff workload and wellbeing remain areas of concern, particularly as teachers with additional leadership or pastoral responsibilities do not have dedicated time within their timetable to fulfil these roles effectively. This results in increased workload and limits the time available for strategic improvements in teaching, learning, and student support. As we look ahead, supporting our staff remains a central priority for the Senior Leadership Team, particularly as we navigate another period of Action Short of Strike. We recognise that our staff are the heartbeat of the College, and their development, wellbeing, and morale are essential to the continued success of Nendrum College. In this context, we are committed to fostering leadership aspirations across all levels, providing meaningful opportunities for upskilling, and supporting staff, particularly our younger and less experienced colleagues, so they feel confident, empowered, and equipped to make a real difference in the classroom.

In the wake of industrial action, we are especially mindful of the need to support early-career teachers who may feel uncertain or underprepared. Our focus will be on ensuring they have access to high-quality professional learning, mentoring, and opportunities for growth that not only build classroom expertise, but also align with their personal career goals. We want all staff to feel that Nendrum is a place where they can thrive, lead, and develop, regardless of where they are in their professional journey.

As an SL, we are committed to leading with clarity, compassion, and consistency during this challenging time. We will work to manage expectations thoughtfully, ensuring that staff are not overwhelmed while still maintaining our collective ambition for pupil progress. Workload will be kept under regular review, and we will continue to engage in open, honest dialogue with staff to ensure they feel heard and valued. We also recognise the importance of unity and morale and will actively seek to maintain a positive and supportive culture, where collaboration is strong, successes are celebrated, and staff wellbeing is protected.

Ultimately, our aim is to navigate this period and ensure stability, balancing the professional needs and aspirations of our staff with the wider strategic goals of the school. By investing in our people and staying true to our shared values, we will continue to move forward together, even in the face of challenge.

Nendrum College has a strong and well-established pastoral system that places the wellbeing, safety, and personal development of every pupil at its core. As we continue to build on this strength, we are committed to enhancing the support we provide by drawing on additional expertise from external services, ensuring pupils have access to the right help at the right time. This includes strengthening our links with mental health services, youth workers, and counselling providers, to offer more targeted and specialist support where needed.

At the heart of our pastoral approach is a deep commitment to nurturing children—recognising that emotional wellbeing and a sense of belonging are essential foundations for learning. We are actively embedding nurture principles across all aspects of school life, creating a consistent and compassionate culture that supports the development of the whole child. This includes building strong, trusting relationships, offering clear boundaries, and providing safe spaces for pupils to reflect, grow, and re-engage when challenges arise.

To further support this, we are investing in the professional development of our classroom assistants, recognising the vital role they play in delivering nurture-based support both in and beyond the classroom. By developing their skill set in line with nurture principles, we aim to ensure that all adults in our school are equipped to respond to pupils' emotional and behavioural needs in a consistent, informed, and empathetic way.

We also recognise the importance of working closely with parents and carers to form strong partnerships in supporting pupils. By keeping families better informed and involved, we aim to build a more joined-up and supportive network around each child. In addition, we are placing a renewed focus on recognising and celebrating positive behaviour, effort, and achievement, helping to reinforce a relational, strengths-based approach. This not only promotes mutual respect but also nurtures motivation, confidence, and a sense of pride among our pupils. Through this enhanced and holistic approach, Nendrum College continues to be a place where every child is known, valued, and supported to reach their full potential.

As part of this new three-year School Development Plan, Nendrum College is beginning to lay the essential foundations for the future establishment of its own post-16 provision. This marks a significant and ambitious milestone in the school's ongoing development, reflecting both a strategic vision for growth and a deep commitment to meeting the evolving needs of its pupils and the wider community. The long-term goal is that by June 2028, the college will be in a strong position to submit a formal Case for Change to the Education Authority, clearly demonstrating the viability, sustainability, and necessity of delivering post-16 education onsite at Nendrum.

Over the life of this development plan, key structures and systems across the school will be reviewed and strengthened to ensure that, when the time comes, the college is fully prepared to deliver a high-quality post-16 offer. This includes building leadership capacity at all levels, refining curriculum pathways to support progression, and enhancing the pastoral and wellbeing provision to meet the needs of older students. Furthermore, the school will focus on creating a culture of aspiration from Year 8 upwards, helping pupils see Nendrum as a place where they can continue their learning journey beyond GCSEs.

The vision for post-16 at Nendrum is not simply about adding years to education, it is about creating meaningful, relevant pathways that respond to the skills demands of the local economy, further education trends, and the ambitions of young people. Importantly, the school recognises that any successful post-16 model must be rooted in community need. Over the next three years, Nendrum will actively consult and collaborate with pupils, parents, local employers, and other stakeholders to gather clear evidence of demand and ensure the model being developed is both responsive and sustainable.

By 2028, the college aims to present a compelling, evidence-based case that not only outlines the practical capacity to deliver post-16 education, but also demonstrates a clearly articulated ethos, a supportive and ambitious curriculum structure, a strong and stable leadership model, and—crucially—a genuine desire and need from the local community. This development is about future-proofing Nendrum, expanding opportunity, and ensuring pupils can choose to stay and thrive within a school that knows them, supports them, and equips them for life beyond.

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 |
| <b>Attendance</b>                            | 89%          | 86%   | 81%         |              |     |             |              |     |             |
| <b>English</b>                               | 77.9%        | 70.8% | 60%         |              |     |             |              |     |             |
| <b>Maths</b>                                 | 67.1%        | 54.1% | 60%         |              |     |             |              |     |             |
| <b>Achieving both English &amp; Maths</b>    | 63.0%        | 41.6% | 40%         |              |     |             |              |     |             |
| <b>5 or more GCSEs A* - C</b>                | 93%          | 31.2% | 60%         |              |     |             |              |     |             |
| <b>5 or more GCSEs A* - C Inc Eng / Math</b> | 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.

**Target:** The three-year action plan aims to strengthen leadership capacity, staff wellbeing, pastoral care, learning and teaching, closing the attainment gap for disadvantaged students, and ensure pupils who wish to pursue post-16 pathways that we provide the right curriculum offer to ensure those pupils are in no way restricted going forward. In Year 1, the focus is on planning, teaching and assessment for successful learning, health, wellbeing and keeping safe and equity, diversity and inclusion. Year 2 builds on this by embedding leadership structures, improving pupil support systems, and implementing evidence-based teaching strategies. Year 3 will focus on enhancing leadership development, refining curriculum design, and expanding pupil support initiatives. Ensuring long-term sustainability by evaluating progress and refining strategies. The overarching goal is to create a high-performing, inclusive, and pupil-centred learning environment that supports all pupils in reaching their full potential.

#### Baseline:

**Planning, Teaching and Assessment for Successful Learning:** Since 2019 there has been no consistent benchmarking performance indicators (Circular 2020/10). 2022/2023 Benchmarking was published on 10 April 2024, however, did not represent a complete data set from schools and CCEA's approach was not yet free from Covid mitigation. 2024 is the first year to return to 2019, pre-COVID standards, without mitigations for qualifications.

#### GCSE Data

| Year                       | Attaining 5 or more A*-C GCSEs not including E&M | English | Maths | Including Both E&M | FSM Attainment            |       |       |                    | SEN Stage 3 Attainment    |       |       |                    |
|----------------------------|--------------------------------------------------|---------|-------|--------------------|---------------------------|-------|-------|--------------------|---------------------------|-------|-------|--------------------|
|                            |                                                  |         |       |                    | 5 or more not include E&M | Eng   | Math  | Including Both E&M | 5 or more not include E&M | Eng   | Math  | Including Both E&M |
| 2018 – 19                  | 90%                                              | 76.7%   | 66%   | 56.3%              | 83.9%                     | 64.5% | 67.7% | 48.4%              | 100%                      | 100%  | 50%   | 50%                |
| 2019 – 20 CAGs             | 97.2%                                            | 68%     | 60%   | 55.6%              | 95.7%                     | 65.2% | 56.5% | 39.1%              | 100%                      | 20%   | 0%    | 0%                 |
| 2020 – 21 CDGS             | 100%                                             | 79.2%   | 73.6% | 66.7%              | 100%                      | 83.3% | 66.7% | 58.3%              | 100%                      | 25%   | 25%   | 25%                |
| 2021 – 22<br>Reduced Units | 94.7%                                            | 84%     | 68%   | 64.5%              | 96%                       | 85.7% | 81%   | 72%                | 80%                       | 40%   | 80%   | 40%                |
| 2022 – 23<br>Advanced Info | 93.4%                                            | 84%     | 61.8% | 61.8%              | 94.7%                     | 73.7% | 52.6% | 52.6%              | 83.3%                     | 50%   | 16.7% | 16.7%              |
| 2023 – 24                  | 89.6%                                            | 63.6%   | 54.5% | 51.9%              | 84.6 %                    | 42.3% | 38.5% | 29.6%              | 84.6%                     | 42.3% | 38.5% | 30.8%              |
| 2024 - 25                  | 91.5%                                            | 75.5%   | 64.9% | 61.7%              | 79.2%                     | 50%   | 45.8% | 41.7%              | 87.5%                     | 37.5% | 25%   | 0%                 |

\*NI NG FSM Band performance (Circular 2020/10: 2018-2019)

% 5+A\*-C: 76.5%

% 5A\*-C incl. E+M = 52.2%

\*\*NI NG FSM Band performance (10 April 2024: 2022-2023)

% A\*-C= 86.9%

% 5A\*-C incl. E+M = 63.2%

#### GCSE

2019 NI NG FSME (Boys and girls) pupil performance 5A\*-C incl. E+M = 44%; 5 A\*-C = 74.4%

2023 NI NG FSME (Boys and girls) pupil performance 5A\*-C incl. E+M = 52.3%; 5 A-C = 81.7%

*What went well?*

#### **GCSE Performance**

- In 2019 5 A\*-C at GCSE was 90% and in 2025 this rose to 91.5%.
- GCSE Mathematics results have decreased from 66% in 2019 to 64.9% in 2025 which is a similar pattern in English with results in 2019 for English 76.7% in 2019 dropping to 75.5% in 2025. However, the percentage of pupils achieving C or above in both English & Maths has risen from 56.3% in 2019 to 61.7% in 2025.

#### **Leavers Destinations**

|                         | <b>Class of 2023:</b> |      | <b>Class of 2024:</b> |       | <b>Class of 2025:</b> |       |
|-------------------------|-----------------------|------|-----------------------|-------|-----------------------|-------|
| L3 (FE & other schools) | 48/83                 | 58%  | 56/84                 | 66.6% | 59/101                | 58.4% |
| L2                      | 25/83                 | 30%  | 22/84                 | 26%   | 34/101                | 33.6% |
| L1                      | 4/83                  | 4.8% | 2/84                  | 2.5%  | 3/101                 | 2.9%  |
| Employment              | 2/83                  | 2.4% | 1/84                  | 1.2%  | 3/101                 | 2.9%  |
| Unknown                 | 4/83                  | 4.8% | 3/84                  | 3.6%  | 2/101                 | 1.9%  |

#### **What are the main areas for improvement in 2025-26**

##### **GCSE 5A\*-C including English and Maths**

2019 – 56.3%; 2025 – 61.7%.

##### **GCSE %A\*-C in English**

2019 – 76.7%; 2025 – 75.5%.

##### **GCSE %A\*-C in Maths**

2019 – 66%; 2025 – 64.9%.

##### **GCSE Technology and Design A\* - C**

2019 63% - NI AVG =67.8% / 2023 61.5% - NI AVG =75.9% / 2024 53.8% - NI AVG =70% / 2025 89.5% - NI AVG =68.9%

##### **GCSE Business Studies A\* - C**

2019 63% - NI AVG =63.4% / 2023 64.7% - NI AVG =72% / 2024 10% - NI AVG = 63.9% / 2025 52.6% - NI AVG =66.1%

#### **Digital Skills**

- The NAACE framework has been used to baseline our position in the key areas to allow for a 3-year Action Plan to move us toward NAACE accreditation.
- Resource an IT venue within school to develop pupils' cross-curricular development of digital skills

Comparative attendance statistics:

## Health, Wellbeing & Keeping Safe

\*Not available due to Union action and software issues (DE, 2023)

\*\*Not yet available

Pre-Covid, Nendrum College had exceeded the NI NG benchmark for pupil attendance.

Covid has caused a significant decrease in attendance rates across the UK. In our community, this issue has been further exacerbated due to extreme poverty, mental ill-health and lack of aspirations.

| Year      | NI NG | Whole School Attendance | FSM Attendance | SEN Stage 3 |
|-----------|-------|-------------------------|----------------|-------------|
| 2018 – 19 | 91.2  | 91.6%                   | 87.8%          | 84.7%       |
| 2019 - 20 | 90.2  | 91.3%                   | 89.5%          | 90.5%       |
| 2020 - 21 | 91.7  | 86.5%                   | 90.0%          | 90.4%       |
| 2021 - 22 | 87    | 85.8%                   | 83.0%          | 84.8%       |
| 2022 – 23 | *     | 87.1%                   | 82.5%          | 85.6%       |
| 2023 – 24 | **    | 86.9%                   | 82.9%          | 82.1%       |
| 2024 - 25 | **    | 86.6%                   | 83.6%          | 78.8%       |

### What went well in 2024-25?

The 2024–25 academic year has been one of significant progress and achievement for the college. Overall results were the strongest the college has achieved outside of the COVID years, reflecting the continued focus on high standards and effective teaching and learning. The proportion of pupils attaining both English and Maths increased by an impressive 11%, demonstrating the impact of targeted intervention strategies and sustained improvements in classroom practice.

Technology outcomes were the best the college has ever recorded, largely attributed to the strength and engagement of the pupil cohort who chose the subject, alongside effective curriculum planning and high-quality teaching within the department.

Attendance figures showed a slight improvement compared with the previous year, indicating positive progress in re-establishing consistent routines and engagement following the disruptions of recent years. However, attendance levels have not yet fully returned to pre-COVID rates and remain a continuing focus for development.

The year also marked a period of substantial structural change. The appointment of a new Principal provided an opportunity to reshape the senior leadership team, resulting in greater clarity of roles and responsibilities and a renewed sense of shared purpose. This restructure has brought a stronger strategic direction and a clear focus on driving sustained school improvement across all areas of the college.

| Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Targets & Actions to bring about Improvement                                                                                                      | Staff/lead responsibility  | Timescale      | Resources / Costs        | External Support           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------|--------------------------|----------------------------|
| <b>Year 1:</b> <ul style="list-style-type: none"> <li>• Senior leadership structure fully embedded with clear roles.</li> <li>• Increased staff participation in wellbeing initiatives and reduced workload concerns.</li> <li>• Improved student behaviour and engagement through enhanced pastoral care.</li> <li>• Consistent, evidence-based teaching strategies in place across all departments.</li> <li>• FSM students show improved attendance and academic progress.</li> <li>• A clear curriculum review framework is established for post-16 pathways.</li> </ul> | <b>Year 1</b>                                                                                                                                     |                            |                |                          |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Build Leadership Capacity</b>                                                                                                                  |                            |                |                          |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Embed the new senior leadership (SL) structure, ensuring clear roles and responsibilities. (SPL)                                               | Principal                  | Sept – Ongoing | Cost of 3TA's per SL     | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II. External leadership training for SL to strengthen team cohesion and strategic leadership. (SPL)                                               | Principal                  | Term 1         | £1200                    | External training provider |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III. Develop a middle leadership program, encouraging department heads to take ownership of whole-school initiatives. (SPL)                       | Principal / Vice Principal | Term 2/3       | £1200                    |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV. Implement a coaching model where senior leaders' mentor middle leaders and aspiring leaders. (SPL)                                            | Senior Leadership          | Ongoing        | Time                     | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | V. Conduct leadership reviews to identify professional development needs for SL and middle leaders. (SPL)                                         | Principal / Vice Principal | Term 2         | N/A                      | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | VI. Expand Student Leadership opportunities (student council, prefects, peer mentors). (LP) / (CN) / (ESE)                                        | SL C&C / SL PBL            | Term 1 &2      | Cost of Badges/ training | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Improve Staff Wellbeing</b>                                                                                                                    |                            |                |                          |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Introduce a staff wellbeing policy, including workload management strategies and mental health support. (HWKS)                                 | Principal                  | August 2025    | N/A                      | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II. Develop an already established Wellbeing Committee to address staff concerns and implement supportive initiatives. (HWKS)                     | Principal                  | August 2025    | N/A                      | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III. Provide access to confidential Employee support programmes for personal and professional support. (HWKS)                                     | Principal                  | August 2025    | TBC                      |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV. Reduce unnecessary workload by reviewing administrative tasks and streamlining processes (e.g., marking and data collection policies). (HWKS) | Principal / SL             | Ongoing        | N/A                      | TBC Outside Agencies       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | V. Organise wellbeing focused TPL sessions and social events to foster staff morale. (SPL) / (HWKS)                                               | Wellbeing committee        | Ongoing        | £1000                    | TBC Outside Agencies       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Develop Pastoral Care System</b>                                                                                                               |                            |                |                          |                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Strengthen the role of SL for Positive Behaviour for Learning in leading consistent behaviour expectations.                                    | Vice Principal / SL PBL    | August 2025    | N/A                      | N/A                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                   |                            | First Term     | N/A                      | N/A                        |

|  |                                                 |                                                                                                                                       |                           |             |                              |                         |
|--|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------|------------------------------|-------------------------|
|  | II.                                             | Improve early intervention strategies through collaboration between pastoral teams and the attendance officer. (HWKS) / (CN) / (EDI)  | Vice Principal / SL PBL   | Terms 1 & 2 | N/A                          | N/A                     |
|  | III.                                            | Develop a more robust pupil voice system, ensuring students feel valued and listened to. (LP)                                         | SL C&C                    | Term 1      | N/A                          | N/A                     |
|  | IV.                                             | Launch a 'Character and Culture' initiative to embed core school values into the curriculum and daily routines. (CA) / (HWKS) / (EDI) | SL C&C                    | Term 1      | £350                         | Outside Provider TBC    |
|  | V.                                              | Ensure staff are trained in trauma-informed practices and strategies to support pupils with emotional and behavioural needs. (SPL)    | Vice Principal / SL PBL   | Term 1      | N/A                          | N/A                     |
|  | VI.                                             | Introduce a House System to foster a sense of community and belonging. (CA) / (HWKS) / (EDI)                                          | SL C&C                    | Term 1 & 2  | Cost of small prizes         | N/A                     |
|  | VII.                                            | Implement a structured Rewards System to recognise academic, sporting, and community contributions. (CA)                              | SL C&C / SL PBL           | Term 1      | N/A                          | N/A                     |
|  | VIII.                                           | Develop house competitions and leadership roles for students. (LP) / (EDI)                                                            | SL C&C                    |             |                              |                         |
|  | <b>Improve Learning and Teaching</b>            |                                                                                                                                       |                           |             |                              |                         |
|  | I.                                              | Establish a shared vision for pedagogy and assessment through the SL for Pedagogy and Assessment. (PTASL) / (LP)                      | Vice Principal / SL P&A   | Ongoing     | £500                         | Teaching resources      |
|  | II.                                             | Continue implementation of evidence-based teaching strategies, such as metacognition and retrieval practice. (SPL)                    | SL P&A                    | Ongoing     | N/A                          | N/A                     |
|  | III.                                            | Conduct a review of assessment practices to ensure consistency and alignment with best practice. (PTASL) / (LP)                       | SL P&A                    | First Term  | N/A                          | N/A                     |
|  | IV.                                             | Invest in digital learning tools to enhance student engagement and accessibility. (DS)                                                | Principal / SL P&A /DLC   | Term 3      | £15000                       | N/A                     |
|  | V.                                              | Establish Learning Champions who trial and disseminate innovative teaching practices. (SPL) / (CN) / (DS)                             | SL P&A                    | Term 2 & 3  | Cost of training             | N/A                     |
|  | VI.                                             | Establish a Pupil Review Panel to provide feedback on school policies, curriculum, and student experience. (LP) / (PTASL)             | SL C&C / SL P&A           | Term 2 & 3  | N/A                          | N/A                     |
|  | VII.                                            | Provide staff training on digital teaching tools, online safety, and blended learning. (SPL)                                          | SL P&A / DLco             | Ongoing     | N/A                          | Christopher Robinson EA |
|  | VIII.                                           | Improve student access to technology (laptops, tablets, online learning platforms). (DS)                                              | SL P&A / DLco             | Term 3      | £26000 spread across 3 years | N/A                     |
|  | <b>Close the Gap for Disadvantaged Children</b> |                                                                                                                                       |                           |             |                              |                         |
|  | I.                                              | Launch targeted attendance interventions through the Attendance Officer to improve attendance for FSM pupils. (EDI) / (HWKS)          | Vice Principal / HoY / AO | Term 1      | Cost of AO (£32000)          | N/A                     |

|  |                                                                |                                                                                                                                                    |                                  |                              |                |     |
|--|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------|----------------|-----|
|  | II.                                                            | Develop a robust tracking system to monitor FSM pupils' progress and intervention effectiveness. (EDI)                                             | Vice Principal / AO              | Term 1 & 2                   | N/A            | N/A |
|  | III.                                                           | Introduce free breakfast clubs and additional study support for FSM pupils to enhance engagement. (EDI)                                            | Principal / AO                   | Term 2 & 3                   | N/A            | N/A |
|  | IV.                                                            | Strengthen parental engagement programs, offering workshops on supporting children's learning at home. (CN) / (EDI)                                | SL P&A / AO                      | Term 2 & 3                   | N/A            | N/A |
|  | V.                                                             | Allocate TSN funding to provide additional learning resources and support initiatives for disadvantaged pupils. (EDI) / (PTASL)                    | Principal                        | Within Financial Year August | N/A            | N/A |
|  | VI.                                                            | Increase FSM identification by raising awareness of eligibility and simplifying the application process. (CN)                                      | Principal / AO                   |                              | N/A            | N/A |
|  | <b>Develop Curriculum and Pathways for Post-16 Progression</b> |                                                                                                                                                    |                                  |                              |                |     |
|  | I.                                                             | Begin a full curriculum review to ensure clear pathways for students moving on to Sixth Form or Level 3 qualifications. (ESE) / (CN) / (LP) / (CA) | Vice Principal / SL C&T / SL C&C | Term 1                       | N/A            | N/A |
|  | II.                                                            | Conduct a needs analysis to determine the most suitable subject offerings and vocational routes. (ESE) / (CN) / (CA)                               | Vice Principal / SL C&T          | Term 1 & 2                   | N/A            | N/A |
|  | III.                                                           | Engage with local colleges and employers to align courses with post-16 opportunities. (ESE) / (CN)                                                 | SL C&C                           | Term 2                       | N/A            | N/A |
|  | IV.                                                            | Provide careers guidance and subject advice to ensure pupils make informed choices. (ESE) / (CN)                                                   | SL C&C                           | Ongoing                      | N/A            | N/A |
|  | V.                                                             | Conduct regular pupil surveys to shape school improvement plans. (LP)                                                                              | SL C&C / Careers team            | Term 2 & 3                   | N/A            | N/A |
|  | VI.                                                            | Introduce basic coding and digital literacy into the curriculum. (DS) / (PTASL)                                                                    | All SL                           | Term 3                       | N/A            | N/A |
|  | <b>Improve Safeguarding Systems &amp; Reporting</b>            |                                                                                                                                                    | SL P&A / DLco                    | Ongoing                      | Equipment cost | N/A |
|  | I.                                                             | Conduct a full review of safeguarding policies to ensure compliance with best practices. (HWKS) / (SPL)                                            | Vice Principal (DT) / DDT        | Term 1                       | N/A            | N/A |
|  | II.                                                            | Train all staff in updated safeguarding protocols, including online safety. (HWKS) / (SPL)                                                         | DT                               | Term 1                       | N/A            | N/A |
|  | III.                                                           | Review safeguarding reporting system for staff and pupils to ensure clarity. (HWKS)                                                                | DT                               | Term 1                       | N/A            | N/A |
|  | IV.                                                            | Develop reporting mechanism for BOG Dashboard and annual reports                                                                                   | DT                               | Ongoing                      | N/A            | N/A |
|  | V.                                                             | Continue to build partnerships with external child protection agencies. (HWKS)                                                                     | DT                               | Ongoing                      | N/A            | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |                                                                                                |                                                             |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------|
| <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Leadership development expanded with increased staff involvement in decision-making.</li> <li>• Staff workload effectively managed, with high satisfaction in wellbeing surveys.</li> <li>• A formal Behaviour for Learning strategy implemented with measurable improvements.</li> <li>• Stronger cross-curricular connections and evidence of enhanced student learning outcomes.</li> </ul> | <p><b>Develop Transition Feeder Primary School Engagement</b></p> <ol style="list-style-type: none"> <li>Establish a formal partnership with feeder schools. (CN)</li> <li>Deliver joint learning projects (e.g., science experiments, coding workshops, French language). (CN)</li> <li>Organise student ambassador visits to primary schools. (CN)</li> <li>Launch a “Nendrum Experience Day” for P7 students. (CN)</li> <li>Conduct parent information sessions. (CN)</li> <li>Create a social media campaign showcasing student life at Nendrum College. (CN)</li> </ol> | Principal / SL LSC / SL C&C / HoY<br>Principal / Vice Principal<br>SL C&C<br>HoY 8<br>HoY 8<br>CCC | Term 1 & 2<br>Term 2 & 3<br>Term 1<br>Term 1 / 2 / 3<br>Term 3<br>Term 1 & 2                   | N/A<br>N/A<br>Cost of taxi Promotional<br>N/A<br>N/A<br>N/A | N/A<br>N/A<br>N/A<br>N/A<br>N/A |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reduce Financial Deficit</b></p> <ol style="list-style-type: none"> <li>Explore different approaches to covering class on a short-term basis.</li> <li>Review timetabling to maximise internal cover capacity and reduce staffing.</li> <li>Launch a parent campaign on FSM eligibility</li> <li>Targeted outreach and transition events for P6/7 to increase Year 8 applications.</li> <li>Apply for at least 3 external funding grants.</li> </ol>                                                                                                                   | Principal / VP<br><br>Principal / VP / SL C&T<br>Principal / AO Principal<br><br>SL                | Term 1<br><br>Previous academic year<br>Summer July/August<br>Principal / HoY 8<br><br>Ongoing | Time<br>Time<br>Time<br>Cost of Cover<br>Time               | N/A<br>N/A<br>N/A<br>N/A<br>N/A |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Year 2</b></p> <p><b>Build Leadership Capacity</b></p> <ol style="list-style-type: none"> <li>Expand leadership TPL opportunities and cross-school collaboration within NDALC. (SPL) / (CN)</li> <li>Introduce a ‘Leadership Development Pathway’ for aspiring leaders, offering mentoring and shadowing opportunities. (SPL)</li> <li>Establish leadership forums (Working parties) where staff at all levels contribute to whole-school decision-making. (SPL) / (CN)</li> <li>Introduce a Pupil-led newsletter or podcast. (LP)</li> </ol>                          | Principal<br>Principal<br><br>Principal<br><br>CCC                                                 | Ongoing<br>Term 2<br>Term 2 & 3<br>Term 1                                                      | N/A<br>N/A<br>N/A<br>N/A                                    | N/A<br>N/A<br>N/A<br>N/A        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Improve Staff Wellbeing</b></p> <ol style="list-style-type: none"> <li>Implement workload reviews in all departments, ensuring staff have a voice in reducing unnecessary tasks. (HWKS)</li> <li>Develop a peer support network for staff to share strategies and concerns. (HWKS) / (SPL)</li> <li>Introduce a flexible working policy where possible, considering part-time options and wellbeing days.</li> </ol>                                                                                                                                                   | All of SL<br>Principal / Vice Principal<br>Principal                                               | Term 1 & 2<br>Ongoing<br>Term 1                                                                | Time<br>N/A<br>N/A                                          | N/A<br>N/A<br>N/A               |

|                                                                                                                                                                                                                  |                                                   |                                                                                                                         |                                      |                                         |                                         |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------|
| <ul style="list-style-type: none"> <li>FSM students benefit from increased tutoring, mentoring, and parental engagement.</li> <li>Revised curriculum framework finalised and new pathways introduced.</li> </ul> | IV.                                               | Conduct annual staff wellbeing surveys and respond proactively to feedback. (HWKS)                                      | Principal                            | Term 3                                  | Time                                    | N/A                      |
|                                                                                                                                                                                                                  | <b>Continue to Develop Pastoral Care</b>          |                                                                                                                         |                                      |                                         |                                         |                          |
|                                                                                                                                                                                                                  | I.                                                | Develop a formalised Behaviour for Learning strategy with clear intervention pathways. (HWKS) / (EDI)                   | SL PBL                               | Term 1                                  | Time                                    | Alternatives/Aspire/HOPE |
|                                                                                                                                                                                                                  | II.                                               | Expand student leadership opportunities, such as peer mentoring and student council initiatives. (LP) / (EDI)           | SL C&C                               | Term 1                                  | Possible pupil training £500 £250 -£350 | TBC                      |
|                                                                                                                                                                                                                  | III.                                              | Offer TPL for staff on managing low-level classroom behaviour effectively. (HWKS) / (SPL)                               | SL PBL                               | Term 2                                  |                                         | Alternatives             |
|                                                                                                                                                                                                                  | IV.                                               | Strengthen collaboration with external agencies to support students with complex needs. (HWKS) / (EDI) / (CN)           | Principal / SL LSC / SL PBL / SL C&C | Ongoing                                 | N/A                                     | TBC                      |
|                                                                                                                                                                                                                  | V.                                                | Expand house system activities (charity events, leadership roles). (CA)                                                 | SL C&C                               | Term 1 & 2                              | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | VI.                                               | Review and refine the rewards system based on student feedback. (LP)                                                    | SL C&C / SL PBL / HoY                | Term 1                                  | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | VII.                                              | Celebrate student success through termly recognition events. (HWKS) / (CA)                                              | SL C&C / SL PBL / HoY                | Ongoing                                 | Cost of rewards                         | N/A                      |
|                                                                                                                                                                                                                  | <b>Learning and Teaching</b>                      |                                                                                                                         |                                      |                                         |                                         |                          |
|                                                                                                                                                                                                                  | I.                                                | Embed contemporary pedagogy through TPL focused on literacy, numeracy, and digital learning. (PTASL) / (SPL) / (DS)     | SL P&A / LitCo / NumCo / DL          | Ongoing                                 | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | II.                                               | Strengthen curriculum design to ensure knowledge-rich, engaging content across all subjects. (CA) / (PTASL)             | SL C&T / SL P&A                      | Ongoing                                 | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | III.                                              | Develop cross-curricular projects to make learning more meaningful and connected. (PTASL) / (CA)                        | SL P&A / LitCo / NumCo / DL          | Term 2 & 3                              | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | IV.                                               | Provide training on adaptive teaching strategies to better meet diverse student needs. (SPL)                            | SL P&A                               | Term 1 & 2                              | Approx £300                             | TBC                      |
|                                                                                                                                                                                                                  | V.                                                | Allow students to take a more active role in curriculum development and school projects. (LP)                           | SL P&A / SL C&C                      | Term 2 & 3                              | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | VI.                                               | Offer advanced digital training for staff (AI, data analysis, interactive learning). (SPL)                              | SL P&A / DL                          | Term 2 & 3                              | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | VII.                                              | Expand the use of technology in assessments and feedback. (PTASL) / (SPL)                                               | SL P&A / DL                          | Term 2 & 3                              | TBC                                     | TBC                      |
|                                                                                                                                                                                                                  | <b>Closing the Gap for Disadvantaged Children</b> |                                                                                                                         |                                      |                                         |                                         |                          |
|                                                                                                                                                                                                                  | I.                                                | Continue to identify FSM opportunity by raising awareness of eligibility and simplifying the application process. (EDI) | Principal / AO                       | Term 3 of previous school Year / Term 1 | N/A                                     | N/A                      |
|                                                                                                                                                                                                                  | II.                                               | Expand interventions for FSM pupils, including tutoring programs and enrichment activities. (EDI) / (PTASL) / (CA)      | Principal                            | Term 2 & 3                              | £500                                    | N/A                      |

|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                  |                                                                  |                                             |                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|
| <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Leadership development programs refined, with sustainable succession planning in place.</li> </ul> | <p>III. Assess the impact of attendance interventions and refine strategies for improved effectiveness. (EDI)</p> <p>IV. Enhance parental engagement initiatives, focusing on literacy and numeracy at home. (EDI) / (CN)</p> <p>V. Invest in additional staffing or targeted academic mentoring using TSN funding. (EDI) / (HWKS)</p>                                                                                                                                                                     | <p>SL PBL / AO</p> <p>SL P&amp;A</p> <p>Principal</p>                                            | <p>Ongoing</p> <p>Ongoing</p> <p>Term 3 (new financial year)</p> | <p>N/A</p> <p>N/A</p> <p>TBC</p>            | <p>N/A</p> <p>N/A</p> <p>N/A</p>            |
|                                                                                                                                                                 | <p><b>Align Curriculum and Pathways for Post-16 Progression</b></p> <p>I. Finalise the revised curriculum framework and implement new subjects or pathways where necessary. (CA) / (EDI) / (ESE)</p> <p>II. Develop work experience placements and internships for pupils considering vocational routes. (ESE)</p> <p>III. Ensure targeted support is available for disadvantaged students applying for Level 3 courses. (ESE) / (EDI)</p>                                                                 | <p>Vice Principal / SL C&amp;T</p> <p>SL C&amp;C</p> <p>Vice Principal / SL C&amp;C / SL PBL</p> | <p>Term 1 / 2</p> <p>Term 3</p> <p>Ongoing</p>                   | <p>N/A</p> <p>N/A</p> <p>N/A</p>            | <p>N/A</p> <p>N/A</p> <p>N/A</p>            |
|                                                                                                                                                                 | <p><b>Develop Safeguarding Practices for College Community</b></p> <p>I. Introduce safeguarding workshops for parents. (HWKS)</p>                                                                                                                                                                                                                                                                                                                                                                          | <p>Vice Principal (DT) / DDT</p>                                                                 | <p>Term 1 / 2</p>                                                | <p>TBC</p>                                  | <p>TBC</p>                                  |
|                                                                                                                                                                 | <p><b>Transition Feeder Primary School Engagement</b></p> <p>I. Introduce a transition summer school for P6 &amp; 7 pupils. (CN)</p> <p>II. Introduce joint sports and music events with feeder schools. (CN)</p>                                                                                                                                                                                                                                                                                          | <p>Principal / AO HoD PE / Music</p>                                                             | <p>Summer Term 3</p>                                             | <p>TBC</p>                                  | <p>The NET staff</p>                        |
|                                                                                                                                                                 | <p><b>Continue to Assess Financial Position to Reduce Deficit</b></p> <p>I. Increase letting facilities after hours for community income and increase service charge.</p> <p>II. Continue to grow year 8 intake towards the 118-enrolment figure and make a case for change for a permanent enrolment figure change from 80 to 100.</p> <p>III. Secure funding from James Kane foundation to help with the replacement in ICT facilities.</p> <p>IV. Start using termly financial dashboard reporting.</p> | <p>Principal / Bursar</p> <p>Principal / VP</p> <p>SL</p> <p>Principal / Bursar</p>              | <p>Ongoing</p> <p>Ongoing</p> <p>Term 2/3</p> <p>Term 1</p>      | <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> | <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> |
|                                                                                                                                                                 | <p><b>Year 3</b></p> <p><b>Build Leadership Capacity</b></p> <p>I. Evaluate the impact of leadership initiatives and refine leadership development programs. (SPL)</p>                                                                                                                                                                                                                                                                                                                                     | <p>Principal / SL</p> <p>Principal</p>                                                           | <p>Term 1</p> <p>Ongoing</p>                                     | <p>N/A</p> <p>N/A</p>                       | <p>N/A</p> <p>N/A</p>                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                |                                           |            |                           |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------|---------------------------|----------------|
| <ul style="list-style-type: none"> <li>• A positive and supportive staff culture embedded, leading to high retention rates.</li> <li>• Long-term student behaviour tracking system established and used effectively.</li> <li>• Digital learning strategies fully integrated into teaching practices.</li> <li>• Measurable improvements in disadvantaged students' academic and attendance outcomes.</li> <li>• Successful student transitions into post-16 education or employment, with strong external partnerships in place.</li> </ul> | II. Establish Nendrum College as a centre of excellence for leadership development, sharing best practices with other schools. (SPL)<br>III. Embed a sustainable leadership succession plan to ensure continuity of school improvement. (SPL) / (HWKS)<br>IV. Strengthen pupil-led initiatives, including leadership programs. | Principal / Vice Principal                | Ongoing    | Ex provider (£300 - £500) | TBC            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                | SL C&C                                    | Term 2     | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Monitor Staff Wellbeing and Implement</b>                                                                                                                                                                                                                                                                                   |                                           |            |                           |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Continue to embed a positive staff culture through leadership support and wellbeing initiatives. (SPL) / (HWKS)                                                                                                                                                                                                             | Principal / Well Committee                | Ongoing    | £1000                     | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II. Further refine workload management strategies to ensure long-term sustainability. (HWKS)                                                                                                                                                                                                                                   | SL                                        | Term 3     | £200                      | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III. Recognise staff achievements through awards and celebration events.                                                                                                                                                                                                                                                       | Principal                                 | Ongoing    | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Embed Developed Pastoral Care Structure</b>                                                                                                                                                                                                                                                                                 |                                           |            |                           |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Embed the Character and Culture framework, ensuring all students understand and uphold core values. (CA) / (HWKS) / (EDI)                                                                                                                                                                                                   | SL C&C                                    | Ongoing    | £2000 signage             | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II. Develop long-term behaviour tracking systems to monitor the impact of interventions. (CN) / (LP)                                                                                                                                                                                                                           | SL PBL                                    | Term 1&2   | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III. Strengthen links with mental health services and local community organisations for student support. (CN)                                                                                                                                                                                                                  | Vice Principal / SL LSC / SL C&C / SL PBL | Ongoing    | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV. Evaluate the impact of the House System and Rewards Structure.                                                                                                                                                                                                                                                             | SL C&C                                    | Term 2 & 3 | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | V. Ensure student involvement in school governance through representation in key committees. (LP)                                                                                                                                                                                                                              |                                           | Ongoing    | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | VI. Evaluate and enhance the impact of pupil involvement in decision-making. (LP)                                                                                                                                                                                                                                              | Principal / SL C&C                        |            |                           |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                | SL C&C                                    | Term 3     | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Learning and Teaching</b>                                                                                                                                                                                                                                                                                                   |                                           |            |                           |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I. Embed digital learning strategies as an integral part of classroom practice. (DS)                                                                                                                                                                                                                                           | SL P&A / DLCo                             | Term 1     | N/A                       | EA C. Robinson |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | II. Develop a peer observation program to facilitate professional learning through collaboration. (SPL) / (CN)                                                                                                                                                                                                                 | SL P&A                                    | Term 2&3   | Time                      | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | III. Review curriculum impact through student progress/feedback data and teacher feedback. (LP) / (PTASL)                                                                                                                                                                                                                      | SL P&A / SL C&T                           | Term 2&3   | N/A                       | N/A            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | IV. Encourage innovation in teaching practices through funded research and development opportunities. (SPL) / (CN)                                                                                                                                                                                                             | SL P&A                                    | Ongoing    | £1500                     | N/A            |

|  |                                                        |                                                                                                                                              |                                          |            |                  |     |
|--|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------|------------------|-----|
|  | V.                                                     | Ensure all students leave with strong digital literacy and online safety skills. (DS)                                                        | SL P&A / DLCo                            | Ongoing    | N/A              | N/A |
|  | <b>Close the Gap for Disadvantaged Children</b>        |                                                                                                                                              |                                          |            |                  |     |
|  | I.                                                     | Conduct a comprehensive review of TSN funding impact and refine allocation strategies. (EDI)                                                 | Principal                                | Term 1     | N/A              | N/A |
|  | II.                                                    | Introduce an ambassador program were senior students' mentor younger FSM pupils. (EDI) / (CA)                                                | SL C&C                                   | Term 1     | Cost of training | TBC |
|  | III.                                                   | Evaluate a long-term sustainability plan for attendance officer. (EDI) / (LP)                                                                | Principal                                | Term 2     | N/A              | N/A |
|  | IV.                                                    | Establish an outreach program to connect with feeder schools and strengthen early interventions. (EDI)                                       | SL PBL / AO                              | Term 2/3   | N/A              | N/A |
|  | <b>Curriculum and Pathways for Post-16 Progression</b> |                                                                                                                                              |                                          |            |                  |     |
|  | I.                                                     | Evaluate the impact of new subject pathways and adjust offerings based on student demand. (CA) / (EDI) / (ESE)                               | Vice Principal / SL C&T                  | Ongoing    | N/A              | N/A |
|  | II.                                                    | Strengthen partnerships with Sixth Form providers and colleges to ensure seamless transition for pupils. (CN)                                | SL C&T / SL C&C                          | Term 2/3   | N/A              | N/A |
|  | III.                                                   | Provide ongoing careers education and guidance to maximise student success in post-16 choices. (ESE) / (CN)                                  | SL C&C                                   | Ongoing    | TBC              | TBC |
|  | IV.                                                    | Establish a tracking system to measure the long-term success of students in further education or employment. (ESE)                           | SL C & C                                 | Term 3     | N/A              | N/A |
|  | V.                                                     | Develop industry links to provide digital career pathways. (ESE) / (DS)                                                                      | SL C&C / DLco                            | Term 3     | N/A              | N/A |
|  | <b>Safeguarding</b>                                    |                                                                                                                                              |                                          |            |                  |     |
|  | I.                                                     | Conduct a full evaluation of safeguarding practices and make necessary improvements.                                                         | Vice Principal (DT) / DDT                | Term 3     | N/A              | N/A |
|  | II.                                                    | Ensure all students and staff feel confident in safeguarding procedures through consistent monitoring and correct pastoral structure. (HWKS) | Vice Principal (DT) / DDT / SL PBL / HoY | Ongoing    | N/A              | N/A |
|  | <b>Transition Feeder Primary School Engagement</b>     |                                                                                                                                              |                                          |            |                  |     |
|  | I.                                                     | Introduce a "Primary-to-Post-Primary Pathway" with structured visits. (CA)                                                                   | Principal / SL C&C / HoY 8               | Ongoing    | Travel Cost      | N/A |
|  | II.                                                    | Develop leadership roles for student ambassadors. (CA)                                                                                       | SL C&C                                   | Term 1     | N/A              | N/A |
|  | III.                                                   | Expand co-teaching initiatives between Nendrum staff and primary teachers. (CA)                                                              | Principal                                | Term 1 & 2 | Travel Cost      | N/A |
|  | IV.                                                    | Measure student success and retention rates. (CA)                                                                                            | Principal                                | Term 3     | N/A              | N/A |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                   |                                         |                              |                              |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|------------------------------|------------------------------|
|  | <b>Continue to review Finance and have in year surplus</b><br>I. Review cost saving measures put in place.<br>II. Review cost of letting out school facilities.<br>III. Review pupil fund for individual pupils and families attending the school.<br>IV. Sustain Year 8 enrolment at minimum four class set with an enrolment of max 97 or move to 5 form class set with enrolment max at 118 and consider financial implications on facilitating increased enrolment across the school. | Principal / VP / Bursar<br>BOG /Principal<br>BOG /Principal<br><br>BOG /Principal | Term 3<br>Term 3<br>Term2<br><br>Term 3 | N/A<br>N/A<br>N/A<br><br>N/A | N/A<br>N/A<br>N/A<br><br>N/A |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|------------------------------|------------------------------|