Sullivan Upper School

'the gentle hand foremost'

SCHOOL DEVELOPMENT PLAN 2017-2020

MISSION STATEMENT

Our fundamental aim is to provide for all our pupils the opportunities to acquire and develop the knowledge, understanding, skills and abilities that will enable them to realise their full potential, do justice to their diverse talents and prepare them to lead rewarding and productive adult lives.

Implicit in this aim is a commitment to help pupils develop the attitudes and values that will enable them to be confident, effective and valuable citizens and to make positive contributions to their community and to society.

A caring, child-centred approach, high quality teaching and learning, a comprehensive co-curricular and extra-curricular programme and effective leadership form the cornerstones of the means by which we seek to achieve our aim.

SCHOOL HISTORY & ETHOS

"The characteristic spirit of a school is manifested in its attitudes, aspirations and customs".

Sullivan Upper School was founded in 1877 by the trustees of Robert Sullivan's estate. When Dr Sullivan died in 1868 he left money for the Sullivan National Schools and a further sum for 'educational purposes' in Holywood.   The trustees decided to build an Intermediate School beside the National Schools which was known as Sullivan Upper School. The ethos of the school has always been to provide educational opportunities for children and to do so in Holywood and in accordance with Sullivan's principle of non-sectarian education. Therefore, it has always been part of the school's ethos to educate children of all religious denominations and none. Similarly, it has always been part of the essential character of the school to aspire to academic excellence. The entrance qualifications at its inception specified that "Pupils entering the Upper School must have passed a Preliminary Examination in Reading, Writing and Arithmetic, Grammar and Geography".

Now in the 21st century the principles of non-sectarian or non-denominational education and the aspiration to academic excellence remain intact in the current school. The school is founded on mutual respect between all its people - pupils, staff, parents and governors - and is dedicated to providing rich, varied and relevant education for all its pupils. It aims to do this within the context of strong, supportive pastoral care and a clear structure of expected behaviour. Self-discipline is promoted, expected and encouraged and the school recognises and rewards achievements across the full range of academic and non-academic pursuits. Extra-curricular activities are seen as an essential part of the educational experience and are well supported and encouraged.

Sullivan is about giving children chances, about providing a rounded education and about people living together purposefully and productively for the betterment of all.

Holywood Schools Joint Transition Statement

Primary and post-primary schools in the local community, working together to enhance children's educational and social experiences and to facilitate their transition from Key Stage 2 to Key Stage 3.

INTRODUCTION

This School Development Plan (SDP) covers the academic years 2017/18, 2018/19 and 2019/20. It sets out the school's priorities for this period. It comprises 6 sections:
1.   General Information (including 'matters to be addressed in the SDP').
2.   3-year strategic plan under the following headings: Child Centred Provision, High Quality Teaching and Learning, Effective Leadership and A School Connected to its Community.
3.   2017/18 Academic Targets.
4.   Appendix 1 - Financial Arrangements and Costing the SDP, including 2017/18 Budget.
5.   Appendix 2 – Sullivan Upper School – Every School a Good School; an evaluation of the school's position, measured against the ESAGS indicators.
6.   Action Plans for each of the areas listed above [NB In addition, each academic department produces an annual action plan in line with the SDP].

PRODUCING/IMPLEMENTING/MONITORING & EVALUATING THE SCHOOL DEVELOPMENT PLAN

PRODUCING THE PLAN
- Responsibility for producing the School Development Plan (SDP) is devolved to the Headmaster, though the plan must be approved by the Board of Governors.
- A central objective is to involve all staff in the production of the SDP and its implementation.
- The Vice-Principal (Teaching & Learning) takes responsibility for the construction of the SDP and coordinates the work of various members of staff, at individual, departmental, working-group and committee level.
- Members of the Senior Leadership Team (SLT) take responsibility for their area, including the production of the associated Action Plan and the monitoring and evaluation of progress.
- At the end of the three-year cycle, a whole-school self-evaluation audit is carried out among pupils, parents and staff, in order to help to inform priorities for the next three-year plan.

IMPLEMENTING THE PLAN
- Time is allocated to the SLT in May/June to prepare a draft plan.
- The draft plan is introduced to all staff and time is then allocated during a School Development Day in August for staff familiarisation with the plan, to include: highlighting issues which emerged from the audit and which have fed into the plan; and identifying key priorities for the academic year from the Action Plans.
- The draft plan (with any amendments) is submitted to the Board of Governors for final approval and then published.
- The plan is circulated to all members of staff.
- The 3-year strategic plan (including academic targets) is published on the school website; the full SDP is available on request.

MONITORING & EVALUATING THE PLAN
- In endeavouring to make the plan a working document, the objective is to ensure that all members of staff are aware of the detail of the plan and are kept up-to-date with progress on its implementation.
- In August, subject departments have time specifically set aside for discussion of the plan. They are required to produce an Action Plan which addresses the school's key priorities (and any other aspect relevant to the department), in addition to their Departmental Action Plan.
- Aspects of the plan are addressed and discussed at team level (Heads of Department, Year Heads, departmental, pastoral, non-teaching staff) at their regular meetings throughout the year; pupil council will be involved where appropriate.
- Each member of the SLT provides a regular update of progress at the weekly meeting and will take opportunities, when appropriate, to update staff. The Board of Governors receives periodic updates of progress, through both Committee and Board meetings.
- At the end of the academic year the SLT carries out a full evaluation of the plan, adjusts it accordingly and prepares the Action Plans for the following year – the amended plan is then published.

FINANCIAL ARRANGEMENTS AND COSTING THE SCHOOL DEVELOPMENT PLAN

The Board of Governors approves the annual budget for both capital and revenue expenditure. The annual expenditure plan is presented by the Bursar and Headmaster to the Finance Committee for review and recommendation to the full Board. Detailed costings are not provided within the body of the plan. However, a summary of the approved budgets for the relevant financial year can be found at **Appendix 1** [see page 14].

		EVIDENCE/EVALUATION
1.	**School Ethos: A statement and evaluation of the ethos of the school** The school ethos (including the mission statement) [page 2] is referenced in much of the communication and interaction between pupils, parents, staff and the community. There is a strong ethos in the school of collaboration between the pastoral and curriculum leaders both in terms of structures and in response to the needs of individual pupils, eg • Consultation evening for local residents and representatives • Transition project – school counsellor address parents at Conference. • Shared Literacy statement between schools in the Transition Group.	• it is clear that there is strong support for the school ethos among all stakeholders, as evidenced by self-evaluation exercises and informal feedback. The 2016/17 survey (parents, pupils, staff and Governors), reflecting the characteristics of ESAGS, provided overwhelmingly positive feedback; • a summer scheme has been initiated for incoming Year 8 pupils; • sports tours draw on the support and expertise of parents where appropriate; • committees and working groups are drawn from pastoral and academic teams often including Governor representatives, eg Learning Development Groups, Safeguarding Team and Health and Safety Committee; • Year Heads attend relevant HoD meetings and HoDs attend Year Head meetings when appropriate; • Curriculum Vice-Principal and Pastoral Vice-Principal work together to draw up strategies for individual pupils, including annual reviews. • Regular Student Council meetings; • SENCO attends Year Head meetings and HoD meetings as appropriate.
2. a)	**Curriculum Review: A summary and evaluation of the school's strategies for:** **learning, teaching, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT:**	
	A broad and relevant curriculum is provided for the pupils of Sullivan. The teachers enhance the pupils' learning by using a range of approaches including: exposition, practical work, investigations, group discussions, pair-work and pupil presentations. All departments work to develop appropriate Thinking Skills and Personal Capabilities. Our emphasis is strongly academic and we place a high value on academic achievement. Pupils are engaged and involved in their learning. Pupils entering the school at age 11 begin a 5-year course of study leading to GCSE examinations, in which they are expected to enter for at least 9 subjects (though the majority take 10.5). The overwhelming majority of pupils remain at the school for a further 2 years to take GCE AS and A level courses and then proceed to higher education.	• departmental handbooks outline the teaching strategies, including strategies for differentiation, employed to enable all pupils to fulfil their potential and to stretch and challenge pupils; • 2016/17 survey showed 84.7% of parents and 77.4% of pupils believe there is an appropriate range of subjects offered; • return rate from Year 12 to Year 13 is consistently around 95%. 85-90% of pupils progress to higher education; • The curriculum offer has been extended to include Business Studies at A Level; • New courses in Digital Technology and Computing have been introduced at GCSE; • The school has developed a system to track pupil progress at KS3 and KS4; • All Year 8 pupils undertake MidYis testing in September to inform strategies for teaching & learning at KS3; • All Year 11 pupils undertake YELLIS testing in September to inform strategies for teaching & learning at KS4.
	Much work has been done over the past few years on implementing and embedding the NI curriculum at KS3 and in moving towards full compliance with the Entitlement Framework	• EF compliance achieved; • tasks and schemes of work.

at KS4 and Sixth Form. Coordinators for Communication, Using Mathematics and Using ICT have developed tasks which has been approved, implemented and are now embedded in the relevant schemes.	
Under the auspices of the North Down Area Learning Community a collaborative partnership continues with our near neighbours, Priory Integrated College to allow individual pupils access to relevant pathways.	• a representative from Sullivan attends the Priory subject-choice event; • staff from both Schools hold parent consultation meetings with parents of Sullivan pupils; • successful results in host schools; • strong Literacy collaboration with local primary and post-primary schools.
Assessment is both formative and summative. Formative assessment helps teachers to inform pupil targets. AfL is an important aspect of assessment. The school operates a system to track pupil progress at KS3 and KS4. All Year 8 pupils undertake MidYIS testing in September to inform strategies for teaching and learning – including 'Stretch and Challenge'. All Year 11 pupils take YELLIS. It also enables target setting. Interim reports in October and February are used to track pupil progress. All pupils in Years 8-11 sit 2 sets of internal examinations and an Annual Report is issued. Pupils in Years 12-14 have the opportunity for mock examinations usually in November. Assessment procedures have been adapted in line with statutory requirements. This work is on-going and is driven by a staff committee which evaluates our systems and makes recommendations to the SLT.	• MidYIS and YELLIS results and tracking system; • Accelerated Reader programme; • departmental strategies in response to tests results and Assessment for Learning opportunities are highlighted in departmental schemes; • marking in pupil books demonstrate that AfL strategies are used; • a new Reporting system has been introduced; • minutes of the Assessment and Reporting Committees; • pupils are tested as appropriate to identify any specific learning needs. A member of staff has been suitably trained to administer SEN testing; • training sourced for the Examinations Officer.
The raising of standards is a strong focus of departmental work and PRSD. Each department produces an annual Development Plan (linked to the School Development Plan) which underpins the drive to raise standards across the board, including in Communication, Using Mathematics and Using ICT.	• whole-school PRSD objective linked to school improvement, eg literacy, sharing good practice and ICT; • the school has invested heavily in the Accelerated Reader scheme as part of our literacy strategy; • the school was well placed in the preparation of tasks for Using ICT at KS3; • a new Numeracy Coordinator has been appointed and she is working extensively with the 'Big 4' departments; • minutes of departmental and Heads of Department meetings.

In terms of pupil outcomes, statistical data produced by the school and by DE show that standards attained compare favourably at all levels with other similar schools.
 	
The school was inspected by the ETI in 2015. The conclusion of the report stated: "The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement."
	• results:
	• top performing school in Northern Ireland Accelerated Reader
	   o GCSE - % gaining 7 grades A*-C (inc English & Mathematics) consistently and significantly above NI grammar school average;
	   o A Level - % gaining 3 grades A*-C is in line with NI grammar school average.
	• the Vice-Principal meets with each HoD annually to discuss targets, results and strategies to improve learning.

b)	**providing for the special, additional or other individual educational needs of pupils:**

Meeting the needs of all our pupils (including those with special, additional or other individual needs) is a cornerstone of the Sullivan ethos and an acknowledged strength of the school [ETI Inspection Report, 2015]. The arrangements for the care and support of pupils are effective. Throughout the school, there is a clear commitment to inclusion and a culture of care and respect for each other. The caring and welcoming ethos reflects well the school motto 'lamh foisdineach an uachtar, the gentle hand foremost'. The needs of those pupils who require additional support with aspects of their learning are identified at an early stage and effective interventions and support enable them to interact confidently with their peers, engage well in their learning and make good progress. They are supported well by their teachers, classroom assistants and all school staff to fully participate in all aspects of the life of the school. The effective individual education plans are very clear and together with supporting documentation are used effectively by most teachers to guide lesson planning. The pupils respond well to the positive learning environment and the support provided to develop their talents and to prepare them effectively for the challenges and responsibilities of adult life.	• the 2016/17 survey (parents, pupils, staff and Governors) provided overwhelmingly positive feedback; • results for FSME pupils are excellent; • all departments review their schemes of work and examination results for SEN, FSME, LAC and EOTAS pupils; • results for SEN pupils are identified and discussed between the Vice-Principal and the SENCO; progress is reported to SLT; SENCO reports to Education Policy Committee; • the SENCO has additional non-teaching time allocated; • the school provides ongoing, regular training for Classroom Assistants; • departments run 'help desks' and revision classes during study leave; • the SENCO is invited to report to SLT; • SEN information is now available on SIMS; • increased use of Learning Support Resource room; • use of staff mentors for Sixth Form pupils; Accelerated Reader pupil mentors for junior school; • IEPs were commended in the 2015 Inspection Report; • Sourcing of specific resources as required to meet pupil needs (eg ICT equipment for a visually-impaired pupil).
c) **Promoting the health and wellbeing, child protection, attendance, good behavior and discipline of pupils:** The school has comprehensive policies in place for safe-guarding children. These policies are constantly under review in response to directives, recommendations and our own school experiences. New employees and Governors are trained in child protection on taking up post and all employees receive refresher training annually. A new safeguarding team has been formed as a target of the SDP.	• 2016/17 survey showed 100% awareness of the child protection policy among teaching and non-teaching staff and 89.0% among parents and 75% among pupils; • 2016/17 survey showed 92.4% of parents are satisfied that their child feels safe and secure in school; 86% of pupils also report feeling safe and secure in school; • Protection Plans have been used to protect and support pupils • a Safeguarding Team has been established, meets regularly and reports into the Audit & Risk Assurance Committee of the Board of Governors; a Governor chairs this team; • a register of Child Protection training is kept; • the Deputy Designated person for Child Protection has been extended in both the teaching staff and the Governors and refresher training has been undertaken; • all staff are trained every 3 years in Child Protection and new staff and Governors are trained upon appointment; • the school uses online CPT when appropriate, eg with Sports Coaches.
The health and well-being of the pupils are promoted through the curricular (eg Home Ec, PE, LLW) and extra-curricular programmes and as part of the school's healthy eating policy, whereby strict nutritional standards are adhered to. The school invests heavily in	• timetabled games and PE periods for all pupils; • investment in sports facilities; • dedicated LLW periods;

		EVIDENCE/EVALUATION
	ensuring that a rich and varied extra-curricular programme is available to pupils and that pupils are encouraged to participate.	• Silver Robin has policy on strict nutritional standards and has 5-star rating for hygiene. The Silver Robin has liaised with pupils via the School Council regarding menu options; • a broad range of extra-curricular activities is on offer to pupils and a full list is available on the website.
	In response to an increase in the number of young people experiencing significant social and/or emotional problems, the school provides pupil access to professional counselling and works with various outside agencies to ensure appropriate care is provided.	• the school avails of the Counselling service and liaises with the EWO, Educational Psychologists, Social Services and PSNI; • the school works closely with CAMHS; • depending on circumstances, and in liaison with parents, pupils may reduce the number of subjects taken.
	Pupil attendance is consistently high. There is an established procedure for supporting pupil attendance. After the 3rd day of absence the form teacher contacts the person with parental responsibility. On returning to school after a period of absence all pupils must bring a parental letter to explain their absence. In the case of longer periods of absence, the Pastoral VP works closely with the EWO. Pupil behaviour is very good. There is a clear Positive Behaviour Policy with a hierarchy of sanctions which are consistently applied. Detentions may be a short break or lunch detention, departmental detentions, a Monday detention for whole-school issues and a Friday afternoon detention at the discretion of the Pastoral VP for very serious matters. A key target of the previous plan was the introduction of behaviour management through SIMS which, once completed and embedded, will allow staff to monitor behaviour closely. There is also a drive towards recording positive behaviours and achievements on SIMS.	• 96% attendance; • very small number of suspensions; • pupil achievements are recorded in SIMS; • 2016/17 survey showed 89% of parents believe that the school encourages pupils to behave well; 87% of pupils believe that the school encourages them to behave well; 92.8% of teachers believe that the pupils are well behaved in the classroom.
	Regular formal consultation with pupils on a variety of issues is facilitated via methods such as the School Council. Pupils are often consulted on their learning experience at the end of courses and also at the end of topics.	• minutes of meetings; • Student Council meetings.
d)	**providing for the professional development of staff:** Staff (both teaching and non-teaching) are able to avail of a range of appropriate professional development activities. The process of Induction and EPD is valued greatly and is led by a Senior Manager. The annual review process for non-teaching staff includes a focus on training needs. PRSD is well-established, with the objectives linked to the SDP. Staff are given opportunities to share in the leadership of the school, through promoted posts, membership of committees etc. A record of staff development engagement is kept and evaluated on SIMS. Professional networks have been established, Bursars, School Nurses, PA group, Maths and English Cluster Groups.	• Staff Development policy; • induction/EPD policy; • The sharing of good practice is a focus of CPD, eg through PRSD, programme for School Development Days and Learning Development Groups; • staff have had the opportunity to join a committee or working-group on an area of school development, eg Assessment and Reporting, Literacy, Learning Development Groups, Data and ICT; • the school uses online training programme on Child Protection for teaching and non-teaching staff as appropriate.
e)	**managing attendance and promoting the health and well-being of staff:** The school has implemented a 'Managing Attendance at Work' policy. The Board of Governors has nominated a Governor (currently the Chair of the Education Services Committee) as having a specific interest in Managing Attendance. Staff attendance is good. Staff are made aware of ELB counselling service. Staff have participated in training on managing stress. The school's policy on healthy eating extends to staff.	• Senior Manager monitors staff attendance, and compiles data to enable comparison with the EA figures; even allowing for long-term absence, the number of sick absence days is below the average across the EA; • 2016/17 survey showed 94.5% of teachers and 82% of non-teaching staff state that they like working the school;

	Having taken into account staff responses to self-evaluation, concerns about increasing workload have been noted and action taken through the Wellbeing Group with staff wellbeing acknowledged as a key priority in this plan.	- staff walk/ social events; - staff wellbeing group established; - Mindfulness training/Pilates taster session; - Use of Occupational health referrals and staff attendance policy; - Silver Robin – tailored workshops on team-building (Sept 16), Effective Communication (Mar 17) and Customer Service (May 17).
f)	**promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies:**	
	The curricular link with Priory Integrated College is detailed above but the additional positive consequences have been significant and far-reaching, in terms of breaking down barriers. The Headmaster has developed links with our feeder primary schools. The school has a 'Partnership with Parents' policy. The school links with a wide range of voluntary and statutory bodies and with the business community, for example in the areas of work experience, mock interviews, Young Enterprise and Learn to Earn. Communication with parents has been significantly enhanced through the use of Parentmailpmx, which includes the introduction of a remote payment facility. Parents reported in the questionnaire that they are informed regularly about the life and the work of the school. Through CEAIG provision the school fosters many productive links with the local business community.	- many local primary schools are invited to matinee productions of school shows; - the Headmaster attends all committee meetings of SUPA (Sullivan Upper Parents Association); - CPD project links are well established with local primary and post-primary school; - Year 8 Pastoral Evening helps engage with parents of Year 8; - annual Eva Clarke visit (Holocaust survivor) and Auschwitz lessons; - the Sullivan Sports Club/ACF/local swimming clubs//Belfast Fencing Club/NI Fencing Academy/internal summer scheme/ use our facilities; - pupils take part in Holywood Culture Evening and perform on St Patrick's Day at Down Cathedral; - monthly Newsletter issued electronically and posted; - the school hosted local primary school netball competition and a regional fencing competition; - the music department regularly takes music into the community with performances at various events, including business conferences, charitable events, various venues and festivals, local residential homes and services in the Parish Church; - visiting authors/writers/drama practitioners; 2016/17 survey showed 85.2% of parents believe that they are informed regularly of the life and work of the school; 100% of pupils in Year 13 undertake work experience; - parents/business community/other bodies are involved in our mock interviews with Year 13; - hosting of VG Schools Bursars Association, PA Group and School Nurses; - NI Careers Service engages with Year 12 pupils; - Friends of Sullivan engages with alumni of the school to promote links and to launch a fundraising appeal 'Sustaining Sullivan's Future'.
g)	**promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management:**	
	Departmental schemes identify opportunities for ICT to be incorporated into lessons to enhance the learners' experience. Teachers look for meaningful ways to use ICT in a	History department has increased the use of iPads for teaching and learning;

	variety of lessons. All teaching staff and some non-teaching staff have been provided with iPads and training. There is increasing use of whiteboards and iPads by pupils and teachers. Sixth Form pupils have access to computers in their study venues, careers suite and SEON rooms. Junior pupils have access to iPads for Accelerated Reader. The school has a Mac Suite in music to access the curriculum and has Mac facilities for Moving Image Arts. The C2K wireless system increases the opportunities for pupils' use of ICT. There is a Bring Your Own Device (BYOD) policy in place. The school continues to invest heavily in ICT. A Senior Manager oversees ICT and chairs the committee which oversees the provision of ICT hardware and software. As greater use has been made of the SIMS system, appropriate training has been provided, eg on behaviour management. Greater use of ICT both as an administrative tool and to enhance teaching and learning has been a focus of training. The school is well placed in the preparation of tasks for Using ICT at KS3	• all teachers have been trained in the use of iPads; • iPads are used used in conjunction with the Accelerated Reader scheme; • an E-Safety, ICT Acceptable Use and Digital Media policy is in place • departmental handbooks and schemes of work; • a broad range of Departments achieved approval for their Using ICT tasks; • PaperCut introduced to improve copying and printing facilities; throughout the school for staff and pupils; • through the Wellbeing group, ICT support for staff is available.

3. a)	**School Finances and other Resources: An assessment of:** **the school's current financial position and the use made of its financial and other resources:** • Assessment; school undergoes independent external and internal audit on an annual basis. Budgets are approved by the Governors and management accounts showing variances are reported at each meeting of the Finance Committee. The school has implemented further strategic cost reductions in the period 2014 to 2017 with reduction in teaching FTE from 65.93 in 2013/14 to 63.53 in 2016/17. Reductions in non-teaching staff through redundancies, review of working hours or natural wastage across maintenance, technical support and lunchtime supervision areas. • Budgets are approved annually and reflect the resourcing of actions being implemented to bring about raising standards – eg continued operation of Accelerated Reader, YELLIS. MidYIS testing, rollout of iPads and associated training. The school sets its budgets to ensure that all expenditure is entirely funded (ie the school is operating within its financial constraints) including the resourcing of the school's wide extracurricular programme with the use of voluntary contributions. Cashflow projections are reviewed at each Finance meeting and cover a minimum 3-year period.
b)	**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.** See **Appendix 1.**
4.	**Review of school targets: An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.** • Pupil voice is established through the School Council who met to discuss such issues as the new building project and issues surrounding the Silver Robin. • The Safeguarding Team meets regularly with a Governor chairing the meetings. • Classroom Assistants contributed towards strategies to review IEPs; Annual Reports were produced and online training has been provided on supervising examinations; other training includes Lego-therapy and autism and AHD training. • 30 Peer Mentors were selected and trained to work with Year 8 and 9 Form Teachers. • Pupil wellbeing was supported through FamilyWorks. Vice-Principal held weekly meetings with Counsellor. A post-box system was introduced and a drop-in centre was made available for examination classes during study leave. There were monthly attendance review meetings between the EWO and the Vice-Principal. • Pupil motivation and attitude were addressed by the Skills & Dispositions Group who began to look at recording positive behaviours on SIMS. Codes were discussed and agreed and the system introduced to staff. • To encourage consistency of approach CPD training programme resources have been made available on Fronter and information disseminated through the Learning Development Group. • Honours System – the Committee was reconvened, staff consulted and the existing Policy amended. A new Honours form is now in use. • Extend the work of the Literacy Committee – training provided to all staff and the Literacy Committee was extended to reflect a wider range of Departments. • Embedding good practice in Teaching & Learning continues with CPD training, involvement in the transition group and Accelerated Reader where Sullivan won the Regional Award for the Top Performing School.

- Mentoring scheme thrives with the Literacy Coordinator evaluating its effectiveness.
- Numeracy – all Departments have been audited and internal school examinations reviewed.
- Assessment Policy – policy in place and work now being done on the information supplied to HoDs about the quality of internal school examinations.
- AFL is now highlighted all schemes in all Departments. Intervention strategies have been put in place for pupils identified as underachieving and strategies for Gifted and Talented have also been discussed.
- Quality assessment tasks have been a focus at Departmental meetings and extra support and lessons have been put in place.
- Whole-school strategies for ICT – all Departments have at least one ICT task in KS3. There was a successful collaboration with Foyle College re iPad and C2K wireless systems, Apple TV is in all teaching rooms. All teaching staff have been supplied with iPads and trained in their use. A Wellbeing Group focussed on supporting colleagues with ICT needs.
- Using ICT as a cross curricular skill – 7 Departments are delivering approved tasks but not assigning levels, moderating or reporting on levels.
- Use of Data and Tracking – tracking system was revised, YELLIS completed with all Year 11 and results discussed at SLT. Baseline testing has been implemented with Year 11 at the beginning of KS4, alongside the extension of pupil tracking into KS4. Whole-school approach to target setting – a School Development Day was dedicated to beginning to look at a whole-school approach.
- Use of SIMS data by HoDs – Senior Manager (Data) has worked with individual HoDs to support their needs.
- SIMS Discover – data from SIMS Discover is being used by HoDs and Year Heads.
- Extend self-evaluation through pupil pursuits, etc – limited progress was made owing to industrial action.
- Curriculum review – was completed and Business Studies introduced at AS Level. Digital Technology and Computing have been introduced at GCSE and some initial discussions held on other alternative subjects. Entry to Sixth Form requirements were reviewed but no changes were made.
- Staff Wellbeing and Resilience was a high priority with the Staff Wellbeing Group being very active. This resulted in activities such as a Mindfulness Session and various social events.
- Communication – a staff survey led to the Wellbeing Group making suggestions to improve communication. This is ongoing.
- CPD programme – personal development records for staff are now held on SIMS and Fronter has been developed as a centralised resource area. The Learning Development Groups have been active and effective.
- Induction and training for Governors – a pack is now available for use with new Governors and a number of Governors have attended training organised by EA.
- Induction of new staff – new policy implemented. Handbook has been developed for new Heads of Department and Heads of Year and has been piloted.
- Use of Data in relation to SEN, FSME, EMA and Gifted & Talented – SIMS now being used to record SEN status.
- Developing Use of ICT to support administration has been successful especially in the area of assembly notices, daily absence lists and permission to be absent list.
- Implementation of the e-Safety, Acceptable Use of ICT and Digital Media Policy continues with Bring Your Own Device (BYOD) facility becoming increasingly popular with Sixth Form pupils. Policy is being reviewed in line with 2016/27 Circular.
- CEAIG – communication by email and letter has been used frequently highlight events. Year 12 'Face-to-Face' time with the NI Careers Service has been established and reached 100% of Year 12 pupils attending school in 2016/17.
- School Enhancement Programme – school and contractors met with local residents and MLAs. There are plans to request an easement of planning restrictions to enable community use.
- EcoSchool – the school is registered, solar panels in place and recycling bins purchased.
- SUPA – a new Chair was elected and information was sent to parents on PSNI support events such as Cyberbullying.

| 5. | **School Context: An assessment of the challenges and opportunities facing the school.** |

Challenges

- Resources, financial and staffing – lack of stability in funding makes strategic planning for curricular developments very difficult; reduction in real terms of school budgets has impacted staff workload across many areas.
- Political uncertainty – including change of Minister resulting in changes in education priorities and policies.
- Growth of social media and youth culture.
- Aligning grades to numbers at GCSE and the impact on university offers.
- New specifications.

	- Managing workload especially in light of reduced staffing. - Progressing the school improvement agenda in light of Union action – effect on school development, operational difficulties and staff morale; - Loss of experienced staff as the age profile suggests imminent retirement of a significant percentage of staff, many on promoted allowances. This can also be seen as an opportunity for curricular development and reorganisation. *Opportunities* - Establishment of Friends of Sullivan. - New Pavilion and future plans for the school estate (inc second call under School Enhancement Programme). - Greater engagement with the community through the use of facilities. - Collaborative work eg CPD project. - Despite challenges, build on the success in extracurricular areas.	
6.	**Consultation arrangements: The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.** In preparing the SDP, the Board of Governors requires that consultation take place with all stakeholders, ie parents (eg via the 2016/17 questionnaire), pupils (eg via the 2016/17 questionnaire, and the pupil council), staff (eg via their teams and the 2016/17 questionnaire) staff and Governors. During 2016/17 a major audit was completed. During this the views of all staff, pupil, parents and Governors were sought. An executive summary contained the main issues to emerge from the audit. A further audit of Heads of Department and Heads of Year was carried out using the TTI self-evaluation tool. The findings of these audits have informed the new School Development Plan.	- TTI self-improvement tool (with HoDs/HoYs); 2016/17 audit – collated results; summary; - Questionnaires for pupils, parents, staff and Governors.

SCHOOL DEVELOPMENT PLAN 2017-20

1	CHILD-CENTRED PROVISION
1a	Review the Child Protection Policy, plus the linked eSafety, Acceptable Use and Digital Media Policy and the Taught Pastoral Programme to ensure that all statutory requirements are met in regard to child protection (DE Circular 2016/17)
1b	Map and Review the Taught Pastoral Programme and the Associated RSE Policy and the DE Circular 2016/17.
1c	Further promote opportunities to recognise the achievements and efforts of all the pupils and to review the consistent application of the Positive Behaviour Policy.
1d	Building Resilience.

2	HIGH QUALITY TEACHING AND LEARNING
2a	Continue to develop Literacy across the curriculum.
2b	Continue to support numeracy across the curriculum.
2c	To enhance pupil outcomes by developing further a system for pupils to set and manage their Individual Learning Goals.
2d	To optimise pupil outcomes in the light of the new specifications at GCSE, AS and A2, and pupil outcomes at A Level.

3	EFFECTIVE LEADERSHIP
3a	Continue to review the curriculum provision and to identify suitable pathways for the pupils
3b	Extend CEAIG activities and opportunities.
3c	Enhance staff expertise with regards to ASD and develop the pupils' social interaction skills.
3d	Continue to promote Staff Wellbeing.

4	A SCHOOL IN THE HEART OF ITS LOCAL COMMUNITY
4a	Develop a long term strategic plan for the school estate to ensure school facilities are fit for purpose and are of the highest educational standard.
4b	Develop links with the local community through use of the school's new facilities.

ACADEMIC TARGETS 2018-19

		2018 Results %	Target %
KS3	▪ the percentage of pupils achieving the expected levels in Communication, Using Mathematics and Using ICT	--	100
GCSE	▪ the percentage of pupils achieving 7+ GCSEs at grades A*-B including both English and Mathematics	75	80
	▪ **the percentage of pupils achieving 5+ GCSEs at grades A*-C including both English and Mathematics**	99	100
	▪ **the percentage of pupils achieving 7+ GCSEs at grades A*-C including both English and Mathematics at a minimum of grade C**	94	97
AS LEVEL	▪ the percentage of pupils achieving 3+ AS levels at grades A-C	74	75
	▪ the percentage of pupils achieving 3+ AS levels at grades A-B	43	50
A LEVEL	▪ **the percentage of pupils achieving 3+ A levels at grades A*-C**	72	76
	▪ the percentage of pupils achieving 3+ A levels at grades A*-B	51	55

Targets for pupils with FSME are as for the cohort.

Financial Arrangements and Costing the School Development Plan

The Board of Governors approves the annual budget for both capital and revenue expenditure. The annual expenditure plan is presented by the Bursar and Headmaster to the Finance Committee for review and recommendation to the full Board.

Curricular Resources

Budget holders are invited to submit bids for funding, detailing their requirements for the following year together with appropriate costings or estimates. This budget process covers four areas (a) departmental needs (b) ICT requirements both short and long term (c) furniture, maintenance and exceptional item requests and (d) sports and games requirements. These bids are then used to formulate the budget approved by the Board. Budget holders are informed of their allocations once the Board of Governors approves the final budget, a process which depends on the timing of confirmation of LMS funding. The Whole-school ICT Resources Committee reviews the requests for short and long term equipment and makes recommendations on purchases. These recommendations are then incorporated into the capital budget and long term capital planning.

Budget Monitoring

Budget holders track their expenditure by use of the budget tracking spreadsheets. Budget holders are distributed with information on approved School financial procedures on the following areas (a) bank (b) purchasing (c) fixed assets. These procedures are updated on a regular basis following internal audit recommendations and approved by the Board of Governors. Expenditure on revenue items compared to budget is monitored by the Bursar and reported to the Finance Committee at each meeting.

Capital Projects

Capital projects are referred by the Property Committee to the Finance Committee for recommendation to the Board of Governors. Expenditure on capital items is monitored by the Bursar and reported to the Finance Committee on a regular basis.

Long Term Financial Planning

The Finance Committee reviews and monitors rolling cash flow projections at each meetings. These projections incorporate revenue and capital requirements over a minimum three-year period. Three year financial plans are prepared and reviewed by the Finance Committee on an annual basis.

Planned Use of the LMS Budget, Capital Fees and Voluntary Contributions in 2018/19

A. **Revenue Expenditure**

Teaching and Non-Teaching Staff Costs	£4,213,510	
Substitute staff costs	£149,099	
Sports Supervision and Coaching Costs	£76,900	
	£4,439,509	(83.2% total costs)
Departmental Budgets	£94,553	(excludes VAT) (1.8% total costs)
Sports and Games (excluding staff costs)	£37,000	(0.7% total costs)
Examination costs	£96,500	(1.8% total costs)
Other Curricular costs	£69,280	(1.3% total costs)
Property Costs	£435,189	(8.2% total costs)
Administration Costs	£83,038	(1.4% total costs)
Recoverable VAT Costs	£80,762	(1.5% total costs)
Total	**£5,335,831**	

B. **Capital Expenditure (net of grants)**

ICT Resources	£10,000
Private Capital Projects	£181,409
School Share of Grant Aided Projects	£145,056
Total	£336,465

An evaluation of the school's position, measured against the ESAGS indicators

According to the ESAGS document the indicators of a successful/good school are: performance as measured by educational attainment at GCSE and A level; quality of teaching and learning in the classroom; effectiveness of leadership and governance; school's ethos and environment; treatment of pupils with special needs; indicators determined by the school through its self-evaluative work; and the quality of pastoral care arrangements. Judging by the ETI Inspection of 2008, pupil performance in public examinations, various self-evaluation exercises and pupil, parent and community feedback, Sullivan is a highly successful school.

The document then proceeds to deal with four characteristics of a good school. For each it lists indicators. What follows is the characteristic, the indicators and some notes on what Sullivan currently does to meet the indicators:

i   CHILD-CENTRED PROVISION

Pastoral Care - Arrangements for Pastoral Care (including attendance, behaviour and special educational needs) are identified in the relevant policy statements and included in the Prospectus and Information for Parents booklet.

Indicators	Sullivan
Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.	▪ curriculum geared for academic pathway; inclusion of applied subjects where appropriate; ▪ HoDs manage departmental resources – allocations are based on assessed needs; ▪ Careers Department expertise reflected in programmes and planning; ▪ Year 8 Year Head liaises with Primary Schools re transition especially in relation to special educational needs/health issues; individual interviews provide further opportunity; a Senior Manager leads the CPD Transition Project; ▪ availability of School Counselling service made clear to parents in data-capture form and Year 8 Pastoral Evening; post-box system and self-referral by email is used to make it as user-friendly as possible.
A clear commitment exists to promote equality of opportunity, high quality learning, a concern for individuals and a respect for diversity.	▪ curriculum open to all; ▪ high expectations right from Year 8; ▪ excellent SEN provision led by SENCO; ▪ Assistant SENCO trained to administer SEN testing; ▪ pastoral system highly praised; ▪ Year 8 interviews identify any EAL needs; ▪ diversity in pupil background, in the extra-curricular programme and through LLW.
A school culture of achievement, improvement and ambition exists - with clear expectations that all pupils can and will achieve to the very best of their ability.	▪ reporting system keeps parents fully informed; ▪ HoDs analyse results and use this to inform practice; ▪ parental consultations for every year group; ▪ high expectations right from Year 8; ▪ achievement Assembly; regular celebration at Assembly; annual Prize Day to celebrate excellence; ▪ achievement notice board; monthly Newsletter.
Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.	▪ Pastoral Care system and procedures highly praised; ▪ highly experienced SENCO and Assistant SENCO; ▪ Pastoral VP liaises with agencies where necessary; ▪ curriculum is adapted where necessary.
There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.	▪ School Council; ▪ pupil consultations re uniform, lockers/bag-racks, healthy eating etc; ▪ pupils are members of committees that run extra-curricular programmes and the House system; as such they make decisions about school life; ▪ subject departments use questionnaires; ▪ Peer Mentoring programme – link between Form Teachers and pupils; ▪ Library Mentors – provide feedback on their experiences.
A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, FE College or other provider.	▪ careers interviews for Years 10&12; ▪ a dedicated Careers resource room; ▪ broad & balanced curriculum; ▪ link with Priory; ▪ NI Careers Service;

	• SEN Annual reviews.
The highest standards of pastoral care and child protection are in place.	• pastoral structure, policies and procedures (including Child Protection) reviewed regularly – highly praised; • recruitment of new staff; • School Counselling service.

ii HIGH QUALITY TEACHING AND LEARNING

The Curriculum – Teaching & Learning, Assessment & Reporting
Full details of the curriculum, including reporting and assessment arrangements, are available on the school website, in the Prospectus and Information for Parents booklet. The Annual Report to Parents contains a section on curricular matters.

Indicators	Sullivan
A broad and relevant curriculum is provided for the pupils, including through the Entitlement Framework for pupils at KS4 and above	• at KS3 pupils study the full range of humanities, sciences, arts in line with NI Curriculum; • 23 subjects are offered at GCSE (13 general, 10 applied); • 24 subjects offered at A level (15 general, 9 applied); • collaboration with Priory for A level Business Studies & Health & Social Care.
An emphasis on literacy and numeracy exists across the curriculum.	• all subjects have policy statements and strategies for both; • whole-school co-ordinators have oversight of progress across the school; • literacy training provided on Staff Development Days; • Literacy focus as part of CPD group.
Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.	• teachers are subject specialists; • 2016/17 questionnaire – high level of teacher satisfaction; • many teachers acquire additional qualifications with the support of the school; • many teachers are also employed by CCEA as examiners, markers etc; • staff work very closely with Classroom Assistants; • staff attend INSET courses; • comprehensive arrangements in place for induction of new staff, including Beginning Teachers, EPD; and for mentoring student teachers.
Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.	• schemes of work set out appropriate teaching strategies; • annual departmental evaluations assess the impact of strategies; • departments have appropriate technology.
Assessment and other data are used effectively to inform teaching and learning across the school and in the classroom and to promote improvement.	• both formative and summative assessment is used; • GCSE, AS and A level results are analysed annually to set targets and inform teaching; • a Senior Manager takes responsibility for Using Data – baseline testing and tracking have been introduced.
Rigorous self-evaluation is carried out by teachers and the whole-school, using objective data and leading to sustained improvement.	• departments evaluate a curriculum and administrative issue each year; HoDs evaluate an aspect of their role as subject leaders; • examination results are evaluated by HoDs and the Curriculum Vice-Principal • school and departmental development plans follow up the outcomes of evaluations; • a major whole-school audit is carried out every 3 years.
Teachers reflect on their own work and the outcomes of individual pupils.	• various teaching and learning initiatives in the last ten years have focused on the reflective teacher; • PRSD; • Trusted Colleague Network.
Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.	• GCSE and A level results compare favourably with those in similar schools.

iii EFFECTIVE LEADERSHIP

Leadership Structure
The leadership structure comprises: the School Management Team [Headmaster, 2 Vice-Principals and the Bursar]; the Senior Leadership Team [the SMT plus the 6 Senior Managers]; HoDs and subject-coordinators; Year Heads, Head of Sixth Form and SENCO; Office Manager; Facilities Manager, Catering Manager. Regular SMT/SLT, HoD and Year Head meetings are held, as well as departmental, year team and non-teaching staff meetings.

Indicators	Sullivan
An effective School Development Plan is in place, providing clear and realistic targets for improvement based on a sound vision for the School.	▪ a process well established to produce a 3-year School Development Plan which meets fully the requirements of the school development planning regulations; ▪ subject departments relate their Action Plans to the School Development Plan; ▪ all staff, pupils, parents and Governors have opportunities to contribute to the Plan; ▪ there is a strategy for implementing the Plan and monitoring progress.
Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Headmaster in carrying forward the process of improvement.	▪ governors contribute to the full Board as well as to the various committees which cover all areas of school life; Governor training has been provided; ▪ the Headmaster attends all Board and Committee meetings and reports to the full Board at its meetings; ▪ the Headmaster keeps Governors informed of all relevant educational matters, including communications from DE, GBA, etc; ▪ where appropriate, members of SLT address committees about specific issues; where appropriate, members of staff will attend full Board meetings.
School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.	▪ a Senior Manager has responsibility for staff development; ▪ Staff Development underpins the School Development Plan; ▪ the school organises appropriate in-house training and facilitates INSET; ▪ annual review process for non-teaching staff includes a focus on training requirements; ▪ PRSD is well-established; objectives are linked to the School Development Plan; ▪ two members of the SLT have recent experience as Associate Assessors with the ETI.
Teachers are given the opportunity to share in the leadership of the school.	▪ staff contribute to the evaluation and formulation of the Development Plan; ▪ many staff serve on sub-committees which address development issues; ▪ individuals (eg SENCO, Head of Sixth Form) are invited to attend SLT meetings to explain particular issues; ▪ HoDs manage departmental resources, including finance; ▪ many staff have positions of responsibility.
The resources at the disposal of the School are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships.	▪ the Bursar has charge of financial matters and reports to the Board of Governors Finance Committee; ▪ HoDs manage their budget; ▪ the Facilities Manager looks after the fabric of the school and grounds; ▪ Managing Attendance at Work procedures are in place; ▪ independent audits are carried out annually and forwarded to DE.
School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.	▪ procedures and policies are up-dated regularly by SLT; the Headmaster presents on an ongoing basis updated policies to the full Board of Governors at meetings for approval; ▪ whole-school evaluation is co-ordinated by the Curriculum Vice-Principal and the SLT; ▪ Independent Auditors review policies and procedures as part of the internal audit process.

iv   A SCHOOL CONNECTED TO ITS COMMUNITY

A whole variety of links exist between Sullivan and its environment (locally, nationally and internationally), some of which are formal and formalised whilst others are loose and organic. Formal links with parents include numerous parents meetings, interviews, letters and reports and also involves the election of two parental representatives to the Board of Governors. The Sullivan Upper Parents' Association [SUPA] and the Sullivan Upper Prep Parents' Association [SUPPA] both exist with staff representation to support the school. The Sullivan Association includes past pupils, parents and friends within the life of the school. Local groups and local schools use school facilities including the grounds, tennis courts and swimming pool on a regular basis. Links with our feeder Primary schools are maintained and developed, as are links with neighbouring post-primary schools and other schools in both the South Eastern and Belfast Education and Library Board areas.

Local politicians and guest speakers are invited to contribute to the curricular and extra-curricular life of the school. Many charitable events take place and local charities generously supported. The Community Service Group, Duke of Edinburgh's Award participants and the Music Department, among others are actively involved in community efforts. Our extensive range of sporting activities involves multiple contacts with many other schools in matches and competitions as is also the case with chess and other pursuits. Many parents and other volunteers help with school activities and visits. Indeed it is an essential part of the school's ethos and one of Robert Sullivan's guiding principles that the school plays an active and positive role within the Holywood community.

Indicators	Sullivan
Good relationships exist that facilitate engagement and communication between the school and its parents and the wider community that it serves.	▪ parents are consulted in regular audits; ▪ the induction programme for Year 8 fully involves parents; ▪ school reports provide detailed information on academic progress of pupils; ▪ parental consultations are arranged for all year groups; ▪ curricular link with Priory through the Entitlement Framework; ▪ Parentmail – introduced September 2011; ▪ Community Service Group; ▪ Summer Sports Scheme – facilities hired out; ▪ pool hired by local Primary schools and other community groups; ▪ primary school pupils attend music workshops; ▪ music department is a major contributor to the wider community; ▪ newsletter.
The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.	▪ this emerged in the last audit – strong approval from parents; ▪ high demand for places – the school is over-subscribed in every year group; ▪ Sullivan Upper Parents Association (SUPA) supports the school through various events and fund-raising initiatives.
The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.	▪ link with Priory – much more than curricular – a partnership has developed; ▪ NDALC – collaborative professional development provided; ▪ music department works with local primary schools; ▪ HeartStart programme; ▪ CPD project with local primary schools.
Good relationships and clear channels of communication are in place between the school and the education agencies that support it.	▪ good links with CCEA, EA [particularly Transfer Office, Child Protection, HR] etc; ▪ staff act as Examiners and markers for CCEA; ▪ PSNI talks to pupils on issues.
The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local neighbourhood Renewal groups.	▪ Pastoral VP works closely with relevant agencies (eg Familyworks, Autistic Spectrum Disorder Service Educational Psychologist, Education Welfare, Health Trusts, School Nurse for vaccinations); ▪ careers department works with the Careers Service; ▪ school library works with the Library Service.