



**School
Development
Plan
2017-18**

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A statement & evaluation of the ethos of the school

Context / evaluation

The statement below is an attempt to summarise the key vision, aims and values of school life at Newry High School. It includes a mission statement, overarching school aims and 3 key values. The constant challenge we face is to ensure all aspects of our ethos are fully embedded in our everyday school life.

Aims and Values

Mission statement

Newry High School exists to serve the community of Newry and surrounding district by providing an appropriate and challenging curriculum for all pupils. Providing:

‘Quality Education for All’

Introduction

We believe the success of our students is in part based upon the school aims and shared values. We are committed to providing an excellent standard of education for all students, whatever their ability or background. We aim to foster the all-round development of each individual, so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

Our approach to Teaching and Learning is based upon high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. We aim for Newry High School to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning. We want to demonstrate awareness that students all learn in a variety of ways and that learning is a life-long experience.

The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment

Our overarching aim is to provide an inclusive and diverse curriculum which is balanced, broad, relevant and appropriate. The curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of students
- prepare students for the opportunities, responsibilities and experiences of adult life
- actively challenge each pupil ensuring all students reach their full potential

School Aims

- To provide a safe, caring, disciplined and stimulating learning environment.
- To maintain an open and honest partnership with students, parents and outside agencies through effective channels of communication.
- To promote the Christian ethos of the school.

- To have high expectations for all students, monitor progress by effective use of data and enhance standards by target setting, tracking and mentoring.
- To encourage a sense of community through the provision of a wide and varied programme of extra-curricular activities.
- To develop students as responsible individuals and effective contributors to society.
- To ensure that the school is an active and vibrant part of the community.
- To celebrate the success and achievement of all students and staff.

School Values

Our Code of Conduct is focused on three key concepts:

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation.

Responsibility

We encourage our students to take responsibility for their own learning and behaviour and to contribute positively to all aspects of school life.

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

We strive to create an inviting and positive student-centred learning environment where all individuals are valued for their own personal strengths. We expect everyone to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

Evaluation

Our current ethos statement was devised during the 2011-12 academic year. At the time it was felt that the previous aims and objectives of the school needed to be updated, modernised and relaunched. An extensive consultation process was undertaken involving all key stakeholders. This was a very successful consultation and helped to create a more inclusive, caring and respectful ethos statement. Over the last 5 years the work has continued to ensure that our vision and values are embedded in all aspects of everyday life and practice. This has resulted in numerous new and amended policies all directed at promoting our vision, ethos, aims and values including:

- New code of conduct
- Staff pupil and parent roles of responsibilities
- Positive behaviour
- Pastoral care
- Anti-bullying
- Rewards/ house system
- New safeguarding/child protection
- New staff code of conduct (draft)

Section Two

a) A summary & evaluation of: Learning, teaching, assessment & standards

Learning and teaching – summary and evaluation

The quality of classroom practice has continued to improve since the last full inspection in 2010. In the final follow up inspection in March 2014 significant progress had been made in terms of planning, classroom management and teaching methods.

All staff have generally high expectations of their pupils and provide them with a purposeful, supportive and safe environment in which to learn. Through the line management structure, PRSD and the Teaching and Learning monitoring schedule. There now exist formal structures which allow learning and teaching practices to be monitored effectively, with clear actions and follow up if required. The appointment of a senior teacher with responsibility for Learning and Teaching has been a key element in driving the learning and teaching agenda forward.

However, the school has been faced with a significant change to its student intake. There has been dramatic increase in the number of newcomer pupils. 10 years ago the school had 3 newcomer pupils, 2017/18 we have 130 pupils – over 25% of the school. In addition, there has been an increase in SEN pupils. These factors have led to new challenges regarding teaching and learning. Support and guidance has been sought from the Inclusion and Diversity Service and staff have adapted their teaching methods and resources to try and ensure they met the needs of all the students with a whole school focus on differentiation. This continues to be a very challenging situation.

Standards

GCSE standards have continued to raise with the % of pupils achieving 5 or more GCSE grades A* - C improving from 39% in 2010 to 60% in 2016/17. When GCSE English and Maths are included standards have also risen to a high of 47% in 2015/16. Unfortunately, there has been a fall in standards for 16/17 with the English results being disappointing. A range of strategies have been put in place to address this issue.

Standards at 'A' level have also been generally very positive with a steady increase in results over the last 5 years. Ensuring we have an appropriate curriculum which meets the needs of all our post-16 students is a key area for development.

Assessment

Assessment is an integral part of the learning process in Newry High School, when the pupils' work is regularly assessed in order to guide and encourage learning. The school recognises that assessment is not just, not even primarily, a summative judgement on a pupil's work, it is an integral part of the learning and teaching process, designed to encourage and develop skills and competencies. Each department has a clear policy for consistent marking to allow the pupils to reflect on and improve their achievements. The Teaching and Learning Policy is reviewed annually and assessment strategies are under constant review. A key focus for development has been on our tracking system.

Our tracking model has been focused on Year 11-14 since 2012/13. With the appointment of a Senior Teacher with responsibility for assessment a number of improvements to our tracking system have been made and a new tracking system is being introduced in Year 8. Our system

now allows us to identify underperforming pupils more effectively and target pupils who require additional support and mentoring.

b) Summary and evaluation of strategies Special, additional or other individual educational needs

In September 2012 the school appointed a Special Educational Needs Coordinator who oversees SEN provision in. This entails updating the policy, maintaining the register, overseeing the formulation of IEPs, overseeing the classroom and domestic assistants, targeting children for additional support, and liaising with staff and outside agencies. In addition, relevant training is provided for staff, key information is communicated through regular staff meetings, and areas of need are effectively addressed. SEN is a standing item on the agenda of all pastoral and curricular meetings.

SEN awareness, support, procedures and guidance has continued to improve. The improvement has been undermined by a more effective strategic direction which has ensured SEN has become a whole school staff responsibility. Areas for development have focused on tracking SEN pupils training for CA/GA, paperwork, procedures, pupil identification and statement process.

c) Summary and evaluation of strategies Health and Well Being, Child protection / Safeguarding Attendance Good behaviour and discipline

The school is continuing to develop and maintain procedures for promoting a healthy life style. A programme of Personal Development is delivered for all pupils. The school council and the SNAG (School Nutrition Action Group) play important roles in reviewing the implementation of the Health Promotion Policy.

The school follows Department of Education procedures for safeguarding/child protection. A new care team as was formed for the start of the 2013/4 academic year and this team will continue through 2017-18. The care team includes the designated teacher, the deputy-designated teacher, senior teacher (pastoral), the SENCO and the Principal. This team has special responsibility for dealing with safeguarding concerns. All members of staff have been trained and are aware of their responsibilities in this area. The school's current safeguarding policy can be located on the school's website.

Attendance statistics are as follows:

2007/08 overall 89.8%	2008/09 overall 90.6%	2009/10 overall 90.4%	2010/11 overall 89.3%
2011/12 overall 91.8%	2012/13 overall 90.8%	2013/14 overall 90.7%	2014/15 overall 92%
2015/16 overall 90.8%	2016/17 overall 90.8%		

Pupils' attendance is addressed using a member of the ancillary staff to contact the parents of an absent pupil on the third day of absence by phone. Form Tutors and Year Heads monitor pupil attendance and contact parents regarding attendance issues. The Vice Principal meets regularly with the Education Welfare Services Officer from the Education Authority. They review attendance figures and warn parents by letter or if required their case is referred to the Education Welfare Officer for intervention if attendance is deemed unsatisfactory. We still suffer from a small handful of pupils with non-attendance over the year. 1 pupil = 0.22 % reduction in attendance. We are continuing to focus our efforts on a team approach supported by the use of SIMS in order for all staff to engage in regular discussions with pupils and parents concerning issue of attendance.

The school places great emphasis on good behaviour and discipline and believes it is a key factor in the success of learning and teaching. The school aspires to create a community who demonstrate respect, responsibility and excellence. Inappropriate behaviour is therefore not accepted in school, on the way to school, during school outings or other activities.

In the first instance the school aims to prevent misbehaviour by good active teaching & learning and positive relationships between pupils and staff. Underpinning this is the School Positive Behaviour Policy and Code of Conduct, which provide detailed guidance on the standards expected, and the sanctions that will be applied. These sanctions range from giving extra work through to detention, to supervised support and suspension in serious cases.

Persistent misbehaviour may result in a range of strategies being applied. Examples of strategies employed could include the pupil being placed on the Special Needs Code of Practice, the pupil being monitored by daily report (tutor, departmental or HOY), involvement of the Education Authority Behaviour Management Team. The principal and Vice-Principal, along with the Heads of Year, regularly monitor behaviour and the school makes every attempt to treat all pupils fairly within a policy which sets very high standards for everyone. Following a full school review of behavior during June 2013 new systems / practice were introduced for September 2013. Behavior and uniform has improved throughout the school. A new uniform was implemented in Sept 2016.

A small number of pupils regularly display challenging behavior. Staff are very good at deescalating these behaviours and managing the conflict. However, these small numbers of pupils can consume a great deal of time and resource. As a school system now exists which allows us to effectively support these pupils and minimize the disruption they can cause. Suspension rates have increased in the last 2 years but this has been focused on 2/3 pupils and the support provided for them has allowed us to ensure we have met their needs better.

d) summary and evaluation of strategies:

Professional development of staff

The school values and benefits immensely from a staff that are diligent, committed, and are dedicated to ongoing professional development. This is reflected in their attendance at a wide variety of INSET courses as well as provision at a school-based level. Staff are kept up-to-date with courses and provide feedback on the nature and quality of courses attended. PRSD provides further opportunities for staff development through responding both to the needs of the staff and the demands of the curriculum. Baker Days and School Development Days offer further opportunities for staff development in line with the key targets of the School Development Plan and the meetings provide opportunities for sharing good professional practice. All teaching and non-teaching staff are actively encouraged to seek professional development and in turn share good practice and experience with their peers. All whole school development days and Baker Days are fully evaluated. This information is shared with staff and governors and place a key role in improving the provision of professional development year on year. Building capacity is vital we need to ensure that any information / training received externally by our staff is fully utilized / shared on their return. TPL Shared Education programme is also a key element to supporting and improving professional development of staff.

e) Managing Staff Attendance

It is the responsibility of the teacher to report to the Principal as early as possible on the first day of his/her return to work and provide a brief explanation of the reason for his/her absence. This is informal in nature and provides the opportunity for the Principal to welcome the teacher back and discuss any support, or further action, which may be required.

If a teacher's absence level or pattern presents a concern the Principal shall arrange a formal attendance meeting. Circumstances presenting a concern should normally include those

absences identified as (a) absences related to stress, (b) absences of more than 6 casual days in a 12 month rolling period or (c) continuous absences of 4 weeks or more. The nature and quality of arrangements for the promotion of Health and Wellbeing of staff at Newry High School is emphasised and monitored through the following:

- Commitment of Leadership Team and Board of Governors to the concept of a Health Promoting Scheme
- Structured and well planned school dairy for the year
- Staff Welfare Committee to organise social gatherings/staffroom organisation
- Promotion of team work / open door policy
- Smoke-free, pleasant environment
- Facilitating work-life balance as far as possible
- Open discussion of issues during Exceptional Closure Days, Staff Meetings, Line Management Meetings etc.
- New attendance policy introduced 2016/17
- Long term staff absence in recent years has fallen

Feedback is received from Staff through questionnaires, Staff Welfare and Union Meetings.

Summary of Staff Absence

Year	Days Absent	
	Illness	Long Term
2010/11	265	123
2011/12	183	177
2012/13	128	285
2013/14	179	261
2014/15	84	0
2015/16	94	0
2016/17	99	0

f) A summary and evaluation, including through the use of performance and other data, of the school strategies for

(i) Promoting links with parents of pupils

A key characteristic of any successful school is the good relationships it develops with parents. In the full ETI Inspection (2010), relationships between SLT and parents were identified as an area for improvement so the school being at the heart of the community become a priority in the new three-year School Development Plan. Over the last year we have made a number of changes in order to engage more successfully with our parents. This has included:

- Making the reception area more open, welcoming and inviting - redecoration
- Open door policy - to try ensure parents find us easy to contact us and approachable
- The setting up of the 'Friends of Newry High School' (PTA). The group raised over £8000 since 204-15
- Parental questionnaires - worked well with very positive feedback
- Use of the school website and e-mails to improve communication with parents
- New twitter account established
- Guidance to parents on general information concerning the school e.g. clear contact information
- Development of new school app

Overall the relationship with our parents has significantly improved since the 2010 ETI inspection (as evidenced by the parental questionnaires). However, this relationship will need further efforts to ensure any gains in reputation / relationships are not quickly diminished.

(ii) Promoting links with the local community, including other schools

Area Learning Community – this continues to be an important area of development for our school. We have continued to work hard and invest time and manpower to strengthen our relationships with our partner schools and as part of the ALC as a whole. In 2013/14 we expanded our curriculum commitment with St Colman's and for the first time we have timetabled 2 blocks with St Colman's for both year 13 and Year 14. However, while beginning early planning for 2014-15 curriculum an issue arose over 'A' level physics. This issue could not be resolved and we therefore began the process of investigating other alternatives. In Year 11 we expanded our curriculum to include BTEC first's as part of the School partnership programme with the SRC and we began to develop formal links with St Paul's High School (Bessbrook). This link in Yr. 11 with St Paul's allowed for further discussion at post 16 and from 2014-15 we have entered formal partnership with St Paul's and St Joseph's, Crossmaglen for a number of GCSE & A level subjects and this successful relationship has continued into 2016-17.

Primary schools – our Year 8 intake has continued to fall over the last 4 years to a low of 46 in September 2012. Many factors have contributed to this decline – demographics, improved reputation of local schools and the decline in our own reputation. We have worked hard to improve this situation and one of our whole school development plan priorities is our public perception and links with local school. Our 2017 intake was very positive with an intake of 67.

Charity links – we had a very strong and hardworking charity committee led effectively by Mrs Grant. Mrs Grant has now retired and this area is under development.

Development of business / community links – with the creation of the FONHS this has allowed members of the local community to be involved in some aspects of school life.

g) Effective use of ICT

Teaching & Learning, professional development and school leadership and xx

ICT permeates the business environment; it underpins the success of modern organisations. At the same time, ICT adds value to the processes of learning and is a driving force for much development and innovation in learning and teaching. Currently the use of ICT is mostly focused on supporting the subject content at all key stages. Most departments have a range of ICT-based activities for pupils. These tend to work individually more often than together. However, the impact of integrating ICT into teaching and learning can be measured in pupil engagement, differentiation and creativity. All staff have a computer in their classroom and access to projectors and an ipad. Two years ago there were only three interactive whiteboards in the whole school currently there are 19. The key areas of development have focused on:

- Staff adapting to new software post transformation/professional development xxx – up skilling staff expertise
- Staff resources area – used extensively by many departments - allows departments to operate effectively and share good practice
- SIMS – now used for electronic reporting, tracking and registration of all lessons. Staff continuing to develop ICT expertise on using data to set targets and inform learning and teaching practices
- Teacher use of ipads as a tool to support effective classroom delivery
- Learning and Teaching – sharing practice sessions have involved elements of ICT both for Newry High School and through ALC sessions

- HODs have received training on how to use analysis folder and track GCSE & A level performance against NI average, produce track graphs for GCSE & A level and copy and paste spreadsheet into own area, how to use chance predictors and with SIMS how to show and explain the practical nature of target grades and chance intervals plus use of regression graphs
- SLT make effective use of ICT particular in terms of data/exam analysis, tracking and monitoring department/teacher performance

Section Three

a) An assessment of the school's current financial position and the use made of its financial and other resources

Newry High School, like many schools, has been facing a very challenging time financially. The school has benefited in previous times with a strong intake into Year 8 of approximately 95 pupils. However, in recent years, the intake has fallen by approximately 30-35 per year. The current intake into Year 8 stands at 66. As a school we have been aware of the long term financial prospect which is why we have reduced our staff by 8.8 in recent years. However, this reduction of staff has been an exceptionally difficult undertaking. Not only has this process been challenging in terms of managing staff morale through this difficult time but the staff reduction is having a major impact on our ability to offer a wide, varied and flexible curriculum – the type of curriculum vital for the success of our pupils.

Over the last few years, we have had to increase our class sizes and streamline our curriculum. For example, practical subjects at Key Stage 3 have gone from 5 to 4 to 3 streams, academic subjects have gone from 4 to 3 to 2 streams. Maths and English at Key Stage 4 have gone from 5 to 4 to 3 groups and tutor groups have gone from 4 to 3 groups and in Year 8, 9 & 10 down to 2. Year 11 and Year 12 has been reduced to 3 streams. All this has been necessary in order to maintain the essential elements of the curriculum while reducing our staffing levels. These reductions in staffing levels have had a massive detrimental effect on the flexibility and personalised nature of our curriculum. A cost cutting programme has been put in place to try to reduce our running costs, with staff focusing on the efficient use of resources. However, further reductions in staffing at end of financial year 2015/2016 plus 3 year budget plan (see Appendix 2) will have a detrimental impact on the delivery of the statutory curriculum and EF requirement.

	Total Cost at March, 2017 (£)
Teaching Staff	1,393,582
Non-teaching	239,477
Running Costs	297,312
Total Costs	1,930,371
Balance left at year end	220,883

b) An assessment of the planned use of school projected resources during the period covered by the plan in support of actions to bring about improvements in standards

Discussion about use of school projected resources held at regular intervals at (i) Senior Leadership Team meetings and (ii) Board of Governor meetings / Finance committee meetings

We need to investigate further ways to generate income and reduce costs. Cleaning and transport cost have been investigated. 6 classrooms have been closed for day to day use and this has reduced slightly our cleaning costs. Transport no reduction has been possible and with the new guidelines regarding minibus drivers cost are only to going to rise.. A new boiler system was installed in August 2013 and October 2017 and solar panels have been fitted April 2014. It is predicated however that maintained costs will continue to increase as a natural result of an ageing school. The cost of maintaining and upgrading the ICT infrastructure, are on-going and expensive.

Section Four

An assessment of the extent to which the school has met its key targets, or progress made towards these key targets in any SDP being superseded or revised

During 2016/17 all key stakeholders were consulted and new whole school priorities were established. This has allowed a new 3-year plan to be formulated for 2017-2020. Part of this process involved a full review of the 2014-17 3-year plan and the 2016-17 1-year plan. This evaluation of the extent to which the school has met its key targets and the progress made towards these targets are set out below.

NEWRY HIGH SCHOOL

SDP EVALUATION 2016-17

- PRIORITY 1** **No child is left behind**
(ESAGS Child centred provision)
- PRIORITY 2** **Effective Pedagogy, Practice & Curriculum**
(ESAGS High quality learning & teaching and leadership)
- PRIORITY 3** **Happy, Safe & Secure**
(ESAGS Child centred provision)
- PRIORITY 4** **School at the heart of the community**
(ESAGS School connected to its community)

All School priorities to be led, driven & managed within a culture that:
Supports, Challenges & Celebrates

(ESAGS Effective leadership and management)

Priority One: No Child is Left Behind - 3 YEAR ACTION PLAN 2016-2017 (RDM)

Baseline/Present Position: Some teaching staff are unsure of how to promote/develop Numeracy skills in their department/subject. Mathematics Department is not promoting practice, as well as it can, which supports the development of Numeracy across the Curriculum				
Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation (Have we improved our baseline position? Have we achieved our targets)
a) Literacy Every pupil will progress by at least one level during KS3 in levels of progression	<ul style="list-style-type: none"> • Use baseline data from PIE etc to identify/track underachievers • Source/collate appropriate material for underachievers catch-up • Progress monitored 	<p>Progress made in KS3 literacy levels (PIE scores) Improved reading ages (NFER results)</p>	G	<p>KS3 pupils tracked in PIE, NFER & Vernon. Diagnostic testing highlighted specific areas of weakness. Of the 11 pupils in year 8 who received literacy support last year; 18% regressed; 27% maintained and 55% progressed in PIE stanine. It is expected that the focus group this year will make more progress given that they will have one-to-one support with Donna Healy for 40 mins weekly over 10 weeks. Analysis of overall year 10 PIE results shows a 17% increase in scores by at least one stanine compared with 2015 and a 26% improvement in progression of at least one stanine from 2014 scores. This is a positive outcome which reflects the focus of the English dept in improving basic literacy skills and the reinforcement of same by whole school literacy foci. Continuous reinforcement and consistency of approach across curriculum is essential for continued progress. It is hoped that PIE testing and MIDYIS testing can be completed in June of P7 in order to facilitate immediate intervention for underachievers at beginning of September.</p>
To raise standards and achievement at GCSE level especially D-C grades.	<ul style="list-style-type: none"> • Funding for C/A from HSC PHA to support underachievers • Use tracking and data to monitor and inform strategies 	Underachievers will be identified and 63% of year 12 students will achieve grades A*-C	S	<p>Although data and tracking was used to monitor progress, a number of students failed to achieve their target grades. This was largely due to poor preparation for Controlled Assessment which accounted for 40% of total mark.</p>
Address underachievement in	<ul style="list-style-type: none"> • Peer tutors to support identified year 8 underachievers in 10 week paired reading programme 	Improved PIE and NFER results Improvement in basic literacy skills of spelling, punctuation and grammar	G	<p>Year 10 pupils (2016-17) showed significant improvement in literacy skills, especially top group. The gender breakdown of reading ages for 2016-17 cohort shows little difference in attainment. Girls only marginally performed better than boys although there are 13% of boys in the very low category for reading. It is anticipated that the library, until now an under-utilised resource, will with a C/A</p>

<p>reading/develop strategies to encourage reading (especially in boys) and increase literacy levels across all key stages.</p> <p>Devise spelling programme to support Year 8/9 underachievers in spelling</p> <p>Raise the profile of literacy amongst pupils, parents and staff alike.</p>	<ul style="list-style-type: none"> • Ensure all pupils are equipped with reading material for use in tutor time • Talking Partners – 10 week programme to target underachievement in years 8&9 (10boys) • Spelling resources collated within Eng Dept • Sharing of spelling strategies across curriculum • Lit Co to inform yr 8 parents on Information evening • Lit Co to deliver training to whole staff on use of PIE data to inform planning and literacy focus for each month/ training on Levels of Progression in Communication 	<p>Improved spelling ages in identified pupils</p> <p>Literacy being promoted across curriculum by all staff Staff aware of standards pertaining to grade descriptors</p>	<p>G</p> <p>G</p>	<p>present every break and lunch-time be well utilised by a greater number of pupils. Reading has been prioritised as the chosen task during registration and it is pleasing to see pupils' independent reading for learning and pleasure. Implementation of Talking Partners, aimed largely at boys, increased the confidence of those taking part and improved their oracy skills</p> <p>Spelling programme was once again very well-attended by year 8&9 pupils. Pupils enjoy the activities and new spelling resources. Pupils were retested at the end of the 10 weeks and all pupils had increased their scores.</p> <p>Whole staff training took place during INSET in August and January. August training was on PIE data and how literacy targets for each month could be incorporated into lessons and tutor time. January INSET training was to whole staff on Levels of Progression in Communication. Staff were shown pieces of work from history and English and asked to level them according to descriptors. Positive feedback was given on both sessions in terms of understanding of literacy priorities for the year and understanding/appreciation of levels in communication. Parents were given information on Year 8 Information Evening about how they can improve their child's literacy.</p>
<p>b) Numeracy</p> <p>Every member of the Teaching Staff, Parents and CA/DA are confident and are providing high quality consistent support to assist pupils in applying their numeracy skills in a range of situations</p>	<ul style="list-style-type: none"> • Numeracy Coordinator to inform Y8 parents during the information Evening • INSET training to whole staff with focus Use of Statistics and Statistical Analysis and development of PIMs data to inform planning • On-going support to be provided during the year with the focus on the cross curricular skill to be written into SOW for all departments • Ongoing availability of Numeracy guides for all 	<p>Progress is being made in the levels of Numeracy in KS3</p> <p>Increase in participation in Puzzle of the Week</p> <p>Staff willing to try new ideas/promote Numeracy in their department</p>	<p>G</p>	<p>Parents received information and asked questions on Year 8 information evening. Questionnaires given out to Year 8 pupils and parents, the results show that the parents were keen to know and understand what their child is learning in school. Pupils also voiced that they were enjoying maths in Newry high and saw the value in what they were learning. Whole staff training took place during the INSET August and January Baker Days. Positive feedback was given from staff voicing that they understood the numeracy priorities for the year and they knew how to access support if required. All members completed activities to raise awareness/importance of stats used in other subjects (raising language use, displaying data, models/posters to display) As Coordinator, I requested evidence of where in their schemes of work have other departments identified opportunities for supporting numeracy. Very little response from departments – area of need for development. Puzzle of</p>

<p>Every pupil will progress by at least one level during KS3 in the levels of progression (PIMs scores increase for 60% of pupils)</p> <p>The Mathematics Department is supporting the development of Numeracy across the Curriculum by providing consistent High Quality of Teaching and Learning</p>	<p>departments</p> <ul style="list-style-type: none"> Continued promotion & development of Puzzle of the Week <p>Numeracy Support</p> <p>KS3</p> <ul style="list-style-type: none"> 'Catch up Numeracy' to be delivered via CA and Manager Pupils are identified as underachievers from Year 8 & 9 Support is put in place on a 1-1 basis Revise Y8-14 schemes to include CEIAG Entitlement with mapping of the three main aims in place Promoting Numeracy as a cross curricular link through a cross curricular project promoting financial capability and STEM Promote mathematics as an enjoyable /relevant subject through inset days, puzzle of the week, maths fun/activity days, extending careers links/transition day 	<p>60% of KS3 pupils increase their PIMs scores</p> <p>'Catch up Maths' programme Put in place</p> <p>Underachiever's results improve</p> <p>Uptake at KS4 improved</p> <p>Numeracy PIMs levels improved as cross curricular skill valued in other subjects/ Careers</p>	<p>G</p> <p>S</p>	<p>the week didn't happen as we agreed our 'Extension Area' for challenging pupils was an area we as a department needed to focus our efforts to develop to meet the needs of our pupils.</p> <p>Catch up Numeracy resumed early September for review assessments for pupils going into Years 9 & 10. Year 8 underachievers were identified following the Winter exams and commence the programme halfway through January 2017. Attendance for some pupils became an issue between illness, remembering to attend at the correct time. Other issues included the Timetable where pupils were allocated two slots during the week, it was very difficult to accommodate everyone and to withdraw from certain subjects. Results show the major effect was on Year 8 students with a lesser effect on Years 9 and 10. Class teachers reported an improved attitude with most pupils involved in the programme gaining confidence in their mathematical abilities.</p> <p>Following transition meetings and introduction of Izak9, Year 8 schemes have been further to accommodate mixed ability class teaching for September 2017.</p> <p>Transition project included Primary Seven pupils from Windsor Hill and Primary Six and Seven pupils from Mullaglass working alongside our Year 8 pupils using Izak9. This project took over from the cross-curricular links project and was used to raise the profile of the school alongside the profile of numeracy. There was excellent feedback on the success of the day from pupils, teachers and all involved in the project. Planning meetings between the teachers involved also proved invaluable to share good practice, discuss pupil's attitudes, behaviours and abilities, share resources and discuss assessments.</p>
<p>c) ICT</p> <p>1. To use ICT as a tool to improve teaching and learning within Newry High School.</p>	<p>Vision embedded for ICT across the curriculum</p> <p>Continued development of ICT working group with training needs identified.</p> <p>Continued development of ipad training. Establish digital</p>	<p>Vision established and shared. Identification of where ICT is currently embedded into curriculum.</p> <p>Working group meetings held twice termly.</p> <p>6 digital champions plus training</p>	<p>S</p>	<p>ICT continued to develop throughout school. Teacher use variety of ICT tools in the classroom.</p> <p>IPADs continue to be central to this development.</p> <p>iTeach ceased trading – had an impact on training digital champions. Investigating further support through SEP HUB</p> <p>ICT and Network manager meet regularly with ICT technician</p>

<p>2. Establish e-safeguarding procedures</p>	<p>champions</p> <p>Review KS3 ICT accreditation to establish benchmark position.</p> <p>Anti-bullying/e-safeguarding-research in (conjunction with ICT across the curriculum/safeguarding team) new strategies to raise awareness of e-safeguarding and anti-bullying with regard to social media, mobile phones etc.</p>	<p>Benchmark established.</p> <p>ICT Coordinator will be familiar in e-safeguarding procedures.</p>		<p>role working well.</p> <p>New school app and rebranded website positive step forward in using ICT to improve communication. Need to develop google drive / google classroom.</p> <p>Amended policies and new staff code of conducted introduced Sept 17.</p>
<p>4) Careers</p> <p>Improve Careers lessons in School</p>	<p>Launch new KS3 Employability resources for PSE lessons- WOW Resources and accompanying SOW</p> <p>Year 10- 8 new CEIAG lessons to be delivered to help with GCSE option choices</p> <p>CEIAG Award- Tutors to be given new PowerPoint Presentations to accompany lessons</p> <p>Complete KS3 cross-curricular curriculum mapping.</p> <p>Year 13 PSE- Pupils to do draft version of Personal Statement</p>	<p>80% agree/ fully agree on key parts of pupil/teacher evaluations</p> <p>See above</p> <p>See above</p> <p>All KS3 subjects have 2 CEIAG lessons on SOW</p> <p>80% of Year 13 pupils have PS drafted by May 2017</p>	<p>G</p>	<p>New KS3 Employability resources launched for PSE lessons and were completed in Year 8-10. However they were not as popular as hoped (see Year 8-10 Teacher and pupil evaluations) and as a result CAM has ordered new Careers employability resources across all year groups.</p> <p>New resources (6-8 lessons) were used to help Year 10 pupils with their GCSE option talks. These resources were well received by pupils (67% felt they were useful) and helped them choose their GCSE subjects with further information and clarity. These resources will be used once again next year.</p> <p>CEIAG Award- Tutors did not receive accompanying PPTS due to time constraints. This will not be an issue next year as new Prospects resources will be used as part of the CEIAG Award rather than resources being used at present.</p> <p>KS3 cross-curricular mapping is now completed. All KS3 departments have designated 2 CEIAG lessons for each class/year group per year. Although HODs have been verbally asked to insert these into SOW there needs to be a formal process to ensure this has been done.</p> <p>Year 13 pupils have completed draft versions of their PS in preparation for UCAS applications.</p>

<p>Improve Careers advice and guidance for pupils.</p>	<p>Pupil and parental Google Docs evaluations- Year 10 / Year 12 / Year 14 Year 12 SLT interviews- add CEIAG to meeting notes documents CEIAG Library and Notice board to have resources enhanced in terms of quality and attractiveness Increase number of non-UCAS information for Year 13-14 students- Foundation Degrees, HNC's, COA, etc. Year 12 to attend Skills NI event in Titanic Centre, Belfast (November 2016).</p>	<p>80% positive feedback on key questions from pupil/parental evaluations All SLT members confirm CEIAG form an important part of Year 12 pupil interviews Have resources on CEIAG notice board and CEIAG library improved? Baseline established on what information pupils receive during a school year. New non-UCAS information to be included Pupil Evaluations- 80% positive feedback</p>	<p>G G</p>	<p>Pupil and parent Survey Monkey questionnaires were completed in Year 10 and Year 14. However no Year 12 questionnaires were completed. A Year 12 careers action plan will need to be drawn up to formalise Year 12 CEIAG and related self-evaluation from teachers, pupils and parents. Results of the Year 10/14 parent and pupil questionnaires will be reviewed and used to help with future planning, self-improvement and target setting (please see 'Year 14 CEIAG Questionnaire' and 'Yr 10 Parent & Pupil CEIAG Evaluations'). CEIAG library and notice boards were replaced and kept up to date throughout the 2016-17 academic year. In future we would like more pictures of pupils on CEIAG related activities. More numerous non-UCAS related careers information was provided to Year 13-14 pupils to help an increasing amount of pupils who are either not applying to UCAS post A' Levels or are unsuccessful with their applications (see CEIAG Audit 2016-17 for full list of Careers Talks at Newry High School). Year 12 attended "Skills NI" careers event in the Titanic Centre, Belfast. This was enjoyed by the pupils and gave them vast amounts of careers information. Year 12 will once again attend this event in November 2017.</p>
<p>Improve Employability of pupils</p>	<p>Launch MV Award- Year 13 Year 13 students to complete at least 1 hour per week voluntary work in school Improved marketing of CEIAG Award to pupils. 3 Year 12 Assemblies Meetings with Year 12 Tutors / HOY Termly checking of pupil progress</p>	<p>Baseline aim- 50% of Year 13 pupils receive MV Award 40% of eligible Year 12 pupils achieve CEIAG Award</p>	<p>S</p>	<p>MV Award- All Year 13 pupils were to complete 1 hour per week voluntary work in or out of school. However these hours alone were not enough to achieve the MV Award. MV Award- 8 pupils able to achieve the MV Award. Despite much promotion of the award, this was a slightly disappointing total as many of the pupils were close to the amount of hours needed for the award. Pupil apathy was a problem in Year 13 and in order to ensure this work is not lost pupils will be allowed to Halloween on Year 14 to complete the award. The CEIAG Award was given to 12 pupils in Year 12. This was disappointing and next year there will be a drive to get more students involved and also a review of the reward requirements</p>
<p>Evaluations in preparation for 2017-20</p>	<p>Whole school CEIAG audit to be completed by HODs Evaluation of CEIAG in Newry HS using ETI document 'Monitoring, Evaluating and Inspecting Post Primary Schools' P.19-23. Complete CEIAG MOTdoc</p>	<p>All HODs complete whole school CEIAG Evaluation? Do evaluations using CEIAG MOT / ETI document take place?</p>	<p>G</p>	<p>14 HODs completed 'Whole School CEIAG Audit' (June 2017). CEIAG in Newry High School was further evaluated with ETI 'Monitoring, Evaluating and Inspecting in Post-Primary Schools' and also CEIAG MOT document. These new CEIAG evaluation tools will be used to self evaluate, plan and target set for CEIAG 2017-20</p>

Priority Two – Outstanding Teaching (sharing practice, leadership capacity and reflective practice) – 3 YEAR ACTION PLAN 16-17 (AB)

Baseline/Present Position: Some outstanding practice identified by ETI, but variation between staff. Collegial culture established which has promoted the dissemination of good practice. More systematic approach needed to address training needs. SpLD awareness and resources now developed and in place – to continue to expand and embed. Learning Support and Classroom Assistant support – to continue to develop. Tracking process for SEN pupils started – to continue to refine and become embedded.. Increased intake of newcomer pupils is challenging and requires an improved approach. Assessment cycle & tracking effective but greater focus on early intervention strategies required. Curriculum – currently meeting EF targets however increasingly difficult given financial constraints and uncertain budget conditions.

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation (Have we improved our baseline position? Have we achieved our targets)
<p>a) Outstanding teaching To develop differentiation across the whole school.</p> <p>To assess the impact of whole school policies through pupil pursuits/learning walks.</p> <p>Pupils' voice re T & L further developed in departments</p> <p>To develop the role of middle managers in monitoring and evaluating the quality of teaching and learning.</p>	<p>Staff training Aug 2016 on using data, e-mark books and differentiation. Staff review differentiation strategies at departmental/HoD meetings and staff training days.</p> <p>More training/support if required e.g. iPad</p> <p>Pupil pursuits to be carried out for:- Differentiation Literacy Numeracy Newcomers SEN</p> <p>Departments expand year groups they carry out a questionnaire with. For those with new A level specification target Year 13.</p> <p>Departments develop a questionnaire and analyse findings in light of how to improve teaching & learning. Book scoop policy distributed to all staff. Agreed focus of</p>	<p>All staff use data to inform seating plans and are more aware of pupils' needs.</p> <p>All staff regularly use differentiation in practice in terms of seating, resources and use of classroom assistants/peer tutors.</p> <p>Evaluate findings of pupil pursuits and disseminate to staff. Targets for improvement set. Individual staff/departments/whole school make any necessary adjustments in light of findings.</p> <p>All departments carry out questionnaires with at least 2 year groups- ideally KS3 and KS4/5. Staff and SLT have a greater understanding of pupil perspective re T & L and how they can support pupils to improve T & L. Targets for improvement set. All HoDs carry out book scoops and classroom</p>	<p>G</p> <p>G</p> <p>U</p> <p>G</p> <p>U</p>	<p>Staff training completed for using data, e-mark books and seating plans. Range of different techniques used for seating plans and a number of classrooms rearranged. Very few rooms now traditionally set out in rows.</p> <p>Differentiation techniques used and supported. Additional training in use of CA/GAs useful and positive feedback</p> <p>Increased industrial action has made progress on pupil pursuits impossible.</p> <p>T & L questionnaires continued over range of subjects and year groups. Core questions included for all subjects with additional questions allowed for flexibility and focus.</p> <p>Books scoops, learning walks and observation all impacted</p>

	<p>book scoops carried out by HoDs/departments. Agree targets for improvement. Findings across all departments evaluated by AB or relevant co-ordinator and whole school targets set.</p> <p>Teaching and learning a standing item on departmental agendas. Report back at HoD meetings to increase sharing of practice. HoDs carry out departmental observations to monitor T & L.</p>	<p>observations/learning walks and are more effective in monitoring T & L.</p> <p>Whole school targets for improvement set and achieved.</p> <p>Sharing of practice takes place at departmental and HoD meetings.</p>	<p>U</p> <p>VG</p>	<p>upon by industrial action – no progress made</p> <p>Industrial action prevented further developments.</p> <p>Sharing practice common place in most departmental meetings. Clear evidence from minutes. Hard to make effective for one person departments. One person departments need to work together better to share practice.</p>
<p>b) SEN</p> <p>Focus on SpLD awareness/resources</p>	<p>Induction programme to be rolled out. IT/staff involved.</p> <p>R/W/G – roll out GCSE Pod – specialised training to be delivered – other staff</p> <p>Assistive technology – pen drives distributed</p> <p>Laptops/I- pads purchased I pad training completed by SENCo</p> <p>Training to be delivered to C/A's</p> <p>Exam readers</p>	<p>Induction successfully rolled out and R/W/G being used across Year 8/9. Staff confident in use.</p> <p>R/W/G in use across Yr 8/9</p> <p>Year Heads trained in supporting GCSE Pod.</p> <p>Programmes distributed and in use.</p> <p>Lap tops and I pads purchased, training received and in use.</p> <p>Training successfully delivered and C/A confident in use of I pads – in use with pupils.</p> <p>Training completed and laptops in use for exams</p>	<p>S</p> <p>G</p> <p>G</p>	<p>Induction programme successfully carried out with all Year 8 pupils. All Year 8/9 pupils trained in use of RWG. Limited usage.</p> <p>Year Heads did not attend GCSE Pod training. 2 Year 12 pupils provided with software for support. Training given in how to use GCSE Pod. Pupil feedback positive.</p> <p>Pen drives distributed.</p> <p>Training received. Small group project completed on I-pads. Pupil feedback and outcomes very positive.</p> <p>Training received. C/As involved in using I-pads with individuals and small group.</p> <p>Support received from Texthelp. Laptops used in exams - feedback from pupils positive. Improved results in exams. Pupil evaluations/feedback positive. Improved scores noted.</p>
<p>Learning Support</p>	<p>Reading Partnership – to expand</p> <p>New programmes trialled and to continue – Texthelp</p> <p>Fluency Tutor to expand – 6</p>	<p>Programmes in place and to continue to roll out.</p> <p>Programme in use and</p>		<p>7 pupils targeted for Reading Partnership winter term – successfully completed. 8 pupils targeted summer Term. Pupil reading scores all improved – refer to learning support update. Pupil evaluations positive.</p> <p>Fluency Tutor – 9 individual pupils targeted plus year 8 class.</p>

Tracking SEN pupils – monitoring and evaluating	<p>SpLD pupils currently targeted Nessy – roll out – new pupils to be targeted GCSE Pod – more training /capacity building – 2 new pupils targeted.</p> <p>Tracking of SEN pupils in place – to refine – SIMS module to be explored Individual pupils targeted Pupil Profile</p>	<p>expanded.</p> <p>Programme in use and expanded.</p> <p>New pupils engaged and programme in use.</p> <p>Tracking of SEN pupils in place and effective tool</p>	S	<p>Positive pupil evaluations Limitations of time. Progress evident.</p> <p>Nessy – 5 individual pupils targeted. Positive CA feedback. Improved scores for pupils – progress evident. Pupil evaluations positive. Effective with weaker pupils. 2 Year 12 pupils accessed GCSE Pod. Feedback positive – difficult to assess impact.</p> <p>Tracking system in place, to include attendance. SIMS still to be investigated – esp with introduction of mixed ability. Limited success with current tracking model and pupil profiles. More streamlined system needed.</p>
Role of C/A G/A – developing and evaluating	<p>Continue to review and develop roles – training for all staff on use of C/A – strategies Training for CA on classroom strategies More structured start to year Questionnaire carried out and clear training needs identified and addressed .</p> <p>Further training this year including – IDS – working with EAL pupils Health Awareness I pad training Attachment Issues Non teaching staff completed questionnaire – area of welfare of non-teaching staff highlighted – Stress Day/Health checks to be organised</p>	<p>Training completed (Summer 16 Mary Loughran) and strategies in use</p> <p>Training completed and strategies in use. Questionnaire completed/training delivered/strategies in use</p> <p>Training completed and strategies in use.</p> <p>Stress training delivered and strategies successfully implemented. Reduction in stress and improved morale.</p>	G	<p>Training completed with staff - very positive feedback. Evaluations completed. A number of strategies circulated and employed.</p> <p>Also – training for C/A's completed. Evaluations positive and strategies employed. Training delivered – very positive feedback.</p> <p>Training completed and evaluations positive. Strategies employed in class with EAL pupils. All CA's attended training. Greater awareness among C/A's of difficulties of our pupils.</p> <p>Mensaana delivered self care/managing stress training on Friday 13th January. Health checks provided for all C/As who wished to avail of one. Overall, a reduction in stress and improvement in morale/attendance noted.</p>

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation
<p>c) Newcomers</p> <p>1. To improve resources to enhance newcomer pupils' understanding of school routines and key subject language.</p>	<p>Adapt KS4 Y12 teaching resources for newcomer pupils through IDS support</p> <p>Adapt KS3 resources through IDS support.</p> <p>Purchase additional new Scope resources for ESOL exam preparation.</p>	<p>Newcomer pupils access more easily and show a greater understanding of subject content at both KS3 and KS4 Y12.</p> <p>Pupils have a greater understanding of grammar/specific topic vocabulary, develop listening and speaking skills during withdrawal sessions with a CA.</p> <p>Use of appropriate support materials gives greater access to the curriculum.</p>	<p>G</p> <p>G</p> <p>G</p>	<p>IDS support officer adapted KS3 and KS4 year 12 resources. Excellent resources were provided which enabled newcomer pupils to have greater access to the curriculum and more understanding of subject content.</p> <p>Some Scope 1 and Scope 2 pupil text and pupil work books and teacher's book and CDs for each level were purchased. These were excellent in developing pupils' writing and grammar skills in preparation for the ESOL JET examinations.</p> <p>9 pupils were entered for ESOL JET Level 2 and 14 for ESOL JET Level 3 and 8 pupils for ESOL JET Level 4. CEFR equivalents A1, A2 and B1 consecutively.</p> <p>JET Level 4: Distinctions 5 pupils, Merit 3 pupils</p> <p>JET Level 3: Distinctions 7 pupils, Merit 3 pupils Did not meet threshold 2 pupils Did not attend 2 pupils</p> <p>JET Level 2: Distinctions 2 pupils, Merit 1 pupil, Pass. 4 pupils Below Threshold 4 pupils Did not attend 1 pupil</p> <p>Following a focus on extended writing skills Jet Level 4 writing skill results were between 35% and 78 % compared to 73% and 90% in 2016 as the JET Level 3 class, compared to 50%-75% at JET Level 2 in 2015. The increased difficulty of the test and some pupils' lack of content in the answers would explain this. There was a decrease in the overall pass rate; 78% pass rate (32 candidates) compared to 85% (20 candidates) in 2016. Some of the pupils entered arrived mid-year whilst 2 others have continually failed to meet the threshold and need to be assessed by the SENCO.</p>

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation
2. To monitor and assess provision for and progress of newcomer pupils	<p>To introduce more formalised observation procedures</p> <p>Monitor pupil progress using Oxford Quick Placement tests in Sept/Oct and May. Also results of ESOL JET examinations</p> <p>To track and monitor newcomer pupils using PIMS, PIE, MidYiS</p> <p>Inclusion of Newcomer targets in Literacy and Numeracy action plans</p> <p>N/C Co-ordinator to complete pupil pursuit to identify needs, assess and implement possible improvements in newcomer support arrangements</p>	<p>Evidence of pupils' progress in CEFR and PIMS, PIE, MidYiS.</p> <p>Evidence of pupils' progress.</p> <p>Evidence of pupils' progress in CEFR and PIMS, PIE & MidYiS.</p> <p>Whole school approach to planning</p>	<p>G</p> <p>G</p> <p>G</p> <p>E</p> <p>S</p>	<p>When subject teachers completed the mid-term / initial progress report for newcomer pupils only 4 pupils were highlighted, V Petronyte and 3 newly arrived pupils with no literacy skills in their home language.</p> <p>Oxford Quick Placement tests were replaced with the Post Primary Bench Marking Kit (PP BMK) in December 2016 as the main tool for monitoring progress of newcomer pupils on the advice of IDS.</p> <p>Progress in PIMS and PIE were monitored by the Literacy CO and HOD maths. The maths PPBMK was introduced in the maths dept. in December 2016. (See previous page for analysis of ESOL JET results.</p> <p>All pupils with the exception of one, went up one level on the CEFR. This compares favourably to 3 who failed to progress on level in 2015-16. The increase in both in-class and withdrawal support was also a contributing factor. This pupil will be tested by SENCo.</p> <p>The Coordinators were responsible for inclusion of Newcomer targets in Literacy and Numeracy action plans. The pupil pursuit was not possible due to union action.</p>

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation
3. To improve language learning procedures for newcomer pupils	<p>Additional CA hours to support newcomer pupils</p> <p>To establish and monitor programmes for withdrawal support</p> <p>Staff training from IDS on procedures to pre-teach key language</p> <p>IDS training for CA to help teach key language</p> <p>Addition of newcomer teaching strategies to schemes of work at KS3, year 9 and KS4, year 12</p> <p>In school assessments adapted where necessary</p>	<p>Newcomer pupils have a greater access to the curriculum.</p> <p>Newcomer pupils increase knowledge of subject topic language / structures.</p> <p>Increase in scores in subject assessment, CEFR, Oxford Placement tests.</p>	<p>G</p> <p>E</p> <p>U</p> <p>E</p>	<p>CAs hours were increased from 20 hours with the addition of 25.5 hours of in-class support from a Lithuanian CA and 5 periods of withdrawal support provided by PME. SON provided 2 periods of Literacy withdrawal support to Y11 pupils who were beyond B1 on CEFR.</p> <p>All pupils with the exception of one, went up one level on the CEFR. This compares favourably to 3 who failed to progress on level in 2015-16.</p> <p>The English dept. reported that 1 out of the 4 y11 pupils had an increase of 3% between CA task 1 and task 2. The other 3 pupils have still to finish their CA</p> <p>Staff training from IDS on procedures to pre-teach key language did not happen as IDS had so many resources to adapt for Y12 and KS3 subjects.</p> <p>CAs received IDS training on teaching key language in August 2016. In March 2017 training was given on CEFR levels, induction and withdrawal support. Two CAs expressed interest in completing the online course offered by IDS. Following the training there were more reports from subject teachers of CAs supporting newcomer pupils as well as the SEN pupil to whom they had been assigned.</p>
4. To improve examination experience / procedures for newcomer pupils	<p>More simplified / visual KS4 Options Booklet</p> <p>Staff training from IDS on preparing students for examinations</p> <p>Visual Overviews / key language for exam subjects, year 12</p> <p>Approaches in place to teach exam language</p>	<p>Newcomer pupils make more informed and appropriate subject choices.</p> <p>Staff are more confident and competent in preparing newcomer pupils for examinations.</p> <p>Newcomer pupils have a greater understanding of key examination language to improve examination performance.</p>	<p>U</p> <p>S</p>	<p>These targets were not achieved during 2016-17 due to lack of time and the huge amount of work undertaken by the IDS officer in adapting teaching resources and providing CA training. They will be addressed during 2017-18.</p> <p>Key language for exams in English, some of which is transferable to other subjects, was delivered in the 2 periods of Y11 literacy withdrawal support.</p>

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation
5 Develop links with ethnic minority communities	<p>Review and evaluate communication with parents</p> <p>Encourage newcomer parental support/ attendance at school events through invitations in home language/via Polish CA</p> <p>Establish links with Community Intercultural Programme if available in local area.</p>	Increased attendance of newcomer parents at school events.	<p>S</p> <p>G</p> <p>E</p> <p>G</p>	<p>All PTM meetings and permission for withdrawal support is communicated to parents in the home language. Romanian families never return any acceptance/permission forms. Some letters for parents in Spanish were acquired from IDS website and an induction booklet for pupils from the IDS officer.</p> <p>Newcomer parents continue to attend PTMs with some requesting an interpreter.</p> <p>Y10 Polish parents had 100% turn out for the first time. There was an increase in the attendance of Romanian parents with one attending with the use of an interpreter.</p> <p>No such programme has been found in the local area.</p>
<p>d) Assessment</p> <p>Continue to develop effective use of assessment (use of data / Tracking / Identify and support underachievers</p>	<p><u>Use of Data</u> RDM/AB Staff Training on use of data to improve teaching and learning Yellis and Midyis data upload on SIMS Use of Value added data (Yellis/Midyis) at Departmental and whole school level to improve standards <u>Improve Tracking Process</u> CAM staff training on Tracking process Year assemblies at Year 11-14 to promote importance of Tracking New pupil Tracking booklets distributed Tracking Reports to be sent home for Year 12-14 pupils Review of KS3 Tracking</p>	<p>Staff Feedback- Over 80% positive feedback</p> <p>Uploaded to SIMS</p> <p>SLT/HOD feedback</p> <p>Staff Feedback- Over 80% positive feedback Improved Tracking results</p> <p>Staff feedback- Tracking booklets/Tracking Reports/Parents Evenings</p> <p>Feedback from HOY / Extended Schools personnel</p>	<p>VG</p> <p>G</p>	<p><u>Use of Data</u> RDM completed staff training on use of data and how it can be accessed via SIMS. This training included advice and guidance on how data can be used to target set and Yellis and Midyis data has now been uploaded onto SIMS and staff provided with this information on their 'My Marksheets'. It was decided at SLT that Yellis value added data would not be used at whole school or departmental level. This was due to the fact CEM did not return information until late October which meant it was too late to incorporate the information into SDP, DAP and associated evaluations.</p> <p><u>Improve tracking process</u> CAM / YH completed year assemblies to students on the tracking process to raise awareness amongst pupils about the tracking process. All staff supplied with Tracking booklets for each pupil in their subject. New reports created and Year 12-14 pupils had reports posted home for Track 1 results as well as a full written report for their Winter Exams. It was decided that Track 3 results would not be sent home as it fell too close to the pupils actual GCSE results.</p>

	<p>process</p> <p>Parents Evenings reorganised to fit with key Tracking dates</p> <p><u>Support for underachievers</u></p> <p>CAM meeting with YHs to discuss summer exam data</p> <p>Extended Schools- Year 9</p> <p>Pupils identified for mentoring</p> <p>Mentoring to be extended to Year 9 and Year 10 (Term 2)</p>		VG	<p>The timing of Track 3 will be earlier in the year 2017-18 to facilitate a more meaningful report card.</p> <p>KS3 assessment process reviewed by CAM/RDM and new proposals were brought to staff via SDD for their input. Staff completed forms in order to give their feelings, thoughts and ideas on how the KS3 assessment process can be changed.</p> <p>Parents evenings reorganised and fitted much better with school assessment cycle.</p> <p><u>Support for Underachievers</u></p> <p>CAM met with HOYs to discuss under achievers. These pupils had discussions with HOY and supported with their work in Term 1.</p> <p>Year 9 pupils mentored in purple room. This was a very successful programme with a number of pupils improving upon their exam scores and general attitude to school.</p>
e) Curriculum	<p>Review new curriculum implemented at KS3 and KS4 Sept 2017</p> <p>Full review Post 16 curriculum – investigate sustainability and meeting pupils needs.</p> <p>Continued development of ALC curriculum</p>	<p>Improved access to appropriate curriculum for all pupils</p> <p>Sixth Form long term strategic form produced</p> <p>EF targets met</p>	G	<p>New curriculum introduced – more flexibility KS4, increased Eng. & Maths time KS3, streamlined A level.</p> <p>Mixed ability group organisation introduced at Year 8. On-going staff training and support. Full review required as go through 17-18. Key issues focus on stretch & challenge as well as supporting SEN & newcomers. Post-16 curriculum still challenging.</p> <p>ALC continues to develop. Issue of long term funding. However, more focus and funding via shared education. KS4 and KS5 curriculum working well with support from key partner schools.</p>
f) Leadership strategic planning	<p>Review schools priorities and ethos</p> <p>Review self-evaluation process, detail and rigour</p>	<p>Next / new 3 year priorities produced</p> <p>New system / formats in place for Sept 17</p>	VG	<p>Key stakeholder consulted on whole school priorities. New priorities agreed. Early use of SEF. Incorporated aspects of SEF into school self-evaluation e.g. evaluation grade. SLT off site for whole school evaluation and SEF. Didn't complete exercise. However clear that SEF needed to be modified for effective HOD use. All HOD documentation revamped. New self-evaluation audit designed with SEF underpinning paperwork. Introduced to HOD for 17-18 cycle</p>

Priority Three: Happy, Safe and Secure - 3 YEAR ACTION PLAN 2016-2017 (JH)

Baseline/Present Position: New House system launched in Sept.15. Anti-bullying profile raised through use of 'Banish the Bully' box and posters. Further work needs done on preparation and training of anti-bullying ambassadors in school. Year Heads monitoring use of Insync programme. Addressing attendance issues needs constant monitoring and development. Safeguarding practices comprehensive with effective team approach developed.				
Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)	Evaluation grade E / G / S / U	Evaluation (Have we improved upon our baseline position? Have we achieved our targets?)
<p>a. Rewards</p> <p>To further develop the house system to include competitions and events.</p> <p>To promote a sense of belonging to the house and to NHS as a whole.</p>	<p>Further develop the House system through the promotion of 'House Assembly' once per term, regular updates on house points league table in assembly and on screen at entrance. Review and development of the role of the house captain and vice-captain. Focus on raising their profile. Continued development of in house competitions including the talent show and sports day. Look at further opportunities for in-house competitions. Regular presentation of certificates, termly and annual awards. Produce a new rewards policy.</p>	<p>Continued increase in the number of House Point Certificates presented at Year group assembly.</p> <p>Talent show, Sports Day and other house events/competitions take place.</p> <p>Policy produced</p>	G	House assembly took place. House points displayed on screen at entrance and pupils informed in assembly. Increased number of house points awarded over the year but numbers vary over year groups and staff
			U	Further development of the role of Captain and Vice-captain needs to take place.
			G	Sports day took place as a house competition. Talent show did not take place due to lack of interest from pupils. Further House competitions across school need to be developed.
			G	Certificates and prizes presented during House assembly and Year group assembly. House shield awarded. Reward policy needs to be produced
<p>b. Anti-bullying</p> <p>To continue to foster and actively promote an anti-bullying ethos.</p>	<p>Further embed the anti-bullying policy throughout school during lessons. Participation in NIABF Anti-bullying week. Student participation in activities and lessons during ABW. Student council leading assembly. Application made to Diana award for training-awaiting decision. Work with PPDS on</p>	<p>Photos for ABW notice board. Fewer sanctions in relation to bullying behaviour</p>	G	Focus on anti-bullying, particularly during ABW. Focus further supplemented with lessons in PSE. Photos not put on AB Board, instead pupil work displayed.
			VG	Participated in ABW as organised by NIABF. School ran our own poetry/creative writing competition with winning work displayed on the Anti Bullying board. Student council led ABW assembly.
			VG	Application to host the Diana Award training was unsuccessful

	<p>development of pupil anti-bullying ambassadors in the absence of the Diana Award. 'Message to bully board' during anti-bullying month (November). Continue to monitor use of the 'Banish the Bully' box.</p>	<p>ABAs piloted and monitored.</p>	<p>S</p> <p>G</p>	<p>however, training will take place for 15 potential ambassadors in September 2017.</p> <p>Graffiti wall operated during ABW with some success – not as successful as the post-its on the 'Message to Bullies' board used in previous years. (Possibly due to the location of the graffiti wall)</p> <p>Banish the Bully Box not used very often. Pupils appear comfortable with reporting any incidents to tutors. Anti-bullying area added to app so pupils may report incidents via email to allocated teacher.</p>
<p>c. PD Provision Review/audit current PD practice and provision.</p> <p>Prepare/review programmes and resources of study for Years 8-10 Implement the 'Mindout' Programme as part of the PSE programme.</p>	<p>Year Heads and tutors keep a record of topics covered during PSE period each week.</p> <p>Using the information gathered, map PSE provision for Years 8-10. Produce pupil booklets for the delivery of this programme.</p> <p>Staff training for tutors delivering the programme. Distribute the resource and ask tutors and Year Heads to monitor use. Year 11 and 12 allocated a specific PSE period in the timetable for delivery of PD.</p>	<p>Information regarding current practice gathered and mapped. Structured approach to dealing with PSE topics. Curriculum mapped</p> <p>More formal approach to PSE in Years 11 and 12</p>	<p>G</p> <p>G</p> <p>G</p>	<p>Audit carried out and PSE provision for key stage 3 has been mapped. Year Heads have been given the results during Heads of Year meeting.</p> <p>Overview for the delivery of PD in key stage 3 produced. Heads of Year and tutors producing a more detailed programme of study/scheme of work with revised workbooks for students. Work is on-going.</p> <p>Mindout has been used with years 11 and 12 students and is a valuable resource. Schemes of work have been supplied by Year Heads.</p>
<p>d. Attendance To further improve whole school attendance</p>	<p>Attendance issues continue to be on agenda of all pastoral care and tutor meetings. Tutors continue to use attendance data during tutor time and to award house points on a monthly basis for 100% attendance. Tutors, Year Heads and VP</p>	<p>Whole school attendance improves to 93% by June 2017 SIMS used more efficiently across whole school to monitor attendance</p>	<p>G</p> <p>G</p>	<p>Cumulative attendance figures forwarded on a monthly basis from Dawn to tutors. From September 2017 these will be monthly figures. Attendance target missed. Attendance achieved was 91%. Needs further focus.</p> <p>Tutors using data. SIMS pages set up so that tutors can assess attendance quickly. Phone call and letters home from tutor when attendance is 95%, Year Head letter at 90% and VP</p>

	<p>to send letters home on a monthly basis with DENI Attendance leaflet to parents of those not reaching 90% attendance.</p> <p>Regular meetings with EWO service and also other outside agencies as appropriate e.g. CAMHS, BST</p> <p>Punctuality to become a focus. Data to be forwarded on a weekly basis with sanctions being processed more promptly. Senior Teacher on patrol in the mornings to challenge poor punctuality.</p> <p>New attendance policy and signing in and out procedures</p>	<p>Communication with EWO service and outside agencies improves –resulting in higher attendance from students involved with these services</p>	<p>S</p> <p>G</p> <p>G</p>	<p>Letter at 85% often with referral to EWO at this stage.</p> <p>Meetings with EWO and Year heads needs to be developed further to include key stage 3 as well as key stage 4 students.</p> <p>Weekly reports forwarded by Senior Teacher with recommendations for sanction. Punctuality is improving but needs further development.</p> <p>Policy written and procedures in place.</p>
e. Nurture Room	<p>“Nurture room” setup, painted and decorated and renamed. Staff employed to run “nurture room to target underachievement at key stage 3 and target lost middle. Students selected using data – MIDYIS, PIES, PIMS etc.</p> <p>Pass Survey used to benchmark and monitor student progress and attitudes to self and school</p>	<p>Self-esteem and achievement of pupils targeted improved during year as shown by PASS, PIES, PIMS and internal exams</p>	<p>VG</p> <p>VG</p> <p>VG</p> <p>G</p>	<p>‘Purple room’ in operation. Room decorated and furnished following nature principles. Member of staff appointed.</p> <p>Room open during break and lunch – very successful, high level of use.</p> <p>Mentoring programme established and underachieving pupils identified. Communicated with parents. Weekly one to one sessions conducted covering a range of needs and requirements. Progress monitored and documented.</p> <p>Exam results used to analysis progress and success – very positive outcome for a number of pupils selected</p>
f. Safeguarding	<p>Update staff training</p> <p>Share practice within ALC schools</p> <p>Review drugs policy</p> <p>Establish e-safeguarding procedures.</p>	<p>Staff trained</p> <p>RDM attends ALC pastoral meetings and shares practice</p> <p>Policy finalised</p>	<p>VG</p>	<p>Staff Training completed with all staff (Aug. 2016)</p> <p>RDM attended ALC pastoral meetings and shared practice with other schools</p> <p>RDM/CAM consulted with ALC and CPSSS in drawing up a new draft CP policy.</p> <p>RDM to review Drugs Policy by January 2018</p> <p>E-Safety policy to be written by October 2017</p>

Priority Four: School at the heart of the Community 3 YEAR ACTION PLAN 2016-2017 (IB)

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Success Criteria (How will we know if we are succeeding?)		Evaluation (Have we improved upon our baseline position? Have we achieved our targets?)
<p>a) Marketing</p> <p>Improve school marketing and improve communication</p> <p>Improve school marketing material</p> <p>Improved communication</p>	<p>Rebranding with new school colours, e.g. letterhead throughout school publications / material</p> <p>Marketing for Jubilee Year produced</p> <p>Investigate use of app to replace written material. Range of methods of communication to be offered text call / email and a new phone system installed. New school prospectus is to be produced. Three newsletters to be produced annually. Produce materials to distribute in Primary Schools All school notice boards are to be kept decorated and up to date.</p> <p>Parental email to be established so that events can be emailed to parents directly as they take place. (For detailed information on all priorities and tasks refer to marketing plan)</p>	<p>School identify strengths Consistent marketing material produced</p> <p>Jubilee events take place with positive feedback App introduced Easter 17</p> <p>Positive feedback from parental questionnaire regarding communication Weekly press releases</p> <p>New prospectus produced 3 newsletters Primary info given to DES</p> <p>All noticeboards up-to-date and attractive</p> <p>An email list operational and fit for use</p>	<p>G</p> <p>E</p> <p>G</p>	<p>Good progress and presence with range of newspapers. PS has developed excellent procedures and relationships with number of editors. School now produces consistent rebranded marketing materials and all information that is provided to outsiders and key stakeholders. School celebrated Jubilee year with a range of events. This included a very successful event at the town hall and establishment of a popular Facebook page. Need to develop process to celebrate all activities e.g. sporting success.</p> <p>Other new marketing strategies included a 25,000 leaflet mail drop, putting up two billboard advertisements in Newry along with an electronic billboard. Newspaper advertising was extended with all school events sent to local press. A new whole school and Sixth Form prospectus was created along with other promotional materials such as key rings, made keyrings. The role of FONHS to be extended. Radio advertising has also been used and a new website has been created to complete the school's new corporate identity. Christmas, Easter and Summer newsletters produced. Overall new ideas budget neutral – less traditional adverts in press. Noticeboards excellent, Peter, Donald & Edwina very creative and school looking great.</p> <p>Communication launch of new high app – a great development. Lots of hard work to build up. PS has sourced a new school app and it is hoped this can be ready for use at the start of the 2017-18 school year. New telephone communication system has been installed in the Office. New school app will be used to communicate to school stakeholders via notifications</p>
<p>b) Community</p> <p>Improve Community Facilities / premises</p>	<p>Continue with work on 3G pitch</p> <p>Premises Plan / maintenance schedule followed.</p>	<p>All documents completed. Plan approved by BOG Pitch in operation Minor capital bids submitted and improvement made</p>	<p>U</p> <p>E</p>	<p>Little progress regarding 3G pitch. Letter to DENI and EA,</p> <p>Premises – excellent recent progress Site supervisor completing lots of internal work. Traffic system and pedestrian</p>

	<p>Improvements made to site as required.</p> <p>Introduction of extended schools programme (action plans, staffing, activities & budget) Plus improved parental engagement</p> <p>Jubilee concert</p>	<p>Increased attendance at parents' afternoon and parental events</p> <p>Concert takes place with high attendance and participation</p>	<p>VG</p> <p>E</p>	<p>entrance improved safety for pupil's front of school and main entrance transformed. Boys' gym completed over summer. H & S inspection completed. Plan prioritised. Little money available from EA at present. All progress internally completed.</p> <p>First year of extended schools. Very positive 4 action plans submitted and passed. Focused on mentoring, newcomers, extracurricular and admin support. EA happy with monitoring and evaluation. Increased uptake in extracurricular very popular fitness, cookery, Art club plus range of revision classes in Science, Maths, English. Need to look at co-ordinator role. Outstanding Jubilee concert. Highlight of the year. Excellent attendance and participation</p>
<p>c) FONHS Continue to develop FONHS</p>	<p>Increased parental participation/membership</p> <p>Continue to raise funds for pupils</p> <p>Investigate pupil involvement e.g. Head Boy / Head Girl</p> <p>Jubilee formal event in June</p>	<p>New members</p> <p>Target of £3,000 raised Pupils attend meetings</p> <p>Formal event in June is successful</p>	<p>S</p> <p>S</p> <p>E</p>	<p>Year started well with new member and range of fund raising ideas. However, increased industrial action made it difficult for teachers to be involved in activities after school. Chairperson stepped down – had been driving force behind FONHS recent success. Committee decided to postpone quiz and fete given impact of industrial action. Gala concert was a great success and FONHS raised money through raffle and tuck shop (£1000 raised). It was decided to cancel the Gala Dinner due to lack of ticket sales for the event Need to assess role of FNHS and parental engagement as a whole for 17-18</p>
<p>d) Feeder schools Improve Feeder Schools links</p>	<p>Increase taster days from 1 to 2 for targeted primary schools</p> <p>Post 16 – Invited to Jan Open Evening and new information afternoon.</p> <p>Shared Education Programme Year 2 LLW, Music & P.E. plus TPL initiative</p> <p>KS2/KS3 project Transition project with Windsor Hill project and Mullaglass PS</p>	<p>Improved intake 2017 - 65</p> <p>Maintain intake 50 Yr13 pupils</p> <p>Positive feedback from pupil survey</p> <p>Improved understanding of key transitional</p>	<p>VG</p> <p>S</p> <p>VG</p> <p>G</p>	<p>Taster day worked well. Need to expand to 2 days. Over target of 65 for Yr. 8 (68) under for target of 50 for Yr. 13 (43)</p> <p>Visits conducted to primary schools. Open evening successful with good attendance. Main feeder school analysis to be conducted, but Bessbrook and Mullaglass very high, Windsor Hill P7 class large number of transfer tests. Post 16 booklet revamped. SY conducted visits.</p> <p>Shared Education Year 2 some excellent events. Continued issues with level of bureaucracy and monitoring. Year 3 action plan has expanded level of shared education.</p> <p>Working with Windsor Hill and Mullaglass primary schools. Action plan produced and approved. Very useful discussions. Lesson observations conducted plus 1 day to share resources and assessment levels. Excellent Maths day.</p>

Section Five

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

Challenges:

Raising achievement – focusing on Literacy, numeracy, ICT and CEIAG needs to be a driving force behind raising standards. Maths results very strong further work is required to improve standards in English.

Improving the quality and consistency of learning and teaching throughout the school. Learning and teaching in over half the classes were considered very good or outstanding by ETI. But there were still clear areas for development to narrow the gap between departments and raise standards to the levels of the highest performing departments.

Financial constraints and their effect on the curriculum – lower allowance per pupil and reduced pupil intake make delivery of the curriculum increasingly demanding. Post-16 enrolment & curriculum is particularly challenging long-term. New cost effective and creative ways of managing increasing class sizes must be pursued along with improvements in marketing the school and primary & post-primary school liaison.

Behaviour management and anti-bullying – very positive improvements but will require constant monitoring, evaluation and review of current practice

Children with English as a second language - as numbers of newcomer children increase, the school must rise to the challenges this presents and adequately provide for these pupils

Public perception of the school – Public perception of the school must continue to improve if we are to increase intake - good progress has been made already

Opportunities:

A number of staff are in new posts of responsibilities – this provides the opportunity to develop effective distributed leadership and build the leadership capacity within the school

Improving results at GCSE, AS and A2. Despite lower results for 2016/17 the recent trend has been improvements at GCSE and A2. The school must build upon the momentum and strive for even higher standards next year.

Pupil organisation – with a move away from the traditional streaming system to more classes of a mixed ability nature this gives us a huge opportunity to tackle issues surrounding underperforming pupils.

Community links – There is a huge opportunity to develop the facilities at Newry High. A great deal of work has already been undertaken in the development of a 3G/4G pitch.

Tracking model introduced for Key stage 4 and 5 pupils to target underachievers – but also with use of the planner this will assist with the development of the relationships with parents. This model is now being trailed with Year 8 pupils.

Student Council/Pupil Involvement – pupil voice is vital in terms of developing effective self-evaluation strategies.

Further developments within the ALC and shared education project to further expand our curriculum and benefit from further professional development.

Section Six

6) Consultation Arrangements

The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and others in preparation of the plan. Priorities discussed in:

Pupils

- (i) Student Council,
- (ii) Pupil questionnaires
- (iii) Informal feedback
- (iv) Sixth Form Meetings

Parents

- (i) Parents kept informed of school priorities via Principal's letters and school website, school app & twitter
- (ii) Parent Governors
- (iii) Parental Interviews/Consultation Afternoons
- (iv) Parental Questionnaires – NHS and Primary School parents

Staff

- (i) Full and interim evaluation of last year's School Development Plan and post inspection action plan (SLT and departments)
- (ii) School Priorities kept under regular review
- (iii) Staff Feedback informally/formally
- (iv) New School Development Plan 3 year Priorities circulated for consideration in January 2017
- (v) Staff training days – school development planning
- (vi) Whole school SEF (SLT)

Section Seven

7a) Identification of key areas for development informed by school's self-evaluation including the key priorities for the period of the plan based on DE's priorities for education

We have come to the end of our three-year plan and work began through 2017 to consult on our new school priorities. Staff, pupils and parents all had an input in the consultation process and 4 key priorities emerged.

1. **No child is left behind**
(ESAGS Child centred provision)
 - Literacy
 - Numeracy
 - ICT
 - CEIAG

2. **Effective Pedagogy, Practice & Curriculum**
(ESAGS High quality learning & teaching)
 - Outstanding teaching (sharing practice, leadership capacity & reflective practice)
 - SEN provision
 - Newcomer provision
 - Assessment / Tracking / Data
 - Curriculum provision

3. **Happy, Safe & Secure**
(ESAGS Child centred provision)
 - Positive behaviour & Rewards
 - Anti-bullying
 - PD Provision & pastoral care
 - Attendance
 - Safeguarding

4. **School at the heart of the community**
(ESAGS School connected to its community)
 - Shared Education
 - Community Facilities / premises
 - Parental & Community engagement

All School priorities to be led, driven & managed within a culture that:

Supports, Challenges & Celebrates
(ESAGS Effective leadership and management)

7b) Planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which must include targets for raising standards of attainment in communication, using mathematics and using ICT

Within each of the 4 key priorities identified in section 7a targets, actions and success criteria have been produced (refer to SDP pages 38-53). These targets cover learning, teaching and standards of attainment in key areas. A summary of the key academic targets set is included in Appendix 2.

7c) Actions to be taken to achieve these outcomes, with final dates for completion

For each priority targets have been set. For each target a number of key actions have been identified. These action points are set to ensure each target and therefore each priority is met. All actions are set within a clear timescale with dates / deadlines identified for completion (refer to SDP pages 38-53).

7d) The financial and other resources available to support these actions

- See Three Year Budget Plan (Appendix 2)
- School Fund
- FONHS fund

7e) Monitoring, Review and Evaluation

“The arrangements for the Board of Governors in consultation with the Principal, to monitor, review and evaluate the progress against the School Development Plan.”

The Board of Governors

The Board of Governors of Newry High School consists of 16 members.

Mr F Bell	Mr D Ross
Mr C Whiteside (Chairperson)	Mr P Welsh
Mrs Clements	Rev N Reid
Mrs L Clements (Vice Chairperson)	Mr D Kennedy
Mrs C Lutton (Teacher Governor)	Rev E McKenzie
Mr A Stevenson	Vacant (parent rep)
Mr J Campbell	Vacant (teacher rep)
Mrs S Cowan	Vacant (transferor rep)

The Principal is the Secretary to the Board of Governors.

The workings of the Board of Governors are in accordance with the articles of the school which are kept under review. The Board of Governors was reconstituted February 2015.

Monitoring and Review

Self-evaluation in 2016-2017 has included the following:

- Departmental SEP completed by all HODs reviewed by Principal / SLT
- Parental questionnaires
- Pupil questionnaires
- Staff questionnaires
- Full SDP evaluation

- Exam analysis and policy review meeting with all HODs
- Staff meetings
- Interim review of all departmental development plan progress
- Interim review of school development plan progress
- Training with SELB Post-Primary Advisor - SLT
- Discussion about cycle and activities for self-evaluation this year
- SEN Meetings – SELB SEN Advisor
- SLT Meetings
- Use of data/tracking meeting
- Heads of Department Meetings/Heads of Year Meetings/Meeting cycle
- Full BOG Meetings
- Pupil Self-evaluation – subject based
- Training day & Baker day staff evaluations

Board of Governors Review

The Principal will, with the help of the Senior Leadership Team, regularly monitor, review and evaluate the progress of the School Development Plan and will report to the Board of Governors in the form of a report which specifies key areas of progress. During the first term the Principal will present a report for governors which will include an evaluation of the progress made in key areas of the School Development Plan and a full evaluation of the plan's effectiveness and an indication of the draft priorities for the incoming year.

Three Year School Development Plan 2017/18 – 2019/20

Priority One: No child is left behind (RDM)

1. Priority One	2017-18	2018-19	2019-20
a) Literacy (OK)	<ul style="list-style-type: none"> • KS3 progression, underachieving pupils identified & support • Encourage reading esp. in boys • Primary Transition Project Yr. 3 	<ul style="list-style-type: none"> • KS3 progression, continue to identify underachievement & support • Encourage reading esp. in boys paired reading evaluation • Primary Transition Project Yr. 4 	<ul style="list-style-type: none"> • Review progress with intervention strategies • Review action plan and outcomes
b) Numeracy (KMG)	<ul style="list-style-type: none"> • Year 8 focus SOW, • Maths Minutes Numeracy SkillsKS4 • Pupils to work on basic calculations in all relevant subjects. • Further development of links through the Transition Project • Focus on Year 8 nurture group 	<ul style="list-style-type: none"> • Year 9 focus SOW • To evaluate content from students • Pupils to improve their proficiency with input of the calculation • Coordinate a workshop/information evening for parents/pupils • Review of the approach 2017/18 	<ul style="list-style-type: none"> • Year 10 focus SOW • Pupils to improve their proficiency with input of the calculation needs from other departments. • Transition schemes, incorporating medium of Izak9 • Review of the approach 2018/19
c) ICT (CL)	<ul style="list-style-type: none"> • E-policies all in place • Development of ICT skills across all staff - needs identified and prioritised • Implement training programme Yr. 1 	<ul style="list-style-type: none"> • Review E-policies • Development of ICT skills across all staff - needs identified and prioritised • Implement training programme Yr. 2 	<ul style="list-style-type: none"> • Continued development of ICT skills across all staff • Implement training programme Yr. 3
d) CEIAG (CAM)	<ul style="list-style-type: none"> • Improve careers lessons in School - pilot new Employability lessons • Develop careers advice Year 12 Parent/Pupil interview • Improve the sharing of careers info • Review of reward requirements of CEIAG Award • Develop the CEIAG skills, standards and resources of teaching staff 	<ul style="list-style-type: none"> • Further improve careers lessons review new Employability lessons • Develop careers advice and guidance in school Year 10 Parent/Pupil interviews • Further improve the sharing of careers • Further improve employability skills • Promotion of CEIAG guidelines for staff 	<ul style="list-style-type: none"> • CEIAG lessons embedded in school curriculum • Develop careers advice and guidance in school Year 13/14 Parent/Pupil interviews • Further improve the sharing of careers - audit • Further improve employability skills • Innovative CEIAG practice embedded in everyday practice

Priority Two: Effective Pedagogy, Practice and Curriculum (AB)

2. Priority Two	2017-18	2018-19	2019-20
a) Outstanding teaching <small>(sharing practice, leadership capacity and reflective practice)</small> (AB)	<ul style="list-style-type: none"> Staff training identified focus mixed ability, newcomers & differentiation Sharing practice continues plus development of shared education opportunity (TPL, HUB etc.) Pupil voice with T&L questionnaire. 	<ul style="list-style-type: none"> Staff training programme on-going Focus on mixed ability, newcomers & differentiation Sharing practice continues Review pupil voice T & L questionnaire. 	<ul style="list-style-type: none"> Review impact on sharing good practice Review of action plan & training programme. Review 3 year priorities & SDP
b) SEN provision (HKS)	<ul style="list-style-type: none"> Mixed ability/SEN - staff training Tracking for SEN pupils model reviewed Intervention program Behaviour/SEBD as SEN - Boxall and communication Focus on SEN training needs 	<ul style="list-style-type: none"> Mixed ability/SEN – further training Tracking for SEN pupils model implemented – SIMS? Behaviour/SEBD as SEN - Boxall and communication Focus on SEN training needs - Ipads 	<ul style="list-style-type: none"> Mixed ability/SEN - evaluate Tracking for SEN pupils model evaluated Behaviour/SEBD as SEN - evaluation SEN training evaluated
c) Newcomer provision (JP)	<ul style="list-style-type: none"> To improve resources to enhance newcomer basic English To monitor and assess provision for and progress of newcomer pupils (KS3 & Yr. 11) To improve examination experience / procedures for newcomer pupils 	<ul style="list-style-type: none"> To improve resources to maintain newcomer basic English To monitor and assess provision for and progress of newcomer pupils (KS3 & Yr. 12) To embed examination experience / procedures for newcomer pupils 	<ul style="list-style-type: none"> Successfully embed 2018-19 priorities. To ensure 2018-19 priorities are fully embedded. Ensure priorities from 2018-19 are embedded.
d) Assessment / Tracking / Data (CAM /JH)	<ul style="list-style-type: none"> Use of Midyis for mixed ability Implementation of new Year 8 assessment cycle Implementation of new reporting system Year 8-11 and Year 12-14. 	<ul style="list-style-type: none"> Use of Midyis for mixed ability Implementation of new Yr.9 assessment cycle Review implementation of new reporting system 8-11 and 12-14. 	<ul style="list-style-type: none"> Full review Midyis for mixed ability Review Assessment cycle Review reporting cycle
e) Curriculum Provision (IB)	<ul style="list-style-type: none"> Monitoring implementation of mixed ability Yr. 8 Post-16 curriculum review Review of KS3 & KS 4 changes Continued development of ALC Yr. 2 of extended schools provision 	<ul style="list-style-type: none"> Monitoring implementation of mixed ability Yr. 8 & Yr. 9 Continued development of ALC partner schools Yr. 3 of extended schools provision 	<ul style="list-style-type: none"> Full review of mixed ability teaching Continued development of ALC partner schools to ensure EF compliant Review extended schools provision

Priority Three: Happy, Safe and Secure (JH)

3. Priority Three	2017-18	2018-19	2019-20
a) Positive Behaviour & Rewards (RDM)	<ul style="list-style-type: none"> Continue to develop positive and behaviour policy and practices Continue to develop the house system Develop opportunities for House competitions throughout the school 	<ul style="list-style-type: none"> Review whole school behaviour policy and practices Review the house & rewards system Develop opportunities for House competitions throughout the school 	<ul style="list-style-type: none"> Continue to develop positive and effective whole school behaviour policy and practices Continue to develop the house system
b) Anti-bullying (JH)	<ul style="list-style-type: none"> Train students as Anti-Bullying Ambassadors Develop the role of the Anti-Bullying Ambassador in school Further develop activities for Anti-Bullying week and the use of supplementary material for PD Review supervision around school 	<ul style="list-style-type: none"> Further develop the role of the Anti-Bullying Ambassador and train new ambassadors Further develop and monitor activities for Anti-Bullying week and material for PD lessons 	<ul style="list-style-type: none"> Further develop the role of the Anti-Bullying Ambassador and train new ambassadors Further develop and monitor activities for Anti-Bullying week and material for PD lessons
c) PD Provision & pastoral care (JH)	<ul style="list-style-type: none"> Produce SOW for KS3 and produce a tutor /year head handbook Set up a common area on staff resources for PD info / resources Set up guided support mechanism 	<ul style="list-style-type: none"> Monitor and evaluate schemes of work and resources Monitor guided support system Review resources for years 11 and 12. 	<ul style="list-style-type: none"> Monitor and evaluate schemes of work and resources for all year groups Monitor guided support system
d) Attendance (RDM)	<ul style="list-style-type: none"> Improve attendance and punctuality rates (target 92.5%) Continue to develop effective communication with parents & EWO Implement new attendance policy 	<ul style="list-style-type: none"> Improve attendance and punctuality rates (target 93%) Continue to develop effective communication with parents & EWO Embed attendance policy 	<ul style="list-style-type: none"> Maintain attendance and punctuality rates (target 93%) Continue to develop effective communication with parents & EWO Review attendance policy
e) Safeguarding (RDM)	<ul style="list-style-type: none"> New CP policy and updated staff training delivered New Staff Code of Conduct CP Assemblies delivered and CP leaflets given out to pupils. 	<ul style="list-style-type: none"> Developing safeguarding procedures / strategies for newcomer pupils Review current safeguarding practice, policy & procedure 	<ul style="list-style-type: none"> Review current safeguarding practice, policy & procedure

Priority Four: School at the heart of the Community (IB)

4. Priority Four	2017-18	2018-19	2019-20
a) Shared Education (IB & AB)	<ul style="list-style-type: none"> • Yr. 3 SESP programme • Yr. 3 CPD Transition project • Year 2 Extended Schools cluster • Continued ALC developments & sharing practice 	<ul style="list-style-type: none"> • Yr. 4 SESP programme: • Yr. 4 CPD Transition project • Yr. 3 Extended Schools cluster • Continued ALC developments & sharing practice 	<ul style="list-style-type: none"> • Review & evaluation of SESP involvement • Review of transition project • Yr. 4 Extended Schools cluster • Review Continued ALC developments & sharing practice
b) Community Facilities / premises (RDM)	<ul style="list-style-type: none"> • 3G pitch approval (DENI & EA) • Premises Plan & Minority capital works bids • Increase community use 	<ul style="list-style-type: none"> • 3G pitch construction begins • Yr. 2 of premises plan • Site improvements • Increase community use 	<ul style="list-style-type: none"> • 3G pitch in operation • Yr. 3 of premises plan • Review & evaluate site improvements • Review community use
c) Parental & Community engagement (IB)	<ul style="list-style-type: none"> • Community & Charity coordinator appointed • Charitable ethos developed • Improved communication & parental engagement • School & community events e.g. concerts, fete etc. • Marketing plan Yr. 1 	<ul style="list-style-type: none"> • Charitable ethos co-ordinated and increase fund raising • Improved communication • School & community events e.g. school production • Marketing plan Yr. 2 	<ul style="list-style-type: none"> • Review funds raised for pupils and charities • Evaluate communication and marketing with stakeholders • Marketing plan Yr. 3

Priority One: No Child is Left Behind - 1 YEAR ACTION PLAN 2017-2018 (RDM)

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
<p>a) Literacy</p> <p>Every pupil will progress by at least one level during KS3 in the levels of progression SDDP 1</p> <p>Develop links with feeder primary schools through the Transition Project</p> <p>Address underachievement in reading/develop strategies to encourage reading (especially in boys) and increase literacy levels across all key stages SDDP1</p> <p>Develop writing across curriculum</p>	<p>Use baseline data from PIE, MIDYIS, NFER, VERNON to identify/track underachievers</p> <p>Results collated and class teachers informed</p> <p>Tutor time literacy activities appropriately challenging for each pupil in year 8-Information to be discussed at SLT</p> <p>Literacy Co to source/collate appropriate materials for underachievers catch –up and for/gifted/talented pupils</p> <p>Progress to be monitored</p> <p>Attend literacy training with teachers from feeder primary schools</p> <p>Plan Transition Day in summer term with feeder primary schools</p> <p>C/A D Healy to support identified year 8/9 underachievers in 10 week reading/comprehension programme</p> <p>Report results of intervention - parents</p> <p>Ensure all pupils are equipped with reading material for use in tutor time</p> <p>Investigate strategies to promote greater use of school library/ and encourage reading/</p> <p>Reading week organised/whole school assembly on World Book Day/ Fair</p> <p>Literacy Audit to ascertain forms of writing used in each subject area.</p> <p>Literacy Co-ordinator to support staff with teaching different forms/ text types should they require assistance</p> <p>Lit Co to provide staff training on text types or offer individual support.</p>	October 2017	OK	Progress made in KS3 literacy levels (PIE scores)	Time to analyse scores/on-line marking and analysis	PIE/NFER/VERNON /MIDYIS scores
		Jan 2018	HKS	Tutor meeting minutes to inform progress/Pupil questionnaire will gauge enjoyment/impact		English Dept minutes
		October 2017	RDM	Improved reading ages (NFER results) and spelling ages (Vernon results)	Time to produce English in Practice for tutors/evaluate materials	Records of Concern
		On-going	Year 8 tutors		Questionnaires	Outcome of questionnaire
		Jan 2018	OK	Yr 8 teacher avoid overlap of topics covered in P6/7	Time to meet/organise	Improvement in Yr 8 literacy results
		May 2018	P Morrow	Yr 8 teachers will understand what areas of literacy need further development	Cover costs	
		Oct 17 - May18	A Weir OK DH	Improved PIE and NFER results	Time to collate resources for programme	Fortnightly meetings with DH
		Oct - May	HKS	Whole staff involved in monitoring literacy targets from PIE		Interview/Pupil feedback
		Nov 2017	SFT		More accessible resources purchased	Analysis of reading ages
			Peer Tutors	Improvement in literacy skills		Internal Exams results/Continuous Assessment
			Whole Staff	KS3 SOW to include details of where writing is being supported	Time to amend schemes	HODs to email evidence of writing activities from SOW Audit
		Dec 2017	OK	HODs seek guidance from Lit Co	Time to organise training	
August 2018	HODS					

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
Continue spelling programme to support underachievers in spelling SDDP1	DHealy and peer tutors to support underachievers in spelling Sharing of strategies within Eng dept. and across curriculum Spelling/homophones poster displayed in classrooms and on corridors	Jan 2018- May 2018	all OK DH Peer tutors	Improved spelling age in identified pupils		Fortnightly meetings with peer tutors English dept meetings Analysis of spelling scores
b) Numeracy All Departments to state in their schemes of work where they support the development of numeracy Tutor Time numeracy tasks are appropriately challenging and feedback given to students Every pupil can use a calculator efficiently	<ul style="list-style-type: none"> Coordinator to remind staff of their role in promoting a positive attitude towards numeracy Coordinator to request staff when revisiting Year 8 schemes, to include CCS of numeracy Coordinator and members of the maths department to be available for consultation throughout the Year Coordinator to refresh the numeracy activities with staff during INSET training days Tutors to facilitate numeracy on a weekly basis Year Heads to discuss numeracy delivery progress at Tutor meetings and information via minutes to be emailed to Coordinator Audit to be carried out during the academic year Questionnaires to be given to students Every pupil owns a scientific calculator Pupils work on basic calculations in maths classes Recording sheet with a certificate to be developed 	<p>August 2017</p> <p>Ongoing</p> <p>August 2017</p> <p>Ongoing</p> <p>April 2018</p> <p>September 2017</p> <p>Ongoing</p> <p>June 2018</p>	<p>KMG</p> <p>All HODs</p> <p>Members of Maths Department</p> <p>KMG <i>Tutors & Year Heads</i></p> <p>Tutors & Year Heads</p> <p>KMG</p> <p>KMG & Members of the Maths Department</p>	<p>Year 8 schemes for every relevant department will include details of where they support numeracy development</p> <p>HOD's contact Coordinator to seek advice/support</p> <p>Coordinator is aware of numeracy being facilitated in other subjects by Year 8 teachers</p> <p>Staff are willing to participate in training activities</p> <p>Pupils booklets will be completed accordingly</p> <p>Tutor Meeting Minutes will include Numeracy Progress</p> <p>Audit will inform coordinator of progress</p> <p>Questionnaires will gauge involvement, relevance, purpose and enjoyment</p> <p>Spot checks with break detentions issued if failure to possess a scientific calculator</p> <p>Pupils are able to complete the specific tasks designed to test their calculation skills</p>	<p>Time to amend schemes</p> <p>Support booklets for teachers</p> <p>Previous training PowerPoints/ resources</p> <p>KS3 'Maths Minutes' Booklets & Answer Booklets for Tutors</p> <p>Numeracy Skills KS4 Booklets & Answer Booklets for Tutors</p> <p>Questionnaires</p> <p>Time to produce materials</p> <p>Recording Sheet & Certificates for successful pupils</p>	<p>HOD's to email copies of relevant SOW which detail numeracy activities to Coordinator</p> <p>Audit carried out after each term by coordinator</p> <p>Pupils booklets completed accordingly</p> <p>Comments in Tutor Meeting Minutes</p> <p>Outcome of audit</p> <p>Outcome of Questionnaire</p> <p>Recording sheet for key milestones in proficiency</p> <p>Results of completed tasks by pupils</p>

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
Further development of links with feeder Primaries through the Transition Project	<ul style="list-style-type: none"> Meeting with Mullaglass and Windsor Hill Primaries to review and evaluate Transition Project for 2016/17. Access further information from P7 teachers to share with Year 8 teachers Plan for Transition Day 2018. 	Term 1 Term 3	KMG, Mrs Kerrigan & Mrs Weir	Outcome of evaluation for 2016/17 Year 8 teachers gain further knowledge on pupils from P7 teachers – topics covered, depth, strengths & areas for development Schools keen to work with us	Time to meet Venue to host Cover	Year 8 pupils numeracy results will improve as teachers will be able to work on specific areas for development Partnership/relationships developed further
Underachieving pupils in KS3 are identified and appropriate support is put in place	<ul style="list-style-type: none"> Continuation of Year 9 & 10 support for pupils currently on 'Catch Up Numeracy' programme C Anderson to support Year 8 maths classes where possible Nurture group identified from Year 8 mixed ability groupings Support put in place to ensure nurture group pupils are not 'left behind' Underachieving Year 8 pupils identified during the year for support from 'catch up numeracy' 	September 2017 September 2017 January 2018	KMG & C Anderson KMG, WB, LJ & C Anderson KMG, WB, LJ & C Anderson	Pupils are willing to continue with 'Catch Up Numeracy' programme Pupils PIMs scores will improve by the end of the current year C Anderson to be involved in Year 8 Maths classes to shadow teachers to use methods/language resources to support pupils in nurture group No child is left behind by the mixed ability approach	Booklets Time to discuss Timetable allocation 'Hands on' resources for nurture group Time to evaluate results and discuss underachievement	PIMs scores Mental maths testing Maths tests Jotters Assessments Minutes from Mathematics Departmental Meetings
c) ICT To use ICT as a tool to improve teaching and learning within Newry High School.	<ul style="list-style-type: none"> Update all ICT policies including e-safeguarding policies Audit ICT training needs and implement Yr. 1 of training plan. Links with differentiation & mixed ability training Ipad training for staff through shared education HUB 	Oct 17 Nov 17 Term 3	CL, GM, MD, SLT CL, GM, MD and ICT team CL, GM, MD, AB	New policies in place. 3 training sessions have run with staff improved skills & confidence. Staff are confident in their use of ICT to improve t&l	Time Time Personnel Time	Minutes Policies Minutes Evaluations Evaluation Classroom Observation

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
d) Careers Improve Careers lessons in School	New prospects lessons to be introduced to PSE lessons (Year 8-14)	Term 2	Tutors / HOY	Pupil / Tutor online questionnaires (80% good/very good responses) Lessons clearly identified on departmental SOW	Prospects Employability pupil booklets and teacher notes	PC / Tutor Meetings Online pupil/Tutor questionnaires HOD Meetings Pupil work / Lesson visits and learning walks
	SOW- 2 lessons per year to be identified in departmental SOW. Evidence required	Term 3	HODs			
Improve Careers advice and guidance for pupils.	Year 12 Action Plan drawn up with letter sent home to Year 12 parents	Term 1	CAM	Parent / Pupil online questionnaire (80% good/very good responses)	Letter home	CAM
Improve the sharing of Careers information with pupils, parents and teaching staff.	Year 12 Parent/Pupil Carers meetings to be set up	TBC	CAM/FG	CEIAG material sent to Year 13-14 emails (improved Sixth Form online responses) More non-UCAS speakers than 2016-17)	Time / Cover	Online questionnaires
	CEIAG material sent to Year 13-14 personal email addresses	2017-18	CAM/SY		Year 13-14 personal email addresses	
Improve Employability of pupils Increasing Awareness of CEIAG with parents, pupils and teaching staff.	Increased number of non UCAS outside speakers	2017-18	CAM	More than 20 MV and CEIAG Award winners	Speakers	Numbers of award winners HOY CAM / SLT
	CEIAG Award / MV Awards- review of award requirements	Term 1	CAM			
	Year 12 parent/pupil careers meetings	TBC	CAM/FG	More than 80% positive response from pupil and parent's online questionnaire	Cover / Time	SDD
	SDD- Staff Training on good CEIAG practice and CEIAG in NHS.	Term 3	CAM	More than 80% good/very good from staff SDD feedback		
Other	Increased sharing of CEIAG information with staff to increase awareness	2017-18	CAM	CEIAG Team meeting		Whole staff
	Re-organisation of CEIAG team Improve baseline positions of 2016-17 pupil, parent and teacher questionnaires	2017-18 2017-18	CAM Whole Staff	Improve baseline setting from 2016-17	Cover / Time Online Questionnaires	

Priority Two – Outstanding Teaching (sharing practice, leadership capacity and reflective practice) - 1 YEAR ACTION PLAN 17-18 (AB)

Baseline/Present Position: Some outstanding practice identified by ETI, but variation between staff. Collegial culture established which has promoted the dissemination of good practice. More systematic approach needed to address training needs. Mixed ability introduced for new year 8 intake pupils. Support programmes and training for all staff needed. Progress of SEN pupils to be carefully monitored. Number of pupils requiring OT support – training to be received and strategies implemented. Increasing number of pupils presenting with SEBD, support, training and strategies needed in order to assist us in diagnosing difficulties, accessing the appropriate support for our pupils as efficiently as possible. 36 newcomer pupils, to date, have enrolled since beginning of 2017-18 academic year. Many of these pupils do not speak English and have little evidence of basic literacy skills in their home language. There are to date **131** on the newcomer register. **80 plus** pupils to date are below B1 on the CEFR.

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
a) Outstanding teaching To develop range of strategies to the support introduction of mixed ability teaching Pupils' voice T&L further developed in departments To develop the role of middle managers in monitoring and evaluating the quality of teaching and learning.	Staff training and support on differentiation, mixed ability, newcomers and use of data More training/support if required e.g. Ipad	On-going	All staff	All staff regularly use differentiation in practice in terms of seating, resources and use of classroom assistants/peer tutors.	Time	Peer/ PRSD observations and pupil pursuits/learning walks
	Departments expand year groups they carry out a questionnaire with. Analyse findings in light of how to improve teaching & learning.	Nov-May	HODs	All departments carry out questionnaires with at least 2 year groups- ideally KS3 and KS4/5.	Time	Findings and targets discussed at SLT meetings.
	Shared Education support programme introduced Continue sharing practice events internally and externally via ALC and SESP	Term 3	HODs AB	Whole school targets for improvement set and achieved. Sharing of practice takes place at departmental and HoD meetings and ALC / SESP events	Time & cover	Minutes of departmental and HoD meetings Observation sheets.
b) SEN pupils Mixed ability and SEN pupils	*Training for whole staff *Training for C/A - pivotal role *Clear identification of SEN pupils *Support departments in resources/strategies * Programmes of support in place for SEN pupils	Sep 17 and 17/18 Mary Loughran /Kate O Hanlon	Kate O Hanlon/ HKS/C/A's June – Oct 17 17/18	Training effectively delivered and strategies implemented. Close liaison with primary schools/outside agencies. SEN Register in place for incoming pupils and strategies/info shared. Interventions/support in place.	Time Training	Evaluations of training completed. SEN Register IEP's Evaluation of support programmes/ tracking of pupil progress Minutes of SEN meetings

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
Tracking of SEN pupils	*Tracking of all SEN pupils –more formalised *SIMS model to be investigated – to include attendance Intervention programmes monitored *C/A support	Throughout academic year 17/18	RDM/HKS/IC T Technician	Tracking of SEN pupils in place and effective tool to monitor progress. Effective programme of support in place and pupils making progress.	Time Training	Tracking of progress. Pupil profiles Pupil updates Scores
Behaviour as SEN	*Updated training from BST for whole staff *Training from BST on Boxall implementation and strategies *Purchase digital Boxall *Improved communication among staff *Improved communication with outside agencies *Accessing appropriate support more effectively/efficiently *Investigate SEBD support module/programme	Oct 17 Autumn Term 17/18 17/18 17/18	BST BST/HKS/RDM/JAH HKS/RDM Outside agencies HKS/BST	Whole staff training completed and de-escalation strategies in use and effective. Boxall strategies in place and implemented. Good regular contact among school staff. Support services in use and supporting pupils as needed. Correct support mechanisms being accessed efficiently to support our pupils.	Time Training	Evaluations completed Behaviour IEP's Boxall profiles Pastoral care minutes Senior pastoral team minutes SEN Register
Focus on SEN training needs – DCD/OT support/ I-pads	*Training for CA from OT services *Strategies to be shared with staff and implemented *Equipment for OT support to be purchased *Programme of support in place *I-pads individual training to be completed *I-pads distributed to SpLD pupils and usage monitored *Small group project to continue with Year 8	Sep 17 17/18 Aug 17 Sep 17 Sep 17 Autumn term 17	OT services/HKS/CA's OT team/HKS HKS /CA's HKS	Training completed and c/a's confident in strategies Staff aware of strategies and in use Equipment purchased and in use I-pads distributed and pupils confident in usage C/A's to monitor usage Small group project completed and pupils engaged effectively.	Time Training SEN Budget SpLD finance Training	Evaluations of training Strategies in use Evaluation of support programme Evaluation of I-pads programme Increased usage

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
<p>e)Newcomers To improve resources to enhance newcomer pupils' knowledge of basic English.</p> <p>2. To monitor and assess provision for and progress of newcomer pupils</p>	<ul style="list-style-type: none"> To employ a teacher of newcomer English to provide newcomer withdrawal support period 1-8 each day. Increase classroom assistant hours for in class and withdrawal support through employment of a CA. Establish newcomer support peer tutors from Y13&14 to support NC pupils and staff in lessons. Develop a programme for teaching pupils with no English and purchase teaching resources for teaching withdrawal classes basic English. To apply to Ulster University Tutoring in Schools Programme with a newcomer support project. Withdraw NC pupils with no English from English lessons for support from classroom assistants AK and AC and acquire more teaching resources. To update Y11 newcomer resources for new GCSE specifications with help from IES. HoDs to acquire newcomer resources for all outstanding topics at KS3. In school assessments adapted where necessary. N/C Co-ordinator to complete pupil pursuit to identify needs, assess and implement possible improvements in newcomer support arrangements. 	<p>Term 1</p> <p>Terms 1-3</p>	<p>IB SLT JP IES support</p> <p>JP HoDs IES</p>	<p>Newcomer pupils reach A1 or A2 on CEFR in order to be integrated into mainstream lessons and access the curriculum using IDS adapted resources.</p> <p>A suitable programme developed with IES support.</p> <p>A suitable project application is accepted and a UU student assigned.</p> <p>Evidence of pupils' progress in Post Primary Bench Marking Kit and Maths Post Primary Bench Marking Kit, CEFR and PIMS, PIE & MidYiS.</p>	<p>Finance Teacher of a withdrawal class A classroom assistant to help support withdrawal classes</p> <p>Y13 volunteers for NC Peer Tutors</p> <p>Basic English teaching resources Programme of Study UU Tutoring in Schools Project and tutor Classroom and teaching resources</p> <p>IES support</p> <p>Adapted examinations and assessments</p>	<p>Newcomer pupils' progress on the CEFR</p> <p>Feedback from subject teachers</p> <p>HoD meetings</p> <p>Departmental meetings</p> <p>Liaison of subject teacher. HoDs and N/C Co-ord HoD meetings Dept. meetings</p>

Target(s) What we want to achieve	Actions/Tasks What steps do we take to achieve targets?	Time	Staff	Success Criteria (Measurable)	Resources (What do we need)	Monitoring
3. To improve examination experience / procedures for newcomer pupils	<ul style="list-style-type: none"> • More simplified / visual KS4 Options Booklet. • Staff training from IDS on preparing students for examinations. • Visual Overviews / key language for exam subjects, year 12. • Entry of NC pupils who are withdrawn from lessons for OCN English qualification. 	Term 2	SLT Timetabler IES support JP HoDs Subject teachers	<p>Newcomer pupils make more informed and appropriate subject choices. Staff are more confident and competent in preparing newcomer pupils for examinations. Newcomer pupils have a greater understanding of key examination language to improve examination performance. Newcomer pupils progress through the CEFR levels and acquire and improve their English language. A qualification is acquired.</p>	Time IES support	<p>Liaison of N/C Co-ord, SLT & timetabler Staff training days HoD meetings</p> <p>Dept. meetings</p>
f) Assessment Implement new assessment and reporting procedures	<ul style="list-style-type: none"> • Staff Training - Use of Midyis for mixed ability & target setting. • Staff to give input into Year 8 assessment cycle. • New KS3 Assessment Records given to staff • Implementation of new Year 8 Assessment cycle • Implementation of new reporting system Year 8-11 and Year 12-14 • Review of new reporting and assessment cycle • All Midyis, Yellis, PIE and PIM information to be put onto SIMS 	<p>Aug. 2017</p> <p>Aug. 2017</p> <p>2017-18</p> <p>2017-18</p> <p>Term 3</p>	<p>CAM/RD M</p> <p>CAM</p> <p>Whole Staff</p> <p>CAM / Whole Staff</p> <p>SLT / Whole Staff</p>	<p>Assessment - Over 80% good/very good staff rating KS3 Assessment records used by 80% of staff</p> <p>Year 8 assessment completed by all staff</p> <p>All reports produced for pupils</p> <p>SLT/Whole staff review of new reporting and assessment procedures</p>	<p>SDD</p> <p>KS3 Assessment records</p> <p>SLT time / Whole staff review</p>	<p>SLT to monitor progress after each track</p> <p>SLT/Whole staff review</p>

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
e) Curriculum	<ul style="list-style-type: none"> • Monitoring implementation of mixed ability Yr. 8 • Post-16 curriculum review. Focus on meeting pupil needs and viability, sustainability and choice • Review of KS3 curriculum changes e.g. allocations • Review of KS4 curriculum changes e.g. PT course, work experience, youth service • Continued development of ALC partner schools to ensure EF complainant • Yr. 2 of extended schools provision 	<p>On going</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p>	<p>SLT Gov, all staff</p> <p>IB, EMN</p> <p>IB, EMN, HODs</p> <p>IB, EMN, HODs</p> <p>IB, EMN, GM</p> <p>IB</p>	<p>Positive feedback from key stakeholders. Issues inform planning for 18-19 Post-16 curriculum viable and sustainable</p> <p>Review internal exam data regarding progress in Eng & Maths – pupil improved performance</p> <p>Increase in pupil numbers and success on partner courses</p> <p>Key actions met regarding targets for improved attendance, & numbers involved in extra activities</p>	<p>Time, questionnaire for parent & staff</p> <p>Data</p> <p>ALC EF report</p> <p>Extended schools action plans & evaluations</p>	<p>SLT meetings Governors meetings HOD exam meetings</p> <p>ALC meetings & minutes SEP meetings</p>
f) Leadership strategic planning	<ul style="list-style-type: none"> • Implementation of ISEF into whole self-evaluation process • New HOD self-evaluation audit paperwork • Develop whole school self-evaluation documentation in using elements of ISEF • Leadership capacity planning – opportunities for staff professional development – middle leaders and aspiring leaders 	<p>Term 1</p> <p>Term 1,2</p> <p>Term 3</p> <p>Term 2 & 3</p>	<p>All key stake holders</p>	<p>ISEF used appropriately in self evaluation process</p> <p>New self-audit documentation used with positive feedback from staff</p> <p>ISEF incorporated into SDP evaluations</p> <p>Opportunities developed for middle / aspiring leaders – 3 – 4 staff involved</p>	<p>Time - training day</p> <p>Time</p>	<p>Staff, SLT & Governors meeting</p> <p>SLT & Governors meeting</p>

Priority Three: Happy, Safe and Secure - 1 YEAR ACTION PLAN 2017- 2018 (JH)

Baseline/Present Position: New House system operational since 2015 with an increase in HP awarded and awards presented. Continued use of 'Banish the Bully' box and NIABF posters and resources. ABW well supported by staff through lessons. Plans for training of anti-bullying ambassadors is underway. Year Heads monitoring use of Insync programme. Addressing attendance issues needs constant monitoring and development. 'Nurture' room has been introduced but needs further development. Safeguarding practices comprehensive.						
Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
<p>a. Positive behaviour & Rewards</p> <p>To promote a sense of belonging to NHS and a house therefore assisting with our core values of respect, responsibility and excellence</p>	<ul style="list-style-type: none"> Continue to develop positive and behaviour policy and practices – HOY system, role of tutor, reports, detentions, suspensions Continue to develop the house system Develop the role of the Captain and Vice-Captain Develop opportunities for House competitions throughout the school 	Term 2	RDM JH HOY All staff	90%+ feedback from parents regarding behaviour 5% reduction in no's of detention, supervised support & suspensions 5% increase in number of house points awarded plus consistent levels across year groups and staff 2 new house competitions introduced	Time Data Cover	Pastoral care meeting & minutes SLT meetings & minutes SIMS data
<p>b. Anti-bullying</p> <p>To continue to foster and actively promote an anti-bullying ethos.</p>	<ul style="list-style-type: none"> Train students as Anti-Bullying Ambassadors Develop the role of the Anti-Bullying Ambassador in school – awareness, role, assemblies & duty, Further develop activities for Anti-Bullying week and the use of supplementary material for PD Whole school review of supervision and duty provision break & lunchtime 	Sept Nov Nov Jan	JH JH JH SLT	15 pupils received training with roles and duties clarified and in operation Reduction in recorded bullying incidents Range of activities delivered Review completed and amendments implemented. 90% positive feedback from parental questionnaire regarding effectively dealing with bullying	Cover & transport Material and resources Time Lunch supervision £14000	Pastoral care meeting & minutes Tutor meetings
<p>c. PD Provision</p>	<ul style="list-style-type: none"> Produce schemes of work for key stage 3 and produce a tutor /year head handbook Set up a common area on Staff Resources for PD information and resources Set up guided support mechanism 	Term 2 Term 2 Term 3	JH JH JH	Positive feedback from pupils and staff regarding scheme of work and PD lessons	Time	HOY & tutor meetings

Target(s) <i>(What we want to achieve)</i>	Actions/Tasks <i>(What steps do we take to achieve targets?)</i>	Time	Staff	Success Criteria <i>(How will we know if we are succeeding?)</i>	Resources <i>(What do we need?)</i>	Monitoring <i>(How will we check that progress is being made?)</i>
d. Attendance To further improve whole school attendance	<ul style="list-style-type: none"> • Improve attendance and punctuality rates (target 92.5%) and continue to develop effective communication with parents and EWO i) Agenda of all pastoral care and tutor meetings ii) Role of rewards & house points iii) Senior Teacher on patrol in the mornings to challenge poor punctuality iv) Tutors, Year Heads and VP to send letters home on a monthly basis with DENI Attendance leaflet to parents v) Regular meetings with EWO service and also other outside agencies as appropriate e.g. CAMHS, BST • Implement new attendance policy 	Ongoing	JH HOY	<p>Whole school attendance improves to 92.5% by June 2018</p> <p>SIMS used more efficiently across whole school to monitor attendance</p>	Time Meetings with EWO £200 rewards / prizes	Sims attendance data HOY meetings SLT
e)Safeguarding Improve Child Protection and Safeguarding in school	<ul style="list-style-type: none"> • New CP policy drafted & ratified by BOG • Updated staff training delivered to staff • Staff Code of Conduct information delivered to staff • CP Assemblies delivered and CP leaflets given out to pupils. • Drugs Policy to be reviewed and edited if as necessary • E-Safety policy to be written 	<p>Term 1</p> <p>Aug. 2017</p> <p>Aug 2017</p> <p>Term 1</p> <p>Jan. 2018</p> <p>Term 1</p>	<p>RDM/C AM CAM IB</p> <p>CAM</p> <p>RDM</p> <p>RDM / CL</p>	<p>New CP Policy ratified by BOG</p> <p>Training delivered- 80% to feel training good/very good</p> <p>Assemblies take place and all pupils receive CP leaflets</p> <p>Drugs policy reviewed and edited if necessary</p> <p>E-Safety policy to be ratified by BOG</p>	<p>Draft policy</p> <p>SDD time</p> <p>Year Assembly time / CP leaflet</p> <p>Drugs policy</p> <p>Time- RDM/CL</p>	<p>Safeguarding Team to monitor progress of Actions and Tasks</p> <p>SLT Monitoring</p>

Priority Four: School at the heart of the Community 1 YEAR ACTION PLAN 2017-2018 (IB)

Baseline/Present Position:						
Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
a) Shared Education To be a school at the forefront of sharing practice and collaboration with other schools	<ul style="list-style-type: none"> Yr. 3 SEP programme: 3 strands (LLW, PT & coding) plus Yr. 2 TPL & introduction of HUB cluster Yr. 3 CPD Transition project for literacy & numeracy Year 2 Extended schools - newcomers, extra-curricular / revision & mentoring (see extend school action plans) Continued ALC developments & sharing practice Taster days for targeted primary school & post-16 visits (video, ipads) Promotion & marketing of key success and events (see marketing plan) 	On going	IB, AB, all staff	Improved responses from pupils via baseline and follow up surveys Continued links developed with primary feeder schools Improved involvement in school life – attendance at clubs, support for newcomers, underachiever identified and supported. 80% tracking results shows improvement Increased uptake for ALC courses. Our own pupils and partner school pupils Yr. 8 intake Sept 2018 – 70 New marketing methods introduced Intake Yr. 8 and Yr. 13 increase	Frontier surveys Cover Admin time Cover & resources £23000 approx. CA employment Staff Transport costs (£1500 per month) Video £2000 Advertising and marketing £4000	Minutes of meeting QUB feedback ETI feedback Meetings Action plan evaluations ALC principal and EF meetings Marketing meetings
		March 18	KMG, OK			
		On-going	IB			
		On-going	IB, EMN			
		On-going	PS, SY, DES PS Market team			
b) Community facilities and Premises To improve school facilities in order to increase school and community use	<ul style="list-style-type: none"> 3G pitch approval communication with EA, DENI & council Long term premises plan / maintenance schedule produced in partnership with EA Site improvements (internal maintenance & decoration) Minority capital works bids submitted Increase community use 	On-going	IB, SN	Pitch approval gained	Time £500000	Governor meetings
		On-going	RDM, EA	Plan produced and costed with EA approval	Materials £2000	SLT
		On-going	Site team	Rolling programme – classrooms painted, site updated as required	Site teams' time	Site team and health & safety inspection
		Nov 17	RDM	Key plans submitted	EA cost	EA liaison
c) Parental and Community engagement To improve communication and engagement with key stakeholder	<ul style="list-style-type: none"> Re-launch FONHS with increase parent participation and fund raising Charitable ethos co-ordinated & developed in school Improved communication with key stakeholder - app & improved website School & community events e.g. concerts, performances, fete etc. Promotion & marketing of key success and events 	Jan 18	IB & coord	FONHS meeting take place with 10 parents. £2000	Time +1TA - £1800	FONHS meetings
			PS, MD, office	Charity committee formed 20 pupils + range of events £2000 raised	Time	Charity committee
			All staff	App developed and launched, website updated	Time	App development company
			PS	Range of events take place	Time	Marketing meetings
				New marketing methods introduced and evaluated.	£4000 for advert / /marketing	Marketing meetings

APPENDIX 1 - BUDGET PLAN: 2017-2020

Done

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Newry High

CODE

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Only complete cells in grey

	October 2016	October 2017	October 2018	October 2019
Full Time Equivalent Enrolment (excluding Spec Unit pupils)	388	425	442	448
Teaching Complement	27.20	27.20	27.20	27.20
Pupil/Teacher Ratio	14.26	15.62	16.25	16.47
		YEAR 1 (2017-2018)	YEAR 2 (2018-2019)	YEAR 3 (2019-2020)
Expenditure Summary				
Staff - Pay Teaching		£1,547,206	£1,569,723	£1,587,632
Staff - Pay Non Teaching		£299,522	£323,725	£326,930
Staff - Other Costs		£720	£734	£749
Premises, Fixed Plant and Grounds		£79,985	£81,585	£83,216
Operating Costs		£222,508	£226,958	£231,497
Non Capital Purchases		£5,500	£5,610	£5,722
Capital Expenditure		£0	£0	£0
Less Income (enter as negative figure)		£0	£0	£0
Estimated Savings (enter as a negative figure)				
Retirement Savings (1 from June 17 & 1 Sept 18)		£-10,000	£-15,000	£-17,500
Overestimation on caretaker salary + lunch duty		£-31,000	£-31,000	£-31,000
Overestimation on classroom assistant costs		£-40,000	£-40,000	£-40,000
Please specify		£0	£0	£0
Estimated Additional expenditure (enter as a positive figure)				
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
TOTAL PROPOSED EXPENDITURE		£2,074,441	£2,122,335	£2,147,247
CFF BUDGET SHARE PER CAPITA		£4,675	£4,595	£4,569
Budget Summary				
Common Formula Funding (CFF) Budget Share		£1,814,077	£1,952,709	£2,019,665
Transition Funding		£0	£0	£0
Other funding - (Shared Education & EF)		£24,000	£15,000	£15,000
Other funding - (Additional newcomers)		£22,000	£22,000	£22,000
Other funding - (Extended schools & literacy)		£26,000	£26,000	£26,000
Total Delegated Budget		£1,886,077	£2,015,709	£2,082,665
Carry-over from Previous Year		£106,433	£-81,931	£-188,557
Total BUDGET		£1,992,510	£1,933,778	£1,894,108
less PROPOSED EXPENDITURE		£2,074,441	£2,122,335	£2,147,247
ANTICIPATED CARRY-OVER		£-81,931	£-188,557	£-253,139
% CARRY-OVER		(4.11%)	(9.75%)	(13.36%)
<i>In Year Movement (for officer use only)</i>		<i>£-188,364</i>	<i>£-106,626</i>	<i>£-64,582</i>
The financial plan will not be considered for approval if:				
- if it is not signed by the Principal and Chairperson,				
- any of the three years are incomplete,				
- estimates of expenditure are unrealistic				

APPENDIX 2

Statutory Target Setting Post Primary: Non-Grammar Schools

Name of School: NEWRY HIGH SCHOOL

	Target 10/11	Achieved 10/11	Target 11/12	Achieved 11/12	Target 12/13	Achieved 12/13	Target 13/14	Achieved 13/14	Target 14/15	Achieved 14/15	Target 15/16	Achieved 15/16	Target 16/ 17	Achieved 16 / 17	Target 17/18
Key Stage 3 Communication Level 5 and above						40	70	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Key Stage 3 Communication Level 6 and above						12	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Key Stage 3 Using Maths Level 5 and above						71	71	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Key Stage 3 Using Maths Level 6 and above						10	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
GCSE % achieving 1+ A* - G	100	94.29	99.5	98.77	100	100	100	100	100	100	100	100	100	98	100
GCSE % achieving 5+ A* - G	90.4	77.14	90.4	86.42	96	91.3	93	94.6	95.5	96.4	97	89.3	97	93	97
GCSE % achieving 5+ A* - C	53.3	51.43	53.3	56.79	60	55.1	55	59.5	60	56.4	60	53.6	60	58	70
GCSE % achieving 5+ A* - C including English and Maths	38.6	35.71	42	40.74	50	40.6	43	43.2	44	40	43	46.4	50	31	50
GCSE % Yr 12 FSME pupils to gain 5+ A* - C including English and Maths				18	44	21.4	45	22.2	25	21.5	23	29.4	30	18	30
A Level (Year 14 pupils) % achieving 2+ A - E	100	98.9	100	100	100	97.6	100	100	100	93	100	94.9	100	97	100
A Level (Year 14 pupils) % achieving 3+ A* - C				62	60	50.5	55	50	51	45	50	43.6	47	24	47
A Level (Year 14 pupils) % achieving 2+ A* - C	x	x	x	x	x	x	x	x	x	x	x	x	x	52	65



Newry High School



Baker Day Programme 2017-18

- A Level examination results – Thursday 17th August 2017
- Year 13 Interviews (SY & CAM) – Thursday 17th, Friday 18th & Monday 21st 2017
- SLT meeting (IB, RDM, AB, JH, CAM & HKS) Monday 21st 2017 @ 10.30 am

Date: Thursday 24th August 2017

- GCSE examination results - Thursday 24th August, 2017

Time	Activity	Staff & Location
9.00 – 10.00	Staff Meeting: <ul style="list-style-type: none"> ▪ Principal's Welcome ▪ General information & staff handbook ▪ PRSD ▪ Initial exam analysis ▪ Staff duties ▪ SDP / Self evaluation ▪ Learning & teaching 	All staff Room 17
10.00 – 11.00	Department preparation time	Department rooms
11.00 – 11.30	Break	Staffroom
11.30 – 1.00	Department preparation time	Department rooms
1.00 – 1.30	Lunch	Staffroom
1.30 - 3.00	Department preparation time	Department rooms

Date: Friday 25th August 2017 – Learning & Teaching

Time	Activity	Staff & Location
9.00 – 11.00	Mixed ability department preparation time	Department rooms
11.00 – 11.30	Break	Staffroom
11.30 – 1.00	Mixed ability department preparation time	Department rooms
1.00 – 1.30	Lunch	Staffroom
1.30 – 3.00	Mixed ability department preparation time	Department rooms

Date: Tuesday 29th August 2017 – Pastoral Care

Time	Activity	Staff & Location
9.00 – 10.30	Safeguarding & CP & staff code of conduct Plus rewards & behaviour	All staff Music Suite
10.30 – 11.00	Break	Staffroom
11.00 – 12.00	HOY meeting - IB, RDM, JH, DES, GM, SE, CAM, PS & SY	Principal's office
12.00 – 12.30	Hand over meetings HOY	HOY rooms
12.30 – 1.00	Lunch	Staffroom
1.00 – 3.00	Tutor meetings & PSE preparation	All staff HOY rooms

Newry High School - Baker Day Programme

Date: Wednesday 30th August 2017 – Pastoral Care

- **First pupil contact day - Year 14 Induction (10.00am – 2.00pm)**

Time	Activity	
9.00 – 11.00	Departmental Preparation time	Department rooms
11.00 – 11.30	Break	Staffroom
11.30 – 1.00	Departmental Preparation time	Department rooms
1.00 – 1.30	Lunch	Staffroom
1.30 – 3.00	Staff Meeting: <ul style="list-style-type: none"> • Yr. 8 pupil update • SEN update • Literacy / Numeracy information • Post-16 update • Additional info 	All staff Room 17

Date: Thursday 31st August 2017

- **Second pupil contact day - Year 13 Induction – 9.00a.m. to 3.00p.m.**

Time	Activity	
9.00 – 10.00	Assessment – RDM & CAM	All staff Room 17
10.00 – 11.00	Departmental Preparation time	Department rooms
11.00 – 11.30	Break	
11.30 – 1.00	Departmental Preparation time	Department rooms
1.00 – 1.30	Lunch	
1.30 – 3.00	Departmental Preparation time	Department rooms

Date: Friday 1st September 2017

- **Year 8 Induction – 8.35 to 3.00**
- **Year 12 Interviews**
- **8.35 am – 3.00pm Department work for those not involved**

Date: Monday 4th September 2017

- **Year 8 following normal timetable**

Mon:1	Mon:2	Mon:3	Mon:4	Mon:5	Mon:6	Mon:7	Mon:8
8SFT/Ma KMG (24)	8SFT/Ma KMG (24)	8SFT/He LMG (19)	8SFT/He LMG (19)	8SFT/Fr JP (31)	8SFT/Hi CAM (33)	8SFT/Ar SY (ART1)	8SFT/Ar SY (ART1)
8WB/Ma WB (21)	8WB/Fr DES (32)	8WB/TI GM (09)	8WB/TI GM (09)	8WB/Gg RDM (MU2)	8WB/Sc LJ (39)	8WB/It CL (17)	8WB/It CL (17)
8OK/It CD (17)	8OK/It CD (17)	8OK/En HKS (41)	8OK/Re JAM (11)	8OK/Mu JH (MU1)	8OK/Mu JH (MU1)	8OK/Ma LJ (39)	8OK/Ma LJ (39)

Date: Tuesday 5th September 2017

Whole school returns & ALC Pupil Induction

- 8.35 – 9.00 Registration and whole school assembly
- 9.00 – 10.55 Tutor Groups up to end of Period 3
- 11.10 onwards Rest of day as normal (first class Period 4)