



# **SCHOOL DEVELOPMENT PLAN 2018-2021**



## **Section 1**

### **1 a) Ethos of the school**

Lurgan College is a selective, co-educational, non-denominational Senior High School (Selective Grammar), which caters for pupils aged 14-19 and which offers a predominantly academic education up to GCE Advanced Level in a wide range of subjects. The school is under the control of the Education Authority (Southern Region).

The College provides a welcoming, attractive and stimulating environment which encourages all its pupils to strive for high academic standards and other non-academic achievement. This environment is supported by the school's well judged and positive approaches to behaviour management. The school has a caring ethos, friendly pupils and a dedicated staff of 25 full-time teachers and 10 part-time teachers, working to ensure that all our young people achieve the highest standards. The school prizes academic excellence for all, whilst supporting the development of the whole person.

- The school has high expectations for all our pupils, including the pursuit of excellence in school work, extra-curricular activities, behaviour and respect for others;
- The school prepares pupils for university throughout the United Kingdom and the Republic of Ireland, and for the world of work;
- Approximately 90% of Year 14 pupils progress to Third Level Education.
- The school places a strong emphasis on the importance of pastoral care; an extensive support network exists in order to care for each individual pupil.
- Academic provision is supported by an extremely varied extra-curricular programme to challenge pupils and to make a positive contribution to their career prospects.
- Our pupils use the best and most up-to-date equipment, including modern ICT facilities.

### **AIMS OF THE COLLEGE:**

1. To maintain, develop and intensify the growth of the intellectual, spiritual, moral and aesthetic aspects of personality in all pupils;
2. To foster an interest in a wide range of extra-curricular activities including games and physical recreation and to encourage healthy competition in all activities, academic, cultural and physical;
3. To stimulate and develop attitudes and qualities of integrity, initiative, consideration, courtesy, self-confidence, independence and self-reliance in all pupils.

In short, the College aims to prepare pupils to live an active balanced life and to enable them to advance into mature adulthood, conscious of Christian values and their responsibilities to God, their families and the local and global community.

**The School motto *Meliora Sequor*, which means ‘to follow better things’, permeates every aspect of school life. Lurgan College is a school which constantly strives for improvement through regular monitoring, review and self-evaluation.**

## **THE LURGAN COLLEGE GOAL / MISSION STATEMENT**

*“Academic Excellence in a Caring and Supportive Environment”*

### **1 b) Evaluation of the ethos of the school**

The ethos was evaluated by each of the major stakeholders in the school as part of the consultation process of drafting this School Development Plan. There was caring and supportive context. The family atmosphere, high quality education, academic performance, strong relationships, pastoral care, high expectations, strong discipline and the wide range of extra-curricular provision were all recorded as strengths of the school. The need for a new school, poor teaching facilities (e.g. lack of Sports Hall) and a lack of disabled access featured among some of the concerns raised by staff, parents and pupils. (c.f. 2011 ETI Inspection Report, 2013 ETI Follow-Up Inspection Report, 2018 governor, staff, parental and pupil questionnaires). In 2012 the then SELB funded the refurbishment of the school’s Art and Music facilities (including the provision of a new creative media suite) and in 2013 the then SELB provided funding for the provision of a new Astro turf hockey pitch. In 2015 the EA funded the refurbishment of the changing accommodation beside the new hockey pitch and the girls’ changing accommodation in the main building. In 2015/16 two Science laboratories were completely refurbished, both main pupil toilet blocks were refurbished and the lighting was replaced in the Assembly Hall. In 2016 new double-glazed windows were installed in the Science, English and HE rooms, new doors were fitted to the Assembly Hall and the Prefects’ Room was refurbished. In 2018 the school was successful in its application in the School Enhancement Programme 2 which includes a new Sports Hall, refurbishing the canteen, replacing mobile accommodation, new drama facilities and a new sixth form study.

## **Section 2 Curriculum Review**

**A summary and evaluation of the school’s strategies for:**

**2 a) Learning, teaching, assessment and promoting the raising of standards of attainment among all pupils in particular in communication, using mathematics and using ICT**

The school's strategies in relation to teaching and learning and raising standards are very good. There is a very strong focus on continual improvement in this area linked to the clear aim of ensuring that all pupils fulfil their potential. Since the publication of the last SDP teaching, learning and assessment has been developed through the implementation of the Revised Curriculum, the ongoing development of pupils' skills in relation to Using ICT, Communication and Using Mathematics, the implementation of revised GCSE and GCE Specifications, the development of the KS4 and Post-16 curriculum in order to widen pupil choice and the dissemination of good practice within the culture of the school. We have had a particular focus on the whole school development of Literacy and on the use of ICT to support higher level learning. The best evidence of the success of these strategies can be found by analysing the outcomes i.e. public examination results at GCSE and A Level in which pupils generally perform well compared with the Northern Ireland Grammar School and UK Averages. The teachers of Lurgan College are committed to applying a range of teaching and learning strategies which are fit for the purpose intended. These teaching and learning strategies ensure that the pupils are aware of what the teachers are planning and are able to anticipate what they will learn in any lesson. Increasingly the pupils are able to work individually, in pairs, in groups and at whole class level and to work to their individual learning styles. There is a good balance of practical, written and oral tasks and there are opportunities for independent learning. Pupils are allocated an appropriate time to reflect on and build upon what they have learned. Pupil achievement is celebrated as much as possible. Teachers appreciate the value of undertaking an evaluation of the learning taking place. This evaluation helps to inform and guide subsequent planning, teaching and learning. Teachers make effective use of a range of formal and informal assessment procedures to measure the progress which pupils are making. The full range of assessment strategies is included in the school Assessment Policy. The introduction of pupil target setting during the period covered by a former School Development Plan is designed to promote the raising of standards at all levels. Areas for development are referred to in Section 7A.

Evaluation: 2011 ETI Inspection Report, published GCSE and A Level examination results contained in Annual Report and School Prospectus, Pupil tracking, Benchmarking Data, departmental self-evaluation evidence files, PRSD observations, BT/EPD observation records, Learning Insight Profile Exercises, classroom observations, minutes from SLT meetings, HOD/ staff meetings, Curriculum and Assessment Policy, staff evaluations of Staff Development Programmes, 2013 ETI Follow-Up Inspection Report, 2018 governor, staff, parent and pupil questionnaires.

## **2 b) Providing for the special, additional or other individual educational needs of pupils including newcomer pupils**

The provision of a range of support mechanisms to meet the individual needs of pupils has been a major strength of the school for a number of years and is recognised as such by pupils, parents, staff and the wider community as well as by ETI through inspection. The school has gained a reputation for creating an environment in which pupils with SEN can thrive. Currently there are 5 pupils with a statement of special educational needs enrolled in the school with an additional 30 on the SEN register. This provides considerable challenges for the school and a major focus of the work undertaken over the course of the next three years will be on ensuring that appropriate structures and systems are put in place to remove the barriers to learning that many of our pupils experience. Lurgan College seeks to provide a disciplined and happy environment and a pleasant atmosphere in which every pupil (including the gifted and talented) can strive for full academic, personal, social and spiritual potential. The school aims to identify pupils who (a) have specific learning difficulties, (b) experience or demonstrate social, emotional or behavioural problems, (c) have a physical difficulty or (d) have a medical problem. It will provide appropriate educational provision for such pupils to enable them to overcome their difficulties as far as possible. The school provides for pupils the greatest possible degree of access to a broad and balanced education. There is a clear commitment in the school to a whole-school approach to meeting pupils'

needs and to the involvement of parents / guardians in any decision taken about the education of a child. Where appropriate, clear and realistic Education Plans are compiled through appropriate consultation. Detailed records are kept and regular reviews are carried out. The school regularly seeks the support of the EA and other agencies as appropriate. The SENCO (VP Pastoral) has a solid understanding of the requirements of the Code of Practice and has established suitable structures and procedures to ensure that the Code is implemented by all members of staff. The SENCO maintains effective links with other professionals and support agencies, and has received appropriate training.

Evaluation: 2011 ETI Inspection Report, number of pupils on SEN Register, external exam results of pupils with SEN, Medical Register, minutes from Pastoral Care Team and Learning Guidance Team meetings, notes from individual pupil review meetings, Transition Plans for statemented pupils, Special Educational Needs Policy and departmental Gifted and Talented strategies, Learning Insight Profile Exercises, 2013 ETI Follow-Up Inspection Report, evaluation of 2018 parental questionnaires.

### **2 c) Promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils**

Healthy Living is promoted in the school through the curriculum (particularly in Assemblies, Nutrition and Food Science, Personal Development and Physical Education classes), through the provision of a healthy menu in the Canteen and the removal of unhealthy foods from the vending machines. A wide range of opportunities for exercise are provided to pupils through timetabled PE, Enrichment and Games lessons and through the provision of a multitude of extra-curricular clubs and societies. This provision is enabled by the commitment of staff and by on-site and off-site sporting facilities. Strategies are put in place to develop positive mental health in pupils (for example, as part of the Personal Development programme). Members of the School Council attended the Health and Well-being Fayre which was organised by the CALC Pastoral Vice-Principals' Forum. These pupils will lead the development of initiatives relating to Health and Well-being in the school during this year. Defibrillators, staff training for which has taken place, have been located on two locations in the school. A significant number of staff are also trained in First Aid.

The school is aware of the increasing numbers of pupils experiencing significant social, emotional and familial problems as a reflection of problems within society and will seek to devise strategies to meet the challenges resulting from these problems during the course of the next three years. The Vice Principal i/c of Pastoral Care has revised child protection and safeguarding procedures to bring them into line with the school's statutory requirements and best practice guidance provided by DE and EA. These procedures are summarised in the Safeguarding Policy (revised in 2017) and are monitored and evaluated by the school's Safeguarding Team. The Designated Teacher and Deputy Designated Teacher for Child Protection have all received training from EA and child protection training is provided to teaching and non-teaching staff on an annual basis. Procedures have been put in place to ensure that all adult volunteers who will be on their own with pupils at any time receive a criminal record check before working in the school; other adult volunteers will be supervised at all times. Teaching and non-teaching staff attended SuicideTalk training and members of the Pastoral Care Team have undertaken Mental Health First Aid Training and/or Applied Suicide Intervention Skills Training (ASIST).

In 2014 the school took part in a formal DE Survey on the Preventative Curriculum where aspects of the work of the school in this area were deemed to be exemplary.

Pupil well-being is promoted in a number of ways: celebration of success; the pastoral system – House Teacher / pupil contact, Head of Year / pupil contact; effective Personal Development programme for all years; a peer mentoring programme, ‘study skills’ programmes built into all schemes of work; pupil suggestion boxes; Sixth Form Committee; School Council; School Counsellor; Reach Mentoring; external speakers; and external agencies.

Lurgan College recognises the central importance of Pastoral Care as it seeks to provide for its pupils a safe and caring environment in which they can strive to fulfil their personal and academic potential. The school wants pupils to feel secure and free from emotional and physical harm; it also assures pupils that their concerns will be listened to sympathetically and that appropriate action will be taken.

Pastoral Care in the school is led by a Vice-Principal who works closely with Heads of Year. The Learning Guidance Co-ordinator, Attendance Officer and Head of Careers are also members of the Pastoral Care Team. On entry to the school each pupil is assigned to a House Group which is under the care of a House Teacher. House Teachers monitor the academic and personal development of the pupils in their group and also assist them with target setting and the completion of Progress Files. Heads of Year direct the work of the House Teachers and are responsible for establishing a holistic overview of the academic achievement, personal development and welfare of all the pupils in a year group during their time at the school.

The House system makes a valuable contribution to the provision of pastoral care and to the development of the school’s corporate identity. Pupils are encouraged to strive not only for their full academic potential, but also to develop socially and personally by participating in the wide range of House and extra-curricular activities.

All procedures relating to pastoral care can be found in the school’s Pastoral Care Policy. The school fully implements the policy in line with the requirements of DE Circular 2017/04 Safeguarding and Child Protection in Schools. Other policies such as anti-bullying, drug awareness, health education and behaviour management are implemented in line with relevant DE guidance.

Positive behaviour is promoted at every opportunity in Lurgan College. Pupil achievement is celebrated both inside school (through assemblies, school magazine, Speech Day) and outside school (local press). There exists within the school wide-ranging use by staff of rewards to acknowledge positive behaviour. Such rewards include:

- Positive written comments in workbooks, progress reports and examination reports;
- Appropriate use of verbal praise and encouragement in the classroom and extra-curricular contexts;
- Appropriate reward systems used by individual departments or teachers;
- Positions of responsibility, for example, Prefects, House Prefects, peer mentors, posts in clubs and societies;
- Contributions to extra-curricular activities being recognised through the Colours Awards system.

The importance of establishing strategies which will promote positive pupil behaviour and defuse potentially confrontational situations is recognised by the school. Staff have received training in the area of Promoting Positive Behaviour during an in-school INSET course delivered by the Behaviour Support Team, EA.

Good attendance is achieved through the school's effective pupil-centred pastoral care system which is supported by the work of an Attendance Officer. Full attendance at each Key Stage is recognised by the presentation of certificates on Speech Day. Procedures regarding the monitoring of pupil attendance and strategies to improve attendance are contained in the Pupil Attendance Policy (updated 2017). The school took part in a DE survey on pupil attendance with the school featuring as a case study of good practice relating to the promotion of good attendance.

Parents are regularly reminded by letter and at Parents' Meetings that poor attendance will usually result in underachievement and impede pupils' academic, personal, social and moral development. A texting pilot, initiated with Year 11 pupils with low attendance in November 2017, will be rolled out across the school in due course.

Evaluation: 2011 ETI Inspection Report, attendance figures in 2012 Annual Report and 2012 School Prospectus; statistics relating to the number of pupils receiving counselling and/or on the Medical Register and SEN Register, detention and suspension statistics, numbers of pupils referred to Education Welfare Service and Minutes from the Pastoral Care Team meetings, Pastoral Care Policy, Safeguarding Policy and Positive Behaviour Policy, 2013 ETI Follow-Up Inspection Report. 2018 governor, staff, parent and pupil questionnaires.

#### **2 d) Providing for the professional development of staff**

The school provides extensive and effective investment in staff development which was deemed to be 'very good' in the 2011 ETI inspection report. In line with the Staff Development Policy, the programme identifies priorities for training both within the school (primarily through the use of an annual staff audit to identify training and development needs of individuals and departments, the priorities outlined in the School Development Plan, including the PRSD targets for each cycle) and without (i.e. responding to priorities laid forth in documents such as ISEF, ESaGS, TTI and Count Read: Succeed, as well as other publications and initiatives that emerge from DE, and along with other statutory training requirements e.g. Child Protection). Having identified those priorities, staff development is delivered in a variety of contexts, including: i) the use of formal training during School Development Days, conducted both by our own staff and external agencies (such as EA); ii) the sharing of good practice (both during the School Development Days and through Focus Groups); iii) opportunities given to staff to take part in Focus Groups to address a range of whole school issues (including the drafting of whole school policies e.g. Positive Behaviour; the development of the Pastoral Programme learning and teaching materials, along with Teaching and Learning issues such as literacy and ICT development); iv) attendance at external training events (e.g. Agreement Trials, SEP, TPL); v) supporting staff seeking to extend their own professional development through means such as PQH. All training that is provided, both internal and external, is evaluated by the staff taking part and by the SLT to determine the improvements in the quality of teaching and learning that will follow from the training. The monitoring of these outcomes includes the use of classroom visits (e.g. departmental reviews, pupil pursuits) and the procedures in place for meetings between SLT members and Subject Leaders. The results of the monitoring and evaluation are fed into the planning for subsequent cycles of staff development within the school.

Evaluation: 2011 ETI Inspection Report; staff evaluation of all training activities; in-school staff training; minutes of focus groups; CSG evaluations, 2013 ETI Follow-Up Inspection Report, 2018 staff questionnaires.

#### **2 e) Managing attendance and promoting the health and well-being of staff**

Staff attendance is very good and is evidence of the commitment of staff and recognition that a positive working environment has been created within the school. A range of strategies have been put in place to manage the attendance of teaching and non-teaching staff. Staff wellbeing is promoted in a number of ways: BOG and SLT appreciation of the staff's valuable contribution to all aspects of school life; distribution of Staff Welfare (EA) literature; staff training on stress management (*e.g.* School Development Day); recreational outings. In recent years the Vice Principal (Pastoral) worked in collaboration with a number of other schools to investigate how Lurgan College could promote further the health and well-being of staff. Staff Wellbeing appointments, facilitated by Cancer Focus, were put in place for all staff (teaching and non-teaching) at the start of the last academic year. Most staff availed of these.

Evaluation: Staff Welfare Policy and staff counselling service (EA), Managing Attendance at Work Policies (teaching and non-teaching), staff absence statistics (monthly and annual), notes from back to work interviews, 2018 staff questionnaires.

## **2 f) Promoting links with the parents of pupils at the school and with the local community**

Parents are encouraged to become involved in the life of the school through attendance at parents' meetings (6 per year), sporting events, Speech Day and annual school productions/concerts. To help with their planning, parents are provided with a full calendar of events early in the academic year. Parents and local employers are also encouraged to play an active part in Y14 Interview Skills Day (22 November 2018) and the Y13 Work Experience Programme (16-18 January 2019). Parents are also reminded regularly that they should contact the school directly if they have any concerns. Parentmail also provides an online opportunity for direct and prompt contact with parents via email and text.

The school continues to build on its very productive links with the community. At school level there is close and effective liaison with our principal feeder school, Lurgan Junior High School (*e.g.* exchanging information regarding transfer, departmental meetings, Open Evenings, 6<sup>th</sup> Form mentors in Mathematics, concerts). Close contact is also maintained with our feeder primary schools (*e.g.* courtesy visits by the Headmaster; invitations to Speech Day; work experience placements). A number of links (including collaborative curricular links) take place with other local schools such as St Ronan's College, Portadown College, Lismore Comprehensive and Ceara School (*e.g.*, attendance at Government & Politics Seminars, participation in A Level History events such as educational visits and revision conferences, PSNI sponsored events, Careers collaborations events *e.g.* Oxbridge interview preparation). Sporting fixtures regularly take place with our neighbouring schools. The Girls' Choir sing in local churches, in nursing homes and in shopping centres at Christmas. The Community Service Group plays a very active part in the local community (*e.g.* distributing gifts at Harvest and Christmas). Such regular contact with local people engenders positive attitudes and values among the pupils. The College is committed to playing its full part in the Craigavon Area Learning Community (CALC) with the Headmaster of Lurgan College acting as Chairman for 2015/16, and the Vice Principal Curriculum chairing the Communication and Promotion Sub Group in 2017/18. Local companies, The Classic Mineral Water and The Belfast Telegraph, sponsor the school rugby and hockey teams. Links with local businesses and organisations have been developed through the PD programme. The Scripture Union has close links with local churches and mission organisations. Communication of school and departmental activities is facilitated through a number of social media accounts.

In the past five academic years, following the very successful introduction of collaboration between the College and St Ronan's College (formerly St Michael's Grammar School), the school has been developing and extending a more systematic approach to cross sectoral work.

This has initially been through the regular, weekly teaching of pupils from both schools side by side in the same class rooms in the College (and, as appropriate, in St Ronan's). The success of the collaboration both in terms of relationships between the pupils and relationships between the staff involved led to a joint trip to Italy by some 70 pupils from the two schools in March 2013. To prepare for this, preliminary meetings and a residential conference (June 2012) involving the pupils taking part took place in order to build relationships and explore issues related to the community divide within the town. This pioneering work was endorsed and supported by a range of external agencies, including Lurgan Town Project, PSNI, Craigavon Borough Council and OFMDFM. This support, both of a practical and financial nature, has helped to facilitate ongoing contact between the two schools as well as meaningful integration of this work into the broader community work conducted by the Lurgan Town Project, in particular.

Resulting from the above successful activities, the school has entered into a formal collaboration agreement with St Ronan's College through its participation in the DSC Signature Project for Shared Education (SEP). Funding for Year 1 was received in November 2015 which allowed us to (1) plan for a more systematic and sustainable approach to Shared Education, incorporating it as a priority into the School Development Plans of both schools and (2) embed other curricular links, particularly in the History and Politics Department. Funding was secured for Year 2 and 3 and detailed action plans were drawn up. These focus on embedding further the existing collaborations in History and Critical Thinking and on extending out the project into new territory via a joint literacy project (this involves training sixth formers from the two schools together in the skills needed for literacy withdrawal support, and connects well with our whole school focus on raising literacy standards). In addition, joint staff development training for staff members involved in the SEP were conducted in Year 2, with the first sessions being held in August 2016 with training on coaching skills for educational success and the use of ICT to aid collaboration between the schools. In Year 3, we expanded SEP out into a range of new departments (Sports and Geography) as well as embedding the current departments. In addition, further collaboration between the schools is being supported through the TPL programme, both through attendance at TPL courses and other courses (CCEA New Spec events) and inter-departmental meetings. In a recent ETI Monitoring Inspection of our SEP programme, the work relating to the community aspects of the programme was deemed to be 'cutting edge'.

Since September 2014, there has been an art-based collaboration between the College and Ceara School. The class is held in Lurgan College and provides mutually beneficial opportunities for pupils and staff from both schools to plan, work and interact together. This year, a pupil from St Ronan's College is attending our A2 Music class.

The school maintains effective links with local statutory organisations such as educational psychologists, medical services, social services and the police.

## **2 g) Promoting the effective use of ICT**

As the result of the vision and strategic thinking of the Governors, the Senior Leadership Team and the ICT Coordinator over the course of a number of years, the school is very well resourced in terms of ICT equipment and the expertise that exists in using that equipment to provide

high quality teaching and learning. Classroom practice is characterised by regular use of ICT and by strategies which foster higher level learning. There are C2k computers and interactive whiteboards in every teaching classroom. All members of the teaching staff have been furnished with an Apple iPad. ICT provision has been greatly enhanced through effective use of the new Apple Suite, the Health & Social Care Suite, a trolley of laptops located in Room 25 and a class set of iPads. In 2013/14 Lurgan College became a C2Kni 'transformed' school, thereby availing of greater ICT functionality. In September 2015 staff were issued with multi-function devices and 20 c2k laptops were purchased to allow more flexible deployment of hardware in teaching and learning. The school has embarked upon BYOD which allows pupils and staff to connect their personal mobile devices to the Internet via the c2k wireless network. In June 2018 the Board of Governors ratified an updated Acceptable Use Policy, a new On-Line Safety Policy and a new BYOD policy. These policies are reviewed and amended each year. Staff have been trained in the use of Google Classroom in line with the whole school aim of using ICT to enable higher level learning. The response to this from staff has been very positive, with around two thirds of staff members using Google Classroom within the first month of training.

In addition, there has been an equal commitment to staff training to ensure that use of the equipment is optimised. Evaluation: 2011 ETI Inspection Report: ICT Acceptable Use Policy, eSafety Policy, BYOD Policy, Staff Development Evaluations, usage of laptops & suites, Learning Insight Profile Exercises, 2013 ETI Follow-Up Inspection Report, Departmental Action Plans, departmental implementation of Google Classroom and 2018 staff, pupil and parent questionnaires.

## **2 h) Curricular Provision**

### Courses at Key Stage 4 (GCSE or equivalent):

Art & Design, Biology, Business Studies, Chemistry, Computer Science, Digital Technology, English, English Literature, French, Food and Nutrition, Further Mathematics, Geography, German, Home Economics, History, Learning for Life and Work, Mathematics, Music, Physical Education, Physics, Religious Studies, Spanish, Technology.

### Courses at Post 16 Level:

Art & Design, Biology, Business Studies, Chemistry, Computing (BTEC Level 3 Subsidiary Diploma), Engineering (BTEC Level 3 Subsidiary Diploma), Digital Technology, English Literature, French, Geography, German, Government & Politics, Health and Social Care, History, Mathematics, Music, Nutrition and Food Science, Physics, Psychology, Religious Studies, Spanish, Sports Science and Active Leisure Industry, Technology, Tourism (WJEC Level 3 Applied Diploma). Although no longer offered as an examination subject, Critical Thinking continues to be provided as an Enrichment Class in order to help cater for the needs of gifted and talented pupils and to assist students in their preparation for various university entrance exams (e.g. HPAT test).

It would be the school's intention to continue to develop as broad and balanced curriculum as possible over the next few years, in line with the requirements of the Entitlement Framework. While the school is committed to preserving its strongly academic ethos, there will

continue to prioritise a provision which reflects a balance of  $\frac{1}{3}$  Applied (Vocational) courses and  $\frac{2}{3}$  General (Academic) courses to be available to all pupils at both GCSE and GCE Levels. The school continues to seek to develop further links with local schools and with the Southern Regional College with a view to providing statutory pupil access to the full range of courses under the Entitlement Framework. In 2013 the College entered into a formal collaboration with SRC to deliver BTEC Level 3 Subsidiary Diploma in Engineering (initially in collaboration with Lismore Comprehensive, Portadown College and St Michael's). Subsequently, in 2014 the College entered into a formal collaboration with SRC to deliver BTEC Level 3 Computing (Initially in collaboration with Lismore Comprehensive and Portadown College). In 2016 the College introduced two collaborations, one at KS4 level involving a BTEC Level 2 qualification in Health & Social Care, and the other at post 16 Level (A Level Sociology). The latter included an innovative blended delivery approach, combining classroom teaching with an hour of e-learning (involving the SRC Moodle VLE and email contact).

## **2 i) Extra-curricular & Co-Curricular Provision**

The school offers a wide range of extra and co-curricular opportunities for all pupils. Pupils and parents regularly identify this as a major strength of the education experience that the school provides for its students.

### Clubs & Societies:

Army Cadet Force, Art, Community Service, Computing & Coding, Debating, Drama, Duke of Edinburgh's Award, Eco Club, Equestrian, Film Club, First Aid, Music, Modern Languages, Polysoc (Politics), Public Speaking, Scripture Union, Skiing and Young Enterprise.

### Sport:

Athletics, Badminton, Basketball, Cricket, Cross Country, Dance, Fitness, Football, Hockey (Boys & Girls), Netball, Rugby, Skiing, Softball, Squash, Table Tennis, Volleyball, Weight Training.

The planned Sports Hall would have done much to enhance the provision of curricular and extra-curricular sport. While funding was secured from the Big Lottery Fund and the school received capital approval from the Department of Finance and Personnel, the Department of Education rated the proposed development of a replacement school for Lurgan College as 'partially compliant' as it did not take into account area based planning. It is hoped that the new SEP 2 funding will address the shortfall in the provision of curricular and extra-curricular sport.

The House System provides excellent opportunities for pupils to put into practice the skills and dispositions they are being taught in the Personal Development programme. It is a very keenly contested and passionately pursued set of competitions covering a range of sporting and non-sporting activities (including music, drama, table quiz, debating). Each House has up to 14 House Prefects, led by four senior Prefects (Captains and Vice Captains for boys and girls) and overseen by Heads of House and House Teachers. The pupils organise their own teams for the competitions, engaging with their peers to encourage involvement and dedication. They learn to deal both with success and, at times, with failure, thereby developing teamwork, resilience, fortitude and commitment. They grow in the qualities of leadership, especially the House Prefects, as they seek to inspire their fellow House pupils towards success. The House system is a widely loved and

deeply ingrained part of the ethos of the school and continues to provide excellent opportunities for the development of our pupils socially, physically and emotionally.

Evaluation: ETI Inspection Report, School Prospectus and school magazine, extra-curricular schedule, 2013 ETI Follow-Up Inspection Report, 2018 pupil and parent questionnaires

## **2 j) Education for Sustainable Development**

The school fully acknowledges its role and responsibilities in respect of sustainable development. The school realises that there are social, economic, environmental and educational aspects to pursuing the goal of sustainable development. The basic principles of sustainable development will be:

- (i) progress that recognises the needs of everyone;
- (ii) effective protection of the environment;
- (iii) prudent use of natural resources;
- (iv) maintenance of high and stable levels of economic growth and employment.

The school will seek to improve heating efficiency, improve lighting efficiency, use recycled materials, where possible, encourage recycling, actively attempt to recycle waste as much as possible, and use materials and processes that fit comfortably with the concept of sustainable development. The school will take further advantage of e-based solutions such as greater use of email, moving towards more double-sided printing, etc.

Opportunities will be provided for pupils to develop the skills, knowledge, attitudes and behaviours needed to live more sustainably through their formal and informal education. This will be achieved through the recent establishment of an Eco Club, the promotion of Education for Sustainable Development across the curriculum and through particular curricular areas such as Personal Development and Learning for Life and Work.

## **Section 3 School Finances and other resources**

### **An assessment of:**

#### **3 a) The school's current financial position and the use made of its financial and other resources**

*c.f.* Financial Report published in Annual Report, the 2018-19 budget and the three-year budget plan (2018-2021), approved by the Board of Governors and EA.

#### **3 b) 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**

*c.f.* The 2018-19 budget.

The Board of Governors, in conjunction with the SLT, have constructed a budget that reflects the on-going economic situation across Northern Ireland with particular reference to staff costs, curriculum need, costs of utilities, maintenance, contract cleaning and other running costs.

#### **Section 4      Review of school targets**

##### **4 a)    An assessment of the extent to which the school has met its key targets**

Pupil performance has been in line with most key academic and other targets (e.g. pupil attendance) in two of the last three years with a dip in 2018. At GCSE the pupils' achievement in grades A\*-C in at least 7 subjects including English and Mathematics has been above or in line with the Northern Ireland average in each of the past 3 years but below or in line with the NI average for similar schools in the same FSM. The percentage of pupils achieving grade A\*- C in 3 or more A Levels has varied over the past 3 years in line with the pupils' ability (c.f. CAT base-line testing/LJHS data), being below or in line with both the Northern Ireland average and in comparison with the NI FSM average. The percentage of total grades at A\*-B and at A\*-C was above or in line with the NI average in each of the last 3 years. Most subjects are above or within 5 percentage points of the respective NI average at A Level grades A\*-C and at GCSE grades A\*-B. 2018 saw a significant, but not unexpected, dip of 20% as regards 7+ A\*-B at GCSE level in line with this cohort's ability – no NI averages are currently available for similar schools.

With regard to the targets contained in the School Development Plan 2014-2017 the following observations are made:

##### Teaching and Learning

Computerised Reporting has been introduced and well embedded;

Assessment for Learning Strategies have been introduced; further work needs to be done in ensuring that these are being consistently applied across the school;

Literacy & Numeracy Policies have been updated and are being coordinated by the Literacy and Numeracy Coordinators;

ICT Development: the school has given a high priority to the resourcing of the ICT facilities (c.f. 2 g); the effective use of ICT across the school was recognised in the 2011 ETI Inspection report;

School Website Development: the school website coordinator has overseen a significant improvement in the quality of the school website;

The quality of teaching and learning was viewed by the inspection team in 2013 as one of the main strengths of the school;

Significant progress made on issues raised by the inspection team (ETI Interim Visit June 2012 & 2013 ETI Follow-Up Inspection

Report);

Improvement in the pupils' written literacy skills in evidence during 2014-2017

##### Curriculum – Academic

The development of curricular provision continues in line with the Entitlement Framework and the creation of a curriculum that meets the needs and aspirations of all pupils will continue to be a focus for the next three years. New subjects introduced at GCSE

include Computer Science, Health and Social Care (BTEC) during the 2016/17 academic year, Learning for Life and Work, Physical Education, Business Studies and Journalism while new post 16 courses include Health & Social Care, Psychology, Sports Science and Active Leisure Industry, Tourism. In addition, there has been increased collaboration with the Southern Regional College and other schools with the successful introduction and subsequent embedding of AS Critical Thinking, Law (with SRC and Portadown College – 2015/16) Sociology (with SRC – 2016/17) and BTEC Level 3 Subsidiary Diplomas in Computing and Engineering (with SRC).

### Curriculum – Pastoral

A number of key policies relating to the Pastoral Care System, Child Protection/Safeguarding, RSE and Positive Behaviour have been updated. Policies and procedures are currently being reviewed in light of the SEND Act 2016 and the Addressing Bullying in Schools Act (Northern Ireland 2016). The ETI Inspection Report highlighted the need to review the roles and responsibilities of Heads of House, Heads of Year and House Teachers and to provide time for staff to get to know the needs of the pupils better and address any pastoral concerns. The need for more timetabled opportunities for pupils' Personal Development, where pupils would have the opportunity to develop the strategies and resilience to respond appropriately to situations affecting their welfare, was also emphasised. 2012 – 2014 saw significant progress in these areas. The work of the School Council continues to develop with the pupils actively involved in making decisions about aspects of school life which directly affect them.

### Careers Education, Information, Advice and Guidance

The ETI Inspection (2011) deemed the quality of this provision in the school to be 'very good'. A new Year 11 Careers programme was introduced in 2017 meaning that the process of career planning can start at an earlier stage. Increased collaboration between CEIAG and the Employability elements of GCSE LLW have enabled all pupils to undertake a significant careers-focused research project in Year 12. The range of post-school options facilitated by our Careers Department continues to expand in line with developments in this area, with success experienced in both school leaver programmes and study abroad schemes. Collaborative relationships exist with further and higher education providers, Student Finance NI, CALC partners and the Department for the Economy. The Careers Department also work closely with parents, including a Year 14 parents support evening and a Year 10 transfer evening. Increasingly, the expertise of employers is utilised by the school, particularly during the Year 13 work experience programme and Year 14 Interview Skills Day.

### Staff Development

The quality of provision of staff development has continually improved in the school. The staff development programme (Staff Development Days, Focus Groups, INSET support) has been a key driver in allowing staff to be introduced to core elements of the School Development Plan, especially, but not exclusively, in the areas of Literacy and Use of ICT for Higher Level Learning. Staff have been trained in these areas, have had a chance to reflect evaluatively on their own practice, shared collaboratively examples of good practice, and plan for further personal and professional developments in these areas. In addition to these core Learning and Teaching goals, staff have also been trained in diversity and inclusion and child protection/ On-Line Safety. The targets in this section of the previous SDP have all been met. The ETI Inspection findings (2011) deemed the school's Staff Development Programme to be 'very good'.

### Target Setting

A new system to track pupils' progress, piloted in 2010/11, was rolled out across all subject areas at all levels in 2011/12 and is now well embedded in the school's practices and procedures.

### Self-Evaluation & Monitoring

The Action Plans relating to the School Development Plan include more specific and measurable targets based on the evidence gathered from the good start to self-evaluation within the school. There is significant coherence and consistency in the quality and effectiveness of planning for improvement.

### Examinations Policy

A whole school Examinations Policy was produced in line with JCQ Regulations in May 2016.

Evaluation: ETI Inspection Report 2011 / ETI Interim Visit 2012 / ETI Follow-Up Inspection 2013

## **Section 5 School context**

### **5 a) An assessment of the challenges and opportunities facing the school**

Lurgan College faces a number of challenges and opportunities in the short, medium and long term:

- The funding crisis facing schools in NI; significant reductions in the school's LMS budget;
- The Area Based Plan proposals (including issues specific to the Dickson Plan system of education)
- Demographic change resulting in an anticipated increase in the number of pupils aged 14-19 in the school's catchment area during the period covered by the plan (2020 and beyond);
- Extensive curricular change including the ongoing implementation of the revised A Level and GCSE Specifications and the Entitlement Framework;
- The change in the grading system at GCSE (e.g. fewer A\*s, fewer Bs, the new C\*, etc);
- An increase in engagement within CALC, the local Area Learning Community;
- The full implications of DE documents *Every School a Good School*, *Count, Read: Succeed*, *Capacity Building Document* and *Preparing for Success* (CEIAG)
- The increasing numbers of pupils experiencing significant social, emotional, familial and mental health problems as a reflection of problems within society;
- The uncertainties in the current political and educational climate;
- Need for a new school building: significant shortcomings in the quality of accommodation; in particular, the facilities for Physical Education, Food & Nutrition and the canteen; no accommodation for drama and Sixth Form study; no disability access;
- Approval for the new build programme: currently 'partially compliant';

- The successful School Enhancement Programme (SEP2 – May 2018) application, leading to the provision of a new Sports Hall, Sixth Form Study, Drama Facilities and a replacement of existing temporary classroom accommodation;
- The successful EA Minor Works application (May 2018), leading to the upgrading of Fire Prevention facilities and the provision of new/refurbished school meals accommodation;
- Implications of the timing of External Examinations i.e. AS Examinations scheduled before A2 Examinations;
- The introduction of a greater number of GCSE modules in Year 11 (summer) – impact on assessment & reporting procedures, including parents’ meetings
- The opportunities provided for positive education and reconciliation outcomes provided by the school’s participation in the DSC Signature Project for Shared Education.

## **Section 6 Consultation arrangements**

### **6 a) The arrangements made by the Board of Governors to consult and take account of the views of all key stakeholders 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 constructed in consultation with all major stakeholders (e.g. governor, staff, pupil and parent questionnaires). Furthermore, the School Development Plan takes into consideration circulars, advice and guidance from the Department of Education, EA, CCEA and other examination boards.

**Section 7 Identification of key areas for development, informed by the school's self-evaluation**

**7 a) The school's key areas for development, based on DE priorities for education**

**OUTCOMES FOR LEARNERS**

*'Academic Excellence in a Caring and Supportive Environment'*

TARGETS	2018/2019	2019/2020	2020/2021
<b>Making decisions that reflect the needs and aspirations of pupils</b>	<b>To ensure that the needs of pupils are correctly identified (e.g. curriculum planning, via curriculum surveys, school council feedback)</b>	<b>To continue to ensure that <u>all</u> decisions at <u>all</u> levels are based on a consideration of the genuine needs of pupils rather than the institution (e.g. curriculum planning via curriculum surveys, school council feedback)</b>	<b>To continue to ensure that <u>all</u> decisions at <u>all</u> levels are based on a consideration of the genuine needs of pupils rather than the institution (e.g. curriculum planning via curriculum surveys, school council feedback)</b>
<b>Promoting equality, concern for individual pupils and a respect for diversity</b>	<b>To consider the implications of the Special Educational Needs &amp; Inclusion Capacity Building Programme To implement, as appropriate, ways of extending and enhancing cross-community contacts between pupils within CALC (e.g. through the Shared Education Signature Project). To improve the provision for SEN pupils (e.g. psychometric testing and the Capacity Building Programme) To raise awareness of the specific requirements of individual pupils on the SEN register and to provide</b>	<b>To implement strategies arising from the consideration of the Special Educational Needs &amp; Inclusion Capacity Building Programme To implement, as appropriate, ways of extending and enhancing cross-community contacts between pupils within CALC (e.g. through the Shared Education Signature Project). To monitor improvements in the provision for SEN pupils To raise awareness of the specific requirements of individual pupils on the SEN register and to provide appropriate support and training</b>	<b>To evaluate strategies arising from the consideration of the Special Educational Needs &amp; Inclusion Capacity Building Programme To evaluate, as appropriate, cross-community contacts between pupils within CALC (e.g. through the Shared Education Signature Project).  To review improvements in the provision for SEN pupils To monitor and evaluate the support and training.</b>

	<b>appropriate support and training</b>		
<b>Developing a culture of achievement, improvement and ambition</b>	<p>To review the quality and consistency of the assessment methods used for tracking points.</p> <p>To promote careers opportunities in STEM (e.g. encouraging pupils to attend CALC event on STEM, participation in ALMAC Sixth Form Chemistry Programme and through the broadening of the curriculum).</p> <p>To encourage pupil participation in external competitions.</p>	<p>To evaluate the quality and consistency of the assessment methods used for tracking points.</p> <p>To evaluate opportunities in STEM and STEAM (e.g. through the broadening of the curriculum).</p>	<p>To further develop the quality and consistency of the assessment methods used for tracking point.</p> <p>To further develop and evaluate opportunities in STEM and STEAM (e.g. through the broadening of the curriculum).</p>
<b>Overcoming barriers to learning</b>	<p>To embed strategies identified by House Teachers during increased contact time with pupils and the enhanced liaison with subject teachers as part of the pupil tracking process.</p> <p>To develop the role of the Learning Guidance Team</p> <p>To embed the strategy for the development of pupil literacy (e.g. via literacy mentoring through SEP)</p> <p>To investigate opportunities for the development EHWB.</p>	<p>To develop further strategies identified by House Teachers during increased contact time with pupils and the enhanced liaison with subject teachers as part of the pupil tracking process.</p> <p>To develop further the role of the Learning Guidance Team</p> <p>To evaluate the strategy for the development of pupil literacy. (e.g. via literacy mentoring through SEP)</p> <p>Development of coherent policy and strategy for EHWB</p>	<p>To review strategies identified by House Teachers during increased contact time with pupils and the enhanced liaison with subject teachers as part of the pupil tracking process</p> <p>To evaluate the role of the Learning Guidance Team. To evaluate the strategy for the development of pupil literacy. (e.g. via literacy mentoring through SEP)</p> <p>Monitor and evaluate the policy and strategy for EHWB</p>
<b>Listening to the views of pupils</b>	<p>To develop the role and the skills of the School Council involving it in higher level consultations (e.g. teaching &amp; learning)</p> <p>To promote the use of departmental pupil surveys as a means of departmental self – evaluation.</p> <p>To develop review and evaluate pastoral care surveys.</p> <p>To use feedback from induction day and from individual consultations to facilitate the successful integration of Year 11 pupils into school life</p>	<p>To continue to develop the role of the School Council involving it in higher level consultations</p> <p>To continue to use feedback from induction day and from individual consultations to facilitate the successful integration of Year 11 pupils into school life</p>	<p>To continue to develop the role of the School Council involving it in higher level consultations</p> <p>To continue to use feedback from induction day and from individual consultations to facilitate the successful integration of Year 11 pupils into school life</p>
<b>Ensuring pupils follow an</b>	To consolidate further the ‘very	To further develop the role of CEIAG	To further develop the role and

<b>appropriate educational pathway</b>	<b>good' provision of CEIAG in line with <i>Preparing For Success</i></b> <b>To develop the role of the Learning Guidance Team</b>	<b>and work-related learning throughout the curriculum</b> <b>To evaluate the role of the Learning Guidance Team</b>	<b>effectiveness of the Learning Guidance Team</b>
<b>Ensuring the highest standards of pastoral care and child protection</b>	<b>To review the effectiveness of the PD provision</b> <b>To develop the role and leadership capacity of key pastoral staff (e.g. CALC Vice Principals' Group)</b>	<b>To introduce new elements into the PD programme as appropriate to the particular age group</b> <b>To monitor the role and leadership capacity of key pastoral staff</b>	<b>To introduce further elements into the PD programme as appropriate to the particular age group</b> <b>To review the role and leadership capacity of key pastoral staff</b>
<b>Supporting healthy children</b>	<b>To develop a 'Healthy Living' Policy.</b> <b>To encourage greater participation in physical exercise by all pupils</b> <b>To monitor the effectiveness of the use of the fitness suite</b> <b>To encourage the development of netball within the school</b>	<b>To evaluate the effectiveness of the 'Food in Schools' Policy.</b> <b>To further develop and evaluate the effectiveness of the use of the fitness suite.</b> <b>To continue to develop and evaluate the development of netball within the school</b>	<b>To further develop the 'Food in Schools' Policy.</b> <b>To further develop and evaluate the effectiveness of the use of the fitness suite.</b> <b>To continue to develop and evaluate the development of netball within the school.</b>
<b>Providing a wide range of extra and co-curricular opportunities for pupils</b>	<b>To maintain the successful wide range of extra-curricular and co-curricular activities</b>	<b>To investigate through audit the appropriateness of the current extra-curricular and co-curricular programme</b>	<b>To introduce other appropriate extra-curricular/co-curricular activities, as appropriate</b>

# QUALITY OF PROVISION

*'Academic Excellence in a Caring and Supportive Environment'*

TARGETS	2018/2019	2019/2020	2020/2021
Providing a broad and relevant curriculum for the pupils	To develop further curricular provision in order to meet the needs of all pupils and to continue to meet the requirements of the Entitlement Framework.	To develop further curricular provision in order to meet the needs of all pupils and to continue to meet the requirements of the Entitlement Framework.	To develop further curricular provision in order to meet the needs of all pupils and to continue to meet the requirements of the Entitlement Framework.
Developing Cross Curricular Skills	To embed Literacy strategies in line with the Department of Education 'Count, Read: Succeed' Policy.	To further embed Literacy strategies in line with the Department of Education 'Count, Read: Succeed' Policy. To raise awareness of and identify potential numeracy issues in line with the Department of Education 'Count, Read: Succeed' Policy.	To evaluate the impact of the new Literacy and Numeracy strategies To develop Numeracy strategies in line with the Department of Education 'Count, Read: Succeed' Policy.
Using adaptable, flexible teaching and learning strategies	To identify and develop opportunities for higher level learning through the use of ICT	To continue to identify and develop opportunities for higher level learning through the use of ICT	To evaluate opportunities for higher level learning through the use of ICT
Making effective use of data	To ensure staff have access to and are fully conversant with the interpretation of data and that they are thereby seeking to effect improvement	To ensure that staff are making effective use of data in order to bring about improvement in pupil performance	To continue to ensure that staff are making effective use of data in order to bring about improvement in pupil performance
Conducting rigorous self-evaluation	To enhance the role of all SLT members through involvement in MLT/SLT meetings and classroom observation. To enhance the role of MLT members through involvement in effective self-evaluation e.g. action planning.	To continue to enhance the role of all SLT members through involvement in MLT/SLT meetings and classroom observation and evaluate its effectiveness. To enhance the role of MLT members through involvement in effective self-evaluation e.g. action planning.	To continue to enhance the role of all SLT members through involvement in MLT/SLT meetings and classroom observation and evaluate its effectiveness. To enhance the role of MLT members through involvement in effective self-evaluation e.g. action planning.
Supporting teaching and learning through effective staff development	To consolidate the current very effective staff development and to enhance the monitoring of its implementation	To continue to audit and to provide for staff training needs as appropriate and to enhance the monitoring of its implementation	To continue to audit and to provide for staff training needs as appropriate and to enhance the monitoring of its implementation
Implementing effective assessment arrangements	To embed more coherent assessment procedures, with an emphasis on ensuring the robustness of assessment methods used	To continue to monitor and evaluate assessment procedures.	To continue to monitor and evaluate assessment procedures.

	<b>for tracking data.</b>		
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# LEADERSHIP & MANAGEMENT

*'building capacity and encouraging shared leadership'*

TARGETS	2018/2019	2019/2020	2020/2021
Setting realistic targets for improvement (school development planning)	To set specific, measurable and challenging targets in line with recommendations from publications such as <i>Every School a Good School, Together Towards Improvement, Learning Leaders, Count Read Succeed</i> and <i>A Joint Report on Promoting Literacy in Post Primary Schools (May 2015)</i> , <i>A Joint Report by ETI and DES on how best to promote and improve literacy and numeracy in our schools (Jan 2011)</i> and internal self-evaluation methods e.g. questionnaires with pupils, staff and parents.	To set specific, measurable and challenging targets in line with recommendations from publications such as <i>Every School a Good School, Together Towards Improvement, Learning Leaders, Count Read Succeed</i> and <i>A Joint Report on Promoting Literacy in Post Primary Schools (May 2015)</i> , <i>A Joint Report by ETI and DES on how best to promote and improve literacy and numeracy in our schools (Jan 2011)</i> and internal self-evaluation methods e.g. questionnaires with pupils, staff and parents.	To set specific, measurable and challenging targets in line with recommendations from publications such as <i>Every School a Good School, Together Towards Improvement, Learning Leaders, Count Read Succeed</i> and <i>A Joint Report on Promoting Literacy in Post Primary Schools (May 2015)</i> , <i>A Joint Report by ETI and DES on how best to promote and improve literacy and numeracy in our schools (Jan 2011)</i> and internal self-evaluation methods e.g. questionnaires with pupils, staff and parents.
Involving Governors in strategic planning	To continue to involve governors in the strategic planning regarding the future of the school (e.g. role within Craigavon Two Tier System, transfer, admissions, etc). To develop Governors' understanding of their enhanced role e.g. through training in relation to <i>Effective Governance</i>	To continue to involve governors in the strategic planning regarding the future of the school (e.g. role within Craigavon Two Tier System, transfer, admissions, etc). To develop Governors' understanding of their enhanced role e.g. through training in relation to <i>Effective Governance</i>	To continue to involve governors in the strategic planning regarding the future of the school (e.g. role within Craigavon Two Tier System, transfer, admissions, etc). To develop Governors' understanding of their enhanced role e.g. through training in relation to <i>Effective Governance</i>
Promoting opportunities for the dissemination of good practice	To afford opportunities for staff to share 'good practice' (e.g. during Staff Training Days, Staff Development website, Google Classroom)	To continue to afford opportunities for staff to share 'good practice' (e.g. during Staff Training Days, Staff Development website, Google Classroom)	To afford opportunities for staff to share 'good practice' (e.g. during Staff Training Days, Staff Development website, Google Classroom)
Providing opportunities for staff to share in the	To involve all staff in the production of the Whole School Action Plans	To continue to consult with staff regularly regarding the development	To continue to consult with staff regularly regarding the

<p><b>leadership of the school</b></p>	<p>To involve all staff in the development of the new School Development Plan  To provide capacity building opportunities through involvement in focus groups (e.g. Literacy, Shared Education), Learning Guidance Team, and the Associate Senior Leader initiative.  To facilitate involvement in external leadership development opportunities (e.g. PQH, Emergent Leadership Programme and EPD)</p>	<p>of the whole school issues and development  To develop the role, confidence and leadership skills of MLT/ HOYs  To develop further capacity building opportunities through involvement of focus groups, Learning Guidance Team, and the Associate Senior Leader initiative.  To facilitate involvement in external leadership development opportunities (e.g. PQH, Emergent Leadership Programme and EPD)</p>	<p>development of the whole school issues and development  To develop the role, confidence and leadership skills of MLT/ HOYs  To develop further capacity building opportunities through involvement of focus groups, Learning Guidance Team, and the Associate Senior Leader initiative.  To facilitate involvement in external leadership development opportunities (e.g. PQH, Emergent Leadership Programme and EPD)</p>
<p><b>Managing resources effectively</b></p>	<p>To make the most efficient use of the increasingly limited resources available to the school.  To make efficiency savings where possible.</p>	<p>To make the most efficient use of the increasingly limited resources available to the school  To make efficiency savings where possible  To investigate the availability of external funding sources.</p>	<p>To make the most efficient use of the increasingly limited resources available to the school.  To make efficiency savings where possible  To investigate the availability of external funding sources.</p>
<p><b>Monitoring and evaluating outcomes</b></p>	<p>To promote greater rigour and robustness into the school's monitoring and evaluation process at all levels, for example via MLT / SLT meetings, classroom observation informing the Learning Insight Profile, action planning and SDP surveys.</p>	<p>To continue to promote greater rigour and robustness into the school's monitoring and evaluation process at all levels, for example via MLT / SLT meetings, classroom observation informing the Learning Insight Profile, action planning and SDP surveys.</p>	<p>To continue to promote greater rigour and robustness into the school's monitoring and evaluation process at all levels, for example via MLT / SLT meetings, classroom observation informing the Learning Insight Profile, action planning and SDP surveys.</p>

# A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY

*'Serving our local community'*

TARGETS	2018/2019	2019/2020	2020/2021
Engaging with parents	<p>To implement fully new electronic parent-school communication systems (Including ParentMail and Twitter)</p> <p>To investigate and devise strategies to assist parents in supporting their children academically and pastorally</p> <p>To continue to encourage parents to attend more school events and activities</p>	<p>To evaluate the effectiveness of new electronic parent-school systems</p> <p>To develop the strategies to assist parents in supporting their children academically and pastorally</p> <p>To continue to encourage parents to attend more school events and activities</p>	<p>To evaluate the effectiveness of new electronic parent-school systems</p> <p>To develop the strategies to assist parents in supporting their children academically and pastorally</p> <p>To continue to encourage parents to attend more school events and activities</p>
Encouraging the support of the local community	<p>To encourage greater community support in the provision of 'work related learning' placements for Y13 pupils</p> <p>To encourage community involvement in the Y14 'Interview Skills Day'</p> <p>To develop strategies to improve the promotion of the school in the community</p> <p>To increase collaboration with feeder schools (inc Primary Schools)</p> <p>To encourage the local community to make greater use of the school's facilities</p> <p>To extend further opportunities for the community to participate in school events e.g. spring concert, the Governors' Quiz</p>	<p>To encourage greater community involvement in the Y14 'Interview Skills Day'</p> <p>To continue to increase collaboration with feeder schools (inc Primary Schools)</p> <p>To continue to encourage the local community to make greater use of the school's facilities</p>	<p>To continue to increase collaboration with feeder schools (inc Primary Schools)</p> <p>To continue to encourage the local community to make greater use of the school's facilities</p>
Meeting the needs of the community and other schools	<p>To develop further collaborative arrangements (including curricular provision, CEIAG, SEN) with other education providers (c.f. CALC Implementation Plan)</p>	<p>To develop further collaborative arrangements (including curricular provision, CEIAG, SEN) with other education providers (c.f. CALC Implementation Plan)</p>	<p>To develop further collaborative arrangements (including curricular provision, CEIAG, SEN) with other education providers (c.f. CALC Implementation Plan)</p>

	To develop the aims of the SEP Programme between Lurgan College and St Ronan's College as outlined in the SEP Action Plan (Learner Centred, High Quality Teaching and Learning, Leadership, Community Connections)	To expand the aims of the SEP Programme between Lurgan College and St Ronan's College as outlined in the SEP Action Plan (Learner Centred, High Quality Teaching and Learning, Leadership, Community Connections)	To embed the aims of the SEP Programme between Lurgan College and St Ronan's College as outlined in the SEP Action Plan (Learner Centred, High Quality Teaching and Learning, Leadership, Community Connections)
Developing relationships with outside agencies	To consolidate the school's very good relationship with outside agencies (e.g. universities, EA, Social Services, PSNI, c2kni, CALC, SRC, RTU, DEL, ABC Council, AMMA Centre, local businesses, Love for Life, Family Works, Counselling, Jethro Centre, Reach, IRFU, Ulster Rugby and Ulster Hockey, British Council, Northern Ireland Assembly Education Service, UKYP, Inclusion and Diversity Service)	To enhance further the school's relationship with outside agencies To develop a programme of healthy living activities which is supported by external agencies and the wider community	To continue to enhance further the school's relationship with outside agencies To evaluate the programme of healthy eating activities which is supported by external agencies and the wider community
Developing internationalism	To consolidate links with outside agencies such as the CPA, Concern Worldwide; To consolidate work of Community Service Group (e.g. fund-raising for aid relief) To develop further pupil participation in competitions (e.g. Rotary Youth Leadership) To develop MFL exchange visits To consolidate international educational visits e.g. History, Politics, Modern Languages, Geography, Travel and Tourism and Sport.	To develop new international links (e.g. student exchange) To develop further pupil participation in competitions (e.g. Rotary Youth Leadership) To encourage summer placements abroad To consolidate MFL exchange visits To consolidate international educational visits e.g. History, Politics, Modern Languages Geography, Travel and Tourism and Sport.	To continue to develop new international links (e.g. student exchange) To continue to develop further pupil participation in competitions (e.g. Rotary Youth Leadership) To consolidate international educational visits e.g. History, Politics, Modern Languages Geography, Travel and Tourism and Sport. consolidate MFL exchange visits

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

**WHOLE SCHOOL ACADEMIC TARGETS 2019**

<b>LEVEL</b>	<b>5+ A*-C</b>	<b>7+ A*-C</b>	<b>5+ A*-C (inc. Eng &amp; Maths)</b>	<b>7+ A*-C (inc. Eng &amp; Maths)</b>
GCSE	100%	100%	96%	94%

<b>LEVEL</b>	<b>7+ A*-B (inc. Eng &amp; Maths)</b>
GCSE	65%

<b>LEVEL</b>	<b>3+ A*-C</b>	<b>2+ A*-C</b>
AS	70%	100%

<b>LEVEL</b>	<b>3+ A-C</b>	<b>2+ A-C</b>
A2	87%	100%

**ICT**

<b>LEVEL</b>	<b>GRADES</b>	<b>TARGET</b>
GCSE	A*- B	58%
GCSE	A*- C	96%
A2 LEVEL	A*- B	64%
A2 LEVEL	A*- C	79%

**WHOLE SCHOOL ATTENDANCE TARGET 2019**

<b>2018/19</b>	<b>95%</b>
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**7 d) The financial and other resources available to support these actions**

The school's financial plan has been aligned with the areas identified for improvement in the Action Plans;

Funding of new subjects/courses (i.e. collaboration with SRC, e-learning)

Funding for CAT tests (baselining)

Time to be made available for PD classes

CASS support, where appropriate;

Staff Training, where appropriate;

Visits to other schools, where appropriate;

SEP Funding

EF Funding

Substitute cover to allow for more effective Lurgan College / Lurgan Junior High School collaboration (re transition)

**7 e) The arrangements to monitor, review and evaluate progress against the School Development Plan**

The School's Action Plans identify the people/groups responsible for delivering, monitoring and evaluating each of the targets. In addition, the methods for monitoring and evaluating the targets are identified at the end of each section of the Action Plans. The focus will be on evaluating outcomes (measured against the Success Criteria identified for each target) rather than evaluating the processes utilised to deliver the outcomes. Progress will be monitored and evaluated by the Senior Leadership Team (SLT) through classroom observation (e.g. Learning Insight Profile Exercises), scrutiny of documentation and SLT/MLT Accountability & Monitoring Interviews held at least twice yearly.

The Headmaster will report formally on progress on the School Development Plan to the Board of Governors on an annual basis.

## Appendix 1 - The Consultation and Drafting Process

Action	People involved	Key staff	Outcome
Create pupil, staff and parent questionnaires		SLT	Questionnaires drafted and agreed
Questionnaires issued to staff, parents and pupils	All staff, pupils & parents	SLT	Feedback from parents, staff and pupils used to identify priorities for development
<b>Staff Development Day - School Development Planning</b>	All staff	SLT	Feedback from staff used to identify priorities for development – added to SDP
New Priorities & ‘Draft’ Action Plans drawn up	SLT	SLT	New ‘draft’ Action Plans
Consultation with staff	All staff	SLT	New Priorities & Action Plans in place
New ‘draft’ SDP	SLT	SLT	New ‘draft’ SDP (with priorities for development)
Consultation with Senior Prefects	Senior Prefects	SLT	Feedback from pupils used to amend priorities for development
Consultation with School Council	School Council	NM	Feedback from pupils used to amend priorities for development
Consultation with Parents	Parents	SLT	Feedback from parents used to amend priorities for development
Review of progress at SLT meeting	SLT	SLT	Progress reviewed and amendments to process made if necessary
Consultation with Staff	Staff	SLT	Amendments made to SDP in light of feedback from staff
SDP reviewed by SLT	SLT	SLT	Final drafts of SDP produced
SDP presented to Board of Governors	Governors	SLT	SDP approved by Governors
SDP distributed to staff, parents & pupils	Staff, pupils and parents	SLT	Staff, pupils and parents aware of targets in SDP