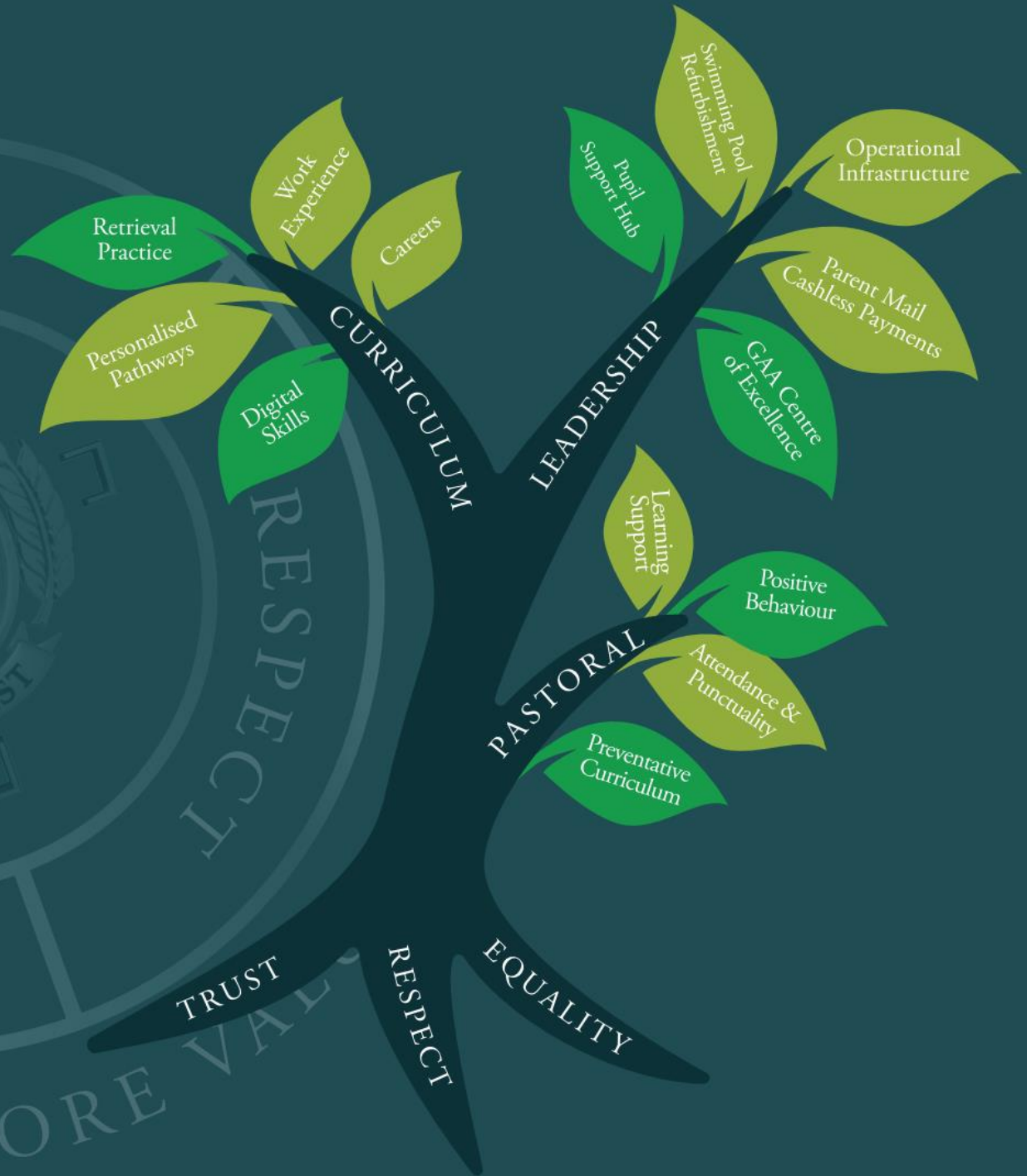


St. Mary's CBGS

School Development Plan 2025-28



St. Mary's CBGS 2025-28
School Development Plan
Executive Summary



Retrieval Practice

Personalised Pathways

Digital Skills

Work Experience

Careers

Pupil Support Hub

Swimming Pool Refurbishment

Operational Infrastructure

Parent Mail
Cashless Payments

GAA Centre of Excellence

Learning Support

Positive Behaviour

Attendance & Punctuality

Preventative Curriculum

TRUST

ST. MARY'S

BELFAST

RESPECT

TRUST

RESPECT

EQUALITY

CURRICULUM

LEADERSHIP

PASTORAL

OUR CORE VALUES



Vision Statement

In the tradition of Edmund Rice, we promote our faith, champion social justice, nurture a culture of inclusivity, that prioritises the values and virtues of trust, respect and equality, celebrate success, elevate expectations, engage with our local community and foster a climate that improves the health and wellbeing of all Simmarians.





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Preface

This School Development Plan (SDP) includes the priorities we need to address throughout 2025-28. As of September 2025, we are 1 year into a significant leadership transition in our school. In 2024-25 our new leadership team led St. Mary's through a 1 Year Interim SDP; fully establishing themselves, carryout robust evaluations, and planning for the long-term strategic vision and direction of our school. The priorities within this plan have been identified after an analysis of a range of information, extensive consultation with parents/guardians, students, staff, post holders and the Board of Governors, as well as consideration of all aspects of school life. This process included a whole staff consultation, where our Principal met with every member of staff for a 'one-to-one', to discover what we are doing well and what we need to do to improve. This consultation has been central in the identification of the areas for attention and targets contained within this plan.

The Board of Governors has delegated the Principal the requirement to monitor, evaluate and review the School Development Plan on an annual basis through evidence gathered, the verbal and written reports from those members of the ELT and SLT with responsibility for each aspect of our Action Plans. Members of these teams will monitor the progress through meetings with their team members responsible for the Action Plan targets and report to the SLT and Principal annually. Other post holders evaluate progress in their areas of responsibility through meetings with the SLT and Principal annually. All post holders contribute to the Annual Report to the Board of Governors. An update on the SDP is presented to the Board of Governors at their meetings.

Pupil Population 5 Year Comparison																		
Year	Year 8 Total	Year 8 FSM	Year 9 Total	Year 9 FSM	Year 10 Total	Year 10 FSM	Year 11 Total	Year 11 FSM	Year 12 Total	Year 12 FSM	Year 13 Total	Year 13 FSM	Year 14 Total	Year 14 FSM	Year 15 Total	Year 15 FSM	Total	FSM Total
2020-21	182	76	186	79	178	64	180	69	179	90	136	44	139	44	0	0	1180	466
2021-22	181	67	184	63	184	64	178	50	179	59	153	61	128	29	15	4	1202	397
2022-23	177	71	185	48	185	57	184	54	178	51	138	32	134	38	2	1	1183	352
2023-24	177	70	181	77	184	61	184	67	183	57	151	41	122	27	18	8	1200	408
2024-25	177	64	178	61	176	55	183	45	183	52	158	30	120	22	0	0	1175	329



1. A statement and evaluation of the ethos of the school.

St. Mary's is an all-boys, selective grammar school. Our school was founded by Christian Brothers in 1866 and moved to our current site in 1968. St. Mary's was incorporated into the Edmund Rice Trust in 2007. Central to our work, is focusing on our mission of providing Catholic education in the Blessed Edmund Rice Tradition, with our School Chaplaincy Team leading celebrations of liturgical events. As an Edmund Rice School, our ethos is based on the five principles of the ERST Charter:

1. Nurturing faith spirituality and Gospel based values
2. Promoting partnerships in the school community
3. Excelling in teaching and learning
4. Creating a caring school community
5. Inspiring transformational leadership

Our strategic plan aims to shape life-long learners, as well as critical and innovative thinkers whose moral and spiritual integrity will enable them to become happy and effective adults. We are committed to building a learning community which nurtures and promotes the development of decent, caring and confident students who can contribute to the wider community and treat all people with a sense of justice.

A key part of our ethos in action is providing pupils with a variety of extra-curricular opportunities, including:

- Hurling
- Football
- Basketball
- Water Polo
- Eco Club
- Chess Club
- Social Justice Advocacy Group
- DJ Club
- KS3 Media Club
- KS3 Coding Club
- KS3 Mini Enterprise Club
- Science Club
- Handball
- Soccer
- Athletics
- Debating Society
- KS3 Art Club
- Golf
- Traditional Music Group
- Senior Student Leadership Team
- Choir
- Orchestra
- Whole School Student Council
- Edmund Rice Education Beyond Borders

During 2024-25, our pupils gained a huge amount of enrichment experience and success from these pursuits, including:

- Year 8 Antrim Schools Cup Final (Football)
- Year 10 Antrim Schools Cup winners (Hurling & Football)
- Year 10 Gallagher Cup Final (Hurling)
- Year 10 Father Alec Reid Cup winners (Hurling)
- Year 10 Corn na nÓg Sheild final (Football)
- Year 12 Foresters Cup final (Hurling)
- Christmas Carol Service and Spring Concert
- The People's Kitchen Shoe Box Appeal
- Homelessness Awareness
- White Ribbon International Women's Day Event
- Year 12 Belfast Cup final (Soccer)
- Green Flag Award (Eco-Club)
- ERRB Global Partners Classroom Partner
- ERI Youth Ambassador Initiative (Geneva)-
- School Ski Trip to Austria



Our Edmund Rice Ethos is strengthened by the St. Mary's family and particularly with contact through Alumni. This work is continuing with the introduction of new bursaries with the help of our Alumni and regular opportunities for current students to meet and engage with past pupils within a range of fields of industry. St Mary's Parent, Teacher and Friends Association (PTFA) also make a valuable contribution to fund raising. October 2024 saw the launch of the Simmarian (School magazine) Digital Archive, which is available on our school website: www.st.maryscbgs.com. This archive stretches back 90 years and contains 54 editions.

Celebrating pupil success is an integral part of our ethos and an important part of our Positive Behaviour Management Policy (Sep 2025). During 2024-25, numerous pupils were made St. Mary's Ambassadors in a variety of disciplines, this was in recognition of outstanding achievement outside of the classroom. We also continued to develop our Assessment Review Point (ARP) academic achievements rewards system which to date has awarded hundreds of pupils with gift vouchers, certificates, letters of praise and achievements badges. We also held St. Mary's Got Talent show as part of our KS3 End of Year Celebration event. Every sports team, club or society within St. Mary's receives a pizza party in recognition of their effort and commitment across the school year. A visual record of our school ethos in action can be seen in our annual Simmarian magazine.

New vision statement developed following consultation process with all stakeholders. Vision statement displayed around school and included in all school literature.

2. a) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *learning, teaching, assessment, and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using Information and Communications Technologies (ICT).*

GCSE Summary Data – 5 Year Comparison	2020-21	2021-22	2022-23	2023-24	2023-24 NI GRAMMAR School (GS) AVG	2023-24 NI GS AVG Males 20%+ FSM BAND	2024-25
7+ A* - C including Maths and English	79%	85%	90%	83%	90.5%	74.6%	69%
7+ A* - C	84%	91%	91%	94%	-	-	70%
5+ A* - C including Maths and English	83%	88%	96%	83%	94.2%	82.1%	83%
5+ A* - C	96%	98%	99%	94%	96.6%	89.7%	91%
A* - C GCSE English	84%	94%	99%	97%	-	-	88%
A* - C GCSE Maths	99%	91%	97%	98%	-	-	98%



GCSE Summary Data – 5 Year Comparison (FSM Pupils Only)	2020-21	2021-22	2022-23	2023-24	2023-24 NI GS AVG FSM	2024-25
7+ A* - C including Maths and English	72%	71%	86%	76%	75.8%	61%
7+ A* - C	80%	79%	89%	76%	-	61%
5+ A* - C including Maths and English	77%	76%	95%	96%	84.1%	81%
5+ A* - C	94%	94%	98%	95%	90.2%	91%
A* - C GCSE English	80%	87%	96%	98%	-	83%
A* - C GCSE Maths	99%	82%	96%	100%	-	98%

A2 Summary Data – 5 Year Comparison	2020-21	2021-22	2022-23	2023-24	2023-24 NI GRAMMAR School (GS) AVG	2023-24 NI GS AVG Males 20%+ FSM BAND	2024-25
3+ A* - C	93%	81%	70%	68%	79.9%	75.7%	81%
3+ A* - E	100%	97%	91%	97%	97.6%	96.4%	94%

A2 Summary Data – 5 Year Comparison (FSM Pupils Only)	2020-21	2021-22	2022-23	2023-24	2023-24 NI GS AVG FSM	2024-25
3+ A* - C	89%	79%	65%	63%	71.8%	81%
3+ A* - E	100%	91%	89%	93%	95.3%	96%

Curriculum Strategies for Improvement	Evidence	Impact
<p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Improve Learning Environment Departmental Action Planning Differentiated pathways 	<ul style="list-style-type: none"> Installation of 37 new Clevertouch Interactive Whiteboards List of ICT orders for departments Training materials Training on the ABSAME self-evaluation framework Internal departmental data HoD Forum presentation HoD statements of progress K3/K4/K4 pathways tailored to individual pupil 	<ul style="list-style-type: none"> Redesigned classroom layouts Collaboration and sharing of best practice across departments Continuous Professional development Accurate baselining Monitoring/evidence through evaluation point review Continuous evaluation for improvement KS3 streaming KS4 enhanced/reduced GCSE profile



Curriculum Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> Assessment Review Points (ARP) 	<ul style="list-style-type: none"> Data (CAT4/PTM/PTE/PASS/ ARP/SEAG) KS4 People First cohort – (Non SEAG cohort) Curriculum pathway with aspect of work related learning and applied skills X4 ARPs throughout the year 	<ul style="list-style-type: none"> KS5 – New pathways developed Staff working group 2025-26 first cohort of pupils to complete People First qualification People First coordinator appointed Top Achiever and most improved badges in each form class
<p>Raising Attainment</p> <ul style="list-style-type: none"> Pupil Support Programme – KS4 & 5 Study Skills development Academic Awards Attendance Develop a strategy to improve homework provision 	<ul style="list-style-type: none"> 450 personalised pupil revision class timetables 48 teaching staff involved Hundreds of after school revision workshops KS4 &5 workshops developed and delivered KS3 materials developed and delivered Awards presented – Gift vouchers/certificates post ARP2 & ARP4 Data shared with pastoral team regularly Head of Year attendance audit Time for form teachers to follow up on attendance issues New phones installed in each classroom Parental Survey (96% welcome creation of HW calendar) Staff survey HOD forum minutes 	<ul style="list-style-type: none"> 76% Year 12 participation 60% Year 13 participation 62% Year 14 participation Aug 2025 Results Academic intervention throughout the year by HOD, HOY & SLT – Pupil support and parental engagement Promotion of academic success – Displays/Social media/Simmarian New Attendance Coordinator Appointed Rewards system for good attendance in place Pupils motivated to attend more regularly All staff have access to a phone to make calls home Greater parental communication through HW communication support officer Greater support for parents and pupils in



Curriculum Strategies for Improvement	Evidence	Impact
		relation to HW expectation

2. b) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *providing for the special, additional or other individual educational needs of pupils.*

SEN Register: Breakdown by Year Group (2024-25)	
Year 8	10
Year 9	18
Year 10	28
Year 11	8
Year 12	10
Year 13	15
Year 14	12
Total:	101

SEN: breakdown by Code of Practice Stage (2024-25)	Stage1	Stage 2	Stage 3
Year 8	2	1	7
Year 9	10	6	2
Year 10	22	3	3
Year 11	6	0	2
Year 12	3	1	6
Year 13	1	2	10
Year 14	4	3	6

SEN: Overview by need (2024-25)	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Social, Emotional, Behavioural and wellbeing	9	7	10	0	6	7	7
Cognition and Learning	0	3	13	4	2	3	1
Sensory and Physical	0	0	0	1	0	1	1
Speech, language and communication	1	8	5	3	2	4	3
Total	10	18	28	8	10	15	12



Looked After Children (LAC)	Children on the Child Protection Register (CPR)
5	1

AEN Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> AEN Provision – Pupil Support Hub 	<ul style="list-style-type: none"> Architectural drawings Pupil, parent and staff voice (EA BWDW Survey) 	<ul style="list-style-type: none"> Repurposing of old locker area into a bespoke pupil support hub – Literacy, numeracy support, Sensory space, meeting pods, etc
<ul style="list-style-type: none"> TPL Opportunities for AEN staff 	<ul style="list-style-type: none"> CA appraisals AEN staff Survey Training materials on PLPs 	<ul style="list-style-type: none"> Level 4 Training Opportunities funded by Belfast City Council delivered by Stranmillis college Development of ADHD, AAIS and Bereavement training opportunities
<ul style="list-style-type: none"> Creation of Access-Arrangements Coordinator post 	<ul style="list-style-type: none"> Job description AGS appointed (May 2025 – Temp 2 years) Level 7 Access Arrangements training 	<ul style="list-style-type: none"> SENCO administrative burden reduced Capacity of staff developed Greater efficiency and diligence in access arrangement processes
<ul style="list-style-type: none"> Personalised Learning Plans (PLP) 	<ul style="list-style-type: none"> PLPs on SIMS 	<ul style="list-style-type: none"> Improved support for AEN pupils Sharing of good practice with other Learning Support Coordinators (LSC) through West Belfast Area Learning Community (WBALC)
<ul style="list-style-type: none"> PASS Mentoring Programme 	<ul style="list-style-type: none"> PASS Surveys – Staff mentor evaluation and Pupils evaluation Parental communication Resources and Mentor guide 	<ul style="list-style-type: none"> Pupil mentees completed one of 2 programmes – ‘Learning to Learn’ or ‘Ready to Learn’ Pupil celebration event



2. c) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.

Attendance Data – 5 Year Comparison	2020-21	2021-22	2022-23	2023-24	2024-25
Year 8	94.7	94.3	93.2	93.4	93.7
Year 9	92.7	92.4	93.1	91.2	92.5
Year 10	93.1	92.0	92.6	91.0	92.2
Year 11	92.4	92.2	90.3	89.8	91.0
Year 12	92.7	92.5	93.4	92.1	91.1
Year 13	95.1	91.6	94.8	93.2	92.3
Year 14	94.5	91.4	89.8	94.3	92.3
Whole School	93.5	92.4	92.5	92.0	92.1

2023-24 NI POST PRIMARY AVG Attendance = 89.9%

2023-24 NI POST PRIMARY AVG Attendance 30%-39% FSM BAND = 87.1%

2023-24 NI GRAMMAR SCHOOL AVG Attendance = 93.3%

Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p><i>Pupil Health and Wellbeing</i></p> <ul style="list-style-type: none"> Emotionally Healthy, Happy and Safe School – Participation in EA Being Well Doing Well (BWDW) Programme 	<ul style="list-style-type: none"> Lawlor Grand and West Belfast Hardship Funding Cancer NI support clinic to support pupils in quitting vaping PASS Mentoring programme and REACH4Resilience programme Wellbeing Ambassador World Mental Health Day events (10th Oct 24') BWDW pupil, parents, staff survey 	<ul style="list-style-type: none"> Improved lunchtime provision A number of pupils have successfully stopped vaping During transition, Year 8 pupils' stress and anxiety reduced Team of pupil Mental Health Ambassadors leading awareness and support Staff wellbeing presentations, workshops,



Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p>Child Protection</p> <ul style="list-style-type: none"> • Ensure high standards of Safeguarding and Child Protection processes <p>Attendance</p> <ul style="list-style-type: none"> • Address and Support Pupils with Poor Attendance • Celebrate Pupils with Outstanding Attendance 	<ul style="list-style-type: none"> • Mental Health Week events (May 25') • Wellbeing information board • Poster displays • Social media – New school Wellbeing Instagram page • Meeting minutes • PASS data • Child protection training for all staff • Safeguarding and child protection (SG&CP) poster in every classroom • Preventative Curriculum presentations and workshops – Vaping, KS5 Driver Safety, RSE (Love for Life), Alcohol and Drugs Awareness, etc • All relevant staff have completed necessary (SG&CP) training and Operation Encompass training • BOG (SG&CP) meeting minutes • Appointment of Attendance coordinator and Attendance and Punctuality Recording Officer (Temp, 2 years) • Attendance certificates • Directed time parental engagement calls • Attendance data reports – Regularly supplied to form teachers and Heads of Year 	<p>training and opportunities (EA BWDW)</p> <ul style="list-style-type: none"> • Pupils know how to access support • Wellbeing coaching • Support from external agencies – Reach for Resilience, AWARE, etc • All staff follow SG&CP processes and protocols • SG&CP issues are responded to effectively and quickly • Pupils are aware of who our Designated and Deputy-Designated teachers are • St. Mary's is a safe space for our pupils • Greater parental engagement and communication regarding attendance issues • Greater intervention and support for poor attenders • 4 students referred to Education Welfare Officer • Establishment of a consistent attendance rewards system • Greater accuracy in the recording of attendance



Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
<p>Behaviour</p> <ul style="list-style-type: none"> Improved consistency for the recording of behavioural incidents Dealing with defiant, disruptive and disrespectful behaviours Improved communication with staff regarding behaviour follow ups Improving school detention process Improved engagement with parents 	<ul style="list-style-type: none"> Letter sent to parents at key intervention points 3 Rs Positive Behaviour model imbedded – Visual displays ACE Achievement model to be introduced Sep 2025 – Visual displays Appointment of Punctuality coordinator Appointment of School Promotions and School Publications coordinators – Increase awareness of expectations and communication with school community PLT/SLT/ELT Minutes Positive Behaviour Policy updated SIMS Behaviour Reports and graduated pupil log system Celebration of Positive Behaviour – Academic Rewards – Ambassador Awards – Edmund Rice Awards – Social Media Posts – Pupil success celebrated via displays around the school – End of Year KS3 celebration ('St. Mary's Got Talent' show) Restorative Justice practices implemented – Staff training – Pupil training and awareness – Visual displays and murals – Staff and pupils trained as restorative practitioners Pupil voice surveys relating to all aspects of 	<ul style="list-style-type: none"> 84.5% of pupils report 3Rs are a fair way of promoting positive behaviour Improved pupil punctuality, parental awareness and accountability Increased parental engagement relating to behaviour via SIMS App and new phones in every classroom New school 'Spotlight' newsletter promoting positive behaviour Increase in social media and website positive output and celebration of success Detention protocols improved and attendance and detention improved Uniform standards improved Peer and staff Restorative Practitioners trained and awarded certificates Pupils wearing achievement badges – Ambassador, Academic Achievement, Restorative Practitioners, Social Justice Advocacy Group Pupils with most challenging behaviours supported A more restorative approach to serious sanctions



Health, Wellbeing, Child Protection, Attendance and Behaviour Strategies for Improvement	Evidence	Impact
	<ul style="list-style-type: none">• behaviour and Restorative Practice• EA Behaviour Support service meetings and documentation• New Home School Agreement	<ul style="list-style-type: none">• Achievements shared with parents via SIMS Parent App• Directed time schedule – Time dedicated for calls for improvement and positive praise

2. d) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *providing for the professional development of staff.*

Staff Development and Training 2024-2025



2024-25 SCHEDULE

INSET/DT/SDD/TWILIGHTS



This schedule is subject to change

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<p>11/9</p> <ul style="list-style-type: none"> Pastoral - FT parental engagement phone calls/email - 2 positive and 2 for improvement 	<p>2/10</p> <ul style="list-style-type: none"> Pastoral - FT parental engagement phone calls/email - 2 positive and 2 for improvement 	<p>13/11</p> <ul style="list-style-type: none"> Whole-school Evaluation update - CME 	<p>4/12</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4) 	<p>8/1</p> <ul style="list-style-type: none"> Dept'al analysis of ARP2 results and updates to dept'al action plans 	<p>19/2</p> <p>1/2 TW 2b- 6pm finish</p> <ul style="list-style-type: none"> Staff briefing TPL based on SDP priorities (SDP) Pastoral - FT attendance phone calls/email (max 4) 	<p>5/3</p> <p>1/2 TW 3a- 6pm finish</p> <ul style="list-style-type: none"> 'BWDW' Sharon Clerkin, Session 2 - Inspire Training (Staff Health & Wellbeing) 	<p>9/4</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4) 	<p>7/5</p> <ul style="list-style-type: none"> Whole-school evaluation update - CME 	<p>4/6</p> <ul style="list-style-type: none"> Pastoral - FT attendance phone calls/email (max 4)
<p>18/9</p> <ul style="list-style-type: none"> Dept'al action planning/Julie Troy follow-up TPL for selected departments 	<p>9/10</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>20/11</p> <ul style="list-style-type: none"> Staff briefing Dept'al work on Action Plan priorities/HoD slots with GOC and CME 		<p>17/1</p> <p>INSET 5</p> <ul style="list-style-type: none"> Staff Briefing Work on reports (Deadline Y8-14 FT reports) TPL based on SDP priorities (TBC) Pastoral HoY Meeting - Monitoring of 'Relentless Routine' PLT meeting to evaluate HoD forum and HoD slots with GOC and CME 		<p>26/3</p> <p>1/2 TW 3b- 6pm finish</p> <ul style="list-style-type: none"> Staff briefing Pastoral meeting and FT parental engagement phone calls/email - 2 positive and 2 for improvement Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>17/4</p> <p>SDD 3 Moderation</p> <ul style="list-style-type: none"> Staff briefing Moderation Autonomous departmental/pastoral work 	<p>14/5</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>11/6</p> <ul style="list-style-type: none"> Dept'al HoD forum
<p>25/9</p> <ul style="list-style-type: none"> TPL Behaviour Management - Raymond Hunter 	<p>24/10</p> <p>TW1 - 7:30pm finish</p> <ul style="list-style-type: none"> Staff briefing 'BWDW' Sharon Clerkin, Session 1 (Emotional Health & Wellbeing) TPL SIMs Behaviour/ Attendance/ Achievements - OC Pastoral meeting and FT parental engagement phone calls/email - 2 positive and 2 for improvement Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>25/11</p> <p>INSET 4 (SEAG)</p> <ul style="list-style-type: none"> Autonomous departmental/pastoral work 		<p>22/1</p> <p>1/2 TW 2a - 6pm finish (Includes Yr10 PTM)</p> <ul style="list-style-type: none"> Autonomous departmental/pastoral work 			<p>30/4</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 	<p>21/5</p> <ul style="list-style-type: none"> Staff briefing Pastoral HoY Meeting - Monitoring of 'Relentless Routine' 	
<p>27/9</p> <p>INSET 3</p> <ul style="list-style-type: none"> Staff briefing First Aid Training TPL 'Take A Stand' by Teresa McCann Time Budgets TPL Interactive Whiteboard Training - NIAVAC Dept'al Action Planning Pastoral HoY Meeting - Monitoring of 'Relentless Routine' 				<p>29/1</p> <ul style="list-style-type: none"> Dept'al work on Action Plan priorities/HoD slots with GOC and CME 				<p>26/5</p> <p>SDD 5</p> <ul style="list-style-type: none"> Staff Wellbeing Day 	

• Conferences for SDP planning to be scheduled in May 2025 when exam classes have left and cover is available - Planning for 2025-28 SDP
 • 'BWDW' Sharon Clerkin, Session 3 (Trauma-Informed Practice) - 2025-26?

KEY

- Directed Time
- INSET
- Staff Development Day
- Twilight

Strategies for Improvement	Evidence	Impact
<p>Staff Development Schedule 2024-25</p> <p>Leadership Capacity Building Programme (LCBP)</p> <ul style="list-style-type: none"> Designed to develop staff leadership capacity internally – Area of development linked to SDP key priorities <p>STEPS to Leadership – EA</p> <ul style="list-style-type: none"> External TPL for emergent leaders <p>SLP Senior Leadership Pathway – EA</p> <ul style="list-style-type: none"> External TPL for existing middle leaders <p>New Leadership Team 2024-25</p> <ul style="list-style-type: none"> New Principal New Pastoral VP New Senior Teacher (SENCO) 	<ul style="list-style-type: none"> (See previous page) Shared with all staff – Strategic approach to INSET, Directed Time, Staff Development Days and Twilights sessions inline with SDP priorities 2025-26 Staff Development Schedule developed 7 participants 2024-25 Allocated 1 period per week off timetable SLT mentoring Email from EA Email from Curriculum VP to all staff School Improvement Plan submitted and approved by Principal Email from EA Email from Curriculum VP to all staff School Improvement Plan submitted and approved by Principal Relevant training offered for new post-holders – External EA 	<ul style="list-style-type: none"> Collaborative and strategic approach towards achieving whole school SDP priorities Impacted by Action Short of Strike (ASOS) Schedule evolved in response to staff consultation Developed capacity to contribute to SDP priorities Capacity developed to lead a SDP priority Several participants also completed STEPS programme Recruitment to take place for 2025-26 participation Several staff completed 2024-25 STEPS programme School Improvement Project linked to SDP priorities One staff member has completed 2024-25 SLP programme School Improvement Project to be linked to SDP priority Leadership capacity developed Development of whole school literacy strategy



Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> • New Senior Teacher (Whole School Evaluation and Quality Assurance) • 2 new Head of Year appointments • New post created – Assistant Head of English and Whole School Literacy 	<ul style="list-style-type: none"> • Internal capacity building through support and collaboration • SLT minutes • PLT minutes • ELT minutes • One-year interim SDP 2024-25 allowed new leadership team to establish itself • End of year appraisals took place for all new post holder 2024-25 	<ul style="list-style-type: none"> • New internal promotional opportunities developed - School Promotion - School Publication - Attendance Coordinator - Punctuality Coordinator - Access Arrangements Coordinator - Attendance and Punctuality Recording Officer (Non-Teaching) - People First Coordinator (Non-Teaching) - Audio Visual (Non-Teaching) <p>All new roles are temporary 2 year posts, to be monitored and evaluated)</p>

2. e) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *managing attendance and promoting the health and well-being of staff.*

Staff Attendance and Promotion of Health and Wellbeing Strategies for Improvement	Evidence	Impact
<p>Attendance</p> <ul style="list-style-type: none"> • School policies reviewed and updated • Staff made aware of policy and procedures regarding attendance at the beginning of each year • Return to work interviews conducted by the principal and Bursar, as appropriate • Sympathetic approach to paid leave when staff experience a bereavement • Principal in regular contact with staff on long-term sick 	<ul style="list-style-type: none"> • DENI - TEACHERS' ABSENCES NOT EXCEEDING THREE WORKING DAYS - CIRCULAR NUMBER: 2014/18 • Attendance Policy – Non-Teaching Staff – Sep '24 • Attendance Policy – Teaching Staff – Sep '24 • Bereavement Policy – Sep '24 • Staff Handbook • Principal briefings • Staff Time Budgets 	<ul style="list-style-type: none"> • Staff are well informed regarding attendance policy and procedure • Staff attendance is consistently very good • Staff experiencing long-term absence from work are supported by the Principal



Staff Attendance and Promotion of Health and Wellbeing Strategies for Improvement	Evidence	Impact
<p>Staff Health and Wellbeing</p> <ul style="list-style-type: none"> Family friendly working arrangements – Career breaks, temporary variance to contracts and Flexible working Occasional hospitality for staff on Staff Days Staff invited to Y14 leavers mass breakfast Twilight sessions to gain extended breaks for staff Health and wellbeing opportunities provided for staff Participation in EA BWDW programme 	<ul style="list-style-type: none"> Health and Safety Policy - Sep '24 Promoting a dignified workplace Policy – Sep '24 Equality, Diversity and Inclusion Policy – Sep '25 Positive Behaviour Policy – Aug '24 devised in collaboration with staff Staff EA 'Being Well, Doing Well' Survey – 77% of staff rate work enjoyment levels 4+ out of 5 and 93% of staff are proud to work in St. Mary's Staff Voice SDP Survey Jun 2025 	<ul style="list-style-type: none"> Drugs Awareness presentation to staff Tim Wilson PSNI and Diane McMullin Belfast Drugs and Alcohol Coordination Team (BDACT) Aug '24 Raymond Hunter (ERST) – Behaviour Management session Sep '24 Joanne Bradley – EA Behaviour Support session Sep '24 World Mental Health Day – Staff thank you letters Oct 24 Staff engaging in EA Wellbeing opportunities – Sharon Clerkin – Emotional Health and Wellbeing Oct '24 Club Oibrithe Mhuire – Increased staff opportunities for socialising and celebration – Christmas dinner, end of year event, last man standing, quizzes, etc Work of Wellbeing Champion Staff wellbeing day planned for 26th May '25 Staff participation in St. Mary's Got Talent show Jun '25 Extra-Curricular/Volunteers Dinner Jun '25



2. f) A summary and evaluation, including through the use of performance and other data, of the school's strategies for— *promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies*

Promoting links with Parents and our Local Community Strategies for Improvement	Evidence	Impact
<p>Parents and Community</p> <ul style="list-style-type: none"> • Parents, Teacher and Friends Association • SIMS App development • School Cloud PTM • Simmarian Archive development • Positive Parental Engagement <p>Links with Other Schools</p> <ul style="list-style-type: none"> • Establishment of Shared Education Partnership • School Improvement Networking • Extra-Curricular Activity 	<ul style="list-style-type: none"> • PTFA events throughout the year • Parental inductions for each key stage • Parental communication via SIMS App • Social media posts • Social Justice Advocacy Group activities • Edmund Rice Education Beyond Borders group activities – Trip to Geneva • Careers advisor support • AEN Coffee Morning • Social media posts • Music – Christmas carol service and Spring concert • Eco club activities <ul style="list-style-type: none"> • Shared Education linked schools – Malone College, Coláiste Feirste and Methody • Primary School engagement 	<ul style="list-style-type: none"> • Community use of facilities including swimming pool, 3G pitch and new Ball Wall • Greater parental and community awareness of pupil success and positive activities • Improved public perception of St. Mary's • Appointment of School Promotions Coordinator • Appointment of School Publications Coordinator • Partnership with Antrim GAA – Development of Strength and Conditioning Suite and appointment of GAA Games Development Coordinator • Green flag awarded <ul style="list-style-type: none"> • Increased awareness of diversity and inclusion amongst pupils • Primary School engagement – Taster days and new 'Spotlight' Newsletter shared • Positive recruitment for SEAG transfer test and application for admission into year 8 – Virtual SEAG 2025 Registration presentation



Promoting links with Parents and our Local Community Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> • Membership of West Belfast Area Learning Community <p>Business Community</p> <ul style="list-style-type: none"> • Promoting partnerships with Alumni • Academic bursaries • Work experience • Guest speakers • Careers presentations 	<ul style="list-style-type: none"> • Participation in DCU school improvement research group • Senior Teacher Whole School Evaluation establishing school improvement network with other schools • Participation in GAA, soccer, basketball, water polo, etc with and against other schools • Use of billboards for school promotion • Utilising local business services during staff wellbeing days • Senior school work experience placements • Motivational speakers • Annual St. Mary's Golf Day (Balmoral Golf Club) • Link developed with Software NI 	<p>https://stmaryscbgs.com/transfer/st-marys-cbgs-seag-2025-virtual-registration-information-presentation/</p> <ul style="list-style-type: none"> • Knowledge and expertise shared regarding school improvement frameworks and strategies • Enrichment opportunities and experiences for pupils that represent St. Mary's • Recognition of outstanding achievement through Ambassador Awards • Improved staff wellbeing • Brother Lynam Award – Top performing A level Mathematics pupil • The Tracey Family Award – Top performing A level Physics pupil • Larkin Cassidy Award – Top performing A level pupil going on to study Law • Pupils inspired by guest speakers • Networking and future employment opportunities for pupils • Year 14 pupils well informed and supported through UCAS process • Hardship funding secured e.g. Lawlor Fund • Use of facilities for Antrim GAA • Effective TPL for staff • Effective preventative curriculum delivered to pupils regarding a wide range of issues • Development of KS3 ICT provision



Promoting links with Parents and our Local Community Strategies for Improvement	Evidence	Impact
<p>Voluntary and Statutory Bodies</p>	<ul style="list-style-type: none"> • Collaboration with: Queen’s University, University of Ulster, Scottish Universities, Liverpool Universities, Cambridge University • Collaboration with West Belfast Partnership Board • Collaboration with Antrim GAA and Gaelfast • PSNI • BDACT – Belfast Drugs and Alcohol Coordination Team • R-City 	<ul style="list-style-type: none"> • Use of facilities for training and seminars • Presentations to pupils • PSNI link officer presenting to pupils on a range of issues • Homeless community events • Careers Trip to Cambridge Jun ‘24 • R-City enrichment programme KS4 and 5

2. g) A summary and evaluation, including through the use of performance and other data, of the school’s strategies for— *promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.*

Promoting use of ICT Strategies for Improvement	Evidence	Impact
<p>Learning and Teaching</p> <ul style="list-style-type: none"> • School ICT facilities monitored, evaluated and upgraded regularly • Investment in latest technology to advance teaching and learning • Improved communications with parents • Develop extra-curricular ICT opportunities for pupils • ICT Curriculum 	<ul style="list-style-type: none"> • 7 ICT suites and 2 Senior Studies with computer access for pupils • Pupils with specific learning needs supplied with laptop • Department furnished with latest interactive whiteboards, visualiser and display technology • Music department equipment upgrade 	<ul style="list-style-type: none"> • Development of partnership with Software NI – Development of KS3 IT curriculum through use of Digital Bots • Pupils have access to the necessary resources to complete controlled assessment and homework • Pupils learning experience enhanced



Promoting use of ICT Strategies for Improvement	Evidence	Impact
<p>Continued Professional Development</p> <ul style="list-style-type: none"> • Build capacity of staff to use ICT resources effectively to improve school procedures and operations • Planned training for SIMS Parent App notifications for parents Sep '25) • Refresher training planned for 2025-26 • MS Teams used for external staff development • Remote IT access for staff <p>Leadership and Management</p> <ul style="list-style-type: none"> • Relevant policies approved and updated • Efforts made to streamline and improve processes • Senior staff specialist training • Online evaluation processes • Electronic monitors displaying school updates • Improved communication 	<ul style="list-style-type: none"> • Departmental, Careers, AEN and Head of Year Google Classrooms • Coding club, media projects, newsletter, pupil involvement in production school promotional videos • Subjects offered – Year 8, Year 9 and 10 IT, GCSE, AS, A2 and BTEC pathways in Digital Technology • Cambridge Technical pathway offered <ul style="list-style-type: none"> • Staff interactive whiteboard training (NIAVAC) • SIM training on SIMS Parent App and Behaviour Management module • HoDs training in use of CCEA Analytics • PLT and SLT trained in running reports • Use of SIMS 'Conduct Summary' embedded • Monitoring and evaluation of action planning • My School login <ul style="list-style-type: none"> • Acceptable Use Policy Sep '24 • Data Protection Policy Sep '24 • E-Safety Policy Sep '24 • GDPR Sep '24 • Word Processing Policy (Examinations) Oct '22 • Uniform branded templates for staff use – 	<ul style="list-style-type: none"> • Pupils and parents engaging with learning and support remotely • Pupil development of IT skills and competencies • Opportunities for pupils to pursue careers in IT <ul style="list-style-type: none"> • CPOMS (Child Protection Online Management System) to be introduced and embedded 2025-28 • Pupil learning experience enhanced • Increased parental engagement • Middle and senior leaders engaging with data monitoring reports • More meaningful target setting and self-evaluation • Pastoral leaders have greater understanding and awareness of pupil behaviours and experience <ul style="list-style-type: none"> • Staff and pupils are guided and supported in safe and acceptable use of all ICT related resources available to them • ICT resources are used effectively to improve school administration, operations and governance



Promoting use of ICT Strategies for Improvement	Evidence	Impact
<ul style="list-style-type: none"> • Upgrade of school CCTV systems • Increased traffic to school social media outlets and website • Increased PTM attendances through blended approach of digital technology and face-to-face 	<ul style="list-style-type: none"> • PowerPoint, email signatures SDP material • Head of C2K Bromcom training • Use of MS Forms and Google Forms for monitoring and evaluation • Electronic monitors displaying school updates • New CCTV cameras and vape alarm technology in key areas • Regular promotion of school success and positive news • Use of School Cloud for PTM 	<ul style="list-style-type: none"> • School prepared for transition from SIMS to Bromcom • Parent, pupil and staff voice informing actions and targets • Improved staff and pupil health and safety and safeguarding • Improved reputation and prestige of school • Increased PTM Attendances • Use of professional videographers, photographers and graphic designers to develop and promote the St. Mary's brand

IT Resources	Equipment Count
Desktop PCs	260 (plus 15 new to be installed in R Corridor Suite)
Laptops	80 (Surface Pros)
Visualisers	47
Apple iMacs	21 (Music Dept.)
Clevertouch Interactive Screens	47
Printers (Networked & Local)	41
Wireless Access Points (WAPs)	59

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

How are we doing in relation to the School's current financial position and the use made of its financial and other resources?

Over the last few years our pupil numbers have been high and this has allowed us to target a number of areas over this time. Last year in particular we allocated a significant proportion of our recurrent expenditure to improve our environment. This included but not confined to our front entrance, the music department and drainage on our all-weather pitches. The stability in the economy also improved with inflation rates reducing but also the settlement of the teacher salary dispute aided that stability. While we had a significant deficit in year our retained balance was in surplus and we now carry a very small deficit. This is positive going into this



financial year and even though we had a reduction in our pupil numbers it has allowed us to continue to tackle some of the areas that have been neglected due to a lack of finance.

The Board of Governors have authorised spend in a number of areas and this will allow the new Principal to target his specific plans. These include but not limited to, an improvement in pupil behaviour, better use of cover staff, significant upgrade of our AEN facilities a continued improvement in our environment.

How do we properly and effectively manage the resources at the disposal of the school, ensuring appropriate arrangements are in place for financial management?

The Financial sub-committee of the board of governors meet regularly to review the accounts and the vision for the school.

Finance is a standing agenda item and accounts are presented to the Board of Governors for review. Accounts are audited by AAB Group Accountants, The Quays, Dromalane Mill, Newry BT35 8QS annually and presented for approval.

Along with an annual plan and budget there is a three -year financial plan produced annually to the Board of Governors to ensure the longer-term goals are met. There is effective financial stewardship ensuring that finances are well managed and are used appropriately for long and short-term priorities.

3. b) An assessment of— *the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in standards.*

How are we doing in relation to the planned use of the School's projected resources in the period covered by the plan in support of actions to bring about improvement in standards?

The Board of Governors, in conjunction with the Executive Leadership Team (ELT), have constructed a budget that reflects our current financial situation with particular reference to staff costs versus curriculum need. Over the last year we have upgraded our ICT resources and our environment. We now are developing an AEN hub with new spaces for AEN pupils and the latest technology to improve their learning experience.



Income and expenditure Report 2024/25			
	2025	2024	2023
Income			
1 School Budget Share Income	7,045,088	6,048,178	6,061,269
2 Excepted Items	1,449,781	648,800	579,424
3 Earmarked funding	84,012	52,081	355,677
Other Income	90,958	31,553	21,720
4 Total Income	8,669,839	6,780,612	7,018,090
Expenditure			
5 Teaching F/T & Sub	5,768,233	4,482,695	4,526,252
6 Support Services	1,614,045	1,509,281	1,397,911
Music Tuition	36,236	36,487	34,367
Language Assts	30,478	25,379	19,663
7 Insurance	91,853	84,521	75,605
8 Heat, Light, Power and Water	162,216	149,450	187,893
Cleaning Supplies & Protective clothing	13,699	9,384	9,958
9 Maintenance of Grounds and Buildings	397,583	191,940	223,670
Maintenance & hire of of Equipment	24,156	19,750	63,875
Photocopying/Printing/publications	37,653	45,780	34,725
Advertising	3,471	6,227	4,303
Postage & Telephones	7,819	6,902	11,696
Stationery & Consumables	51,616	47,703	52,274
Text books, Comp software & Teaching mats	10,895	23,592	23,398
Extra Curricular	55,604	39,111	42,032
Professional fees	17,497	4,754	16,365
Accountancy fees	8,865	6,875	6,575
11 Examination Fees	135,954	132,187	104,050
12 Purchase of Equipment	199,761	65,537	47,505
Transport, Subsistence and Minibus exps	32,107	32,665	41,243
Hospitality	11,348	10,436	12,907
Staff course fees	5,120	8,445	3,317
Sundry Exps	29,311	14,741	33,352
Total Expenditure	8,745,520	6,953,842	6,972,936
13 Surplus/Deficit	(75,681)	-173,230	45,154
14 Surplus C/F	-17,290	58,391	231,621

4. An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

2024-25 1 Year Interim SDP		
Target Area	Progress	Assessment of Achievement
Curricular Provision	<ul style="list-style-type: none"> - Significant investment in resourcing (IWB), etc – Hugely popular with staff - HW initiate developed – Needs further development and should be focused on Year 8 and 11 – Effected by industrial action short of strike - HOD action planning and HOD forum – Action Planning completed up until Jan 2025 (Action Short of Strike) – HOD forum planned Jun 2025 ahead of new SDP – All HOD Action Plans included in BOG report - Revision programme success – 85-90% attendance – Increased staff uptake on last year – 550 lessons - People first and Year 11 work related learning – Recruitment of People First coordinator 	<ul style="list-style-type: none"> - Fully achieved - Not achieved – Continuing with alternative approach - Somewhat achieved - Fully achieved - In development
Pastoral Provision	<ul style="list-style-type: none"> - Focus on behaviour – Evaluation of Relentless Routines, 3 R’s (Positive feedback from teachers, pupils and parents) - Pupil log system and behaviour reports well established – Staff follow up needs developed – Sep – March has seen increased incidents of defiance and disrespect – Disruptive behaviour incidents reduced – The appropriateness of when behaviours are recorded needs attention - Attendance at detentions – 64% Sep-Mar – Recording of registrations requires attention - Improved parental engagement achieved up to Jan - 6,000 achievements recorded this year – Increased focus required at KS4 - Latest Spotlight Newsletter launched - All HOY Action Plans included in BOG report 	<ul style="list-style-type: none"> - Somewhat achieved - Somewhat achieved - In development - Somewhat achieved - Somewhat achieved - Fully achieved - Somewhat achieved
Wellbeing Provision	<ul style="list-style-type: none"> - Wellbeing evaluated and participation of EA BWDW – Stalled on account of Industrial Action - Counsellor posters displayed – Increased awareness and uptake of service 	<ul style="list-style-type: none"> - Somewhat achieved - Somewhat achieved



2024-25 1 Year Interim SDP

Target Area	Progress	Assessment of Achievement
	<ul style="list-style-type: none"> - Mental Health and Wellbeing Champion - Text a nurse and REACH support arranged and links with other external agencies - Nutrition presentation and materials arranged - Mental Health and Wellbeing Champion to be freed up from form teacher duties to have time to collaborate with SLT and provide pupil support - Staff Wellbeing Day activities arranged – 26th May - Wellbeing engagement with parents and carers to be developed 	<ul style="list-style-type: none"> - Somewhat achieved - Fully achieved - In development - Fully achieved - In development
Restorative Practice	<ul style="list-style-type: none"> - 2nd cohort of RP Peer Practitioners trained and peer mentoring launched - Peer Mentors presentations and drop ins - Pupils to obtain OCN qualification - TPL library being developed – Folders and resources organised and shared in online staff area - Cohort of staff trained and RH completion of RP training – Now qualified to deliver restorative training and qualification - Presence on website to be developed 	<ul style="list-style-type: none"> - Fully achieved - Fully achieved - Fully achieved - In development - Fully achieved - In development
Launch Simmarian Archive	<ul style="list-style-type: none"> - Online Simmarian Archive launched – A huge success 	<ul style="list-style-type: none"> - Fully achieved
Whole School Evaluation and Quality Assurance	<ul style="list-style-type: none"> - CME establishing himself as a senior teacher in his new role - Leading of parental, pupil and staff surveys, collation of data and dissemination – Latest staff update 7th May 2025 - ABSAME revisited Sep – Jan stymied by industrial actions – All HODs and HOYs produced an initial Action Plan and evaluated this up to Christmas with a statement of progress – Plan to fully develop ABSAME 2025-28 - Develop networks with other schools - Promotional opportunities emerged from LCBP – Recruitment of next cohort - Huge work of punctuality improvement team – Now consistent approach – To be evaluated by PLT – 121 pupils responsible for 53% of lateness across 	<ul style="list-style-type: none"> - Fully achieved - Fully achieved - Somewhat achieved - Somewhat achieved - Somewhat achieved - In development



2024-25 1 Year Interim SDP

Target Area	Progress	Assessment of Achievement
	<p>school – Only 24 pupils in KS3 with 15 or more lates – Appointment of Punctuality Coordinator</p> <ul style="list-style-type: none"> - Development of End of Year Celebrations – ‘St. Mary’s Got Talent’ 	<ul style="list-style-type: none"> - Fully achieved
<p>Attendance/KS5/C2K and SIMS</p>	<ul style="list-style-type: none"> - Whole school attendance has declined since Christmas – 60 pupils receiving EWO warning letters – 23 in Year 11 – 10 EWO referral letters to be sent after Easter - Attendance rewards presented in term 3 – Appointment of Attendance Coordinator - Raising Academic Achievement in KS5 – Unsatisfactory - Will remain a focus - After school study has been a success – To be promoted further next year - Enrichment – R-City has been a huge success to be developed further - Plan to further develop PS visits - New Senior Student Leadership Team appointed - No development of Bromcom – Data cleansing process taking place 	<ul style="list-style-type: none"> - In development - In development - Somewhat achieved - Fully achieved - In development - Fully achieved - In development
<p>Student Enrichment (R-City)</p>	<ul style="list-style-type: none"> - Senior School Enrichment programme enhanced – A relationship has been development with R-City (A community youth group), R-City staff provide ‘Leadership for Life’ enrichment for KS4 pupils – Plans next year to develop this relationship further and launch a senior school Immersion Project along side R-City, who have well established links in South Africa and annually take groups of young people to South Africa as part of their ‘Belfast to Blanco’ programme – Offered opportunity to all year 12 pupils in term 3 ahead of their transition to KS5 in Sep 2025 with of view of pupil participating in an after school programme with R-City to plan and prepare for a trip to South Africa – Participation on this trip will be conditional upon attendance at these sessions and achieving a minimum of 3 grade A-C grade at the end of Year 13 ahead of the planned trip in Oct 2026. 	<ul style="list-style-type: none"> - In development



2024-25 1 Year Interim SDP

Target Area	Progress	Assessment of Achievement
<p>Learning Support</p>	<ul style="list-style-type: none"> - Sensory provision on R1 corridor aim to have this ready for Sep 2025 - Outdoor quiet area in place – Needs protected - Outdoor planting/allotments to be developed alongside ECO Club - CA audit – 6 new CA this year - Learning Support Coordinator Neurodiversity training and disseminated this to AEN staff - PLN completing Access Arrangement training – To complete a number of assignments - Appointment of Access Arrangements Coordinator and completion of Level 7 Access Arrangements qualification 	<ul style="list-style-type: none"> - In development - In development - In development - Fully achieved - Somewhat achieved - Fully achieved - Somewhat achieved
<p>Shared Education</p>	<ul style="list-style-type: none"> - Shared education funding secured and engagement commenced – 12th March 2025 St. Mary's hosted 180 pupils from a combination of Coláiste Feirste, Methody, Malone College and our own pupils. A number of other events are planned to take place across the year 	<ul style="list-style-type: none"> - In development
<p>Promote and develop relationships with feeder primary school</p>	<ul style="list-style-type: none"> - We are developing relationships with feeder primary schools, we ran a pilot with St. Anne's (Led by Conor Flynn who is completing his Senior Leadership Pathways programme with the EA and developing feeder primary school links is the focus of his school improvement project), St. Anne's Primary 7 pupils were bused to and from St. Mary's, took part in a GAA wall ball taster session, led by some of our teacher coaches and received lunch in our canteen. We plan more of these sessions in May and June with current Primary 6 pupils. Some of our senior languages pupils are also providing languages taster sessions in other local feeder schools, in addition we plan to send senior GAA coaches to our feeder schools. 	<ul style="list-style-type: none"> - Somewhat achieved
<p>Increase school prestige within the local community and increased community</p>	<ul style="list-style-type: none"> - Huge emphasis on increasing and improving our social media output, sharing news about what is going on in St. Mary's, we have established a St. Mary's Newsletter, 'Spotlight' and we share this with our feeder primary schools, we have engaged with local media, receiving TV and 	<ul style="list-style-type: none"> - Somewhat Achieved



2024-25 1 Year Interim SDP

Target Area	Progress	Assessment of Achievement
<p>engagement – Including school promotion and media/social media output</p>	<p>newspaper coverage of a White Ribbon Event which took place in school, the launch of our digital Simmarian Archive and the visit of Education Minister, Paul Given, as we promoted the development of our new Sports Hall. We continue to look for positive opportunities to promote the good news of our school. Finally, we produced a promotional video showcasing all the wonderful things about St. Mary's.</p> <ul style="list-style-type: none"> - Appointment of School Promotion Coordinator and School Publications Coordinator 	<ul style="list-style-type: none"> - Fully achieved
<p>Improve Year 8 Admissions intake for 2025-28</p>	<ul style="list-style-type: none"> - The increased community engagement and huge effort and focus on improving our open nights has had a positive impact upon our admissions in Year 8 for 2025-26 – We have increased our Band 1 intake (32, increase of 5), increased first preference choices (181, increase of 17) and we have improved upon the lowest TSAS which has gained admission into St. Mary's (155, improved by 5). 	<ul style="list-style-type: none"> - Somewhat achieved
<p>Plan for the 2025-28 School Development Plan</p>	<ul style="list-style-type: none"> - Strategic planning took place in preparation for our next SDP 2025-28 – We held an ELT Planning Day at Belfast METs E3 Springvale Campus and plan to hold a SLT Conference in early May at the same venue – Our new principal completed a whole staff consultation, arranging one to one meetings with every member of staff (176) , the information gathered from this process is invaluable and has provided a huge amount of data that will inform our strategic vision for the future of our school. We are planning for parental and pupil voice surveys which will also inform our future targets and actions. 	<ul style="list-style-type: none"> - Fully achieved



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

Challenges	Opportunities
<p>Year 10 & Year 11 (2024-25) – Non-SEAG Cohorts</p> <ul style="list-style-type: none"> There are several pupils in Year 10 and 11 (2024-25) who have been identified as being weak in literacy and numeracy. Most of these pupils reside in the DEF classes (Non-SEAG cohort on account of COVID). We need to amend our Year 10 GCSE options process to personalise a curriculum that caters for the needs of pupils who have stanine 2 or 3 in literacy and numeracy. <p>Positive Behaviour</p> <ul style="list-style-type: none"> Whole school data as of 2024-25 – Attendance 92.1% Occurrences of AM and PM lateness 8623 Detentions issued 1138 Suspensions 148 – Each of these areas present a pertinent area for attention for our Pastoral Leadership Team (PLT) for the 2025-28 SDP. 	<p>Personalised Curriculum</p> <ul style="list-style-type: none"> Curriculum working group 2024-25 devised personalised pathways for pupils in our non-SEAG cohorts struggling to access a Grammar School Curriculum People First work related learning for select group of Year 11 pupils (2025-26) – People First Coordinator appointed – Pupils attend St. Mary's Mon-Thurs and People First (Mallusk site) on Fridays. R-City Leadership for Life Level 4 Qualification for select group of Year 12 (2025-26) pupils – Pupils disappplied from subjects that have become detrimental to their school experience and are timetabled for sessions with R-City – On completion of qualification pupils and their families attend graduation ceremony in Queens' University <p>New Pastoral VP</p> <ul style="list-style-type: none"> Positive Behaviour Policy reviewed and updated (2024-25) – Learning through establishing 'relentless routines'. Restructuring of whole school pupil log system with specific trigger points. Consistent approach to login achievements through 'ACE' model. Consistent and robust approach to recording of pupil behaviours – 'Records need a response'. Establishment of 3 Rs before a behaviour is recorded – Request, Remind, Record. Visual displays for 3Rs and ACE models across the school



Challenges	Opportunities
<p><i>Intake - School prestige and community perception</i> <u>Year 8 (2024-25) SEAG (175 + Statemented Pupils):</u></p> <ul style="list-style-type: none"> • Band 1 – 32 pupils • Band 2 – 17 pupils • Band 3 – 15 pupils • Band 4 – 28 pupils • Band 5 – 33 pupils • Band 6 – 50 pupils • Statemented – 7 pupils • Total pupils with SEAG data = 204 <p>We face a perennial challenge regarding our Year 8 admissions; as a grammar school we aspire to have a Year 8 intake with as</p>	<ul style="list-style-type: none"> • Suspension process centralised by Pastoral VP and a clear hierarchy in place to deal with suspensions. • Increased presence of SLT throughout the day. • ELT meetings moved to after school to free up ELT at key times. • SLT meetings reduced from 3 to 2 periods per week. • Form Period time protected for Heads of Year – Directed time used for PLT meetings. • Cover model improved - qualified teachers from NISTR used. • Lunchroom repurposed as multiuse area – Cover Centre and lunchroom. • New staff induction process made more robust. • Evaluation points scheduled to evaluate the effectiveness of 'Relentless Routines' to date. • Directed Time, Staff Development Days, INSET and Twilight Sessions – Time allocated for increased parental engagement. • New telephones in every classroom. <p><i>Improve Reputation of School</i></p> <ul style="list-style-type: none"> • Appointment of School Promotion and Publications Coordinators. • Production of new 'Spotlight' Newsletter (4 editions per year). • Employment of professional videographers, photographers and graphic designers to develop the St. Mary's brand. • Use of local billboards – First GAA Games Development Coordinator in Antrim and Post 16 recruitment. • Increase traffic to school website and social media. • Build links with feeder primary schools.



Challenges	Opportunities
<p>high a number of Band 1 and Band 2 grades as possible. As can be seen from the above data, in order to improve in this area, we must improve school prestige and reputation within the local community.</p> <p>Facilities and estate</p> <ul style="list-style-type: none"> • Our main building was built in 1968 – The age of this building presents a persistent challenge and requires a great deal of creativity, care and attention to keep these facilities in as good a condition as possible. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • 66% of pupils agree extra support is available when needed. • 51% of parents and carers agree teachers/staff support their child(ren) when they feel upset or worried. • 80% of pupils feel safe in class. • 70% of pupils feel safe around school. • 32% of pupils know how to access the school counsellor. • 74 % of teaching staff agree that pupils are asked their views. 	<ul style="list-style-type: none"> • Work with local politicians and charity groups to enhance pupil enrichment opportunities. • Launch of Simmarian online archive. • Use of local media to highlight positive success stories. • Enhance our school facilities and estate. <p>Facilities and estate</p> <ul style="list-style-type: none"> • Completion of School Enhancement Programme (SEP) – New £6,000,000 Sports Hall. • Appointment of new Head of Finance and Corporate Services • Appointment of Ancillary Staff and Premises Supervisor • Development of new Pupils Support Hub – Enhance AEN provision. • Refurbishment of swimming pool – Training for staff, completion of risk assessments for all PE facilities and appointment of swimming coach. • Maximise the use of our sports facilities through the appointment of GAA Games Development Coordinator. • Development of new school entrance to reflect a modern vision for the future direction of St. Mary's. • Other opportunities to be explored. <p>EA Being Well Doing Well (BWDW)</p> <ul style="list-style-type: none"> • Staff, pupil and parent surveys have been completed. • Ongoing support for staff from Sharon Clerkin EA BWDW (2025-28). • Scheduled workshops on Trauma Informed Practice 18th Feb and 12th Mar 2026. • Staff wellbeing days 2025-28. • World Mental Health Day events 2025-28.



Challenges	Opportunities
<p>A2 results</p> <ul style="list-style-type: none"> 2023-24 3 A*- C – 68% (20+ FSM Grammar Average 2023/24 – 75.7%) <p>Effective TPL</p> <ul style="list-style-type: none"> Ineffective nature of one off TPL workshops The need for individualised TPL for staff 	<ul style="list-style-type: none"> Development of other wellbeing opportunities. <p>Pupil Support Programme (Post ARP2)</p> <ul style="list-style-type: none"> Over 400 pupils at KS4 and 5 were provided with individualised after school revision class timetables and over 400 revision classes were held across KS4 and 5 over an 12-week period from Feb to May 2025, resulting in significant improvements in the academic performance of these pupils. During 2025-28, we will build upon the success of this programme, develop and improve, through increased parental engagement and even more opportunities for revision. <p>STEPS/SLP School Improvement Project (SIP)</p> <ul style="list-style-type: none"> Opportunities for staff to complete EA STEPS to leadership programme and the EA SLP programme. Each of these staff will complete a school improvement project (SIP) that will be linked to an area of the SDP. TransformED funding of £30,000 received for effective staff TPL 2025-26 Leadership Capacity Building Programme led by senior staff. Each staff member given responsibility for developing an area of the SDP. Funding available for individual TPL opportunities



6. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

The Board of Governors, in conjunction with the Senior Leadership Team, have ensured that the School Development and Action Plans have been developed in consultation with all major stakeholders. The School Development Plan takes into consideration:

- Circulars, advice and guidance from the Department of Education, CCEA and other examination boards
- Presentation from Curriculum Vice Principal on public examinations
- Pupil voice exercises at key SDP monitoring points
- Parental voice exercises at key SDP monitoring points
- Staff voice exercises at key SDP monitoring points
- Reports from the BOG Finance sub-committee as reported to the full BOG
- Reports from the BOG Safeguarding sub-committee as reported to the full BOG
- SLT presentations on areas of responsibility
- Regular correspondence between Principal and BOG chair
- ETI – Empowering Improvement: New Framework for Inspection
https://www.etini.gov.uk/files/etini/publications/empowering-improvement-new-framework-for-inspection_2.pdf
- DE – TransformED Strategy <https://www.education-ni.gov.uk/sites/default/files/2025-03/TransformED%20NI%20layout.pdf>
- DE – 2025-26 SDP Guidance <https://www.education-ni.gov.uk/sites/default/files/2025-05/SDP%20Guidance%20for%20post%20primary%20schools%202025%2026.pdf>



7. Identification of the areas for development, which shall be informed by the school's self-evaluation and include

a) *the school's key priorities for the period of the plan, based on the Department's priorities for education.*

b) *planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery and special schools, must include targets for raising standards of attainment in communication, using mathematics and using ICT.*

c) *the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion.*

d) *the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcome identified at sub-paragraph (b)*

e) *the arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.*



Curriculum Action Plan – 3 Year Strategic Vision 2025-28

Whole School Area	Curriculum – Year 1 2025-26	Curriculum – Year 2 2026-27	Curriculum – Year 3 2027-28
Curriculum – To improve the quality of learning across lessons with a specific focus on the use of retrieval practice.	Develop knowledge and confidence of HoDs and teaching staff in the use of retrieval practice techniques in the classroom. Departmental focus on improving pupil outcomes based on internal data analysis of examination results. HoDs use first-hand evidence from data, pupil voice, books, or TCN to evaluate the impact that retrieval practice techniques has on learning within their departments. Provide meaningful and sustained CPD in the use of retrieval practice techniques.	Embed and refine the use of retrieval practice techniques based on feedback and experiences from Year 1. Identify and implement best practice, improving techniques in relation to departmental self-evaluation. Roll out these techniques to a new cohort of pupils, while continuing with the initial cohort in Year 2. Continue to refine and enhance staff CPD. Prepare for the implementation of the new revised NI curriculum.	Embed and refine the use of retrieval practice techniques based on feedback and experiences from Year 2. Identify and implement best practice, improving techniques in relation to departmental self-evaluation. Roll out these techniques to a new cohort of pupils, while continuing with the initial cohorts in Year 3. Continue to refine and enhance staff CPD. Implementation of the new revised NI curriculum.
Curriculum – Delivery and integration of careers-focused lessons across departments.	Planning and delivery of subject-specific, careers-based lessons for Year 10 and Year 12 classes in January 2026. Evaluation of these lessons before and after the pupil Options processes.	Benchmark existing links between careers and curriculum learning across KS3 and KS4 Schemes of Work. Focus on any gaps and identify opportunities to develop these links at KS3 and KS4. Ensure all departments have a careers-specific subject area displayed in their classrooms or departmental corridor noticeboards.	Evaluate Years 1 and 2. Plan to refine and embed the delivery of careers-specific subject lessons across KS3 and KS4. Develop links between careers and curriculum learning across subject areas at KS5.
Curriculum – Development of work experience and other work-related learning.	Provide meaningful work experience placements for targeted Year 11 pupils to develop their employability skills. Move Year 13 work experience to January/February to increase uptake and impact. Develop procedures and protocols around work experience to streamline coordination and documentation.	Review Year 1 work experience for Year 13 and Year 11 pupils and make necessary adjustments for provision in Year 2. Develop opportunities for other work-related learning across all key stages with a formalised calendar of talks and other activities.	Review Year 2 work experience for Year 13 and Year 11 pupils and make necessary adjustments for provision in Year 3. Evaluate provision of other work-related learning and further develop employer links and related activities across year groups.
Curriculum – Creation of personalised pathways at KS5 for incoming KS4 pupils.	Initiate planning for the provision of the KS5 curriculum for the 2026-27 academic year. Form a staff working group and review best practice from other schools delivering hybrid curriculum models at KS5.	Finalise the curriculum plan for Year 12 options for 2026-27. Communicate curriculum pathways to parents and pupils. Ensure resources are in place for delivery of Year 1 of the KSS5 pathway. Evaluate Year 1 of the pathway and make necessary adjustments.	Secure resources for Years 2 and 3 of the curriculum pathway. Evaluate the curriculum pathway and refine for any future provision.
Curriculum – Enhancement of digital skills at Key Stage 3, aligned with a partnership with Software NI and long-term vision of establishing a state-of-the-art Digital Learning Hub.	Collaborate with Software NI to review and enhance the Scheme of Work (SoW) for KS3 IT. Use industry-based experts to deliver subject-specific workshops and talks to Year 10 pupils. Provide CPD and support for KS3 IT teachers. Roll out the teaching of the new SoW to all Year 8 IT classes. Use Micro:bits in Year 8 classes and after-school enrichment activities.	Expand teaching and development of the KS3 IT SoW to include Year 8 and Year 9 classes, with Year 9 pupils starting project-based learning activities. Continue to develop links with industry experts to provide enrichment opportunities for KS3 pupils.	Expand teaching and development of the KS3 IT SoW to include all KS3 classes. Evaluate the necessary hardware and software to enhance the delivery of the KS3 IT curriculum. Review the KS3 SoW and make any necessary adjustments based on the changing landscape in IT and the potential enhancements provided by the new Digital Learning Hub. Plan for the building of an IT Hub that will meet the needs of delivering the new KS3 IT curriculum from 2028-29, ensuring all necessary resources are in place.



Year 1 – SDP 2025-26 Action Plan – Curriculum							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>To improve the quality of learning across lessons with a specific focus on the use of retrieval practice.</p>	<p>Some teachers/departments have embedded retrieval practice in their lessons/Schemes of Work but it is not consistently evident in planning or classroom delivery across the school.</p> <p>Few staff have engaged in recent CPD related to retrieval practice and the majority of staff are not confident in using retrieval practices effectively.</p>	<p>Most teachers/departments have embedded retrieval practice in their lessons/Schemes of Work.</p> <p>All teaching staff understand the principles and research behind retrieval practice.</p> <p>Confidence and competence in using retrieval practice improves over time for nearly all teachers.</p> <p>Nearly all teachers have regular opportunities to observe effective retrieval practice in action using Trusted Colleague Networking.</p> <p>Nearly all teachers participate in well-structured CPD that leads to lasting changes in classroom practice.</p> <p>Retrieval practice is not viewed as a "one-off" initiative but part of ongoing professional development.</p>	<p>GOC/CME: Provide ongoing high quality CPD in retrieval practice and learning science e.g. carousel session.</p> <p>Facilitate workshops for Year 8 pupils and parents in relation to the use of retrieval practice at home to support learning.</p> <p>Set up a working group with a focus on sharing best practice around using retrieval strategies.</p> <p>Organise the creation of Trusted Colleague Networks (TCN) within and between departments.</p> <p>Coordinate Teacher Learning Communities (TLCs) with other local grammar schools to share best practice (2026-27).</p> <p>Provide training and support in the creation of departmental action plans with a focus on retrieval practice.</p> <p>HoDs: Embed retrieval practice within Schemes of Work. Organise TCN, pupil voice and sharing of best practice within department.</p>	<p>Plan lessons that integrate retrieval techniques.</p> <p>Incorporate retrieval practice into homework activities – Year 8 and either Year 11 or 13.</p> <p>Reflect on lesson effectiveness using pupil feedback and adapt accordingly.</p> <p>Participate in TCN and engage in Inner Drive online Teacher CPD Academy.</p> <p>Share findings informally at department meetings or staff briefings.</p> <p>Some teachers will join working group on best practice.</p> <p>Some teachers will demonstrate retrieval practice during carousel session.</p>	<p>Participate fully in retrieval activities during lessons.</p> <p>Use retrieval strategies independently during homework and revision.</p> <p>Take part in pupil voice exercises to provide feedback on lesson engagement, recall, and clarity.</p>	<p>Evaluation point 1 December 2025</p> <p>Evaluation point 2 May 2026</p>	<p>Evidence Folder: T:\SDP 2025-28\Curriculum Evidence</p> <p>Integration of retrieval activities evident in Schemes of Work and samples of pupil work.</p> <p>Teacher self-assessment tools before and after CPD sessions.</p> <p>Staff survey/review.</p> <p>Action plan reviews and departmental self-evaluations.</p> <p>Analysis of internal assessment data before and after implementation of retrieval practices.</p> <p>Pupil voice on perceived effectiveness of new strategies.</p>
<p>Delivery and integration of careers-focused</p>	<p>Few departments have embedded careers focused lessons within their Schemes of Work.</p>	<p>Nearly all departments identify and integrate one careers-focused lesson for Year 10 and</p>	<p>HoDs: Include an objective in all departmental action plans for the</p>	<p>Identify curriculum topics that link</p>	<p>Actively participate in careers linked</p>	<p>Evaluation point 1</p>	<p>Lesson plan submissions and Schemes of Work</p>



Year 1 – SDP 2025-26 Action Plan – Curriculum

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
lessons across departments	<p>Careers education is not contextually linked to subject content in most departments.</p> <p>A minority of students can articulate how their learning connects to future careers or study.</p> <p>Teachers report low confidence in delivering careers content without external support.</p> <p>Whole school coordination of careers lessons is limited.</p> <p>Few staff have received CPD on labour market information or careers integration.</p> <p>There is limited evaluation of the impact of careers linked lessons on pupils' option choices or future planning.</p>	<p>Year 12 classes. The lesson is to be delivered during Careers Week in January 2026, prior to the Options process.</p> <p>The careers-focused lessons demonstrate subject relevance to specific career pathways and clearly communicate how studying each subject can lead to specific careers and develop relevant skills.</p> <p>Subject teachers feel confident delivering these lessons with minimal external support.</p> <p>All departments have access to up to date, high quality careers resources tailored to their subject areas.</p>	<p>delivery of careers-linked lessons for Years 10 and 12.</p> <p>LOC/GOC: Create a careers-linked lesson planning framework with guidance on integrating content.</p> <p>Provide CPD for HoDs and staff on careers education and labour market trends.</p> <p>Share resources and examples.</p> <p>KS3 & KS4 HOS: Coordinate a whole school Careers Week in January, ensuring careers lessons are timetabled appropriately before options decisions.</p> <p>LOC/AMB/HOS: Develop a calendar for careers lesson delivery and a system for lesson plan submission and review.</p> <p>KS3 & KS4 HOS: Organise pupil voice exercises, feedback surveys and data tracking to assess lesson impact.</p>	<p>naturally to career contexts.</p> <p>Design one careers-focused lesson for Years 10 and 12 using provided framework and update Schemes of Work (SoW) to explicitly include careers and skills content, using real world examples to engage students.</p> <p>Liaise with the Careers Advisor for industry-specific resources.</p> <p>Encourage pupils to reflect on subject-based strengths and link to future pathways.</p> <p>Share and peer review lesson content with colleagues across departments.</p>	<p>lessons and discussions.</p> <p>Complete short reflection activities to articulate how subject learning links to career skills and pathways.</p> <p>Use information from lessons to inform subject choice decisions and future pathway planning.</p> <p>Provide feedback via pupil voice surveys to inform future lesson design.</p>	<p>December 2025</p> <p>Evaluation point 2 May 2026</p>	<p>reflecting careers-focused lessons.</p> <p>Staff reflection logs and feedback surveys post-delivery.</p> <p>Pupil voice surveys on how helpful and relevant they found the lesson content.</p> <p>SLT monitoring of lesson delivery and use of resources.</p> <p>Minutes from departmental review discussions led by HoD.</p> <p>End of year review meeting with Careers Advisor, SLT and HoDs.</p>
Introducing and managing a work	At present, very few KS4 pupils likely to leave school are	Work experience introduced for KS4 pupils who are likely to	LOC/RH/OC: Confirm placement weeks (possibly end of June for	Support pupils in identifying suitable	Attend all preparatory	Evaluation point 1	Employer evaluations to



Year 1 – SDP 2025-26 Action Plan – Curriculum							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>experience programme for preidentified school leavers at KS4.</p> <p>Restructuring work experience for Year 13 pupils at KS5.</p>	<p>systematically identified or supported through structured work experience.</p> <p>Approx 60% of Year 13 pupils engage in purposeful work experience aligned to career interests in June each year.</p> <p>Limited preparation for work experience.</p> <p>Feedback from pupils and employers is gathered informally.</p> <p>There is limited tracking of post placement outcomes to inform planning and improve provision.</p>	<p>leave school after GCSE and hope to pursue a vocational pathway. Nearly all of these pupils complete work experience.</p> <p>Year 13 work experience moved from June to February to enhance preparation, delivery and meaningful follow-up. Nearly all Year 13 pupils complete work experience.</p> <p>Nearly all pupils in both key stage work experience groups are matched with suitable and relevant placements.</p> <p>Full preparation and support for pupils is provided by school before, during and after work experience.</p> <p>Parents are fully informed of the purpose, value, and logistics of work experience.</p> <p>Feedback gathered from pupils and employers to assess impact.</p>	<p>Year 11 pupils and end of January/start of February for Year 13 pupils) and communicate to staff, pupils and parents. Include these dates on the school calendar.</p> <p>RH/LOC: Identify and confirm targeted Year 11 pupils by October (informed by teacher feedback, attendance, attitude to learning, academic progress).</p> <p>LOC: Contact local employers and alumni to determine if they can offer placements.</p> <p>Provide employers with guidance packs including objectives, expectations, safeguarding, and feedback templates.</p> <p>Ensure placements are compliant with Department of Education and Education Authority guidelines.</p> <p>Conduct risk assessments, obtain insurance checks and secure parental consents.</p>	<p>industries based on interests/skills.</p> <p>Host a parental information session explaining the purpose, process and benefits of the work experience programme.</p> <p>Deliver pre-placement workshops to include workplace expectations and health and safety.</p> <p>Form Teachers co-ordinate return of work experience documentation for pupils in their form classes.</p> <p>Maintain contact with employers and pupils during work experience through a workplace visit, or, where this is not possible, a telephone call to the employer.</p>	<p>sessions and complete necessary documentation (placement preferences, parental consent, medical info).</p> <p>Take ownership of contacting employers (where appropriate) and preparing a CV.</p> <p>Follow workplace expectations and keep a daily placement diary/log.</p> <p>Complete a self-reflection worksheet after work experience on skills learned, observations, and future aspirations.</p>	<p>December 2025</p> <p>Evaluation point 2 May 2026</p>	<p>assess pupil performance and review the overall work experience process.</p> <p>Pupil surveys/small group reflection sessions.</p> <p>Parental surveys to obtain feedback on process and benefits for their son.</p> <p>Debriefing with relevant staff to evaluate programme and obtain suggestions for improvement.</p> <p>Post-placement outcome tracking.</p>
<p>Creation of personalised pathways at KS5 for incoming KS4 pupils.</p>	<p>A clearly defined and fully inclusive KS5 curriculum offer is not yet in place.</p>	<p>A clearly defined and flexible KS5 curriculum offer is in place for 2026–2028, catering for all learner profiles.</p>	<p>GOC/HOS/CME/PLN: Establish KS5 Curriculum Planning Group by September 2025, led by VP Curriculum with representatives from various departments.</p>	<p>Review subject Schemes of Work and assessment models to ensure alignment with</p>	<p>Engage in structured pupil voice activities in Year 11 and Year 12 to gauge interest in</p>	<p>Evaluation point 1 December 2025</p>	<p>Minutes and outputs from KS5 working group meetings.</p>



Year 1 – SDP 2025-26 Action Plan – Curriculum

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>Fewer progression pathways exist for learners with vocational or mixed attainment profiles at GCSE.</p> <p>There is limited strategic planning around transition support for students at risk of disengagement post-GCSE.</p> <p>A minority of staff have been involved in curriculum redesign or CPD related to inclusive KS5 models.</p> <p>Partnerships with local providers (e.g. FE colleges, employers) are underdeveloped or informal.</p> <p>Data on pupil retention and post KS5 destinations is not routinely analysed or acted upon to shape provision.</p>	<p>Pupils following work-related learning in Year 11/12 have a pathway into KS5 that enables vocational progression.</p> <p>Access to rigorous academic qualifications is maintained (e.g. A Level Further Maths, Sciences).</p> <p>A new transition year or bridging provision is planned for pupils requiring extra support post-GCSE.</p> <p>KS5 curriculum design supports pupil retention.</p> <p>A staff working group is established to guide KS5 curriculum planning and review.</p> <p>CPD and external benchmarking shape staff understanding of inclusive KS5 models.</p>	<p>GOC/RH: Map learner profiles from current Year 11 cohort (academic, mixed, vocational) to project potential KS5 needs by 2027–2028.</p> <p>GOC/LOC: Engage with local providers (e.g., People 1st, SRC) to co-develop KS5 progression routes (e.g. L3 Diplomas, apprenticeships).</p> <p>GOC: Audit current staffing, timetable flexibility and financial viability of introducing a KS5 transition year or vocational track.</p> <p>CME: Visit other schools or collaborate through Area Learning Communities (ALCs) to identify best practices for hybrid curriculum models.</p>	<p>post GCSE bridging or vocational courses.</p> <p>Participate in CPD and working group activities, bringing subject specific insights on curriculum redesign.</p> <p>Contribute to development of progression guidance materials for parents and pupils outlining options at KS5.</p>	<p>various post GCSE pathways.</p> <p>Attend transition planning meetings with careers staff to explore possible KS5 routes.</p> <p>Maintain engagement with careers advice, tracking aspirations and readiness for academic or vocational KS5 study.</p>	<p>Evaluation point 2 May 2026</p>	<p>Curriculum maps and progression models for various pathways.</p> <p>KS5 pupil retention and enrolment data. Attainment tracking and destination data post KS5.</p> <p>Partnership evaluations with external providers (e.g., People 1st).</p> <p>Pupil and parental surveys pre and post implementation.</p>



Year 1 – SDP 2025-26 Action Plan – Curriculum							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
<p>Enhancement of digital skills at Key Stage 3, aligned with a partnership with Software NI and long-term vision of establishing a state-of-the-art Digital Learning Hub.</p>	<p>The current Year 8 ICT Scheme of Work does not reflect industry relevant digital skills such as coding, cybersecurity, or AI.</p> <p>A minority of KS3 pupils engage in structured digital enrichment activities (e.g. coding clubs).</p> <p>Staff digital confidence and competence is inconsistent, with a minority reporting confidence in delivering revised content.</p> <p>There is no dedicated leadership role in place to coordinate digital learning strategy.</p> <p>Cross-curricular digital integration is at an early stage and evident in only a small number of departments.</p> <p>Pupil voice and assessment data on digital literacy has not yet been gathered or used to inform planning.</p>	<p>Year 8 ICT Scheme of Work (SOW) revised for 2025-26 and aligned with current IT industry needs (coding, cybersecurity, AI etc.). Full rollout of reformed KS3 IT curriculum across Year 8–10 by 2027.</p> <p>IT department staff receive timely CPD to enable effective delivery of new curriculum.</p> <p>Appointment of a Head of KS3 IT to lead and coordinate digital learning strategy.</p> <p>Increased uptake of IT related qualifications at KS4/5 and resulting increase in students progressing to digital/tech pathways post-KS5 by 2028.</p> <p>Pupils access extracurricular digital enrichment activities by 2026 (e.g. coding clubs).</p> <p>Evidence of enhanced cross-curricular digital integration.</p> <p>Planning and construction of a Digital Learning Hub (2027-28).</p>	<p>GOC/OC/ML: Establish Digital Learning Implementation Team led by VP Curriculum and new Head of KS3 IT.</p> <p>Formally appoint Head of KS3 IT by Spring 2025 to lead curriculum reform.</p> <p>OC/ML: Coordinate with Software NI and industry experts to co-develop KS3 SOW and provide ongoing CPD for IT staff.</p> <p>ML/OC: Promote the integration of digital skills across the curriculum via strategic planning with other department heads.</p> <p>BMC/DF: Secure funding and capital investment for the design, equipping and staffing of the Digital Learning Hub (grants, shared use models, ALC partnerships).</p>	<p>Collaborate with Software NI to co-write and pilot the new Year 8 SOW for implementation in September 2025.</p> <p>Participate in industry informed CPD sessions (annually from 2025–2028).</p> <p>Evaluate and adapt teaching practice to include project-based learning, live coding environments, problem solving tasks and real-world applications.</p>	<p>Complete baseline and follow up digital skills audits in Year 8 and Year 10.</p> <p>Engage in extracurricular digital enrichment (voluntary coding clubs, software design competitions etc.).</p> <p>Provide pupil voice feedback on the IT curriculum and digital learning facilities.</p> <p>Participate in IT careers talks, industry visits and virtual experiences offered by employers or industry organisations such as Software NI and Bring IT On.</p>	<p>Evaluation point 1 December 2025</p> <p>Evaluation point 2 May 2026</p>	<p>Pre/post pupil digital literacy assessments (Years 8 and 10).</p> <p>Annual review and update of KS3 SOW.</p> <p>Sample pupil work portfolios.</p> <p>Staff feedback surveys and CPD evaluations.</p> <p>Departmental review of KS4/KS5 IT uptake data (baseline 2024 vs 2026–2028).</p> <p>Post 16 destination data on pupils progressing to IT related pathways.</p> <p>Lesson observations and peer review to assess integration of new digital pedagogy.</p>



Pastoral Action Plan – 3 Year Strategic Vision 2025-28

Whole School Area	Pastoral – Year 1 2025-26	Pastoral – Year 2 2026-27	Pastoral – Year 3 2027-28
Pastoral	Update of Pastoral Programme and mapping of preventative curriculum.	Building staff competencies and confidence for effective delivery of RSE. Review of Year 1 Pastoral Programme. Enhanced parental engagement. Introduction of CPOMS	Monitoring, evaluation and review of the pastoral programme and preventative curriculum. Roll out of CPOMS
	Promotion of Positive Behaviour for Learning. Improved monitoring of attendance and punctuality.	Continued promotion of Positive Behaviour for Learning and developing pupil leaders, Driving forward emotional health and wellbeing.	Monitoring , evaluation and review of Positive Behaviour, promoting pupil success and developing pupil leaders.
	Enhanced development of the Learning Support Department.	Professional Development of Learning Support Staff.	Monitoring, evaluation and review of the delivery of support and staffing needs of the Learning Support Department.



Year 1 – SDP 2025-26 Action Plan – Pastoral							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Update of Pastoral Programme and mapping of preventative curriculum.	<p>Delivery of current pastoral programme is inconsistent across the school.</p> <p>Staff and pupils recognise the current programme is outdated and lacks sufficient RSE provision.</p> <p>Insufficient communication with parents regarding the content of our pastoral programme and preventative curriculum.</p> <p>No current whole school mapping of preventative curriculum is in place.</p> <p>No current whole school mapping of preventative curriculum.</p> <p>No Current Emotional Health and Wellbeing Policy is in place.</p> <p>The current programme does not align with the CCEA RSE Progression Framework and is not informed by the ETI Preventative Curriculum Report published April 2023.</p>	<p>A revised pastoral programme is produced, centrally shared, and delivered.</p> <p>The whole school preventative curriculum is mapped out and shared with staff, pupils and parents.</p> <p>Lessons delivered during form period are relevant to the needs of the pupils and offer improved opportunities for interaction and discussion.</p> <p>The revised programme aligns with the CCEA RSE Progression Framework and is informed by pupil voice, staff input, parental voice and the ETI Preventative Curriculum Report (April 2023)</p> <p>Improved monitoring and evaluation of the revised pastoral programme and preventative curriculum through class visits, pupil/ parental/staff voice.</p> <p>EHW Policy is in place.</p> <p>New Wellbeing Champion in place.</p>	<p>Pastoral VP to engage with pupil focus groups to evaluate current pastoral programme. AMB (Feb-April 2025)</p> <p>Parental survey to capture the views of parents. AMB, MDL, RH, OC and CME (April 2025)</p> <p>HOS and Year Heads to lead staff consultation through pastoral meetings. MDL, RH and OC</p> <p>PLT to plan for implementation of new pastoral programme to commence September 2025 with an initial plan for one big focus per month. Year Heads will promote key messages via Year Group Google Classrooms. Whole School Preventative Curriculum will be mapped. AMB, MDL, RH and OC</p> <p>SLT and Year Heads to conduct more drop-in visits to lessons during Wednesday form periods to monitor the delivery of the programme. BMC, AMB, GOC, MDL, RH, OC, PLN and CME</p> <p>Drive forward 'Being Well, Doing Well' MDL</p>	<p>To deliver the monthly pastoral lesson and maintain delivery of the programme across the year.</p> <p>To inform the evaluation of the revised pastoral programme through pastoral meetings and staff voice.</p> <p>New Wellbeing Champion in role.</p>	<p>To engage with the pastoral programme and preventative curriculum.</p> <p>To engage in the monitoring and evaluation process through participation in focus groups, pupil survey and/or Student Council.</p> <p>Pupil Wellbeing Ambassadors appointed.</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation Point 2 May 2026</p>	<p>Parental Survey 2024/25: https://docs.google.com/forms/d/13hcOR_7HdfisHjUSgpZbWubPhk2iwFd04hNvzPCtigE/edit#responses</p> <p>RSE Progression Framework: https://ceea.org.uk/downloads/docs/cea-asset/Resources/RSE%20Progression%20Framework_3.pdf</p> <p>ETI Report April '23: https://www.etini.gov.uk/files/etini/publications/the-preventative-curriculum-in-schools-and-education-other-than-at-school-eotas-centres_0.pdf</p>
Promotion of Positive	3Rs are well established across the school with staff and pupils. 54% of parents are aware of the 3Rs (Parental survey, April 2025)	Increased promotion of the 3Rs/ ACE visuals and pupil success across and around the	ELT will plan directed time schedule to ensure time is given for staff to engage with parents BMC, GOC and AMB	Will make use of allocated directed time to engage with parents	Will feel there is an improved culture of celebrating success.		Staff Updates April 2025:



Year 1 – SDP 2025-26 Action Plan – Pastoral

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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Behaviour for Learning.	<p>75.1% of parents have not received a positive call/email to praise good behaviour in 2024/25 academic year.</p> <p>In 2024/45 there has been a 16% decrease in behaviour incidents recorded on SIMS.</p> <p>In comparison to 2023/24, in total there have been 442 fewer records of disruptive, defiant or disrespectful behaviours across 2024/25 since the introduction of the 3Rs.</p> <p>In comparison to 2023/24, there has been an increase of 38% in the number of achievements recorded in 2024/25 with the majority in KS3 (5894), and considerably less in KS4 (818) and KS5 (140)</p> <p>Restorative practices are embedded well amongst PLT. Some staff have had an opportunity to gain an accredited Restorative Practitioner Award.</p>	<p>school – use of screens, social media, classroom visuals.</p> <p>Directed time allocation for staff to engage with parents and make phone calls/send emails to parents to share pupil success.</p> <p>Improved opportunities to celebrate pupil success within departments and Year Groups.</p> <p>An increased number of pupils will be rewarded with the end of year trip to Emerald Park – highest achievement points, most improved.</p> <p>An increase in achievements awarded to pupils, particularly in Key Stages 4 and 5.</p> <p>TPL opportunities for new staff (Induction and EPD) on building relationships and restorative practices.</p>	<p>PLT will launch and promote the ACE model for awarding of achievements and celebrating pupil success. AMB, MDL, RH and OC</p> <p>Pastoral VP will coordinate visual promotion of 3Rs. HOS, HOY and HODs will coordinate promotion of pupil achievements for academic success, positive behaviour, attendance and punctuality awards. MDL, RH and OC</p> <p>Pastoral VP will send weekly behaviour/achievement reports with 3Ds highlighted for ease of tracking. AMB</p> <p>PLT / HODs to receive refresher training on SIMS Parent App for improved and efficient parental engagement. AMB, MDL, RH and OC</p> <p>Year Heads to lead half termly assemblies with a focus on attendance, punctuality, behaviour and academic success. MDL, RH and OC</p>	<p>to share pupil successes.</p> <p>Will be more proactive in awarding achievements to pupils in KS4 and KS5 – use the ACE model.</p> <p>Will monitor weekly behaviour reports and engage with pupils and parents as required.</p>		<p>Evaluation point 1 Dec 2025</p> <p>Evaluation Point 2 May 2026</p>	<p>Staff Updates - April 2025</p> <p>SLT Conference Notes/ summary of Pupil and parental voice: SLT conference 9th May 2025 (2)</p>
Improved monitoring of	100% of parents surveyed feel that good punctuality is important.	System for responding to and following up on late coming has been reviewed.	PLT will review current school system for responding to poor punctuality. AMB, MDL, RH, OC, CME and PLN	Form Teachers will communicate with YH and punctuality officer	Will see that high standards of attendance and		Revised system for follow up on punctuality:



Year 1 – SDP 2025-26 Action Plan – Pastoral							
Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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attendance and punctuality.	<p>There has been a 25% increase on lates when compared with the same period last academic year (1st Sept – 17th April)</p> <p>157 pupils have accrued 15 or more lates.</p> <p>33 pupils in Years 8 – 10 have totalled 15 or more lates.</p> <p>23 pupils in Year 11 and 35 in Year 12 have totalled 15 or more lates.</p> <p>30 pupils in Year 134 and 36 in Year 14 have totalled 15 or more lates.</p> <p>Attendance and punctuality are not regular agenda items at PLT meetings.</p> <p>New Attendance and punctuality Improvement officers have been appointed for September 2025.</p>	<p>D Hamilton is managing attendance across the school and intervening as required, including engaging with parents.</p> <p>T Morgan is managing punctuality across the school and is supported by K Gibney.</p> <p>Daily/weekly punctuality reports will be sent to staff and a daily alert sent to parents when a pupil is late.</p> <p>Use of television screens, Year Group noticeboards, Spotlight and social media to promote attendance and punctuality.</p> <p>A reduction in pupils arriving late to school.</p> <p>A reduction in referrals to EWO.</p>	<p>Punctuality and Attendance coordinators will join monthly PLT meetings where attendance and punctuality will be agenda items.</p> <p>Year Heads will use assemblies as a means to celebrate pupils with high standards of attendance/punctuality.</p> <p>YH, HOS, Pastoral VP and Punctuality Improvement officer will meet with pupils and parents to address late arrival to school, identify barriers and put in place individual intervention plans. <u>AMB, MDL, RH, OC and CME</u></p> <p>YH, HOS, Pastoral VP, SLT (Attendance) and Attendance Officer will meet with pupils and parents to address attendance issues, identify barriers and put in place individual intervention plans. <u>AMB, MDL, RH, OC and CME</u></p>	<p>regarding legitimate reasons for pupils arriving late to school.</p> <p>Form Teachers will use allocated directed time to engage with parents regarding punctuality/attendance concerns.</p>	<p>punctuality are important and celebrated in school.</p> <p>Will be rewarded for high standards of attendance/ Punctuality.</p> <p>Pupils who hit a trigger point 915 lates will be placed on an individual intervention plan.</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation Point 2 May 2026</p>	<p>Punctuality Policy 2025-26 updated</p>
Development of Learning Support Department.	No adequate centralised accommodation for Learning support/ AEN support and provision.	Learning Support Hub is established in Edmund Rice building.	LSC to manage the daily operations of the Learning support Hub. <u>PLN</u>	Will support members of the Learning Support Department who are	Will benefit from enhanced support available via the Learning support	Evaluation point 1 Dec 2025	Design plans for the learning support Hub.



Year 1 – SDP 2025-26 Action Plan – Pastoral

Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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	<p>Increasing number of pupils requiring time-out and space to regulate – current space is limited.</p> <p>Accommodation challenges for Classroom Assistants delivering timetabled pupil support.</p> <p>Limited resources for pupils with AEN needs, especially those who are unable to work independently within the Senior studies.</p> <p>LSC has a vast administrative workload with increasing SEN/AEN needs and growing numbers of assessments to support Access Arrangements.</p> <p>New Access arrangements Coordinator/ People First Coordinator/ Punctuality Administrator appointed for September 2025.</p> <p>Promotion opportunities for classroom assistants have been limited despite their significant contribution to the school.</p>	<p>Learning Support Hub is well resourced to meet the needs of pupils.</p> <p>Newly appointed Access Arrangements coordinator secures their level 7 CCET/AAT qualification to coordinate Access Arrangements under the direction of the LSC.</p> <p>Newly appointed People First coordinator assumes responsibility for supporting pupils in Year 11 (see curriculum action plan)</p> <p>Classroom Assistants feel valued and have opportunities for further professional development and professional responsibility.</p>	<p>LSC to ensure effective systems are in place for communicating to staff when pupils and classroom assistants are engaged in work in the learning support Hub – timetables on SIMS. GOC and PLN</p> <p>LSC to support the Access Arrangements Coordinator in their new role. PLN</p> <p>Pastoral and Curriculum VPs to support the People First and Punctuality Administrator in their new roles. AMB and GOC</p> <p>LSC to identify and coordinate the training needs of the Learning Support Department. PLN</p>	<p>providing additional support to pupils.</p> <p>Will help identify pupils who may benefit from support from the Learning Support Department.</p> <p>Will contribute to subject specific resources required for Learning Support staff to effectively assist and support pupils.</p> <p>Coordinators will ensure effective communication with staff regarding the People First Programme, Access Arrangements, and punctuality. AGS, KH and KG</p>	<p>Hub and the learning Support Team.</p>	<p>Evaluation Point 2 May 2026</p>	<p>Timetables for Learning Support Staff.</p> <p>Emails/ communication between coordinators and school staff.</p> <p>Certificate of completion for Level 7 Specialist Assessor qualification (CCET/AAT)</p>



Leadership Action Plan – 3 Year Strategic Vision 2025-28

Whole School Area	Leadership – Year 1 2025-26	Leadership – Year 2 2026-27	Leadership – Year 3 2027-28
Leadership	<p>Development of Facilities and Estate – Swimming Pool Refurbishment and enhancement of swimming provision</p> <p>Our swimming pool becomes fully compliant with HSE recommendations and regulations</p> <p>Appropriate training for supervisory staff</p>	<p>Full swimming programme being delivered through fully trained staff and swimming coach</p> <p>Review of procedures and policies</p> <p>Development of extra-curricular swimming programme</p> <p>Continue planning for SEP Sports Hall – Stage 3 & 4</p>	<p>Staff training refresher</p> <p>Review and evaluation of swimming pool policies and procedures</p> <p>SEP Sports Hall – Stage 5 Tender and Build</p>
	<p>Development of Facilities and Estate – Pupil Support Hub</p> <p>A tender and building process will deliver a bespoke Pupil Support Hub. This will be developed through the repurposing of an existing locker storage area – Currently dormant (Completion date – Oct 2025) – This project will be delivered within Budget (£165,000)</p>	<p>Monitor and evaluate daily operations in pupil support hub</p> <p>Implement improvements</p> <p>Learning Support team CPD</p>	<p>Monitor and evaluate daily operations in pupil support hub</p> <p>Implement improvements</p> <p>Learning Support team CPD</p>
	<p>Improve operational infrastructure</p> <p>A number of new roles have been created ahead of 2025-26 – The rationale behind this is to address key areas for attention identified through our school improvement processes 2024-25 SDP (1 Year Interim)</p>	<p>New roles fully embedded</p> <p>Increased efficiencies and development of relevant areas</p> <p>Improvements implemented following appraisal and review</p>	<p>Full review following 2 year initial period</p> <p>Decisions on permanency of roles following evaluation</p> <p>Additional operational infrastructure areas for attention identified for improvement</p>
	<p>GAA Centre of Excellence</p> <p>A full-time GAA Games Development Coordinator (GDC) will be appointed in St. Mary's in partnership with Antrim GAA</p>	<p>Review of role and negotiation with Antrim GAA regarding Year 2 funding period</p> <p>Primary school outreach programme and internal GAA structure improved and embedded</p>	<p>Review of role following year 2 and negotiations with Antrim GAA regarding Year 3 funding</p> <p>Continued development of role</p>
	<p>Modernisation – Cashless Payment System (Parent Mail and Infineer)</p> <p>8 cashless tills will be installed by Infineer – x2 tuckshop – x4 canteen – x1 bookstore – x1 main office – Parent Mail App has been purchased by St. Mary's and will be launched in August 2025 – All parents will download and use this App for payments</p>	<p>Parent Mail cashless payment system and Infineer till system fully embedded</p> <p>All parents using Parent Mail cashless payments</p> <p>Development of Parent Mail Forms module to reduce administrative burden and increase efficiencies</p>	<p>Review of systems and processes</p> <p>Development of healthy eating policy and strategy in school canteen</p>



Year 1 – SDP 2025-26 Action Plan – Leadership

Possible Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
Development of Facilities and Estate – Swimming pool refurbishment and enhancement of swimming provision	<p>School and pool built in 1968, pool had fallen into disrepair, risk assessment, staff training and Normal Operating Procedures protocols had lapsed</p> <p>HSE Inspection took place on 18th Dec 2024, as a result the pool was closed until all inspection issues were addressed</p> <p>HSE Inspection Letter Dec 2024 N:\Principal\Health and Safety\PE\HSE Inspection Letter to St Mary's CBGS re swimming pool - 19.12.24.docx</p> <p>Swimming extra-curricular activity ceased in Dec 2024 on account of pool closure</p> <p>All curricular swimming provision has ceased</p> <p>Relevant staff currently have no training</p>	<p>Our swimming pool becomes fully compliant with HSE recommendations and regulations</p> <p>All potential access points to the pool are kept suitably locked</p> <p>Appropriate training for supervisory staff</p> <p>Pool and surrounding area are suitably maintained to ensure safety to all site users</p> <p>Suitable rescue equipment is available by the poolside</p> <p>Existing safety information and signage is reviewed to ensure that suitable information is available to all users</p> <p>Pool safe operating procedures and risk assessment are updated</p>	<p>Richard Timms, STA Registered pool consultant, employed by St. Mary's</p> <p>Head of PE and Executive Leadership Team (ELT) liaise with pool consultant and HSE to achieve compliance</p> <p>ELT engage with QS and architects regarding pool refurbishment</p> <p>ELT to oversee tender process</p> <p>ELT to oversee completion of works in consultation with Head of PE</p> <p>ELT to recruit the school's first full time swimming instructor</p> <p>Head of KS5 OC and GOC to plan for KS5 pool enrichment opportunities</p>	<p>All PE staff and staff involved in swimming complete relevant teacher swimming qualifications - STA Teachers Foundation Unit and STA Safety Award for Swimming file:///N:/Principal/Health%20and%20Safety/PE/STA-Level-2-Award-for-Safety-Award-for-Teachers-Qualification-Specification-v22.1-1.pdf</p> <p>file:///N:/Principal/Health%20and%20Safety/PE/STA%20Safety%20Award%20for%20Teachers%20Resource%20Manual%20v22.1%201.pdf</p>	<p>All pupils will have the opportunity to participate in swimming lessons in a safe environment, fully compliant with HSE Regulations</p> <p>Extra-curricular provision will be enhanced and pupils will have increased enrichment opportunities through a new swimming coach</p> <p>Pupil experience will be evaluated (CME)</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation point 2 May 2026</p>	<p>Risk Assessment – Swimming Pool Operations to be completed N:\Principal\Health and Safety\PE\Draft Risk Assessment For St Marys Version 1.1.docx</p> <p>Normal Operating Procedures to be completed N:\Principal\Health and Safety\PE\Draft Operating Procedures.docx</p> <p>Sports Hall and fitness Suite Risk Assessment N:\Principal\Health and Safety\PE\Sports Hall and Fitness Suite RA.pdf</p> <p>The Management of Health and Safety at Work Regulations (NI) 2000 https://www.hse.gov.uk/pubns/priced/hsg179.pdf</p> <p>STA Teacher Qualifications N:\Principal\Health and Safety\PE\School Foundation Unit Certificates.zip</p>
Development of our Facilities	We currently have 102 pupils on our AEN register stage 1-3 - 32 of these pupils are stage 3	A tender and building process will deliver a bespoke Pupil Support Hub. This will be	Our Learning Support Coordinator (PLN) will oversee	CAs and Specialist Support staff will deliver robust and	Pupils that require additional	Evaluation point 1 Dec 2025	AEN Pupil PLPs Classroom Assistant Timetables



Year 1 – SDP 2025-26 Action Plan – Leadership

Possible Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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and Estate – Pupil Support Hub	<p>Current AEN facilities are dispersed across our school site creating a disconnected AEN team – We have one small AEN support room, one literacy and one numeracy support room</p> <p>Currently we have one member of staff that provides one to one literacy support and one that provides one to one numeracy support</p> <p>Currently we do not follow a specific literacy support programme, our Numeracy support programme uses MyMaths</p> <p>Our AEN team is made up of our SENCO, 20 full-time and 5 part-time CAs and 2 specialist support staff</p> <p>Limited IT access throughout our pupil support accommodation</p>	<p>developed through the repurposing of an existing locker storage area – Currently dormant (Completion date – Oct 2025) – This project will be delivered within Budget (£165,000)</p> <p>The Hub will consist of 8 small modular rooms – A combination of study space, one to one support rooms, a sensory space, consultation and meeting spaces, and a mini-ICT suite with 9 workstations</p> <p>All pupils receiving additional learning support will receive this in the Pupils Support Hub</p> <p>Our pupil support learning environment and experience will be enhanced for all pupils</p> <p>Opportunities will be sought to develop the role of 'Learning Mentors' through SEND funding</p>	<p>the daily operational running of the pupil support hub</p> <p>PLN will be supported by OC/SS in managing the IT infrastructure within the Hub</p> <p>Each modular room will have its own specific Timetable (PLN and GOC)</p> <p>CAs and Learning Support staff will provide timetabled support within the Hub. CA and Learning Support timetables will be placed on SIMS (PLN and GOC)</p> <p>PLN will oversee the implementation of the Lexonik Literacy Support Programme and the development of a NEW numeracy based programme in collaboration with CO/MH (Eng) and NS/PG (Maths)</p> <p>PLN will lead daily briefings with the AEN team regarding daily operations within the hub</p> <p>PLT, HODs and HOS will identify pupils that would benefit from time in the Hub (MDL, RH, OC)</p>	<p>bespoke pupil support</p> <p>Relevant staff will complete Lexonik training in Sep 2025</p> <p>CAs and Specialist Support Staff will engage in other CPD</p> <p>Relevant staff will complete robust evaluations on the effectiveness of the new hub and the support provided within</p>	<p>support will receive support in the Hub</p> <p>Pupils receiving support will make measurable progression in the area they are being supported in</p> <p>Some pupils with pastoral barriers to learning will have their school experience enhanced through time in the Hub</p>	<p>Evaluation point 2 May 2026</p>	<p>Classroom Assistant Appraisals</p> <p>SLT/SLT Conference/Planning Day Minutes N:\Principal\ELT Minutes\ELT Minutes Mon 24th Feb 2025.docx</p> <p>Pupil Support Hub Plan N:\Principal\AEN\AEN HUB Desihn May 2025.pdf</p> <p>DE TransformED Strategic Plan N:\Principal\TransformED\TransformED NI Delivery Plan FINAL.pdf</p> <p>SEND Transformation Programme https://www.eani.org.uk/services/educational-transformation/send-transformation-programme</p>
Improve operational infrastructure	<p>A number of new roles have been created ahead of 2025-26 – The rationale behind this is to address key areas for attention identified through our school improvement processes 2024-25 SDP (1 Year Interim)</p>	<p>Areas that were previously under SLT remit have been distributed as new leadership opportunities for staff</p> <p>Areas such as school publications, promotion, attendance, punctuality and</p>	<p>MDL will support PB – year 1 transition as he learns and develops his new role</p> <p>RH will support PC – year 1 transition as he learns and develops his new role</p>	<p>PB will lead and develop school publications</p> <p>PC will lead and develop school promotions</p>	<p>Pupils will experience improvement and increased efficiency in the areas for attention identified</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation point 2 May 2026</p>	<p>End of Year Appraisal Proforma for new roles N:\Principal\TPL\2025 Staff Appraisal Proforma PLN Jun 2025.doc</p> <p>School Publications – Spotlight Newsletter, Vision Statement</p>



Year 1 – SDP 2025-26 Action Plan – Leadership

Possible Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
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<p>School Publications JD (MDL)</p> <p>School Promotion JD (RH)</p> <p>Audio Visual JD (DF)</p> <p>Attendance Improvement JD (OC)</p> <p>Punctuality JD (CME)</p> <p>Access Arrangements JD (AMB)</p> <p>School Improvement JD (GOC)</p> <p>People First JD (GOC)</p> <p>Attendance and Punctuality Recording Officer (OC & CME)</p> <p>N:\Principal\Recruitment\Promotional Opportunities Mar 2025</p>	<p>access arrangements will receive increased attention and be developed and improved further</p> <p>Heads of School have a reduced workload to allow them to focus more of their time and energies on their Key Stage responsibilities</p> <p>SLT will mentor staff that have taken up roles that were previously their responsibility</p> <p>There will be increased consistency in attendance and punctuality follow up</p> <p>The reputation and prestige of St. Mary's will be enhanced – promotion and publication</p> <p>Our access arrangement processes will be improved</p>	<p>OC will support DH – year 1 transition as she learns and develops her new role</p> <p>CME will support TMO – year 1 transition as he learns and develops his new role</p> <p>PLN will support AGS – year 1 transition as she learns and develops her new role</p> <p>GOC will support KH – year 1 transition as he learns and develops his new role</p> <p>CME & OC will support KG – year 1 transition as she learns and develops her new role</p> <p>CME will liaise with all SLT in relation to the development of his new School Improvement role – Specifically OC and SIMS</p>	<p>DH will lead and develop attendance improvement and be supported by KG</p> <p>TMO will lead and develop punctuality improvement and be supported by KG</p> <p>AGS will lead and develop access arrangements</p> <p>KH will lead and develop people first provision</p>	<p>Pupils experiencing attendance and punctuality issues will receive increased support</p> <p>Pupils will be involved in school promotion and publications</p> <p>Pupils entitled to access arrangements will benefit</p>	<p>displays, HW Diary, Press releases, Prospectus, etc file:///N:/Principal/Parental%20Communication/Issue%203%20Spotlight%20on%20St%20Mar%20y's.pdf</p> <p>School Promotions – Media, visuals, billboards, website development, Social media, etc https://stmaryscbgs.com/</p> <p>Attendance data reports (DH)</p> <p>Punctuality data report (TMO)</p> <p>AGS Access Arrangement Level 7 Qualification</p> <p>Staff TPL resources (CME)</p> <p>People First Evaluations (GOC)</p>		
<p>GAA Centre of Excellence</p>	<p>Currently the vast majority of GAA provision is facilitated by teacher coaches/mentors</p> <p>Teachers take individual responsibility for all administrative aspects of running a school team</p> <p>One pilot feeder primary school GAA taster session has taken place</p>	<p>A full-time GAA Games Development Coordinator (GDC) will be appointed in St. Mary's</p> <p>St. Mary's will fund 50% and Antrim GAA will fund 50%</p> <p>The GDC will develop a feeder primary school outreach programme which includes coaching in schools and blitz competitions in St. Mary's</p>	<p>ELT to lead and attend an alumni golf day fundraising event sponsored by AIB (Sep 2025)</p> <p>ELT will ensure that GAA provision in St. Mary's is properly resourced</p> <p>ELT will look for funding/sponsorship</p>	<p>The GDC will support all GAA coaching staff in administrative aspects of leading a school GAA team</p> <p>Coaches/Mentors and the GDC will work in collaboration to</p>	<p>Pupils will have greater opportunities to participate in Gaelic games in St. Mary's and their experience of this will be enhanced and improved</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation point 2 May 2026</p>	<p>Job description for full-time Games Development Coordinator N:\Principal\Antrim GAA\GAA GDC Schools Job Description and Person Specification (2).docx</p> <p>GDC Key Performance Indicator (KPI) data</p>



Year 1 – SDP 2025-26 Action Plan – Leadership

Possible Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>Our S&C suite has been refurbished in partnership with Antrim GAA</p> <p>There has been some engagement and support from Antrim GAA in S&C provision and coaching</p> <p>A number of coaches/mentors have been lead coach for more than one team during a school year, placing them under significant time pressures</p> <p>In 2025-26 we will have 1 team competing in Ulster Colleges 'A' Football competition – All other football teams will compete in 'B' football competitions – All hurling teams compete in 'A' competitions</p>	<p>Increased pupil GAA participation and retention</p> <p>Increased prestige for St. Mary's leading to increased recruitment into St. Mary's</p> <p>Improved performance from our GAA teams</p> <p>Media coverage and other forms of local publicity</p> <p>Coaches/mentors will experience a significant reduction in the administrative workload involved in taking school GAA teams</p>	<p>opportunities for items such as portable goal posts</p> <p>The GDC will report to the Principal and the Head of Finance/Corporate Services</p> <p>AMB (Head of Extra-curricular activity) will also direct the GDC</p> <p>Increased community engagement</p> <p>ELT collaboration with Antrim and Ulster GAA throughout process</p> <p>Contract signed with MFC sportswear to provide all extra-curricular gear</p>	<p>improve Gaelic games provision in St. Mary's</p> <p>The GDC will monitor, evaluate and review their practice</p> <p>The number of staff involved in coaching/mentoring GAA teams will increase</p> <p>GDC to run a St. Mary's Cúl Camp</p>	<p>Increased enrichment opportunities for KS5 pupils</p> <p>Pupils representing school in GAA to receive bespoke MFC gear</p>		<p>MFC Suite of bespoke gear N:\Principal\Extra Curricular\St. Mary CBGS - Packs.pdf</p> <p>GDC Launch Presentation N:\Principal\AntrimGaa\GDC Coaches Presentation May 2025.pptx</p> <p>GDC Promotional Billboard N:\Principal\AntrimGaa\stmary-s-gaacoordinator-96.pdf</p>
<p>Modernisation – Cashless Payment System (Parent Mail and Infineer)</p>	<p>Currently as a school we only accept cash payments in our canteen, tuckshop, school office and bookstore</p> <p>Parents and pupils have no option to make cashless payments for any items that they need to buy from St. Mary's</p> <p>Our Whole School Student Council have repeatedly asked for a cashless payment solution</p> <p>Parents have no method to monitor what items their child purchases with cash that they provide their child with for school</p>	<p>8 cashless tills will be installed by Infineer – x2 tuckshop – x4 canteen – x1 bookstore – x1 main office</p> <p>Parent Mail App has been purchased by St. Mary's and will be launched in August 2025 – All parents will download and use this App for payments</p> <p>Training on the use of Parent Mail and Infineer will be provided for relevant staff</p> <p>Pupils will make payments through a biometric fingerprint image</p>	<p>OC/SS will liaise with Black Box to install necessary cabling and oversee installation of server</p> <p>AMB, MDL, RH, OC will oversee the distribution and collection of all permission slips for biometrics and oversee the capturing of these images</p> <p>AMB, GOC, BMC, DF will complete Parent Mail training</p> <p>ELT will monitor, evaluate and review the effectiveness of this new system</p>	<p>All administrative and canteen staff will receive Infineer till training</p> <p>All administrative staff will complete Parent Mail training</p> <p>School receptionist will play a leading role in all aspects of Parent Mail administration</p>	<p>Pupils will use either their fingerprint to pay for all items purchased in school or a 4 digit pin</p> <p>Pupils will check their balance and may top up using cash via a kiosk in the canteen</p>	<p>Evaluation point 1 Dec 2025</p> <p>Evaluation point 2 May 2026</p>	<p>Parent Mail Agreement N:\Principal\ParentMail\Parent Mail Agreement Q-487091-20250408-1107.pdf</p> <p>Infineer Invoice N:\Principal\ParentMail\Quote Infineer.xls</p> <p>Server Quote N:\Principal\ParentMail\Quote - HA170425 Dell Member Server.pdf</p> <p>Welcome to IRIS Parent Mail letter</p>



Year 1 – SDP 2025-26 Action Plan – Leadership

Possible Area(s) for Attention (AFA)	Baseline Position (Quantitative and Qualitative)	Success Criteria	Actions Taken			Statement of Progress Made	Types of Evidence Gathered
			SLT/Middle Leaders	Teaching staff/staff	Pupils		
	<p>Currently staff that are leading any type of school trip or providing any other specific items that parents and pupils can purchase must handle cash, keep records and issue receipts</p> <p>All reminders that payments are due must be done manually by staff</p> <p>Administrative staff spend excessive amounts of time counting cash and lodging cash in the bank</p>	<p>There will be a Kiosk in the canteen where pupils can check their balance and top up their account with cash</p> <p>We have purchased an additional 'Forms' module from Parent Mail that will allow all parental permissions to be gathered – Reducing administration workload</p> <p>Parents will be able to pay for specific item remotely via the App</p>		<p>Teaching staff will liaise with receptionist when setting up payment items, forms or trips for parental payment or data capture</p>	<p>Pupil evaluation of the new system will be fed back through the student council</p>		<p>N:\Principal\ParentMail\Welcome to IRIS ParentMail.pdf</p> <p>Biometric image parental permission letter</p> <p>N:\Principal\ParentMail\Biometric letter May 2025.doc</p>



8. Appendix 1. List of School Policies

School Policies

Policy Name	Date Updated	Next Review
Acceptable Use Policy	Sep-24	01-Sep-27
Access Arrangements	Sep-24	01-Sep-27
Alcohol and Drugs Misuse Policy and Procedures	Mar-25	01-Mar-28
Anti-Bullying Policy	Aug-25	01-Aug-28
Assessment and Reporting Policy	Sep-24	01-Sep-27
Attendance And Procedure Policy (Non-Teaching)	Sep-24	01-Sep-27
Attendance And Procedure Policy (Teaching)	Sep-	01-Mar-27
Bereavement Policy	Mar-24	01-Mar-27
Careers Education, Information, Advice and Guidance (CEIAG) Policy	Dec-17	
CCTV Policy	Mar-24	01-Mar-27
Centre Determined Grades Policy	Apr-21	N/A
Complaints Policy	Mar-24	01-Mar-27
Controlled Assessment / Coursework Policy	Mar-24	01-Mar-27
Critical Incident Policy	Mar-24	01-Mar-27
Curriculum Policy	Mar-24	01-Mar-27
Data Protection Policy Sub-Policies: Privacy Notice – Non-Teaching staff Privacy Notice – Teaching staff Privacy Notice – Parents and Pupils Personal Data Breach Management Process Specialist Categories of Personal Data and Criminal Offence Data. SAR Procedure and Guidance	Mar-24	01-Mar-27
Dignity in the Workplace and Code of Practice	Mar-25	01-Mar-28
Discipline and Procedures Policy (Non-Teaching)	Sep-24	01-Sep-27

Policy Name	Date Updated	Next Review
Discipline and Procedures Policy (Teaching Staff)	Mar-24	01-Mar-27
Disposal of Records Schedule	Mar-24	01-Mar-27
Equal Opportunities Policy	Sept-23	01-Sept-26
Equality, Diversity and Inclusion Policy	Apr-21	01-Apr-24
E-Safety Policy	Mar-21	01-Mar-24
Examination Policy	Mar-24	01-Mar-27
Extra-Curricular Policy	Mar-21	01-Mar-24
Faith Development Policy	Mar-24	01-Mar-27
Fire Evacuation Policy	Oct -22	01-Oct-24
Freedom of Information Policy	Apr - 22	01-Apr-25
GDPR	Jan -23	01-Jan-26
General Health and Safety Policy	Mar-24	01-Mar-27
Grievance Policy	Mar-24	01-Mar-27
Home and Hospitality Visits Policy	Mar-24	01-Mar-27
Hospitality Guidelines	Mar-21	01-Mar-24
Internal Appeals Procedure (Controlled Assessment)	Apr-21	01-Apr-24
Internal Appeals Procedure (Special Consideration)	Mar-23	01-Mar-26
Learning and Teaching Policy	Mar-21	01-Mar-24
Mission Statement	Mar-24	01-Mar-27
Misuse of Drugs Policy	Mar-24	01-Mar-27
Nut, Peanut Allergy and Special Diets Policy	Mar-24	01-Mar-27
Parental Code of Conduct	June-21	01-June-25
Parental Leave Policy	Apr-21	01-Apr-24



St. Mary's CBGS – 2025-28 SDP



Policy Name	Date Updated	Next Review
Performance Review and Staff Development Policy (PRSD)	Apr-21	01-Apr-25
Policy on the right to time off work (Carer Leave for Staff)	Apr-10	01-Apr-25
Policy on the use of CCTV	June-22	01-June-25
Positive Behaviour Management Policy	Apr-23	01-Apr-26
Post Results Service	June -21	N/A
Promoting a Dignified Workplace	Apr-21	01-Apr-25
Publications Policy	April -21	01-Apr-25
Reasonable Force/Safe Handling Policy	Mar-21	01-Mar-24
Recruitment Policy	Apr-21	01-Apr-24
Remote Learning Policy	Nov-20	01-Mar-24
RSE - Policy for Relationships and Sexuality Education	Mar 24	01-Mar-27
Safeguarding and Child Protection Policy	Mar-24	01-Mar-27
Salary Policy	Sep-25	01-Sep-28
School Visits Policy	Mar-21	01-Mar-25
Smoking and E Cigarette Use Policy	Jan-20	01-Mar-24
Special Educational Needs and Inclusion Policy	Oct-20	01-Dec-25
Staff Development Policy	Apr-21	01-Apr-24
Student Attendance and Punctuality Policy	May-21	01-Mar-24
Suspensions and Expulsions Policy	Mar-21	01-Mar-24
Uniform and Appearance Policy	Sep-25	01-Sep-28
Use of Mobile Phone Policy	Apr-21	01-Apr-24
Waiting List Policy	Mar-21	01-Mar-24
Whistleblowing Policy	Oct - 22	01-Oct- 25
Word processing Policy (examinations)	Oct - 22	01-Oct- 25