



SPERRIN
INTEGRATED COLLEGE
MAGHERAFELT

SCHOOL DEVELOPMENT PLAN

B A Heron Principal
Sperrin Integrated College
School Reference: 3260303

2017 -2020

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Background and Context

Sperrin Integrated College is a co-educational, all ability grant maintained integrated College located on the outskirts of Magherafelt. The College was established in 2002 following parental demand for integrated education in the Mid-Ulster and surrounding districts. Sperrin Integrated College now attracts pupils from a wide catchment area, across the Mid Ulster Region and beyond. To the North of Magherafelt, the College educates pupils from Maghera, Tobermore, Knockloughrim, Bellaghy, Tamlaght O' Crilly, Kilrea and surrounding areas. To the South, the school serves a wide geographic area from Moneymore, Cookstown, the Loup, Coagh and Lissan. To the East pupil's travel from Toome, Randalstown and Antrim Town and Districts.

As an integrated School, Sperrin strives to promote equality of opportunity for all pupils, a desire for learning and encourages partnerships with parents, to ensure all pupils reach their full potential. The approach to learning focusses on pupils developing the necessary dispositions required to pursue educational excellence; therefore, our College motto is, '**Pursuing Excellence Together**'.

The integrated ethos is an integral part of College life and permeates all aspects of the school. The College currently has an approved admissions number of 80 and an enrolment number of 500. Initially, the College opened with 51 pupils and 6 teachers. Currently the pupil population is 521 pupils, this includes pupils with Special Educational needs. The teaching staff has grown to 36. The intake reflects the truly integrated nature of our College with a religious balance of 41% Protestant ,41% Catholic and 18% other, of the pupil population. This religious balance is also reflected in the governance, leadership team and staff at Sperrin.

Integrated education at Sperrin College offers pupils an enriching experience by providing them with opportunities to develop not only their own cultural identity but to share and learn from their peers. Pupils develop a deep understanding of the richness of cultural and religious diversity by working alongside, in the same school, those of different views and faiths. They are provided, within the curriculum and the extra-curricular programme, opportunities that cultivate their understanding of themselves and others. Our pupils develop confidence and self -worth and have respectful attitudes to others.

The curriculum and learning experience engages pupils by making relevant connections to teenage life and the world of work. Assessment *for* and *of* learning rests at the heart of what we do and is crucial in helping us move our students forward in their learning. In evaluating the learning experience, we utilise the pupil and parent voice, this ensures the curriculum is fresh and relevant to all our learners needs and the needs of the economy.

Our staff continuously develop their skills to respond to the ever-changing landscape of education. We create a stimulating learning environment where academic study and intellectual pursuits are cherished and valued. We recognise and develop the unique potential of each individual pupil ensuring that stretch and challenge is coupled with the necessary support. This in turn enables our learners to become questioning, independent, reflective young people who can appropriately use their knowledge to understand, interpret and interact with today's society.

Section 2

A statement and Evaluation of the ethos of the School

Vision Statement:

The overall **vision** statement at Sperrin Integrated College has developed over the last three years, evolving, as the College has matured and grown.

The statement, ***'Pursuing Excellence Together'***, we believe encompasses our desire to ensure that all our pupils are successful in fulfilling their potential, academically, socially, culturally and spiritually, for them to become valuable members of the wider community in which they live, learn and work.

We strive to provide a **child-centred** ethos in which every pupil has an opportunity to fulfil their potential, equally, regardless of gender, race, academic ability, socio-economic background, sexual orientation or religious group.

We endeavour to instil in our pupils our **core values** of respectful relationships towards everyone in the community, self-discipline and self-worth, a strong work -ethic and high personal expectations.

These values are under-pinned by a strong moral purpose based on our **Christian ethos** and the **aims of integrated education** which promote equality, respect for cultural diversity, respect for all religious traditions, faith development and learning, parental involvement and the development of social responsibility in our pupils.

The vision, values and ethos of the school are conveyed by aiming to provide an education that is a shared commitment between dedicated teachers, motivated learners and enthusiastic parents with high expectations.

Evaluation and Evidence

The school **ethos** permeates all aspects of school life.

School surveys show that parents, staff and pupils place a high value on the Integrated ethos and believe that its characteristics can be seen in every aspect of school life. The surveys indicate that the child-centred, integrated ethos with a focus on equality, high pupil expectations, and respect for cultural diversity is a strength of the school. Pupils are provided with a wide range of learning opportunities in their curricular experience (such as Learning for Life and Work, Religious Studies, History and Physical Education) and in their extra-curricular programme such as Sport, music and the arts to build on their knowledge and understanding of their own cultural identity and that of others. Pupil and parents place a high level of importance on our 'integrated ethos' and deem this to be a key strength, however, staff surveys indicate the continual need for the College to ensure that the uniqueness of our pupils' 'integrated' experience is built upon and developed further.

Strategic Vision and Direction

Since 2015, incremental, yet significant changes to the leadership team had resulted in a lack of strategic vision for school improvement. To address this, the new senior leadership team, using first hand evidence from all stakeholders, research, and data, analysed the information and identified the priorities for the school and the strategic direction to effect improvement. 100% of staff ranked the clarity and relevance of the vision as good or very good.

Surveys show that 91.4% of parents rate the school as good or very good, with 94.7% of parents, 100% of staff, and 82% of pupils, stating they would recommend Sperrin College to another parent or pupil.

Parental satisfaction using specific criteria, ranked 'Developing moral values' (86.2%) as the highest factor, followed by 'Developing confidence' (84.3%) and 'School Discipline' at (84.1%). These areas were also identified as strengths by pupils, however, their overall satisfaction rate was lower at 69.8%. Pupils cited careers advice (91.5%), school communication (81.7%), control of bullying and community spirit, as well as social health education as highest ranked at (80%) with developing potential (79.4%) and developing moral values (79.2%) areas cited as good or better. Using, additional specific criteria pupils rated 'Treating all pupils fairly and equally' at 87.1 %.

<p>Sperrin Integrated College aims to:</p> <ol style="list-style-type: none"> 1. Promote equality of opportunity for all pupils to reach their full potential. 2. Instil in pupils a strong belief in self-respect, self-worth, independence of thought and respect for others. 3. Celebrate and cultivate respect, knowledge and understanding for one's own cultural and religious identity and that of others thereby becoming responsible, valued contributors to society. 4. Develop self-motivated, resilient pupils who display a strong work ethic that promotes high personal aspiration, a curiosity for learning and the necessary dispositions required to pursue educational excellence. 5. Appreciate and value the expertise, guidance and support of teachers, parents and learning partners. 6. Provide a stimulating, challenging, caring and enriching curricular and extra-curricular learning environment where pupils thrive. 	<p>The school engages with a wide a varied range of education partners such as the careers service, universities, PSNI and Health professionals to support pupil knowledge and understanding that will help them make informed decisions in their lives. Pupils engage in a wide range of charitable activities with the school having strong links with St. Vincent De Paul, The Salvation Army, The Samaritans Purse, and Habitat for Humanity. 'Pupil Happiness' was cited as the number one priority in importance for 82.4 % of parents and 74.8% of pupils, yet in satisfaction ranking, this area was ranked 19th for parents and 13th for pupils. Other areas cited for improvement by parents were 'Out of school clubs', 'Choice of subjects' and 'Feedback on pupils' work'. Pupils referred to 'Availability of resources', 'Choice of subjects' and 'Out of school activities and clubs' as areas for improvement. The issue of pupil happiness will be addressed in the welfare section. Pupil attendance levels at Sperrin are consistently high at 96%. Staff responses show that 'resources', 'Pupil attitudes towards learning' and 'respect for staff' were identified as potential areas for development. Respect for staff and low-level disruptive behaviour in classes were cited by teachers as an area for improvement. Pupil voice also indicated some concern about some pupils' behaviour in the classroom. However, parents rated school discipline as very good. Given the complexity of needs of some of our pupils, the change in leadership and strategic direction of the College, policy and procedures to support 'Behaviour for Learning' will need to be developed. Having considered all feedback from surveys and analysed the findings from the wide range of information from all stakeholders, six strategic aims have been devised. The improvement work, set out in this school development plan will ensure the school aims are met.</p>
<p>Based on the Evidence, reflection and evaluation:</p> <p>Overall, the Integrated ethos is a strength of Sperrin College. However, to ensure the aims of the College are fully met the following areas require improvement:</p> <ol style="list-style-type: none"> 1. The school will seek opportunities to ensure our pupils are provided with an enriching educational experience that will celebrate and cultivate respect, knowledge and understanding of the richness of cultural and religious diversity. (Our Integrated Ethos) 2. Learning Tutors roles are revised with a new programme with a renewed focus on the development of Learner confidence and Behaviours for Learning. * 3. The House System, Pupil Council and Pupil Leadership Programme will be re-launched, to facilitate an increased growth in pupil pride in their school, community building and respect for all. <p>Sources of evidence: KR Surveys, Staff, parent and pupil Voice and Surveys. SIMS Behavioural Data. Year Head and Department Meeting. SLT Vision and Values Programme. Pupil Council Minutes. EIE Audit Tool.</p>	

Section 2

2(a) A summary and evaluation of strategies in place for learning, teaching, assessment and promoting the raising of standards of attainment, in, Communication, Using Mathematics and using ICT.

Statement	Evaluation
<p>Learning and Teaching</p> <p>Our vision of successful learning is underpinned by our school mission statement, ‘Pursuing Excellence Together’. We believe that excellence in learning is achieved through a shared commitment involving learners, teachers and parents.</p> <p>Committed teachers at Sperrin are passionate, enthusiastic, life- long learners. They clearly explain the learning; what success looks like and how to get there. They have high expectations. Teachers work together to share good practice and plan for progression and engagement in learning. They provide a caring, safe and supportive environment where all learners thrive.</p> <p>Committed Learners at Sperrin are hardworking, engaged and ready to learn. They are critical thinkers and active participants, aiming high. Pupils respect the classroom environment and all those in it as well as valuing and encouraging each other.</p> <p>Committed parents at Sperrin, take responsibility for establishing, supporting and developing their child’s learning. They ensure their child is fully equipped and prepared so they can learn. Parents have appropriately high expectations and are involved in supporting their child reach his or her potential. Parents are encouraged to develop collegial partnerships with the school, working with us to promote positive learning behaviours.</p> <p>Lessons at Sperrin, follow the SPERRIN lesson structure, which was developed collaboratively, following several years of professional development and has culminated in a revised Learning and Teaching Policy launched in September 2017. With a focus on KS3, from September 2016, teachers have incorporated a range of teaching strategies, thinking skills and personal capabilities in addition to the cross curricular skills into new ‘Plans for Learning.’</p>	<p>Learning and Teaching</p> <p>The 2015 ETI inspection report rated the Quality of Provision at Sperrin as ‘Good.’ Since then, Teaching and Learning has been the main area for focus and development within Sperrin. The Senior Leader with responsibility for Learning and Teaching has led very well, the improvement strategy, developing Staff professional learning programmes to improve staff understanding of effective teaching and learning and the importance of planning for learning. Evidence from staff surveys, PRSD and pupil voice indicate that Learning and teaching at Sperrin is improving.</p> <p>The evidence gathered indicates that pupils experienced and recognised the SPERRIN lesson structured, but, in a small minority of lessons, teacher talk and over-direction was cited as an issue - this will continue to be area for development with particular teachers. In lessons and assessments, the pupils’ thinking skills {including HOTS} are well developed through effective questioning opportunities which have been notes as a particular strength. Analysis of the findings suggest there some learners remain passive to questioning; this may be linked to the findings regarding learner confidence.</p> <p>The quality of pupil-teacher relationships is a strength as identified in surveys by staff, pupils and their parents. 79% of teachers engaged in Good Practice Visits, with the following themes evident in teaching and learning practice: effective questioning, use of HOTS to challenge learners’ thinking, a media rich approach to learning and connected learning which links to real life situations. Staff report (survey) that they found the experience useful for self -reflection and the development of their pedagogical confidence. Senior Management reviews of the first stage of new ‘Plans for Learning’ in Year 8 shows that the positive changes in the approach to Learning and Teaching</p>

Curriculum Provision

A full review of Curriculum at all Key Stages, has resulted in the remodelling of the curriculum provision, reflecting the revised banding structure. To increase pupil engagement, banding is now based on a measure of performance, combined with other data. This has allowed for the KS3 curriculum model to become more structured, providing greater clarity to parents and pupils.

Key Stage Three

Irish and Spanish have been included into the curriculum provision for the two top bands.

Personal Development has been merged into the LLW curriculum and is taught by a specialised LLW team, this change is in direct response to concerns over the Quality of delivery of PD by Form Tutors. New 'Learning Tutor' periods will focus on the development of learner dispositions, behaviours for learning, study skills and developing learner confidence.

Key Stage Four

At KS4 the 'Success Pathways for all' curriculum model has been delivered from September 2016. It is anticipated that this model will positively impact on pupil outcomes at GCSE, with monitoring at all levels across the school.

Key Stage Five

The curriculum offer has been broadened with the development of a second Collaborative block with our MLP Partners, St. Pius X and Magherafelt High School and the introduction of two Double Award subjects.

Tracking Post 16 and post 18 destinations inform future curriculum and career planning.

Assessment Structures**Assessment of Learning**

The Assessment System provides all stakeholders with the data required to make a judgement on individual pupil or group performance. Much work has been carried out to establish a transparent assessment structure, where data is readily available on

are Sperrin are well embedded. The impact of these plans will need monitored and reviewed by Middle Managers.

Parents and pupils have rated the quality of teaching at 76.2%.

Improvement in Teaching and Learning will remain a focus.

Curriculum Provision:

82% of staff stated the school offers a broad and balanced curriculum, however, pupils (71.4%) and parents (74.9%) surveyed voiced dissatisfaction at the GCSE choices and process.

A review of the subject offer and procedure for Options resulted in, the use of NRC for occupational studies at 14+ to cease, enabling the school to offer a broader range of occupational studies. The curriculum audit indicates that at GCSE level, Sperrin has exceeded the requirements of the Entitlement Framework. At A level, continued work with our MLP Partners and the introduction of Double Award Subjects will provide our pupils with a broader subject offer. Analysis of pupil designations at post 16 and 18 are being used to inform curriculum planning. Provision for STEM subjects at A Level will be kept under review.

Curriculum provision is led very well by the Vice Principal who, liaises closely with Options coordinator, HOD's, pupils and parents to develop an appropriate curriculum. The 'Success Pathways for All' model has enabled Y11 and Y12 pupils to access subjects at GCSE and Occupational Studies level which will have positive impact on pupil outcomes.

New specifications have impacted on staff development time as teachers have had to focus on the development of schemes of work for revised GCSE and A Level specification. These changes have impacted on staff training and cover costs.

Assessment

SIMS. Four standardised assessments across the year, allows for comparisons of all pupils and informs banding groups. The use of the traffic light system is used by pupils, parents and staff to indicate performance levels. Amendments and refinements to the system are made in response to staff, parent and pupil comments.

Pupil learning logs and reflective journals were introduced to prompt pupil awareness of their own strength and areas for improvement. Staff Development has focussed on the development of our assessment structure, effective use of data, target setting and providing meaning and knowledge about the purpose of assessment. This included a revision of the descriptive language used on school reports to parents.

Assessment for Learning

Whilst classroom based Assessment for learning practices such as effective questioning, teacher-pupil dialogue, learning intentions, plenary activities etc are becoming an embedded part of the learning process, the consistent use of Success criteria and feedback has been identified as an area for development. A SPERRIN approach to the use of feedback and success criteria will be developed, with an audit of existing best practice. The school will also seek to implement mechanisms which will allow pupils will act on feedback which directly relates to the given success criteria.

Assessment procedures and practice are kept under review. The school utilises the GL suite of baseline assessments using CAT, PTM, PTE (All year Groups) and the Dyscalculia and Dyslexia indicator tests for Years 8. This allows for an increased accuracy in the identification of underachievement, supports the setting of targets and provides HOD's, teachers and Year Heads with data that informs strategies to address barriers to learning. This data is used in conjunction with the four internal assessment points and teacher professional judgement to measure pupil progress, reward learning and develop intervention strategies for those who are not achieving well enough. Staff professional learning sessions, are very well led by the senior leader for Assessment, which have increased staff competency/confidence in the effective use of data.

Data from The Fisher Family Trust is beginning to be used at senior teacher level, in conjunction with whole school performance data to set whole school targets comparing subject performance to the national average.

The learning journals introduced in 2016, to enable pupils to be more reflective on their performance needs much more development, with refinements made to the system. The impact on pupil awareness of their targets has increased a little, with much work still to be done in this area.

The challenge with assessment, is to provide the appropriate structures to ensure early intervention strategies are put in place to increase pupil achievement. Collaborative work between the Assessment leader, the Teaching and Learning Leader, the SEN leader, and the literacy and numeracy coordinators to develop a more strategic improvement programme for pupils with barriers to their learning is required.

Parent, pupil and Staff surveys indicated that an area for development was teacher Feedback on pupil work and assessment. Stakeholders, cited, pupil response to feedback, use of feedback on pupil's work and the quality of feedback on pupils' work as an area for improvement area.

Raising Standards, the effective use of Data and outcomes for learners

The raising standards strategy at Sperrin is a theme that runs through all aspects of our improvement work. Our ethos promotes high levels of pupil aspiration and encourages a strong work ethic, this coupled with an emphasis on partnership with parents, forms the basis of our raising standards strategy. The blend of effective planning for, and the monitoring of, Learning and Teaching will improve standards in pupil work and achievement.

Analysis of CAT and internal assessment data informs intervention strategies for discernible groups such as gender groups, or pupils with FSME.

SIMS Data is also analysed by Year Heads, Form tutors and senior teachers (Assessment Leader/SEN Leader and VP) at all levels to achievement, behaviour and attendance. They identify any underlying reasons for underachievement. A multi-disciplinary approach is taken to address the wider issues with use of Behaviour support and the counselling service.

HOD's hold the main responsibility for raising standards within their departments. Assessment data is analysed and underachieving pupils are identified. Department teachers run clinics, Easter school, SEP Raising standards booster sessions, internal booster sessions and break, lunch-time and after school classes to specifically target pupils or aspects of work that requires improvement.

At whole school level, pupils are categorised into target groups based on analysis of whole school data. This information is shared with pupils, staff and parents and individualised improvement programmes are developed.

HOD's meet with the Principal annually. There are systemic approaches to self-evaluation and an emerging culture of accountability for pupil performance in their subject area. Three-year

Raising Standards, the effective use of Data and outcomes for learners

The impact of the combined strategy to raise pupil attainment is evident in increased pupil outcomes at GCSE and A Level. Whilst Sperrin pupils have performed consistently above the NI average for similar schools in GCSE and A Level outcome, certain subject areas were identified for improvement. Planning, self-evaluation, a systematic approach to improving outcomes and a culture of transparency allowed HOD's and teachers to focus on effecting improvement.

Parents and pupil awareness of targets and intervention strategies made an important positive impact on outcomes.

Given the significant changes since September 2016 regarding Assessment and the use of data across the whole school, there will be a need to develop a New Assessment Policy in line with revised practice. This policy will be developed over the course of the Development plan.

trends, residuals and comparative data from NI is used to compare our pupil performance with that of their peers.

Cross Curricular Skills

The cross curricular skills of literacy(Communication), numeracy (Using Maths) and ICT (Using ICT) underpin every pupil's performance across all subject areas and are required for life beyond the classroom. There is a coordinator for each of these areas. From September 2017, these coordinators will work with a designated member of the senior leadership who will provide support and direction.

PTM and PTE assessments are used to establish baselines in Mathematics and English.

Literacy (Communication): The development of literacy across the curriculum has been limited due to the absence of the Literacy Coordinator. 'Edukatie and Learnardo' (two travelling effigies of pupils which support progression in cross-curricular literacy tasks) are used to support literacy skills across the Geography and History Departments. Strategies such as these, help to improve writing and have been incorporated into the New Y8 PFL.A peer reading scheme supported by QUB and CEA targeted Year 10. An evaluation of the Year 8 PFL will be the focus of the work.

Numeracy (Using Maths): Much of the recent work carried out by the numeracy coordinator focussed on developing consistency of practice within the Mathematics department. Transition work with feeder primary schools has allowed for sharing of good practice across the two sectors.

To address the underperformance of pupils in problem-solving tasks, a CUBES method was deployed to support learners.

Cross Curricular Skills

Literacy (Communication) There has been much good work focusing on literacy in the past, with well -established policy and practice in the development of literacy skills in many subject areas. An audit and a review of the literacy policy is required to ensure standards are raised and innovate approaches are implemented. Raising the profile of Literacy and Communication skills will be the focus of the work for the newly appointed interim literacy coordinator. The Whole school use of the Library is currently limited as it is used as a study hall for sixth form. This issue, coupled with the need to replenish the books in the library will remain a key development area over the next three years and funding will be sought to develop the library as a learning hub for literacy. Therefore, raising the profile of the importance of literacy and Communication skills across the school will be a priority. Within the English department, there is excellent work being done to advance reading, writing and oral communication skills. These skills are not necessarily transferred to other subject areas.

Numeracy (Using Maths):

The significant increase in pupil outcomes in GCSE Mathematics (+15% from 2016) reaffirms the decision to place significant emphasis on planning within the Mathematics department since September 2016.

Pupils have experienced success in Mathematics in the UK Mathematical Challenge. Primary school links are strong particularly with Phoenix Integrated Primary school, who work in partnership with the numeracy coordinator, regarding sharing good practice in numeracy. Primary school pupils have enjoyed problem -solving days at Sperrin and are using CUBES to good effect in their own schools to support better problem -solving in maths. Some 'A' Level

UICT: Revision of the e-safety policy and Bring Your Own Device Policy, co-ordinating a series of whole school e-safety events in addition to presenting to governors the Vision for ICT across the whole school was the focus of ICT. An evaluation of the Year 8 PFL will be the focus of the work. The Skills Section, will evaluate the good practice in their area and two departments will be identified and supported to develop the ICT skills.

Mathematics pupils could be utilised to good effect, to support and mentor numeracy in the junior school.

The policy and practice for cross-curricular numeracy requires an audit and a review of the numeracy policy across the three years of this plan.

ICT (Using ICT): The NAACE Framework auditing tool was used to baseline ICT provision across the school. Key areas for improvement have been identified, with e-safety, teacher use of iPads (as a teaching tool) and Bring Your Own Device (BYOD) policy for Sixth formers, are the main areas of focus. Revised e-safety policies and several awareness raising sessions for staff and pupils have been successful.

The demands on ICT provision is acute within the school. A three-year financial plan for ICT, indicates a very significant investment is required to maintain the current hard and software.

A series of pilot's strategies will be carried out to determine how we can improve ICT use, these include, increase in iPads for teachers, e-books in A Level ICT and use of mobile phone apps for Sixth formers in Biology.

BYOD policy for Sixth formers in working very well and has allowed pupils to better use their study time.

Accountability and traceability for printing across all departments is required.

Summary-Cross Curricular Skills

An audit of the cross-curricular skills in the Year 8 PFL will be the focus of the coordinators work.

There is a pressing need to devise a whole school strategy to plan for, develop and improve Literacy, numeracy and ICT skills. Pupil books and work show that writing skills, presentation, spelling, punctuation and grammar need a revised whole school approach with a focus on consistency of practice across all departments.

The use of PTE and PTM data, to support the identification of priorities in Literacy and Numeracy needs to be employed to better effect

Based on the Evidence, reflection and evaluation the priorities for the next three years are:

- 1.The development of effective Plans for Learning at KS3 in all subject areas (incorporating focused opportunities for pupils to improve literacy, numeracy and use of ICT) will be taught, with the quality of delivery monitored by teachers, HOD's, coordinators and senior teachers.
2. Pupils outcomes will improve with the effective use of assessment of and for learning strategies to including, success criteria, feedback, and by teaching study skills and the importance of learning dispositions at KS3. *
3. Staff professional Learning in the effective use of data.
4. A review of whole school policy and practice in Literacy, Numeracy and ICT. This will include a review of the use of resources areas such as the Library and ICT rooms.
- 5.Develop intervention programmes that address pupil barriers to learning.
- 6.A review of ICT provision, including use of resources. (Printers)

Sources of evidence:

Whole school statistical data-Performance and Pastoral Data, MER Records -Departmental Action plans, Pupil and Staff voice surveys, Cross-curricular Coordinator Action plan reviews, SLT Action Plan reviews.

Section 2

2 (b) The provision made for the special, additional and other individual educational needs of pupils.

Statement	Evaluation
<p>In September 2017 Sperrin College has 38 pupils with a statement of Special educational needs, with an addition 91 on the SEN register at Stages 1-4. That constitutes 24.76 % of the school population.</p> <p>In addition, the school educates 7 pupils who are 'newcomer' pupils with many different nationalities represented in the school population. We have 7 LAC pupils educated at Sperrin, this is a drop from previous years.</p> <p>The leadership and management of Special Educational needs has seen significant changes, within the last year. A new SENCO is in post from September 2017 and transition has posed challenges.</p> <p>The IEP documentation has been reviewed and regular morning meetings with LSA Team and SENCO aid communication and staff development.</p> <p>The LSA Team have engaged in a formal training programme to increase skill development. An appraisal system has been development for the LSA Team. An LSA Handbook has been written. The Assessment Leader developed a central register on SIMS for SEN information, which is used by staff.</p> <p>Joint professional development between LSA's and teaching staff has contributed to a more cohesive approach to support pupils in the classroom.</p> <p>Teacher feedback on SEN Targets allowed for an improved the IEP review process.</p> <p>Morning literacy support, withdrawal classes and one to one bespoke support programmes continue to address the individual barriers to learning for learners with SEN.</p> <p>New comer pupils are well supported by a designated teacher who coordinates support for pupils with language barriers.</p>	<p>Parental surveys indicate that they believe the provision made for special educational needs is a strength within Sperrin.</p> <p>The internal practices and process require significant development due to the change in leadership at SENCO Level. Consideration needs to be given to the appointment of an assistant SENCO to manage the workload. An SEN staff member will require training, for the school to fulfil its obligations to carry out pupil Access arrangements. This is an urgent matter.</p> <p>Much work has been completed with training and up-skilling the LSA team, which again, pupils and parents recognise as a strength.</p> <p>Teacher competency to teach and support pupils with Special educational needs has not been addressed. Staff surveys consistently identify the need for training in SEN issues for teachers.</p> <p>Outcomes at GCSE for pupils with Special educational needs is high, however, there is no appropriate sixth form provision. This will be reviewed during the development plan.</p> <p>Connectivity between the work of the SEN team and the rest of the school, including, links with the cross curricular coordinators is an area for development. The central SEN register on SIMS, developed by the Assessment leader, has allowed for ease of access for staff to information regarding SEN pupils.</p> <p>Excellent care and support at the point of induction is given to newcomer pupils. The designated teacher provides English classes and ICT to support language acquisition. New comer pupils achieve very high levels of success in their native language with most pupils</p>

<p>This area has been furnished with resources to support the development of language acquisition including iPads, computers and dictionaries.</p> <p>A multi-disciplinary approach is used to support LAC pupils. This area is led by the Vice Principal.</p>	<p>achieving an A*-A profile. GCSE success varies in other subjects and is dependence on time of enrolment. There are very good progression rates for newcomer pupils into Sixth Form. This is a strength of the College.</p> <p>The outcomes for LAC pupils is dependent on the complex nature of the issues they present. The College works closely with external agencies to support improvement in outcomes for learners who are LAC.</p>
<p>Based on the Evidence, reflection and evaluation the priorities for the next three years are:</p> <ol style="list-style-type: none"> 1. Early identification of pupils with SEN using more robust analysis of benchmarking and diagnostic instruments from GL. 2. Staff development of teaching strategies that effectively support pupils with SEN. 3. Consideration given to the appointment of an Assistant SENCO 4. Cross curricular coordinators to support the identification of pupils with literacy and numeracy difficulties, staff training, and development of support programmes. Benchmarking data to be used to identify pupil progress. 	
<p>Sources of Evidence:</p> <p>SEN Register, Assessment Data, KR Surveys-Staff, pupil and Parent surveys. LSA Voice, SEN Pupil voice, SEN Leader Action plan reviews.</p>	

2 (c) A summary and evaluation of the strategies in place for the promotion of health, well-being, child protection, attendance, good behaviour and discipline of pupils.

Statement	Evaluation
<p>Pastoral Care at Sperrin is a responsibility shared by all the staff. The school has comprehensive pastoral policies in place in line with DE guidance that are regularly monitored and evaluated. The induction process allows pupils to settle into Sperrin, providing a specific induction programme which includes a June 'Taster day', a team building day at 'The Jungle', a transport safety event, e-safety training, and an introduction to Learning and Teaching at Sperrin all culminating in a 'Welcome Service' at the end of October celebrating the end of the induction phase. Pupils with SEN are provided with additional support during this time and parents and pupils are encouraged to visit the school during the summer term prior to transfer in September.</p> <p>The School currently operates a 'Positive Behaviour and Managing Indiscipline Policy', which focusses on the school's approach to behaviour management. At induction, assemblies and through a designated Learning Tutor period, pupils are made aware of the expectations of behaviour appropriate for school. The school endeavours to apply fairly and consistently the policy. Teachers use SIMS behaviour management to very good effect. Behaviour is monitored by Form Tutors, Year Heads and Form tutors. Early detection and intervention to support pupil behaviour, is led by the Vice Principal and Year Heads The school works in conjunction with other professionals to support pupils with pastoral needs.</p> <p>Over the last 3 years the school has employed different strategies for rewarding positive behaviour, however, the whole system needs reviewed, in-light of staff changes and concerns of low level continuous classroom disruption by a small minority of pupils. These pupils are concentrated in M 'Middle' and S 'Supported' bands.</p>	<p>Overall Pastoral Provision</p> <p>The ETI inspection reported Pastoral Care as 'very good', this is supported by parental surveys, consistently categorising the pastoral provision as a strength of the school. KR surveys, report that parents rank the school's ability to develop moral values as very high at 86.2%, with developing confidence at 84.3%, school discipline at 84.1 % and control of bullying at 83.3% satisfaction rates. Pupils rank the way the school deals with bullying as high at an 80.8% satisfaction rating.</p> <p>Staff have slightly less confidence in the effectiveness of school discipline procedures with staff surveys reflecting concerns about persistent low -level disruption (persistent minor infringements) of teaching and learning. Parent and Pupil surveys (PASS) also indicate that pupils have low levels of confidence in their ability to learn.</p> <p>Behaviour Management</p> <p>A revised approach to behaviour management, is currently being piloted, with a focus on 'Behaviour for Learning' and developing learner confidence. This dual strategy, will be delivered in a new Learning Tutor period, with a focus on teaching pupils, <i>how</i> to behave in a classroom setting. Data shows the number of suspensions remained consistent over two of the three years, with an increase in 2016-2017. The new Principal has taken a zero-tolerance approach to the management of serious indiscipline. However, there is a recognition, that early intervention strategies need to be developed to address pupils with serious persistent behaviours that impact on Learning and Teaching. This issue is acute with a small number of male pupils in each year group, with a concentration of pupils with SEBD in Year 12. (2017/18)</p> <p>Developing Pupil Confidence</p>

There are effective policies in place to address bullying behaviour, with pupils supported by the counsellor and school staff. At induction, all pupils are made aware of the Safeguarding Team. This information as well as references to support organisations are in every child's homework diary.

The LLW Team deliver the preventative and Safeguarding curriculum (from September 2017). This is a change in delivery following an audit on the quality of provision of Personal Development.

The promotion of pupil health is led through curriculum provision of several key departments such as PE and HE. Full participation in PE classes is encouraged across all year groups in the school. Pupils can avail of a wide range of extra-curricular sporting activities at team and individual level. Sports at Sperrin, reflects the integrated ethos of the school with pupils provided with opportunities to play Gaelic Football (Boys and Girls) Rugby, Hockey, Camogie, Cross Country and Athletics.

The Home Economics curriculum provides pupils with opportunities to develop knowledge and understanding about Healthily food choices.

The food in the school canteen is served in line with the Nutrition Guidelines. Drinking water is supplied for pupils and they also have access to other healthy drinks from vending machines.

The LLW Department oversee the additional educational programme with Talks and Seminars from support organisations on Road Safety, e-safety, anti-bullying, Smoking and Alcohol Awareness.

School Attendance is managed using the SIMS system. The overall school attendance has been consistently high at 96% over three years. Classes are rewarded for good attendance each month, with the best class awarded the attendance shield at the end of the school year.

The Vice Principal has oversight of the policy and procedures for Attendance Management. The school works very closely with EWO's and early identification of pupils and strategies to support better

Pupil confidence and pride in Sperrin will be developed using leadership and ambassador programmes through literacy, numeracy the House System and the Pupil Council. A new Rewards and House Coordinator has been appointed to support an increase in pupil participation in school events, pride in school, Leadership development and happiness in being in school.

The Preventative and Safeguarding Curriculum

The Head of LLW will focus on planning for the three LLW strands. (Including Personal Development) Monitoring and review systems are now in place (in line with all other departments) to ensure the quality of delivery of the LLW curriculum. The LLW coordinator will seek opportunities for pupils to engage in Talks and seminars that support pupil learning in the taught curriculum. All SLT will become members of the safeguarding team.

Health Promotion

The PE Department are working to reduce non-participation in lessons. Fitness baselines have been piloted to promote improvement in activity and skill level amongst all pupils.

There is a need for coordination of all the strands of Health promotion with greater connectivity between all the relevant departments. (PE, LLW, PE and RS)

Attendance Management

Whilst school attendance is very good, creative strategies will be developed to encourage excellent pupil attendance. The introduction of the Parent APP will allow for increased parent awareness of Attendance.

attendance are in place. A daily text alert is sent to parents if a pupil is not present at registration.

Based on the Evidence, reflection and evaluation the priorities for the next three years are:

- 1.To Review the 'Positive Behaviour Policy' by refocusing on 'Behaviours for Learning' with support lessons and staff development.
- 2.The development of a LLW programme that will improve pupil knowledge and understanding of their personal needs.
- 3.The further develop the Rewards and House System.

Evidence Used:

SIMS Behaviour Data, Suspension Trends Data (Three years) Attendance Data, VP/Pastoral Heads Minutes, Year Team Meeting Minutes
Surveys Parent, Staff and Pupil, Pupil Voice, Pupil SWOT Analysis-How to improve our school? Staff Questionnaires, Parent Questionnaires,
Induction Reviews Year 8.

2 (d) A summary and evaluation, including using data, of the school’s strategies for providing Professional Development of Staff.

Statement	Evaluation
<p>At Sperrin, we recognised that improvement and progress can only be achieved if staff have the skills and are developed professionally.</p> <p>Research has shown that changes in culture, policy and practice can only occur if there is a coherent and sustained, informed strategy for professional learning. (This must be informed by research) At Sperrin, we aspire to taking a strategic approach to teacher and support staff professional learning, celebrating and building on existing good practice. (As a way of identifying and informing next practice)</p> <p>We aim to support teacher professional learning in the following ways:</p> <p>Subject Specific and Examination Specification Learning:</p> <ul style="list-style-type: none"> • Staff attendance at Agreement Trails and CEA/other examination Board Specification courses. • Departmental Meetings: Sharing Effective Pedological Practice Discussions <p>Whole School Policy and Improvement in Practice</p> <ul style="list-style-type: none"> • Whole school Staff Training: Sharing Good Practice Model • Research Visits to Other Schools (Including Primary schools) • Research and Literature • Staff Briefings-Teaching and Learning/Whole School Policy • Good Practice Visits • MLP Training/Meetings/SEP <p>Leadership Capacity</p> <ul style="list-style-type: none"> • Principal and Vice Principal Training from EA and NICIE • Governance Training-EA and NICIE • Masters Programmes • Building Leadership Capacity -Emergent Leaders -EA • In-House Training-Cluster Leadership Capacity Building 	<p>Staff Development opportunities reflect the needs of the school as set out in the Action Plans.</p> <p>There has been a comprehensive whole school approach to training for many years which utilises expertise from within our own staff, EA and other external providers. In more recent times the school has drawn expertise from other schools and has a developing culture of sharing good practice within and across departments.</p> <p>Professional Knowledge on Teaching and Learning has been the main priority area. Action planning, planning for learning, thinking skills and personal capabilities, effective questioning and lesson format have resulted in an overall improvement in teacher confidence in their teaching. Sharing good practice visits have enabled teachers to see and share first hand ideas and practice. Pupil voice confirms that the strategies focussed on Staff Development sessions are being used to very good effect in classroom. Pupils understand and recognise the language of learning and benefit from structured lessons using the SPERRIN format. Whole school surveys show that most staff have developed their teaching practice in some or most of their lessons in line with staff training and the revised approach to learning and teaching.</p> <p>The Action Planning process, including the expectations for monitoring, evaluating and review at both Senior and Middle Leadership Level required additional training. Confidence levels amongst staff in this area remain low as they have found the change in culture in areas such as, accountability, planning and MER processes difficult. SLT act as departmental cluster leads, providing support and feedback in these areas, however, this process remains slow and a review is required.</p> <p>The onset of new specifications in almost all areas of the GCSE and A Level curriculum has placed a strain on staff workload.</p>

- EA SLT Vision and Values

Early Professional Development

- EPD and BT Programmes
- SLT Mentors/Cluster Leads

External Expertise

- Educational Consultants

Learning Support Assistants

- Fortnightly in-house training on role development

Support Staff

- C2K Training
- Human Resources-NICIE and EA
- Maintenance and Safety Training-EA
- Health and Food Safety-MUDC

The Leadership and Management Structure within the school is as follows:

Senior Leadership Structure

Role	Title	Main areas of Leadership Responsibility
Principal	Mrs B A Heron	Overall Strategic Leadership
Vice Principal	Mrs D Chambers	Curriculum and Pastoral Provision
Assessment and Data Leader	Mr N Small	Raising Achievement, Assessment, Data, ICT and C2K Manager
Teaching and Learning Leader	Mrs A Monaghan	Standards in Learning and Teaching, EPD Leader
Learning Support Leader	Mr D Davies	Learning Support and LSA Manager

Middle Leadership Structure

Given that CEA do not provide financial support for cover this has been an additional stress on the school budget.

Senior Leaders are relatively new to their roles requiring attendance at training from the EA.

The Learning Support Leader has developed a programme for LSA’s training and professional learning, enabling them to fulfil their duties more effectively. There has been a revised method to learning support, with LSA’s focussing on support, coupled with a stretch and challenge approach. This change in culture for LSA’s and pupils is a challenge for all, but it is hoped that pupils will develop increased independence skills as a result.

It is recognised that the workload in SEN may need to be better managed, with consideration given to an assistant SENCO role to coordinate the work of the LSA Team.

Early Professional developed is led by Mrs Monaghan. The very high standards in Teaching and Learning for one Beginning Teacher, was recognised, when she received a Silver Person Teaching Award for 2017. The quality of guidance given by Mrs Monaghan and the subsequent impact on pupils was excellent.

The Heads of Department job description has been reviewed in line with the revision of the role.

There are several HOD new to their role, they require support and mentoring from SLT.

The school has no system in place for replacing an absent HOD (short term). This is mainly due to departments being small and staff already having additional responsibilities. Planning work and accountability for standards has rested with SLT members, adding to their workload.

Ongoing union action is significantly impacting on the school’s ability to fulfil plans for staff development.

Heads of Department	Year Heads	Cross-Curricular Coordinators	Other Areas of Responsibility
15 HOD's	6 HOY	Literacy Numeracy UICT CEIAG	Examinations Officer Rewards and House Leader Assessment Coordinator Curriculum Development and Options coordinator Marketing and PR Leader SEP coordinator (Externally Funded)
<p>Based on the Evidence, reflection and evaluation the priorities for the next three years are:</p> <ol style="list-style-type: none"> 1. A review of the Leadership and Management Structure (Including allocation of teaching allowances for vacant positions-HOD HE) 2. Professional Learning and Development Opportunities in-line with the school's priorities, namely, the development of middle leaders and Effective classroom practitioners. 3. Assistant SENCO Role (To include the acquiring of The JCQ Access Arrangement Qualification) 			
<p>Evidence Used: Staff development Evaluations, Staff survey's, KR Surveys, pupil voice, BOG Staff Development records.</p>			

2 (e) Managing attendance and promoting staff health and well being

Statement	Evaluation
<p>The Board of Governors, in consultation with the Principal have a wide range of policies in place to promote staff health and well-being. Since 2008 the school has implemented a 'Promoting and Dignified Workplace' policy, setting out the standards of Conduct and Behaviour expected of our staff as well as the procedures for care and support.</p> <p>The school has invested in a not-for-profit organisation 'Westfield Health' who provide additional support services for staff including a confidential counselling service. Staff can also avail of the Care call service which is a free 24 -hour help-line.</p> <p>Flexible working arrangements are in place for staff who wish to avail of this. These include:</p> <ul style="list-style-type: none"> • Job Share Scheme/Part-Time Working • Career Break Scheme • Flexible Working Scheme • Phased Return to Work <p>Staff attendance rates are monitored and in the event of staff absence the Principal meets staff on their return to work. Staff absence arise from some planned or unplanned circumstances. There are clear procedures in place for planned absences, where staff are attending courses or an educational visit. Unplanned absences are normally because of staff illness.</p> <p>The Principal exercises her professional discretion in relation to absence relating to family matters.</p> <p>Members of staff off on long-term illness or maternity leave are furnished with cards and flowers as appropriate to wish them well. The School operates a 'Staff Fund' to cover these expenses.</p>	<p>Currently the school has 36 teaching staff and 1 teacher vacancy covered by a temporary teacher. This equates to a 15.5 pupil teacher ratio. Within that number we have 26 full-time and 10 part-time teachers.</p> <p>The school have supported flexible working arrangements, but this is having an impact on the number of variables that need to be considered to deliver the timetable. Pastoral arrangements and consistency of form teachers' availability for registration is an emerging concern.</p> <p>The school's ability to develop staff moral (90%)and self -esteem (95.1%) are very high on the staff satisfaction ratings. However, the change in culture within the school brought about by the change in leadership and increased accountability has developed staff concerns regarding staff workload. This is an issue that has been cited by teaching unions across Northern Ireland.</p> <p>The Staff at Sperrin work very hard and are dedicated to improvements, however, the governors and leadership team will need to address this issue. One of the contributing factors to workload is that there are very few members of staff without any additional area of responsibility, therefore, extra- curricular activities and sharing out of tasks is difficult.</p> <p>There is a significant increase in the number of days lost due to teacher sickness, (increased to 17.2 days) this figure is much higher than the Northern Ireland average of 10.2 days. (2016/2017) The increase can be explained by the long -term absence of four members of staff for the academic year (2016/2017)</p> <p>Staff have cited pressures around assessment and reporting phases.</p>

Staff functions are organised throughout the year to allow for staff to socialise.

Staff cover, timetables and substitute teachers: The school endeavours to work within the guidelines for staff cover and timetable allocations. There is a criterion in place for timetabled allocation for those with leadership and management responsibilities. Teachers with long term absence have their classes covered by suitably qualified teachers.

The School Finance Officer manages the work and attendance of the ancillary staff. There are process and procedures in place for managing lieu time and attendance.

Based on the Evidence, reflection and evaluation the priorities for the next three years are:

- A review of staff health and well-being strategy

Evidence Used:

SIMS Staff Attendance Data, KR Surveys, Financial Report to BOG,

2 (f) Promoting links with parents and the local community, including other schools, the business community and voluntary and statutory organisations.

Statement	Evaluation
<p>Parents</p> <p>The school places a very high importance on links with parents. At induction, parents are invited to the school and provided with details on the Vision and Aims, school policy and procedures. A parent Handbook also catalogues these details.</p> <p>Parents receive regular communication by letter and by text on issues relating to examination times and events. Parents are provided with two reports per year at Years 8-11. A results report for pupil outcomes in AP1 and AP2 is received at Christmas and a more formal written report in June. Y12-14 receive one report in February. One parent teacher meeting takes place each year for each year group. Parents are encouraged to discuss matters by telephone with pastoral staff as and when required.</p> <p>Pupils with additional learning needs are invited to school for the annual review meetings.</p> <p>Social Media platforms such as Facebook, Twitter and Instagram are used to showcase pupil achievements.</p> <p>Parents are invited to the school to celebration events such as the Year 8 Welcome Service and the end of Year services. A Rewards Evening in September celebrates annually pupil achievement.</p> <p>Views of Parents are regularly sought in the form of questionnaires and surveys as part of the self- evaluation process.</p> <p>Parents are very supportive and have attended Arts and Drama performances as well as Fundraising activities such as ‘Sperrin’s Got Talent’ and Fashion Shows.</p> <p>Every three years the school produces a show. This is very well supported by parents and the wider community.</p> <p>Parents are well represented on the Board of Governors.</p>	<p>Links with parents is a strength of the school.</p> <p>Parents surveyed, have cited issues with the management of Parent teacher meeting, stating they are difficult to navigate as they are often too busy especially if two year groups are on at one time.</p> <p>Parents have raised concerns that these events are not conducive to effective communication and the structures require review.</p> <p>The School Communications on Social Media on platforms such as Facebook, Twitter and the school website are vibrant and up-to-date with positive feedback regularly received. These platforms are managed by the Marketing Leader. His workload requires urgent review and consideration given to additional administrative support in this area.</p> <p>The introduction of a Parent APP to support better communication with parents will be introduced.</p> <p>Whilst the school has good business links and is well supported by some, this is a potential area for development. The governors have stated that a review of the Rewards event should include sponsorship of awards from the business community.</p> <p>Our relationship and role in Magherafelt Learning Partnership is a strength. The school has very positive connections with the Senior Leaders of partner schools and the relationships continue to grow. The MLP sub-groups will continue to seek opportunities to develop links between our pupils, that will benefit all the pupils who are educated in the Magherafelt Schools. This will be done via SEP Sixth</p>

Community and Business Links

Sperrin College is well supported by the wider community and business.

The schools CEIAG strategy is very well supported by Business. Members of the community support our Interview skills Day for Y14 as well as providing placement for Work Experience. Business sponsorship is vital for sports teams and events.

MLP Partnership

Magherafelt learning Partnership is a thriving partnership consisting of 5 post-primary schools and Kilronan Special School. Collaborative Classes support all schools' ability to deliver the entitlement framework. In September 2017, a second collaborative block was added to the existing teaching block, providing three schools additional subject access.

The MLP also led the SEP programme with a focus on Drama and History. Teacher training and better connections to share good practice is an area for growth.

Sperrin also works with the Rural Partnership Schools to provide A Level Biology and MIA.

The partnership also organises events focusing on Careers and Pupil Health and Well-being.

Primary Schools

Sperrin has strong links with Phoenix Integrated Primary School, Maine IPS and Spires Integrated Primary school. Shared staff training and Primary taster events occur annually.

In 2016/2017 Sperrin ran a Drama programme for P5-7 Children over a series of months.

Form Provision, staff Development, pastoral and career opportunities.

Primary school links are good, but much work is still required in this area. A more strategic plan needs to be developed to foster stronger relationships and links to fully develop 'feeder' primary schools.

The Voluntary and Statutory Sectors

Links here are very strong. The school has strong associations with their identified charities, Habitat for Humanity, St. Vincent de Paul and The Salvation Army.

Sixth form pupils volunteer annually at the Primary School Safety Road Show, with many of our young people working in community organisations towards their Millennium Volunteer Goals.
With local sports clubs, our pupils coach and train providing guidance and expertise.

The use of statutory agencies to support the work of the school is a strength. The EWS Service, Educational Psychology, Counselling service and Behaviour Support Outreach are utilised to good effect.

Based on the Evidence, reflection and evaluation the priorities for the next three years are:

- 1.A review of the Rewards Event to incorporate business sponsorship
- 2.Primary School links-A Strategic Approach to Planning and Programme
- 3.MLP Links to continue to develop

Evidence Used:

Staff surveys, Interview skills day Minutes, PTM records and evaluations, Parental Surveys

2 (g) An evaluation of the promotion of the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

Statement	Evaluation
<p>ICT is planned for at all levels within the school.</p> <p>The school has 6 suites for ICT Provision, these are in Technology and Design, Careers and 3 ICT rooms. The MIA room has 20 Apple Mac Computers fully fitted with industry specification software. All classrooms are fitted with a C2K managed computer. In 8 classrooms teachers use an Apple TV coupled with their iPad to enhance teaching and learning.</p> <p>SIMS is used to manage and support the work of the school. All teachers have been trained in the effective use of SIMS. Behaviour and Pastoral data is analysed by all staff to ensure pupils are reaching their potential.</p> <p>The Assessment and reporting processers within the college is very well managed using SIMS.</p> <p>E-Mail communication is used to very good effect amongst staff and Sixth form pupils.</p> <p>The taught curriculum in led by the Head of Department. They deliver a wide curriculum to KS3 learners within focusses on skills development and e-safety.</p> <p>Computer studies is also delivered to the upper bands within the school.</p> <p>The UICT Coordinator ensures policies are kept up to date and the e-learning professional development programme including the e-safety strategy is well delivered.</p> <p>In 2016 a new Bring your own device' BYOD policy was introduced for Sixth formers. Currently, most sixth former have their own device for study purposes.</p> <p>The Senior Leader for ICT has led a full audit of the ICT Provision within school.</p> <p>The school are working towards the NAACE Quality mark for use of ICT.</p>	<p>The use of the NAACE evaluative framework has supported the identification of the areas for development within ICT.</p> <p>The Audit of the ICT provision and the associate Draft ICT Financial Plan indicates that:</p> <ul style="list-style-type: none"> • Good work in the ICT Department with very good achievements and outcomes for pupils. • Staff training needs to remain on the school Action plan and School Development Plan to ensure that staff are up-to-date on new teaching and learning approaches to the use of ICT. • iPad use by some teachers is enhancing the Teaching and Learning experiences of pupils. • Access to ICT remains a challenge and the aging hardware is an area to be addressed. • Applied subjects at A Level and GCSE are placing an increased demand for pupil access to ICT. In light of curriculum planning, this issue is likely to increase over the course of the next three years.

Based on the Evidence, reflection and evaluation the priorities for the next three years are:

1. ICT Hardware to be replaced -across the 3 years of the plan
2. Teachers to be furnished with iPad to support teaching and learning.
3. A programme of teacher professional learning to be developed.

Evidence Used:

NAACE Framework, CT Minutes, Audit of ICT Provision -Report and Draft Financial Plan, ICT Policy, ICT Action Panduit Action Plan

Section 3

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

	2017-2018	2018-2019	2019-2020
Income	2,764,058	2,739,492	2,753,189
Expenditure	2,749,626	2,789,712	2,796,255
Projected Surplus/Deficit	(19,189)	(61,418)	(96,404)
% of Recurrent Grant	-0.7%	-2.2%	-3.5 %

Statement	Evaluation
<p>Sperrin has faced very significant financial challenges over the last three years and subsequently made changes to staffing (Teaching and Non-teaching) and cutbacks on operational costs.</p> <p>Since 2015, the school has reduced staff, including a reduction in the senior management team. Middle management responsibilities have been review with some reductions in allocation of responsibility points. The ancillary staff have been on reduced hours which has reduced costs. The Design and Technology technician works on a reduced contract.</p> <p>The lease for the school mini-bus was cancelled allowing for further savings.</p> <p>Utility providers and other costs are regularly scrutinised by the school's finance committee and changes have been made to ensure value for money.</p> <p>The school regularly makes applications for funding for projects or areas for development and continues to generate finance from fundraising activities.</p> <p>SEP Partnership funding has been secured via the Magherafelt Learning Partnership for a Drama and History project. Most recently, SEP funding has also been used for Staff Development with a focus on Learning and Teaching.</p> <p>The EF Funding is earmarked for Collaboration classes for Sixth form, but doesn't cover all costs.</p>	<p>The austerity measures introduced two years ago, whilst having an impact on deficit reduction, have caused challenges, to the day to day operations of the school.</p> <p>The reduction in the Senior management team, has resulted in an increase work load for all members of the team, but particularly the Principal and Vice Principal, who have multiple duties to fulfil. The Vice Principal and Senior Leader roles and responsibilities will be kept under review, with a focus on balancing teaching allocation with their managerial duties.</p> <p>The school employs a Finance officer who reports directly to the Principal and the finance sub-committee of the BOG. The sub-committee reports to the BOG at monthly meetings.</p> <p>Internal and External Audits are carried out by Weir and Co. The audit report indicates the school is compliant with the regulations apart form completion of the Annual Report.</p> <p>Subject departments were not allocated a budget in April 2017 with HOD's making direct requests to the Principal for materials and resources. A robust authorisation system is in place for all purchases. It is likely that subject departments will have yearly reduced budgets over the course of the plan.</p> <p>Photocopying and reprographics costs have been identified as a potential area for saving. Accountability procedures at whole school and department level will be introduced in financial year 2017-2018.</p>

	<p>A slight growth in school numbers has resulted in an increase in overall income. The impact of budget cuts will continue to have a negative impact on teaching and learning.</p> <p>The School Development Proposal, submitted in May 2017, if approved, will increase pupil numbers to meet Bain requirements. This will have a very positive impact on the school's financial position.</p> <p>Sustainability, marketing and growth remain a key priority.</p> <p>The school will seek additional funding sources for improvements in Teaching and Learning, ICT, literacy (Library re-development) and numeracy, in addition to staff and pupil welfare.</p> <p>The school will continue to seek other capital and apply to external funding organisations to support the work of the school.</p>
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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.

Priority Area	Details of Resource Required	Year (s)of Plan	Total Cost over 3 years
1. The Development of the School Ethos*	Staff Training	1-3	£3,000
2. Professional Learning* including, Leadership and Management Development	Staff Training: Assessment, Teaching and Learning, Leadership and Management	1-3	£3,000
3. Curriculum development, Teaching, Learning and Assessment*	Sixth Form Curriculum Development (Chemistry Teacher and Double Award Subject progression in A2) GL Assessments	1-2 Annually	£20,000 £2,000
3a. Cross Curricular Skill Development: Library Re-development	Seek Funding from Foyle Foundation for Library Redevelopment	Application:2018	£10,000 (Funding Dependant)
4. Achievements and Standards*		-	-
5. The provision for the special, additional and other individual educational needs of pupils. *		-	-
6. Pupil Health and Well-Being, Child Protection and Attendance*		-	-
7. Staff Health and Well Being and Attendance*	Westfield Health	1-3	£2,000
8. Sustainability, Connectivity and Growth*	Maintenance Marketing Sixth Form Study Hall	1-3 1-3	£10,000 £5,000 (IEF Grant) £10,000
9. The effective use of resources, including ICT. *	ICT Equipment Parent APP	1-3	£33,000 £1,500
School Development Proposal (Submitted in February 2017)	2 additional teachers Capital Expenditure Minor Works Application	2-3	£79,570 Buildings Costs (See Development proposal)

***Professional Development will be incorporated into all priority areas.**

Section 4

An Assessment of the extent to which the school has met or revised its key targets as set out in the previous School Development Plan 2014-2017

Area of improvement	Summary of objectives set	Status	Met/Not Met	Next Step
..To work towards meeting Bain requirements	<p>A. Increase intake at KS5 by revising curriculum provision.</p> <p>B. Submit a School Development Proposal.</p> <p>C. Increase intake at KS3 by developing a Gifted and Talented programme.</p> <p>D. Maintain a high standard in learning and teaching.</p>	<p>A. KS5 intake remains consistent at an average of 43 pupils per year over 3 years. In 2017, the curriculum was expanded providing double award options and a second collaborative block was developed with our MLP Partners.</p> <p>B. Development Proposal submitted in May 2017</p> <p>C. Grammar Band incorporated into the Admissions Criteria.</p> <p>D. ETI Report confirmed Learning and Teaching status at Sperrin was rated 'Good'. The quality of Learning and Teaching remains the Key priority for improvement.</p>	Objectives partly met.	Sustainability remains a key priority with the Quality of Teaching and Learning is the key area for improvement.
..Curriculum Development- to meet the entitlement framework requirements.	<p>A. Review Curriculum models at KS3,4 and 5.</p> <p>B. Introduction of BTEC Graphic Design Qualification.</p>	<p>A. Full curriculum review carried out in Academic Year 2016-2017 and new curriculum models in place from September 2017.</p> <p>B. Graphic Design introduced and withdrawn due to lack of uptake.</p> <p>C. Performance/Drama introduced at KS5 in September 2017. Offered to MLP in collaboration.</p>	GCSE -EF Requirements Fully met. KS5-Partly met.	Curriculum Provision remains a priority.

	<p>C. Introduction of Performance /Drama at KS5</p> <p>D. Introduction of Hospitality at KS5</p>	<p>D.DA Health and Social Care introduced instead of Hospitality.</p>		
<p>5. To maintain the all ability ethos of our school through addressing academic quality of Year 8 intake via a Grammar pathway strategy</p>	<p>A. Revise KS3 assessment and benchmarking policy to standardise baselining for Y8 intake.</p> <p>B. Revise KS3 Schemes of work providing differentiated work for all banded groups.</p> <p>C. Revise IEP and G&T Process</p> <p>D. Staff Training in assessment.</p>	<p>A. Assessment and Benchmarking policy revised in 2016.</p> <p>B. Year 8 'Plans for Learning' replaced Schemes of work. Only year 8 currently revised.</p> <p>C. IEP Process reviewed with new procedures in place. G&T addressed via differentiated tasks Setout in the revised Plans for Learning.</p> <p>D. Two years of staff training have taken place in relation to the effective use of Data.</p>	<p>Grammar band established and Baseline data used in a standardised whole school approach.</p> <p>SEN, including IEP Target setting remains a priority.</p>	<p>Attracting an All-Ability intake remains a priority.</p>
<p>6. Leadership and Management succession</p>	<p>A. Develop the leadership and management structures in line with the changes needs of the school.</p>	<p>A. The Principal and Vice Principal are new to their posts from September 2016. The SLT has reduced from six members to five. New roles and responsibilities including job descriptions are in place from September 2016.</p>	<p>Fully met</p>	<p>Ensuring Sperrin College has effective</p>

<p>Planning including a realignment of teacher skills to the needs of the school.</p>	<p>B. Staff development programme to support leadership legacy planning.</p> <p>C. Review policies ensuring they match with practice and communicate with stakeholders.</p>	<p>B. HOD job descriptions have been revised and staff development has focussed on providing training on role requirements. This included Action planning, effective use of assessment data and MER processes and procedures. The focus of staff development has been on Learning and Teaching.</p> <p>C. The Child Protection and Safeguarding Policy has been fully reviewed as well as the Teaching and Learning policy. Other key policies such as Assessment, Curriculum and Positive Behaviour policies are a work in progress. Sperrin has adopted a collaborative approach to policy development allowing for research, sharing of effective practice, piloting new ideas and consultation with all stakeholders to take place prior to a policy being re-written. Therefore, most of our key policy are out of -date and will be re-written over the course of this school development plan.</p>		<p>Leadership at all levels remains a priority.</p>
<p>Targeting pupils with social need and disadvantage to ensure a high level of achievement for all pupils.</p>	<p>A. Introduce a Healthy Mind Policy and provide a space for counselling within school.</p> <p>B. Provide additional, small timetabled support classes for C/D Borderline pupils in English and Mathematics.</p>	<p>A. A designated counselling room has been provided. A Healthy Mind Policy has not been developed as a more holistic approach to pupil health and welfare is required.</p> <p>B. Pupils are banded in classes in relation to their ability at KS3.KS4 English and Mathematics departments have well developed raising standards strategies targeting all pupils to achieve. They identify well those underachieving pupils who maybe disadvantaged. (FSM/Gender/SEN)</p>	<p>Partially met.</p>	<p>Pupil Health and Well-being (including Mental Health) is an area for focus. Strategies for improvement in this area will explore a multi-disciplinary approach.</p>

				Raising pupil achievement is a key priority.
i.Raising Achievement in Literacy, Numeracy and ICT.	<p>A. Review assessment structures and matching with SEN and G&T policies.</p> <p>B. Develop cross-curricular assessment in Communication, Using Mathematics and ICT.</p> <p>C. LLW Programme to be developed to incorporate wider skills.</p>	<p>A. Assessment structures reviewed in 2016 with standardised baseline testing using CAT, PTE and PTM. Staff training facilitated the use of Data and target setting to raise achievement. SIMS is used to ensure staff are aware of SEN pupils. Good progress in this area.</p> <p>B. Assessments in place for cross curricular skills. The impact of these assessments to raise standards is difficult to evaluate as the quality of MER by cross-curricular leaders and senior leaders is inconsistent. Teaching in English is very good and good for Mathematics.</p> <p>C.LLW planning and teaching structures have changed from September 2017.The quality of the teaching and learning for LLW cannot be evaluated as MER strategies have been inconsistent.</p>	<p>A-Met</p> <p>B &C -Not met</p>	The development of Cross-curricular skills in Literacy, Numeracy and ICT remains a priority.
ii.Relevance for Learning and Curriculum Provision	<p>A. Curriculum Development considering the career opportunities for pupils.</p> <p>B. Development of digital communication and creativity opportunities.</p> <p>C. Develop the provision and use of ICT and emergent technologies, including staff training.</p>	<p>A. Curriculum review has been carried out in 2016 with increase in curriculum offer at KS4 and the introduction of double award subjects at KS5.Good progress has been made here, however, work needs to continue to ensure full entitlement framework requirements are met.</p> <p>B. 2016-2017 saw significant progress made in e-learning and safety education. BYOD policy was developed and Sixth form use of their own ICT devices increased to almost 100% use of OD. iPad are used as a teaching tool by 8 teachers to good effect.</p> <p>C.WW1 Thematic Unit was very enjoyable but time consuming for staff. The impact on pupil understanding of the topic was good,</p>	Partially met	CEIAG is an area for significant development.

	<p>D. Develop Thematic units for World War One and STEAM.</p> <p>E. Review new specifications for KS5 with a focus on Applied subjects.</p> <p>F. Cross-curricular coordinators to plan for progression and transition.</p>	<p>however, the re-focus on new plans for learning meant that the thematic units were not developed in the second year of this plan.</p> <p>E. New specifications across GCSE and A level have been introduced. The impact on teacher workload and pupil outcomes were cited as an area for concern by staff.</p> <p>F. Very good progress has been made by the Numeracy coordinator in developing a transition plan with primary schools. Staff training, numeracy days and sharing of good practice has developed an improved understanding of the P7 and Y8 curriculum. Progress in literacy, due to the absence of the coordinator has been limited.</p>		
<p>3. Promotion of the College within the local and wider community with a corporate image harnessing the potential of social media.</p>	<p>A. Review and Update promotion material to a high professional standard.</p> <p>B. Update website and harness the use of social media.</p> <p>C. Purchase a school mini-bus to raise the profile of the College in the community.</p> <p>D. Develop Experience Events for primary school pupils.</p>	<p>A. The school image, promotion materials, pupil and staff uniforms have been considerably enhanced by the work of the marketing coordinator.</p> <p>B. The school Facebook and Twitter feeds regularly showcase pupil achievement and the work of the school. The website provider has been changed and is currently being repopulated with new policies and refreshed content in line with the school's new strategic goals.</p> <p>C. The school mini bus was leased but returned due to significant underutilisation. The finances were subsequently re-directed with an upgrade in school signage. (House system and the visibility of the school motto 'Pursing Excellence Together.')</p> <p>D. Drama, Extra-curricular activities and taster days have been used to improve links with primary schools. P6 pupils have been targeted. Whilst several hundred-primary school enjoyed the Sperrin Experience, this did impact in enrolment numbers in 2016 with 105 new Year 8, however, didn't transfer into increase pupil numbers in September 2017 with an intake of 81.</p>	Partially met	Sustainability and increasing enrolment numbers remains an area of focus

<p>1.Estate Management</p>	<p>A. ICT provision to enhance curricular experiences.</p> <p>B. Grant applications for enhanced provision of social and sporting areas.</p> <p>C. Alternative energy sources to reduce utilities costs.</p> <p>D. Reprographics and Telephone system to be enhanced.</p> <p>E. Refurbishment and maintenance of main school entrance block.</p>	<p>A. ICT audit has shown investment is required in this area, however, limited progress has been made due to budgetary constraints.</p> <p>B. Grant Applications have been made but rejected by EA for minor works to be carried out on Sports facilities. These remain sub-standard. New applications will be made in November 2017.</p> <p>C. Solar panels generate a small amount of money for the school. Utility costs are kept under review, but remain high, due to the nature of the building.</p> <p>D. An audit carried out on the use of reprographics highlighted a total lack of accountability across all areas of the school. A new system will be developed to address the use of printers and photocopiers.</p> <p>E. Painting and decorating in the entrance block coupled with new signage has enhanced this area.</p>	<p>Not met due to Lack of Finance and serious inadequacies remaining to be a cause for concern.</p>	<p>Estate Management remains a priority.</p>
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Section 5

An assessment of the challenges and opportunities facing Sperrin Integrated College.

Sperrin College, now entering its sixteenth year, is facing many challenges but has considerable opportunities for growth and improvement. The College has emerged from a very fluid phase with changes in leadership at almost all levels. The new reduced senior leadership team provide clear strategic direction, focusing on high levels of aspiration, pupil achievement and school improvement. Much of the 'ground work' focussed on changing the culture within the school to develop 'expert' teachers who plan well and lead improvement in learning and teaching. The focus has now shifted to develop in pupils, the necessary dispositions for them to aim high, work hard and reach their full potential.

Whilst the school enrolment continues to grow, class sizes have increased. Due to the on-going budgetary pressures, the impact of growth in a context of declining budgets has had a significant impact on the development work of the school. With redundancies in teaching staff and the reduction in ancillary staff hours, financial savings have been made, but the impact on morale, workload and staff well-being has been substantial, impacting on increased absence levels of staff. This, coupled with increased pressure from teaching unions has hindered our improvement process.

Yet, very good progress has been made and staff commitment to the improvement journey remains exceptionally high. New leadership, in key areas of the curriculum are having an important impact on standards and achievement. The planning, monitoring evaluation and review progress continues to improve throughout the school.

The introduction of the Grammar Band has allowed for an 'All-ability' intake, however, there is a changing intake profile, with some pupils displaying a wide range of Special educational needs and complex social, emotional and behavioural difficulties. There is an increased number of pupils displaying signs of lack of resilience and increased mental health concern. This is an additional challenge to staff time and resources as well as having an impact on the school's ability to raise pupil attainment levels.

The school estate with the 'temporary' nature of the building structure, places serious challenges to both staff and pupils. The outside nature of the school accommodation and the lack of durability of the inside walls, flooring, fitting and fixtures, means that regular, on-going financial resources are directed to utility and maintenance costs, with pupils having no inside recreation space for shelter.

Challenges	Opportunities
<p>Uniqueness of our 'Integrated Ethos' being diminished by lack of community (local and regional) awareness.</p> <p>Raising pupil achievement levels at GCSE and A Level.</p> <p>Meeting the Social, emotional, additional educational and behavioural needs of all pupils.</p> <p>Enhancing the educational experience of pupils both in curricular and extra-curricular activities.</p> <p>Financial and Budgetary pressures impacting on all aspects of school life.</p> <p>SLT/Teacher/Staff work-load and impact on Well-being of workforce.</p> <p>Ancillary staff reductions (in time) resulting in a decline in standards of Cleaning and Maintenance.</p> <p>Sustaining stable enrolment to meet Bain requirements</p>	<p>Hard-working, dedicated staff (teaching and non-teaching), committed to school improvement and raising pupil attainment.</p> <p>Hard-working, dedicated leadership team (At all levels), committed to school improvement and raising pupil attainment.</p> <p>Dedicated, Board of Governors, committed to school improvement and raising pupil attainment.</p> <p>Supportive parents committed to developing partnerships to support their children and the work of the school.</p> <p>A developing culture of self-evaluation, monitoring and review of policy, procedures and practice.</p> <p>Submitted School Development Proposal which, if approved, will allow for growth, sustainability and financial security.</p> <p>The leadership Team are actively seeking additional Funding Streams (via Application Processes) to support the development work of the school.</p>

Section 6

Arrangement made by the Board of Governors, in consultation with the principal to monitor, evaluate and review the progress of the School Development Plan.

Statement	Evaluation
<p>Adoption</p> <p>The 2017-2020 School Development Plan will be presented by the Principal to the Board of Governors in November 2017.</p> <p>The Chairperson and Board members will (prior to the meeting) analyse the contents and priority areas. Final approval of the SDP will be given when key questions are addressed by the principal.</p> <p>Annual Action Plans will detail the specific activities that progress the priority areas, which will include the monitoring, evaluation and review tools by all stakeholders.</p> <p>The Principal will provide monthly updates in the Principal’s report to the BOG on the progress of priority areas, including arrangements for Child Protection, safeguarding and welfare.</p> <p>The Principal will provide an Annual Report to the BOG and made available to staff, parents and the public on the progress of priority areas.</p>	<p>The Board of Governors exercises an effective challenge function on the key aspects of the school development and improvement process.</p> <p>The requirement to recruit suitably experienced governors remains a challenge for the school with a specific requirement for legal and Human resource expertise. The school will continue to work with DENI to recruit a full cohort of Governors in line with legal requirements.</p> <p>A significant amount of BOG time has been spend dealing with a Human resource issue. This is having an impact on Governor personal and professional time.</p> <p>The school currently has one sub-committee with a finance remit. A Sub-committee structure will allow for increased governor insight and input into the improvement work of the school.</p>

<p>The principal will provide opportunities for senior staff, cross-curricular leaders and staff with responsibility areas to present progress reports and data on priority areas directly to the BOG. This will allow for recognition of achievements and an opportunity for scrutiny of progress.</p>	
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<p>Area for Improvement</p> <p>The Principal, in conjunction with the Board of Governors will develop a new sub-committee structure within the Board of Governors to promote a more effective governance structure.</p> <p>Sub-committees to include:</p> <ol style="list-style-type: none">1. Learning and Teaching, Assessment and Raising Attainment2. Marketing and Sustainability3. Well-Being, welfare and pastoral care Of Staff
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Section 7

Three Year School Improvement Plan-Identification of Priorities

Priority 1: The Development of the School Ethos

Lead Responsibility: B Heron

<u>Year 1</u> 2017-2018	<u>Year 2</u> 2018-2019	<u>Year 3</u> 2019-2020
<p>1. School aims and mission statement revised, rewritten and visible within the school.</p> <p>2. Raising awareness of the importance of our ethos by developing staff, parent and pupil pride in the school and our integrated ethos.</p> <p>3. House and Rewards System Re-launched, with the appointment of a coordinator. A review of House and Reward structures.</p> <p>3. Pupil Council Re-launched with active participation and the voice of the pupil to be used to support development and evaluation of school priorities.</p> <p>4. The Pupil Council and House Leaders to be trained on ‘How to be a successful Leader’ with a focus on roles and responsibilities.</p> <p>5. Head of Sixth Form, in conjunction with the with Senior Pupil Leadership Team will plan and progress the role of SPLT, MER its impact on the effective running of the school. (Duties, Role Models for Juniors, House System)</p> <p>6. Promotion, facilitation and encouragement of curricular and extra- curricular opportunities within Departments and across the school that promote cultural diversity and expand pupil experience/Learning.</p>	<p>Revised House System and Rewards System roll-out at KS3. House badges for all pupils.</p> <p>Programme for Cultural diversity embedded in curricular and extra-curricular programmes.</p> <p>Establishment of an ‘Excellence in Integration Education’ Team to carry out audit and begin to address deficiencies in provision regarding ethos.</p> <p>Pupil Council to focus on policy development and leadership training.</p>	<p>School ethos, clearly understood with significant embedded opportunities for pupils to experience cultural diversity.</p> <p>Application submission for Excellence in Integrated Education Award.</p> <p>Review of Aims and School Development Plan.</p> <p>House and Reward System reviewed.</p> <p>Pupil Council reviewed.</p>

Priority 2: Professional Learning-including Leadership and Management (including Governance)

Lead Responsibility: D Chambers and A E Monaghan

<p align="center"><u>Year 1</u> <u>2017-2018</u></p>	<p align="center"><u>Year 2</u> <u>2018-2019</u></p>	<p align="center"><u>Year 3</u> <u>2019-2020</u></p>
<p>1. Leaders will be provided with training on the ‘Success Criteria’ of MER procedures and their role.</p> <p>2. Leaders will seek opportunities to share effective practice via MLP, Cross departmental/Cluster groups/Good practice Visits or other schools.</p> <p>3. Senior Leaders, in their role as cluster led will, meet, support and provide feedback on PFL and Action Plans to HODs/ Cross-curricular leaders. Follow up will take place to ensure that feedback has been acted on.</p> <p>4. Middle Leaders (HODs) will monitor the impact of the Year 8 PFL.</p> <p>5. Middle Leaders (HOD’s) will Quality Assure the Year 9 PFL, completed collaboratively by their departments prior to submission to SLT.</p> <p>6. Cross-curricular leaders will Audit the Year 8 PFL-Skills Section, evaluate the good practice in their area and two departments will be identified and supported to develop the key skills.</p> <p>A professional learning programme will be developed for middle leaders (HOD/Cross-Curricular Leaders) enabling them to fulfil their roles.</p> <p>Proposals to Governors regarding sub-committee restructure.</p>	<p>All leaders will use effectively the ‘Success Criteria’ of MER procedures to carry out their role. Support will be given to new middle leaders.</p> <p>All leaders will seek opportunities to share effective practice via MLP, Cross departmental/Cluster groups/Good practice Visits or other schools.</p> <p>Middle Leaders, will self-evaluate and amend their own PFL and Action Plans.</p> <p>Senior leaders will provide assistant to some HOD’s and Follow up to ensure that feedback has been acted on (If required)</p> <p>Middle Leaders (HODs) will monitor the impact of the Year 9 PFL.</p> <p>Middle Leaders (HOD’s) will Quality Assure their Year 9 PFL.</p> <p>Cross-curricular leaders will Audit the Year 9 PFL-Skills Section, evaluate the good practice. Provide whole school training on how to embed the cross curricular skills into plans and practice. (‘carrier’ subjects to be identified)</p> <p>A professional learning programme will be developed by middle leaders (HOD/Cross-Curricular Leaders) enabling them to fulfil their roles and share effective leadership practice.</p> <p>Pilot governor sub-committee structure and programme for governance introduced.</p>	<p>The ‘Success Criteria’ of MER procedures is well embedded and will be reviewed by middle and senior leaders.</p> <p>Senior Leaders, in their role as cluster led will, coach HOD’s (as required) to improve their leadership capacity.</p> <p>Middle Leaders (HODs) will monitor the impact of the Year 10 PFL.</p> <p>Middle Leaders (HOD’s) will Quality Assure the Year 10 PFL.</p> <p>Cross-curricular leaders will MAP Key Skills Section across the Key Stage and develop a 3-year plan for improvement in Lit/Num/ICT.</p> <p>The leadership programme will be reviewed by HOD’s and other middle leaders.</p> <p>Review impact of governance sub-committee structure.</p>

Priority 3: Curriculum Development, Teaching and Learning, and Assessment (Including Cross Curricular Skill Development: Literacy, Numeracy, ICT and CEIAG)

Lead Responsibility: D Chambers, A E Monaghan and N Small

<p align="center">Year 1 2017-2018</p>	<p align="center">Year 2 2018-2019</p>	<p align="center">Year 3 2019-2020</p>
<p>Assessment for Learning (Initiate) Audit and Identify existing good practice in success criteria, feedback and mechanisms to ensure pupils act on feedback.</p> <ul style="list-style-type: none"> •Staff training which draws on research theory and best practice. •Staff will develop collaboratively a ‘Sperrin Approach’ to the use of success criteria and feedback. •Departments pilot the agreed approach with a focus on the use of success criteria in their teaching strategies and share Good practice. •Pupils will act on success criteria based on teacher feedback. •HODs will monitor, evaluate and review the positive impact on learning. •SLT will monitor, evaluate and review the positive impact on learning. <p>Assessment for Learning Learning Tutors and Pupils will engage in training on performance review and Target setting.</p> <p>Policy Development An Assessment Policy framework will be developed in conjunction with the Teaching</p>	<p>Assessment for Learning (consolidate) Success Criteria from examples of best practice within school and beyond will be developed in all department areas.</p> <p>Departments extend Assessment for Learning at KS3.</p> <p>Policy Development</p> <p>The Rewarding Learning section will be developed and added to Teaching and Learning Policy. (Staff professional Development and Pupil Input)</p> <p>The Behaviour for Learning Section will be developed and added to the Teaching and Learning policy. (Staff professional Development and Pupil Input)</p> <p>Plans for Learning</p> <p>Year 10 PFL will be developed collaboratively by departments.</p> <p>Year 9 PFL will be MER for impact on quality of provision.</p>	<p>Assessment for Learning (Embed) All departments fully embed assessment for learning strategies into all subject areas.</p> <p>Curriculum Review</p> <p>Comprehensive review of Curriculum Model ‘Success Pathways for All’ using Data from External examinations and other internal data sources.</p> <p>Policy Review</p> <p>Teaching and Learning Policy reviewed.</p> <p>Plans for Learning</p> <p>Departmental MER and evaluation of the impact of KS3 PFL. Initiation of some further connected learning opportunities.</p> <p>Literacy(Communication), Numeracy (Using Mathematics), UICT and CEIAG.</p>

<p>and Learning Policy. (Teaching and Learning policy to be ratified at BOG-May 2018)</p> <p>Plans for Learning Year 9 to be complete collaboratively within departments. Year 8 PFL to be monitored for impact on learning and teaching.</p> <p>Literacy(Communication), Numeracy (Using Mathematics), Using ICT and CEIAG</p> <p>The coordinators will present their vision and plans to SLT, ensuring a shared understanding of each of the Cross curricular skill areas.</p> <p>Year 8 PFL will be used to evaluate the good practice in each of the cross curricular skill areas and two ‘carrier’ departments will be identified and supported to develop the coordinators skills for learners.</p> <p>Each Cross curricular coordinator will raise the profile of the cross curricular skills beyond the classroom by planning initiatives that will increase pupil awareness of the cross curricular skill.</p> <p>Funding will be sought for library redevelopment to support literacy and communication skills.</p>	<p>In light of the new plans, an audit will be conducted in order to identify further opportunities for connected learning opportunities between departments.</p> <p>Literacy(Communication), Numeracy (Using Mathematics), UICT and CEIAG.</p> <p>Year 9 PFL will be used to evaluate the good practice in each of the cross curricular skill areas and two ‘carrier’ departments will be identified and supported to develop the coordinators skills for learners.</p> <p>Revised Policy Framework developed for each of the Cross Curricular Skills.</p> <p>Departmental Policy Framework developed for each department.</p> <p>Curriculum Development</p> <p>Evaluate the impact of the second and third language for G and T sets, and review options for progression to GCSE for Languages.</p> <p>Review Post 16 Pathways, to include the impact on pupil outcomes of Double Award subjects. The review will seek to develop a suitable pathway for Grammar, Top and</p>	<p>KS3 Curriculum Mapping of cross-curricular skills by coordinators and continuation of specific work carried out to develop skills with ‘carrier’ departments.</p> <p>Cross Curricular Policies Revised.</p> <p>Departmental Policies Revised.</p>
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<p>Curriculum Development A MER process on the new GCSE/AS/A Level Subjects including OS and new collaboration Block 2 will be carried out by the VP. Review of A level subjects with criteria for feasibility.</p>	<p>Middle band pupils. This will include the subjects for STEM options.</p>	
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Priority 4: Raising Achievements and Standards for pupils

Lead: Mr N Small with Mrs S Mullholland and Miss A Mc Gregor

<p style="text-align: center;"><u>Year 1</u> <u>2017-2018</u></p>	<p style="text-align: center;"><u>Year 2</u> <u>2018-2019</u></p>	<p style="text-align: center;"><u>Year 3</u> <u>2019-2020</u></p>
<p>1.Raising standards in English and Mathematics: The Head of English and Head of Mathematics and SLT link will use a MER period to identify early, develop strategies and monitor progress of pupils who are ‘at risk’ of not achieving English and Mathematics at GCSE. (Y10 Focus)</p> <p>2.Effective Use of Data to Raise Pupil Achievement All HODs will use the MER Period to ensure GCSE and AS/A Level pupil progress is monitored and strategies for pupils on C/D/E borderline grades are in place.</p> <p>YH/VP/P will develop programmes to raise pupil achievement at all levels, but specifically GCSE/AS/A Level. (Years 11-14)</p>	<p>1.A ‘signature project’ model to be introduced to focus on achievements in English and Maths. An examination and review of the GCSE Mathematics programme.</p> <p>2.Comparative Data from the Fisher family trust to be used to monitor pupil progress with professional development for HOD’s.</p> <p>3.Year 11 and Y13 Focus on GCSE improvement strategy. Year Head and HOD’s focus on an improvement programme. Review of study leave arrangements for Y12 and 13.</p>	<p>1.A review of the impact of the joint English and Mathematics strategy.</p> <p>2.A review of improvement strategies employed to raised achievement.</p>

Priority 5: The provision made for the special, additional and other individual educational needs of pupils.

Lead Responsibility: Mr D Davies

<p style="text-align: center;"><u>Year 1</u> <u>2017-2018</u></p>	<p style="text-align: center;"><u>Year 2</u> <u>2018-2019</u></p>	<p style="text-align: center;"><u>Year 3</u> <u>2019-2020</u></p>
<p>LSA's will engage in training to identify early signs of pupils with a SEN.</p> <p>Weekly meetings between senior pastoral/SEN Leaders will enable the development of action for improvement plans for pupils with SEBD.</p>	<p>Introduce the role of the Assistant SENCO, (provide training for JQC ACCESS arrangements for pupils with SEN)</p> <p>Teachers will engage in training to support the pupils who have barriers to their learning.</p> <p>Teachers will incorporate pilot differentiated strategies into their teaching and classroom practice.</p>	<p>Focus on development of differentiation strategies in the classroom.</p>

Priority 6. Pupil Health and Well-Being, Discipline, Child Protection and Attendance

Lead Responsibility: Mrs D Chambers

<p align="center"><u>Year 1</u> <u>2017-2018</u></p>	<p align="center"><u>Year 2</u> <u>2018-2018</u></p>	<p align="center"><u>Year 3</u> <u>2019-2020</u></p>
<p>All staff will receive training on a 'Back to Basics' approach to classroom management and input to Behaviour Review.</p> <p>The Pastoral Team will begin to review the Discipline Policy, with first focus on the development of strategies to improve Classroom behaviour i.e. 'Behaviour for Learning' strategy.</p> <p>All pupils will receive an induction programme with a focus on behavioural standards.</p> <p>KS3 Learners will be taught by the Learning Tutors, 12 key lessons based on the SPERRIN acronym focusing on positive learning dispositions.</p> <p>Action for Improvement Programmes will be implemented and reviewed to showing a reduction in negative classroom behaviour.</p>	<p>'Behaviour for Learning' policy 'rolled out' to pupils and staff.</p> <p>Focus on maintaining Behavioural standards in Year 9, with the development of a Year 9 programme for improvement. (Like Y8 Induction)</p> <p>Pupil Health and Wellbeing Framework developed in conjunction with LLW, PE, RS and HE HOD'S and coordinators, starting with Y8. This framework to include addressing Mental Health awareness.</p> <p>Review of the Whole school attendance policy, considering revised communication structures such as Parent APP and Rewards Policy.</p> <p>Sixth Form Transition Programme to be developed.</p>	<p>Pupil Health and Wellbeing Framework developed in conjunction with LLW coordinator, with Y9 focus.</p> <p>Comprehensive review of impact of reviewed Behaviour for Learning policy.</p>

Priority 7. Staff Health and Well -Being and Attendance

Lead Responsibility: B A Heron

<p align="center"><u>Year 1</u> <u>2017-2018</u></p>	<p align="center"><u>Year 2</u> <u>2018-2019</u></p>	<p align="center"><u>Year 3</u> <u>2019-2020</u></p>
<p>Handbook will include guidance and support material on strategies to ensure good health and Well-being.</p> <p>Re-Launch of Westfield Health benefits for all staff.</p> <p>Staff training and awareness on strategies to ensure good health and Well-Being. (Mental Health Focus)</p> <p>Monthly Analysis of Staff Attendance Data and impact statistics on pupil learning. Governor and SLT awareness of issues.</p>	<p>Review of Staff Attendance policy.</p> <p>Development of Staff Wellness Strategy and run Health and Well-being sessions for all staff.</p> <p>Consultation with all staff on a Health and Well-Being policy.</p>	<p>Emergent Leaders-Introduction of one-year co-opted SLT members.</p> <p>New policy for Staff Health and Well Being.</p>

Priority 8. Sustainability, Connectivity and Growth (Marketing Strategy)

Lead Responsibility: Mrs B A Heron and Mr J Alexander

<p align="center"><u>Year 1</u> <u>2017-2018</u></p>	<p align="center"><u>Year 2</u> <u>2018-2019</u></p>	<p align="center"><u>Year 3</u> <u>2019-2020</u></p>
<p>Primary Schools Provide Sixth form support to Primary schools for Literacy to SIPS and one other local PS. Development of a Primary School and Year 8 Summer Scheme for Summer 2018. Coordinate links with Primary schools to identify area of work-either in literacy or numeracy. (CPD)</p> <p>Sixth Form To review the ‘Sixth Form Experience’ at Sperrin using focus groups in Y13/Y14. Increase the use of the Alumni organisation to support Sixth Form Events. Meetings/Links with MLP and Rural Partners to explore how we can meet the EF and ensure the most efficient curriculum Model is in place for our pupils. Use Social Media to Promote the Sixth Form experience and Alumni success and achievement.</p>	<p>Primary Schools A planned strategy for primary school engagement with Sperrin-with a focus on P6 Pupils.</p> <p>Sixth Form Sixth Form Transition Programme to be developed to include use of the Alumni.</p> <p>Connectivity and Wider Links Fundraising for Camps International Event 2019 Summer.</p> <p>School Show Develop and Produce the school Show. (November 2018)</p>	<p>Primary Schools A review of Primary School programme. Review of impact of Marketing strategy. (Enrolment trends, improved public image, pupil, staff and parent pride in school)</p> <p>Sixth Form Review the impact of Sixth Form Experience on: Enrolment trends, Academic outcomes/ EF and Improvement in pupil experience)</p>

<p>School Promotion The School Website and prospectus. to be Reviewed and refreshed.</p> <p>School Building The School building and grounds will be maintained to a high standard of repair enabling staff and pupils to take pride in their school.</p> <p>Connectivity and Wider Links</p> <p>Parental Communication</p> <p>The development of technology and communication systems to improve parent engagement. (Parent APP) Reducing costs and reducing paper waste.</p> <p>Links Develop Links with Partner schools (European) and Charitable organisations such as H for H/Camps International.</p> <p>Marketing and Publicity Strategy</p> <p>Establish a sub-committee with BOG with a specific remit on marketing and publicity. Three Year Strategy to be written.</p>	<p>School Promotion Departments populate the school website with subject information.</p> <p>Business Links CEIAG department to continue to develop links to business partners to support career development.</p> <p>ECO Schools</p> <p>Establish an Eco schools sub-committee form the pupil council to develop an ECO-schools plan.</p>	
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Priority 8. The effective use of resources, including ICT.

Lead Responsibility: Mrs B A Heron supported by N Small

<p align="center"><u>Year 1</u> <u>2017-2018</u></p>	<p align="center"><u>Year 2</u> <u>2018-2019</u></p>	<p align="center"><u>Year 3</u> <u>2019-2020</u></p>
<p>An Audit and review of the aspects outlined below of the school expenditure, ensuring the effective deployment of resources (including Human) and value for money.</p> <p>1.Teaching Staff to include ancillary staff.</p> <p>2.Utilites and Contracts</p> <p>3.Printing and Printers</p> <p>4.Communication Systems-including telephones, Parent APP and the use of social media.</p> <p>5.ICT Hardware -Replenishment Plan (Year 0)</p> <p>Review of Sixth Form Study Area and an audit of the suitability of other potential areas.</p>	<p>1.Implementation of the cost reduction strategies.</p> <p>2.Staff, pupil and parent policies revised considering new developments.</p> <p>3. ICT Hardware -Replenishment Plan (Year 1)</p> <p>Sixth Form Study Area re-developed.</p> <p>Library redeveloped.</p>	<p>An Audit and review of the aspects outlined below of the school expenditure, ensuring the effective deployment of resources (including Human) and value for money.</p> <p>ICT Hardware -Replenishment Plan (Year 2)</p> <p>Canteen area redeveloped.</p>

Action Plan 2017-2018

Performance Data						
Yr 12	Outgoing Yr. 12 5A*-C 81.2%	Outgoing Yr. 12 5A*-C Inc. English and Maths:59.3%	Current Year 12 5 A*-C CAT at Y8: 80% CAT at Y10: 69% Target: 70 %	YR 12 5A*-C Inc. Eng. & Maths CAT at Y8: 48% CAT at Y10: 58% Target: 60 %	Yr. 11 5 A*C CAT: 68%	YR 11 5A*-C Inc Eng. & Maths CAT: 58%
Yr 11	Outgoing :3 A*-C: 72%	Outgoing: 2 A*-C: 100%	Current: 3 A*- C = 70 %	Current: 2 A*-C: 100%	Attendance: 96%	
/PTM		Mean Standard Age Scores (National Average = 100)				
/PTM/CAT Summary		Year 8 CAT- 99.6	Year 9 CAT- 97.7		Year 10 CAT- 97.1	
		PTE- PTM-	PTE-93.8 PTM-94.0	PTE-97.1 PTM-93.6		
SCHOOL STRATEGIC Goals:						
Leadership and Management	All leaders will effectively carry out MER procedures to improve the learning experience for all.					
Teaching, learning, Assessment and Pastoral Care.	KS3 learners will act on success criteria based teacher feedback to improve their learning					
Achievements and Standards	The qualifications achieved by learners at, KS4 and KS5 will improve from baseline results, showing added value.					
Sustainability and Health	Sperrin's strong public image, as a successful school will attract pupils reflective of its 'integrated' and 'all-ability' ethos.					

Key Curricular TARGETS for whole school improvement in:

Literacy and Communication	Year 8 PFL will be used to evaluate the good practice in literacy and two departments will be identified and supported to develop the literacy skills for learners.
Numeracy and Using Mathematics	Year 8 PFL will be used to evaluate the good practice in numeracy and two departments will be identified and supported to develop the numeracy skills for learners.
	Year 8 PFL will be used to evaluate the good practice in ICT and two departments will be identified and supported to develop the ICT skills for learners. (From February 2018)
CEIAG	Year 8 PFL will be used to evaluate the good practice in CEIAG/employability and two departments will be identified and supported to develop the CEIAG skills for learners.
	Year 8 learners with SEN will be identified earlier and actions developed to address their learning need.

a: 1

Leadership and Management

eline Position

or Leadership

s and Responsibilities:

n September 2017, the Senior Leadership Team consists of five members.

Principal and Vice Principal posts are now permanent, this consistency in personnel allows the senior leadership team to continue with the vision and improvement work for our pupils.

Vice Principal will continue leadership responsibility for curriculum and pastoral provision, however, will have additional teaching duties due to timetable requirements. A feasibility review of this will be carried across the academic year.

Learning and Teaching Leader and Assessment & Data and C2K/ICT Leader also remain the same. A new role of Learning Support Leader has been developed due to resignation of the SENCO during the 2016-2017 academic year. This senior leader will assume the responsibilities of the SENCO. The duties of Estate manager will be carried out by the Principal. The responsibility point allocation for senior leadership roles will be reviewed over the course of the 3-year development plan. All Middle senior managers acting in the role as leaders of learning & meaningful feedback and reflections will be evidenced in PRSD material.

Training Overview

Senior Leadership Team have benefited from a wide range of training opportunities. The Principal and Vice Principal have completed the EA programme for first and second Principals and Vice Principals. Both also attended the NICIE Conference. The Principal has engaged in the EA's Coaching programme and used the skills and knowledge to support and develop other leaders both at senior and middle level. Two members of the SLT remain Associate Assessors for ETI and have attended the training programme. Dissemination of information from the AA training is a key feature of SLT meetings. Two members of the SLT have completed Masters and two are in the final year of a Master's Programme. The Assessment and Data/C2K Leader has completed courses on Assessment and CEA Analytics and has received bespoke training from C2K regarding SIMS. The leader for Learning Support has attended the NASDAN Conference and the Sperrin is now a registered school affiliated with the organisation. Training and sharing of good practice in matters relating to SEN will be developed.

Middle Leadership

Leadership for Learning-Head of Departments

Standardised Action Plan Templates allowed for a more consistent approach to Department and Cross Curricular Planning. Most Department Heads monitored, evaluated and reviewed these plans using the Books, Observations, Voice and Data, MER system. Targets for improvement were developed based on evidence and evaluation of impact on pupil learning. However, the guidance on this system was given in-year resulting in HOD's and Cross Curricular Leaders gathering evidence at the end of the year. The focus for improvement will be to support a more consistent 'across-year' approach to MER. To facilitate this the HOD's and those with middle management responsibility will be provided with a MER period on the timetable. HOD's cited time as a key factor to ensure effective MER happens. All middle/senior leaders have a clear understanding of what is effective leadership and each will have improved their managerial skills

Leaders using Data to inform departmental/pastoral improvements.

Most of staff are confident in using SIMS to compare the performance of a cohort to baseline data, teacher targets, other departments (residuals) and NI averages to gain a better understanding of how well departments are doing, 40% of staff said they weren't confident and often relied on others for assistance. There is some evidence of data analysis by HODs to inform decision making but there is no evidence to suggest this is consistent across the school. HOYs appear to be more confident in using assessment data than HODs.

English Department have relocated to support departmental connections with Mathematics. The HOE and HOM are now in close geographic proximity and one day per week has been allocated to develop strategies to target pupils ensuring achievement at GCSE in English and Mathematics.

7 Leaders

There are several HOD's new to the role. The Principal and VP will continue to mentor them as they develop in their role.

There are a few vacant positions at HOD Level which will be advertised in August 2017. The successful candidates will be mentored and supported.

Leadership for Learning-Cross Curricular Leaders -Literacy, Numeracy, ICT and CEIAG

The HOD and e-Learning Coordinator have made significant advancements, revising the e-safety policy and BYOD policy, co-ordinating a series of whole school e-safety events in addition to presenting to governors the Vision for ICT across the whole school. A three-year financial plan for ICT has been developed by the ICT Technician.

Literacy target was modified due to the absence of the literacy coordinator. 'Edukatie and Learnardo' {two travelling effigies of pupils who support literacy} were used to support literacy skills across departments and were widely used particularly in Geography and History. There were several references made to the use of these

ategies in the New Y8 PFL. The Head of English developed a peer reading scheme in conjunction with QUB and CEA which supported literacy and reading for Year 10. A literacy leader will be appointed in 2017.

Numeracy coordinator focussed on transition and organised training for four feeder primary schools. The numeracy focussed, problem-solving days allowed for pupils to continue to grow with feeder primary school. The numeracy coordinator work had as its focus developing a consistency of practice in the Mathematics department.

Confidence in CEIAG remains high as evidenced from our learner voice and feedback. The CEIAG leader will assume a wider whole school remit over the course of the 3 year development plan.

Leadership for Learning-Pastoral

Year Heads

Weekly meetings were divided into Junior and Senior school to increase efficiency. Meetings were of a strategic nature and Assessment Point data was reviewed at a weekly meeting.

A new Year 11 Temporary Head has been appointed to cover a maternity leave.

VP had supported via mentoring those new to the role. This was successful enabling Year Heads to carry out their duties.

The role will focus on addressing the barriers to learning by supporting learners with pastoral needs.

Learning Tutor {Formerly known as Form Tutors}

Previously, the role of Learning Tutor inhibited YH's developing and leading a team due to lack of Pastoral/Directed time meetings. Subsequently, evaluation of teaching and learning in PD did not happen. The curriculum review and restructuring of LLW will allow for improved quality assurance of the taught LLW programme.

Therefore, the new role of 'Learning Tutor' will focus on *teaching* the skills and knowledge that support pupils to improve their learning, target setting and review of performance. 12 core lessons will be developed based on the Teaching and Learning policy.

LLW Department

To ensure quality assurance the teaching and learning in Personal Development, Citizenship and Employability/Careers, the LLW team will deliver this programme. An Acting LLW has been appointed to cover a maternity leave.

Rewards and House Leader

Following the 2017 review of the Rewards System and the re-launch of the House System a new leader in this area has been appointed to drive forward improvements. Pupils have voiced a need for a rewards and house system to be developed. It is hoped this system will enhance pupil experience, reward learning and instil teamwork and competition in the classroom and beyond.

Staff

Two new members of the permanent teaching staff have been appointed in Drama and History. There are several teachers deployed with a general subject remit and one appointed to cover maternity leave. Support arrangements from HOD's will induct and support new staff.

Development

Improved connectivity between the whole school action plan, departmental targets, cluster groups and PRSD will allow for greater clarity for staff and pupils in the improvement work in the school. Lesson feedback showed that there was a very good level of competence in recognising the specific impact of teaching on learning. Observations and feedback showed evidence of Sperrin's renewed pedagogical approach in action. All PRSD observations were completed by Christmas, with SLT training completed using the ASCL video's. Observations and feedback had an improved standardised approach. Professional Development in Learning and Teaching in February 2017 focussed on aspects of teaching and learning requiring attention.

and EPD

One staff member successfully completed EPD1 and one staff member the BT programme.

Summary Statement:

Based on the evidence from the MER process and our current position, the focus for Leadership and Management will be:

Leaders will effectively carry out MER procedures to improve the learning experience for all.

Target	Success Criteria	Actions to bring about improvement	Timescale	Current Position	MER	Resources
<p>All leaders effectively carry out MER procedures to improve the teaching and learning experience for</p>	<p>Minutes of meetings with SLT Cluster lead will show that middle leaders are embedding MER procedures into daily practice.</p> <p>Monitoring, evaluation and review materials including:</p> <p>Books</p> <p>Observations</p> <p>Voice</p> <p>Data</p> <p>will show improvements in the teaching and learning experiences for our pupils.</p> <p>The MER folders submitted to the Principal will show</p>	<ul style="list-style-type: none"> All leaders will be provided with training on the 'Success Criteria' of MER procedures and their role. All leaders will seek opportunities to share effective practice via MLP, Cross departmental/Cluster groups/Good practice Visits or other schools. Senior Leaders, in their role as cluster led will, meet, support and provide feedback on PFL and Action Plans to HODs/ Cross-curricular leaders. Follow up will take place to ensure that feedback has been acted on. Middle Leaders (HODs) will monitor the impact of the Year 8 PFL. Middle Leaders (HOD's) will Quality Assure the Year 9 PFL, completed collaboratively by their departments prior to submission to SLT. 	<p>CPD Programme</p> <p>August 2017 and 29th September 2017-MLP Professional Learning Day.</p> <p>Across the academic Year 2017-2018- MER Periods/Direct ed Time to be used to monitor evaluate and review.</p>		<p>SLT- term time MER Progress Review.</p> <p>October 2017</p> <p>January 2018</p> <p>April 2018</p> <p>May/June -Final File</p> <p>Minutes of Meetings- Department/SLT/YH</p> <p>Cluster Feedback</p>	<p>MER TT Periods for HODs</p>

<p>Pupils will develop leadership skills by actively taking on responsibilities in their various roles.</p>	<p>robust reflection and strategic identification of areas for improvement.</p> <p>MER procedures will show an improved pupil understanding of the roles and responsibilities for House Leaders, Pupil council members and Senior Pupil Leadership roles.</p> <p>The uptake for House Events will show that the House leaders are carrying out their duties and role within the House System i.e. House Leaders will develop skills and independence by leading their teams.</p> <p>The Pupil Council meeting minutes and</p>	<ul style="list-style-type: none"> • Cross-curricular leaders will Audit the Year 8 PFL-Skills Section, evaluate the good practice in their area and two departments will be identified and supported to develop the key skills. • The Pupil Council and House Leaders will support the House and Rewards Leader to devise and MER the new Rewarding Practices. • The Pupil Council and House Leaders will be trained on 'How to be a successful Leader' with a focus on roles and responsibilities. • Head of Sixth Form, in conjunction with the with Senior Pupil Leadership Team will plan and progress the role of SPLT, MER its impact on the effective running of the school. (Duties, Role Models for Juniors, House System) 	<p>Start of October 2017.</p> <p>September 2017.</p>		<p>Minutes of Meetings: Pupil Council/SLT/Senior Pupil Leaders.</p> <p>Evaluations of leadership training.</p> <p>Pupil Council Voice will be used to MER the impact of school policy.</p>	
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<p>actions will provide a voice for pupils which will inform decisions made by SLT on matters that impact pupils.</p>				<p>The Data on uptake for House Events will be used to monitor the effectiveness of leadership training for House Leaders.</p> <p>SIMS Data on Rewards and Behaviour will be used to evaluate the impact of the House and Rewarding System.</p>	
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Quality of Provision: Quality of Teaching and Learning, Assessment and Pastoral Support.

Key Position:

Teaching and Learning

The 2016-2017 Actions Plans placed an emphasis on Teaching and Learning. Based on the evidence from MER the findings indicate:

Increased consistency of pedagogical practice across the school, with the SPERRIN lesson structure being used to maximise learning; a lively culture of staff sharing pedagogical practice; the use of innovative teaching strategies and a greater focus on higher order thinking skills. Pupils recognise and experience effective teaching and learning practices across the whole school. There is a decrease in over direction and teacher –talk. In the review of PRSD observations teacher- talk balance was cited as a concern in 18 lessons, however, there were 4 cases of too much teacher talk. In the Whole School Survey (WWS), 13 teachers specifically cited an improvement/renewal in the balance of teacher talk.

WWS shows the overall satisfaction for T & L at SIC was rated excellent by Staff & parents and Very Good by learners. The Kirkland Rowell Surveys(KRS) show that the learners, teachers and parents felt that the quality and response to feedback was an area for improvement. Therefore, Feedback needs to be an area for development for the new Action Plan(AP) and School Development Plan(SDP).

WSS indicates that 93% staff have a good or better understanding of effective L & T – 85% good or better understanding of lesson structure – no staff identified these as areas for improvement. All staff noted positive developments in their teaching approaches with many specifically citing the areas of lesson structure, questioning, HOTs and changes to teacher talk as areas of improvement.

Pupil Voice(PV) highlights a very positive recognition of how starters, questioning & HOTS were being used. A mixed response to plenaries, suggests a continued focus on these.

Four Teachers has been awarded a Silver Teacher Award from Pearson in the category ‘Outstanding new teacher of the Year.’

Plans for Learning and Teaching-Year 8 Plans for Learning(PFL)

Teachers were provided with training and guidance materials to support the writing of the Year 8 ‘Plans for Learning’. These plans focused on: learning rather than activity; content and wider skills and appropriate assessment for learning activities. They reflect the principles of effective L&T developed at Sperrin. The SLT review of new PFL shows

...ider skills are being addressed and that a range of learning strategies have been employed. Notably, 14% of staff involved in writing PFL, stated that this remains an area for development indicating that elbow-to-elbow support and feedback from SLT is still needed for the incoming year. PFL for New GCSE/AS/A Level were cited as an area for development by staff, however, next year staff will focus on PFL for Y9 ensuring that all KS's are revised over the course of the new SDP cycle and pupils at KS3 have the skills required for GCSE.

The whole school Learning and Teaching Policy has been collaboratively revised by staff and is in Draft form. There is a collective and agreed understanding of the 'DNA' of Learning and Teaching at Sperrin. The draft policy is now aligned to new approaches to pedagogy and is a collaborative document which is understood by all and reflective of good practice. The Draft policy is not in a state of full completion due to the need to add further to it with policy documents on Rewards, Behaviour for Learning and Assessment.

Sharing and Communicating Effective Practice

Peer observations, briefings, assemblies, department meetings, Good Practice Visits(GPV) and Cluster groups were methods used to share effective pedagogical practice.

Teachers took part in cluster groups focusing on improving teaching strategies and sharing Good practice in: reducing teacher talk/over direction; Encouraging pupil participation through peer assessment; Effective questioning; Pupil Self-Management and Creating relevant connections between life and learning.

Findings in the WWS and in the Cluster Newsletter indicate that staff are embracing new strategies and these are being shared with colleagues in cluster meetings. However, not as many Cluster meetings took place as were scheduled due to Union Action impacting on directed time. Data from the WSS shows that 93% of staff feel they have a better understanding of the cluster questions with 7% (2 members of staff) stating that this was still an area for development. 23 out of 34 Good practice visits to classrooms by Teachers all reflected on how the strategies used were easily transferrable to their subjects/classrooms. There were some limitations to GPV due to several mid/late afternoon absences due to illness – 7 members of staff were absent due to maternity leave/illness. Of the 27 members of staff present throughout the year, 85% were involved in the process. It can be concluded that there is a developing culture of sharing good practice in Sperrin. This should be built upon over the course of the new SDP cycle.

Learning and Teaching Time

Not all, HODs prioritised L & T in department minutes. Minutes of meetings and opportunities for departmental discussions on L & T were somewhat limited by Union Action and lack of directed time or minutes being forwarded to SLT. All Action plans now have a target focused on L & T.

Lesson observation records show that middle managers and SLT are recognising effective practice and choosing appropriate targets for further development in L & T.

iment

and 11 pupils were issued with Personal Learning Logs to record targets, results and their reflection on their performance for each subject after each AP. Use of varied significantly from pupil to pupil and from subject to subject. 67% of staff felt the Personal learning log encouraged pupils to be more reflective on their performance than in previous years. Year 8 teachers and pupils were more positive than year 11. An opportunity to reflect on performance is valued by pupils, staff and ts, but highlighted the importance of: 1. Quality feedback from teachers and 2. Active promotion and value from the form teacher.

er Confidence

'SS highlighted that most learners are more actively engaged and less passive in learning – there is greater responsibility and ownership of learning and they are ing and explaining their responses more. The KR points out that, Learners 'self-regard as a learner' is only 62% and Confidence in learning is 63% (lower than other . Addressing teacher feedback and learner-teacher dialogue may help this. The Learning Tutor lessons planned will support learner confidence by developing skills and positive learning dispositions.

Curricular Skills

rrin, we believe that the cross curricular skills of literacy, numeracy and ICT underpin every pupil's performance across all subject areas and are required for life d the classroom. Therefore, it is fundamental to our aims that these key areas are addressed. For this reason, the cross curricular leaders will work to a member of nior Leadership Team who will provide broad direction and support.

y: The development of literacy across the curriculum was limited due to the absence of the literacy coordinator and as stated above the Literacy target was quently modified. 'Educkatie and Learnardo' (two travelling effigies of pupils who support literacy) were used to support literacy skills across departments and were used particularly in Geography and History. There were several references made to the use of these strategies in the New Y8 PFL. The Head of English developed a eading scheme in conjunction with QUB and CEA which supported literacy and reading for Year 10. Success in this project was used by CEA to promote the project. cting literacy leader will be appointed in 2017. An evaluation of the Year 8 PFL will be the focus of the work. The Skills Section, will evaluate the good practice in the nd two departments will be identified and supported to develop the literacy skills.

racy: The numeracy coordinator worked on developing a consistency of practice in the Mathematics department. This year a pupil programme will be developed a red to decrease underachievement in mathematics in KS3 (Training for staff in the SEN Department) In addition, an evaluation of the Year 8 PFL will be the focus of The Skills Section, will evaluate the good practice in their area and two departments will be identified and supported to develop the numeracy skills.

provision of the e-safety policy and Bring Your Own Device Policy, co-ordinating a series of whole school e-safety events in addition to presenting to governors the plan for ICT across the whole school was the focus of ICT. An evaluation of the Year 8 PFL will be the focus of the work. The Skills Section, will evaluate the good practice in the area and two departments will be identified and supported to develop the ICT skills.

Curricular Delivery of:

• Education, Information and Guidance: Careers advice and careers events were the main feature of the CEIAG work. Over the cycle of the incoming SDP the CEIAG role will develop into a whole school coordination role. For 2017-2018 the CEIAG leader will be co-opted onto the Options team/Curriculum Team. An evaluation of the Year 8 PFL will be the focus of the work. The CEIAG leader will evaluate the good practice in the Year 8 PFL for Careers/Employability and two departments will be identified and supported to develop the CEIAG skills.

Curriculum Provision

Provision of all Key Stages has been carried out resulting in a KS3 remodelled reflecting new banding structure and to include Grammar banding in all subjects to ensure a similar experience. G & T bands are targeted to meet future sixth form needs as pupils are taught the same curriculum. Introduction of Irish/Spanish planned for September. Personal Development is to be merged into LLW curriculum and to be taught by a specialised team. Previous monitoring in 2015-2016 had shown that the timetable for teaching Personal Development and indeed LLW was difficult to Quality Assure as all Form teachers taught it. The MER process at that time highlighted the full range of teaching and learning standards.

To ensure form teachers are fully aware of the Learning process, Form Time will become 'Learning Tutor' time and will be delivered on a fortnightly basis.

The 'Success Pathways for all' curriculum model will be taught for the first time from September 2017. It is anticipated that pupils will benefit from increased GCSE choices. Parental meetings took place in term three of 2017 with 56 out of 86 Year 10 Parents availing of one to one options interviews. The VP will monitor the impact of the strategy as it hoped to reduce drop out and changing courses in Y11.

LLW for T Band to enhance qualification provision was introduced with XX% success at Y11.

Two of our MLP partners have developed, in conjunction with SIC, a second Collaborative block to increase subject choice for all students.

sizes of the G and T sets are at 30 in Year 10. Classrooms have been modified to accommodate larger classes and extra resources are required. Class sizes particularly for gifted and talented classes i.e. Princes Trust and SA Science are being addressed via the annual options process.

Pastoral Care:

Teachers and pupils continue to report pastoral care as a major strength of the school. Regular meetings with Year Heads and the Vice Principal allow for prompt action to be taken when matters arise. We strive to deal with behavioural issues with the appropriate blend of support and sanction. Pupil Behaviour and classroom management were areas of concern raised by staff as an area for development. The behaviour and work ethic of a small, but significant number of male pupils in Years 12 and Y10 is an area of focus if they are to reach their full potential. Pupil learner dispositions and ownership for their learning were areas cited by teachers for improvement. Linked with the low level of self-confidence (cited in the KRS) in their own learning ability, this is an area of focus.

The Pastoral Programme will now be delivered by the LLW Department with training on aspects of the PD programme given throughout the year. Health and Well-being will be a key area on the school development plan. Departments such as HE, LLW, ICT and PE will work together to develop a more coherent approach to pupil health and well-being.

There are some inconsistencies in the application of Pastoral and SEN procedures resulting in a lack of clear strategies for improvement especially for pupils with Social, Emotional and Behavioural difficulties. This needs to be addressed.

Child Protection (Protection of children and vulnerable adults)

All Child Protection personnel have received up-to-date training. The CP Policy has been revised and ratified by the BOG in May 2017. CP training for two Senior teachers will take place this year, ensuring all senior staff have the required expertise in Child Protection. The pupils avail of the excellent school counsellor and are well supported when difficulties arise.

Attendance and Punctuality

The whole school Attendance target was met at 95.5%. The texting service and effective use of the EWS Service allows for prompt action and follow-up with pupils and parents. Punctuality to school and to class is an area for improvement.

Additional Learning Support

The regularity of weekly meetings and updates meant that issues raised and addressed promptly and the on-going review process had a clear structure. Quality feedback is shared directly to all learning support staff and actions arising disseminated to teaching staff. LSA's have engaged in a process of continued professional development

aining. A revised system and procedure, has been implemented and following staff training on IEP process, SEN central register, use of benchmarking data, support intervention procedure.

ts understand the purpose of the additional provision and support that is being made to meet newly identified needs. The effectiveness of college in providing onal learning support for pupils who have cognitive, physical, emotional or linguistic barriers to learning is rated by parents as excellent for both the “Teaching pupi pecial needs” and “School Communication”.

ary Statement:

on the evidence from the MER process and our current position, the focus for Quality of Provision will be:

arners will act on success criteria based on teacher feedback to improve their learning.

Area 2: Quality of Provision: Teaching and Learning, Assessment and Pastoral Care.

Target	Success Criteria	Actions to bring about improvement	Timescale	Current Position	MER	Resources
<p>Target 2:</p> <p>All KS3 learners will act on success criteria based on teacher feedback to prove their learning.</p>	<p>Monitoring, evaluation and reviewing processes will show a consistent approach across the school to:</p> <ul style="list-style-type: none"> • Setting of success Criteria • Feedback linked to success criteria • Mechanisms to ensure pupils act on feedback. • Evidence of learners using feedback to improve their learning 	<ul style="list-style-type: none"> • SLT will Audit and Identify existing good practice in success criteria, feedback and mechanisms to ensure pupils act on feedback. • Staff will take part in training which draws on research theory and best practice. • Staff will develop collaboratively a 'Sperrin Approach' to the use of success criteria and feedback. • All departments will pilot this agreed approach with a focus on the use of success criteria in their teaching strategies and share Good practice. • Pupils will act on success criteria based on teacher feedback. • HODs will monitor, evaluate and review the positive impact on learning. 	<p>August 2017-SD Session-AEM</p> <p>Mid-Term Review on progress-Feb ½ term.</p>		<p>Whole Staff evaluative questionnaires and feedback on training.</p> <p>Evidence of areas developed in training used in the Classroom as evidenced by MER Process: BOVD</p> <p>Minutes of Departmental Meetings</p>	<p>Meeting Time</p> <p>SDD/Directed Time</p>

<p>) Learners ll develop nfidence in arning by proving eir learning ositions.</p>	<p>Monitoring, evaluation and reviewing processes will show learners will have:</p> <p>An improved understanding of what a positive learning disposition looks like.</p> <p>An increase in confidence in their learning.</p> <p>An increased level of positive engagement in school life.</p> <p>An increased ability to assess their individual performance and set appropriate</p>	<ul style="list-style-type: none"> • SLT will monitor, evaluate and review the positive impact on learning. • All staff will receive training on a 'Back to Basics' approach to classroom management and input to Behaviour Review. • The Pastoral Team will begin to review the Discipline Policy, with first focus on the development of strategies to improve Classroom behaviour i.e. 'Behaviour for Learning' strategy. • All pupils will receive an induction programme with a focus on behavioural standards. • KS3 Learners will be taught by the Learning Tutors,12 key lessons based on the SPERRIN acronym focusing on positive learning dispositions. 	<p>August 2017: Back to Basics Training. DC</p> <p>Term 1</p>		<p>SIMS Data on Merit and Demerits</p> <p>SLT Updates on Policy Progress.</p>	
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<p>aspirational targets for improvement.</p> <p>Monitoring evaluation and review processes will show clear procedures in early identification and support of pupils with SEN.</p>	<ul style="list-style-type: none"> • Learners will actively engage in the Rewards pilot Scheme. • Learners will actively engage in the pilot House System. • Learning Tutors and Pupils will engage in training on performance review and Target setting. • Teachers and LSA's will engage in training to identify early signs of pupils with a SEN. • Weekly meetings between senior pastoral/SEN Leaders will enable the development of action for improvement plans for pupils with SEBD. 	<p>August/September 2017</p> <p>Reminders/Boosters-YH Assemblies/WSA</p> <p>September-June</p> <p>From October -June 2018</p> <p>Staff Training: August 2017-NS</p> <p>Pupil Training Sessions: Start October 2017.</p>		<p>Pupil Voice /Feedback on Induction</p> <p>House Competitions-Pupil Involvement Data</p>	
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<p>) Year 8 arners with N will be entified rlier and tions veloped to dress their arning eds.</p>		<ul style="list-style-type: none"> Action for Improvement Programmes will be implemented and reviewed to showing a reduction in negative classroom behaviour. 	<p>August 2017 -DD</p> <p>LSAs-throughout the Year.</p> <p>Update training in January 2018</p> <p>Term 1</p> <p>All Year</p>		<p>MER Processes:</p> <p>Books</p> <p>Observations</p> <p>Voice</p> <p>Data</p> <p>Minutes of Meetings</p> <p>Review of Actions for Improvement.</p> <p>SIMS Data- Behavioural Incidents Trends.</p>	
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3: Achievements and Standards

Baseline Position:

E Attainment:

5-C: 70 %

5-C (Including English and Mathematics): 60%

Level

3 or more A levels: 67%

2 A Levels :100%

Departments are using data from examination and assessment results to evaluate pupil achievements and standards. Departmental Action plan detail specific strategies to increase pupil achievement.

Progression: The curriculum review carried out in 2016-2017 and the subsequent changes to the curriculum offer will ensure a 'Success pathways for all learners'. The work with a significant number of parents providing one-to-one support to aid transition from KS3 to KS4. It is envisaged that this exercise will reduce the number of pupils dropping subjects during their GCSE study.

The review also included an examination of the Occupational studies courses both at KS4 and KS5. This has resulted in clarity for pupils and staff regarding modules taught and a better connectivity between modules. The addition of Double Award subjects at KS5 including Sports studies and Health and Social Care will allow more of our Y11 pupils to progress to Y13 and achieve success. Closer collaboration with MHS and SPX has allowed for additional subject offers across all schools, again enhancing our pupils' likelihood of studying their preferred subject at SIC.

Introduction of GCSE LLW for the T Band will increase qualifications to nine GCSE's for 50% of the year group. This will remain under review until August 2018.

Learning Potential:

Year 12 achievement remains a concern. A small but negatively influential male dominated group will be managed and mentored closely throughout 2017-2018 to ensure pupils reach their full potential. A focus by all staff on, behaviours for learning, 'growth-mindset' and immediate action to ensure learning and teaching are not impacted negatively if issues arise.

Standards:

Standardised in other areas of the Action plan a clear focus on 'success criteria' will enable all departments to work towards success for the learners. Standards in behaviour and learning will have a positive impact on Learning and Teaching and pupil outcomes. The teaching strategies and learning activities delivered in classrooms are improving overall standards across the school as evidenced in PRSD and pupil voice.

Summary Statement:

Based on the evidence from the MER process and our current position, the focus for Achievements and Standards will be:

Qualifications achieved for all Learners at KS4 and KS5 will improve from baseline results, showing added value.

Area 3: Achievements and Standards						
Target.	Success Criteria	Actions to bring about improvement	Timescale	Current Position	MER	Resources
Target 3: To improve the outcomes for all learners at KS3, KS4 and KS5.	Pupils will achieve 70 % pass rate at GCSE: 5 A*-C in August 2018	<ul style="list-style-type: none">The HOE and HOM and SLT link will use the MER period to identify early, develop strategies and monitor progress of pupils who are 'at risk' of not achieving English and Mathematics at GCSE. (Y10 Focus)All HODs will use the MER Period to ensure GCSE and AS/A Level pupil	From September 2017		Department meeting Minutes. HOE/HOE meetings with SLT Minutes.	

<p>Pupils will achieve 60 % pass rate at GCSE (including English and Mathematics) in August 2018.</p> <p>Pupils will achieve 67 % pass rate at A Level in:</p> <p>3 or more subjects: 67%</p> <p>2 or more subjects: 100%</p>	<p>progress is monitored and strategies for pupils on C/D/E borderline grades are in place.</p> <ul style="list-style-type: none"> • Examination analysis and AP grades will inform these specific programmes for improvement. (Departmental Action Plans) • Year Heads in conjunction with VP will monitor the behaviour record and assessment outcomes of Y12 pupils acting swiftly and collaboratively with HODs and SEN staff to address underachievement. • YH /VP will identify pupils 'at risk' of not achieving 5/7 or more A*-C at whole school level. Teachers will be aware of this 'at risk' list and HOD's will oversee bespoke programmes of support. • The P/VP and the Head of Sixth form will identify pupils 'at risk' of not achieving 3 or more A*-C at whole 			<p>AP-Analysis and Feedback.</p> <p>Principal/VP MER regularly progress and Impact of strategies using AP Data.</p>	
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		<p>school level. Teachers will be aware of this 'at risk' list and HOD's will oversee bespoke programmes of support.</p> <ul style="list-style-type: none"> • HOD's will put in place support strategies for pupils on C/D borderline grades within their subject areas. Examination analysis and AP grades will inform these specific programmes for improvement. {Departmental Action Plans} • A MER process on the new GCSE/AS/A Level Subjects including OS and new collaboration Block 2 will be carried out by the VP. 			<p>Department meeting Minutes.</p> <p>AP-Analysis and Feedback to SLT.</p>	
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4: Sustainability, Public Image and Growth

Baseline Position:

Trin College remains in a position of growth. In 2017 the Board of Governors submitted a Development proposal to lobby DE for an increase in the overall enrolment number to 600 (in line with Baine recommendations). With fluctuations in enrolment numbers the College needs to place a significant emphasis on attracting Year 8 pupils, therefore links with feeder primary schools is vital. The College is in the third year of development of the 'Grammar' bands and will continue to strive to educate all learners that are representative of the community we serve.

Ins

Parental comments, SLT meetings and teacher and pupil feedback indicate a very strong support for the work of the school but there is a belief that the unique 'integrated ethos' needs to be evident in all aspects of school life and become a key aspect of work and our marketing strategy.

Primary School Links

The success of the primary school Drama project allowed for a significant increase in the numbers of P 5-7 pupils visiting our school. Pupils from Woods, SIPS, PIPS and Holy Family all took part in the project.

Extra-curricular activities were extended to SIPS with good uptake in dance, media and pottery.

Numeracy coordinator as part of the CPD Project forged stronger academic links between the schools. Facebook is very well utilised with daily postings.

Marketing Strategy

Facebook and Twitter are now very effectively managed by the marketing coordinator, with regular updates on Alumni and pupil and staff successes. The re-rolling of the House System was a substantial part of the work. The review of the school website will take place over the course of the SDP.

Finance

The fiscal position of the school continues to show a deficit. There has been much work carried out across 2016-2017 to address this. The curriculum review resulting in 100% in-house teaching has allowed a significant reduction in costs to NRC. The school mini-bus contract has ceased and other transport costs have been reduced. Department Heads did not receive an allocated budget in June 2017 and purchases were made on a needs basis. The Principal and the BOG's will continue to monitor the school's financial position ensuring resourcing for frontline teaching and learning is prioritised.

f Attendance

f absences increased in 2016-2017 and substitute cover costs subsequently increase. The Principal has carried out a review of staff attendance and strategies to
ress staff wellness and awareness of good health will be a feature of the sustainability and growth targets.

imary Statement:

ed on the evidence from the MER process and our current position, the focus for Sustainability and Growth will be:

trin's strong public image, as a successful school will attract pupils reflective of its 'integrated' and 'all-ability' ethos.

ets	Success Criteria	Actions to bring about improvement	Timescale	Current Position	MER	Resource
<p>et 4:</p> <p>Transition from Year 7 to Year 8 will ensure that the curriculum remains subscribed in Year 8.</p>	<p>All places in Y8 are filled-reflective of a mixed ability cohort.</p> <p>Successful links are established with partner primary schools.</p>	<ul style="list-style-type: none"> • Provide Sixth form support to Primary schools for Literacy to SIPS and one other local PS. (MPS) • Provide a programme for Primary school pupils based on the needs of the linked primary schools. PIPS (meeting on 29/8/17) • Development of a Primary School and Year 8 Summer Scheme for Summer 2018. • Coordinate links with Primary schools to identify area of work-either in literacy or numeracy. (CPD) 	<p>1.Sep-Dec 2017</p> <p>2.Oct-Dec 2017</p> <p>3.Oct 2017</p> <p>4.October 2017</p> <p>Term 1</p> <p>5.Summer Scheme-2018</p>		<p>Trends in enrolments</p> <p>Trends in Applications Ability Spread.</p>	<p>Teacher Costs/Transport.</p>
<p>Enrolment trends Sixth Form will stabilise at 50 per cent.</p>	<p>Increase the numbers entering Y13 to the enrolment No.50 from September 2018 by attracting potential pupils because of examination success</p>	<ul style="list-style-type: none"> • To review the 'Sixth Form Experience' at Sperrin using focus groups in Y13/Y14. • Increase the use of the Alumni organisation to support Sixth Form Events. 	<p>November 2017</p>		<p>Enrolment Number Data Analysis.</p>	

	and an Enriching Sixth Form Experience.	<ul style="list-style-type: none"> • Develop Links with one European Partner schools (German) and Charitable organisations such as H for H. • Meetings/Links with MLP and Rural Partners to explore how we can meet the EF and ensure the most efficient curriculum Model is in place for our pupils. • Use Social Media to Promote the Sixth Form experience and Alumni success and achievement. 	August/September/October 2017			
Sperrin will have a strong, positive public image reaching a full cohort of pupils in every group.	<p>Activity on the Website, Facebook and Twitter will be increased.</p> <p>An increased awareness amongst learners, parents of the unique 'integrated' ethos of Sperrin.</p>	<ul style="list-style-type: none"> • The School Website to be Reviewed and refreshed to ensure all users can view up-to-date information about the school- including policy documentation. • A review of staff knowledge and awareness of the integrated ethos of the school using the EIE Audit tool to establish a 'baseline' for the 3-year Development work. • The 'Pursing Excellence Together' motto is visible in the school building and is communicated and instilled into all aspects of the work in Sperrin. • The School building and grounds will be maintained to a high standard of repair enabling staff and pupils to take pride in their school. 	<p>Revised website to be 'Live 'in September 2018.</p> <p>September 2017-BH</p> <p>September 2017</p>		Analysis of Social Media 'Hits'.	Budget subject to review.
The school is in a strong and stable financial position.	The school will be financially secure and within budget.	<ul style="list-style-type: none"> • An Audit and review of all aspects of the school expenditure, ensuring the effective deployment of resources (including Human) and value for money. 	Weekly meetings with Building Supervisor		Finance committee Reports Auditor Reports.	

<p>Staff awareness of the importance of personal Health and Wellbeing will increase.</p>	<p>Staff are aware of strategies that support good personal health and wellness.</p>	<ul style="list-style-type: none"> • Handbook will include guidance and support material on strategies to ensure good health and Well-being. • Re-Launch of Westfield Health benefits for all staff. • Staff training and awareness on strategies to ensure good health and Well-Being. 	<p>Monthly review of staff attendance levels.</p>			
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Appendix 1

School Population: Three -year trend 2014-2017

School Population 2016-2017

2016-17	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	47	40	39	42	31	21	22	242
M	58	45	47	47	42	28	12	279
Total	105	85	86	89	73	49	34	521

School Population 2015-2016

2015-16	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	39	39	39	31	33	26	15	222
M	47	50	49	44	49	15	15	269
Total	86	89	88	75	82	41	30	491

School Population 2014-2015

2014-15	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	39	41	30	35	46	17	26	234
M	50	49	43	51	38	22	13	266
Total	89	90	73	86	84	39	39	500

Appendix 2

Free School Meals-Numbers and Percentages of total population 2014-17 with a free school meals entitlement

FSM: 2016-2017

2016-17	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	18	10	6	9	8	2	2	55
M	23	9	16	14	8	8	3	81
Total	41	19	22	23	16	10	5	136
Roll	105	85	86	89	73	49	34	521
Percentage	39.0	22.4	25.6	25.8	21.9	20.4	14.7	26.1

FSM: 2015-2016

2015-16	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	9	6	6	8	7	4	4	44
M	10	19	16	8	14	3	5	75
Total	19	25	22	16	21	7	9	119
Roll	86	89	88	75	82	41	30	491
Percentage	22.1	28.1	25.0	21.3	25.6	17.1	30.0	24.2

FSM: 2014-2015

2014-15	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	8	12	6	8	15	4	3	56
M	18	15	7	14	11	5	1	71
Total	26	27	13	22	26	9	4	127
Roll	89	90	73	86	84	39	39	500
Percentage	29.2	30.0	17.8	25.6	31.0	23.1	10.3	25.4

Appendix 3

School Leavers Destinations: Three-year trend 2014-2017

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Another School: Grammar	2	0	2	1	5	1	0	11
Another School: Non - Grammar	5	5	5	5	7	4	1	32
Another School: unknown	2	2	0	0	0	2	0	6
Emigrated/Return to home Country	4	4	1	0	0	0	0	9
Employment	0	0	0	0	17	14	9	40
FE NI Foundation Degree	0	0	0	0	0	0	1	1
FE-GB: Degree Course (NVQ: L4)	0	0	0	0	0	0	30	30
FE-GB: non- Degree>AL (NVQ: L4)	0	0	0	0	0	0	4	4
FE-GB: non- Degree<=AL (NVQ: L1-3)	0	0	0	0	40	0	0	40
FE-NI: Degree Course (NVQ: L4)	0	0	0	0	0	1	13	14
FE-NI: non -Degree>AL (NVQ: L4)	0	0	0	0	0	1	0	1
FE-NI: non -Degree<=AL (NVQ: L1-3)	0	0	0	0	5	3	3	11
FE-non- UK: Degree Course (NVQ: L4)	0	0	0	0	0	1	0	1
FE-non- UK: non- Degree<=AL NVQ: L1-3	0	0	0	0	5	0	0	5
FE-non- UK: non- Degree>AL (NVQ: L4)	0	0	0	0	0	0	1	1
FE-UK: non- Degree<=AL (NVQ: L1-3)	0	0	0	0	11	0	2	13
HE GB Foundation Degree	0	0	0	0	0	0	1	1
HE-GB: Degree Course (NVQ: L4)	0	0	0	0	0	0	2	2
HE-NI: Degree Course (NVQ: L4)	0	0	0	0	0	10	46	56
Job skills at Further Education College	0	0	0	0	7	0	0	7
Job skills/Training/Apprentice	0	0	0	0	39	0	0	39
Unemployed/Seeking Employment	0	0	0	0	2	1	0	3
Unknown	0	0	0	0	1	7	0	8
Total	13	11	8	6	139	45	113	335

Appendix 4

2016-17 Newcomer Pupils (Numbers)

Newcomer pupils: Eligible for Education Authority Funding

Gender/Year	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	4	0	0	3	1	0	0	8
M	1	1	0	1	1	0	0	4
Total	5	1	0	4	2	0	0	12

2016-17 Ethnicity-Whole School Numbers

Ethnicity	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Mixed	1	1	3	2	1	0	1	9
Indian/Sri Lankan	0	0	1	1	0	0	0	2
Black African	0	0	1	1	1	1	0	4
Chinese/Hong Kong	0	0	1	1	0	2	1	5
Other Non-White	0	1	0	1	0	1	0	3
White	104	83	80	83	71	45	32	498
Total	105	85	86	89	73	49	34	521

Appendix 5

Numbers of Pupils with Special Educational Needs

2016-17 Pupils on Stages 1-4- Numbers and percentage of total population

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	12	13	4	2	2	0	0	33
M	19	21	13	12	3	2	0	70
Total	31	34	17	14	5	2	0	103
Roll	105	85	86	89	73	49	34	521
Percentage	29.5	40.0	19.8	15.7	6.8	4.1	0.0	19.8

2016-17 Statemented Pupils- Numbers

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
F	0	1	2	0	1	0	0	4
M	8	4	5	8	4	1	0	30
Total	8	5	7	8	5	1	0	34

Appendix 6

Religious balance of pupil population: 2016-17

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Baptist	1	1	0	0	1	0	0	3
Church of England	0	0	0	1	0	0	0	1
Church of Ireland	3	0	3	7	8	5	3	29
Church of Jesus Christ of LDS	0	0	0	1	0	0	1	2
Congregational Church	0	0	0	1	0	0	1	2
Jehovah Witness	0	0	0	2	1	0	0	3
Methodist	1	0	0	0	2	0	1	4
Pentecostal	0	0	0	0	1	0	0	1
Presbyterian	1	0	0	0	5	5	5	16
Other Protestant	31	30	29	30	14	9	6	149
Total Protestant	37	31	32	42	32	19	17	210
Roman Catholic	48	33	35	35	31	18	15	215
Muslim	0	1	0	0	0	0	0	1
Buddhist	0	0	0	0	0	1	0	1
No religion	0	0	2	2	5	5	2	16
Other Christian	20	20	16	10	5	4	0	75
Unclassified	0	0	1	0	0	2	0	3
Total Other	20	21	19	12	10	12	2	96
%Protestant	35.2	36.5	37.2	47.2	43.8	38.8	50.0	40.3
%Roman Catholic	45.7	38.8	40.7	39.3	42.5	36.7	44.1	41.3
%Other	19.0	24.7	22.1	13.5	13.7	24.5	5.9	18.4
Total	105	85	86	89	73	49	34	521

Appendix 7

Curricular Offer 2014-17

2016-2017 Course Entries Summary: Delivered and Offered

course Type Description	Year 11	Year 12	Year 13	Year 14
Applied Courses	14	12	12	12
General Courses	10	9	10	7
Total	24	21	22	19

2015-2016 Course Entries Summary: Delivered and Offered

course Type Description	Year 11	Year 12	Year 13	Year 14
Applied Courses	13	11	10	11
General Courses	9	9	9	7
Total	22	20	19	18

2014-2015 Course Entries Summary: Delivered and Offered

course Type Description	Year 11	Year 12	Year 13	Year 14
Applied Courses	12	13	10	11
General Courses	8	9	8	7
Total	20	22	18	18

Appendix 8

A-level Performance 2014-17 by Cohort

	2014-15			2015-16			2016-17		
	All	Males	Females	All	Males	Females	All	Males	Females
% 3 A*-C	47.22	50.00	45.83	55.56	58.33	53.33	71.88	75.00	70.00
% 3 A*-E	58.33	58.33	58.33	81.48	83.33	80.00	93.75	83.33	100.00
% 2 A*-E	97.22	91.67	100.00	100.00	100.00	100.00	100.00	100.00	100.00
FSME % 3A* to C	20.00	50.00	0.00	62.50	75.00	50.00	57.14	66.67	50.00

Appendix 9

A-level performance by subject 2014-17

Subject	Pupils	Average Grade	% A*-A	% A*-B	% A*-C	% A*-E	Avg. NI Avg A*-C	A* to C Difference to Nat Avg.
All subjects	96	221	22%	53%	79%	94%	74%	5%
Chemistry (GCE/A_1110)	2	270	100%	100%	100%	100%	75%	25%
Media Film and TV Studies (GCE/A_5350)	2	240	0%	100%	100%	100%	79%	21%
History (GCE/A_4010)	26	232	31%	50%	88%	100%	68%	20%
English Literature (GCE/A_5110)	22	214	0%	27%	86%	100%	70%	16%
Biology (GCE/A_1010)	17	217	12%	41%	76%	100%	63%	13%
IT/Art (GCE/A_8210)	5	240	0%	100%	100%	100%	88%	12%
Geography (GCE/A_3910)	19	232	26%	74%	84%	100%	73%	11%
Business (Voc) (GCE/A_0002)	34	230	15%	50%	94%	100%	84%	10%
Politics (GCE/A_4830)	10	222	10%	50%	80%	100%	72%	8%
Information Technology (Voc) (GCE/A_0010)	27	229	4%	67%	93%	100%	86%	7%
Health & Social Care (GCE/A_0003)	27	214	11%	26%	81%	100%	79%	2%
Art & Design (GCE/A_3510)	12	220	0%	50%	83%	100%	85%	-2%
Mathematics (GCE/A_2210)	16	180	19%	38%	69%	81%	73%	-4%
D&T Product Design (GCE/A_9080)	5	204	20%	20%	40%	100%	57%	-17%
Science (Voc) (GCE/A_0008)	11	183	0%	0%	36%	100%	64%	-28%
Engineering (BTEC/SD3_XA1)	5	246	60%	60%	100%	100%		####
Environmental Studies (GCE/A_3930)	3	200	0%	0%	67%	100%		####
Performing Arts (GCE/A_LC11)	3	250	33%	100%	100%	100%		####
Polish (GCE/A_6070)	3	290	100%	100%	100%	100%		####

Appendix 10

GCSE Performance 2014-2017 by Cohort

	2014-15			2015-16			2016-17		
	All	Males	Females	All	Males	Females	All	Males	Females
% 7A*-C	55.41	50.00	59.52	56.00	54.55	58.06	57.81	58.33	57.14
% 7 A*-C inc Eng & Maths	52.70	50.00	54.76	46.67	50.00	41.94	54.69	52.78	57.14
% 5 A*-C	75.68	71.88	78.57	81.33	79.55	83.87	81.25	86.11	75.00
% 5 A*-C inc Eng & Maths	63.51	59.38	66.67	56.00	61.36	48.39	59.38	58.33	60.71
% 5A* to E	98.65	96.88	100.00	100.00	100.00	100.00	100.00	100.00	100.00
% 5A* to G	98.65	96.88	100.00	100.00	100.00	100.00	100.00	100.00	100.00
% 5A* to G inc Eng & Maths	90.54	87.50	92.86	100.00	100.00	100.00	100.00	100.00	100.00
FSME % 5A* to C	73.08	63.64	80.00	61.11	63.64	57.14	84.62	71.43	100.00
FSME % 5A* to C inc Eng & Maths	53.85	45.45	60.00	38.89	54.55	14.29	46.15	28.57	66.67

Appendix 11

GCSE Performance 2014-2017 by subject

GCSE Performance 2014-2017 by subject	Subject entries	APS	% A*-A	% A*-B	% A*-C	% A*-E	Nat Avg % A*-C	A* to C Difference to Nat Avg.
All subjects	213	41.3	8.80%	40.70%	80.30%	98.30%	70%	10.30'
Motor Vehicle Studies (GCSE/FC_3070)	20	45.1	15.00%	70.00%	100.00%	100.00%	54%	46.00'
Design and Technology (GCSE/FC_8900)	27	42.2	7.40%	33.30%	96.30%	100.00%	71%	25.30'
English (GCSE/FC_5010)	102	39.2	0.00%	19.60%	75.50%	98.00%	52%	23.50'
Construction Studies (COA/B_TE1)	2	40	0.00%	0.00%	100.00%	100.00%	80%	20.00'
History (GCSE/FC_4010)	96	43	19.80%	46.90%	82.30%	100.00%	63%	19.30'
Geography (GCSE/FC_3910)	57	42	8.80%	49.10%	80.70%	100.00%	63%	17.70'
D&T Construction (COA/B_9030)	37	43.2	16.20%	51.40%	89.20%	100.00%	73%	16.20'
English Language (GCSE/FC_5030)	111	41.5	9.90%	40.50%	82.00%	99.10%	66%	16.00'
Mathematics (GCSE/FC_2210)	172	38	9.10%	21.10%	65.70%	88.60%	51%	14.70'
Information Technology (GCSE/SC_2650)	9	38.7	0.00%	0.00%	77.80%	100.00%	64%	13.80'
Beauty Services (COA/B_HL1)	11	42.2	9.10%	27.30%	100.00%	100.00%	88%	12.00'
Religious Studies (GCSE/FC_4610)	51	40.5	13.70%	41.20%	74.50%	94.10%	64%	10.50'
English Literature (GCSE/FC_5110)	62	44.2	16.10%	56.50%	95.20%	100.00%	85%	10.20'
Music (GCSE/FC_7010)	9	40.7	11.10%	22.20%	88.90%	100.00%	79%	9.90'
Self- Development (COA/B_HB1)	7	46	0.00%	100.00%	100.00%	100.00%	92%	8.00'
Information Technology (GCSE/FC_2650)	83	42.9	15.70%	51.80%	80.70%	100.00%	73%	7.70'
Office Technology (GCSE/FC_7460)	21	41.4	4.80%	47.60%	71.40%	100.00%	66%	5.40'
Home Economics (GCSE/FC_3310)	43	40	4.70%	34.90%	74.40%	95.30%	70%	4.40'
French (GCSE/FC_5650)	46	42.2	10.90%	37.00%	80.40%	100.00%	77%	3.40'
Leisure and Recreation (COA/B_0016)	18	46	0.00%	100.00%	100.00%	100.00%	97%	3.00'
Science Single Award (GCSE/FC_1310)	62	39.8	0.00%	25.80%	72.60%	100.00%	70%	2.60'
Sport/PE Studies (GCSE/FC_7210)	48	40.1	10.40%	29.20%	70.80%	100.00%	69%	1.80'
Art & Design (GCSE/FC_3510)	43	41.8	16.30%	41.90%	76.70%	100.00%	76%	0.70'
Science Double Award (GCSE/DA_1370)	117	42.1	6.60%	41.80%	87.30%	100.00%	88%	-0.70'
Drama (GCSE/FC_5210)	21	41.1	9.50%	42.90%	71.40%	100.00%	74%	-2.60'
Mathematics Further (GCSE/FC_2330)	17	42.8	17.60%	76.50%	82.40%	88.20%	86%	-3.60'
Occ Digital Media(COA/B_JF4)	55	41.3	20.00%	50.90%	78.20%	94.50%	86%	-7.80'
Home Economics: Child Devt (GCSE/FC_3330)	41	36	0.00%	14.60%	51.20%	97.60%	68%	-16.80'
Engineering (COA/B_XA1)	3	38	0.00%	33.30%	66.70%	100.00%	84%	-17.30'
Public Services (COA/B_AC1)	31	39.4	16.10%	29.00%	48.40%	100.00%	68%	-19.60'
IT/Business Studies (GCSE/FC_8240)	35	37.8	0.00%	34.30%	60.00%	88.60%		###

Appendix 12

Key Stage 3 Curriculum Models 2017-18

Year 8

Band 70 8: s	5 Practical 22	G Grammar Band 32	* Personal Development sets 2	? Physical Education 1 4	R Registration sets 10
30	P1 21 Ar ₃ Cl ₃ Dr ₂ He ₃ Mu ₂ Sc ₆ Td ₃ 22	30 En ₆ Fr ₅ Gg ₅ Hi ₆ Li ₄ Ma ₈ Nm ₄ Re ₃ 32	SM 25 Pd ₂ 2	G1 30 Pe ₄ 4	SM 25 Rg ₁₀ 10
Band 70 8: p	P2 21 Ar ₃ Cl ₃ Dr ₂ He ₃ Mu ₂ Sc ₆ Td ₃ 22		EO 25 Pd ₂ 2	B1 30 Pe ₄ 4	EO 25 Rg ₁₀ 10
30	P3 21 Ar ₃ Dr ₂ He ₃ lc ₃ Mu ₂ Sc ₆ Td ₃ 22	T Top Band 32	DC 25 Pd ₂ 2		DC 25 Rg ₁₀ 10
Band 70 8: e	P4 21 Ar ₃ Dr ₂ Gs ₁ He ₃ lc ₂ Mu ₂ Sc ₆ Td ₃ 22	30 En ₆ Fr ₅ Gg ₅ Hi ₆ Li ₄ Ma ₈ Nm ₄ Re ₃ 32	KP 25 Pd ₂ 2		KP 25 Rg ₁₀ 10
25	P5 21 Ar ₃ Dr ₂ Gs ₁ He ₃ lc ₂ Mu ₂ Sc ₆ Td ₃ 22				
Band 70 8: r	-5	M Middle Band 32		? Physical Education 2 4	
15		25 En ₆ Fr ₄ Gg ₅ Hi ₆ Li ₄ Ma ₇ Re ₃ 32		G2 20 Pe ₄ 4	
				B2 20 Pe ₄ 4	
		S Supported Band 32			
		15 En ₆ Fr ₃ Gg ₅ Hi ₆ Li ₄ Ma ₈ Nm ₄ Re ₃ 32			

Year 9

Band 70
9: s
22

G	Grammar Band	54
G	22	Ar ₃ Cl ₃ Dr ₂ En ₅ Fr ₇ Gg ₅ He ₃ Hi ₅ Li ₄ Ll ₂ Ma ₆ Mu ₂ Re ₃ Sc ₆ Td ₃

Band 70
9: p
22

T	Top Band	54
T	22	Ar ₃ Cl ₃ Dr ₂ En ₅ Fr ₇ Gg ₅ He ₃ Hi ₅ Li ₄ Ll ₂ Ma ₆ Mu ₂ Re ₃ Sc ₆ Td ₃

Band 70
9: e
22

N	Numeracy	20
MM	22	Gg ₅ Ic ₂ Ma ₆ Nm ₄ Sc ₆
SM	22	Gg ₅ Ic ₂ Ma ₇ Sc ₆

L	Literacy	19
ME	22	En ₆ Fr ₄ Hi ₅ Li ₄ Re ₃
SE	22	En ₇ Fr ₃ Hi ₅ Li ₄ Re ₃

P	Practical 1	15
P1	22	Ar ₃ Dr ₂ He ₃ Ll ₂ Mu ₂ Td ₃

R	Practical 2	15
P2	22	Ar ₃ Dr ₂ He ₃ Ll ₂ Mu ₂ Td ₃

R	Registration sets	10
AL	22	Rg ₁₀
GR	22	Rg ₁₀
JG	22	Rg ₁₀
ST	22	Rg ₁₀

?	Physical Education 1	4
G1	22	Pe ₄
B1	22	Pe ₄

?	Physical Education 2	4
G2	22	Pe ₄
B2	22	Pe ₄

D	PD	2
AL	22	Pd ₂
GR	22	Pd ₂
JG	22	Pd ₂
ST	22	Pd ₂

Year 10

Band 70 10: s 22	<table border="1"> <tr><td>F</td><td>Miss L McCloskey</td><td>15</td></tr> <tr><td>LY</td><td>22</td><td>Ar₃Dr₂He₃Li₂Mu₂Td₃</td></tr> <tr><td></td><td></td><td>15</td></tr> </table>	F	Miss L McCloskey	15	LY	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃			15	N	Numeracy Band	20	L	Literacy Band	19	P	Physical Edu set 1	4	R	Registration sets	10	D	PD	2			
F	Miss L McCloskey	15																										
LY	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃																										
		15																										
		GM	22	Ct ₃ Gg ₅ Ma ₆ Sc ₆	20	GE	22	En ₅ Fr ₅ Hi ₆ Li ₁ Re ₃	19	B1	22	Pe ₄	4	LY	22	Rg ₁₀	10	LY	22	Pd ₂	2							
		TM	22	Ct ₃ Gg ₅ Ma ₆ Ph ₁ Sc ₅	20	TE	22	En ₅ Fr ₅ Hi ₆ Li ₁ Re ₃	19	G1	22	Pe ₄	4	LC	22	Rg ₁₀	10	LC	22	Pd ₂	2							
		MM	22	Gg ₅ Ic ₂ Ma ₆ Nm ₁ Sc ₆	20	ME	22	En ₆ Fr ₄ Hi ₆ Li ₁ Re ₃	19					BC	22	Rg ₁₀	10	BC	22	Pd ₂	2							
		SM	22	Gg ₅ Ic ₂ Ma ₇ Sc ₆	20	SE	22	En ₇ Fr ₃ Hi ₆ Li ₁ Re ₃	19					JH	22	Rg ₁₀	10	JH	22	Pd ₂	2							
Band 70 10: p 22	<table border="1"> <tr><td>F</td><td>Mrs L Cummings</td><td>15</td></tr> <tr><td>LC</td><td>22</td><td>Ar₃Dr₂He₃Li₂Mu₂Td₃</td></tr> <tr><td></td><td></td><td>15</td></tr> </table>	F	Mrs L Cummings	15	LC	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃			15																		
F	Mrs L Cummings	15																										
LC	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃																										
		15																										
Band 70 10: e 22	<table border="1"> <tr><td>F</td><td>Mr B Carron</td><td>15</td></tr> <tr><td>BC</td><td>22</td><td>Ar₃Dr₂He₃Li₂Mu₂Td₃</td></tr> <tr><td></td><td></td><td>15</td></tr> </table>	F	Mr B Carron	15	BC	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃			15							S	Physical Edu set 2	4									
F	Mr B Carron	15																										
BC	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃																										
		15																										
									B2	22	Pe ₄	4																
									G2	22	Pe ₄	4																
Band 70 10: r 22	<table border="1"> <tr><td>F</td><td>Mr J Hastings</td><td>15</td></tr> <tr><td>JH</td><td>22</td><td>Ar₃Dr₂He₃Li₂Mu₂Td₃</td></tr> <tr><td></td><td></td><td>15</td></tr> </table>	F	Mr J Hastings	15	JH	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃			15																		
F	Mr J Hastings	15																										
JH	22	Ar ₃ Dr ₂ He ₃ Li ₂ Mu ₂ Td ₃																										
		15																										

Appendix 13

Key Stage 4 Curriculum Models 2017-18

Year 11

Band 11: a	70	A Block A 6	B Block B 6	C Block C 6	D Block D 6	E Block E 6	N English 7	M Maths 7	F Block F 6	O Core 6	R Registration 10	Y PD 2	P PE
23		Ds ₆ 6	Oc ₆ 6	Af ₆ 6	Td ₆ 6	Af ₆ 6	CE 23 En ₇ 7	CM 23 Ma ₇ 7	Ds ₆ 6	CE 23 Et ₂ Li ₂ Re ₁ 6	DL 23 Rg ₁₀ 10	DL 23 Pd ₂ 2	23 Pe ₂
22		Bc ₆ 6	Ic ₆ 6	Mu ₆ 6	Ff ₆ 6	Dr ₆ 6	OE 22 En ₇ 7	OM 22 Ma ₇ 7	Sc ₆ 6	OE 22 Ca ₃ Li ₃ Re ₁ 6	JP 22 Rg ₁₀ 10	JP 22 Pd ₂ 2	22 Pe ₂
Band 11: b	70	Od ₆ 6	Hi ₆ 6	Mv ₆ 6	Hi ₆ 6	Pg ₆ 6	LE 22 En ₇ 7	LM 22 Ma ₇ 7	Od ₆ 6	LE 22 U ₃ Pe ₂ Re ₂ 6	KO 22 Rg ₁₀ 10	KO 22 Pd ₂ 2	22 Pe ₂
22		Sc ₆ 6	He ₆ 6	Gg ₆ 6	Sy ₆ 6	Os ₆ 6				G 22 U ₃ Pe ₂ Re ₂ 6	MM 22 Rg ₁₀ 10	MM 22 Pd ₂ 2	22 Pe ₂
Band 11: c	70		Cd ₆ 6	Mv ₆ 6		Rs ₆ 6							
22													
Band 11: d	70						G Eng Maths 20						
22							22 En ₇ Li ₃ Ma ₇ Pt ₆ 20						

Year 12

Band 12: s	70	L English 12	X Physical Edu set 1 2	Y Physical Edu set 2 1	N Maths 7	P PD-FormClass 2	R Registration sets 10	S Science 6	A Block A 6	B Block B 6	C Block C 6	D Block D 6	E Block E
19		CE 19 En ₈ Et ₄ Li ₃ Re ₁ 12	B1 25 Pe ₂ 2	B3 19 Pe ₁ 1	CM 19 Ma ₇ 7	CB 25 Pd ₂ 2	CB 25 Rg ₁₀ 10	CF 19 Ds ₆ 6	15 Cd ₆ 6	19 Af ₆ 6	15 Ds ₆ 6	15 Ds ₆ 6	15 Bc ₆
Band 12: p	70	OE 19 En ₈ Li ₃ Li ₃ Re ₂ 12	G1 25 Pe ₂ 2	G2 19 Pe ₁ 1	OM 19 Ma ₇ 7	JA 25 Pd ₂ 2	JA 25 Rg ₁₀ 10	DF 19 Ds ₆ 6	15 He ₆ 6	19 Fi ₆ 6	14 Gg ₆ 6	14 Hi ₆ 6	14 Am ₆
19		LE 19 En ₈ Li ₃ Li ₃ Re ₂ 12	B2 25 Pe ₂ 2	B4 19 Pe ₁ 1	LM 19 Ma ₇ 7	BM 25 Pd ₂ 2	BM 25 Rg ₁₀ 10	SA 19 Sc ₆ 6	15 Hi ₆ 6	19 Ic ₆ 6	14 Od ₆ 6	14 Oc ₆ 6	14 R ₃ S ₆
Band 12: e	70				GM 18 Ma ₇ 7				15 Mv ₆ 6	18 Pg ₆ 6	14 Ic ₆ 6	14 Mu ₄ P ₂ S ₂ 6	14 Li ₃ Nm ₃
19									15 Td ₆ 6				
Band 12: r	70												
18											F Fe Course sets 37		
											18 En ₈ Fe ₁₂ Li ₃ Os ₃ Pt ₄ Re ₂ Sy ₁ 37		

Appendix 14

Key Stage 5 Curriculum Models 2017-18

Year 13

Band 13: a 70 50	A Block A 13	B Block B 14	C Block C 12	D Block D 14	* Personal Development sets 1	R Registration 10	* Physical Edu sets 2	Y Core
	13 Bc ₁₁ Sy ₂ 13 13 En ₁₁ Sy ₂ 13 12 Gg ₁₁ Sy ₂ 13 12 Sy ₁₃ 13	13 Hs ₁₁ Sy ₃ 14 13 Sy ₃ Td ₁₁ 14 12 Ma ₁₀ Sy ₄ 14 12 Sy ₁₄ 14	6 Dr ₁₂ 12 6 Eg ₁₂ 12 6 Ev ₁₂ 12 6 Mi ₁₂ 12 6 Po ₁₂ 12 5 Ss ₁₂ 12 5 Sy ₁₂ 12 5 Bi ₁₂ 12 5 He ₆ He ₆ 12	13 Ar ₁₁ Sy ₃ 14 13 Hi ₁₁ Sy ₃ 14 12 Ic ₁₁ Sy ₃ 14 12 Sy ₁₄ 14	IP 25 Pd ₁ 1 KF 25 Pd ₁ 1	IP 25 Rg ₁₀ 10 KF 25 Rg ₁₀ 10	25 Pe ₂ 2 25 Pe ₂ 2	25 Ca ₂ Sy ₂ 4 25 Ca ₂ Sy ₂ 4

Year 14

Band 14: a 70 50	* Personal Development sets 1	* Physical Edu sets 2	R Registration 10	A Block A 13	B Block B 1	C Block C 12	D Block D 14	Y Core 4
	JM 25 Pd ₁ 1 MM 25 Pd ₁ 1	25 Pe ₂ 2 25 Pe ₂ 2	JM 25 Rg ₁₀ 10 MM 25 Rg ₁₀ 10	10 Ar ₁₁ Sy ₂ 13 10 En ₁₁ Sy ₂ 13 10 Gg ₁₁ Sy ₂ 13 10 Ic ₁₁ Sy ₂ 13 10 Sy ₁₃ 13	BI 10 Bi ₁₁ Sy ₃ 1 HI 10 Hi ₁₁ Sy ₃ 1 HS 10 Hs ₁₁ Sy ₃ 1 TD 10 Sy ₃ Td ₁₁ 1 SY 10 Sy ₁₄ 1	7 Sy ₁₂ 12 7 Dr ₁₂ 12 6 Ch ₁₂ 12 6 Eg ₁₂ 12 6 Ev ₁₂ 12 6 Mi ₁₂ 12 6 Po ₁₂ 12 6 Ss ₁₂ 12	13 Bc ₁₁ Sy ₃ 14 13 Ma ₁₁ Sy ₃ 14 12 Sc ₁₁ Sy ₃ 14 12 Sy ₁₄ 14	25 Ca ₂ Sy ₂ 4 25 Ca ₂ Sy ₂ 4
Band 14: b -10	C1 Block C1 12							
	0 Ch ₁₂ 12 0 Dr ₁₂ 12 0 Eg ₁₂ 12 0 Ev ₁₂ 12 0 Mi ₁₂ 12 0 Po ₁₂ 12 0 Ss ₁₂ 12 -10							

Appendix 15

**SPERRIN IC
3 YEAR BUDGET PROJECTION**

	TOTAL 17/18	TOTAL 18/19	TOTAL 19/20
BUDGET ALLOCATION			
=====			
Recurrent Grant	2,764,058	2,739,492	2,753,189
Bank Interest		0	0
Other Income	20,272	8,000	8,080
	-----	-----	-----
	2,784,330	2,747,492	2,761,269
	-----	-----	-----
STAFF COSTS			
=====			
Permanent Teaching Staff	1,651,310	1,684,336	1,692,757
Substitution Teaching Staff	180,524	184,134	184,134
Non-Teaching Staff	257,656	262,809	262,809
Classroom Assistant Costs	260,990	266,210	266,210
	-----	-----	-----
	2,350,480	2,397,489	2,405,910
	-----	-----	-----
BUILDING AND PREMISES COSTS			
=====			
Heat Light & Power	51,703	51,703	50,000
Water Charges	5,175	5,175	5,000
Laundry & Cleaning	4,000	4,000	4,000
Rates	115,737	116,000	116,000
Maintenance of Build/Grounds	17,000	17,000	17,000

Special Grounds Maintenance	11,748	11,748	11,748
Maintenance of Equipment	4,697	4,697	4,697
Purchase of Equipment	15,885	15,885	15,885
Hire and Contracted Services	17,411	17,411	17,411
	-----	-----	-----
	243,356	243,619	241,741
	-----	-----	-----

OTHER OPERATING EXPENSES

=====

Classroom Materials	32,186	25,000	25,000
Sports & Games	556	556	556
School Prizes	1,180	1,180	1,180
Examination Fees	32,600	32,600	32,600
Pupil Course Fees	21,000	21,000	21,000
Transport	11,407	11,407	11,407
Advertising	11,116	11,116	11,116
Printing & Stationery	15,098	15,098	15,098
Postage & Telephone	6,392	6,392	6,392
Insurance	18,005	18,005	18,005
Audit & Accounting	3,050	3,050	3,050
Bank Charges & Interest	1,200	1,200	1,200
Miscellaneous	2,000	2,000	2,000
	-----	-----	-----
	155,790	148,604	148,604
	-----	-----	-----

TOTAL EXPENDITURE	2,749,626	2,789,712	2,796,255
	-----	-----	-----

SURPLUS/(DEFICIT) FOR YEAR	34,704	(42,220)	(34,986)
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SURPLUS/(DEFICIT) b/fwd	(53,902)	(19,198)	(61,418)
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	=====	=====	=====
SURPLUS/(DEFICIT) c/fwd	(19,198)	(61,418)	(96,404)
	=====	=====	=====

Surplus as % of DE Grant	-0.7%	-2.2%	-3.5%
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Appendix 16

List of Abbreviations Used: A-N

Abbreviation	Meaning	Abbreviation	Meaning	Abbreviation	Meaning
AP1,2,3,4	Assessment Points	EIIE	Excellence in Integrated Education	KR	Kirkland Rowlands
A Level	Advance Level	ETI	Education and Training Inspectorate	KS3,4,5	Key Stages
BT	Beginning Teacher	EA	Education Authority	LLW	Learning for Life and Work
BOG	Board of Governors	EF	Entitlement Framework	LSA	Learning Support Assistant
BYOD	Bring Your Own Device	EPD	Early Professional Development	LAC	Looked After Child
CAT	Cognitive Ability Test	EWS	Education Welfare Service	Lit	Literacy
CEA or CCEA	Council for Examinations and Assessment	FSM	Free School Meals	MLP	Magherafelt Learning Partnership
CEIAG	Careers Education Information and Guidance	GCSE	General Certificate in Secondary Education	MER	Monitoring, evaluation and review
CP	Child Protection	G & T	Gifted and Talented	MUDC	Mid-Ulster District Council
CT	Curriculum Team	GL		MIA	Moving Image Arts
CUBES	C – Circle the key words U – Underline the question B – Box Maths ‘action’ words E – Evaluate – what steps should I take? S – Solve and check	HOTS	Higher Order Thinking Skills	NUM	Numeracy
DENI	Department of Education Northern Ireland	ICT	Information Communication Technology	NAACE	National Association of Advisors for Computers in Education

N-Y Abbreviations

Abbreviation	Meaning	Abbreviation	Meaning
NRC	Northern Regional College	SPLT	Sperrin Pupil Leadership Team
NICIE	Northern Ireland Council for Integrated Education	STEM	Science Technology Engineering and Mathematics
PSNI	Police Service of Northern Ireland	SPERRIN Lesson Format	Start with a spark Pause and recap Engage Learners Reach All Learners Run the Risk Increase pupil engagement Now, demonstrate the learning
PRSD	Performance Review and Staff Development	SLT	Senior Leadership Team
PTE	Progress in English	SIMS	School Information Management System
PTM	Progress in Mathematics	UICT	Using Information Communication Technology
PE	Physical Education	UM	Using Mathematics
PFL	Plans for Learning	VP	Vice Principal
QUB	Queens University Belfast	Y 8-14	Year Group
SEP	Shared Education Programme		
SWOT	Strengths, Weaknesses, Opportunities and Threats		
SENCO	Special Education Needs Coordinator		